

ANNEXES

ANNEX 1

**Final Evaluation of the Project titled ‘Building capacity to
Prevent Violence Against Women (BCPVAW)’ in Bangladesh**

INCEPTION REPORT

**Submitted to:
UN WOMEN BANGLADESH COUNTRY OFFICE**

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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
RU	Rajshahi University
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
VAWG	Violence against Women and Girls

I. Background (Project context)

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 is one of the critical areas of concern, profoundly affecting women and girls in every aspect of their life. Sexual harassment, one form of this violence, significantly impedes women and girl's empowerment and gender equality. 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. A 2013 study of 897 students by Bangladesh's Human Development Research Centre found that 76% of female students at tertiary education institution had experienced sexual harassment during their student life. Albeit, a greater part of the stories of their sexual harassment remains unheard, unacknowledged and unreported.¹ There also gaps in national capacities and limited knowledge of prevention strategies constrain effective prevention in Bangladesh.

In light of this fact and to prevent the violence against women as well as to respond to needs of EVAW in educational institutions, UN Women BCO has been undertaken 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 has two components: (1) engaged civil society activists using theatre to prevent VAW at the community level and (2) to strengthen the VAWG prevention mechanisms in tertiary education.

This assignment is a final external evaluation of the BCPVAW project component related to the work 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.

2. Project Description

The overall goal of the project "*Building Capacity to Prevent Violence Against Women (BCPVAW), Bangladesh*" is to contribute to the prevention of violence against women and girls in Bangladesh. 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 VAWG 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 A.

The project was developed within the framework of UN Women Bangladesh's Strategic Plan (2014-16) and the extended project will contribute to the Strategic Plan for 2017-2020. The

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

project is also in line with sub-objective 1² of Sweden's Result Strategy for Bangladesh (2014-20); and with SDG target 5.2.³

The project was implemented by the Bangladesh National Women Lawyers' Association (BNWLA) at the university level. Whereas, UN Women is directly working with UGC through a strategic partnership to improve the monitoring mechanism and other technical areas to implement the High Court Guideline for preventing sexual harassment.

The target groups/beneficiaries of this project are 28000 students and 2900 staff and campus adjacent communities in four selected universities (East West University, Jahangirnagar University, Rajshahi University, Shahjalal University of Science and Technology)

2.1 Project Objective

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

2.2 Project Outcomes, Outputs and Activities under component 2

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 resulted in a broader commitment to institutionalizing the guidelines in the High Court Directive 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.
- 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:

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

² Strengthened democracy and gender equality, greater respect for human rights and freedom from oppression.

³ 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.

- 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.
- 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.
- Support women students and professors to identify barriers to women and girls' safety on campus and to suggest specific changes.
- Support university authorities, in partnership with students, to review student orientation plans and develop innovative orientation package.
- Work with university authorities to allocate resources for SHPC, to build capacity on gender responsive budgeting.

3. Background of the Final Evaluation

3.1 Purpose of the Final Evaluation

The purpose of the final evaluation is 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 are 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.

3.2 Evaluation Objectives

The key objective of this final evaluation is to assess the results of the project that has been ongoing in four universities (East West University, Jahangirnagar University, Rajshahi University, Shahjalal University of Science and Technology) and with University Grants Commission (UGC) since Dec 2014 to Dec 2018 (with month break in 2016). The evaluation will cover all aspects of the project's work both at a policy and institutional level and in the field.

As per the Terms of Reference (please see in Annex 9), the main focus of this final evaluation will be to provide an external assessment of whether the project is being implemented in line with the commitments given in the approved project document. The evaluation will also identify/document lessons learned and will make recommendations that project partners and

stakeholders might use to improve the design and implementation of other related projects and programs.

The overall objectives of the evaluation are:

- 1) To evaluate the entire project in terms of relevance, effectiveness, organizational efficiency, and contribution towards impact and sustainability, with a strong focus on assessing the results at the outcome 2 and project goals.
- 2) To generate key lessons and identify promising practices for learning.

The specific objectives are as follows:

- a) To assess whether the results and effectiveness of the project are in line with the goal and outcome 2 indicators;
- b) To measure the change based on the baseline findings and mid term reviews;
- c) To identify the strengths, weaknesses, opportunities and challenges of the project;
- d) To analyse how human rights approach and gender equality principles are integrated in the design and implementation;
- e) To assess the overall implementation process and draw recommendations for better management, and point out areas of improvement;
- f) To identify and validate lessons learned, good practices and examples and innovations of efforts that support gender equality and human rights in area of work;
- g) To draw actionable recommendations with respect to the UN Women intervention for future programs and strategies.

3.3 Scope of the evaluation

The final evaluation will assess the project activities implemented in four selected universities (East West University, Jahangirnagar University, Rajshahi University, Shahjalal University of Science and Technology) and with University Grants Commission (UGC). This evaluation will carry out over 40 working days from early 15 October to end of December 2018.

Project Duration: December 2014 – September 2018 (49 Months including 5 months break prior to extension)

Project Universities: East West University, Jahangirnagar University, Rajshahi University, Shahjalal University of Science and Technology.

Other important stakeholders: University Grants Commission (UGC), Hedda Produktion and Theatre Groups of universities.

Geographic Locations: Dhaka, Rajshahi, Sylhet and any other area suggested by UGC.

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, University Grants Commission (UGC).

Limitations: The final evaluation will not cover community component (component 1) as mentioned in the Terms of Reference (TOR).

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

4. Evaluation Questions in relation to Evaluation Criteria

As outlined in the evaluation TOR, a set of questions was recommended for each evaluation criteria. These evaluation questions will be the central to conduct of the final evaluation and will reconstruct/validate the theory of change.

Evaluation Criteria	Evaluation Questions
Relevance	<ul style="list-style-type: none"> • 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?
Effectiveness	<ul style="list-style-type: none"> • To what extent were the expected outcome on work at the universities achieved and how did UN Women contribute towards these? <ul style="list-style-type: none"> - Whether any changes in capacity occurred in the universities (accounting for potential negative or unforeseen changes)? - 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 extent targets are achieved under each outcome indicators? <ul style="list-style-type: none"> - How many new mechanism/service/program were implemented at each of the universities to prevent sexual harassment as a change due to this project - What is the change in % of male and female students who are aware about High Court Directive - What is the change in % of male and female students who believes girls are never to be blamed for sexual harassment - What is the change in % of male and female student who think current security mechanisms in the campus are satisfactory • To what level, the project achieved the outputs at universities? <ul style="list-style-type: none"> - 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?

	<ul style="list-style-type: none"> - 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?
Organizational Efficiency	<ul style="list-style-type: none"> • To what extent does the management structure of the intervention support efficient for programme implementation?
Contribution towards Impact	<ul style="list-style-type: none"> • To what extent was gender equality and women's empowerment advanced as a result of the intervention?
Contribution towards Sustainability	<ul style="list-style-type: none"> • 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?
Gender Equality and Human Rights	<ul style="list-style-type: none"> • To what extent has gender and human rights considerations been integrated into the programme design and implementation?

Based on the above evaluation criteria and questions, a detailed evaluation framework/matrix is prepared which explains which data sources and methods were used to address each of these questions (please see Annex 1). It is expected that the evaluation framework/matrix will ensure the conformity or consistency among the project's outcome 2 indicators, progress against indicators, baseline information, assessing monitoring mechanisms and specified targets.

5. Evaluation Team

Two members form the core evaluation team. Given below is a short description and responsibilities of team members:

Position	Affiliation & Experience	Responsibility
Lead Evaluator	<p>Dr. Julaikha B. Hossain (PhD in Gender & Development Studies) is an Affiliated Faculty & Senior Research Specialist at the Asian Institute of Technology (AIT), Thailand.</p> <p>Over the past 20 years, she has been pursuing a career in the development and research sector in Asia and have been involved in a large number of social, economic and gender responsive development programs and projects funded by development agencies, including UN Women, IFAD, ADB, JICA, European Union, CIDA, UNDP, etc.</p>	<ul style="list-style-type: none"> • Will supervise and coordinate various activities of this evaluation; • Will prepare instruments and tools; • Will organize the results, analyze data and prepare reports; • Will supervise the activities of RA.

	Her specialties include conducting high quality research and project/program management (i.e., developing implementing, managing, monitoring, evaluating, capacity building & reporting) in the areas of gender equality, gender-based violence and women's empowerment.	
Research Associate	<p>Ms. Jakia Begum (M.S.S and B.S.S Hons in Political Science at the University of Dhaka) is a PhD student at the Asian Institute of Technology (AIT), Thailand.</p> <p>Over the last seven years, she has been working as Sub-District Women Affairs' Officer under the Ministry of Women and Children Affairs' in Bangladesh for women's empowerment and prevention of violence against women.</p>	<ul style="list-style-type: none"> • Will translate instruments/tools. • Will assist Lead Evaluator to field-level data collection, data compilation and data transcription
Research Assistant	Ms. Lipi Ghosh (M.S.S and B.S.S Hons) is a graduating master's student at the Department of Women and Gender Studies, Faculty of Social Sciences, University of Dhaka, Bangladesh.	<ul style="list-style-type: none"> • Will translate instruments/tools. • Will assist Lead Evaluator to field-level data collection, data compilation and data transcription

6. Evaluation Methodology

6.1 Evaluability Assessment

An evaluability assessment is a systematic process intended to determine whether or not an intervention is: in a condition to be evaluated, justified, feasible and likely to provide useful information. It will help the evaluation team to identify whether the intervention has an adequate set of indicators (and information on their progress) to support the assessment of the intervention. For this evaluation, the evaluation team will assess the progress against indicators, baseline information, assessing monitoring mechanisms and specified targets to help refine the scope and design of the evaluation. If the existing indicators are not sufficient to allow for an accurate appraisal, specific indicators will be created during the evaluation planning stage and assess during the evaluation process. For example, if the baseline information is not adequate, it will be re-constructed before evaluation process.

The evaluation team will strengthen this evaluability assessment at the inception stage. This will include the following:

- (a) An assessment of the programme relevance, appropriateness and coherence of the existing theory of change, reconstruct or validate it during evaluation phase if needed;

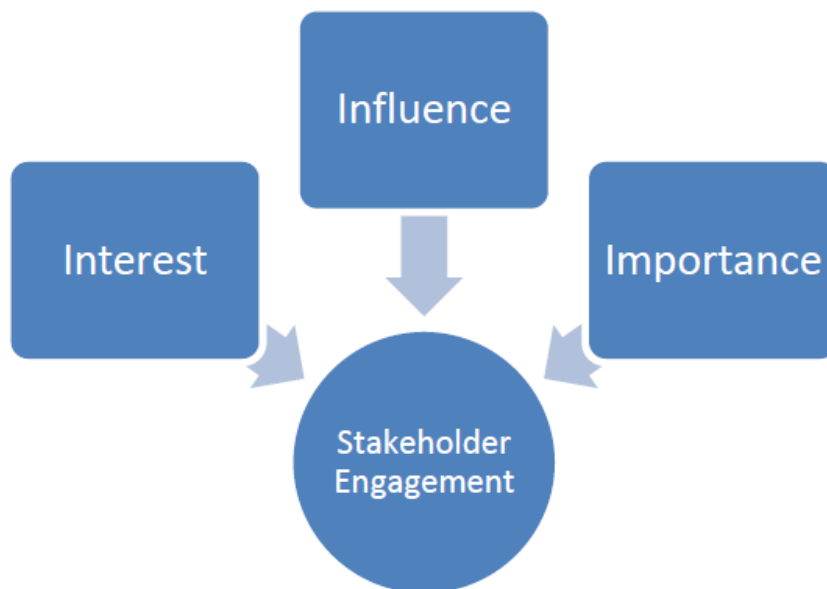
- (b) An assessment of the accessibility and adequacy of relevant documents and secondary data in light of the proposed evaluation design;
- (c) A review of the conduciveness of the context for the evaluation (examine stakeholder involvement, resource and capacity, and socio-political conduciveness)
- (d) Ensuring familiarity with accountability for the evaluation (management structure, monitoring and reporting, ownership and leadership)

6.2 Stakeholders Analysis

The inception report will also provide a detailed stakeholder analysis and a clear indication of on how/who will be (a) consulted (b) engaged with (c) involved in the evaluation process as relevant. A stakeholder analysis is a helpful tool to address the possible bias in evaluations. Based on the key stakeholder groups noted in the ToR, the evaluation team developed a key stakeholders list, together with an indication of their affiliation and relevance for the evaluation and their contact information, which is presented in Annex 8. The list will assist the evaluation team in ensuring that appropriate groups are interviewed/consulted during data collection and engaged in dissemination and learning activities.

The stakeholder analysis is based on the three “I”s framework shown in Figure 1 below, which helps to identify the nature of the “stakes” that different groups are likely to have in BCPVAW project. These, in turn, affect how the evaluation team will engage different types of stakeholders in the summative evaluations.

Figure 1: Stakeholder Analysis: The 3 “I”s that Inform Stakeholder Engagement



Interest: This dimension captures why, to what extent, and in what ways the respective stakeholder group is (likely to be) interested in contributing to the prevention of violence against women and girls in university premises.

Influence: The level of influence depends on the quantity and type of resources and power the stakeholder can gather to promote its interests in implementing the High Court Directive to Prevent Sexual Harassment by universities.

Importance: Based on the above two criteria, the evaluation team will assess the levels of priority (high, medium, low) for engaging with the respective groups during data collection and learning activities.

6.3 Evaluation Management Structure

A clear evaluation management structure is crucial to guarantee the principles of participation, inclusiveness, transparency and accountability for the evaluation and roles and responsibilities established. The evaluation management structure will provide adequate experience/expertise to ensure that sound decisions are made related to the design, conduct and dissemination of the evaluation in this regard. For this evaluation, following individuals/groups will be included.

An evaluation team comprise of a lead evaluator and two members will be responsible for the actual undertaking of the evaluation. The lead evaluator will be responsible for refining the methodology, developing and implementing the data collection and analyses, and presentation of preliminary findings. Finally, she will be responsible for the preparation and submission of the draft and final evaluation report. The two evaluation members will assist the lead evaluator to conduct the data collection.

In addition, there will be an evaluation manager from UN Women BCO and Regional Evaluation Specialists will be established as Advisory group for oversight of the evaluation quality and will provide methodological advice.

Also, there will be an evaluation reference group (comprised of four members), who will provide necessary information to the evaluation team and to review the draft report for quality assurance.

6.4 Evaluation Approach and Design

The evaluation will use a utilization-focused approach, which emphasizes that an evaluation should be judged by how useful it is. Evaluations therefore need to be designed and implemented with careful consideration of how everything that is done, from beginning to end, will impact use. This approach will be 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 will also use 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 contribution analysis is particularly useful in situations (i) where a program is not experimental, but has been implemented on the basis of a relatively clearly articulated theory of change; (ii) where the change processes in questions are complex rather than unidimensional, i.e., where change is influenced due to a variety of inter-related factors as opposed to single policy interventions that could be isolated; (iii) where the change processes in question are highly context-specific. The advantage of the contribution

analysis approach is that it does not seek to prove contribution, but rather it seeks to provide plausible evidence to reduce the uncertainty about the difference a program is making.⁴

The evaluation process will be transparent and participatory for 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 will use mixed method 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 will ensure triangulation of the various data sources.

6.5 Data Sources

Both primary and secondary data will be collected for attaining the objectives of the evaluation. Primary data will be conducted in four selected universities – East West University, Jahangirnagar University, Rajshahi University, and Shahjalal University of Science and Technology.

To address the objectives of the evaluation, the primary data will be drawn from questionnaire survey, in-depth interviews, focus group discussions and key informant interviews (A list is provided in Annex-8).

Before interviewing the stakeholders, the evaluation team will 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 will be revised before data collection.

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

6.6 Phases of Evaluation

- Conduct: Inception report, data collection and analysis, stakeholder workshop;
- Reporting: Presentation of preliminary findings, draft and final reports and knowledge products.

6.7 Data collection methods

The evaluation will apply mixed-methods (quantitative and qualitative data collection methods and analytical approaches) to account for complexity of gender relations and to ensure participatory and inclusive processes that are culturally appropriate. To the extent possible, the evaluation will also undertake a comparative analysis with similar universities (e.g., University of Dhaka) that were not engaged with the project. Field data collection tools (e.g., most significant change story, survey, interviews, focus groups, observation, site visit, etc.) will also address gender equality and human rights issues. All data will be disaggregated (obtain the

⁴ Mayne, John. Contribution Analysis: Coming of Age? In Evaluation 18(3) (Sage, 2012).

perspective of both women and men beneficiaries and stakeholders) to allow for a thorough gender analysis of the evaluation's findings.

Description of the data collection methods:

- (i) Review and analysis of secondary data sources that have direct relevance for the evaluation (e.g., project documents, field information, programmatic reports). Particular emphasis will be given to an analysis of the project's result framework, baseline studies, project progress reports, mid-term evaluation report and annual progress reports.
- (ii) Primary data collection will begin with a series of interviews with the target groups/beneficiaries i.e., students, faculty and administration at four selected universities and other key stakeholders related to this project. The primary data collection methods will include the following tools:
 - a) Questionnaire Survey (QS): A total of 50 - 60 students (25 – 30 students from each university) will be selected from two universities for questionnaire survey. The QS will be conducted based on the total population of students and target students randomly for questionnaire to determine the extent to which sexual harassment and violence is experienced on campus, around campus, and awareness of initiatives taken on campus to address this or provide services to survivors. A semi-structured questionnaire will be used for this purpose. Please see Annex 3.
 - b) In-depth Interviews (IIs): A total of 20 IIs will be carried out (all are female students, 5 from each university) in the four selected universities. The IIs will be selected purposely to allow for the development of a more intimate dialogue, safety audit, and will be created ideas and findings that had not been expressed in the larger group settings. A semi-structured questionnaire will be used for this purpose. Please see Annex 4.
 - c) Focus Group Discussion (FGD): A total of 8 FGDs will be carried out (4 with student campaign groups and 4 with multi-stakeholder alliance groups - comprised of teachers and administrative staff) in the four selected universities. The FGDs is 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 will help to create a climate of trust. Please see checklist in Annex 5.
 - d) Key Informant Interview (KII): A pre-formulated KII will be used for collecting information from project stakeholders associated with project outcomes, outputs and relevant activities. (Please find in Annex 6).
- (iv) During the data collection phase, the evaluation team will provide 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 will be analysed and will be presented in descriptive, tabular and graphical forms. Findings will be used to examine the contribution of activities to the results of the project, particularly output level results. Findings will be 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 will be 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.
- (vi) Preliminary findings will be discussed during 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.

7. Ethical considerations

As noted above, the evaluation will follow the principles of the UN Evaluation Group's norms and standards (in particular with regard to independence, objectiveness, impartiality and inclusiveness) and will be guided by the WHO recommended ethical guidelines on data collection on VAW/G⁵. All interviews will be conducted in private and participants will be informed of the goals and objectives of the evaluation. Also, all questionnaires and FGDs will be conducted in a designated "safe space", avoid of other individuals. All questionnaires will be designed with a consistent set of precautions for informed consent that ensured respondents understood that participation was voluntary and confidential. Participants will be informed that none of their responses would be linked to their names.

Before field visit for data collection, a training guidelines will be developed for the team members (data collectors) on the ethical issues on data collection followed by ethical guidelines recommended by WHO (please see Annex 2), and will be 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 will ensure the rights of individuals especially women respondents involved in this evaluation are respected.

The evaluation team will ensure 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 will maintain the following ethical norms and standards:

⁵ 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

- Safety and security in questionnaire survey, focus group discussions, in-depth interviews and key informant interviews:
 - Will be guaranteed confidentiality, particularly for female students;
 - Will be considered safety, particularly for female students;
 - Will be considered risks and benefits; and
 - Will be protected the reputations of the universities interviewed.
- Quality data collection techniques and integrity/honesty:
 - Participants in this evaluation will be informed of the purposes, processes, risks and benefits of participation and will be given the opportunity to decline to participate (particularly female students and teachers);
 - The evaluation team will address important and relevant questions, provide clear and understandable results and include meaningful recommendations; and
 - Information will be collected, analysed, reported and interpreted accurately and impartially.

8. Limitations of the evaluation methodology proposed

- The data will be collected from the selected geographical locations. The selected geographical location may not be considered proper representation of whole country. To avoid this controversy, the study would like to consider the representation in the context of the project area.
- 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. Thus, very little attention was paid to this issue while conducting the evaluation. Rather, an effort will be made to explore the direct effect of the project from the perspective of before and after intervention.
- Quantitative data will be collected from students only based on random sampling. However, qualitative data will be collected from different stakeholders following snowball sampling in order to substantiate the findings drawn from the quantitative data.

9. Evaluation work plan, schedule and deliverables

Considering the scope of work and given time frame of UN Women's prescribed TOR the evaluator would like to propose the following work plan, timeframe and deliverables.⁶

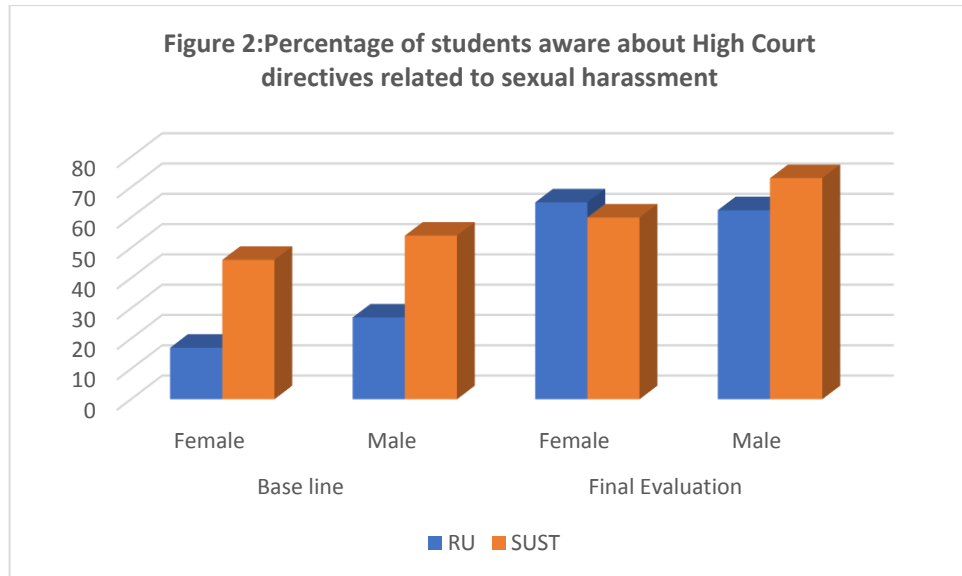
No.	Activities	Dates
1	Start of the evaluation	15 Oct. 2018
2	Introduction meeting with UN Women (Skype)	21 Oct. 2018
3	Inception report: project work plan and Methodology of	22 Oct. 2018

⁶Exact dates will be determined by UN Women.

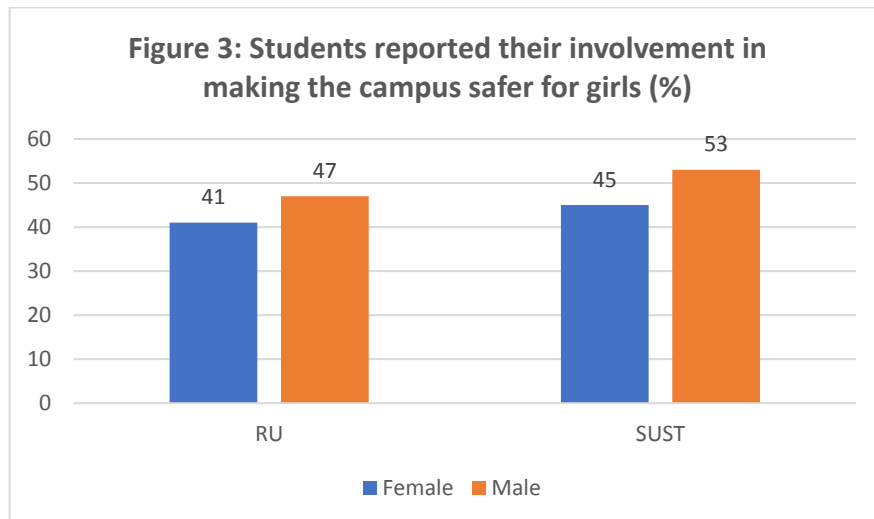
	the work including data collection tools	
4	Feedback from UN Women team and Reference group on Inception report	24 Oct. & 2 Nov 2018
5	Meeting with UN Women team before data collection	29 Oct. 2018
6	Lead evaluator conduct training for the team members on the ethical issues and data collection techniques	30 Oct. 2018
7	Field Visit & Data collection	
7.1	Preparing for pre-test of on evaluation assessment & Meeting with Project Implementer (BNWLA)	31 Oct. 2018
7.2	Field visit, a pre-test on evaluation assessment, data collection in Jahangirnagar university	01 Nov. 2018
7.3	Revised Data collection techniques	02 Nov. 2018
7.4	Field visit and data collection in Shahjalal university of Science & Technology	03 – 05 Nov. 2018
7.5	Field visit and data collection in Rajshahi university	06 – 07 Nov. 2018*
7.6	Field visit and data collection in East West university	08 Nov. 2018
7.7	Meeting with University Grant Commission at Dhaka	06 Nov. 2018
8	Debriefing meeting with UN Women team	08 Nov. 2018
9	Revised Inception Report & Work Plan to UN Women BCO	11 Nov. 2018
10	Draft Evaluation Report	28 Nov. 2018
11	Comments from UN Women team, Advisory group and Reference group on draft evaluation report	12 Dec 2018
12	Preliminary findings presentation during Stakeholder workshop	Will decide by UN Women BCO
13	Final Evaluation Report	25 Dec 2018
14	Knowledge Products: evaluation brief (2-pager and other innovative means for disseminating the evaluation results)	28 Dec 2018

Note: Return from Rajshahi to Dhaka on 8 Nov Morning

ANNEX 2
Data Table

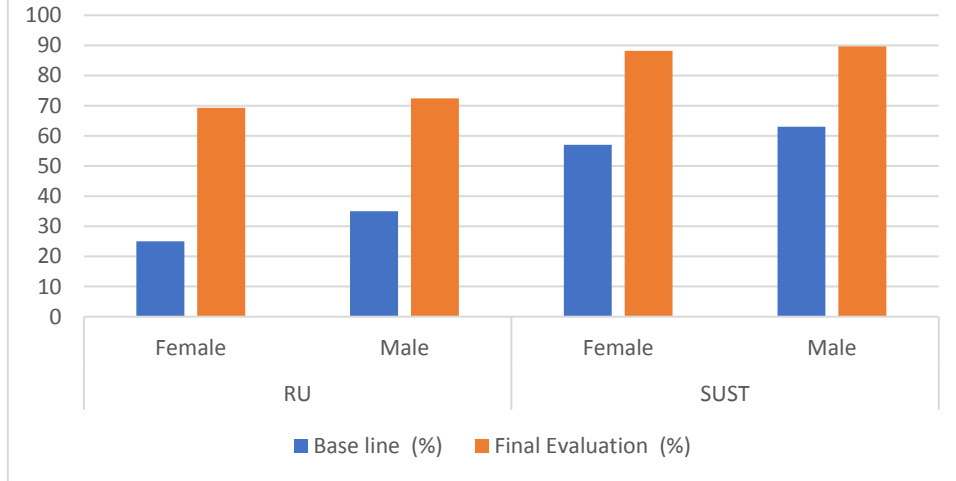


Source: Field Survey, Nov 2018



Source: Field Survey, Nov 2018

Figure 4: Respondents who perceived that girls' clothing/behavior were not a cause of sexual harassment



Source: Field Survey, Nov 2018

List of Key Stakeholders met and interviewed

Meeting with Key Informants and FGD (Multi-stakeholder Alliance Group)

Location	Name	Position/Roles	Email/Mobile	Date
Jahangirnagar University, Savar	Professor Dr. Rasheda Akhtar	Dean of Anthropology Dept. Chairperson of SHPC	rashedaakhtar@gmail.com	01/11/2018
	Ms. Taslima Khondker	Career Guidance Officer Member, Multi-stakeholder alliance Group		01/11/2018
	Ms. Ifrat Jahan	Assistant Director (Psychologist) Students counseling, Multi-stakeholder alliance Group		01/11/2018
	Mr. Kushal Majumder	Masters student Lead, Students campaign group	kush517@gmail.com	01/11/2018
Shahjalal University of Science & Technology, Sylhet	Processor Farid Uddin Ahmed	Vice Chancellor	vc@sust.edu	04/11/2018
	Dr. Nazia Chowdhury	Processor, Dept. of Physics Chairperson of SHPC (Duty bearer)	nc-phy@sust.edu	04/11/2018
	Dr. Zayeda Sharmin	Associate Professor Dept of Political Studies Member, Multi-stakeholder alliance Group	zayeda.sharmin@gmail.com	04/11/2018
	Dr. Tulsi Kumar Das	Prof. Dept of Social Work Member, Multi-stakeholder alliance Group	tulshikumardas@gmail.com	04/11/2018
	Dr. Amina Pervin	Prof., Social Work; provost of a girl's hostel of SUST Member, Multi-stakeholder alliance Group	apervin_scw@yahoo.co.in	04/11/2018
	Ms. Khandaker Atkia Fariha	Assistant Professor, Dept. of Biochemistry and Molecular Biology Member, Multi-stakeholder alliance Group	kafb.2312@gmail.com	04/11/2018
	Dr. Fazilatun Nessa	Counseling Psychologist of a girl's hostel of SUST Member, Multi-stakeholder alliance Group	+8801777661808	04/11/2018
	Dr, Md. Forhad Rabbi	Associate Prof., CSE Member, Multi-stakeholder alliance Group	frabbi-cse@sust.edu	04/11/2018
	Dr. Jubayda Gulshan Ara	Director, Public Administration Member, Multi-stakeholder alliance Group	jobayda14@gmail.com	04/11/2018
	Dr Kanis Fatama Ferdushi	Assistant Professor, Statistics Member, Multi-stakeholder alliance Group	kanisusm@gmail.com	04/11/2018
	Mr. Al Amin Rabby	Assistant Professor, Dept. of Sociology	aiaaminrabbysoc@sust.edu	04/11/2018

	Mr. Md. Samiul Islam,	Assistant Professor	msamiulislam2010@gmail.com	04/11/2018
	Mr. Sanjay Krishno Biswas	Assistant Professor, Anthropology	sanjay-anp@sust.edu	04/11/2018
	Mr. Ramkrishna Saha	Assistant Professor, Chemistry	ramkrishna-che@sust.edu	04/11/2018
	Md. Afzal Hossain	Assistant Professor, Food Engineering & Tea Technology	afzal.fet@gmail.com	04/11/2018
	Dr. Md. Omar Faruk	Associate Prof., Physics	ofaruk_sust@yahoo.com	04/11/2018
Rajshahi University, Rajshahi	Prof. Fakrul Islam	Dean, Social Science	fakrul@ru.ac.bd	07/11/2018
	Prof Fayzar Rahman	Professor, Sociology Member, Sexual Harassment prevention Committee	faizarrhman@ ru.ac.bd	07/11/2018
	Prof Ferdousi Begum	Professor, Dept. of Botani Member, Sexual Harassment prevention Committee	ferdrita@ru.ac.bd	07/11/2018
	Dr. Abdul Alim	Assistant Prof, Dept. of Law Member, SHPC and Reference group	alimlaw05@gmail.com	06/11/2018
	Ismat Jahan Kanthi	Lead, Students campaign group	sumaya.rahamah@yahoo.com	06/11/2018
East West University, Dhaka	Professor Dr. Fakrul Alam	Pro-Vice Chancellor	falam1951@ewubd.edu	08/11/2018
	Professor Sufia Islam	Department of Pharmacy Chairperson of SHPC	sufiaislam@gmail.com sufia@ewubd.edu	08/11/2018
	Ms. Mahua Zahur	Senior Lecturer, Department of Law Convener, Multi-stakeholder alliance Group	mahua@ewubd.edu	08/11/2018
	Ms. Sifat-E-Sultana	Senior Lecturer, Department of Sociology Member, Multi-stakeholder alliance Group	sesultana@gmail.com	08/11/2018
BNWLA, Dhaka	Ms. Mitali Jahan	Ex Project Manager, BNWLA	+8801731404600	21/10/2018
University Grant Commission	Dr. Md. Khalid	Secretary, UGC	secretaryugc@yahoo.com, secretary@ugc.gov.bd	06/11/2018
	Ms. Mauli Azad	Sr. Asst. Secretary, UGC	mauli.azad@gmail.com	06/11/2018

Data collection: Questionnaire Survey (QS), In-depth Interviews (IIs) and FGD with Students Campaign Group

Location	Participants	Target Groups/Individuals	Date
Jahangirnagar University, Savar	16 Students for FGD	Students campaign group (both female & male)	01/11/2018
	4 Teachers	MSA members (comprised of teachers and staff)	01/11/2018
	20 Students for QS (For pilot test)	Students from different departments (both female & male)	01/11/2018
	6 female students for IIs	Female students from different departments	01/11/2018
Shahjalal University of Science & Technology, Sylhet	16 Students for FGD	Students campaign group (both female & male)	04/11/2018
	4 Teachers	MSA members (comprised of teachers and staff)	04/11/2018
	30 Students for QS	Students from different departments (both female & male)	05/11/2018
	6 female students for IIs	Female students from different departments	04/11/2018
Rajshahi University, Rajshahi	16 Students for FGD	Students campaign group (both female & male)	07/11/2018
	4 Teachers	MSA members (comprised of teachers and staff)	07/11/2018
	32 Students for QS	Students from different departments (both female & male)	06/11/2018
	6 female students for IIs	Female students from different departments	07/11/2018
East West University, Dhaka	16 Students for FGD	Students campaign group (both female & male)	08/11/2018
	4 Teachers	MSA members (comprised of teachers and staff)	08/11/2018
	6 female students for IIs	Female students from different departments	08/11/2018