Final Evaluation of the Project titled 'Building capacity to Prevent Violence Against Women (BCPVAW)' in Bangladesh (December 2014 – September 2018)

Final Evaluation Report

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UN WOMEN BANGLADESH COUNTRY OFFICE

By:

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Acknowledgment

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Acronyms and Abbreviations

AIT	Asian Institute of Technology
BCPVAW	Building Capacity to Prevent Violence Against Women
BNWLA	Bangladesh National Women Lawyers' Association
CSOs	Civil Society Organizations
DR	Documents Review
EWU	East West University
EVAW	End Violence against Women
FGD	Focus Group Discussion
GBV	Gender-based violence
JU	Jahangirnagar University
KII	Key Informant Interview
MSA	Multi Stakeholder Alliance
RU	Rajshahi University
SCG	Student Campaign Group
SHCC	Sexual Harassment Complaint Committee
SHPC	Sexual Harassment Prevention Committee/Cell
SIDA	Swedish International Development Agency
SUST	Shahjalal University of Science and Technology
UGC	University Grants Commission
VAW	Violence against Women
VAW/G	Violence against Women and Girls

EXECUTIVE SUMMARY

Background

In a conservative and male-dominated society like Bangladesh, sexual harassment and gender-based violence significantly impedes women and girl's empowerment and gender equality, despite the government signing international commitments to end discrimination and violence against women, and a constitution that enshrines equal rights for women and men. Recent evidence and observations further highlighted that young girls encounter more sexual harassment and violence in educational institutions and on their way to their institutions. Albeit, a greater part of the stories of their sexual harassment remains unheard, unacknowledged and unreported.[1] There are also reported gaps in national capacities and limited knowledge of prevention strategies constrain effective prevention in Bangladesh (according to UN Women Project Document).

Considering this fact and to prevent sexual harassment and violence against women as well as to respond to needs of EVAW in educational institutions, UN Women Bangladesh Country Office (BCO) has been undertaking a project with the support of Embassy of Sweden in Bangladesh titled 'Building Capacity to Prevent Violence Against Women (BCPVAW)' under Ending Violence Against Women (EVAW) Program. The project aims to prevent sexual harassment through raising awareness, mobilization and development of mechanisms and actions considering the High Court Directive (HCD) to Prevent Sexual Harassment Against Women (2009).

This final evaluation was conducted by external consultant and commissioned by UN Women BCO of the project component related to the work at universities (component 2) with the overall goal to strengthen the VAW/G prevention mechanisms making the female students of four universities - East West University (EWU), Jahangirnagar University (JU), Rajshahi University (RU) and Sylhet University of Science and Technology (SUST) experiencing safer, empowered and violence free campus.

Evaluation Objectives

The key objective of this final evaluation was to assess the results of the project that were undertaken in four universities (EWU, JU, RU, SUST) and University Grants Commission (UGC) in Bangladesh during the period from June 2015 to September 2018. The evaluation covered all aspects of the project's work both at a policy and institutional level and in the field. The main focus of this final evaluation was to provide an external assessment of whether the project is being implemented in line with the commitments given in the approved project document followed by six evaluation criteria: relevance, effectiveness, organizational efficiency, contribution towards impact and sustainability, and gender equality and human rights. The Evaluation also identified/documented lessons learned and provided actionable recommendations with respect to the UN Women intervention that project partners and stakeholders might use to improve the design and implementation of other related projects and programs.

Evaluation Methodology

The evaluation was carried out with a utilization-focused and contribution analysis approaches; also followed the key human rights and gender equality principles of transparency and participation, ensuring consultation with stakeholder groups involved in the execution of the project and suggest a

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[1] Situation Assessment Situational Analysis of Sexual Harassment at Tertiary Level Education Institutes in and around Dhaka, Abul Barkat et al, HDRC, 2013, Dhaka

plan for inclusion of women and individuals and groups, who are vulnerable and/or discriminated within the university settings. The evaluation also used mixed method for data collection and analysis.

Both primary and secondary data were collected from students, teachers and administration at four selected universities, and UGC, attaining the objectives of the evaluation. A total of 188 key stakeholders (111 female and 77 male) took part in the primary data collection. They included: questionnaire survey (62 female and male students from RU and SUST; response rate 100%[2]), in-depth interviews (24 female students from 4 universities), focus group discussions (16 Multi Stakeholder Alliance – MSA members and 64 Student Campaign Group - SCG members from 4 universities) and key informant interviews (22 key stakeholders including VC, Pro-VC, Dean, Senior Management Officials, SHCC members, Teachers, Representatives from UGC & Bangladesh National Women Lawyers Association - BNWLA) (for details, please see Table 1). The secondary data was gathered by reviewing project documents, field information, baseline studies, project progress reports, mid-term evaluation report, annual progress reports, etc. (a list of documents is provided in Annex 1). To ensure maximum validity and reliability of data, the evaluation team ensured triangulation of the various data sources.

The evaluation is guided by the UN Evaluation Group's (UNEG) *Norms and Standards for Evaluation in the UN System and UN Women's Evaluation Guidelines*.

Key Findings

Relevance

The interviews with the key stakeholders demonstrated that the project has addressed very relevant rights and needs of women and girls to live a life free of violence and have implemented relevant programming strategies in doing so. The project was also relevant in ensuring institutional policies and actions that are in place to prevent VAW as well as strengthening the monitoring and accountability role of the UGC in prevention of sexual harassment at the university premises.

UN Women BCO's involvement and contribution also added value to this project. The organization provided technical support, coordination and advocacy in establishing and expanding on-campus mechanisms in all four universities to prevent violence and support survivors. Information drawn from various sources demonstrated that the project is also aligned with UN Women Global SP Outcome 4 (All women and girls live a life free from all forms of violence).

Effectiveness

The project had a set of activities/campaign which have visibly contributed to increase the capacity of the students to raise their voice on legal definition of sexual harassment, create opportunities for discussion and dialogue, and increase knowledge on the sexual harassment prevention committee, where students can complain, anonymously if needed. The project has further made significant progress in promoting the confidence and capacity of girl students (in general) in "breaking silence" and tackling incidence of sexual harassment.

The good strategies of the project, which changed the state of knowledge, attitude and practices included active involvement of students and teachers in awareness raising activities including cultural events, activism, debate, norm breaking activities, networking, information sharing, peer-to-peer learning along with employing effective communication and advocacy strategies.

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[2] While there was a high response rate, this is not representative sample of the university population. Also, there was likely selection bias given that people involved in the project were targeted.

At the institutional level, the evaluation found that all four universities developed an overall strategy for taking action to address and prevent sexual harassment following HCD 2009. In addition, the project was able to ensure and strengthen internal capacities of UGC to guide and monitor implementation of the HCD to prevent sexual harassment at the university premises.

Organizational Efficiency

Overall, the management structure and team were highly effective and efficient in institutional arrangements, building relevant partnerships, knowledge management and providing technical supports with a clear structure, good level of collaboration and coordination and ability to respond to identified needs. However, the project team faced a number of unanticipated challenges during the preparatory phase of the intervention (e.g., political unrest that limited the movements of UN Women team and partner organizations; institutional policy in getting approval; disruption of academic calendar leading to packed schedules in late, etc.), which led not only to some implementation delays, but also limits project coverage - inclusive of the strategies, targets and choice of activities, especially at the first phase.

Contribution to Impact

By and large, the outputs under Outcome two have visibly influenced target groups in all four universities to engage in interactive events/campaigns to address institutional structures and social norms that allow sexual harassment and other forms of violence. In other words, the campaign has shown signs of positive change, particularly in knowledge, attitudes and behaviors of students and teachers with a view of increasing their understanding about the importance of creating a safe and violence-free campus environment.

This positive change has further resulted in improvements in gender equality and women's empowerment both at individual and institutional level. At individual level, the impact can be seen in in improving knowledge of the students and teachers on legal definition of sexual harassment, prevention of sexual harassment and violence following High Court Directive. While at the institutional level, the impact can be seen as the improved institutional initiatives in broadening the universities' capacity in addressing and changing the social norms and institutional structures that perpetuate violence against women.

However, it is too early to assess at this point whether such changes will translate into long-term institutional or social change with respect to address and prevent sexual harassment and other forms of gendered violence at the university campuses. For the sustainable long-term institutional and social changes need coordination and active engagement across all levels of the university from top management to students. A multi-pronged strategy at the institutional level may be developed to change in norms around sexual harassment, changes in institutional structures to facilitate realization of women's rights, greater sense of realization of human rights – freedom of movement of women, etc.

Contribution towards sustainability

The project has significantly contributed to the development of capacities of the project target groups including students, teachers and administration in all four universities to ensure sustainability of their effects and benefits by introducing a systemic change in addressing and responding prevention of sexual harassment following the HCD 2009.

The evaluation demonstrated some of the following progressive factors which might be helpful to sustain the activities of the project after its end:
- Booklet and BCPVAW materials make a good basis for ensuring its future sustainability and replication of similar initiatives.

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- Both Student Campaign Group (SCG) and Multi-Stakeholder Alliance (MSA) are committed to continuing their activities with the institutional support in the future.
- UGC will track the incremental changes in the functions of SH prevention committees and monitor on the functions of the new Sexual Harassment Complaint Cell, through Standard Operating Procedure (SOP), in all universities.
- EWU has introduced its own mechanism to address the issues of sexual harassment, such as created a booklet detailing the guidelines of the university policy to prevent sexual harassment in both English and Bangla for the new students.
- SUST committed to handle the sexual harassment incidents strictly without being to bias and will ensure that the new SHCC will be active and functional in following the UGC's instructions on preventive measures to zero tolerance on sexual harassment.
- JU has been taken initiatives in line with the BCPVAW project objectives to address the sexual harassment e.g., the development of SHCC, increase in usage of social media campaigns in various platforms to create awareness on the prevention of harassment.
- RU authority and senior management have been taking some initiatives to address the sexual harassment, such as awareness raising cultural programmes, conference on "Youth in action against violence against women" with participation of 57 departments.

Gender Equality and Human Rights

Gender equality and human rights are fully integrated into all aspects of the program design and implementation by following UN principles and standards e.g., fostering inclusive participation and cultural sensitivity, as the project highlighted the need for adequate measures to enable female and marginalized students' safety at the campus. All project activities and events have been implemented in accordance with gender sensitive approach, a systematic approach which promotes issues of gender equality and analyses political and social control structures that create gender equality.

Information drawn from female students including marginalized groups[3] confirmed that they are now aware of the HC directives and have expressed increasing interest to take active measures in preventing sexual harassment. They also use social media platforms to raise awareness around such issues. The evaluation revealed that social media activism has not only provided a good basis to the female students and marginalized groups to post their case through this media, who used to hide such things earlier due to avoid stigma or self-dignity, but also challenged the prevailing culture of silence and impunity as well as empowered them to raise their voice on the issues concerning sexual harassment.

Conclusions

Overall, the evaluation found that the project is very promising and useful in setting up mechanisms to prevent sexual harassment in the campuses following HCD on Prevention of Sexual Harassment (2009). UN Women along with its strategic partners UGC and BNWLA successfully carried out all the planned project activities/events that made a significant contribution in terms of introducing a systemic change in addressing and responding prevention of sexual harassment and gender-based violence in university campus.

The key stakeholders have acknowledged their satisfaction with the project outcomes in terms of project's relevance, effectiveness, contributions towards impact and sustainability and knowledge generation.

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[3] Marginalized groups who are excluded by ethnicity, caste, class, religion or disability.

The project has addressed very relevant rights and needs of women and girls to live a life free of violence and have implemented relevant programming strategies in doing so. While highlighting the need for adequate measures to enable female and marginalized students' safety issues at the campus, the project gave more attention to ensure institutional policies and actions that are in place to prevent violence against women as well as strengthening the monitoring and accountability role of the UGC in prevention of sexual harassment at educational spaces.

The campaign activities/events found to be very effective and useful in learning and improving knowledge of the students, teachers and administration on legal definition of sexual harassment. For instance, norm breaking event - Heforshe[4], a global campaign initiated by UN women under this project, created a sense of solidarity and new commitments among students and teachers to prevent violence against women and to support the victims of such violence as well as to mobilize, support and promote gender equality.

Establishment of new mechanisms broadened the universities' capacity in addressing the social norms and institutional structures that perpetuate violence against women. A safety audit was carried out under this project to strengthen universities institutional capacity to ensure full safety for women and girls at the university premises.

The evaluation had also observed some challenges, particularly regarding SHCC's limited institutional linkages. The project was not able to create greater visibility of the SHCC, which is necessary to strengthen the position and capacity of the SHCC within the university administration to hold university authorities accountable to their obligations to create safe campuses.

Nonetheless, the project demonstrated commendable achievements in relation to expected project outcomes. Some of the key achievements are:

- Recognition of sexual harassment as an important issue on campuses and enabled different stakeholders to come together to discuss the problem and develop strategies.

- Raised awareness and lifted the taboo on openly discussing the issue of violence against women. Increasing number of students who believe that women are not to blame for sexual harassment.

- Interactive awareness building campaign activities/events created a non-hierarchical relationship between students and teachers who were involved.

- Disseminated HCD using different communication modes, i.e. booklet, posters, theatre, music, orange day observation, who found as effective in sharing legal information through creating entertaining and learning environment.

- Project reached more than 12000 students at four universities indirectly through mass actions like rally, cultural programmes, theater. Approached to mass communication led to the shift of perception of the role of women in society.

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[4] The aim of this campaign is to encourage and engage man and boys as agents of change in removing the social and cultural barriers that prevent women and girls from achieving their potentials. Heforshe created a forum where women and men share their experiences regarding discrimination, and best practices to overcome it. Heforshe also promote campaign through posting in the online page at 'Say no to sexual Harassment' developed and maintain by the students of four universities.

Recommendations (for UN Women)

1. UN Women should continue to provide guidance and technical support to strengthen institutional response to violence against women on campus and to bring sustainable changes in this regard.

   Key Action Points:

   a) UN Women could continue to support technical inputs to UGC's monitoring mechanism and accountability on university compliance with the guidelines of the High Court Directive on Preventing Sexual Harassment on campus.

   b) UN Women could strengthen technical support to UGC to strengthen SHCC position and its active involvement within the University management - through dialogue, follow up of the SHCC's progress and cross university learning exchange.

   c) UN Women could support collaborative reviews of student orientation plans by university authorities and students and help them develop an innovative orientation package that encourages students to challenge harmful social norms and create a safer environment for women on campus.

   d) UN Women could assist UGC in consultation with universities to introduce a credit or non-credit university wide course on Gender education in increasing gender awareness in a large scale. [Very recently SUST introduced an Ethics and Cyber Law course which is mandatory for the students of every department.]

   e) UN Women should support UGC to establish standards for reporting sexual harassment cases. It is evident that the victim feels humiliated due to having to reveal her story multiple times in order to prove her case once reported formally.

2. UN Women should develop a comprehensive awareness raising campaign plan and knowledge management strategy to ensure wider participation of the students, teachers and staff within and beyond participating universities.

   Key Action Points:

   a) UN Women can support advocacy efforts to MSA and SCG to plan and organize campaign in a systematic way which can cover the entire university community.

   b) UN women could use learning materials and good practices of this project as good evidence for UN Women and its partners in advocating for other public and private universities to prevent sexual harassment and create violence free environment.

   c) UN Women should continue Regional exchange and HeForShe campaign, which was found to be very effective in facilitating collaboration among UGC, public and private universities in combating VAW.

I.   INTRODUCTION

1.1   Background and Context of the Project

All over the world women and girls encounter gender-based violence (GBV), one of the most widespread, but least recognized, human rights abuses in the world. In a conservative and male-dominated society like Bangladesh, gender-based violence and sexual harassment significantly impedes women and girl's empowerment and gender equality, despite the government signing international commitments to end discrimination and violence against women, and a constitution that enshrines equal rights for women and men. Recent evidence and observations further highlight that young girls encounter more sexual harassment and other forms of violence in educational institutions and on their way to their institutions in Bangladesh.[5] The most common examples of harassment were verbal sexual remarks, physical advances, suggestive phone calls and text messages, and being followed. These sorts of incidents often have devastating physical and psychological injuries among the victims causing some to commit suicide.

A 2013 study of 897 students by Bangladesh's Human Development Research Centre found that 76 percent of female students in higher education institutions reported incidents of sexual harassment on university campuses. Albeit, a greater part of the stories of their sexual harassment remains unheard, unacknowledged and unreported.[6] An online survey conducted by *Star Weekend in March 2018* revealed that 69 percent of the victims did not report the incident to their respective university authorities. The survey also revealed that 26 percent of the students surveyed were sexually harassed by their faculty members. This includes serious allegations of faculties' harassment, such as forcefully trying to kiss female students, asking them out on dates and threatening to give poor grades in exams if refused, flirting, ogling at girls and so on. Alarmingly, most of these cases went unreported, as students were afraid of the consequences on their grades and reputation on campus.[7]

In 2009, the High Court Division of the Supreme Court of Bangladesh introduced a high court directive that called for harassment complaint committees, headed by women, to be established to prevent any kind of physical, mental or sexual harassment at every workplace, education institution and other public places. It has defined the harassment and said the compliance of the guidelines will be mandatory until those are passed into law in parliament. Following the HC's directives, the UGC was given the responsibility to instruct and monitor whether universities have formed committees in their respective institutions.

According to the Sexual Harassment Prevention Committee of UGC, 30 out of 39 public universities and 49 out of 95 private universities have formed a Sexual Harassment Prevention Committee (SHPC) so far on their campuses. However, UGC representative reported that SHPC in many universities are hardly functional in following the UGC's instructions on preventive measures to zero tolerance on sexual harassment. According to the online survey conducted by *Star Weekend,* 56 percent students reported that they did not even know a committee existed on their university campus.[8] There also gaps in national capacities and limited knowledge of prevention strategies constrain effective prevention of sexual harassment in Bangladesh.

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[5]   Situational Analysis of Sexual Harassment at Tertiary Level Education Institutes in and around Dhaka", Abul Barkat et al, HDRC, 2013, Dhaka

[6]   Ibid.

[7]   "A deafening culture of silence", Jahan Nilima, The Daily Star, Star Weekend, Bangladesh, April 07, 2018 https://www.thedailystar.net/star-weekend/spotlight/deafening-culture-silence-1558549

[8]   ibid.

Considering this fact and to prevent the violence against women as well as to respond to needs of EVAW in educational institutions, UN Women BCO undertook a project with the support of Embassy of Sweden in Bangladesh titled 'Building capacity to Prevent Violence Against Women (BCPVAW)' under EVAW Program. The project has two components: (1) engaged civil society activists using theatre to prevent VAW at the community level and (2) to strengthen the VAW/G prevention mechanisms in tertiary education.

This report is the result of final external evaluation of the BCPVAW project component related to the VAW/G prevention mechanisms at universities (component 2). The inception report draws project brief, background of the evaluation, sets out the evaluation instruments, including evaluation framework, evaluation methodology, data sources, data gathering and analysis methods and the work plan of the evaluation (please see Annex 1).

1.2   Project Description

The overall goal of the BCPVAW project was to contribute to the prevention of violence against women and girls in Bangladesh. The project was developed within the framework of UN Women Bangladesh's Strategic Note (2014-16) and AWP 2015 under the Development Results Goal 3; and the extended project (second phase) contributed to the Strategic Note for 2017-2020 and AWP 2017. The project is also in line with sub-objective 1[9] of Sweden's Result Strategy for Bangladesh (2014-20); and with SDG target 5.2.[10]

The total budget of the project was SEK 5,200,000 (US$ 617,718), supported by the Embassy of Sweden in Dhaka. Six UN Women staff were involved at different levels to support the execution of the project including Country Representative, Program Specialist, Program Coordinator of EVAW Program, Program Associate, Finance Associate and Administrative Associate.

As the key policy interventions, the project focused on the *High Court Guideline to Prevent Sexual Harassment (2009)* and strengthening the policy implementation tools in order to address VAW/G prevention measures. The guideline provided instruction to all educational and professional authorities to establish awareness raising, reporting and investigation mechanisms within their jurisdictions to prevent sexual harassment. The full guideline is attached in Annex 2.

The first phase of the project started in December 2014 to June 2016, and mainly supported in raising awareness about the issue of violence against women and initiating effective mechanisms to prevent sexual harassment in the university premises. However, the intervention at the universities started in June 2015. The second phase of the project started in December 2016 to December 2018 and apart from continuing the first phase activities, also supported in strengthening and institutionalizing the mechanisms in long-term change within the institutions. Like the previous phase, it took a while to start the second phase at the universities as it required the partner organization selection process and started the intervention in March 2017.

The project was initiated in four major universities across Bangladesh — EWU in Dhaka, JU in Savar, RU in Rajshahi and SUST in Sylhet. The target groups of this project were 28000 students and 2900 teachers and administration at four selected universities, and UGC. The criteria for selecting

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[9]   Strengthened democracy and gender equality, greater respect for human rights and freedom from oppression.

[10]   Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

universities included accessibility, potential for significant learning (both successful as well as challenging cases) and different characteristics, etc. For instance, JU is the first university to draw attention on protesting against sexual harassment; SUST is considered to be located in a religiously conservative area; RU is the oldest university in northern Bangladesh, nearby community of the university are known as liberal and culturally active. EWU is the only private university diverse with the number of enrolled students. The learning from these universities expected to support to design similar interventions in other universities.

The project was implemented by the BNWLA at the university level, a human right based women headed organization and a long-time national advocate for action to end sexual harassment. BNWLA was selected based on its strong recognition and networking at all the universities. Being a national level policy advocacy organization, it holds a strong clout to push for issues within the universities and at UGC level. This was an essential quality required for effectively handling such a very sensitive issue as sexual harassment.

Whereas, UN Women provided technical support in establishing and expanding on-campus mechanisms in all four universities to prevent violence and support survivors through Sexual Harassment Prevention Committees. The organization also involved directly with the UGC through a strategic partnership to improve the monitoring mechanism and other technical areas to implement the High Court Guideline for preventing sexual harassment. UGC is committed to implement the High Court Directives to prevent sexual harassment in the university campuses and is interested to work with UN Women to fulfil this commitment.

Project Objective
The overall Development objective of the project was to contribute to the prevention of violence against women and girls in Bangladesh.

The TOR presented a theory of change for the evaluation to assess: i) whether all four universities implement the high court guideline to prevent sexual harassment with participation of students and teachers' community, (ii) whether oversite bodies effectively monitor women's safety situation and takes appropriate measures to prevent violence, and iii) whether women's rights advocates strengthen their violence prevention interventions with social norm change components, then (iv) violence against women and girls will be reduced, because (v) discriminatory institutional and structural barriers will be reduced.

The above theory of change was reviewed and validated it during evaluation phase.

Outcome 2:
The capacity of tertiary educational institutions and student communities to prevent violence against women has been increased.

The involvement of all levels of the university community results in a broader commitment to institutionalizing the guidelines in the HCD on Sexual Harassment (2009) and ensuring that policies and actions are in place to prevent violence against women.

Outputs:
2.1 Four selected (tertiary level) educational institutions have increased capacity to make the premise safer for women and girls.
2.2 Students, faculty and administration in each of the four institutions, have increased capacity to engage the educational community in taking action to address and prevent sexual harassment and other forms of gendered violence.

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2.3   University Grants Commission has increased capacity to guide and monitor implementation of the High Court Directive to Prevent Sexual Harassment by universities.

Activities:

o   Support SHPC and student organizations to implement campaigns targeting attitudes and social norms that condone sexual harassment.

o   Support interested faculty in one or more universities to pilot new curricula that explores masculinities and femininities as they shape social norms, institutions and the life opportunities.[11]

o   Project universities to draft minimum standards and actions to comply with HC directive including required functions of sexual harassment prevention committees, guidance on budget allocations, guidelines for student orientation, establishing Code of Conduct, monitoring mechanism etc.

o   Support women students and professors to identify barriers to women and girls' safety on campus and to suggest specific changes.

o   Support university authorities, in partnership with students, to review student orientation plans and develop innovative orientation package.

o   Work with university authorities to allocate resources for SHPC, to build capacity on gender responsive budgeting.

1.3   Background of the Final Evaluation

Purpose of the Final Evaluation

The purpose of the final evaluation was to appraise results achieved by the project. This is intended to evaluate specifically the progress against Outcome 2 of the project and Development Objective: *Capacity of tertiary educational institutions and student communities increased to prevent violence against women*. There were three outputs under this outcome on increased capacity of universities, coordination of students & teachers and capacity of the University Grants Commission.

The evaluation is aimed to feed learnings into UN Women's efforts to contribute to the prevention of violence against women and girls in Bangladesh. The findings of the evaluation will be used as a learning for any forthcoming project of the EVAW program that intends to continue work at the tertiary education institutes. The findings will also be shared with development partners, UN agencies and CSOs having interest to work on sexual harassment prevention.

Evaluation Objectives

The key objective of this final evaluation was to assess the results of the project that had been undertaken in four universities (EWU, JU, RU, SUST) and UGC in Bangladesh since June 2015 to September 2018. The evaluation covered all aspects of the project's work both at a policy and institutional level and in the field. The main focus of this final evaluation was to provide an external assessment of whether the project is being implemented in line with the commitments given in the approved project document.

As per the TOR, the specific objectives of the evaluation were to:

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[11] This was mentioned in the costed extension request (Phase 2). However, during implementation the implementers found it is a very time consuming and lengthy process. Also, only faculties cannot start a new curriculum. Hence there not any follow up on this activity.

- Assess the relevance of UN Women contribution to the intervention at national levels and alignment with international agreements and conventions on gender equality and women's empowerment.

- Assess effectiveness and organizational efficiency in progressing towards the achievement of gender equality and women's empowerment results as defined in the intervention.

- Assess the contribution towards sustainability of the intervention in achieving sustained gender equality and women's empowerment.

- Analyze how human rights approach and gender equality principles are integrated in the design and implementation.

- Identify and validate lessons learned, good practices and examples and innovations of efforts that support gender equality and human rights in area of work.

- Provide actionable recommendations with respect to the UN Women intervention

Scope of the Evaluation

This final evaluation evaluated all project activities (except for the community component) implemented in four selected universities (EWU, JU, RU, SUST) and with UGC. The community component was not included in the final evaluation, as per ToR.

Project Duration: December 2014 – September 2018 (including 5 months break prior to extension)

Thematic coverage: Prevention of violence against women and girls at selected project universities in Bangladesh.

Target groups: Students, faculty and administration at four selected universities.

Other Important Stakeholders: UGC and Theatre Groups of universities

The evaluation was conducted in accordance with UN Women evaluation guidelines, UNEG Norms and Standards, and the UNEG Code of Conduct for Evaluations in the UN System.

1.4   Evaluation Methodology

Stakeholder Involvement

Based on the key stakeholder groups noted in the ToR, the evaluation team developed a key stakeholders list in cooperation with the UN Women management team, together with an indication of their affiliation and relevance for the evaluation and their contact information, which is provided in Annex 1. The list assisted the evaluation team in ensuring that appropriate groups were interviewed/consulted during data collection and engaged in dissemination and learning activities.

A snow ball technique was used to engage marginalized students (excluded by ethnicity, class, caste, religion or disability) for the in-depth interview from all four universities. In this process, the evaluation interviewed nine marginalised students out of twenty-four female students (1 from EWU, 2 from JU, 3 from RU and 3 SUST). In addition, a total of eleven marginalised students (five female and six male) from RU and SUST were engaged for the evaluation survey, who were selected through purposive sampling techniques.

Evaluation Management Structure

For this evaluation, following individuals/groups were included.

> An evaluation team comprise of a lead evaluator and two members were responsible for undertaking the evaluation. The lead evaluator was responsible for carrying out most of the tasks including developing inception report, preparing members for data gathering, data collection and analysis, meeting with UN Women team and other partners, presenting preliminary findings for validation at learning workshop and submission of the draft and final evaluation report. The two evaluation members were assisted the lead evaluator to conduct the data collection.

- UN Women established an evaluation reference group consisting of four key stakeholders and UN Women staff, which was consulted throughout the evaluation process to ensure factual accuracy and avoid misinterpretation of data.

- Also, an evaluation manager from UN Women BCO, Regional Evaluation Specialist, and Evaluation reference group were involved for overseeing the evaluation quality and providing necessary advice to the evaluation team.

Evaluation Approach and Design

This evaluation was carried with a utilization-focused approach, which emphasizes that an evaluation should be judged by how useful it is. This approach guided by the evaluation questions posed, available and adequate baseline information, assessing monitoring mechanism and specified targets. However, if the baseline information is not adequate, for instance, it will be re-constructed before data collection.

This evaluation also used the Contribution Analysis (CA) approach, a theory-based iterative approach based on the Theory of Change (TOC), which aimed at making credible causal claims about interventions and their results. The advantage of the contribution analysis approach is that it does not seek to prove attribution, but rather it seeks to provide plausible evidence to reduce the uncertainty about the difference a program is making.[12]

The evaluation process followed the key human rights and gender equality principles of transparency and participation, ensuring consultation with stakeholder groups involved in the execution of the project and suggest a plan for inclusion of women and individuals and groups (such as ethnic or religious minorities), who are vulnerable and/or discriminated within the university settings.

The evaluation further used mixed method data collection and analysis, employing the most appropriate qualitative and quantitative approaches, data types, and methods of data analysis. To ensure maximum validity and reliability of data, the evaluation team ensured triangulation of the various data sources.

Data Sources

There were five lines of evidence: (1) Desk review/secondary data, (2) Questionnaire survey, (3) In-depth Interviews, (4) Focus groups, (5) Key informant interviews, and (6) Validation. All six lines of evidence generated data that permitted the team to assess UN Women's responses and programming in relation to the UN evaluation criteria of relevance, efficiency, effectiveness, and sustainability.

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[12] Mayne, John. Contribution Analysis: Coming of Age? In Evaluation 18(3) (Sage, 2012).

Although the evaluation assessed outputs, the primary focus was on what was achieved at the outcome level. Data from all lines of evidence was triangulated and validated.

Before interviewing the stakeholders, the evaluation team did pre-test the questionnaire by conducting interviews with the stakeholders to determine whether: (a) the interviewees are comfortable with the questionnaire and understands the questions. The questionnaire was revised before data collection.

The evaluation's fieldwork provided independent data as well as analysed existing data to help understand lessons learned from implementation and the results achieved by the project over the three years project period.

Data Collection Methods

(i)   Desk review: A desk review of secondary data sources that have direct relevance for the evaluation (e.g., project documents, field information, programmatic reports) was undertaken. Particular emphasis was given to an analysis of the project's result framework, baseline studies, project progress reports, mid-term evaluation report and annual progress reports. Annex 1 contains a list of the documents reviewed.

(ii)   Primary data collection methods included the following tools as shown in Table 1:

Table 1: Details of data collection tools

Tools	Types of Respondents	Number/Descriptions	Remarks
Questionnaire Survey (QS)	Students (both Female and Male) of RU and SUST	Total – 62 (32 students from RU, 15 Female; and 30 from SUST, 18 Female)	Used purposive sampling*; Response rate – 100%
In-depth Interviews (IIs)	Female students of 4 selected universities	Total –24 female students only (6 from each university)	Used snowball techniques
Focus Group Discussion (FGD)	MSA members (comprised of teachers and staff) of 4 selected universities	Total – 16 (4 from each university, 12 Female)	Used snowball techniques
	SCG (both Female and Male students) in 4 selected universities	Total – 64 (16 from each university, 34 Female)	Used snowball techniques
Key Informant Interview (KII)	VC, Pro VC, Dean, Senior Management Officials, SHCC members, Teachers, Representatives from UGC & BNWLA	Total – 22 (8 Female)	Used snowball techniques
TOTAL		**188 (111 female; 77 male)**	

a)   Questionnaire Survey (QS): A total of 62 students selected from two universities for questionnaire survey, who had participated at least one. The QS conducted using purposive sampling[13] design based on the following minimum standards: students who had participated at least one campaign activities under the project, to ensure diverse in types of

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[13] A purposive sample, also referred to as a *judgmental* or *expert sample*, is a type of nonprobability sample and the main objective of a purposive sample is to produce a sample that can be logically assumed to be representative of a cross-section of the population (http://methods.sagepub.com/reference/encyclopedia-of-survey-research-methods/n419.xml).

stakeholders including women and marginalized students, relevance of the subject and learning opportunities. Participants were informed of the purposes, processes, risks and benefits of participation and was given the opportunity to decline to participate. The response rate was 100%. A semi-structured questionnaire used for this purpose. Please see Annex 1.

b) In-depth Interviews (IIs): A total of 24 IIs (individual) were carried out (all are female students including marginalized students,[14], 6 from each university) from the four selected universities. The IIs were selected purposely to allow for the development of a more intimate dialogue, safety audit, and created ideas and findings that had not been expressed in the larger group settings. A semi-structured questionnaire used for this purpose. Please see Annex 1.

c) Focus Group Discussion (FGD): A total of 8 FGDs were carried out for the evaluation from four selected universities (please see Table 1). The FGDs was expected to enable open discussions, reinforce links with the university community in taking action to address and prevent sexual harassment and other forms of gendered violence, and thereby help to create a climate of trust. Please see Annex 1.

d) Key Informant Interviews (KIIs): A total of 22 KIIs were carried out with the university authorities, senior management officials, SHCC members, teachers, representatives of UGC and BNWLA (please see Table 1) for collecting information associated with project outcomes, outputs and relevant activities.

(iv) During the data collection phase, the evaluation team provided the opportunity to beneficiaries and project stakeholders to freely express themselves on activity implementation, achievements and difficulties expressed along the way.

(v) Both quantitative and qualitative data were analysed and presented in descriptive, tabular and graphical forms. Findings were used to examine the contribution of activities to the results of the project, particularly output level results. Findings were validated based on the consistency of results across all data sources, with an attention to all of the evaluation criteria specified by the TOR. The analysis entailed triangulating information obtained from the desk review, primary data and other documentation.

(vi) The preliminary findings will be presented through stakeholder workshop after submitting the draft evaluation report for the validation / feedback on gaps, omissions and misinterpretations. In addition, written feedback from validation workshop will be consolidated and will be incorporated in the final evaluation report. The evaluation findings will be shared with the donor, development partners, UN agencies and CSOs having interest to work on sexual harassment prevention.

1.5   Ethical Considerations

As noted above, the evaluation followed the principles of the UN Evaluation Group's norms and standards (in particular with regard to independence, objectivity, impartiality and inclusiveness) and

guided by the WHO recommended ethical guidelines on data collection on VAW/G[15]. All interviews were conducted in private and participants were informed of the goals and objectives of the evaluation. Also, all questionnaires and FGDs were conducted in a designated "safe space", away from other individuals. All questionnaires were designed with a consistent set of precautions for informed consent that ensured respondents understood that participation was voluntary and confidential. Participants were informed that none of their responses would be linked to their names.

Before field visit for data collection, a training guidelines was developed for the team members (data collectors) on the ethical issues on data collection followed by ethical guidelines recommended by WHO, and was conducted by the lead evaluator to the evaluation team members, for instance, how to collect information in a safe manner and respond sensitive response in case the respondent gets upset as it could re-traumatize them during the course of the interview, questionnaire survey and FDGs. The evaluation team ensured the rights of individuals especially women respondents involved in this evaluation are respected.

The evaluation team ensured that all respondents will have a list of resources available in case they have been affected or know of others affected (regardless of whether they have been affected or know others affected).
This evaluation had maintained the following ethical norms and standards:

➢ Safety and security in questionnaire survey, focus group discussions, in-depth interviews and key informant interviews:
   • guaranteed confidentiality, particularly for female students;
   • considered safety, particularly for female students;
   • considered risks and benefits; and
   • protected the reputations of the universities interviewed.

➢ Quality data collection techniques and integrity/honesty:
   • Participants in this evaluation were informed of the purposes, processes, risks and benefits of participation and was given the opportunity to decline to participate (particularly female students and teachers);
   • The evaluation team addressed important and relevant questions, provide clear and understandable results and include meaningful recommendations; and
   • Information was collected, analysed, reported and interpreted accurately and impartially.

1.6   Limitations of the evaluation methodology

   ▪ The data was collected from the selected geographical locations. The selected geographical location is not representative of the whole country. To avoid this controversy, the study will not generalize findings.

   ▪ Apart from this project, the others government and non-government /NGO organizations may also have been implementing a good number of VAW/G related projects in these working areas. These initiatives might have had an influence on the university community. An effort was made to explore the direct effect of the project from the perspective of before and after intervention.

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[15] WHO, Putting Women First, Ethical and Safety Recommendations for Research on Domestic Violence Against Women; Geneva, Switzerland, 2001
   http://apps.who.int/iris/bitstream/10665/65893/1/WHO_FCH_GWH_01.1.pdf

- Selection bias: While there was a high response rate, this is not representative sample of the university population. Also, there was likely selection bias given that people involved in the project were targeted. the selection of the participants was based on purposive sampling as specified above; this means that they are different from those that did not participate in campaign activities.

  The population that participated in evaluation survey had participated in at least one project activity; they are therefore potentially different from the general student body population in that they may have a pre-disposition to engage in EVAWG activities. It should also be noted, as above, that the student body is very large and due to time and resource constraints it was not possible to obtain a representative sample of students. However, the learning workshops with the project partners and target groups helped to fill up gaps.

1.7   Justification for the Evaluation Methods Used

Despite its limitations, the methods used for this evaluation were appropriate, economical and efficient given the time constraints. A rich set of data was obtained from all interviews and surveys. The evaluation obtained a diverse profile of interviewed people from key senior management officials to highly relevant female and marginalized students.

1.8   Inception Stage

The inception stage started as soon as the evaluation consultants were engaged. During the inception stage, the evaluation team consulted all relevant project reports, management and monitoring documents to acquire a comprehensive knowledge of the project. Particular emphasis was given to an analysis of the project's baseline studies and annual reports. The evaluators then reviewed the Terms of Reference and re-assessed the evaluation objectives and questions. The inception report is attached in (Annex - 1)

2 EVALUATION FINDINGS

The following section provides evaluation findings based on analysing the criteria of relevance, effectiveness, efficiency, contributions towards impact and sustainability, and gender equality & human rights. Every section presents the answers of a question/questions.

2.1 Relevance

The following evaluation questions address the relevance of the intervention:

- To what extent is the intervention relevant to the needs and priorities of campus people covered through this project?
- What is the value of the intervention in relation to women's needs, national priorities, legal framework of Bangladesh and High Court Guideline to prevent sexual harassment?

Finding 1: **Project is aligned and highly relevant to the needs and priorities of the university campus population, including marginalized women and girls.**

Sexual harassment is the most serious threat that has been taking place in all the education institutions in Bangladesh, especially at the tertiary level education institutions. However, as stated above, a greater part of the cases of the sexual harassments remain unheard, unacknowledged and unreported.[16] There is also gaps in national capacities and limited knowledge of prevention strategies constrain effective prevention in Bangladesh. Considering this fact, the project is highly relevant as its objectives, outcomes, outputs and activities reflect both addressing and responding prevention of sexual harassment following high court directive 2009.

The interviews with the key stakeholders demonstrated that the project has addressed very relevant rights and needs of women and girls to live a life free of violence and have implemented relevant programming strategies in doing so. There was a significant positive response on the suitability of project activities to the specific needs and priorities of the campus population including students, teachers, administration and staff. Interviews with the key stakeholders revealed that the results of the project activities were considered very important contributions to the important youth involvement in battling the culture of VAW and sexual harassment.

While highlighting the need for adequate measures to enable female and marginalized students' safety issues at the campus, this project gave more attention to ensure and improve capacity of educational institutions and student communities to prevent sexual harassment following the HCD 2009 and to take active roles in creating safe and violence free environment for female and marginalized students on campus. The project was also relevant in strengthening the monitoring and accountability role of the UGC in prevention of sexual harassment at educational spaces.

Finding 2: **The project is highly relevant of UN Women's engagement in universities to support women's needs, national priorities, legal framework of Bangladesh and High Court Guideline to prevent sexual harassment**

As mentioned earlier, the project was developed within the framework of UN Women BCO's SN (2014-16) and AWP 2015 under the Development Results Goal 3; and the extended project (second phase)

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[16] Situation Assessment Situational Analysis of Sexual Harassment at Tertiary Level Education Institutes in and around Dhaka, Abul Barkat et al, HDRC, 2013, Dhaka

contributed to the SN for 2017-2020 and AWP 2017 and 2018. The project is also in line with sub-objective 1[17] of Sweden's Result Strategy for Bangladesh (2014-20); and with SDG target 5.2.[18]

UN Women BCO's involvement added value to this project. UN Women has demonstrated its ability to provide technical support, coordination and advocacy in establishing and expanding on-campus mechanisms in all four universities to prevent violence and support survivors. Information drawn from various sources demonstrated that the project is also aligned with UN Women Global SP Outcome 4 (All women and girls live a life free from all forms of violence). In addition, indirectly contributing to the 7th 5-year plan, the project is relevant to the situation of Bangladesh and consistent with the guidance and obligations mentioned in CEDAW.

Sexual harassment is one of the most widespread and systematically engrained aspects of VAW, which undermines the integrity of the academic environment. The main reason for the continual perpetuation of sexual harassment is the existence of weak mechanisms in these institutions.

In partnership with BNWLA and UGC, UN Women worked with four universities to improve their capacity to inform students, create opportunities for discussion and dialogue, and increase knowledge on the sexual harassment prevention committee, where students can complain, anonymously if needed.

UN Women also provided the groundwork for the institutionalizing student engagement processes so that students continue to be involved in supporting services and campaigns that contribute to preventing sexual harassment. It also supported SHCCs and student activists to directly address attitudes and social norms that allow sexual harassment and other forms of violence. UN Women also provided technical assistance to the UGC to strengthen its monitoring capacity and accountability in preventing sexual harassment as well as building collaboration between UGC and public and private universities to achieve expected project outcomes.

Finding 3: **The campaign raised awareness of the female and marginalised students involved by breaking the 'culture of silence' regarding sexual harassment and lifted the taboo on openly discussing the issue of violence against women.**

Interaction with various key stakeholders revealed that female students are generally more likely than male students to experience sexual harassment and violence both on and off campus while travelling to and from university. It also found that the perpetrator is usually someone the victim knows and that, very often, the victim does not protest/report the assault due to social stigma and went almost silent. It uncovered that female students do not at all feel comfort in sharing and discussing these issues even with their family. Protesting openly/publicly was nearly absent. The project was able to address and respond this issue through awareness raising activities (e.g., academic discussions, case-based discussion, through cultural events, etc.)

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[17] Strengthened democracy and gender equality, greater respect for human rights and freedom from oppression.
[18] Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

All female students interviewed for this evaluation informed that before this project they and other female students were too frightened to report incidents in case the perpetrators took revenge. They were also afraid to complain against a male teacher as they worry that the teacher will under-evaluate them. The awareness raising campaign contributed to female students to discuss their issues, learn about the existing mechanisms that are present in the university to prevent sexual harassment, and where they can turn to if they face sexual harassment, to complain and get counselling.

To quote a female student:

"My confidence has been increased. I can freely talk and discuss with my parents, teachers and friends about gender issues, our rights and how we can be free from all kind of violence and harassment. I don't think I had ever discussed these with others, even with my family earlier before this project, as we felt it is not good to discuss such things."

Source: Field visit (FGD), Nov 2018

Female students are more confident to speak out on issues that they're dealing with than they were before. The project has made significant progress in increasing knowledge and confidence of female students in breaking the 'culture of silence' and tackling incidence of sexual harassment. Interaction with FGD, the evaluation also confirmed that female students who participated in the campaign are now reportedly more confident and capable of identifying and reporting harassment and violence.

The SHCC of the University reportedly deals with more complaints than they ever had before[19]. According to the SHCC of all four universities, JU was reported to have received 18 complaints, SUST 12, RU 10 and EWU 6 respectively in last four years and have been taken initiatives to solve the incidents. It is clear that under-reporting is still an issue, however, there has been an uptake in seeking the support of the University to handle complaints.

Finding 4: Increased knowledge on the High Court directive to prevent sexual harassment and violence on campus

Key stakeholders of MSA, SCG and SHCC interviewed for this evaluation agreed that the campaign helped female students to learn about the legal definition of sexual harassment and how and where they get support. While for male students, they needed to learn - what's not acceptable, how they can support their peers, and what positive masculinity means in the context of a learning environment.

A majority of female students, who participated in the campaign and responded to the evaluation survey and interview, also strongly or somewhat agreed that the project activities such as academic discussion and student orientation programs helped them to know the definition of sexual harassment as well as how the high court guidelines could help them.

To quote a female student:

"We did not know anything about High Court directive before this project. Now we are aware about it. I do believe that university authority has the responsibility to make the students aware of the SHPG 2009 for creating safe environment".

Source: Field visit (FGD), Nov 2018

### Finding 5: The interventions of the project played a vital role in increasing the knowledge, attitudes and practices of students and other stakeholders to create a safe and violence free environment

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[19] According to SHCC representatives in all four universities, after establishment of SHPC in 2010, the cell dealt with very few complaints (only 2/3 cases) until 2015.

A safe campus is essential for maintaining ideal academic atmosphere in the universities. But frequent incidents of sexual harassment and violence against women are obstructing that. Field survey revealed that a good number of female and male students had witnessed mental and physical violence on campus earlier. The interventions of the project played a vital role in increasing the knowledge, attitudes and practices of students and other stakeholders, which might play a critical role to prevent sexual harassment and to create a safe and violence free environment.

There is also evidence from the evaluation survey of a reduction in witnessing sexual harassment on campus after the project initiation. According to baseline survey, 33% respondents (both female and male) from RU reported to have witnessed about this issue, followed by SUST (32%). While the evaluation survey found that around 22% students (both female and male) of RU and SUST reported to have witnessed any type of sexual harassment within the last six months (May – October 2018) in their campus (Figure 1). The participants (both female and male) who attended FGDs in JU and EWU also agreed to have witnessed less sexual harassment within the last six months in their campus.

Figure 1: Students witness sexual harassment within last six months in their campus
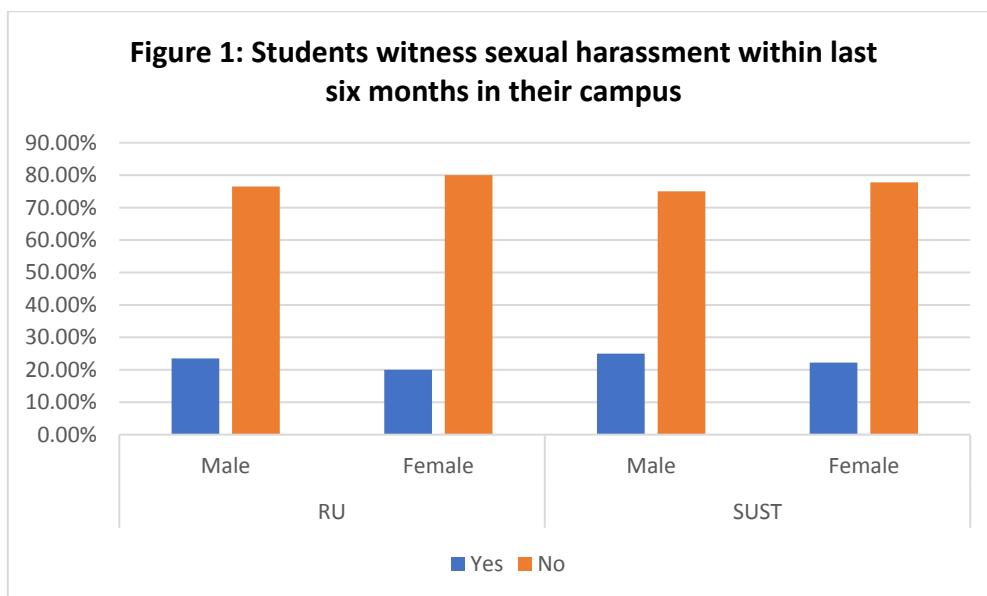
Source: Field survey, Nov 2018

The evaluation observed that teachers also admittedly had limited knowledge about gender issues and gender-based violence especially how to prevent sexual harassment and create safe and violence free environment. To quote a teacher: "not only students, we teachers also had limited knowledge about these issues especially how to prevent sexual harassment and violence. We even didn't know what sexual abuse is and what is sexual harassment. We were even unaware about the SHPC. We have now new Sexual Harassment Complaint Committee (SHCC). Both female and male students come to us, share their problems. They are more aware and confident about themselves. Through project activities and events, we are learning, increasing our knowledge, which was not the case before. We got very good support from UN Women and BNWLA."

Interviews with the members of SCG and MSA in all four universities, it is evident that through awareness raising activities, they (involving both male and female students and teachers) learned to challenge the culture of silence and have made new commitments to protest and prevent violence against women and support the victims of such violence. Participants of SCG have shared their experiences and opinion to raise voice as a bystander to prevent sexual harassment in their campus.

Story of Bystander to Prevent Sexual Harassment

A male student of SCG shared his experience of preventing sexual harassment as a 'by stander'. When he was travelling by bus, he found two women travelling without seat in the same bus that he was. He noticed one the them feeling embarrassed as some male travelling standing behind her and one of them starting to touch her. Then he asked the women whether the man was with her or not. When she replied negative, he just pulled him away and rest of the passenger supported to him. He also shared that he had participated in the Orientation session of the HeforShe campaign and learned about the power of By stander.

Source: Field visit (FGD), Nov 2018

A number of both female and male students also expressed that they have participated almost all the awareness raising activities and they feel the best thing is - they are aware and are united.

> "*We should empower girls to talk, by approaching them through rights education. Women should know about their sexual rights and should learn what to do when they are harassed. If women and girls knew their sexual rights, they would talk about it, and not tolerate sexual harassment*", said a member of SCG of SUST.

Finding 6:   There is a gap in ownership of the project due to its planning and designing limitations

Interaction with various sources further revealed that the project was not able to involve the relevant stakeholders including university administrative representatives, teachers and students in planning and designing of the project due to time constraint. Although, occasionally they were involved, they were never formally involved in campaign planning. This has left a gap in ownership of the project. Having relevant stakeholders could enable the project to institutionalize the campaign within the broader structure of the university community.

2.2   Effectiveness

The following evaluation questions address the effectiveness of the intervention:

- To what extent were the expected outcome on work at the universities achieved and how did UN Women contribute towards these?
- Whether any changes in capacity occurred in the universities (accounting for potential negative or unforeseen challenges)?
- To what extent has the capacities of students to raise their voice against sexual harassment changed?
- How did this project involve institutional leadership to get sustainable change at the universities as well as in UGC?
- To what level, the project achieved the outputs at universities?
    - What are the short terms and long-terms step taken by each university to prevent sexual

harassment?
- What are the actions taken by students, teachers and university administration/staff to strengthen understanding on prevention sexual harassment and gender-based violence?
- What changes were achieved in the capacities of UGC to monitor university response to prevent sexual harassment?
- Was there any good practice generated by this project, what works efficiently?

Finding 7: All targets were largely achieved and there was progress towards outcomes

The project was well developed and introduced in all four selected universities in increasing capacity in order to make the university premises safer for women and girls. As seen below (Table 2), all targets were largely achieved in relation to project's outcomes.

Table 2: Achievements in relation to Project Outcomes

Outcome Indicators	Achievements
Indicator 2.1: Increase in number of mechanisms, services and programs implemented at the selected universities in compliance with the High Court Directive on Sexual Harassment **Baseline**: 0 **Target**: Minimum 2 mechanism/service/programme per each university	Target reached • Booklet and BCPVAW materials produced and distributed to all four universities as a significant resource to generate knowledge among students on legal definition of sexual harassment following High Court directive, i.e., what are the forms of sexual harassments, when to complain, what constitutes as an offensive action etc. on campus. • All four universities have developed and established the following mechanisms/services/programmes: 1) Students Campaign Group (SCG) and Multi-stakeholder Alliance (MSA) in awareness raising activities including cultural events, 16-days activism, debate, sport, networking, information sharing, peer-to-peer learning, along with employing effective communication and advocacy strategies. 2) Members of the multi-stakeholder alliance in all four universities provides voluntary support to survivors and guidance on lodging a complaint in an appropriate manner. 3) Documentary drama -*Seven* was played in three universities except EWU as a tool to raise awareness and mobilize all levels of the academic institutions. 4) 17 orientations on HeforShe for students held in all four universities to make students understand and involve students with an effective global campaign to speak and act as change maker (why and how he can able to perform his by stand role on behalf of she). 5) A Theatre Festival on sexual harassment prevention held at the national level on 31 March 2018 at the Liberation War Museum at Agargaon, Dhaka with the performance of total seven theatres engaging the theatre clubs of all four universities. Theater is used as a tool to generate knowledge among students on prevention of sexual harassment. 6) Campaign committee members and multi-stakeholder alliance members in RU and JU played active roles in raising awareness on preventing sexual harassment through social media campaigns (Facebook).

	7) The Department of Law and Department of Social Relations of EWU organized academic discussion meeting on "SAY No to Sexual Harassment" to disseminate awareness about "Sexual Harassment" amongst the students. The meeting was enlightened by the active participation of the students. 8) A regional knowledge sharing, and learning workshop held in Sylhet. Through the experience sharing from the universities it was learnt that all universities are eager to ensure sexual harassment prevention at their respective campuses following the High Court Guideline. 9) Safety audit findings workshop were held in all four universities for the future course of action to ensure safer atmosphere in the universities and to document students' views regarding their safety and security, especially in the context of facilities and practices. 10) A HeforShe Commitment Ceremony was organized where representatives from all four universities expressed their commitment to prevent sexual harassment against female students. Delegates, teachers and multiple members of the audience pledged to become HeForShe champions and elaborated on how they would work to end violence against women. • The UGC developed a monitoring format drafted by UN Women and BNWLA for all universities to track the incremental changes in the functions of sexual harassment prevention committees at the universities. • The UGC also introduced a Standard Operating Procedure (SOP) with the university authority on the functions of the new Sexual Harassment Complaint Cell (SHCC) for all universities to track the complaint numbers to the SHCC in future, and they are currently piloting it in the EWU. • A Gender Responsive Budgeting module has been developed by UN Women which can be used by the SHCC for all universities to advocate for getting an allocation of yearly budget to improve facilities enabling a safer campus for students. • Learning from JU helped other universities shape their campaigns. Through an exchange visit, selected members of the RU and JU campaign groups shared their experience with SUST. • Student welfare body at RU has introduced regular counselling support for students with the help of the Department of Psychology and Law. • A group of pro-gender lawyers in RU are involved in advocacy in preventing sexual harassment on the campus.
Indicator 2.2: Increase in % of female and male students who are aware of high court directives on sexual harassment	All targets reached • Interaction with over 100 female and male students in all four universities by the evaluation team revealed that more than 80% of them have an understanding about the content of High Court Directive 2009.

Baseline: 88% students in the project universities have not heard or have no idea about the content of High Court Directive 2009 *Target*: 25% increase in the number of students (female and male) aware of high court directives on sexual harassment	• Comparison with universities and gender, base line survey unveiled that 46% female and 54% male respondents of SUST are aware about High Court directives related to sexual harassment, compared to 17% female and 27% male respondents of RU. While the final evaluation survey found that 60% female and 73% male respondents of SUST are aware about High Court directives related to sexual harassment, compared to 65% female and 62.4% male respondents of RU (Figure 2). The majority of the respondents in both universities learned and aware about High Court directives related to sexual harassment from their teachers who were involved with the BCPVAW project. • Another study in all four universities in 2016 also found that 72% of students surveyed have an understanding of High Court Directive (an increase of 60%).[20] • At baseline 80% students in each university expressed willingness to participate in making campus safer for girls but only 13% reported any involvement in related activities. While in the survey carried out for the final evaluation revealed that over 40% female and male students in SUST and RU reported their involvement in making the campus safer for girls through direct participation in the project activities. (Figure 3).
Indicator 2.3: % of female and male students who believe that girls are never to blame for sexual harassment by a male teacher or student **Baseline**: Over *40% respondents in all 4 universities don't believe girls' clothing or behaviour is a cause of sexual harassment by a male teacher or student* *Target*: *25% increase from baseline*	Target reached • Comparison with universities and gender, base line survey unveiled that 57% female and 63% male respondents of SUST who believe that girls are never to blame for sexual harassment, compared to 25% female and 35% male respondents of RU. While the final evaluation survey found that 82% female and 90% male respondents of SUST who believe that girls are never to blame for sexual harassment, compared to 69% female and 72.4% male respondents of RU (Figure 4).
Indicator 2.4: % of female and male students who think existing security measures in campus are satisfactory. *Baseline:*15% *Target*: 40%	Target reached • At baseline 15% of female and male students who think existing security measures in campus are satisfactory. While interaction with over 100 female and male students in all four universities by the evaluation team revealed that about half of respondents perceived that current security measures are enough to prevent sexual harassment while 30% were opined moderate and the rest perceived needed more support. However, all the participants interviewed opined to improve the system by arranging adequate security personnel, CCTV and enough lights inside the campus.

Source: Field visit, Nov 2018

Finding 8: UN Women contributed significantly towards achievements of the project outcome

UN Women along with its strategic partners BNWLA and UGC successfully carried out all the planned project activities/events that made a significant contribution in terms of introducing a systemic change in addressing and responding prevention of sexual harassment, institutionalize the changes and further expand the alliances for creating violence-free campuses. For instance, it provided technical support to the SHCC, MSA and SCG in implementing campaigns designed to target the attitudes and social norms that condone sexual harassment; provided a suggested programme for student orientation sessions; establishing a Code of Conduct; and setting up monitoring mechanisms with the guidelines of the High Court Directive on Preventing Sexual Harassment on campus at the respective universities, etc.

UN Women also provided technical support to UGC to draw up the minimum standards and actions needed to implement the High Court Directive, including setting out the functions of the Sexual Harassment Prevention Cells; establishing guidelines on allocating budgets for relevant activities; and strengthening accountability mechanisms within universities.

Finding 9:   Although there have been successful efforts to strengthen the institutional response to address and prevent sexual harassment and VAW on campus, challenges remain

One of the key objectives of the project was to build the institutional capacity of the universities in addressing sexual harassment, reaching the top management positions of the universities was an essential strategic component. Interaction with various key stakeholders, the evaluation confirmed that the project was useful in establishing and strengthening institutional response to prevent violence and support survivors. The university authorities are now active in taking initiatives to create awareness and prevent sexual harassment in the university campuses.

The present chairperson of SHCC of SUST mentioned: *"Students had lost faith in reporting to the SHPC earlier. There was a case where an influential teacher verbally harassed a student on an excursion, but the syndicate members and the department's colleagues helped him get away without any punishment. They also remarked that it was nothing serious as the teacher didn't abuse the girl physically. Here, the authorities' ignorance of identifying sexual offences had directly discouraged students from coming to the committee. Now the situation has been changed, University authority is very cooperative and active in taking action to address and prevent sexual harassment following High Court directive 2009"*. The authorities of other universities are also active now to prevent sexual harassment and violence free environment.

However, the evaluation observed some of challenges. The key challenges are;

- The project involved the anti-sexual harassment cell or committees (SHCC) with its campaign as the key institutional linkage with the universities. The evaluation observed that the project had limited activities which could strengthen the position and capacity of the SHCC within the university administration. The project was not able to create greater visibility of the SHCC among the community members (students, teachers, staff and administration) in all four universities. Interaction with FGDs (SCG) also indicated that more than 50% of them hardly knew about SHCC's involvement within the university administration.

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This situation is particularly observed in RU and EWU, as the cell in these universities has not been newly formed to replace the old one after the expiration of the term. While the EWU was not able to reform a new SHCC due to delay in getting approval from the university authorities through proper channel, the situation of SHCC of RU is different. As reported by the members of former SHCC: "After an incident, a report was filed to SHCC and punitive measures are recommended. But the recommendations were never executed. The university authorities did not punish anyone over these incidents, though sub-section (cha) of the University Ordinance's Section 40 clearly states that a student can be expelled temporarily or permanently from the university for breaching discipline". The Dean of Social Science of RU felt and expressed that though the university administration were willing to take a strong position in this regard but cannot move forward because of its limitations.

Due to limited cooperation of the university administration towards the committee, the campaign activities were caught in between sometimes. This structural constraint further limited the ability of the campaign to strengthen the committee as well.

- The second important issue is the space. The evaluation observed that the project did not have any office or secretariat at the universities. This made it difficult for the campaigners to receive continual supports from the implementing organizations sometimes. The human resource scarcity also left the campaigners unattended to their needs.

Finding 10: **Project's involvement improved institutional leadership in getting sustainable change at the universities as well as in UGC**

University Authorities
The university authority has been playing an active role in order to create awareness and prevent sexual harassment in the university campus. Some of the initiatives that the universities have taken are:

- Developed an overall strategy for taking action to address and prevent sexual harassment following High Court directive 2009. There are SHCC at JU and SUST, for complaints against both staff and students. The SUST authority re-formed the complaint committee against sexual harassment in April 2018. While EWU is in the process of new complaint committee against sexual harassment.

- Developing counselling sessions for the survivors of violence.

- Dedicated phone lines to provide easy access to cell members.

- Authority has Installed CCTV and improved lighting system in major points inside building and campus, which can help deter sexual harassment. Good lighting system, enough CCTV are some examples of good security system, which is important to prevent sexual harassment by perpetrators.

UGC
The important initiatives taken by UGC are:

- Increased capacity to guide and monitor implementation of the High Court Directive to Prevent Sexual Harassment by universities. A monitoring format developed by the UGC with the support

of the UN Women and BNWLA for all universities which will be used to observe the incremental changes in the functions of sexual harassment prevention committees at universities as well as makes a good basis for its future sustainability. There were no formal and visible initiatives by the university authority to prevent sexual harassment and violence in the campus before the project intervention and safety issues were often ignored.

The UGC representatives interviewed for this evaluation stated the importance of their monitoring role and mentioned their future plans (although nothing specific) to expand the programs to include more universities.

- Another important change is the strategic partnership with the UN women as a branding and prestige, which empowers UGC to oversee SHP issues and to strengthen the university in policy advocacy to prevent sexual harassment. Partnership approach in policy advocacy could be helpful in bringing policy changes, such as strong sexual harassment protection policy, to ensure violence and harassment free environment and women's empowerment.

The UGC representatives interviewed for this evaluation stated about the importance of their monitoring role and mentioned plans (although nothing specific) to expand the programs to include more universities. They intend to establish a new monitoring unit/cell only for the monitoring and tracking the functions of SHCC at the universities as well as to increase accountability of the universities. This is a positive step from UGC as a result of the intervention.

- A GRB module has been developed by UN Women, which can be used by the new SHCC for all universities to get an allocation of yearly budget from the University to meet the incidental costs and to improve facilities related to enhancing safety on campus for students. There was no standard process followed by the universities in allocating university budget to meet the incidental cost. They followed need-based requests from different sections.

Finding 11:   **Heightened action taken by students, teachers and university administration/staff to prevent sexual harassment and gender-based violence in the campuses**

- A number of booklet and BCPVAW materials (leaflets, banners, posters, etc.) produced under the project and distributed to the students, teachers and administration in all four universities as a significant resource to generate knowledge on legal definition of sexual harassment and its prevention. Many students and teachers were unaware about the various type of harassment and HCD on SHP, which they learned from this project. Booklet provided to them found to be useful. The evaluation was informed by a key stakeholder that 300 teachers and 10,000 students of RU received these resource materials contributing to their understanding of sexual harassment issues and laws.

The final evaluation survey in RU and SUST revealed that 48% female and 52% male students of RU that participated in the survey read the BCPVAW materials, while 66.7% Female and 33.3%male students in SUST that participated in the survey mentioned that they learned and are aware about sexual harassment prevention from these materials (Figure 5).

Figure 5: Students read given booklet and BCPVAW materials
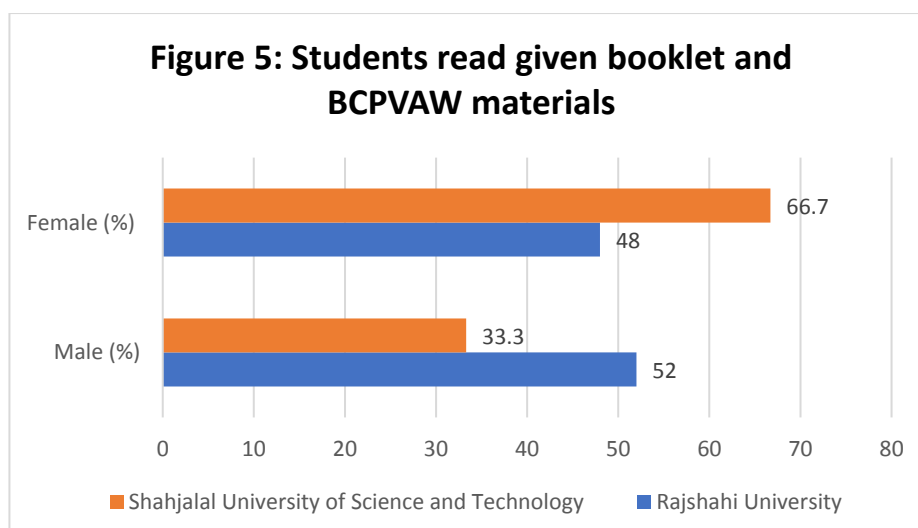
Source: Field Survey, Nov 2018

- The project formed four SCG consisting of 15-20 students (both female and male students) of different department and study years as regular members in all four selected universities, who were actively involved in various campaign activities/events under the project in the respective universities to Identify the barriers and recommendation for possible solution to change the situation in context to preventing sexual harassment.

  The SCG ensured the students' active participation and involvement in interactive events included numbers of academic discussions, debate competitions, observation of monthly Orange Day, Promotion of HeforShe Campaign, Students' Gathering, Peer Group discussion, Sports Events, use of social media and observation of 16 days of activism through cultural events, students' gathering, etc.

  Interaction with various key stakeholders the evaluation demonstrated that the interactive activities and events disseminated the essence of the high court guideline using different communication modes, i.e. booklet, posters, theatre, music, orange day observation, which found as effective in sharing legal information through creating entertaining and learning environment.

  However, since there was no formal registration procedure to participate in these events, the actual number of participations were not recorded. According to the annual project reports, more than 2,000 students from all four universities had been directly reached with these interactive awareness building initiatives. In addition, the project reached more than 12,000 students at four universities indirectly through mass actions like rally, cultural programmes, theater (Source: Annual project report 2018).

  The following Figure 6 showed RU and SUST students' that participated in the survey participation in various campaign activities/events of the project.

Figure 6: Students' participation in various campaign activities/events of the project
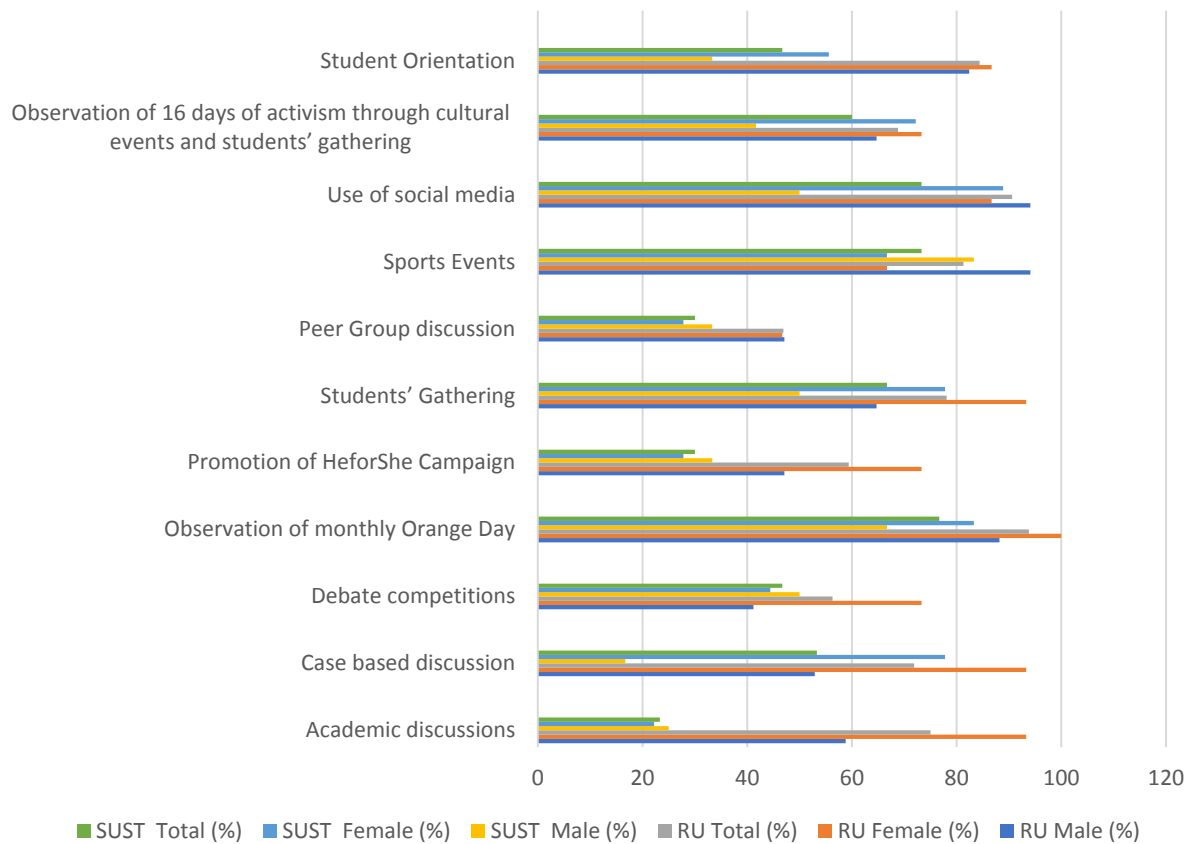
Source: Field Survey, Nov 2018

Apart from RU and SUST, students of EWU and JU also actively participated most of the above campaign activities and events which provided them to learn about the way female students experience sexual harassment, how it affects their self-esteem, confidence, mobility and opportunity.

Interaction with over 100 female and male students in all four universities through FGDs and interviews, the evaluation revealed that the campaign activities/events have been very effective and useful to them in learning and taking necessary actions to prevent any kind of harassment in their campuses. Majority of them expressed that they thought sexual harassment (especially verbal) was harmless fun and is not a social crime. "*We did not realize how our funny behaviour and action humiliated girls. Now we know how to protest and raise our voice against sexual harassment*", said some male respondents.

- The project also formed four MSA consisting of 10-12 teachers' representatives and selected members of the SCG in all four selected universities to provide overall support to organize the campaigns to increase awareness among entire university community to ensure safer and violence free campus. The campaign activities also created a non-hierarchical relationship between students and teachers which may work as a base for collective action for future campaign activities.

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2.3   Organizational Efficiency

The following evaluation questions address the organizational efficiency of the intervention:

- To what extent does the management structure of the intervention support efficient programme implementation?

Finding 12:   **Project encountered some unanticipated challenges during the preparatory phase of the intervention, which also affect the potential for sustainability of the benefits of the project**

This project was implemented through the National Execution Modality in which the local implementing agency BNWLA was responsible for project execution at the university level. Whereas, UN Women was responsible for management of institutional arrangements, building relevant partnerships, development and monitoring of the project plan, knowledge management and compilation of overall project and financial reports. UGC was responsible to improve the monitoring mechanism and other technical areas to implement the High Court Guideline for preventing sexual harassment.

The project has had a very highly-skilled and experienced project implementation team. Most importantly, the team were committed to practicing results-based management and to ensuring that offices have the capacity and systems needed to deliver results on gender equality and empowerment of women. They were viewed as truly engaging themselves in the process of achieving the quality and efficiency of the activities, rather than simply meeting formally planned outputs.

Overall, the evaluation determined that the management structure and team was highly effective and efficient in institutional arrangements, building relevant partnerships, knowledge management and providing technical supports with a clear structure, good level of collaboration and coordination and ability to respond to identified needs. Mechanisms for planning, communication, monitoring and learning were fully compliant with UN Women policy and procedures to ensure project's achievements in terms of sustaining the effects, institutionalizing the changes and further expanding the alliances for creating violence-free campuses.

The project team provided evidence that project activities were planned annually, reviewed each quarter and amended when needed. This allowed the project team to monitor planned expenditures and quickly intervene to provide needed activities, using the resources available. A clear monitoring framework was built into the design of the project. The project team produced annual reports, an overview of project results, and reports on implemented activities that included detailed descriptions of project performance and the achieved quantitative indicators.

However, the project team faced a number of unanticipated challenges during the preparatory phase of the intervention, which led not only to some implementation delays, but also limits project coverage - inclusive of the strategies, targets and choice of activities, especially at the first phase.

Unanticipated Challenges

- The project was affected by the political unrest that limited the movements of UN Women staff and partner organizations. General strikes and transport blockades made it difficult to travel outside Dhaka.

- Academic calendars were disrupted at RU, JU and SUST, leading to packed schedules in late 2015 and early 2016. For instance, long vacation due to Ramadan, Puja and admission test were taken

place which delayed activities in the respective universities and limited students and staff participation.

- EWU needed event wise approval from the university authorities which made delay to perform activities in the respective university. Bi-lateral meeting with the Dean of EWU and project coordinator held to mitigate the problem.

- The rise in extremism, targeting liberal-minded university teachers, educationists and intellectuals, deterred some teachers from participating in project activities. A teacher at RU was murdered in April 2016.

- Due to pollical unrest, tensions ran high at SUST, which also affected some project activities in 2016.

- As part of government's bid to contain the unrest, using Facebook was banned, resulting in a three-month delay in participants accessing the project's "Seven on Tour and on Campaign" page.

- The planned knowledge-sharing workshop also had to redesign in accommodating the political situation.

- In addition, due to delay in budget allocation and time constraint, the project was linked with the university based on existing linkage and access of the implementing agency rather than its strategic plan, for instance, to ensure uniform spread of the project activities (such that one event in every one or two moths could be carried out to ensure sustained impression upon the targets).

Due to above unanticipated challenges, the project coverage as planned could not reach the large proportion of the students and teachers in all universities and also was not able to involve the students from all the departments.

Interview with SCGs, MSAs and SHCC members in all four universities, it is evident that some campaign activities and events had little time for effective preparatory phase which not only limited more students' participation but also caused unnecessary stress of students and teachers in those universities. Participants expressed that the project could have benefited by ensuring participation of target groups (both students and teachers) in a large scale if they could have more time available for preparation and implementation of the project.

2.4 Contribution to Impact

The following evaluation questions address the contribution to impact of the intervention:

- To what extent was gender equality and women's empowerment advanced as a result of the intervention?
- Extent to which rights-holders have been able to enjoy their rights and duty bearers have the ability to comply with their obligations, whether there is no change in both groups, and whether both are less able to do so.

Finding 13: Project produced signs of positive change in GE and women's empowerment

It is evident that the outputs (2.1 and 2.2) under Outcome two have visibly influenced target groups including students, teachers and staff to engage in campaigns to address institutional structures and social norms that allow sexual harassment and other forms of violence. This has shown signs of positive change, particularly in knowledge, attitudes and behaviors of students and teachers with a

view of increasing their understanding about the importance of creating a safe and violence-free campus environment - expressed by stakeholders during the data gathering for the evaluation.

This positive change has further resulted in improvements in gender equality and women's empowerment both at individual and institutional level, as conveyed in progress reports, survey responses, interviews, and focus group discussions.

As stated above, the project has visibly contributed in improving knowledge of the students, teachers and administration on legal definition of sexual harassment, prevention of sexual harassment and violence following High Court Directive, so that now they can identify what are the forms of sexual harassments, when to complain, what constitutes an offensive action under the guideline of the High Court on this matter. This potentially holds the possibility of deterring violence or of bringing violators to justice. Interaction with FGD and evaluation survey also revealed a reduction in witnessing sexual harassment on campus after the project initiation (see finding 5).

Focus group participants and survey respondents further indicated the potentiality of the campaign in developing effective strategies to prevent violence on the campus enhance awareness and challenge the existing societal norms – key strategies in changing attitudes and perceptions. For instance, Heforshe[21], a global campaign initiated by UN women under this project, created a sense of solidarity and new commitments among students and teachers to prevent violence against women and to support the victims of such violence as well as to mobilize, support and promote gender equality.

On the institutional level, the impact can be seen as the improved institutional initiatives to create awareness and prevent sexual harassment in the university campus. Interaction with various stakeholders through KIIs, FGDs and survey further indicated the importance of new institutional mechanisms (as stated in Finding 7) established in all four participating universities in broadening the universities' capacity in addressing and changing the social norms and institutional structures that perpetuate violence against women.

The achieved outputs (2.3) have also had impact on the strategic partnership between UGC and UN women, which empowers UGC to oversee SHP issues and to strengthen the university in policy advocacy to prevent sexual harassment. The immediate impact of the policy advocacy could be helpful in bringing policy changes, such as strong sexual harassment protection policy, to ensure violence and harassment free environment and women's empowerment.

However, it is too early to assess at this point whether such changes will translate into long-term institutional or social change with respect to address and prevent sexual harassment and other forms of gendered violence at the university campuses. For the sustainable long-term institutional and social changes need coordination and active engagement across all levels of the university from top management to students. A multi-pronged approach may be developed to change in norms around sexual harassment, changes in institutional structures to facilitate realization of women's rights, greater sense of realization of human rights – freedom of movement of women, etc.

Finding 14: Strengthening institutional capacity in ensuring girls' full safety in the campus is underway and requires further scale up

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[21] The aim of this campaign is to encourage and engage man and boys as agents of change in removing the social and cultural barriers that prevent women and girls from achieving their potentials. Heforshe created a forum where women and men share their experiences regarding discrimination, and best practices to overcome it. Heforshe also promote campaign through posting in the online page at 'Say no to sexual Harassment' developed and maintain by the students of four universities.

Interviewed with female students in all universities revealed that the university authorities certainly have willingness to prevent sexual harassment and girl's safety, but the steps they have been taking requires further strengthening.

It is evident that the university authority has restricted female students' movement to ensure their safety. They are not allowed to go outside of the campus residential halls after pm (for some universities it is 6PM) for the security purpose. Some students of SUST reported: "*We girls are not allowed to stay outside hall after 7 pm. But we like, male students, have been doing tuition to provide our own study cost to relive burden to our family. The crucial time for our tuition is from 6 – 8 pm. How will do this is we need to back to hall by 7 pm? How logical this decision of university authority is*?"

Female students of RU also revealed that this restriction affects their study as they cannot use university library which is open till 10 pm and also missed group stay in the campus.

This initiative from university was not effective as this is violating their right of freedom of movement. The project coverage missed this sensitive issue.

However, a safety audit was carried out under this project in 2018 to hold university authorities accountable to their obligations to create safe campuses. It is a process that seeks to understand how safe a particular area is for women and girls.

2.5   Contribution towards Sustainability

The following evaluation questions address the contribution towards sustainability of the intervention:

- What or whose capacity has been developed in order to ensure sustainability of efforts and benefits?
- To what extent are the activities likely to continue when external support is withdrawn?
- Whether any systematic/accountability/oversight policies have been established or strengthened for rights holders?

Finding 15: The project contributed to develop capacities of target groups in ensuring sustainability of efforts and benefits in addressing prevention of sexual harassment, however, strengthening institutional mechanisms is crucial for long term sustainability

As a pilot model, the project has significantly contributed to the development of capacities of the project target groups particularly students, teachers and administration in all four universities to ensure sustainability of their effects and benefits in addressing and responding prevention of sexual harassment. For instance, discussion sessions, students' orientation, and campaign strategies were able to change in attitudes and increased capacity of the target groups and can be replicated annually.

Booklet and BCPVAW materials produced for students and teachers can make a good basis for ensuring its future sustainability and replication of similar initiatives.

Both SCG and MSA in all four selected universities are functioning well and are committed to continue their activities with the institutional support after the external support is withdrawn.
To some extent, the project has strengthened the monitoring role of the UGC.

Gender Responsive Budgeting module can be used by the new SHCC for all universities to get an allocation of yearly budget to improve facilities related with safer campus for students.

As stated above, the project was not able to institutionalise the campaign fully within the broader structure of the university community and there is low ownership of the project due to absence of relevant stakeholders in the planning and designing phase. So, more institutional efforts and initiatives are needed to fully integrate the entire university community to facilitate long term sustainability of such intervention.

Finding 16: The university authorities have been taking initiatives to prevent sexual harassment and violence free campus

EWU

Interaction with the university authorities and senior management, the evaluation revealed that the EWU authority have established a complaints box in an inconspicuous area, so they are able to report anonymously without fearing for their security. The university is further creating a booklet detailing the guidelines of this policy in both English and Bangla. New students will be provided the booklet which will also be available online so anyone wishing to use this can do so. The university also commenced training non-academic staff on the policy, so they are aware of it – there have been four trainings thus far.

The existing laws and rules do not sufficiently address how to deal with cases of sexual harassment. Hence, the university has introduced its own mechanism to address the issues of sexual harassment. The scheme will cover everyone associated with EWU. The modality is still under development.

Other mechanisms are being proposed and considered including new complaint committee, adoption of policy mandating SHCC. Pro vice Chancellor of EWU informed the evaluation team that the university management sincerely considers the urgency to form a committee and is in process to formulate the sexual harassment committee at EWU.

SUST

SUST's new Sexual Harassment Complaint Committee (SHCC) is responsible for taking action to the incidents of the sexual harassment in campus. The Vice Chancellor of SUST informed the evaluation team that currently there are only one student advisor in each department, but the university will appoint two student advisors in each department so that students particularly female students could be able to share their sexual problems to them. He also committed to handle the sexual harassment incidents strictly without being to bias and will ensure that the new SHCC will be active and functional in following the UGC's instructions on preventive measures to zero tolerance on sexual harassment. Recently (15 Dec 2018) a teacher of SUST had been accused of improper behaviour and he had been dismissed from service.

Interaction with the university authorities and senior management, the evaluation revealed that the university has other programs and initiatives such as set up bill board at the round-about (Center Point), installation of better lighting and cameras in various areas of the campus which can help to deter sexual harassment. Every department mandates that students undertake an Ethics and Cyber Law course. Every department has been informed that during the orientation sessions they must provide at least an hour's worth of orientation on the issue of sexual harassment.

SCG and MSA of SUST will be more active in organizing and continuing the project activities with the university support, complaint box will be an online form, so students can complain anonymously.

JU

JU has been taking initiatives in line with the BCPVAW project objectives to address sexual harassment e.g., the development of SHCC, increase in usage of social media campaigns in various platforms to create awareness on the prevention of harassment. Two psychotherapists and a careers therapist have been appointed. Other capacity building programs such as frequent workshops on the various issues that students faced, dramas, rallies and film festivals are being held.

Some mechanisms are proposed and are being considered at the university authority, for instance, all sexual harassment and violence related programs will be disseminated both at the university community and local areas including law and justice related poster; publish sexual harassment incidents and its action in global level newsletter.

RU

Interaction with the university authorities and senior management revealed that RU adopted a Harassment Prevention Policy in 2010 and had formed SHPC comprised of 7 numbers. However, the committee expired 2 years and no committee has been formed yet. After the project intervention, RU authority and senior management have been taking some initiatives to address the sexual harassment, such as awareness raising cultural programmes, conference on "Youth in action against violence against women" with participation of 57 departments. The Teachers' Association of RU is also committed to adopting the SOP to prevent sexual harassment.

2.6   Gender Equality and Human Rights

The following evaluation questions address the gender equality and human rights of the intervention:

- To what extent has gender and human rights considerations been integrated into the programme design and implementation?
- How has attention to integration of gender equality and human rights concerns advanced the area of work?

Finding 17:   Gender equality and human rights are fully integrated into all aspects of the program design and implementation.

The project was developed within the framework of UN Women Bangladesh's Strategic Note (2014-16), and the extended project contributed to the CO Strategic Note for 2017-2020. The SN is grounded in advancing Gender Equality and Empowerment of Women through UN Women's support to normative, coordination and operational work in Bangladesh. The SN is grounded firmly in Agenda 2030, building on UN Women's comparative advantage to address specific gaps that limit national capacity to implement gender equality commitments.

Gender equality and human rights are fully integrated into all aspects of the program design and implementation by following UN principles and standards e.g., fostering inclusive participation and cultural sensitivity, as the project highlighted the need for adequate measures to enable female and marginalized students' safety at the campus. Prior to the design and implementation of the project, a

baseline survey was carried out to determine if the objectives of the project were relevant and the intended impact of the project.

A theory of change and a clear logical framework integrating gender equality and human rights were developed for the project. All project activities and events have been implemented in accordance with gender sensitive approach, a systematic approach which promotes issues of gender equality and analyzes political and social control structures that create gender equality.

The project has been successful in addressing diverse groups – students, teachers and staff making new commitments to prevent violence against women and support the victims of such violence in an academic setting. The project has also successfully promoted collaboration and learning between diverse groups of stakeholders and partners to achieve better results and to ensure the high court directive is implemented.

Finally, the project also gave BNWLA, a human right-based, women headed organization and a long-time national advocate for action to end sexual harassment, an opportunity to develop their own capacity and adopt innovative approaches in raising awareness and promote gender equality and human rights in an academic setting. Being an association of legal professional and one of the lead actors in the women's movement in the country, BNWLA has a strong recognition among the relevant representatives of the participating universities - both among faculty and administration. In addition, having a legal background, the organization had a very comfortable position in explaining and elaborating the High Court guideline on sexual harassment around which the campaign was developed. This also contributed in building the capacity of the campaigner of the legal issues and in providing legal inputs to them as per need of project implementation.

BNWLA being a national level policy advocacy organization, holds a strong clout to push for issues within the universities and at UGC level. This was an essential quality required for effectively handling such a very sensitive issue as sexual harassment. Having a widely accepted role as a "public office" - BNWLA has been successful in bringing the internal bottlenecks of the university to public knowledge and thereby to some extent made the universities accountable to public (even if not administrative) accountability.

Finding 18: **The project contributed to improve knowledge about the definition of sexual harassment as narrated in the HCD and increase awareness of the most vulnerable or marginalized groups**

The project was able to commence discussions amongst students in various activities and interactive events (through classroom discussions, sports, movies and theatre) and reached 10,000 students including female and marginalized groups in all four universities. Information drawn from female students including marginalized groups also confirmed that they are now aware of the HCD and have expressed increasing interest to take active measures in preventing sexual harassment.

Female students interviewed for this evaluation further revealed that they have been using social media platforms to raise awareness around such issues. Initially they were discouraged to participate such social media activism by their family, teachers and friends. But now the situation has been changing. The people who discouraged them earlier, are now more supportive to them.

The evaluation survey revealed that over 86% female and male students of RU that responded to the survey reported to be using social media (Facebook, what's up, etc.) to raise awareness in preventing sexual harassment compared to 89% female and 50% male students of SUST that responded to the

survey (Figure 7).

Figure 7: Awareness raising campaign by students through social media
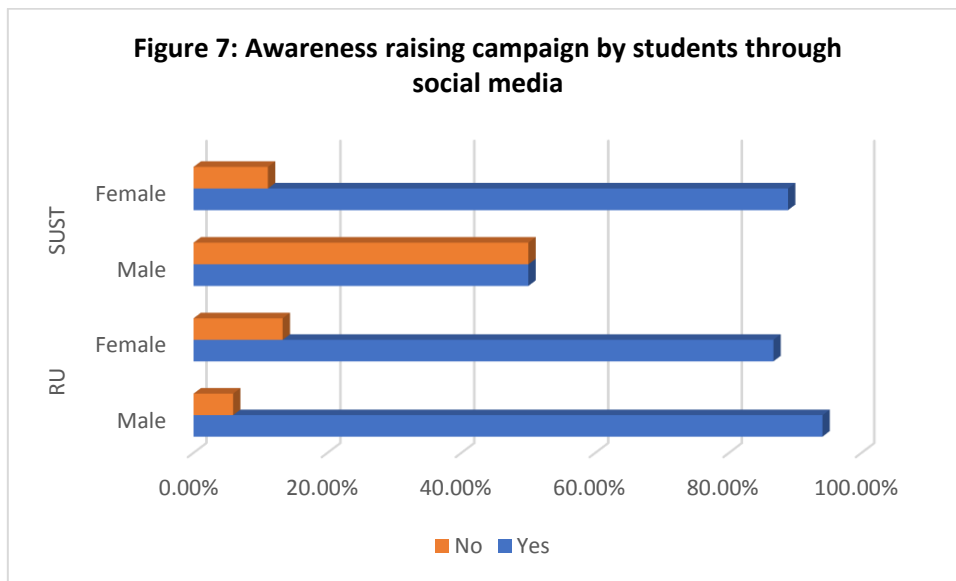
Source: Field survey, Nov 2018

Students of EWU and JU also confirmed that social media activism is very effective tools which they are using to raise awareness on prevention of sexual harassment and violence. The evaluation revealed that social media activism has not only provided a good basis to the female students and marginalized groups to post their case through this media, who used to hide such things earlier due to avoid stigma or self-dignity, but also challenged the prevailing culture of silence and impunity as well as empowered them to raise their voice on the issues concerning sexual harassment.

3   Promising Practices and Lessons Learned

The evaluation confirms that overall, the project is very promising and generated many effective good practices which could be replicated in other projects in other universities and in other countries that have similar interventions. Based on these, as well as on other evaluation findings presented in the previous sections, the evaluation would like to highlight the following **lessons** that have been learned through the experience of the project under review.

1) Written materials and project activities (campaign) such as academic discussions, case-based discussion, debate, orange day, student orientation, safer campus orientation, etc. can bring changes in knowledge and practices for the students and teachers, which are new and innovative in the context of Bangladesh. However, interview and survey revealed that these activities should be organized frequently to ensure more student's participation.

2) The holistic approach, in terms of diversified activities and involvement of different stakeholders in addressing and preventing sexual harassment and violence, can be considered as an effective strategy. The holistic approach sometimes invite complexity though. It is important to identify and manage these complexities in an effective and efficient manner.

3) Traditional norm breaking activities and events (e.g., HeforShe event, sports) played vital role in bringing the changes in societal norms, though the component of the project also invited some challenges. If it can be managed in an effective way, it could help to open avenues in making a gender equal society by eliminating discriminatory norms.

4) Gender awareness raising cultural events (e.g., Play Seven, movie show, drama SIREN, national theatre festival, 16-day activisms, etc.) found to be very effective and can take crucial role to help people's mental changes gradually.

5) Social media activism can be a very powerful tool to foster social change with respect to address and prevent sexual harassment and other forms of gendered violence at the university campuses, if it is connected to other interventions.

6) The campaign focus on the High Court Directive rather than on generic messages against sexual harassment was effective. Having a legal rather than a moral base to the campaign left no room for ambiguity. For instance, this has enabled the students, teachers and administration of the universities to distinguish between and among different forms of sexual violence and their legal as well as administrative implications.

7) Partnership approach in policy advocacy might be helpful in bringing policy changes (such as sexual harassment protection policy).

8) To prevent violence against women at institutional level, deep-rooted social norms need to be addressed and changed. Individual initiatives may raise awareness, but sustainable long-term changes within the university needs coordination and active engagement across all levels of the university from top management to students.

9) For long-term effect, Programme strategies need to be agreed at the design stage, this will help to identify synergies and ensure clear division of roles among partners and outcomes clusters.

4 CONCLUSION AND RECOMMENDATION

4.1 Conclusion

Overall, the evaluation found that the project is very promising and useful in setting up mechanisms to prevent sexual harassment in the campuses following HCD on Prevention of Sexual Harassment (2009). UN Women along with its strategic partners UGC and BNWLA successfully carried out all the planned project activities/events that made a significant contribution in terms of introducing a systemic change in addressing and responding prevention of sexual harassment and gender-based violence in university campus.

The key stakeholders have acknowledged their satisfaction with the project outcomes in terms of project's relevance, effectiveness, contributions towards impact and sustainability and knowledge generation.

The project has addressed very relevant rights and needs of women and girls to live a life free of violence and have implemented relevant programming strategies in doing so. While highlighting the need for adequate measures to enable female and marginalized students' safety issues at the campus, the project gave more attention to ensure institutional policies and actions that are in place to prevent violence against women as well as strengthening the monitoring and accountability role of the UGC in prevention of sexual harassment at educational spaces.

The campaign activities/events found to be very effective and useful in learning and improving knowledge of the students, teachers and administration on legal definition of sexual harassment. For instance, norm breaking event - Heforshe[22], a global campaign initiated by UN women under this project, created a sense of solidarity and new commitments among students and teachers to prevent violence against women and to support the victims of such violence as well as to mobilize, support and promote gender equality.

Establishment of new mechanisms broadened the universities' capacity in addressing the social norms and institutional structures that perpetuate violence against women. A safety audit was carried out under this project to strengthen universities institutional capacity to ensure full safety for women and girls at the university premises.

The evaluation had also observed some challenges, particularly with regard to SHCC's limited institutional linkages. The project was not able to create greater visibility of the SHCC, which is necessary to strengthen the position and capacity of the SHCC within the university administration to hold university authorities accountable to their obligations to create safe campuses.

Nonetheless, the project demonstrated commendable achievements in relation to expected project outcomes. Some of the key achievements are:

- Recognition of sexual harassment as an important issue on campuses and enabled different stakeholders to come together to discuss the problem and develop strategies.

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[22] The aim of this campaign is to encourage and engage man and boys as agents of change in removing the social and cultural barriers that prevent women and girls from achieving their potentials. Heforshe created a forum where women and men share their experiences regarding discrimination, and best practices to overcome it. Heforshe also promote campaign through posting in the online page at 'Say no to sexual Harassment' developed and maintain by the students of four universities.

- Raised awareness and lifted the taboo on openly discussing the issue of violence against women. Increasing number of students who believe that women are not to blame for sexual harassment.

- Interactive awareness building campaign activities/events created a non-hierarchical relationship between students and teachers who were involved.

- Disseminated HCD using different communication modes, i.e. booklet, posters, theatre, music, orange day observation, who found as effective in sharing legal information through creating entertaining and learning environment.

- Project reached more than 12000 students at four universities indirectly through mass actions like rally, cultural programmes, theater. Approached to mass communication led to the shift of perception of the role of women in society.

4.2 Recommendations (for UN Women)

1. UN Women should continue to provide guidance and technical support to strengthen institutional response to violence against women on campus and to bring sustainable changes in this regard.

   Key Action Points:

   a) UN Women could continue to support technical inputs to UGC's monitoring mechanism and accountability on university compliance with the guidelines of the High Court Directive on Preventing Sexual Harassment on campus.

   b) UN Women could strengthen technical support to UGC to strengthen SHCC position and its active involvement within the University management - through dialogue, follow up of the SHCC's progress and cross university learning exchange.

   c) UN Women could support collaborative reviews of student orientation plans by university authorities and students and help them develop an innovative orientation package that encourages students to challenge harmful social norms and create a safer environment for women on campus.

   d) UN Women could assist UGC in consultation with universities to introduce a credit or non-credit university wide course on Gender education in increasing gender awareness in a large scale. [Very recently SUST introduced an Ethics and Cyber Law course which is mandatory for the students of every department.]

   e) UN Women should support UGC to establish standards for reporting sexual harassment cases. It is evident that the victim feels humiliated due to having to reveal her story multiple times in order to prove her case once reported formally.

2. UN Women should develop a comprehensive awareness raising campaign plan and knowledge management strategy to ensure wider participation of the students, teachers and staff within and beyond participating universities.

   Key Action Points:

a) UN Women can support advocacy efforts to MSA and SCG to plan and organize campaign in a systematic way which can cover the entire university community.

b) UN women could use learning materials and good practices of this project as good evidence for UN Women and its partners in advocating for other public and private universities to prevent sexual harassment and create violence free environment.

c) UN Women should continue Regional exchange and HeForShe campaign, which was found to be very effective in facilitating collaboration among UGC, public and private universities in combating VAW.