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MID TERM REVIEW REPORT

ZERO TOLERANCE: GENDER BASED VIOLENCE FREE SCHOOLS IN NEPAL

February 2018

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MID TERM REVIEW FINAL REPORT

ZERO TOLERANCE: GENDER BASED VIOLENCE FREE SCHOOLS IN NEPAL

February 2018

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Cover Photo: Saraswoti School, Hardirya Paltuwa, Brindhavan - 4, Rautahat.

Photo taken by Deepa Sakya, Oct 2017

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ACRONYMS AND ABBREVIATIONS

CCWB	Central Child Welfare Board
DOE	Department of Education
FGD	Focus Group Discussion
GBV	Gender Based Violence
GoN	Government of Nepal
HT	Head Teacher
IDI	In-depth Interview
JC	Junior Champions
JJCC	Juvenile Justice Coordination Committee
MEL	Monitoring, Evaluation, and Learning (USAID/Nepal Project)
MTR	Mid-term review
RD	Restless Development
SB	Suggestion Box
SBC	Suggestion Box Committee
SMC	School Management Committee
SNA	Social Network Analysis
SRH	Sexual and Reproductive Health
UNICEF	United National Children's Fund
USAID	United States Agency for International Development/ Mission
VDC	Village Development Committee
WCSD	Women Children Service Directorate
WCO	Women and Children Office
YC	Young Champions
ZT	Zero Tolerance

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EXECUTIVE SUMMARY

MID-TERM REVIEW PURPOSE

The purpose of this mid-term review¹ (MTR) was to assess the achievements and areas of improvement of the Zero Tolerance: Gender Based Violence (GBV) Free Schools in Nepal project (2016-2018) and identify actionable recommendations for the remaining project period.

PROJECT BACKGROUND

The Zero Tolerance (ZT) project is a collaborative effort between USAID and UNICEF, and is being implemented in four Terai districts (Dhanusha, Mahottari, Parsa, and Rautahat) in Nepal. The project goal is that the prevalence of school-related gender-based violence in Nepal is reduced and equitable learning outcomes for adolescent girls and boys are promoted. The project seeks to achieve three Outcomes (Exhibit 1).

The project works with 50 community schools in each district. It is implemented by a national level implementing partner, Restless Development², with local NGOs as district level implementing partners.³ Other partners are Education Page (an NGO) and the Department of Education for the suggestion box guidelines; Nepal police, Women and Children Service Directorate for supporting the district level women and children service centers to provide response services as required and the Central Child Welfare Board and Child Justice Co-ordination Committee for emergency support and improving child correction homes.

In the schools where ZT is being implemented, UNICEF implements a complementary program called Sambhav. The Sambhav program pairs learning-focused activities, including peer-led homework clubs, learning camps, life-skills sessions and life skills camps, with other empowerment activities, like sports.

Outcome 1. Schools, communities, boys and girls promote nonviolent behaviors and zero tolerance of GBV in schools

Outcome 2. Learners, teachers and school staff confidently report cases of violence

Outcome 3. Learners who are victims or at risk of violence in the school and in the community have access to child- and adolescent-friendly services

MID-TERM REVIEW QUESTIONS AND METHODOLOGY

The key evaluation (review) questions for the MTR included content regarding mechanism functionality, potentials and challenges of ZT model elements like Young Champions, and the strength of referral and coordination links. The review team performed a document review, consultations at the central level, and field work in two project districts. One district has better performance (Dhanusha) and the other district has poorer achievements (Rautahat). The team conducted semi structured in-depth interviews, meetings and focus group discussions, which were done in a participatory and consultative manner with

¹The term "review" has been used in this report instead of "evaluation" since this was a mid-term review, not an evaluation and was the term used in the approved design document of Oct 2017

²<http://restlessdevelopment.org/nepal>

³Life Nepal in Dhanusha, <https://lifenepal.org/> and Jansewa in Rautahat, <http://jansewanepal.org/> were the local partners in the districts covered by this review.

both girls and boys⁴ grades six to nine in six schools⁵ (3 each in Dhanusha and Rautahat). Meetings, interviews, and focus group discussions were also conducted with other stakeholders, which included:

Approximately 75 Junior Champions (child club members were trained by the project for increasing information and organizing action against GBV in schools);

- 16 Young Champions (volunteers mobilized by the project in schools);
- 24 teachers;
- 12 government officers (District Education Officer, Central and District Child Welfare Board members, Juvenile Justice Coordination Committee members, Women and Children Service center of district police offices, Women and Children Office); and
- 15 staff of implementing partners.

For Social Network Analysis, questionnaires for students, district level, and school-level stakeholders were administered. Nodexcel software was used to prepare the visualizations.

FINDINGS

The findings present the responses and analysis according to the review questions⁶ as per the design document.

Review Question: How well are the suggestion box mechanism and the suggestion box management committee functioning in project schools?

The Suggestion Box (SB) has acted as a strong deterrent for eve teasing, bullying, and has contributed to increased discipline and teacher regularity. Throughout program implementation, students became more confident about sharing their complaints/suggestions. GBV-related complaints of incidents within schools were initially high, however were reduced with strong messages about the non-acceptability of such behavior. In addition to GBV-related complaints, complaints/suggestions regarding school infrastructure, sanitation, teacher absences, or misbehavior were reported.

There are some challenges regarding sustaining functionality of the SBs. The review found that the number of suggestions/complaints submitted reduced with strict responses of school authorities. While this indicates success, it does mean that there could be a gradual reduction of student interest and fewer complaints for SB committee members to deal with. This is also a result of the understanding that the SB was purposed more for complaints rather than suggestions. Complaints were related to incidents occurring within school premises or on the way to school. Suggestions regarding changes in deeply embedded societal issues resulting in GBV were not understood to be a part of this process. A broader understanding of raising social discrimination issues at family and community levels did not exist since that was not a focus of the SB guidelines. The functionality of the SB mechanism was also dependent on the regular follow-up of project staff and volunteers such as the field supervisor and Young Champion indicating a capacity gap of the SB committee members. When ZT ends, the Young Champions and field supervisors will no longer be there to follow-up on the SBs, which jeopardizes the continued use of the SBs.

⁴73 girls and 66 boys were met in In-Depth Interviews and in Focus Group Discussions

⁵The design document identified that three schools per district would be covered since it was important to assess the issues and implementation quality rather than just increase number of schools for the MTR coverage

⁶ The sequence of the questions is presented differently in the report in response to the contents of the findings.

The Department of Education has initiated the revision process of the SB guidelines to ensure wider ownership of the revised SB guidelines. Representatives from the Ministry of Federal Affairs and Local Development (MoFALD), the Department of Women and Children (DWC), and the Girls Education and Gender Equity Network (GE Network) have been involved in the process. Out of the 70 members of the GE network, a nine-member technical team has been formed to provide technical inputs in the revision process. A needs assessment on the situation of the suggestion box and regional level consultation have been completed to consolidate feedback on the existing guidelines from the wider stakeholders.⁷

Review Question: What are the potentials and challenges of the volunteer Young Champion model for information delivery, role modeling and shifting in-school culture related to GBV and HSP?

Young Champions (YC) are volunteers who train child club members and teach students GBV-related topics, and other issues like life skills and adolescent health. Their key responsibility is to deliver the government-endorsed training manual (Rupantaran) in 42 classes over six-eight months. The research found that as a result of these trainings, students were able to very clearly define GBV, understand its meaning, how to address GBV issues, how different mechanisms such as child clubs and SBs could be used, and what kind of a relationship students should have with teachers. Teachers shared that students were more open with teachers, and more active in classroom interactions as a result of the training. Attendance by students was more regular and drop-outs decreased. The whole process was also shown to be empowering for the YCs themselves. They stayed longer in schools almost daily so they could support the students as much as possible. Now as Senior Young Champions,⁸ their skills have been recognized and they appreciate the further opportunities to continue with the social work in their communities.

A key challenge after the project phases out will be the absence of the YCs. There are no links for their continuity with government interventions or any budget in the local government planning for such school-level volunteers.

Review Question: How familiar are teachers and head teachers with the ZT project, and how committed are they to its aims?

The project has been effective in changing mind-sets and attitude of teachers towards their students and in their teaching practices. Generally, four teachers (including the head teacher and gender focal person/grievance handling teacher) from each school were trained by the project. Interactions between students and teachers have increased significantly while verbal abuse and corporal punishment have been reduced. Teachers, as well as students, were more proactive to make schools a safer place. Trainings enabled the teachers to promote the use of SBs in schools, accept the submitted complaints, and facilitate action to address the complaints.

Some women teachers were unable to benefit fully from the training (and hence increase their familiarity and commitment) because residential training arrangements were not convenient for them.⁹ A limitation of teachers' understanding of GBV was the inability to break some of their held values regarding girls'

⁷Meeting with DOE and inputs from UNICEF staff

⁸The project has changed its modality and has now made one YC responsible for three schools and has named them Senior Young Champions

⁹ Some of the women teachers shared that being away from home for nights was not socially accepted by families and also that household work, child care responsibilities made them decline such opportunities.

safety. For example, in one school, the Head Teacher and the School Management Committee (SMC) were completely convinced that GBV incidents could be avoided by "controlling" girls. Lack of demand from the government system for teachers and head teachers to work sensitively on GBV issues and to pro-actively make schools safer reduces their commitment to these issues.¹⁰ There was no documentation reporting teachers trained on GBV with the district education office. This limitation and inadequate integration into the government education system contributed to a decrease of interest and commitment by teachers and head teachers on GBV. Those in regular project contact were the ones who had some interest in addressing GBV issues, indicating that this could be an issue after project phase out.

Review Question: How strong are the referral and coordination links between project schools and formal and informal child protection responders, and amongst responder groups? What influence has the project had on these networks so far?

Stakeholders in the ZT project and in other concerned organizations¹¹ in the district are familiar with one another's activities. In both districts, the most well-known organizations were the District Education Office (DEO) and Women and Children Office (WCO), after the project implementing partners. Students identified ZT implementing partners with the highest frequency of all children's right and protection agencies/resources agencies. Fewer students, however, reported knowing how to contact ZT implementing partners. Students reported they would most often go to a head teacher in the case of teasing. There were some gender differences, with boys in Rautahat being less likely than girls to report teasing to the police. Girls in both regions reported higher levels of seeking help from ZT implementing partners than boys. On the issue of sexual misconduct and child marriage, in Rautahat students reported that they would contact a friend, head teacher and parents, whereas in Dhanusha, students reported that they would seek help from ZT implementing partners and police. Stakeholders (head teachers, Young Champions, and Junior Champions) reported having confidence that the Women and Children Office and ZT implementing partners would respond effectively to issues related to GBV and child marriage.

The project has yet to work substantively to strengthen referral and coordination links at the local level. It has supported the central level agencies to revise and amend relevant guidelines and to strengthen the capacities of Central and District Child Welfare Boards and the Juvenile Justice Coordination Committee through training and other support.

Review Question: What elements of the ZT model hold the most promise for scale?

Activating Junior Champions/child clubs and SBs (both mechanisms mandated by government guidelines) and the volunteer model of YCs hold the most promise to scale. The project enabled discussion regarding GBV issues in schools and for identifying measures to resolve them. It encouraged students and teachers to work on issues of discrimination and to improve the learning environment. The internalization about GBV amongst students and teachers in schools is high due to the effective facilitation of YCs, different training and orientation sessions and continuous discussions. The SB is used to identify and resolve issues of teasing, bullying, and boys' misbehavior towards girls, and for reducing corporal punishment, improving teacher behavior, and for regularity of classes. Junior Champions/child clubs were very active and motivated to raise awareness against social practices like child marriage and

¹⁰Government initiatives like Learning without Fear, SIP may have incorporated and taken account of some of these issues but these did not come up in the discussions at the field level very clearly or even in central level meetings. Hence in practical terms the DEO has not demanded from the schools any information regarding GBV initiatives.

¹¹Stakeholders included Head Teachers, Teachers, Young Champions, Junior Champions and all other people interviewed except students.

dowry. Extra-curricular activities and peer homework sessions are organized every week, creating interest and attendance among students eager to participate.

Teacher orientation and training are essential as they contribute to teachers' attitude changes, such as an openness to enable YCs to work, and for students to discuss GBV-related issues freely with them.

In order to integrate the teacher training and YC model into the local education system, further activities are needed. Efforts for integration in local processes of planning, budgeting and monitoring are inadequate. A more intense and in-depth engagement with family and community to address structural causes of GBV impacting students' learnings and life opportunities would improve the situation, as would work to promote a definition of masculinity that values gender and social equality.¹²

Progress review against project indicators reveal over-achievements of some targets (e.g. training more participants than planned) and considerable delay in others (e.g. community level dialogues and working with GBV watch groups) due to various reasons including natural disasters and elections. Such uneven progress may impact project achievements.

Review Question: What external factors and actors have influenced the change model thus far?

Zero Tolerance has been implemented together with Sambhav in the same schools in the four project districts. Of the 35 project activities, nine are jointly implemented and 13 are implemented separately by each project. The Sambhav activities are a contribution of UNICEF to this PIO grant, though Sambhav interventions and budget are implemented by UNICEF in other schools too where there are no ZT activities.

Common activities focused on strengthening skills of YCs and Junior Champions (JCs) on GBV, classes in schools on GBV, monitoring, orientation of SMCs and PTAs, and community level interactions. ZT focused primarily on awareness-raising of GBV, capacity building for the SB mechanism, referral mechanisms, training of teachers/SMC/PTA/project staff on GBV, and referral mechanisms and interactions with community on social issues. Sambhav's key activities included training of YCs on life skills sessions, learning camps, sports events, exposure visits for teachers, awareness campaigns, meetings with community members, teachers and parents, orientation/training for resource persons and school supervisors, and training on referral/reporting mechanism for RPs and project staff. Some activities seem to overlap - both Sambhav and ZT are conducting awareness raising, capacity strengthening of teachers, and interacting with the community. However, the topics have been differentiated -- GBV-related under ZT, and other issues under Sambhav. (See Appendix 6 for list of common Sambhav and ZT activities).

The two projects are interdependent and complement each other. It is clear that to address GBV in schools, facilitators like YCs are needed (who are paid for by SAMBHAV funds but are also doing ZT work in this project). Similarly the combination of other interventions which the two projects are implementing is required for students to learn in a GBV-free environment.

RECOMMENDATIONS

The project has done commendable work in a short period of time. It brought a momentum within schools and an enthusiasm which has increased the interest of students. At the policy level, working with government partners (e.g. revision of guidelines, supporting correction home improvement, training

¹²Out of 42 sessions delivered to students there was a separate module dedicated to understanding differences between sex and gender, equality and equity, gender roles that are socially constructed and that discriminatory gender roles needs to be challenged, and a separate session on social inclusion. But the sessions have not discussed the need to work with men and boys to change values about masculinity which result in GBV

DCWBs, working with the police and Department of Women and Children), the progress is somewhat uneven. The referral mechanisms and links with service providers are areas which require further attention in future. Key recommendations include:

Deepen achievements in project schools and develop a sustainability plan: There is a need to deepen (consolidate) achievements and ensure that systems and processes are strengthened so that they can continue even after the project phases out. A few revisions/additions in the implementation of ongoing initiatives would ensure higher effectiveness (e.g. YC classes as part of the school calendar, child clubs prepare an annual plan, SB processes are more transparent to all school students, teachers training is documented in DEOs for future use, etc. Please refer to the main report for details). The project implementing partners should have a discussion with the students, child club members, teachers, YCs and field supervisors to thoroughly review each project activity, reflect on the recommendations of this MTR, and identify measures to strengthen the different components (e.g. SB, YC, child clubs). A sustainability plan (refer to the section below for an example) is required with measures and responsibilities so that project activities can become more institutionalized.

To the extent possible in the remaining year, influence the local government to integrate ZT activities in the planning and monitoring systems: Intensive advocacy for including implementation of the SBs and child clubs into annual planning may increase sustainability and shift this to become a more demand-driven project. Additionally, discussions need to be started with the DEO to include SB and child club implementation in the performance evaluation of head teachers and in the monitoring format used by education officers. Since these are currently not included, the head teachers do not find it mandatory to work on these issues. The relevant government agencies need to be influenced so that this becomes a government-led revision and a demand from all schools. This may support both sustainability within the project schools of these initiatives and implementation beyond the project schools.

A key component in the coming year will be to understand the changes needed due to the federal restructuring and the relationship of schools with the new local government. Influencing the municipalities, rural municipalities, and ward committees to include Zero Tolerance activities in their annual planning will be critical to ensure that they are included in the local plans and have budgets. There is a need to include activities in the project for strengthening coordination between education offices and schools on GBV issues.

Strengthen referral links of schools and catchment communities with local government and local responders: The SNA analysis indicates that there are a number of organizations that are perceived to have the capacity to respond in case of GBV incidents. It is important to strengthen these links and have systems and processes established so that the agencies can be easily informed and they can provide their services in a user friendly manner.

A campaign that allows students to know the various routes of support *and* the specific contact details would help students to have greater access to the different resources. It is important to also highlight the various routes with their respective characteristics (e.g. cases which require immediate attention should not be reported to the suggestion boxes). Using the social network analysis data, implementers can consider how to best channel resources. Results indicate that head teachers are consistently seen as sources of help and support, and are seen as being effective in dealing with problems. There is a need to include activities in the project for strengthening coordination between education offices and schools on GBV issues.

Working with parents and the community to address gender/caste/ethnicity based discrimination will further promote the program objective and sustainability. The project has some interactions and events planned with parents and communities but these will be implemented in the coming year. To sustainably reduce school-related GBV, it is important to work on historically embedded social issues in families and communities that result in GBV. For this, working at the community level more intensively and engaging

parents is essential.¹³ A process after the planned dialogues has to be developed and facilitated. Working more strategically with WCOs who are mandated to work on these issues (and were known to all respondents) and the GBV Watch Groups (as planned) will support this cause. A systematic social messaging initiative regarding root causes of GBV will be effective. The Rupantaran training package being used for students and child clubs should include sessions regarding discriminatory social and gender norms and on changing notions of masculinity.¹⁴ While the training package has reportedly been working well, Zero Tolerance may want to consider updating it based on student feedback, such as adding sessions on adolescent sexual health.

¹³The project outcomes do not explicitly state about work at family and community levels but nonviolent behaviors and zero tolerance cannot be promoted without deeply embedded discriminatory gender and social norms being challenged.

¹⁴There are sessions on gender and social inclusion in the Rupantaran training package but they do not discuss issues of socialization and mindsets that contribute to GBV.

PURPOSE

The purpose of this mid-term review¹⁵ was to assess the achievements and areas of improvement of the Zero Tolerance: Gender Based Violence (GBV) Free Schools in Nepal project (2016-2018) and identify actionable recommendations for the remaining project period (Refer to Appendix I for the review design document). The research questions focused largely on identifying successes, challenges, and lessons learned regarding project design, partnerships, and implementation. The evaluation of higher level project outcomes related to feelings of safety of students, their ability to recognize and raise a voice against GBV, and attitudes of students, teachers, and other stakeholders towards GBV will be captured more rigorously in the endline evaluation.

PROJECT BACKGROUND

The Zero Tolerance: Gender Based Violence Free Schools in Nepal project (2016-2018) is being implemented in four Terai districts (Dhanusha, Mahottari, Parsa, and Rautahat) in Nepal. The project goal is the following: The prevalence of school-related gender-based violence¹⁶ in Nepal is reduced and equitable learning outcomes for adolescent girls and boys are promoted. The project seeks to achieve three Outcomes (Exhibit I).

The project is a collaborative effort between USAID and UNICEF and seeks to create learning environments that are GBV-free, and where girls and boys are empowered to protect themselves and counter harmful social norms and practices. The project also seeks to establish child and adolescent-friendly procedures to respond to incidents of GBV when they do occur. The project works with 50 community schools in each district, and is implemented by a national level implementing partner Restless Development¹⁷, along with local NGOs as district level implementing partners.¹⁸ Other partners are Education Page (an NGO) and the Department of Education for the suggestion box guidelines; Nepal police, Women and Children Service Directorate for supporting the district level women and children service centers to provide response services as required and the Central Child Welfare Board and Child Justice Co-ordination Committee/correction home.

In order to curb drop-out, lower the incidence of child marriage, and ensure secondary school completion by all children, UNICEF has worked with the government and partners to create an afterschool adolescent empowerment program called 'Sambhav'. The afterschool program targets young girls and boys in particular who are at risk of dropping out of school. The Sambhav program pairs

Outcome 1. Schools, communities, boys and girls promote nonviolent behaviors and zero tolerance of GBV in schools

Outcome 2. Learners, teachers and school staff confidently report cases of violence

Outcome 3. Learners who are victims or at risk of violence in the school and in the community have access to child- and adolescent-friendly services

¹⁵The term "review" has been used in this report instead of "evaluation" since this was a mid-term review, not an evaluation and was the term used in the approved design document of Oct 2017

¹⁶School-related gender-based violence is broadly defined to include "acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics." (Updated Project Document, UNICEF, Oct 9, 2017)

¹⁷<http://restlessdevelopment.org/nepal>

¹⁸Life Nepal in Dhanusha, <https://lifenepal.org/> and Jansewa <https://jansewa.org/> were the local partners in the districts covered by this review.

learning-focused activities, including peer-led homework clubs, learning camps, lifeskills sessions and life skills camps along with other empowerment activities such as sports activities. The program is supported by a network of Young Champions (YCs), women and men youth volunteers from local communities who are trained to provide peer support to learners, conduct lifeskills trainings, undertake advocacy with families, and monitor project indicators (Updated Project Document, UNICEF, 2017). The program also targets teachers, resource persons, and school level stakeholders including School Management Committees (SMC) and Parents Teachers Associations (PTA) in creating an enabling environment in the schools.

While the Sambhav project is implemented in 10 districts, the Zero Tolerance project is implemented in four out of the ten Sambhav project districts. In Dhanusha, Rautahat, Mahottari, and Parsa both these projects are implemented in same 200 community schools¹⁹, 50 in each district. Some of the activities common in both Sambhav and ZT are: capacity building for Young Champions (YC) on leadership and GBV in schools; capacity building and strengthening Junior Champions (JC)/child clubs; in-school sessions on SRH rights, gender, GBV; life skills sessions for students; orientations for PTA and SMC on GBV; cluster-level sharing workshops for teachers, YCs, and JCs; and awareness-raising in communities. Moreover, most of the human resources of the Sambhav project are mobilized for the Zero Tolerance project due to the programmatic linkage between these two projects.²⁰

Zero Tolerance has interventions for increasing students' and teachers' awareness/capacity building on GBV. For this it has motivated schools to implement government guidelines for the SB and child clubs. The YCs were responsible for training students and child club members on GBV and for supporting them to take action against it. Referral and coordination work was done more at the central level with revisions in the SB and case management guidelines, and support to correction homes and relevant agencies such as JJCC and CCWB.

QUESTIONS AND METHODOLOGY

The study had two broad guiding questions:

- To what extent did Zero Tolerance increase student sense of safety at school and reporting of GBV?
- To what extent did Zero Tolerance strengthen school responses and community referral systems for cases of GBV?

These questions were further broken down into following sub questions, based on which analysis was done.

1. How familiar are teachers and head teachers with the Zero Tolerance (ZT) project, and how committed are they to its aims?
2. How well are the Suggestion Box mechanism and the Suggestion Box management committee functioning in project schools?
3. How strong are the referral and coordination links between project schools and formal and informal child protection responders, and amongst responder groups?
 - * *What influence has the project had on these networks so far?*

¹⁹To know about the definition of the community school, refer to the link:
<http://www.doe.gov.np/assets/uploads/files/9c1b2b977abc775a7b132863f6f4cd31.pdf>

²⁰Updated Project Document, UNICEF, Oct 9, 2017

4. What are the potentials and challenges of the volunteer Young Champion model for information delivery, role modeling and shifting in-school culture related to GBV and HSP (includes Sambhav and ZT)?
5. What elements of the ZT model hold the most promise for scale?
6. What external factors and actors have influenced the change model thus far?

In addition to the review questions, the MTR was to provide a background section which clarified the overlap of the Sambhav education promotion program and the Zero Tolerance program in schools.

METHODOLOGY

To answer the review questions, the study team developed instruments and collected data and information in Kathmandu and two project districts, Dhanusha and Rautahat (refer to Appendix 2 for district selection criteria) through review of secondary documents, semi-structured in-depth interviews (IDI), meetings and focus group discussions (FGDs), following a participatory and consultative approach. Questionnaires for a Social Network Analysis (SNA) were also administered to all district and school level respondents and Nodexcel software was used to prepare the visualizations.

Preparation of data collection instruments: The team prepared instruments to guide IDIs and FGDs, and worked with a SNA expert to design the questionnaire and adapt software for managing the SNA data. Draft instruments were shared with the Mission for review before finalization (refer to Appendix 3 for MTR data collection instruments).

Secondary document review: Reports and other studies were reviewed for understanding the context and progress. Quantitative data to identify progress against indicators was extracted from reports (refer to Appendix 4 for the methodology section).

National Level Consultations: Semi-structured interviews and consultation meetings with relevant staff of UNICEF, USAID, CCWB, JJCC, DOE and the national level implementing partner, Restless Development were held. Twelve people in total were interviewed (refer to Appendix 4 for list of people met at the central level).

District Level Field Work: Fieldwork in two districts covered six schools (three schools in each district). The following tasks were done with a wide variety of respondents (refer to Appendix 4 for list of people met at the district and school level).

Consultation meetings/interviews at district headquarters: At the district headquarter levels, meetings, interviews and FGDs were held with the District Women and Children Service Centre of the district police office, with the District Education Officer, Women and Children Officer and civil society organizations working in the child protection sector. FGDs with Young Champions (YCs) were conducted at the district level. Thirty district level stakeholders and 16 Young Champions were interviewed/consulted (of these 46, 16 were women and 30 men).

Focus group discussions (FGDs) in schools: In each school, FGDs were conducted with students (girls and boys separately), with Junior Champions/child club members, SB Committee members and SMC members (where SMCs were formed). A total of 121 students (61 girls, 60 boys) participated in FGDs (61 girls, 60 boys). There were 18 SB Committee members and 10 SMC members. There were 62 participants in FGDs with Junior Champions (37 girls and 25 boys).

Interviews in schools: In-depth interviews were held with the head teacher, three teachers (one gender focal point, one teacher who had been trained by the project and one teacher who had not been engaged in project activities), with two girls and one boy student (non -FGD participants), and with one girl and one boy Junior Champion. A total of 54 interviews were held. Among the students, 12 were

girls and eight were boys. There were 10 Junior Champions (five girls, five boys), and there were 24 head teachers and teachers (six women, 18 men).

A majority (almost 61 percent) of the respondents of IDI, FGDs and consultation meetings were of the Madhesi Other Backward Caste²¹(the dominant population in the two visited districts). Ten percent were of Terai Janajati. Eight percent were Brahman/Chhetri and five percent were Dalits and Muslim, reflecting the diversity in the area of the field work.

Social Network Analysis: Two short (15 minute) Social Network Analysis (SNA) questionnaires were completed by all district and school level respondents, one developed for students and another developed for stakeholders.²² There were 290 respondents for the SNA questionnaire, 149 were stakeholders²³ and 141 were students. Developing and implementing this questionnaire contributed to a broader mapping exercise of **identifying key organizations and players** that service different regions on issues related to GBV, teasing and child marriage. This activity marked a crucial contribution to the knowledge of ‘key players’.

Social Network Analysis (SNA) is a method that collects information about relationships, rather than information about particular individuals. This method is useful for understanding relationships between individuals and among organizations. SNA methods were used to map the field of organizations that offer support services for GBV. This included questions about how well connected these organizations are, how well-aware stakeholders and students are of various organizations and how often these organizations are contacted, and how confident stakeholders are in these organizations for responding effectively to a range of issues. No other type of survey could collect this type of information and render it so versatile for the purposes of establishing a baseline of understanding about the impact of the ZT project and hence this method was adopted for the MTR.

The information was analyzed and prepared for presentation using Nodexcel software as required for the report.

Observation and review: The team also observed the presence of the SBs at the schools. Interactions amongst students and between students and teachers were observed and Suggestion Box Committee meeting minutes and child club decisions were reviewed.

Debrief after fieldwork: Representatives from the local NGO partner, Restless Development, along with UNICEF staff were debriefed briefly on the findings of the field level discussions before the team departed from the district.

Information analysis and report preparation: Each team member completed the notes of the meetings/FGDs as decided within the team. These were coded and entered into a database. All the organized information was then linked to the relevant questions and responses were collated for reporting and analysis.

Finalization of report: Sharing and debrief sessions were held with Restless Development, UNICEF, and USAID. The draft report was also shared for feedback. Comments were incorporated in the final document.

LIMITATIONS

²¹CDSA (2014). The Nepal Multidimensional Social Inclusion Index: Diversity and Agenda for Inclusive Development Central Department of Sociology/Anthropology (CDSA), Tribhuvan University (TU), Kathmandu, Nepal.

²²141 students and 149 stakeholders were respondents. Stakeholders included Head Teachers, Teachers, Young Champions, Junior Champions and all other people interviewed except students.

²³Stakeholders included Head Teachers, Teachers, Young Champions, Junior Champions and all other people interviewed except students.

A key limitation of the MTR was leaving out coverage of schools where only Sambhav was being implemented without the Zero Tolerance project. This was a conscious design decision since many other programs did exist in the same area, but resulted in a limited understanding of attribution between the two projects.

The schools and the respondents were selected based on criteria identified by the implementing partners. Any bias was supposed to be addressed by the selection criteria and the design of study covering a wide variety of respondents.

Self-report instruments are subject to social desirability bias, particularly when being asked about socially controversial issues. Students, for example, may have been reluctant to respond that they would not report issues around teasing, GBV and child marriage if they felt that reporting was the 'right answer'. This could mask entrenched issues around reporting and lack thereof. SNA survey results should be interpreted with this in mind, and triangulated with interviews and focus group findings.

Developing the surveys included a mapping exercise of identifying the available support sources and organizations. Some of these differed between regions, and some were important than others. This exercise allows the next survey design to be better targeted. Future survey development should seek to refine the relevant organizations for each region to decrease respondent burden and increase the precision of survey results.

As there was no previous baseline measurement for stakeholder coordination and students use and perception of services, these findings are mainly descriptive, and it is not possible to make claims over 'what influence the project has had on networks so far'. These results should be used as a baseline measure for repeat measure. The findings do highlight how the ZT project is well-known to both students and stakeholders compared to other service organizations.

One limitation experienced in the field was the limited number of local language speakers on the study team, which had only one native Terai language speaker. Even though students and teachers expressed that they were comfortable in Nepali, the respondents were more forthcoming in the conversations held in local languages.

FINDINGS

This section presents the key findings of the MTR. These are based on the field work, interviews at the central level, discussions with donors and implementing partners, and documents review. The first section presents the achievements, followed by the areas of improvement and the findings related to referrals and coordination identified through the SNA tool. The review questions are added before the findings are presented.

KEY ACHIEVEMENTS AND REASONS OF SUCCESS

THE SUGGESTION BOX MECHANISM HAS BEEN VERY USEFUL AND EFFECTIVE

Review question: How well are the suggestion box mechanism and the suggestion box management committee functioning in project schools?

"A small wooden box has brought a storm with it!" (Head Teacher, Dhanusha)

The Suggestion Box (SB)²⁴ mechanism has become the voice of the students, retaining submission confidentiality. It has also given students confidence.

"We can share our views, concerns and grievances." (IDI, boy student, Dhanusha)

Previously, students did not share problems openly because they had to approach teachers or the head teacher, which made them uncomfortable. The SB enabled students to freely write their suggestions or complaints. The anonymity motivated students to use the SB. The SB also instilled a certain code of conduct not only among students but also among teachers.

"During the initial phase, students were hesitant to use the SB. They doubted that their suggestions would be responded to. But now they are confident and use it frequently." (FGD, SB Committee, Dhanusha)

Teachers, Junior Champions/child club members and Young Champions oriented and encouraged students to use the SB as much as possible, enabling the students to be confident about inputting their complaints/suggestions.

"Students were oriented about the Suggestion Box. We also try to solve their issues soon so that they are encouraged to use it." (FGD, SB Committee, Dhanusha)

The complaints/suggestions were mostly related to the following issues: separate toilets for girls and boys, sanitation, sanitary pad supply, eve-teasing, bullying (of Dalit students by others), teasing (such as students writing names of girls on walls coupled with a boy's name), vulgar songs, and the use of inappropriate words. Complaints were also about irregular teaching, teacher absences, teacher behavior,

²⁴The Ministry of Education issued a "Complaint (Suggestion) Box Guideline" in 2016 directing that all schools put a suggestion box with the aim to provide support to students in cases of gender based violence, sexual abuse, bullying and other negative activities. It directed that a committee be formed under the SMC Chair with representation of the school head teacher, child club students and a teacher who was to be appointed the complaint listening officer of the school. The roles and responsibilities of the committee and the chair and members was detailed and regular weekly meetings each Friday was provisioned for.

boys quarreling, senior students teasing junior students, a lack of computer and sports materials, library facilities/resources, and school infrastructure. GBV-related complaints of incidents within schools was initially higher, and with strong messages condemning such behavior, incidents have reduced. The types of complaints the students shared with the team were more general (e.g. cleanliness of toilets, absence of teachers), which would contribute to improving the school environment and learning. Only a few GBV-related complaints of names written on walls or of teasing were shared with students.

A system was established to address grievances and suggestions. The SB Committee members are selected as per the guidelines. The committee is composed of the head teacher, one male and one female teacher, and two students. Student members were selected by the child club. The field supervisor oriented the members on the committee's roles and responsibilities. Every week (in some schools every other week), the SB box is opened in the presence of the committee members and each of the issues is discussed and actions to be taken identified. All the committee members share and contribute in the discussion.

"The committee discusses and takes action." (SBC, Rautahat and Dhanusha)

"Since the head sir is the chair of the committee, the discussion on how to resolve complaints is often steered by him. But we, as students, have no reservation to express our opinions with him or the other teachers". (IDI SBC member, student, Rautahat).

The number of complaints/suggestions varied.

"We get 4 to 10 suggestions every week."

"We used to receive 7/8 suggestion in a month in past but now we only receive 2/3 suggestions."

"Initially there were around 50-60 per month, now it is around 20 mostly"

"Sometimes there are less, it is going down as things are getting resolved."

"There are about 5-6 complaints each time the box is opened. Slowly the number of complaints is decreasing. We get about 25 complaints a month now."

(FGDs, SBC, Dhanusha and Rautahat).

A review of the documentation related with the SB²⁵ indicated that in some schools there were less GBV-related cases and in others there were slightly more. In one school in Dhanusha, out of 28 complaints, 18 were related to GBV issues (Field notes, 2017). In one quarter, 76 cases²⁶ were reported and resolved by the school. (Quarterly report 4, UNICEF, September 2017).

Measures to address the issues were taken by the SB committee. The head teacher would either announce the action taken in the assembly, if appropriate, or would hold a discussion with the perpetrator (if known), who was then reprimanded and counseled.

²⁵A register is maintained in the schools according to the SB guidelines but the format asks for names of complainer, grade, sex etc. which was completed in the register despite the fact that complaints are written anonymously. When asked how were the names of the complainers, their sex and class identified the SBC shared that they guessed from the handwriting and from the tone of the complaint, if it was anonymous. The register also does not differentiate between GBV and non-GBV cases which would be helpful to maintain and document.

²⁶Cases were related to Bullying 17, Physical Abuse 10, Child Marriage 2, Verbal Abuse 5, Emotional Abuse 7, Discrimination 1, Menstrual Hygiene 1 and Eve Teasing/Bad Touch 33, Quarterly report, UNICEF Sept 2017

"The head sir talked to the perpetrator to change his behavior. The incident hasn't reoccurred since then." (FGD SBC, Dhanusha)

"In cases on eve-teasing, teachers talk to the boys and give them advice." (IDI, student, Rautahat)

Some of the raised issues were taken to the SMC if funds were required. For example, many schools have now kept sweepers to manage toilet cleanliness and bought sports materials. Requests related to the library and computers have not been addressed due to shortage of funds.

The students were informed about the issues and the action taken regularly only in some schools. Depending on the issue and the proactive nature of the head teacher, issues and actions taken were announced in the school assembly (maintaining confidentiality). Otherwise students learned through their friends or by visible actions taken (e.g. toilet cleanliness, sports materials in school).

"Our friends in the committee tell us about the issues and how they were solved." (IDI student, Dhanusha)

SB has acted as a strong deterrent for eve teasing and bullying, and has contributed to increased discipline and teacher attendance.

"It prevents practices like discrimination, abuse, bullying, eve-teasing within schools. Students, staff and teachers are aware about what is happening in the school. It de-motivates any sort of unacceptable behavior." (FGD, SBC, Rautahat)

"I have changed my language. I usually always scolded using terms such as 'jootamarbo' (will beat you with shoes). After this was raised in the SB, I have become very conscious of the language I use." (IDI, Head Teacher, Dhanusha)

"Boys do not tease girls now because they are afraid that their name will be reported"

"Teachers have started to come to class on time and the students have stopped using vulgar words."

"Such incidents have gone down now." (IDI, Head Teacher, Rautahat)

Students are encouraged that their suggestions are being listened to in a society that has never valued their opinions. "Hum sab pratikar karne ne sikhabechiye" (In our community families don't teach our children to question) (Head Teacher, Dhanusha) and hence it was challenging for students to question teachers and seniors or even make suggestions. It required a culture change, made through continuous orientations and discussions in the school.

The SB mechanism has also helped to improve school infrastructure, sanitation and the overall learning environment as the behavior of teachers has improved, school premises are cleaner and corporal punishment has reduced. Carrying canes into classrooms or beating in any manner is discouraged and teachers themselves recognize that the students may put complaints in the SB.

Some challenges about SB remaining functional were identified by the respondents. The understanding that complaints/suggestions had to be linked to an incident within schools restricted the suggestions/complaints received in SBs. A broader understanding of raising issues of social discrimination at family and community levels did not exist; hence the number of complaints/suggestions was reducing.

"Wider understanding of what can be put in the SB is needed. Community based social practices should also be discussed as otherwise there will be very few suggestions now." (FGD SBC, Rautahat)

Additionally, managing time for SB committee members (both teachers and students) to open the SB, register all the suggestions, take decisions and implement the required actions was difficult and required persistent follow-up and motivation. (IDI, Head Teacher, Dhanusha).

The Department of Education has initiated the revision process of the suggestion box guidelines to ensure wider ownership of the revised suggestion box guidelines. Representatives from Ministry of Federal Affairs and Local Development (MoFALD), and the Department of Women and Children and the Girls Education and Gender Equity Network (GE Network) have been involved in the process. Out of the 70 members of the GE network, a nine-member technical team has been formed to provide technical inputs in the revision process. Need assessment on the situation of the suggestion box and regional level consultation have been completed to consolidate feedback on the existing guidelines from the wider stakeholders.²⁷

YOUNG CHAMPIONS HAVE BEEN EFFECTIVE FACILITATORS AND MOBILIZERS

Review Question: What are the potentials and challenges of the volunteer Young Champion model for information delivery, role modeling and shifting in-school culture related to GBV and HSP (includes Sambhav and ZT).

YCs were appreciated by all, be it students, teachers, implementing partners, civil society or government representatives. The delivery of the Rupantaran training package²⁸ by the YC over 42 classes over a period of 8-12 months was considered very effective. This was despite the fact that YCs were not provided proper time for classes and they had to make use of opportunities created when teachers were absent or during leisure periods.

"Managing time for their classes was difficult. Since we have very few teachers we thought they will help with classes also but they focus on GBV and life skills which is good. The training content of Rupantaran is very good which is what they use so now we find time for their classes." (IDI, Head Teacher, Dhanusha)

"The YC program was not initiated before we finalized the annual educational calendar (that is March/April). If that had happened, we could have managed some class hours for them. Now we have to manage their classes when other teachers are absent." (IDI, Head Teacher, Dhanusha)

The YC key responsibility was to deliver the government endorsed training manual (Rupantaran)

"We cover topics such as different forms of gender based violence, child marriage, dowry, good touch/bad touch, inclusion, not teasing persons with disabilities and those of third gender. Other topics covered include adolescent health, sanitation, livelihood, communication, respect, ambition, effort, group work (peer learning – homework sessions), self-confidence, and games about dreams and goals in life. Sometimes we talk about general knowledge as well." (FGD Young Champions, Rautahat and Dhanusha)

²⁷Meeting with DOE and inputs from UNICEF staff

²⁸Rupantaran training package was developed and piloted in 2014 by UNICEF in partnership with Department of Women and Children under the Ministry of Women, Children and Social Welfare and the Ministry of Youth and Sports and other key actors working on adolescent development issues in Nepal such as Restless Development, CWIN, Renewable World and UNFPA. Relevant content related to rights, sexual and reproductive health, gender, GBV of "Rupantaran" was customized for ZT project students and teachers.

"Initially the classes used to be noisy as the students did not realize the importance of the sessions. Gradually they took interest in the topics and started to pay attention."

The students found the sessions on respect, peer learning (home-work sessions), and games very interesting. A woman YC expressed, "The girl students told me to always come to school. They love to talk to me and share their feelings."

"They enjoyed and found the sessions with games very interesting." (FGD Young Champions, Rautahat)

"With YCs we learnt about life skills, nutrition, wet dreams, adolescent health, child marriage, GBV, good-bad touch, MHM cycle, good behavior, and child rights; we learned to make sanitary pads." (IDI, students, Rautahat and Dhanusha)

"Our YC comes to school three times a week to teach us about GBV, adolescent education, about discrimination and about dreams and goals (sapanaralakshya). Earlier, we were not confident to talk about our problems or even speak our minds but now we have more confidence, more knowledge on different issues to speak openly." (IDI, Junior Champion, Dhanusha)

All the students the MTR team met who had participated in the classes of Young Champions were able to very clearly define GBV, what it meant, what needed to be done to address such issues, how different mechanisms such as child clubs and Suggestion Boxes could be used and what kind of a relationship students should have with teachers (see above section on understanding about GBV for more details).

"We have noticed changes in the students since we started training. The dropout rate has reduced and students are now more regular in class. They used to dream, now they have aims. Some want to complete their education, while others want to become professionals – doctors, nurses, teachers etc." (FGD Young Champions, Rautahat)

"We observed that students were able to speak without any fear, and even eve teasing, bullying stopped. Students are more confident to talk about GBV in schools and they share in their home and community about their learning on GBV."

Teachers shared that students were more open with teachers, and more active in classroom interactions. They were asking more questions in subjects touched upon by Young Champions such as health and hygiene. They had higher attendance and drop-outs had decreased.

"Students feel more free and comfortable to ask questions and discuss in YC's class. Students, especially girls have shared that they enjoy in YC's class and have learned many things that are not in their course book (such as biological and social differences between boys and girls). The YC classes have made students more interested in being in schools. Dropout numbers have been decreased." (IDIs, Teachers, Rautahat)

Students have also become far more aware about GBV issues and issues related to discrimination. They are able to raise issues of discrimination between daughters and sons, child marriage and other practices in their homes too.

"My niece, who is studying in grade 5, asked at home if the bride had reached the age of 20 when her elder brother was getting married! This made me so happy." (IDI, Teacher, Dhanusha)

"The students have a mentor in YC now. She is extremely popular among students." (IDI, Teacher, Dhanusha)

Young Champions worked with Junior Champions/child clubs very closely. In many schools these were either not formed or were dysfunctional. Young Champions, using the government guidelines regarding child clubs, convinced school principals and students to form/reform child clubs and trained them. They supported them to plan their activities in school, assisted them in extra-curricular activities scheduled for Friday afternoons, supported them in peer homework sessions, and performed in the street dramas/rallies conducted in the communities.

"The Young Champion comes to school every day and teaches us life skill sessions like nutrition, adolescent education, inclusion, self-confidence, GBV. She helps and guides us while organizing street dramas and rallies. All the planning of child club is done in consultation with the YC. She also talks about the function of the Suggestion Box." (FGD Junior Champions, Rautahat and Dhanusha)

"YCs gave us a 3-day training on dowry, GBV, child marriage, gambling, and cleanliness. We meet every month and whenever we need their help we call them. We have their number. They also help in conducting peer support homework sessions." (FGD Junior Champions, Rautahat and Dhanusha)

Students learned about GBV, improving learning outcomes, school environment, establishing better relations with teachers. The YCs have contributed to a more positive school environment, their interactions have reduced students' fears and made teachers more approachable. The school does not maintain a register to track number of sessions taken by the YC but teachers have supervised YC's classes and they have found the classes to be useful and a value addition. GBV and harmful social practices in schools have reduced. (IDI, Head Teacher, Rautahat).

The whole process has also been very empowering for the Young Champions themselves. They have been selected by the local implementing partner after a rigorous selection process that involved orientation and interviews. After the orientation, those who were interested became Young Champions.

"We did not have the confidence but we thought this opportunity was perfect to learn more and to be able to work on issues such as GBV in our communities." (FGD, Young Champions, Dhanusha)

The Young Champions were trained comprehensively and prepared to work in schools, and now serve as role models.

"Our work as Young Champions has enhanced our skills and self-confidence; we have learned so much about GBV ourselves, our interaction and facilitation skills have improved; we have become capable to train others, discuss with teachers, convince head teachers." (FGD, Young Champions, Dhanusha)

"We are respected by our community, school and family because of our effort to eradicate GBV." (FGD, Young Champions, Dhanusha)

"The YC of my school is a Dalit woman - she is a role model. She is very active and gives a lot of time to students." (IDI Head Teacher, Dhanusha) See Box 1.

Box 1: Young Champion - A role model for students!

Babita Mahara, a Young Champion, provides Rupantaran sessions in grades six to nine in Shree Nimna Madhyamik Bidyalaya, a school in Dhanusha district. She also facilitates the child club to organize their extracurricular activities. Teachers have observed significant progress among students in terms of increased confidence levels and awareness on social discriminatory practices. After attending the YC's sessions, they now pay more attention to their studies. Babita was married when she was in Class 8. Fortunately her husband was

supportive and she managed to continue studies until she completed Plus Two. As a bahu (daughter-in-law) in a Dalit family and a mother of two children, it was not easy for Babita to take up the role of a Young Champion. She learnt of the opportunity and was deeply interested, and convinced her husband. Her in-laws, though, found it difficult to accept that Babita was spending time away from home and children. One of the school's female teachers had to visit Babita's house to explain how well she was educating the children. Now her family recognizes and respects her work, as does her school and community. She attributes this to the skills gained from the training on Rupantaran, and to her own deep interest to working on issues of such social change like untouchability and child marriage. Her sessions are very popular among students. One of their most interesting learning was to differentiate between a 'dream' and a 'goal'. Some of them have even set a goal to "become like Babita Madam". She has become a role model for girl students!

(Field Notes, 2017, Shree Nimna Madhyamik Bidyalaya, Basbitti-2, Dhanusha)

The YCs were very motivated and willing to give time. They stayed on in schools almost daily so that they could support the students as much as possible, plan with them, and help them understand GBV related issues. It was also challenging for them personally, especially for the women who had to negotiate and convince family members.²⁹ Due to the volunteer status of the role, even the men had to convince their families.

"We were not supported by our family to join this project as it was related to violence and people wondered why we are wasting our time running around without getting paid so convincing our family, friends and even teachers was a big challenge." (FGD, Young Champions, Dhanusha).

"Undertaking critical issues like child marriage and dowry is emotionally draining and challenging." (FGD Young Champions, Rautahat).

Now as Senior Young Champions, their skills have been recognized and they appreciate the further opportunities to continue with the social work of contributing to their communities.

JUNIOR CHAMPIONS/CHILD CLUBS ARE ACTIVE AND MOTIVATED

Review question: What elements of the ZT model hold the most promise for scale?"

The project has made significant contribution to the overall development of students who, as Junior Champions (JC)/members of child clubs,³⁰ are now actively involved in reducing gender-based violence and discrimination in their schools and communities. Across all schools visited by the MTR team, JCs had a good understanding about discriminatory social practices, different types of GBV prevalent in the school and community, the legal age of marriage, the dire effects of child marriage, and also on some aspects related to adolescent health, including menstrual hygiene.

The 11 members of the child club were selected through a process which was facilitated by the head teacher and supported by the YCs in the different schools. Students in classes 6-9 were asked about their level of interest, and were then selected by teachers on the basis of their capacity to speak and participate in different activities, their ability to give time for extracurricular events, and leadership quality (FGD Junior Champions, Dhanusha and Rautahat). Once formed, child club members were trained by the YCs. A total of 190 training events for the JCs were implemented by the project. In total, 3944 JCs were trained (2136 girls and 1808 boys).

²⁹Many women YCs are still escorted by their male family members to meetings and trainings and need to respect traditional mobility constraints and gender social norms, like reaching home before it is dark.

³⁰The term child club was still more common than Junior Champions in the schools. There was some confusion too regarding who were the Junior Champions though in most schools they understood JCs to be the child club members.

The JCs were clear about their role as child club members, after being oriented by the YCs. The JCs expressed that their key responsibilities were to keep the school clean (including ensuring toilets were clean), monitor and report on GBV cases, organize campaigns against child marriage, raise awareness about health and nutrition, GBV, work against teasing in school, support the child club in organizing activities, motivate students to be regular in school and in studies, motivate and support students to use the SB, assist students in their homework, and teach junior classes in case of absence of teachers.

"Our role is to work on GBV including child marriage and dowry. We raise awareness on these issues through street dramas and rallies. We share our learnings with parents and community."

"If we learn about a child marriage happening in our neighborhood, we try to convince the parents to wait until the legal age of marriage." (FGD, Junior Champions, Rautahat)

Apart from the above roles, the girl child club members further identified their role to support girls for their menstrual hygiene and arrange for sanitary pads, encourage parents to send their girl children to school, and to work against child marriage practices. The boys identified assisting other members to conduct various programs such as drama, fundraising, participating in school programs like sports, quizzes, dramas and debates, helping students to write grievances for the Suggestion Box, and broadly addressing discrimination. (FGD and IDI, Junior Champions, Dhanusha and Rautahat).

At the individual level, the confidence level of JCs had increased significantly. This was evident in their increased interaction with students and teachers on matters related not only to studies but also on important social issues. This, according to both teachers and students, was rare prior to the project intervention. JCs now identify and implement different initiatives to address gender-based discrimination and to improve the educational environment in their schools. Street dramas, rallies and mass meetings have been conducted to raise awareness against child marriage and about the legal age of marriage.

"Students have been doing street dramas which have been accepted very well. Earlier boys used to play the role of girls since it was not permitted for girls to act in public like this. But now girls themselves act and they do it so well." (IDI, Teacher, Dhanusha)

The weekly extracurricular activities of JCs, such as organizing competitive events, sports and quiz contests, motivating student dropouts to return to school, and raising awareness level of other students and community members about the adverse impacts of child marriage, dowry system, and gender-based violence, are some other examples of their engagement to bring change.

Junior champions of Saraswati School of Rautahat district visited the homes of three students, who were absent from school for a long time and convinced their family to send them back to school. JCs also supported these poor students with much needed stationery through some money raised during the festival season.

There is an increased expectation of students too from the child club members.

"If violence takes place in school, the Head Teacher and child club members would help." (IDI, Student, Rautahat)

"When a child marriage was happening in our community, they should have tried to stop it by taking help of the child club or police." (IDI, student, Dhanusha)

It is important for the JCs to plan their activities so that they can address these raised expectations more systematically and document them regularly (which is not an existing system).

"Child club members have led sanitation activities in the school; taught the junior class when a teacher was absent; taught games such as football, skipping and badminton to girl students, and told the students about the Suggestion Box." (IDI, student, Dhanusha)

Peer led homework sessions (supporting younger students in their homework) have been helpful to students and increased enrollment and attendance of students due to timely completion of their homework.

"We circulated the information about the free tuition classes in our school due to which 35 more students took admission." (FGD, Junior Champion, Dhanusha)

The mentoring role of YCs was particularly appreciated by junior champions. This had a profound influence in their overall development as well as in more effective management of child clubs' activities.

"We have more knowledge on different issues such as GBV, adolescent health including menstrual cycle, child marriage, dowry system and what is a good touch or a bad touch. Now we can speak about them openly. The YC is our mentor who has trained and taught us about life/communication skills." (IDI, Junior Champion, Dhanusha)

JCs are also playing an active role in the better use of complaint/SB by encouraging students to raise issues of violence and school sanitation/physical environment. All child club members have taken the functioning of the SB mechanism very seriously, with two of their colleagues as members of the SB Committee. The JCs the MTR team met were convinced that corporal punishment, teachers' absenteeism, eve teasing, bullying and caste-based discrimination was reduced in schools because these were reported in the Suggestion Box. (FGD, IDIs, Junior Champions, Rautahat and Dhanusha).

JCs have taken initiatives to stop child marriages in the community.

"One of the students was getting married at the age of 14 about a month ago. Child club members along with YC visited her house to talk to the parents, and the marriage has been stopped for the time being." (IDI, Student, Rautahat)

"Amrita was being forced to get married by her parents so I talked to the parents but her father scolded me so I went to Babita Madam (YC) for help. Along with her and two other teachers from school, we repeatedly went to the parents for a week. They were eventually convinced and cancelled the marriage. The father even apologized to me for scolding me harshly earlier." (IDI, JC, Dhanusha)

In another instance they were not successful.

"With the help of the YC and the police, we went to stop the marriage of a 15 year old girl of grade seven. However despite our efforts, we found that she was married off later on from her maternal uncle's home away from our community." (IDI, JC, Dhanusha)

This illustrates the serious engagement of JCs' in confronting child marriage, and also highlights the challenging social environment in which they operate. The dowry system was another common type of GBV identified by a majority of the JCs. Though mitigating this discriminatory practice is beyond their capacity, many of the JCs, especially boys, expressed their commitment that they will continue their fight against the dowry system even as adults.

"We will set an example by not taking dowry when we get married." (FGD, Junior Champions, Dhanusha and Rautahat)

The JCs were innovative in trying to address gender equality and girl's empowerment issues.

"We encouraged and motivated girls to participate in football games. Now our school has a girls only football team." (FGD, Junior Champion, Dhanusha)

Overall, child club related interventions and training to JC has shown positive results as a group of young boys and girls have become motivated and enthusiastic as change agents to end gender based

violence in school and community. That children of this age have internalized the need to change inequitable social practices is a major achievement, if their mind-sets and value systems remain progressive.

TRAINING OF TEACHERS HAS CONTRIBUTED TO BEHAVIOR CHANGE OF TEACHERS TOWARDS STUDENTS

Review Question: How familiar are teachers and head teachers with the ZT project, and how committed are they to its aims?

The teacher trainings have been effective in changing mind-sets and attitudes of teachers towards their students and in their teaching practices. Generally, four teachers from each school were trained by the project. Head teachers and the gender focal persons were the primary target for the training. The head teacher identified the other two teachers, usually selecting them on the possibility of the teacher using the training later and her/his interest.³¹

"I wanted to stop the practice of corporal punishment in school so I intentionally selected two teachers, practicing corporal punishment more often than others, for the training course. Now I realize that I made a good decision because the behavior of these teachers has improved."
(IDI, Head Teacher, Dhanusha)

In total, 774 teachers (255 women and 519 men) have been trained in 27 teacher training events by the project, using the Rupantaran training package. (Source: Restless Development, Nov. 2017).

The training course has been useful in a number of ways. It has significantly enhanced the knowledge base of teachers on issues related to: i) gender-based violence and the referral mechanism ii) adolescent health; iii) Suggestion Box management; and iv) student-friendly teaching methods. After attending the training, discussions among teachers have taken place for the inclusion of GBV as an issue in the School Improvement Plan (SIP). Interactions between students and teachers have increased significantly while verbal abuse and corporal punishment have been reduced. Further, teachers have affirmed that they are now in a better position to guide students in cases related to GBV. Teachers as well as students are more proactive to make schools a safer place.

"Usually we did not talk about GBV and it did not occur before the training to me that eve teasing was also a kind of GBV that can hamper student's education." (IDI, Teacher, Rautahat)

"I observe carefully if any of the children are being bullied in the school, because I have learned in the training about the symptoms of children who experience bullying." (IDI, Teacher, Dhanusha)

"I am more comfortable now to talk about reproductive health issues, including menstruation with students." (IDI, Teacher, Dhanusha)

Efficient management of the SB is another outcome of the teacher training. Teachers were trained on its objectives and modalities, and were provided the government guidelines. This training enabled them to promote its use in schools, accept the complaints put by students even if they were about them, supporting to maintain its confidentiality, and facilitate action to address the complaints.

"There was clear understanding of Suggestion Box mechanism. We could educate students about its importance and orient them on its proper use. We ensured that the Suggestion Box

³¹Sometimes when women teachers were offered the opportunity, they were unable to participate because they could not be in a residential type of training due to their own gender realities.

was being implemented effectively and opened at least twice a month." (IDI, Teacher, Rautahat)

Overall the training was appreciated by all.

"It has added a vigor and energy in me to advocate against GBV. This reflects in my teachings where I regularly use examples regarding GBV." (IDI, Teacher, Dhanusha)

"Due to the training, I could explain about different forms of GBV and their consequences to the students and could encourage them to take action against GBV." (IDI, Teachers, Dhanusha and Rautahat)

"I found it easier to talk about RH with girl students and encourage them to share their issues with teachers."(IDI, Teachers, Dhanusha and Rautahat)

"After the training, my interaction with students has increased." (IDI, Teachers, Dhanusha and Rautahat)

"Interaction with students is easier and more comfortable now." (IDI, Teachers, Dhanusha and Rautahat)

The learning from the training has been shared with students and other teachers both informally and formally. Formal sessions were organized by the head teacher but in some schools there were only a few teachers and hence sharing was informal in staff meetings or just conversations about certain issues e.g. about fines regarding corporal punishment. Some of the women teachers reported being unable to participate in residential training events because of their household responsibilities and the lack of easy permission from families to stay away from home. A common suggestion of all the teachers across the schools was to conduct such trainings within the school premises so that a wider group of teachers could benefit.

A limitation that the MTR team experienced in the teachers training was the inability to break some values regarding girls' safety. In one school, the head teacher and the School Management Committee were completely convinced that GBV incidents could be avoided by "controlling" girls. Girls and boys were made to stand and sit separately. Girls were not permitted to move around freely and boys were permitted to leave school only after the girls had left.

"GBV incidents occur if we let students free, if there is lack of discipline within the school...It is important to keep children under strict control, keep the environment "tight", not let them get opportunities where they think they are in love." (SMC, Rautahat)

ONGOING EFFORTS FOR POLICY ADVOCACY AND STRENGTHENING REFERRAL MECHANISMS

The Zero Tolerance project works with the Central Child Welfare Board (CCWB), Juvenile Justice Coordination Committee (JJCC), Department of Education (DOE), Ministry of Women, Children, Social Welfare (MWCSW) and Women Children Service Directorate (WCSD) of the Nepal police at the central level and DCWB and WCSC at the district levels.³²

Advocacy at the policy level was undertaken for inclusion of GBV in the School Sector Development Plan (2016-2023), a key sectoral planning document of the Ministry of Education (MOE). The Gender Equity Development Section (GEDS) of the Department of Education (DoE) was supported to prepare

³²Some of these activities with CCWB, JJCC and DWC are the contribution of UNICEF to the project.

guidelines for the operationalization and maintenance of Suggestion Boxes in schools. Central Child Welfare Board (CCWB) was supported for the development of case management guidelines,³³ the mapping of government services to children, and providing emergency services to vulnerable children. Work with the Juvenile Justice Coordination Committee (JJCC) has been for legal and psycho-social services in child correction homes. The Women and Children Officers (WCO) of the Department of Women and Children (DWC) at the districts levels, are supported to strengthen the work of the GBV watch groups. Work with the Women Children Service Directorate (WCSD) of Nepal police was initiated for local level outreach campaigns on GBV.³⁴

The Suggestion Box guidelines were originally developed by the Department of Education (DoE) with support of UNICEF's Education section and Education Pages, an NGO. As a result of advocacy by UNICEF on the need for school-based reporting and referral mechanisms, DoE agreed to revise the Suggestion Box guidelines to add additional tools for effective referral from schools to child protection actors. UNICEF's Education section has been supporting the DoE to strengthen gender equity in education through various technical and capacity building activities and has continued to work with Education Pages, the NGO which facilitated the development of the Suggestion Box guidelines. The project integrated the revision of Suggestion Box guidelines in the work plan between UNICEF's Education section and Education Pages. UNICEF, along with Education Pages, will support DoE to i) analyze the present use of the Suggestion Box ii) conduct stakeholder consultations at the provincial and national levels iii) draft the revised guideline iv) initiate the approval process and v) for full and effective implementation support DoE to draft training package that can be used to train relevant stakeholders on the revised guideline.³⁵

The project works with the District Child Welfare Boards (DCWB) to prepare evidence about child protection concerns including GBV in the project districts. Training on child protection case management, with a focus on GBV, child rights based participatory local level planning process and developing referral mechanisms are some other activities of the project.

Meetings with Women Children Officers as the Secretariat of DCWB were held in the two districts visited by the MTR team. With limited budget and staff, the DCWBs struggle to fulfill their role of monitoring and supporting training, orienting, advocacy and coordination with other agencies. The WCOs use their office networks and their personal social capital monitor some schools in coordination with other monitoring tasks.

"If I pass a project school on way for other work, I surely go in and discuss with the students and teachers." (WCO, Rautahat)

The coordination with the project implementing partners is strong, so the WCOs are fully informed about project activities. They are the resource persons in various training and capacity building events in the project, especially for teacher training.

"I organize regular monthly meetings with different local organizations and relevant line agencies who deal with GBV related issues and discuss about future steps that should be taken to stop these practices." (WCO, Dhanusha)³⁶

³³Case workers are being recruited and will be deployed from January 2018 to support schools in management of GBV related incidents

³⁴Source: Annual Progress Report to USAID, UNICEF, 2016 and USAID/Nepal Quarterly Report(April-June 2017), July 2017

³⁵Updated Project Document, Zero Tolerance: GBV-free Schools in Nepal, Oct 6, 2017, UNICEF

³⁶This was not the case in Rautahat where there was no system of monthly meetings called by the DCWB.

The SB is monitored at times by WCOs, and their placement is checked during their monitoring. NGO's activities are monitored a little. Some actions were taken by the WCO to GBV that could occur in the school.

"An underage marriage was stopped by active students who had been trained. They reached out to me, so I went with the police to the site, and the family was convinced to stop the child marriage." (WCO, Dhanusha)

Since the WCO and DCWB share the same office space there is coordination with local agencies and campaigns against GBV are conducted by both the offices.

DCWB have correction homes where children requiring correction are cared for. The correction homes are operated within government budgets and have limited resources. The WCO works on GBV issues and ensures all messaging and activities include messages to reduce GBV or gender based discrimination. DCWB is unable to conduct such activities due to shortage of funds and staff. With the federal restructuring, WCO too now has limited human resources and in the future, a lot of work will need to be done through the municipalities.

The GBV watch groups were not functional in the two districts visited, so the project has not yet been able to train them or establish referral links with them.³⁷

The CCWB works on providing emergency support to child victims of GBV and for sheltering them in homes. But links with the schools and districts are extremely weak.

"In the last one year, we have not addressed cases of GBV in schools. Either they do not come to us or they are resolved in the school itself." (WCO, Rautahat)

The Social Network Analysis (refer below for detailed discussions) identified that the WCO was known and contacted and because of her, the DCWB was contacted for support when required.

PROGRESS AGAINST PROJECT INDICATORS

Teachers, YCs and JCs, being key stakeholders of the project, have been specifically targeted by training events on GBV and referral mechanisms. Currently, the project has already exceeded its target for the project period in terms of providing training on GBV and referral mechanism to teachers and JCs, and has almost achieved the target in the case of YCs. Of the 770 teachers and 2,600 YCs targeted to receive this training, the current achievement stands at 774 teachers (100 percent progress) and 3,944 YCs (152 percent progress). The achievement in the case of YCs currently stands at 223 against the target of 240, indicating a progress of 93 percent. Amongst the YCs and JCs, women participants are higher than men. This is more pronounced among YC participants, where women comprise about 65 percent of the total participants. JCs, too, have about 54 percent of girls as participants. These figures indicate the priority accorded by the project towards the participation of girls in its capacity development initiatives, and the ability to complete tasks related to training/orientation.

Despite the low number of women teachers in schools in general (which was also evident in all the schools visited by the MTR team), women accounted for 225 (29 percent) of the 774 teachers trained by the project. Among other project planned activities, the target related to setting up of Complaint/Suggestion Box and formation of Complaint/Suggestion Box committees has been fully achieved in all 200 project schools. However, the project has fallen behind regarding consultation

³⁷According to UNICEF, the proposed activities planned under the DWC's red book such as training of GBV watch groups and provision of services had to be distributed to the local level. Although DWC has carried out breakdown of programmes, it is yet to be disseminated to local levels due to the lack of clarity in fund channeling in the new federal structure.

meetings of schools with community people and key child protection actors. Of the 800 planned events (of which 650 events were planned for 2017), only 50 events (about 7 percent of the target) have been conducted so far, probably resulting in the lower progress of strengthening referral mechanisms .

Several reasons (such as the floods in July/August and religious/cultural festivals in September/October like Dashain, Deepawali, Chhath) caused this delay.³⁸ They will need to be organized soon to ensure the targets are achieved. It will be equally important to ensure that they are done in a meaningful manner, since the lack of coordination and dialogue within communities is a crucial gap at the moment in the achievements of the project. On a positive note, women participation (55 percent of the total participants) in the 50 events concluded is an encouraging sign (refer to Appendix 5 for progress against the results framework).

A review of the progress against the result framework indicators reveals that activities related with training and awareness-raising have been on target. No action plans have been developed by the schools, no GBV watch groups have been trained due to different reasons (e.g. the GBV Watch Groups were not functional in Rautahat and Dhanusha), the work on the revision of the Suggestion Box guidelines is ongoing, and it is unclear what these guidelines will reflect about what the referral mechanism should be.

An overview of progress against targets is presented below.

Table 1: Overview of project progress

Hierarchy of Objectives	Indicator	Progress Status (based on project data and field findings)
<i>Goal: School related gender based violence in Nepal is reduced and equitable learning outcomes for adolescent girls and boys are promoted</i>		
Outcome 1: School, communities, boys and girls promote nonviolent behavior and zero tolerance of GBV in schools	Ia Students in targeted schools who state they feel safe in school	On track
	Ib Percentage of target population (defined as adolescent students, both girls and boys) that views GBV as less acceptable after participating in or being exposed to USG programming	On track
	Ic Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities	On track based on field findings: Students, teachers, SMC, other stakeholders all agree that there should be equal opportunity <i>(The baseline will be ready by Jan 2018 as this indicator was included in the project result matrix in Jan/Feb 2017 only and the research was delayed due to floods and elections)*</i>

³⁸Political situation was also one of the reasons for the delay. The local level election in Province 2 that the project districts fall was initially planned in June but was postponed to 18th of September. Schools were closed for a week and code of conduct for election was effective two weeks prior to election where most of the field level activities had to be halted.

Hierarchy of Objectives	Indicator	Progress Status (based on project data and field findings)
Output 1.1: Relevant school stakeholders & students have increased knowledge to prevent GBV in schools	1.1.1 Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations (person-head count, participant-activity count)	On track for all except PTA, SMC and GBV Watch Group
Output 1.2: Boys and girls, teachers, parents and adults are able to promote the importance of zero tolerance on GBV in schools and communities	1.2.1 Number of targeted schools with action plans that are executed to address GBV	No progress <i>(This indicator was included later. The action plans need to be developed after training and have to be verified and endorsed and this need times. These action plans will be termed executed, if implemented in the final year of project.)*</i>
	1.2.2 Number of school and community-based awareness raising activities to enhance comprehensive knowledge on GBV conducted	Achievement above planned targets
	1.2.3 Number of cases documented by GBV watch group in project districts through GBVIMS(suggested indicator-no of GBV watch group trained)	No progress <i>(Due to lack of clarity in fund channelling, work with GBV watch groups has not been implemented)*</i>
Outcome 2: Students, teachers and school staff confidently report cases of violence	2a Percentage of teachers, SMCs, PTA members in targeted schools with comprehensive knowledge on GBV	On track for Teachers; delayed for SMCs and PTAs
	2b Number of school-related GBV cases reported within school and from school to relevant authorities	Reducing for within schools No progress for from school to authorities
	2c % of people trained showing a comprehensive knowledge on GBV case management, identification and referral mechanism	Low progress; but improved knowledge of teachers on referral mechanism
Output 2.1: Guideline for school-based reporting and referral mechanism to child protection actors developed & submitted to GoN	2.1.1 Numbers of policies/regulations/administrative procedures in each of the following stages of development as a result of USG assistance in each case: 1. Analysis, 2. Stakeholder consultation/public debate, 3. Drafting or revision, 4. Approval (legislative or regulatory), 5. Full and effective implementation	Slow: Suggestion Box guidelines under revision <i>(The SB guideline will support case identification & referral)*</i>

Hierarchy of Objectives	Indicator	Progress Status (based on project data and field findings)
Output 2.2: A school-based reporting mechanism is available and functioning in selected schools	2.2.1 Number of teachers trained on case identification and referral	On track
	2.2.2 Number of meetings conducted between key child protection actors and the target school and community	Slow
Outcome 3: Girls and boys who are victims or at risk of violence in the school or community have access to child-friendly services	3a Percentage of students who view that key service providers are child- and/or adolescent-friendly	On track <i>(A baseline has been established through the SNA survey results. Results indicate that students are aware of a range of child-friendly services, though this differs between regions. Further progress is needed to ensure that students know how to contact child-friendly services. A larger sample size is needed to confirm this progress.)</i>
	3b Number of students and vulnerable children who accessed child- and/or adolescent-friendly services	No information
Output 3.1: Social welfare and security actors have enhanced capacity to provide child friendly and gender sensitive services	3.1.1 Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations (person-head count, participant-activity count)	Slow progress (only 40/130)
	3.1.2 Number of child protection actors trained on child protection comprehensive case management guideline	On track
Output 3.2: Vulnerable families, children or at risk of victims of violence reached with prevention and response services	3.2.1 Number of people reached by a USG funded intervention providing GBV services (e.g., health, legal, psycho-social counselling, shelters, hotlines, other)	On track <i>(GBV services include with JJCC support to child correction home for social reintegration of juvenile offenders (institutional care, legal counselling, psychosocial counselling, case management support, pre-release preparation, community reintegration and after care services such as family counselling), follow up on their well-being, home visit if required and with CCWB emergency services as well as through rescue, reintegration with family and referrals)*</i>

Source: UNICEF, MTR Study Team; * explanations provided by UNICEF

As the above table indicates, there are certain areas where there is over-achievement, but in some critical areas like referral and community level engagement, achievements are delayed.

STUDENTS AND TEACHERS HAVE REALIZED WHAT GENDER BASED VIOLENCE IS AND HAVE INITIATED ACTION AGAINST SOME FORMS OF GBV

Review Question: What elements of the ZT model hold the most promise for scale?

Across all conversations, the students met by the team shared that they now understood what GBV meant. There was increased knowledge about school and community level harmful social practices and also about gender based discrimination. There was also increased realization that these sort of issues need to be stopped and resisted.

"I do not accept any sort of gender based violence that is happening in school. If I see these things, I report to head sir." (IDI, girl student, Rautahat)

Examples of what the students understood to be GBV included: child marriage, dowry, boys teasing girls, bullying, domestic violence, girls being forced to do housework and not be regular in schools, not being allowed to play sports, less girls being sent to school and/or boys to private and girls to public school. (Field notes, 2017)

"Girls are restricted to go to the market, while boys can go anywhere they want. Girls have to do lot of work at home, while boys just roam around. Boys can study as much as they want while girls go to school only for few years (up to 7/8 grade). Generally girls are not allowed to go to school after marriage. Parents are forced to give dowry in their daughter's marriage. Money, gold, motorbikes etc. are demanded by the boy's side. Girls are forced to abort when they are pregnant with a girl child. (Forms of GBV, FGD students, Rautahat).

Classes of YCs were considered very useful for creating understanding about different forms of violence and how to prevent or respond to it.

"I learned about different types GBV. I also learned about caste-based discrimination and child labor in society. Violence can happen anywhere: in our own home, in the market place, in the office and in school." (IDI, girl student, Rautahat)

Understanding about caste discrimination has also increased.

"Non-Dalit students did not want to sit with Dalit students but now do so."

"All human beings are equal. It is not true that one group is greater than other. Even a poor person can be great."

"Dalit students used be called as 'acchut' (untouchable), but this does not happen anymore."

"I come from a Dalit community and I've experienced discrimination like not being able to enter a non-Dalit's house or them not eating anything that I touch. This really saddens me and I now talk about this with my friends in school."

(IDIs, students, Rautahat and Dhanusha)

Some responses on learning from the training provided by the YCs are presented in Table 2. There were some differences in responses of girl and boy students e.g. boys emphasized learning about physical health while girls mentioned child labor, harmful social practices and contact points in case of GBV incidents as key learnings. Girls are also less informed than boys about different forms of GBV as many shared that they were absent during training events.

Table 2: Student's multiple responses on GBV related learning from YC training

Response	Girls (% of 73 respondents)	Boys (% of 66 respondents)
Child marriage	32	77
Different forms of GBV	36	47
Gender/Caste-based discrimination	4	17
Physical health	3	17
Children/girls rights	1	3
Child labor	1	-
Harmful social practices	1	-
Place to contact in case of GBV	1	-
Roles and responsibility of child club	1	-
Physical and sexual abuse	-	2

Source: Field Notes, 2017

The students shared that they used the learning on GBV and discussed the new information with friends, parents and neighbors. They organized street dramas (e.g. for raising awareness on child marriage and against dowry) (Table 3). The responses from boys indicates that they have used the learning more publicly while girls have shared more with close friends and family.

Table 3: Student's multiple responses on use of learning from YC training

Response	Girls (% of 73 respondents)	Boys (% of 66 respondents)
Informed/shared with friends/family/neighbour	37	48
Awareness raising (through different means/street drama)	15	61
Extra curriculum activities at school	1	-
Report to head sir in case of GBV	1	-

Source: Field notes, 2017; responses with nominal numbers not included

Girls discussed such issues with their peers far more than the boys (72 percent girls shared that they talk about such issues while only 6 percent boys said so). Both girls and boys expressed strong feelings that practices like child marriage, dowry and discrimination based on gender or caste should stop.

"No dowry, No child marriage." (FGD students, Dhanusha)

"There should be campaigns; all students should talk about this to their parents. People should be told about the legal penalty in case of child marriage." (IDI, girl student Dhanusha)

There were instances of coordination with the Women and Children Office (WCO) and police to stop incidents of child marriage in the community.

"Child club members reported a potential child marriage case to the Village Development Committee (VDC) secretary and police. The marriage was stopped." (Head Teacher, Dhanusha)

In one case, the marriage was stopped but within a week it happened from another location. Child marriage occurred, according to the respondents, due to family and community pressure

"These occur due to the illiteracy and poverty. There have been rape cases in Kalaiya, Rautahat and also cases where girls have eloped. To prevent these from happening, child marriages take place."

"The Terai culture is restricted. Here, it is shameful to keep unmarried daughters in homes. Also if daughters are married off at an early age, dowry is less."
(IDI, Teachers, Rautahat).

These were considered to be very harmful since it brought violence, discrimination and abuse, and impacted the girls' education, put pressure on boys to earn, and had reproductive health implications for the girls. There were a number of married boy and girl students in the schools, but who were not living with their spouses. The problem was considered very structural and challenging and very difficult to address.

"I am not sure how much we can do when it is so deep rooted in society." (IDI, Teacher, Dhanusha)

"Issues such as child marriage and especially dowry are difficult to resolve quickly." (FGD Young Champions)

Box 2 illustrates the challenge of addressing child marriage practices.

Box 2: I want to fulfill my ambition, but it is unlikely

Monami Begum, topper of class 9 of Batahu School, Brindaban-6, Rautahat is a 14 year-old girl student. Monami is also a Junior Champion, Chair of the child club, and member of the Suggestion Box Committee in the school. Belonging to a Muslim family, it was not easy for her to get admitted to school, as in the Muslim community, girls are not sent to schools. Fortunately, in the locality she lives, there were a few Hindu families whose girl children were in school. This motivated her, and her family supported. She wants to become a doctor and is studying hard to fulfill her ambition. But she recognized with tears that this may be impossible. "I do not know if I will be able to fulfill my ambition." She was married when she was 11 years old. She remembers she was bathed and wore colorful and 'nice' clothes. Her parents visited the groom's house and when he said "qabool" three times, her relatives were informed on the phone and they conducted the marriage rituals. She has, to date, not met her husband and does not know anything about him. Now her father-in-law has started asking her parents to send her. This has made her very anxious, as daughters-in-law are not permitted to study or work. She shared, "I wish I knew about child marriage then. I would not have let this happen to me. Today, I have been well oriented on child marriage and its effects. Hence I do not want to go to my in-laws before I complete my studies and become a doctor. But, if my in-laws come to take me, I will need to go as my parents say that the father-in-law and husband have the right to take me. They will not be able to do anything to stop this since that it the culture."

(Field Notes, 2017, Rautahat)

Students have developed street dramas based on themes of stopping child marriage, legal age of marriage or songs illustrating the negative impacts of dowry which they use to raise awareness within schools and in the community.

"Rallies against child marriage by child clubs were organized with support of Young Champion. Street drama about legal age of marriage has been popular and shows to all students why child marriage is not acceptable." (Head Teacher, Dhanusha)

"Students are now aware about what are harmful social practices. In the past they had no idea that dowry or underage marriage were harmful social practices. They used to take it as a part of culture. But after the sessions on GBV their perception on these activities has completely changed. They not only address these practices but help the people who are victimized by reporting them to NGOs or police". (Head Teacher, Rautahat)

The students who had not participated in YC classes or in the GBV training had less understanding of GBV, indicating the significance of dedicated discussions in the school on such topics.

"I have never attended any session of YC. I have heard from my friends that they have learned new things (such as health problems, child marriage etc.). I do not know what needs to be done."

"Head teacher is strict, he does not allow boys and girls to sit and play together. So school is safe for us." (IDI, girl student, Rautahat), indicating an incomplete understanding of GBV.)

Teachers too were oriented, so could reinforce the learning, supported student's initiatives, and took action against those students who indulged in any form of GBV (see section below for further discussion regarding teachers).

KEY AREAS OF IMPROVEMENT AND REASONS FOR GAPS

The key areas of improvement which need attention for the project to achieve its objectives are discussed below.

INADEQUATE INTEGRATION WITH GOVERNMENT SYSTEMS

There is limited integration of project activities with government systems at the school level. The Suggestion Box and the child club are government-mandated mechanisms which the project is implementing. Unfortunately the government sends the guidelines to schools, but does not orient or monitor whether the SB and child club instructions are followed. There is no government system which demands follow up on how the SB and child clubs are working in schools or to monitor their progress. The project is supporting the implementation, and the District Education Offices (DEOs) are aware of and have visited project schools, participating in training events. Still, the activities at the school level are project activities, not government activities, and are being supported and strengthened by the project.

"Since the institutionalization of Suggestion Box and child clubs in schools is the Government's agenda, monitoring of Suggestion Box management and functioning of child club by District Education Office (DEO) or local body is very important. The project needs to strengthen its collaboration with these authorities." (Field supervisor, Dhanusha)

The DEO has no system to record and use the teachers trained by the project. Approval of DEO is required before teachers can be absent from schools for training, but there is no information on how many teachers were trained and on what topics with the DEO. Due to this, the teachers who now understand better about GBV or about SBs and child clubs are not tapped into by the government or

used to orient teachers in other schools. The project, too, has no activity to link the trained teachers with the district education system so that the project learnings could support expansion in other schools. (Field Notes, 2017).

Information about what kind of GBV incidents occurred, where, how they were addressed, and lessons learned are not available with the DEO. There is no mechanism by which the information from the schools would be systematically documented and made available to the DEO to enable them to be informed about what is happening and where. The school inspectors and resource persons visit different schools every month but with a different agenda, and take cursory interest in GBV-related issues.

Systematic links of schools with the WCOs and the DCWB are also inadequate. Depending on the social networks of the implementing partner, the DCWB/WCO is invited for trainings or to monitor project progress at times. There is no system which has the school and DCWB/WCO in direct contact. With the GBV Watch Groups dysfunctional in the two districts visited, there were no linkages of GBV learning in schools with the community level government supported structures.

LIMITED ENGAGEMENT WITH PARENTS AND COMMUNITY

Apart from one brief orientation at the initial stage, there has been no engagement with parents and community on GBV issues. There are a number of planned community stakeholder consultations but it was a management decision of the project to first focus on other activities and conduct these planned dialogues in the second year of the project (which is why only 7 percent of the targeted dialogues were completed as the project progress data shows). While it may have been important and practical to have planned in this manner, a key gap identified was the lack of formal mechanisms for schools, parents and community to discuss and take action regarding GBV practices. The increased understanding of GBV is thus limited to students and school actors and it is only informally that students share with parents or the community.

Many schools do not have Parents Teacher Associations (PTAs), and there are no regular interactions with parents. There are no parents day events organized which would enable some conversations around structural issues of discrimination (e.g. many schools struggle with keeping students in school after 1 or 2 pm as parents ask boys to work in farms and girls to support in the household chores). There are no systematic and regular messaging mechanisms to orient parents and convince them to find alternative options so that students could continue with studies.

COMMUNITY AND SOCIAL LEVEL OF DISCRIMINATION AND CHANGING GENDER AND SOCIAL NORMS

In-depth sustained dialogues regarding shifts in discriminatory social practices and addressing gender and social norms have been limited, resulting in inadequate challenging of the GBV that students, both girls and to some extent boys, experience in different forms. The issues at family and community levels which cause the GBV that students experience in schools are inadequately dealt with e.g. it has not occurred to students that the issues to be raised in the SB could be of practices and social barriers, which hamper their studies and development. There were no examples of SBs receiving complaints about pressure at home for girls to do the household chores and for boys to work in farms, about constraints on girls' mobility, about preferences for boys to get higher education, and other such issues.³⁹ The social barriers that are required to be addressed for structural, transformative change have limited project interventions.

³⁹In Doti there have been examples of community level issues being raised and discussed by the Suggestion Box Committee. (Meeting with Lab Raj Oli, Education Pages, Dec 2017)

There is limited work on changing mindsets regarding what masculinity means. The training package⁴⁰ does not discuss this explicitly, and hence it has not been covered in the work of the YCs in the schools. Eve-teasing, bullying, harassment and related issues were addressed to some extent, but there has been no debate/discussion on why these happen, why there is social permission for boys to misbehave, and what is positive masculinity. It is a missed opportunity since students are learning and internalizing about GBV issues, and messages to reinforce the healthy aspects of what it is to 'be a man' would contribute to reducing GBV. Many boys shared thoughts which reflect that they are champions of change (e.g. we will not take dowry) and it is important that they gain a better understanding of why they can be "manly" without being "controlling" and "violent". Girls too need to learn to value such traits in boys and not to undervalue them.

This lack of work on structural issues is probably a gap in the project design since the manifestations of GBV are being addressed (how to reduce cases, how to respond when incidents occur) by the project but do not address the deep-seated causes that contribute to GBV.

ABSENCE OF LINKAGES WITH POLITICAL PARTY REPRESENTATIVES AND LOCAL GOVERNMENT

Many schools do not have School Management Committee (SMCs), even though there are government instructions regarding them. The project has had to facilitate their formation in some schools while in others they are still in the process of being formed. Since SMCs have the representation of parents, local leaders and head teachers, an active SMC can be a bridge between the school and the political party representatives and local government. Even where the project has supported the formation of SMCs, action has not yet been initiated to work on integrating GBV related issues for school students, in local planning processes or engaging political party representatives to work against discriminatory GBV practices impacting student's learning outcomes.

"Society is discriminatory. SMCs need to bring up these issues more." (SMC, Dhanusha)

In the context of federal restructuring and the transition in local governments, planning with them may not have been possible this fiscal year. For this final year, the project needs to plan activities to work and influence the government to integrate ZT activities into the government system for sustainability purpose. Even though local officials and stakeholders have been trained on child friendly planning processes, the detailed work needed to influence local government has yet to be planned and implemented.

STRONG COMPLEMENTARITY OF SAMBHAV AND ZERO TOLERANCE

Review question: What external factors and actors have influenced the change model thus far?

Zero Tolerance has been implemented together with Sambhav in the same schools in four project districts.⁴¹ Of the 35 project activities, nine are implemented together and 13 are implemented separately by each project (refer to Appendix 6 for activity differentiation). The Sambhav component was UNICEF's contribution to the project, though Sambhav interventions and budget have not only been used for this project. (Debrief meeting, UNICEF, 2017).

Common activities focused on strengthening skills of Young Champions and Junior Champions on GBV, classes in schools on GBV, monitoring, orientation of SMCs and PTAs, and community-level interactions.

⁴⁰ Out of 42 sessions delivered to students there was a separate module dedicated to understanding differences between sex and gender, equality and equity, gender roles that are socially constructed and that discriminatory gender roles needs to be challenged, and a separate session on social inclusion. But the sessions have not discussed the need to work with men and boys to change values about masculinity which result in GBV.

⁴¹This sections responds to the ToR requirement to present a discussion on SAMBHAV and Zero Tolerance differences and similarities

ZT focused primarily on awareness-raising on GBV, capacity building for suggestion/complaint hearing mechanisms, teachers/SMC/PTA/project staff training on GBV, and referral mechanisms and interactions with the community on social issues. Sambhav's key activities included YCs training on life skills sessions, learning camps, sports events, exposure visits for teachers, awareness campaigns, meetings with community members, teachers and parents, orientation/training for resource person and school supervisors, and training on referral/reporting mechanism for RPs and Project Staffs.

Some activities overlap - both Sambhav and ZT are doing awareness raising, capacity strengthening of teachers and interacting with the community. The topics have been differentiated, with GBV-related topics falling under ZT activities and additional issues covered by Sambhav activities.

It is clear that to address GBV in schools, facilitators like YCs are needed. Similarly, the combination of interventions which the two projects are implementing is required for students to learn in a GBV-free environment.

LIMITED SUSTAINABILITY OF MECHANISMS

There are concerns about the sustainability of the mechanisms and processes once the project phases out. How will the YCs, who are key to the project, be remunerated and trained after the phase out? How will the JCs/child clubs remain functional and active without continuous inputs, training and backstopping support? How will the orientation regarding the use of the SB be done, how will students be motivated to use the SB, how will the system of regular opening and responding to issues continue without the process facilitation of the YCs and the field supervisor? How will the understanding of teachers about corporal punishment, about behavior with students continue?

The project document does not have an exit strategy, and in all conversations with the different respondents, no plans on how it will all continue were shared. There have been no discussions as yet within the program partners about how these different processes will continue after the project phases out.

The impact of the federal restructuring on the project and how the different mechanisms will be linked is also an area that has yet to be planned for.

LIMITED REFERRAL MECHANISMS AND COORDINATION

Review question: How strong are the referral and coordination links between project schools and formal and informal child protection responders, and amongst responder groups? What influence has the project had on these networks so far?

A key aim of the project is to develop "a systematic reporting and referral mechanism to monitor and respond to incidents of school-related gender-based violence"⁴² (Updated Project Document, UNICEF, Oct 2017).

The discussions with stakeholders and students and the social network analysis findings (see discussion below) indicate that the referral mechanisms and the coordination needed for them to be strengthened are insufficient, especially at the local level. Of the 18 activities that the local implementing partner (Field Notes, 2017) was responsible for this year, only one activity of training 200 teachers on referral mechanisms was related to this. None of the other activities were related to identifying and strengthening referral mechanisms or of facilitating schools to establish links with appropriate service providers such as the GBV watch groups, Women and Children Office, police, court, health facilities, and the District Education Office. The information about these agencies were also shared in the training

⁴²The updated project document states that "instead of Designing and Piloting a School-based Reporting and Referral Mechanism as mentioned in previous program description the project will be focusing on revision of the Suggestion Box Operation Guidelines (SBOG) as the project will build upon the existing initiative of DoE."

of Suggestion Box committee members. There were no instances when the schools had approached these agencies directly, primarily because there was no need, according to the SBC members, (Field Notes, 2017).

Head teachers and teachers were informed about the agencies and their roles in the training (after which they circulated to all students and displayed the resources on school premises). To move beyond information, however, the project interventions should link the child clubs with the service providers. To achieve this, the project should orient schools on how to send information to these agencies and orient these agencies to document the information and respond as required. Efforts to enhance communication between schools and the agencies was insufficient and may need intensive focus for the remaining period to become more effective and to achieve the objective "that learners who are victims or at risk of violence are appropriately supported and have access to child- and adolescent-friendly services". This directly supports Outcome 2.

The work at the central level is also not very clear for strengthening referral mechanisms. The focus at this level is on revising Suggestion Box guidelines, supporting improvement of correction homes, working with CCWB and DCWBs to train stakeholders on case management and child friendly planning. A key gap seems to be in programming and budgeting for activities related to strengthening referral mechanisms.

The section below discusses the findings of the SNA questionnaire which focused on identifying the situation of referrals and coordination between project schools and formal and informal child protection responders, and amongst responder groups. Some of the visuals and SNA findings are discussed below.

SNA QUESTIONNAIRE-RELATED RESPONSES

ORGANIZATION AWARENESS

The stakeholder respondents heard of community-based structures, DCWB, DEO, health center, hotlines, INGOs, legal service, local NGOs, police, WCO, and ZT implementing partners as agencies working for child protection. In both Rautahat and Dhanusha, the most well-known organizations (after the ZT implementing partners) were the DEO and the WCO, each being known by five of 12 other organizations. In Rautahat, the DCWB was aware of ZT implementing partners as child protection agencies but in Dhanusha, the DCWB was not aware of ZT implementing partners as child protection agencies (see Figure 1 and Figure 2) which is surprising since IDIs had indicated that there was regular interaction between the WCOs and the local NGOs.⁴³

These results inform research question three, "How strong are coordination links amongst child protection responders?" There is no baseline for comparing how strong these links are. Figure 1 and Figure 2 show that not every organization was known to other organizations. ZT implementing partners, however, are found to be most well-known amongst child protection groups when compared to other groups. Hotlines were not well-known in Rautahat compared to Dhanusha.

⁴³The details of the information collected in the SNA was slightly different than what was asked in the IDI/FGD. Local implementing partners were well known but the IDI/FGDs did not specifically ask about their work as child protection agencies which the SNA had focused on.

Figure 1: Awareness of referral agencies (Rautahat)

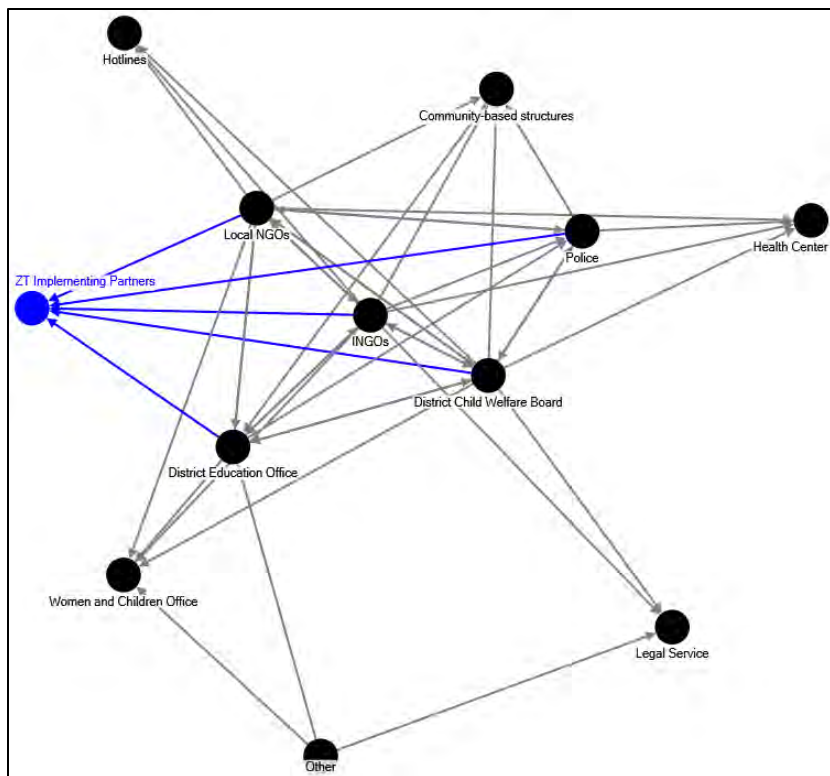
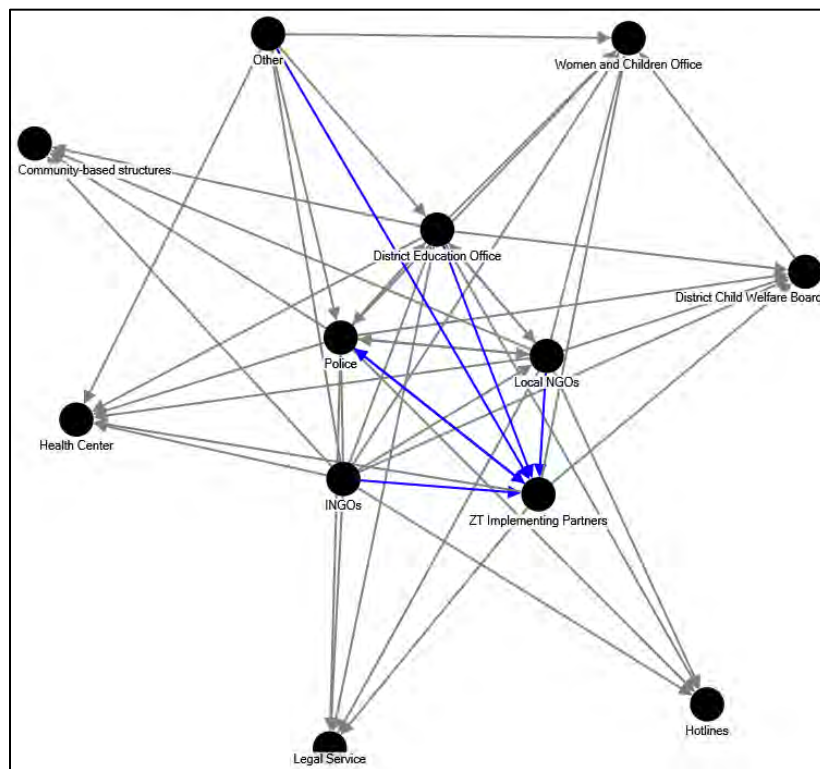


Figure 2: Awareness of referral agencies (Dhanusha)



Note: Blue arrows indicate about the local implementing partners of ZT (to differentiate local NGOs which are implementing partners from the other agencies)

Table 4 below presents the agencies known by different organizations. The highest number of choices received were by the ZT implementing partners, District Education Office and Women and Children Office, indicating they were the best known, followed by community-based structures, District Child Welfare Board and Health Center. The least well-known were legal services and hotlines. The two districts showed the same pattern (except for hotlines which received more choices in Dhanusha than in Rautahat).

Table 4: Number of choices received by other organizations (in degree)

Stakeholders	Known by other organizations (number of choices received)	
	Rautahat	Dhanusha
ZT Implementing Partners	5	5
District Education Office	5	5
Women and Children Office	5	5
Community-based structures	4	4
District Child Welfare Board	4	4
Health Center	4	4
INGOs	4	3
Local NGOs	4	4
police	4	4
Legal Service	3	3
Hotlines	1	3
Others*	0	0

Note: an organization was counted as knowing another organization if at least 1 individual from that organization confirmed awareness.

*Others were not identified but the choice "others" was selected by some respondents (section officer, DEO resource persons, wage laborer, school supervisor, school management team chairperson, SMC member)

STUDENT AWARENESS ABOUT CHILDREN'S RIGHTS AND PROTECTION AGENCIES/RESOURCES AGENCIES

Students were asked to identify which organizations (open choice question format) they had heard of, and could select more than one choice. Results indicate that in both districts ZT implementing partners were most well-known (see Figure 3 and Figure 4) when compared to other organizations. In Rautahat, 43 percent of students reported awareness of ZT implementing partners (n = 72) compared to 100 percent of students in Dhanusha (n = 69). In Rautahat, the DEO and health center were identified as the second and third agencies with most student awareness. In Dhanusha, the police and legal services were the agencies most were aware of after ZT. The least heard of agency in Rautahat was "hotlines", and in Dhanusha, was "local NGOs".

Figure 3: Students' awareness of agencies/resources (Rautahat)

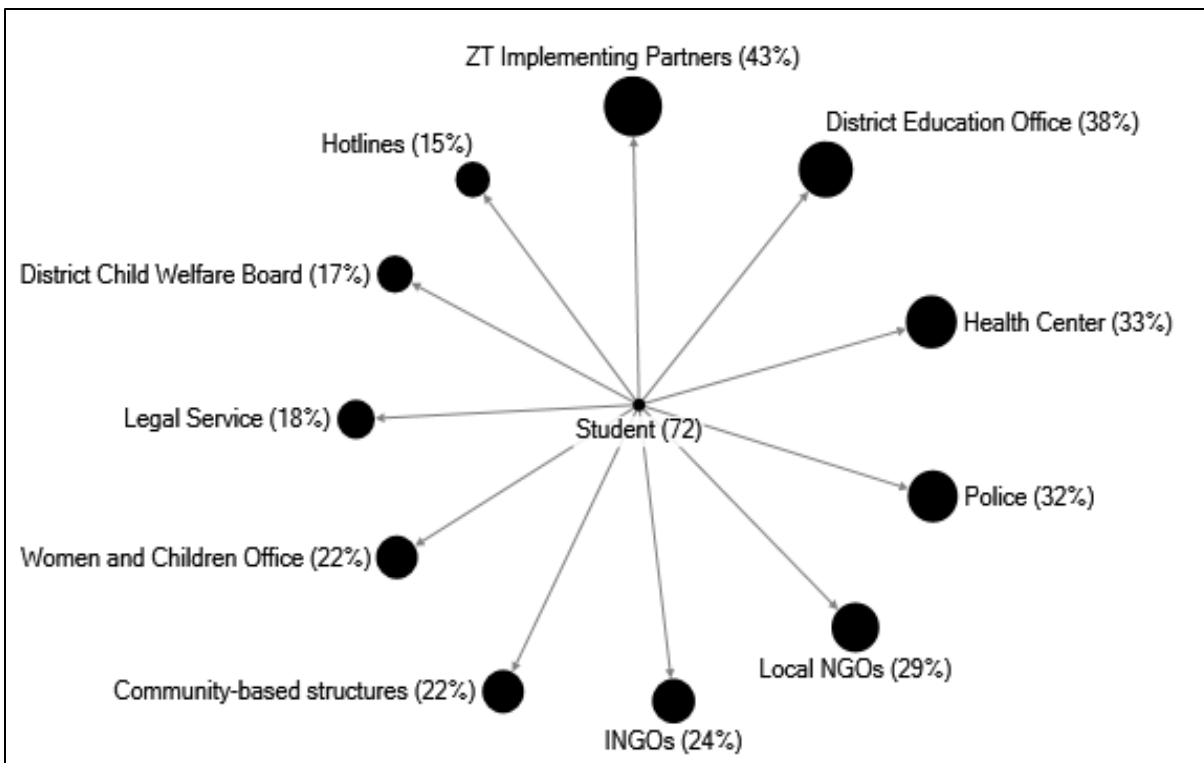
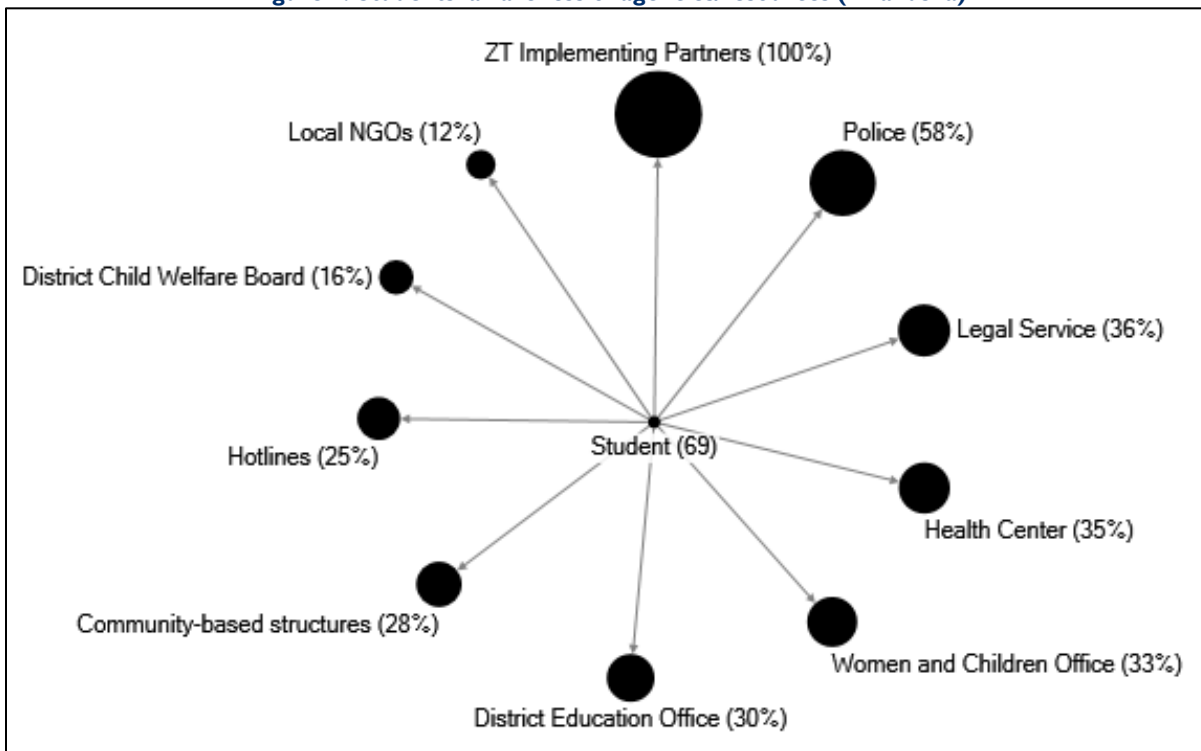


Figure 4: Students' awareness of agencies/resources (Dhanusha)



STAKEHOLDER ABILITY TO CONTACT AGENCIES

ZT implementing partners (RD and local NGO) were the common agencies which all stakeholder respondents could contact if needed, followed by the Women and Children Officer and the District Child Welfare Board. Local NGOs and the District Education Office were the other agencies mentioned. Both districts had the same pattern with ZT identified by all categories of stakeholder respondents, while the police were identified by HT in Dhanusha, and not by others in either of the districts.

In Rautahat - except for in community-based structures, the District Education Office and legal service - more than 80 percent of stakeholders know how to contact other relevant agencies, with most knowing how to contact hotlines (100 percent) and ZT implementing partners (95 percent). In Dhanusha, except for DCWB and local NGOs, more than 80 percent of the stakeholders know how to contact the rest of the agencies, with most knowing how to contact other agencies (100 percent) and the DEO (96 percent). See Appendix 7.

STUDENTS FEEL THEY ARE ABLE TO CONTACT SUPPORT AGENCIES/RESOURCES IF IN NEED

Students were asked whether they felt they would be able to contact certain support agencies/resources if in need. While many students may have been aware of ZT implementing partners,⁴⁴ they did not necessarily know how to actually contact these partners. The findings show that in both districts, 94 percent of students could contact the agencies they had heard of (only 6 percent of the students who had heard about the agencies did not know how to contact them). Findings show a decrease in how many students reported being able to contact ZT implementing partners, with 25 percent of students knowing how to get in touch with ZT implementing partners in Rautahat, and 65 percent of students knowing how to get in touch with ZT implementing partners in Dhanusha (compared to 100 percent of students reporting knowing of these partners). In Dhanusha, students reported the highest frequency of feeling they could contact ZT partners, followed by police and health services. The least they know how to contact is the local NGOs and DCWB. In Rautahat, students reported the highest frequency of feeling they could contact health services (31 percent) and police (31 percent) followed by the DEO (28 percent). ZT implementing partners were ranked fourth (25 percent) when students were asked if they could actually get in contact, compared to 43 percent of students knowing how to contact ZT partners. The least they know how to contact is the hotlines.

This shows that while ZT implementing partners are familiar to students, this level of awareness does not mean that students know how to actually contact these partners when students are in need.

⁴⁴The students were not trained about referral agencies but knew about the agencies through informal discussions

Figure 5: Students' ability to contact agencies/resources of support (Rautahat)

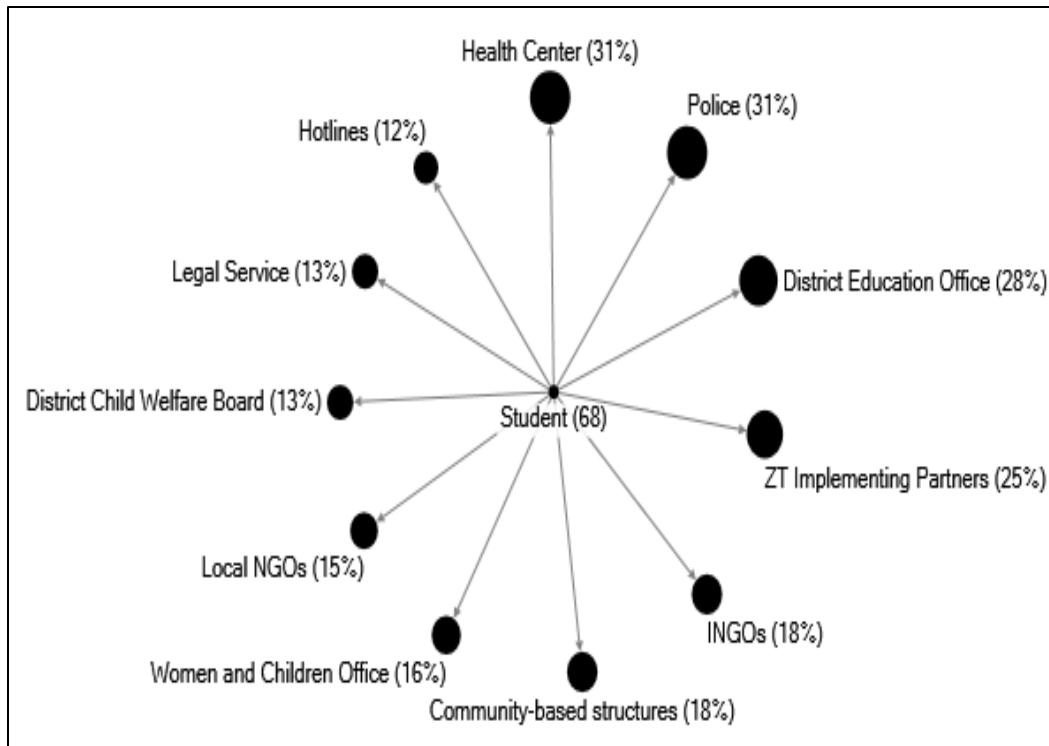
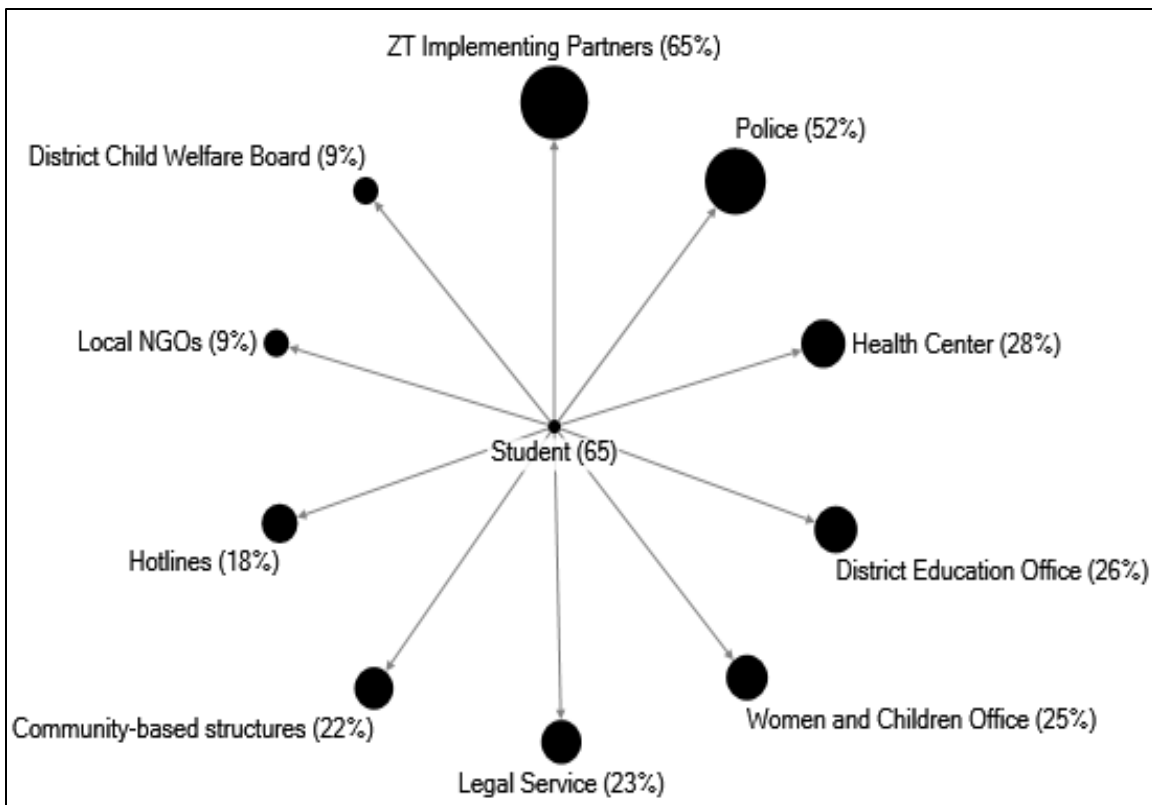


Figure 6: Students' ability to contact agencies/resources of support (Dhanusha)



STAKEHOLDER AND STUDENT CONTACT WITH THESE AGENCIES IN LAST 6 MONTHS

In the past 6 months, the stakeholders in Rautahat had contacted local ZT implementing partners, NGOs, police, INGOs, School and DCWB the most, and in Dhanusha, the most contacted agencies were ZT implementing partners, the local NGOs, DEO, School, police and INGOs. Students in Rautahat had contacted all, but the top three agencies contacted were the health center, ZT implementing partners and the DEO. In Dhanusha, the top three contacted agencies were ZT implementing partners, community-based structures and the health center. The students in Dhanusha had reached out to the ZT implementing partners more than the stakeholders in Rautahat, perhaps because of better agency responsiveness (see Figure 7 and Figure 8). The head teachers contacted the DEO, ZT implementing partners and primary and secondary schools, with some district differences. Both JCs and YCs also contacted the ZT, police and WCO. Appendix 8 shows the differences of head teacher, YC and JC choices.

Figure 7: Students' contact to Agencies (Rautahat)

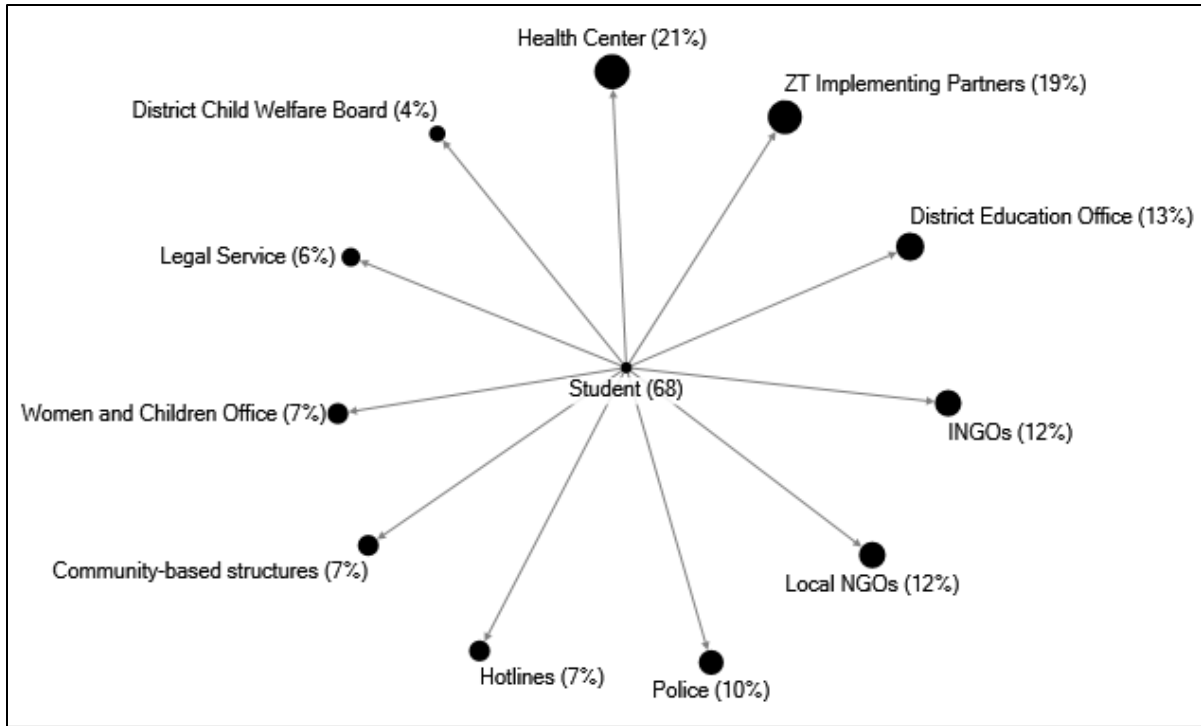
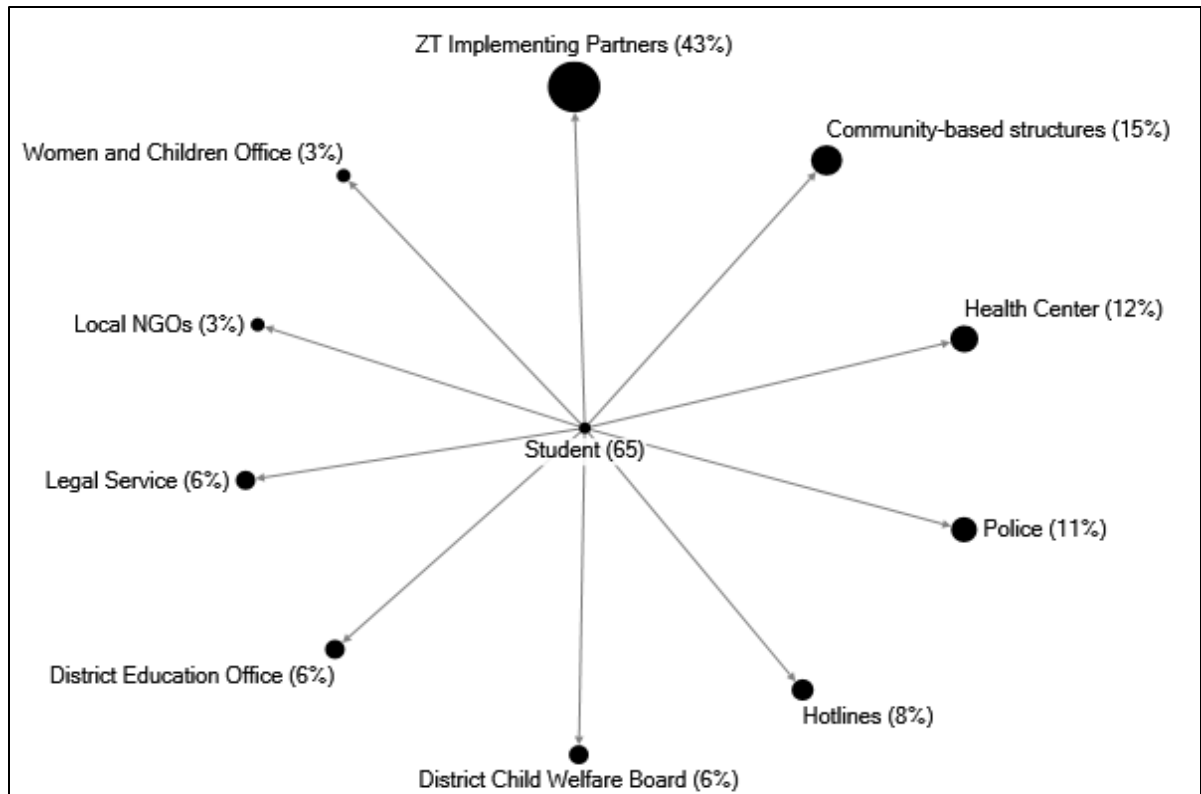


Figure 8: Students' contact to Agencies (Dhanusha)



ORGANIZATION'S ABILITY TO RESPOND TO GBV AND CHILD MARRIAGE ISSUES

Stakeholders, including Head Teachers, YCs, and JCs, were asked to indicate how confident they were that a given organization would respond to GBV and child marriage issues. Results in both districts indicate that stakeholders were confident in the WCO and ZT implementing partners for responding appropriately to GBV and child marriage issues. Local NGOs, DCWB, DEO were also considered effective by some. In Rautahat, 100 percent of the stakeholders expressed that three agencies (DEO, health center and legal services) are effective (i.e. either extremely or somewhat effective). Similarly, 100 percent of stakeholders in Dhanusha expressed that community based structures, DCWB and DEO are effective. In Rautahat, about 17 percent of the stakeholders who have heard about police said that police are not at all effective, followed by local NGOs (15 percent) and hotlines (14 percent). Similarly, in Dhanusha, 19 percent of stakeholders who had heard about health centers expressed that they were not at all effective, followed by legal services (17 percent). (See Appendix 9 for details)

For addressing child marriage, ZT implementing partners were considered most effective in both districts. In Rautahat, 100 percent of stakeholders expressed that three agencies (health center, INGOs and legal services) are effective (i.e. either extremely or somewhat effective). Similarly, 100 percent of stakeholders in Dhanusha expressed that ZT implementing partners are effective. In Rautahat, about 17 percent of the stakeholders who have heard about DEO and police said that they are not at all effective, followed by hotline (14 percent). Similarly, in Dhanusha, 22 percent of the stakeholders who have heard about legal service expressed that it is not at all effective, followed by police (12 percent). (See Appendix 9 for details)

WHO WOULD ORGANIZATION'S STUDENTS SEEK HELP FROM IN THE CASE OF TEASING

The majority of the students in Rautahat (24 percent male, 22 percent female) said they would seek help from their head teacher, while 20 percent male and 15 percent female respondents preferred seeking help from a friend. Thirty-three percent of male students would turn to either the head teacher or a friend first, while 32 percent of female students would turn to a head teacher first and 24 percent to a friend. About 14 percent of males and 11 percent of females said they'd seek help from a parent or other family member. In Dhanusha the majority selected the HT (22 percent male, 16 percent female), and 44 percent of male and 23 percent of female students would turn to HT first for help. A higher percentage of female students would first turn to a parent or a family member (29 percent) followed by a friend (23 percent). About 16 percent of male and five percent of female respondents said they would seek help from ZT implementing partners and 16 percent of male and 5 percent of female respondents said they'd seek help from another teacher. In Rautahat friends were identified while in Dhanusha the ZT implementing partner were identified. See Figure 9 for Rautahat details and Figure 10 for Dhanusha details).

There were some significant gender differences, with boys in Rautahat being less likely than girls to report teasing to the police. Girls in both regions reported higher levels of seeking help from ZT implementing partners than boys.

Figure 9: Organizations that students would seek help from in the case of teasing, by percentage & gender (Rautahat)

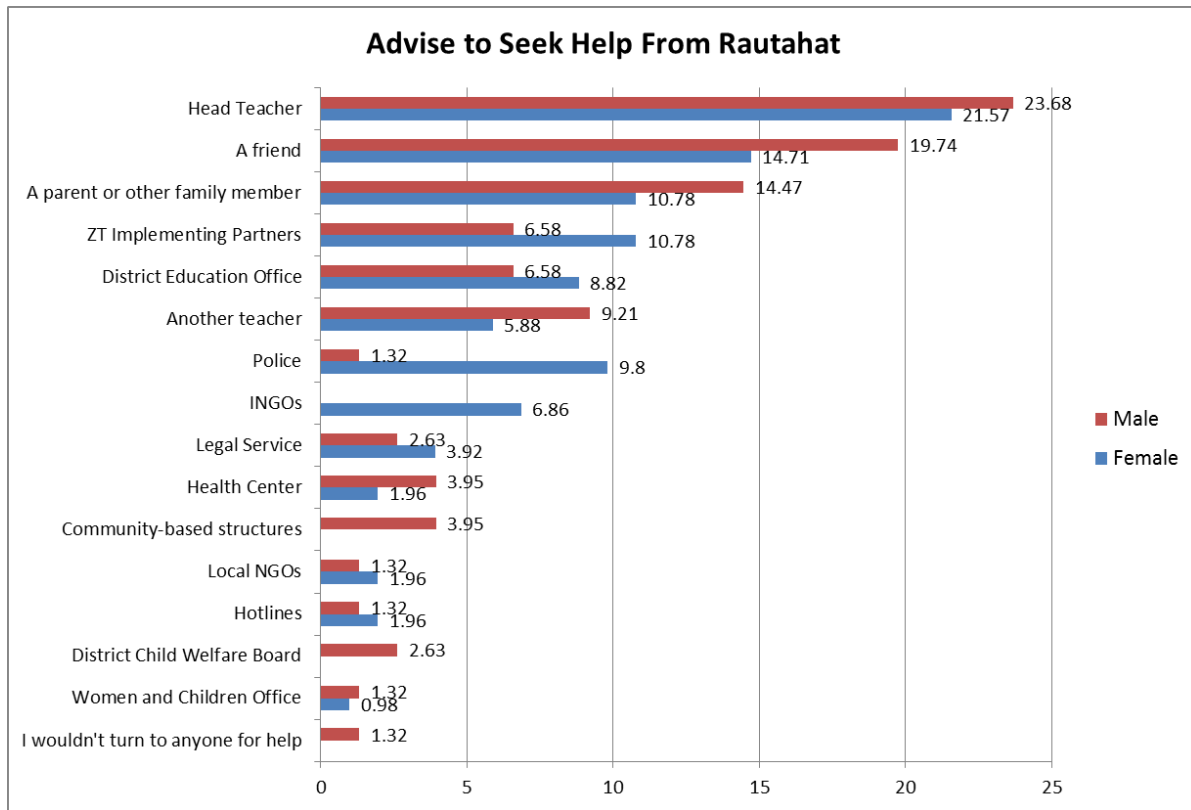
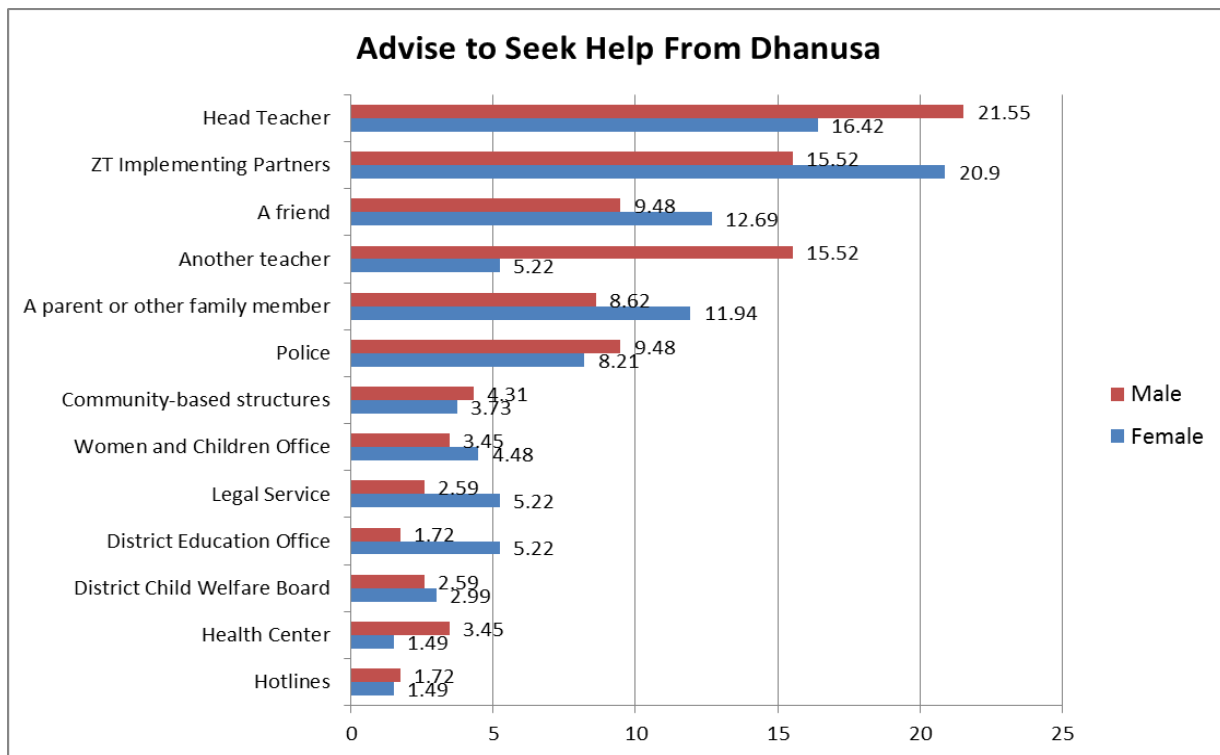


Figure 10: Organizations that students would seek help from in the case of teasing, by percentage & gender (Dhanusa)



Source: Field work, 2017

AGENCY TO CONTACT IN CASE OF SEXUAL MISCONDUCT INCIDENT

Students identified friends, head teachers and parents as the key people to contact in case of incidences related to sexual misconduct in Rautahat, while in Dhanusha, students were more likely to report that they would seek help from ZT implementing partners, head teachers and police. Very few students reported that they would not report the incident to anyone (3 percent in Rautahat and 0 percent in Dhanusha).

Figure 11: Organizations that students would seek help from in the case sexual misconduct (Rautahat)

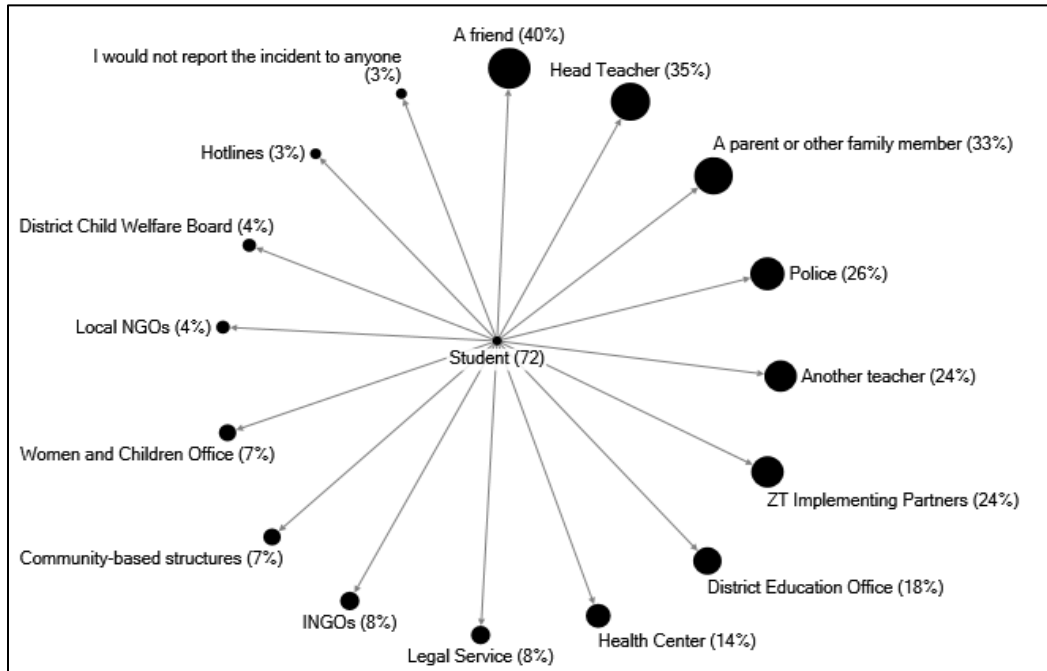
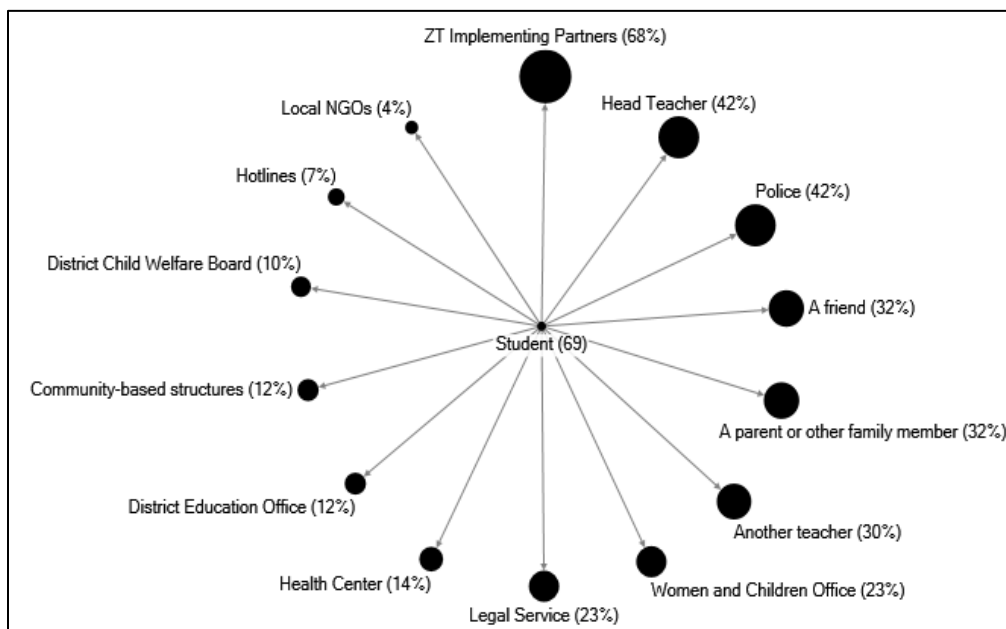


Figure 12: Organizations that students would seek help from in the case sexual misconduct (Dhanusha)



Source: Field work, 2017

AGENCY TO CONTACT IN CASE OF POTENTIAL CHILD MARRIAGE

In the case of reporting child marriage, students in Rautahat said they would contact a parent or other family member, a friend, ZT implementing partners and the police, while in Dhanusha they identified ZT implementing partners, the head teacher, the police and friends.

Figure 13: Organizations that students would seek help from in the case of potential child marriage (Rautahat)

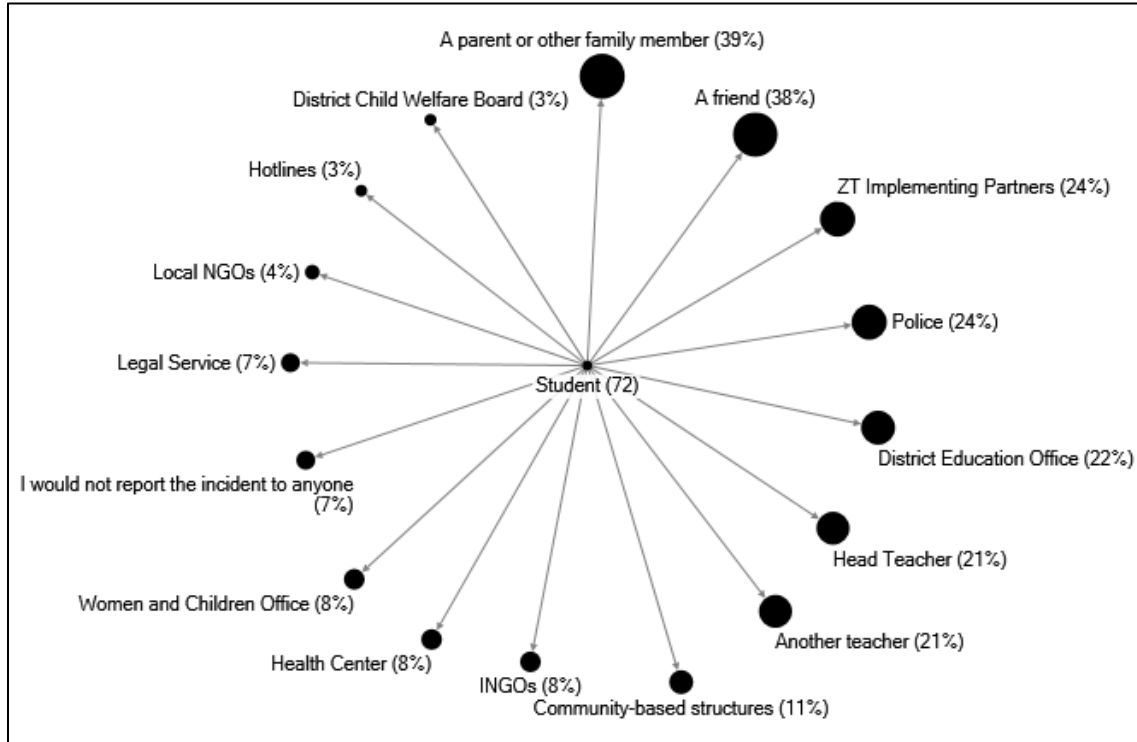
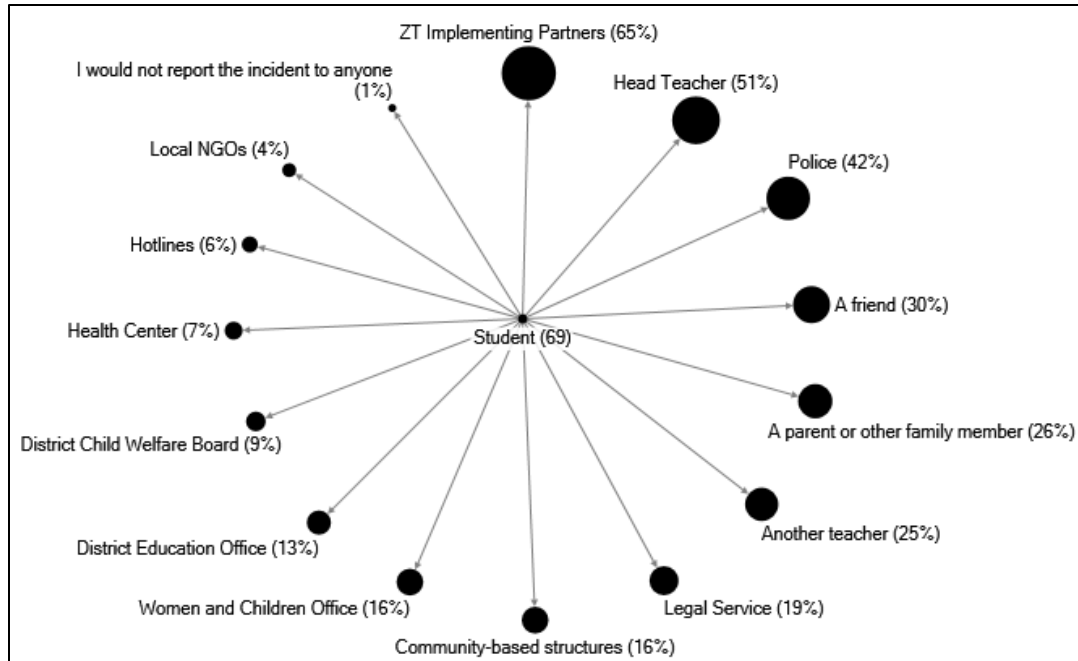


Figure 14: Organizations that students would seek help from in the case of potential child marriage (Dhanusha)



In Rautahat, the majority of the male students felt that a parent or other family member (23 percent) and a friend (23 percent) would be most likely to protect and support the victim, while the majority of the female students reported that a friend (16 percent), head teacher (16 percent) and police (16 percent) could protect and support them. In Dhanusha, the majority of the male (26 percent) and female (37 percent) students felt that ZT implementing partners would be most likely to protect and support the victim, followed by the head teacher (21 percent male and 14 percent female). Similarly, 14 percent of female students believed in a friend (16 percent) as well.

In Rautahat students reported that they may go to the ZT implementing partners if in need (see Figures 9-14), but when asked whether they felt that ZT implementing partners could protect and support the victim, the percentage drops significantly. Police, head teachers, family members and friends were instead seen as more effective in Rautahat than in Dhanusha.

Figure 15: Agency or individual amongst those selected, students believed would be most likely to protect and support the victim - Rautahat

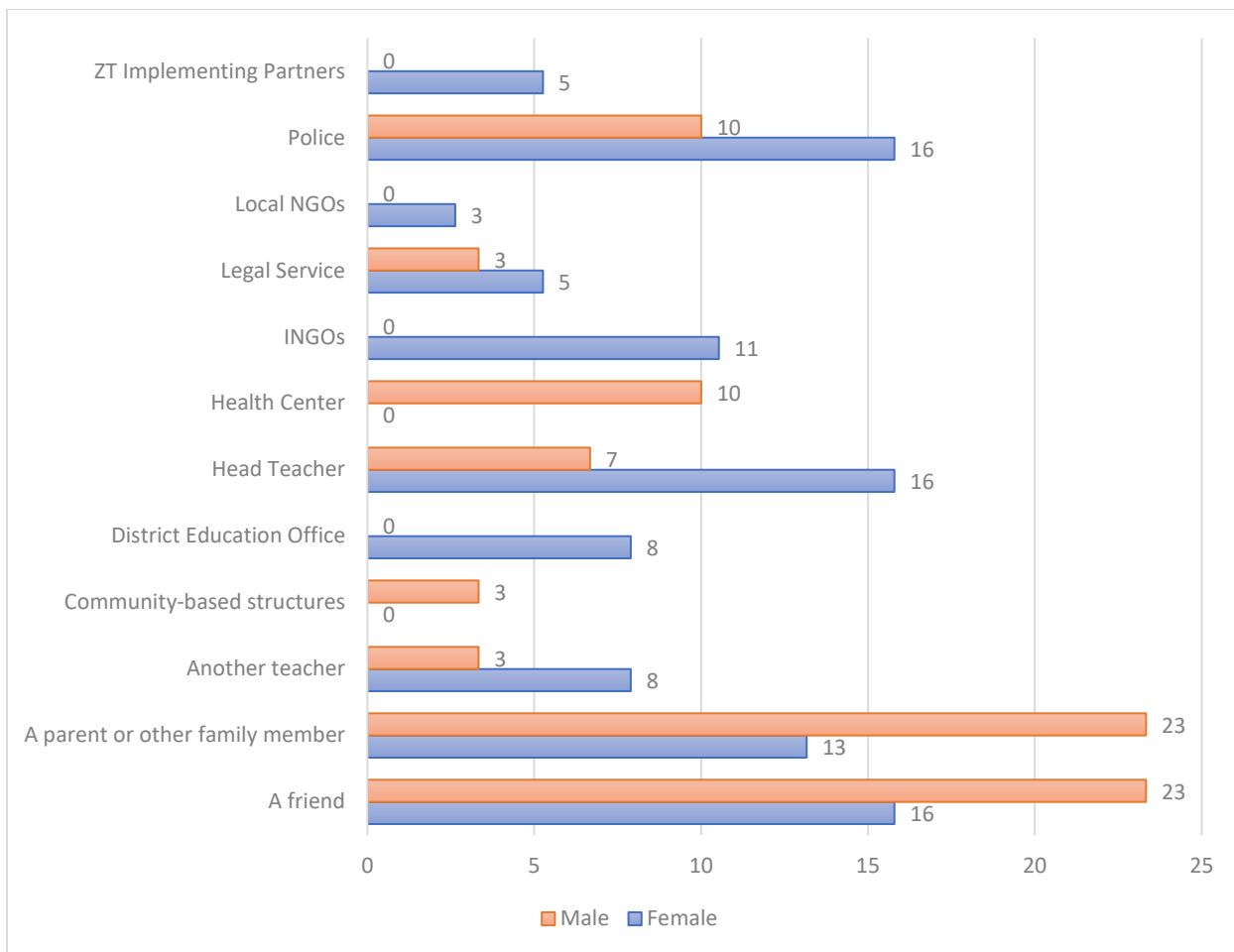
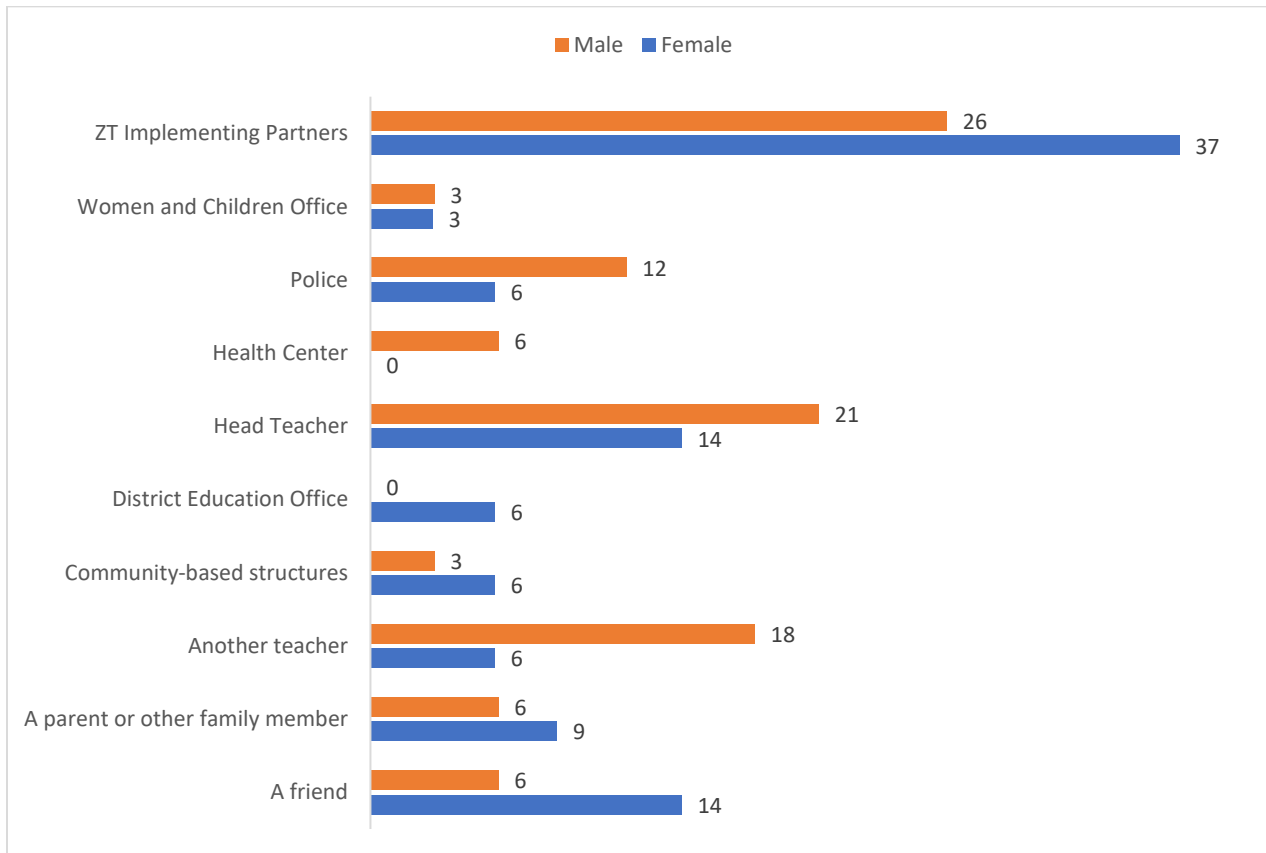


Figure 16: Agency or individual amongst those selected, students believed would be most likely to protect and support the victim - Dhanusha



Overall, the SNA findings indicate that there is awareness about different agencies within stakeholders and students, even though the preferences and perceptions vary. The key role of a mediating agency is highlighted - ZT has been identified under almost all responses by both stakeholders and students as key to addressing these issues. This may indicate a dependency on the project and an inaccurate perception that the implementing partners are service providers, not merely facilitators. The remaining project period may need to address these perceptions.

ZT partnerships were amongst the most **well-known resources** in both Rautahat and Dhanusha by other organizations. This will be challenging for program sustainability, as the ZT partners will no longer be around once the program ends. Other well-known organizations in both districts were the DEO and the WCO. ZT implementing partners were the common agency which all stakeholder respondents could contact if needed, followed by the WCO and the DCWB. Local NGOs and the DEO were the other agencies mentioned. The agency-related knowledge is comparatively higher among the stakeholders in Dhanusha than in Rautahat. The stakeholders in both the districts in the past 6 months had contacted ZT implementing partners, local NGOs, police, INGOs, and school. In Rautahat the stakeholders have also reached out to the DCWB, and in Dhanusha, the DEO.

Similarly, students identified ZT implementing partners with the highest frequency of all children's rights and protection agencies/resources agencies. In Rautahat, 43 percent of students surveyed (n = 72) had heard of ZT implementing partners. In Dhanusha, 100 percent of students surveyed (n = 69) had heard of ZT implementing partners. While ZT implementing partners are familiar to students, this level of awareness does not mean that students **know how to contact** these partners were students to be in need. When students were asked about whether they knew how to contact these organizations, fewer

students reported knowing how to contact ZT Partners (25 percent in Rautahat and 65 percent students in Dhanusha). Students in both the districts have contacted all the agencies, but the top two contacted agencies by the students are health centers and ZT implementing partners.

Stakeholders (head teachers, YCs, and JCs) reported having **confidence** that the WCO and ZT implementing partners would respond effectively to issues related to GBV and child marriage.

Students reported that they would most often go to a head teacher in the case of **teasing** in Rautahat and Dhanusha. In the case of teasing, students reported that they could approach family, another teacher, or a friend in Rautahat and, and in Dhanusha, ZT implementing partners were also seen as sources that a student could go to in order to report teasing. There were some gender differences, with boys in Rautahat being less likely than girls to report teasing to the police. Girls in both regions reported higher levels of seeking help from ZT implementing partners than boys.

On the issue of **sexual misconduct**, there were significant regional differences in who students would contact. In Rautahat students most frequently reported that they would likely contact a friend, head teacher and parents, whereas in Dhanusha, students reported most often that they would seek help from ZT implementing partners. On the issue of **child marriage**, there were again significant district-level differences, with students in Rautahat reporting they would go to family members or friends, while students in Dhanusha reported more often that they would go to ZT implementing partners and head teachers. There were some significant gender differences, with boys in Rautahat being less likely than girls to report child marriage to the police. Girls in both the regions reported higher levels of seeking help from ZT implementing partners, followed by head teachers, another teacher and police in Rautahat and DEO, community-based structures, a parent or other family member, and a friend in Dhanusha. This again illustrates that many students rely on the ZT partners as part of their referral mechanism. This will need to be worked on in the next half of the project.

CONCLUSIONS AND RECOMMENDATIONS

Based on all the discussions above, this section provides the conclusions and the recommendations.

CONCLUSIONS AND RECOMMENDATIONS

The project has done commendable work in a short period of time. To have been able to motivate students and teachers within a year to address GBV in a context that is so politically affected and has poor governance, is in itself a huge achievement. Despite natural disasters and elections, the project has achieved, or overachieved, many of its targets. It has brought a momentum within schools and an enthusiasm which has increased the interest of students. At the policy level and working with government partners, the progress is somewhat uneven and ad-hoc, with the different strands (e.g. revision of guidelines, supporting correction home improvement, training DCWBs, working with the police and Department of Women and Children) not really adding up to a comprehensive whole. The referral mechanisms and links with service providers are areas which require further attention in the remaining project period.

The key conclusions and related recommendations are presented below:

Conclusion I: There is enhanced understanding and commitment of students and teachers to address GBV in project schools due to the intensive facilitation by Young Champions and the different capacity strengthening events.

The students and teachers have learned about different forms of GBV and are well-aware of a wide range of practices which result in some form of violence impacting students. The regular presence of a facilitator in the school premises who is approachable and responsive, has contributed greatly in enhancing understanding and strengthening commitment to address GBV, especially of students. The training events/classes have been useful for both teachers and students in creating wider understanding and knowledge regarding GBV related issues.

Conclusion 2: The Suggestion Box, child clubs and Young Champions are effective mechanisms and processes with potential for scale-up but require planning for sustainability after project phase out.

The mechanisms and structures supported by the project, especially the SB, child clubs and YCs have demonstrated to be the three key pillars for success in increasing understanding and commitment of students and teachers to address GBV.

Though the government sent guidelines for the SBs and for child clubs to be established in all schools, there were either not established or were dysfunctional child clubs in the project schools and no SBs. The YCs mobilized the students and teachers to set up the SBs and child clubs. The sharing of the SB operation guidelines, the orientation and training regarding their use, and the weekly meetings have all kept the SB functional. Similarly with the child clubs, the orientation by the YCs, the training regarding their role, the weekly extra-curricular activities, participation in SB committee and other events have motivated the students who are child club members and enabled them to be very aware of various broader issues linked to GBV and response.

A key concern was the lack of a sustainability plan to ensure that the project achievements regarding these mechanisms/processes could remain active and functional.

Recommendation 1: Deepen and strengthen achievements in project schools and develop a sustainability plan.

The discussion above has illustrated that there have been many achievements related to YCs, child clubs/JCs, SBs and GBV-related teachers training. In the one year remaining these need to be consolidated with the necessary improvements as identified during implementation. Measures need to be taken so that these mechanisms and processes can continue even after the project phases out.

A few revisions/additions in the implementation of ongoing initiatives would ensure higher effectiveness. The project implementing partners should have a discussion with the students, child club members, teachers, YCs and field supervisors to thoroughly review each initiative and identify what requires strengthening and what needs some revisions. A few measures that the MTR team suggests for the ongoing initiatives are:

Suggestion Box related

At school level

- Continue using a systematic process for sharing the issues discussed weekly and decisions taken by the SB committee (ensuring confidentiality issues are respected). A standard process across different schools did not exist.
- Be transparent about the actions taken in response to the SB suggestions with the whole student community. "If a sharing session is organized once a month about suggestions and way of responding to it, it would be good." (IDI, Teacher, Rautahat). Schools can identify what is convenient and establish a weekly or monthly system as agreed by the SB committee members.
- Discuss with students about what other issues and suggestions can be raised to address the reduction of slips in the SB. For example, should family and community-level issues be raised so

schools start discussing GBV-related issues with the community and family? This could address GBV-related issues which constrain students from school participation and regular studies.

- Identify the schools where the head teachers are more dynamic (e.g. where they are already sharing the SB decisions, or have planned steps to engage the community and parents) and interested and support him with innovative and creative ideas to address the issues (e.g. orienting students to discuss issues of social discrimination at family and community levels, orienting parents to enable students to bring in family issues of GBV). Also identify the schools where the head teachers are less engaged in school activities and have a lower level of enthusiasm and respect for the SB process (e.g. one head teacher had shared with the team that the children can come directly to him with all issues, there is no need for the SB but since the government has asked so he has installed it). Assess what will motivate them and work closely for the commitment to increase.
- Identify measures with the school how can the SB be functional after project phase out.

At government level

- Continue the support to revise the existing guidelines ensuring that the name is broadened from "Complaints" to "Suggestions" so that the message students get is wider and promotes them to be more pro-active
- Ensure the guidelines provide guidance regarding GBV-related issues explicitly.
- Suggest the documentation of SB issues in a format that is useful and maintains confidentiality (e.g. since the complaints/suggestions are anonymous, there is no need to have columns on names, grades, sex of complainer).
- Influence the guidelines to include a format that separately documents information on GBV issues coming in the SB (maybe differentiating on GBV incidence within school, discrimination at family level, discrimination at community level (caste and gender based) and others). The existing one does not differentiate between kinds of complaints/suggestions.

Young Champion related

- Do a quick capacity assessment analysis and invest a little more in the mentoring/coaching of the ones who are slightly less experienced and able than the others. The existing skills are uneven and hence it may be beneficial to invest more in the key frontline actors with whom the project target groups interact.
- Orient them on the need to influence students to raise structural issues of discrimination at family and community levels like gender-biased division of labour, mobility constraints of girls, social permission to boys to commit GBV, causes leading to child marriage and caste/based discrimination occurring in communities in the Suggestion Boxes for bringing this into the open for further discussion and debate.
- Establish a system for the YCs to prepare a session plan for their classes and when possible for them to share it with the Head Teacher for inclusion in the school calendar.

Junior Champions/child club related

- Support the child clubs to prepare an annual plan. This will enable the child clubs to plan better about what activities they can do, with whom and when.
- Establish a system to document meeting minutes and action taken which the child club will manage themselves.

- Ensure girl and boy children of different classes are constantly receiving opportunities to participate in events and learn about GBV issues

Teachers Training related

- Support schools to establish structured sharing sessions by the teachers who participate in the trainings
- Explore possibilities of doing in-school sessions for teachers so that all teachers receive an opportunity to develop a basic understanding of GBV
- Identify ways of integrating a GBV session in the teachers training curriculum
- Prepare brief flyers with articles/clauses of laws, punishment (e.g. about corporal punishment, domestic violence) so that information can be visible and shared

The project needs to develop a sustainability plan so that these initiatives can become more institutionalized. They need to develop a sustainability plan format, identify successes and areas of improvement through conversations and then develop steps needed for sustainability. A process of brainstorming with students, teachers, sub-national and national level stakeholders should be adopted to identify measures needed to institutionalize the achievements. The sustainability plan then of course needs to be implemented. A possible format for such a plan could be:

Examples: ZT Sustainability Plan Format

Planning element	Strengths	Areas of Improvement	Measures needed for sustainability	Responsibility for Action	Timeframe
Young Champion					
Child Club					
Suggestion Box					
GBV related Teachers Training					
Support to vulnerable children					
Correction Homes					
Emergency Services					

Source: MTR Team, 2017

Conclusion 3: There has been inadequate integration with government systems of the project initiatives

The findings show that while the project is implementing the government mandates, enhancing capacities of relevant government officers, and is supporting government bodies to develop and revise guidelines, the school level initiatives are not a part of DEO activities. This lack of integration in government systems can be a key cause for the lack of sustainability discussed above.

The instructions from the government is limited to issuing guidelines to all schools to establish SBs and child clubs, form committees and make them functional. But there is no process support to ensure that these happen, there is no orientation and there are no system-related demands seeking information whether these have been implemented. Neither the DEO nor the WCO activities and systems are the ones being implemented in the schools, even though the mandate is drawn from government guidelines.

Due to weak government monitoring practices and a low priority to initiatives which are not considered core to education, there has been a lack of implementation of positive government provisions. One MTR finding was that only in the project schools were the SBs and child clubs active, while in the others they were not put in place or were dysfunctional. While through training, information has been disseminated by the project, it has been insufficient to ensure that these initiatives are embedded into the government's system of planning, implementation and monitoring.

Recommendation 2: To the extent possible in the remaining year, influence the local government to integrate ZT activities in the planning and monitoring systems.

It is essential to find "hooks" within the education system that demand effective implementation of Suggestion Box guidelines and functional child clubs. The efforts to amend guidelines, strengthen Gender Focal Points and strengthen skills and knowledge through training need to continue.

Along with these, intensive advocacy for including the implementation of SB and child clubs in the performance evaluation of head teachers and in the monitoring format used by Education Officers is required. A process of revising the monitoring formats being used by the DEO (or Education Officer after the federal restructuring) should be initiated. These formats should include SB and child club monitoring in schools. It is important to include it in the job description of head teachers so that their performance evaluation will also identify the efforts made by them to make the SB and child clubs functional. The relevant government agencies need to be influenced so that this is a government-led revision and a demand from all schools. This may support both sustainability within the project schools of these initiatives and implementation beyond the project schools.

A key area of work in the coming year would be to understand the changes needed due to the federal restructuring and the relationship of schools with the new local government. Influencing the municipalities, rural municipalities and ward committees to include Zero Tolerance related initiatives in their annual planning will be critical to ensure they are included in the local plans and budgeted for. The project will need to create staff time of the field supervisor and project coordinators to facilitate the school's contribution to the planning processes and to facilitate the process of influencing key local government representatives and staff to include SB and child club related activities in the plans and budgets.

There is a need to include activities in the project for strengthening coordination between education offices and schools on GBV issues. Of the 35 activities reviewed of Zero Tolerance project (both done jointly with Sambhav and alone by ZT), there are no activities which bring the school and education office together except in a few training events. A more substantive relationship between the two is needed to be facilitated for the SB, child club and GBV issues to be better implemented.

Conclusion 4: Referral mechanisms and links with service agencies were inadequate.

The MTR findings indicate that there is information and awareness about which agencies can respond in cases of GBV, though these vary depending on students and stakeholders. There is also understanding about how to contact, and some have even been in contact with different agencies in the last six months (as the SNA findings illustrate). The issue is that the deepening of these referral mechanisms and strengthening of links for action seem inadequate. The project's influence has been limited to information sharing during training events with participants who are expected to disseminate the information later (e.g. head teachers sharing telephone numbers in schools). The project is also supporting the revision of the SB guidelines to include referral mechanisms and is planning to deploy case managers who can then support the referral pathways.

These measures will hopefully strengthen the referral links. But a key area of work to be sufficiently addressed is the link between schools, community and local service providing agencies. There seem to be inadequate activities for strengthening this loop. There have been no joint sessions of students, teachers, parents and service providing agencies which would enable the parents and students to

interact with the WCO, police, DEO and others. There has to be an increase in the confidence of families and communities to support students and schools to easily approach service providers. Interventions to make these coordination links still require attention.

The SNA findings indicate that there is a dependency on the project and the implementing partners are perceived to be providing response services. It is important to correct this perception and ensure that an intermediary organization is understood to be a facilitator, not a responding agency.

Recommendation 3: Strengthen referral links of schools and catchment communities with local government and local responders.

The SNA analysis indicates that there are a number of organizations which are perceived to have the capacity to respond in case of GBV incidents. It is important to strengthen these links and have systematic systems and processes established so that the agencies can be easily informed and they can provide their services in a user friendly manner. Steps like medical treatment (where needed), investigation, counselling, punishment of perpetrator, protection and empowerment of victim/survivor would be some necessary measures.

The project should organize some brainstorming sessions with parents, students, teachers and representatives of service providers to identify what systems and processes will be most useful, and to explore how students, families and schools can be in a comfortable relationship which promotes confidence in the responding agencies. Activities need to be identified to support strengthening these relationships and for reducing dependency on the project.

Conclusion 5: A major project achievement is the change in mind-sets and values of students regarding GBV, but there is limited work on addressing structural causes of GBV and other forms of discrimination impacting students in schools.

It is to be appreciated that through the project students of different ages, both boys and girls, are better informed about GBV and have understood that discriminatory processes are not acceptable. In a conservative community like that of the Terai, to have boys openly speaking of sanitary pads and claiming that they were trained on the preparation of pads is a major change. The classes and discussions in the schools have supported some students to reflect and question practices which they had been socialized to accept as part of their culture and tradition. What is inadequate is the link with deeply embedded social and gender norms and the need to address structural issues to change existing practices. The focus of the project is in strengthening capacity of students and other stakeholders to identify GBV incidents and to access services to address them. It is not really tackling the fundamental causes leading to GBV which students experience. Without this the same incidents may keep reoccurring with students and schools reaching out for services again and again but there not being a real transformation in the society they live in.

Recommendation 4: Design and implement continued and regular work with parents and community to address gender/caste/ethnicity based discrimination.

"There is a need to expand the scope and reach out to parents and wider society. Only training within school is not enough, it should go with the community as well." (SMC Rautahat and Dhanusha).

It is important for the project to work on structural issues that result in GBV in order to achieve the goal of GBV free schools in Nepal and the project outcome of promoting nonviolent behaviors and zero

tolerance of GBV in schools.⁴⁵ Without addressing the root causes of GBV, non-violent behaviours cannot be promoted sustainably in schools. For this working at the community level more intensively and engaging parents is essential. The community level dialogues are planned in the project but just one event will be insufficient for a collaborative engagement of the community and family in the fight against GBV. A process after the dialogue has to be developed and facilitated. This will need to be developed in consultation with the parents and community in order to recognize and address their barriers of time poverty and high work-burden. Working more strategically with Women and Children Officers who are mandated to work on these issues and the GBV Watch Groups (as planned) will support this cause. A better planned and a more systematic social messaging initiative regarding root causes of GBV would be more effective than a few jingles here and there.

The Rupantaran training package being used for students and child clubs should include sessions regarding discriminatory social and gender norms and on changing notions of masculinity, in addition to what its GESI module has on definition of concepts. This would mean that "healthy masculinity" will be defined as one that does not tease, harass or control, it teaches that boys and men can be nurturing and caring and that these traits need to be valued by others in boys. The training package should also be updated based on feedback of students to include issues that they need to be better informed on so that they can address structural issues better.

Conclusion 6: The baseline measure for awareness and usage of support organizations show that students are aware of a range of support sources.

However, there are clear district level differences, and the reasons behind these differences need to be better understood. There are gaps in the effectiveness of support organizations stemming from a lack of knowing how to contact (comparing to awareness of) certain organizations. There is also a disparity between who students feel would be most effective in dealing with an issue, and what sources of support are available.

Recommendation 5: A campaign that allows students to know the various routes of support and the specific contact details (e.g. contact number) would help students to have greater access to these resources.

Recommendation 6: Consider how to best channel resources using the social network analysis data about referral and coordination.

Results indicate that Head Teachers are consistently seen as sources of help and support, and importantly and more than ZT implementing partners, they are seen as being effective in dealing with problems that arise (e.g. in child marriage and GBV cases). This indicates that it would be useful to enhance the capacities of the head teachers to identify different referral routes and have the ability to decide what will be most appropriate in given situations.

CONCLUSION

Overall, the project has done well within schools to create a culture of discussion about GBV, its various forms and the need to stop it. The internalization amongst students and teachers about what GBV is, behavior that is appropriate or not appropriate, and what students should or should not tolerate, are key lessons which will hopefully support attitudinal change in both boys and girls. Enabling teachers and schools to adopt systems that enable students to openly bring up concerns, be confident

⁴⁵ The project outcomes do not explicitly state about work at family and community levels but nonviolent behaviors and zero tolerance cannot be promoted without deeply embedded discriminatory gender and social norms being challenged.

about suggesting changes and be empowered enough to question teachers and discriminatory traditions are major achievements.

To ensure that these successes continue and are strengthened, certain measures need to be adopted so that the project can facilitate a more sustainable reduction of GBV. Working at a policy level has to continue as it contributes to a positive enabling environment but along with that a more intense and systematic effort is needed to strengthen referral mechanisms and pathways at the local level. Rather than working with elements at the central level with pieces tangentially related to the goal of the program, the project should focus on strengthening referral mechanisms. A transformative approach to address structural causes of discrimination at family and community levels would enable the school based interventions to be more effective.

APPENDIX I: REVIEW DESIGN DOCUMENT

CONTEXT

The Zero Tolerance: Gender Based Violence⁴⁶ Free Schools project (2016-2018) is being implemented in four Terai districts (Dhanusha, Mahottari, Parsa, and Rautahat) in Nepal. The project goal is:

The prevalence of school-related gender-based violence in Nepal is reduced and equitable learning outcomes for adolescent girls and boys are promoted.

The project seeks to achieve three Outcomes (**Exhibit I**). It aims to ensure that the targeted schools⁴⁷ are safe spaces free of all forms of gender based violence and intends to promote safe learning environments by bringing child protection actors and services into school communities. It will enhance capacities of the social welfare, security and justice actors to implement child- and adolescent-friendly procedures. Working at the national level the project is supporting the development of guidelines and procedures for responding to school-related gender based violence.

The project builds on several years of work of Government of Nepal to improve the quality of child-friendly education. GBV related programming is being integrated through this project into these child-friendly education initiatives.

This project works collaboratively with the Afterschool Adolescent Empowerment/ (SAMBHAV) Program, which aims to curb drop-out, lower the incidence of child marriage, and ensure secondary school completion by all children. Sambhavis implemented in 10 districts and the Zero Tolerance project is implemented in four out of ten Sambhav project districts, in the same 200 schools. Zero Tolerance introduced GBV-specific knowledge, especially on child marriage, skills and training to learners, Young Champions (YC),⁴⁸ teachers and School Management Committees (SMC) and Parent Teacher Associations (PTA) on GBV prevention and response.

The project commenced in January 2016 with the identification and orientation of implementing partners, developing of project related results-based frameworks and systems and a baseline survey. Over this period, capacity building initiatives on GBV prevention and response of school stakeholders such as teachers, SMC, PTA, YCs and Junior Champions (JC) (girls and boys in school who work with young champions to raise awareness on GBV) and school students was conducted. Advocacy at the policy level was undertaken for inclusion of GBV in the School Sector Development Plan (2016-2023), a key sectoral planning document of the Ministry of Education (MOE). Technical support to the Gender

Outcome 1. Schools, communities, boys and girls promote nonviolent behaviors and zero tolerance of GBV in schools

Outcome 2. Learners, teachers and school staff confidently report cases of violence

Outcome 3. Learners who are victims or at risk of violence in the school and in the community have access to child- and adolescent-friendly services

⁴⁶ School-related gender-based violence is broadly defined to include "acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics." (Updated Project Document, Oct 9, 2017)

⁴⁷ Target project beneficiaries are 11-19 years old, i.e. secondary school students. It plans to reach approximately 62,000 participants, 200 Young Champions (YCs), 2600 junior champions, 20,000 students, 800 teachers and, 4000 school management committees (SMCs) and parent-teacher association (PTA) community members. In addition, it targets approximately 1,000 children through emergency services and family support services and up to 200 child perpetrators of violence.

⁴⁸ Young Champions are a network youth volunteers from local communities who are trained to provide peer support to learners, conduct life-skills trainings, undertake advocacy with families, and monitor project indicators.

Equity Development Section (GEDS) of the Department of Education (DoE) was provided to prepare guidelines for the operationalization and maintenance of suggestion boxes in schools. Central Child Welfare Board (CCWB) was supported for the development of case management guidelines, mapping of government services to children and providing emergency services to vulnerable children. Work with Juvenile Justice Coordination Committee (JJCC) has been for legal and psycho-social services in child correction homes. The Women and Children Officers (WCO) of the Department of Women and Children (DWC) at the districts levels, are supported to strengthen the work of the GBV watch groups.⁴⁹ Work with Women Children Service Directorate (WCSD) of Nepal police has been initiated for local level outreach campaigns on GBV. At the school and district level, capacity strengthening events for students and teachers, setting up suggestions boxes in schools, sensitization workshops with different stakeholders and community dialogues in a number of localities on school-community linkages (including GBV watch groups) were conducted.⁵⁰

PURPOSE OF STUDY

The purpose of this mid-term performance evaluation is to uncover successes, challenges, and lessons learned with regard to project design, partnerships, and implementation. The research questions focus largely on an investigation of the mechanisms and relationships that drive the Zero Tolerance (ZT) approach. Evaluation of higher-level project outcomes related to feelings of safety, student agency, teacher and responder attitudes and initiative will be captured more rigorously at the endline. This evaluation will include actionable recommendations, based on evidence, to inform the remaining months of the project implementation.

Although the study will provide insights and recommendations, which can be revisited at the end of the project, the scope and methods will offer only limited measurable benchmarks which can be statistically investigated at the end of the project.

The target audience for this study will be USAID, UNICEF, Restless Development and government implementing partners (national and district), though select findings may also be of interest to the Ministry of Education (MOE) and other government and non-government offices.

RESEARCH QUESTIONS

The study will be guided by the following research questions:

1. How familiar are teachers and head teachers with the ZT project, and how committed are they to its aims?
2. How well are the suggestion box mechanism and the suggestion box management committee functioning in project schools?
3. How strong are the referral and coordination links between project schools and formal and informal child protection responders, and amongst responder groups?
 - What influence has the project had on these networks so far?
4. What are the potentials and challenges of the volunteer Young Champion model for information delivery, role modeling and shifting in-school culture related to GBV and HSP (includes Sambhav and ZT)?
5. What elements of the ZT model hold the most promise for scale?
6. What external factors and actors have influenced the change model thus far?

In addition to the research questions, the evaluation will provide a background section which clarifies the overlap of the Sambhav education promotion program and the Zero Tolerance program in schools.

⁴⁹Some of these activities with CCWB, JJCC and DWC are the contribution of UNICEF to the project.

⁵⁰Source: Annual Progress Report to USAID, UNICEF, 2016 and USAID/Nepal Quarterly Report (April-June 2017), July 2017

Specifically, this background section will clarify how Sambhav activities differ from Zero Tolerance at the school level and what delivery mechanisms they share.

METHODOLOGY

To answer the research questions, the study team will collect data and information through review of secondary documents, semi structured interviews, meetings and focus group discussions. This methodology builds on existing data and information and uses different tools and techniques (interviews, meetings, FGDs) for collecting qualitative evidence. Perceptions of a wide range of stakeholders will ensure that different perspectives are identified and quantitative data and information enables triangulation of evidence. A systematic and structured approach for information compilation and processing will ensure that field work evidence is well organized and effectively used for the MTR report.

A consultative, participatory and inclusive approach will be followed. The team will closely collaborate with the Mission for guidance as needed.

DISTRICT SAMPLE

The team will undertake the study in two project districts (Dhanusa and Rautahat) which have been selected in collaboration with UNICEF and Restless Development, with a goal of selecting one district where the interventions are further along and one district where interventions are behind. The variability will allow the team to tease out the contextual and programmatic factors that challenge and enable achievement of project objectives, and to make evidence-based suggestions for project adjustments going forward. Indicatively, the study will focus on three schools (and surrounding school communities) in each of the two districts (N= 6 schools). See Appendix I for the District and school selection criteria.

DATA COLLECTION

Data collection will focus on key stakeholders involved at national and at the school and school community levels as well at the district level where meetings will be held with the project partners, education officer, police, and NGOs working on child protection issues. (**Exhibit 2**). Interviews will also be held individually with implementing partners and select national stakeholders ahead of the fieldwork. The study will meet with the Young Champions and carry out FGDs and IDIs. The team will spend around 3-5 days each in the two districts.

Preparation of data collection instruments: The team will prepare instruments to guide IDI and FGDs, and work with a SNA expert to design the questionnaire and adapt software for managing the SNA data. Draft instruments will be shared with the Mission for review. (Refer to separate instruments documents for all checklists and guides).

Secondary document review: Reports and other studies will be reviewed for understanding the context and progress. Quantitative data will be extracted to identify progress against indicators. A checklist will be developed to map progress against indicators.

National Level consultations: Data collection in Kathmandu will include semi-structured interviews and consultation meetings with relevant staff of UNICEF, USAID, DOE, CCWB, JJCC, DWC, WCSD and the national level implementing partner, Restless Development.

District Level Field Work: Field work is planned in two districts. Evidence from the field will provide insights on the experiences of a diverse group of stakeholders regarding the Zero Tolerance achievements and challenges.

During field visits, data collection will include:

Consultation meetings/interviews at district headquarters: At the district head-quarter levels, meetings, interviews and FGDs will be held with the district police (esp Women and Children Service centre),

Education Officer, Women and Children Officer and civil society organizations working in the child protection sector. FGDs with YCs will also be conducted at the district level. (Refer the separate document on field instruments for interview and FGD guides)

Focus group discussions (FGD) in schools: Three schools will be covered in each district, (so a total of six schools). In each school five FGDs will be conducted (with girl and boy students separately, with Junior Champions, with members of Suggestion Box Committee and School Management Committee).

Interviews in schools: In-depth interviews will be held with the head teacher, three teachers (one gender focal point, one teacher who has been trained by the project and one teacher who has not been engaged in project activities), with two girls and one boy student (non FGD participants), with one girl and one boy Junior Champion, and with the Chair and one member of the Suggestion Box Committee.

The study will investigate the evaluation questions through a qualitative inquiry, which is iterative, unpacking the issues through triangulating perspectives from a range of project stakeholders and project sites. The investigations will examine what is working, what is not and why. In-depth interviews and focus group discussions will include open-ended questions as well as participatory appraisal exercises such as ranking, sentence completion and timelines.

Social Network Analysis: A short (15 minute) social network analysis (SNA) questionnaire⁵¹ will be completed by participating respondents.⁵² Data from this questionnaire will be used to develop a series of visual maps of the GBV referral networks associated with study schools, including strong and weak nodes and linkages between schools and child protection agencies and amongst such agencies. The SNA, in concert with IDIs and FGDs, will offer insights into factors contributing to awareness, trust, and current use of referral agents.

Observation: The team will also look around the school to see if there is a suggestion box, where the suggestion box is located, and whether it appears to be in use. Interactions amongst students and between students and teachers will also be observed to see if it is consistent with what is put forward in IDIs and FGDs.

Daily team debriefing: Because of the sensitive nature of the study, IDIs and FGDs will not be recorded, and team members will be expected to take extensive notes during these exercises. Team members will share key points from every interview and FGD in daily team debriefs.

An indicative list of the type and number of stakeholders to be interviewed is provided in Exhibit 2 below. The total anticipated number of interviews and focus groups is indicative.

Exhibit 2: Data Collection Sample

⁵¹The SNA methodology is detailed in the field instruments document. SNA can statistically investigate the strength of the referral relationships amongst stakeholders. This finding will be triangulated with qualitative data from the MTR.

⁵²SNA will be done with the student FGD participants, Junior Champions, head teacher and one teacher per school and with one group of Young Champions per district. This group of respondents would have participated in FGDs and IDIs which would provide the qualitative information required to analyze the SNA findings.

Rautahat and Dhanusha Districts

School (3 schools/district; per school)	<ul style="list-style-type: none"> • Focus Group Discussion • Girl Students • Boy Students • Junior Champions • Suggestion Box Committee • School Management Committee⁵⁴ 	<ul style="list-style-type: none"> • In-depth Interviews⁵³ • Girl Student • Girl Student⁵⁵ • Boy Student • Head Teacher • Teacher⁵⁶ • Teacher • Teacher • JC girl • JC boy • Suggestion Box Committee (Chair, 1 member) 	<ul style="list-style-type: none"> • SNA • Girl Students • Boy Students • Junior Champions • Head Teacher • Teacher (1) • SMC (Chair, member)
District	<ul style="list-style-type: none"> • Young Champions • Project Staff, Implementing Partner, UNICEF staff consultation meeting 	<ul style="list-style-type: none"> • Education Officer • WCSC, police⁵⁷ • WCO • Child Protection NGO • Child Protection NGO • YC (1 girl, 1 boy) 	<ul style="list-style-type: none"> • 7. Young Champions (YC) (5 girls, 5 boys)
Municipality	<ul style="list-style-type: none"> • 8. GBV Watch Group* 		
Central Level		<ul style="list-style-type: none"> • Central Child Welfare Board • Restless Development • WCSD police • UNICEF • USAID • JJCC 	

* If active, the team will meet the GBV Watch Group where possible

⁵³IDIs will be with non-FGD participants

⁵⁴An FGD with the School Management Committee is included to understand their perspectives regarding the project. SNA will also be administered to two SMC members. No IDI is planned with them considering their time constraints.

⁵⁵Based on UNICEF's recommendation students IDIs have been increased from 2 to 3 per school so one additional IDI with a girl student has been added to the initial proposed number of two students.

⁵⁶Three teachers (including the Gender Focal Point) will be interviewed. FGD with teachers initially proposed has been dropped as the time of teachers for an FGD will be difficult to arrange during school times.

⁵⁷The initial proposal of an FGD with the police has been replaced with an IDI and if possible a meeting with 3-4 relevant police personnel as an FGD with 8-10 people may not be possible to arrange.

Restless Development and its partners will arrange the planned meetings and will accompany the team to make introductions and provide contextual input during the MTR. Refer Appendix 2 for the field work schedule.

INFORMATION ANALYSIS AND REPORTING

Detailed notes (which are clear and understandable) as per the guides need to be prepared for each interview/FGD/meeting completed by the team member/s and submitted to the Team Leader for compilation using simple computer software. Translation from local languages or Nepali to English will need to be managed by responsible team members. Caste/ethnicity and sex profile of each informant will be recorded as per the formats provided. (Refer the separate document on field instruments for the formats).

Upon completion of the fieldwork in the two districts, the team will regroup in Kathmandu. Over a period of a week, field researchers and the team leader will be given an opportunity to finalize their field notes.

The team leader then will begin the process of systematically analyzing the findings against the evaluation questions and objectives. Organization and presentation of these findings will be facilitated by a report template developed by the team leader and CAMRIS team.

A workshop with team members will be organized in CAMRIS Nepal office to discuss and analyze findings and identify recommendations to ensure that the team's experiences are drawn upon for the report.

A debrief will be held with USAID/Nepal and the team leader will prepare a draft report to be submitted to USAID/Nepal.

Following receipt of USAID/Nepal's comments, the team leader will incorporate USAID and partner feedback and develop a final MTR report.

TEAM COMPOSITION

Workplan and LOE Estimates

The timeline with estimates of efforts of team members are available in **Appendix 3. Exhibit** summarizes the LOE needed for each team member to complete the evaluation.

Exhibit 3: Level of Effort (LOE) Estimate

Position	Key tasks	Level of Effort (in days)
Team Leader	Study design& management, overall guidance to team, document review, manage and conduct field work, assure quality of field analysis, draft and final report, communication with Mission	45
Field Researchers (6)	Conduct field work, administer SNA, prepare field notes, transcribe and translate as required, contribute to information analysis and report preparation	155

SNA Analyst (Rooster Logic and Dr Williams)	Compile and process SNA data and information, prepare visualizations and provide SNA related inputs for report	20 ⁵⁸
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Instruments for the FGDs and IDIs have been prepared. SNA questionnaires have also been drafted and pre-tested.⁵⁹ Meetings with national level stakeholders will be held before the team travels to the district. Field work in the two districts will be conducted between October 30 and November 7, 2017. A team refresher will be held before that. (refer Appendix 2 for the field work schedule).

Field meeting notes will be prepared by team members and SNA analysis by Rooster Logic. A draft report will be submitted by early January 2018, after internal review by CAMRIS International.

⁵⁸Rooster Logic will be remunerated in lump to the number of visualizations generated but the LOE was estimated to be around 20 days

⁵⁹ The preparatory work done during August included preparation of the instruments and pre-testing of SNA materials by CAMRIS Evaluation Specialist

APPENDIX 2: DISTRICT SELECTION CRITERIA

District selection

In order to get the broadest view of the project at the mid-term and in light of the short timeframe, two a district sample was considered optimal. The implementing partners were asked to nominate the highest and lowest performing districts. Recognizing that the situation in all of the implementation districts is quite dynamic and that exogenous factors are as important as project intensity in determining performance, the following guidelines were provided to guide selection of districts for this mid term evaluation (review):

District Selection Criteria

Criteria for high performing districts

Project has invested a good deal in the set-up of the Suggestion Box and suggestion management committee

GBV watch groups active, and evidence of school engagement

police leadership engaged with schools, and have received some input from project

Criteria for struggling districts

Little has been invested or some investment but district schools facing challenges in getting suggestion box mechanism established

GBV watch groups have been established but are largely inactive or not engaged with schools

police leadership has received input from project but shows little evidence of engagement with schools

The Implementing Partner clarified that in the project to date:

- GBV Watch Groups remain nascent and to date the project has not engaged with such local structures in every school community.
- Police also have only been engaged in a limited way, largely in some teacher trainings (and not in the districts selected for this review).
- Young Champions and Junior Champions have not yet received training on GBV referral mechanisms.

Dhanusha and Rautahat Districts were selected as the high performing and struggling districts respectively.

School selection

Within each district, the Implementing Partner was asked to select three schools which were broadly representative of the range of implementation contexts in that district. The following guidance was provided:

In the high performing district please select

- One school that you consider a model in terms of how the Suggestion Box and suggestion committee has been established and is performing
- Two schools that are more or less representative of the other 50 participating schools in the district at the moment in terms of the Suggestion Box, and where there is a GBV watch group or NGO that has had some contact with the school
- At least one of the three schools should be in or near the district capital. At least one should be at some distance.

In the challenging district please select

- One school where the local partner and RD have tried to implement the project but faced steep obstacles either from parents or teachers or local leaders
- Two schools that are more or less representative of the other schools in this district. Ideally these schools will have an established GBV watch group in the community, but this group may or may not be active or have links with the school.
- At least one of the three schools should be in or near the district capital. At least one should be at some distance.

Notes from Restless Development on School selection⁶⁰

We have provided range of schools based on the following criteria.

- Formation of GBV watch group
- Functioning of Suggestion-box
- SMC/PTA members active/ supporting suggestion-box
- Completion of teacher's training
- YC/JCCs trained and active
- Community dialogue with GBV watch group
- Orientation of SMC/PTA, teachers.
- Distance from headquarter (one school must be near to district headquarter)

⁶⁰Names and contact information have been removed to protect confidentiality of schools.

District: Rautahat - Proposed Schools list

S.N.	Formation of GBV watch Group	Function of Suggestion Box	SMC/PTA Members are active/supporting on Suggestion Box	Completion of teachers Training	YC/JCC trained & active	Community dialogue with GBV watch Group	Orientation of SMC/PTA, teachers	Distance from Head-Quarter	Remarks
	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
1	N	Y	Y	Y	Y	N	Y	32 KM	Representative school of district's other schools
2	N	Y	N	Y	Y	N	Y	30 KM	Despite of activities carried out with teachers and other key stakeholders, suggestion-box is functioning but related issues are not properly being addressed and perception of key stakeholders is not supportive enough
3	N	Y	N	Y	Y	N	Y	4KM from main road	Representative school of district's other schools

District: Dhanusha - Purposed School lists

S. N.	Formation of GBV watch Group	Function of suggestion Box	SMC/PTA Members are active/supporting on suggestion box	Completion of teachers Training	YC/JCC trained & active	Community dialogue with GBV watch Group	Orientation of SMC/ PTA, teachers	Distance from headquarter	Remarks
	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N		
1	N	Y	N	Y	Y	N	N (but probable training in August)	8 km headquarter	Representative school of district's other schools
2	N	Y	N/A	Y	Y	N	N/A as SMC and PTA under restructuring	22 km from headquarter	Representative school of district's other schools
3	N	Y	N	Y	Y	N	N (but probable training in August)	32 km but it is on highway with good road condition	One of the good performing school as though SMC & PTA is not active but suggestion box is functioning well because of active suggestion-box management committee members.

APPENDIX 3: FIELD INSTRUMENTS

CONTEXT

CAMRIS MEL has been invited to undertake a mid-term review of the Zero Tolerance: Gender Based Violence Free Schools in Nepal project. The project is being supported by USAID and UNICEF, and implemented by Restless Development (RD) and four local partners NGOs (PNGOs) in four districts of the Terai. The mid-term review will seek to answer the following research questions:

- How familiar are teachers and head teachers with the ZT project, and how committed are they to its aims?
- How well are the suggestion box mechanism and the suggestion box management committee functioning in project schools?
- How strong are the referral and coordination links between project schools and formal and informal child protection responders, and amongst responder groups?
- What influence has the project had on these networks so far?
- What are the potentials and challenges of the volunteer Young Champion model for information delivery, role modeling and shifting in-school culture related to GBV and HSP (includes Sambhav and ZT)?
- What elements of the ZT model hold the most promise for scale? Sustainability?
- What external factors and actors have influenced the change model thus far?

Data will be collected by a team of six researchers under a Team Leader, in six schools across two districts (Dhanusha and Rautahat) through a series of In Depth Interviews and Focus Group Discussions. A short survey will be administered to all participants, to gather data for a Social Network Analysis (see below). Interviews and meetings will also be conducted by the team leader with national level stakeholders in Kathmandu.

This document presents the instruments to be used for information and data collection from secondary document review, meetings at national levels and during field work in two districts. A separate design document presents the design of the MTR.

INFORMATION COLLECTION INSTRUMENTS

The instruments to be used by the team for information and data collection from the different sources are detailed below:

CHECKLIST TO MEASURE PROGRESS AGAINST OUTPUTS

Information will be extracted from annual and quarterly reports and reconfirmed in meetings.

Indicators	Quantitative information to be gathered from documents and RD/Local PNGOs	Qualitative information to be gathered through FGDs/IDIs/interactions
<i>Output 1.1: Relevant school stakeholders have increased knowledge to prevent GBV (including child marriage) in schools</i>		
Number of persons trained	<ul style="list-style-type: none"> - Types of raining provided - Number of persons trained (disaggregated) 	<ul style="list-style-type: none"> - understanding of school level GBV among training participants - whether they have been sharing/using the knowledge gained in training - application of training in own work
<i>Output 1.2: Boys and girls, teachers, parents and adults are able to promote the importance of zero tolerance on GBV in schools and communities</i>		
1.2.1. Number of targeted schools with action plans that are executed to address GBV in their schools	number of school having action plan that are executed to address GBV in their schools	Implementation status of these action plans
1.2.2. Number of school and community-based awareness raising activities to enhance comprehensive knowledge on GBV conducted	number and types of communities based awareness raising activities conducted so far	effectiveness of community based awareness raising activities to bring change- examples, if any
1.2.3. No of training provided to GBV watch groups to enhance linkages with schools	number and types of training to GBV Watch group	linkage, coordination, cooperation between schools and GBV watch group
<i>Output 2.1: Guideline for school-based reporting and referral mechanism to child protection actors developed & submitted to GoN</i>		
2.1.1 Numbers of policies/regulations/administrative procedures in each of the following stages of development as a result of USG assistance in each case: 1. Analysis, 2. Stakeholder consultation/public debate, 3. Drafting or revision, 4. Approval (legislative or regulatory), 5. Full and effective implementation	Gather all available policies/guidelines from CCWB, JJCC, RD/POs	<ul style="list-style-type: none"> - Have the revisions been accepted/approved? - Assess effectiveness and implementation status of these policies/guidelines/revised policies/guidelines - If yes, How? examples - If not, why?
Output 2.2: A school-based reporting mechanism is available and functioning in selected schools		
2.2.1. Number of teachers/school actorstrained on case identification, referral and follow up	<ul style="list-style-type: none"> - Number of teacher/school actor trained - Type and number of trainings 	<ul style="list-style-type: none"> - use and effectiveness of these trainings - Has there been any changes after trainings - If yes, what type of changes - If no, why?
2.2.2. Number of meetings conducted between key child protection actors and the target school and community	number of meetings/interactions between child protection actors and targeted school/community	Review minutes of some of meetings (between child protection actors and targeted school/community)to assess discussions, agenda settings, decisions and participation
<i>Output 3.1: Social welfare, security actors have enhanced capacity to provide child friendly and gender sensitive services.</i>		

Indicators	Quantitative information to be gathered from documents and RD/Local PNGOs	Qualitative information to be gathered through FGDs/IDIs/interactions
3.1.1. Number of training and capacity building activities conducted with USG assistance that are designed to promote the participation of women or the integration of gender perspectives in security sector institutions or activities (GNDR-9)	types and number of training and capacity building activities conducted with USG assistance	<ul style="list-style-type: none"> - Assess use and effectiveness of these trainings in FGD/IDI/Interactions - How useful were the training?
3.1.2. Number of child protection actors/service providers trained on child-friendly gender-sensitive service provision including on comprehensive case management guideline	number of trained persons (disaggregated by organization, designation, sex)	<ul style="list-style-type: none"> - How have you used the learning from the training? How has it supported you in providing better services to girls and other children from marginalized groups - What further is needed for future to enhance capacity?
<i>Output 3.2: vulnerable families, children or at risk of victims of violence reached with prevention and response services</i>		
3.2.1 Number of people reached by a USG funded intervention providing GBV services (e.g., health, legal, psycho-social counselling, shelters, hotlines, other)	number of people reached by GBV services	<ul style="list-style-type: none"> - Which girls, which boys have received what GBV services? - How useful were the services for them? What has been the reaction? - What else is needed to ensure access to services?

GUIDE FOR IN-DEPTH INTERVIEWS

These checklists provide the key points that need to be covered in the interviews. These are guides so the conversation should follow naturally with the interviewer just ensuring that all points are covered, in case this sequence is not possible.

GUIDE FOR IDIS WITH STUDENTS

The interviews with students will be with **three** (two girls one boy, preferably of different social groups) non FGD participants.

Tell us about the training or any other activity that you have been part of on gender-based violence⁶¹ in school.

- a. What was done? Who provided the training?
- b. What did you learn?
- c. How are you using that learning?

Young Champions related

What is the work Young Champions have done with you all? Please provide details⁶²

What have been the most interesting and most useful sessions with YCs?

⁶¹Please give examples of what GBV in schools means e.g. explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault, and rape; child marriage, corporal punishment and disciplining in a discriminatory way; everyday school practices that reinforce gender stereotyping and gender inequality or encourage violence or unsafe environments.

⁶²YCs provide support to learners, conduct lifeskills trainings and undertake advocacy with families. Give examples to ensure the discussion covers different kinds of support provided by YCs

Sentence Completion: *The most surprising thing I learned in the sessions with the YC was.....*

What would have been more useful? What would you like the YCs to do in future?

Suggestion box and referral

What has the suggestion box at this school been used for? Can you give some examples?

What have been the responses to the suggestions?

How do students receive information about the response to the suggestion?

Who provides the responses? (probe to understand how well informed they are about the suggestion box committee, who opens the box etc)

When might the committee have to go outside of the school to do something about a suggestion? Probe for actual events or what students think about reaching outside of the school.

How has the suggestion box been helpful? How can it be made more useful?

GBV context and referral

Baseline data shows that almost 70% of the children do NOT feel safe in some place in the school e.g. toilet, classroom, library etc. Why do you think they feel unsafe?

Who experiences different kinds of violence (e.g. touching which makes one uncomfortable, eve teasing, unwanted advances. sending sexual messages, making fun sexually etc) in schools - girls or boys? of which social group? Why?

Have there been any incidents in this school when a student was harmed, either sexually or physically? Tell us about it.

- a. Why do you think this kind of thing happens? Did anyone step in to help the person who was harmed?
- b. Can you suggest who else might be able to help? How do you think these kinds of things can be prevented?

Do you and your friends talk about what is socially permitted for girls and what is not (e.g. where they can go, where only boys should go, whom can they meet etc)? issues like dowry? What do you think about these practices? Should these continue or should they stop? Probe on why.

Do you know what the legal age of marriage is in Nepal?

- a. Do you of anyone who has married before that age? Why did they marry? What do you think about their decision? Probe on pro's and con's.
- b. In your opinion, whose responsibility is it to prevent child marriage?

What should be done to make the girls and boys feel safer in school? What should teachers do? Students? Parents?

Teachers related

Do your teachers talk about any of the issues we've been talking about today? If no would you like them to? Probe.

Are there any teachers you feel you can open up about things that are troubling you? Probe for reasons.

GUIDE FOR IDIS WITH JUNIOR CHAMPIONS

This IDI should be with two (one girl, one boy) non FGD Junior Champion (JC) participants. It should focus on the JC's role in the project, especially related to the various project mechanisms and whether change has happened in the school related to the project objectives.

Collect basic information about the age, grade, sex, social group of the JC

- How were you selected to be a Junior Champion?
- How would you describe your role? Probe for specific activities in the school including frequency, number and type of students engaged etc
- What is your relationship with the Young Champion? Did that person train you, how often do you meet, how do you work with the YC?
- What do you see as the difference between the Sambhav and ZT projects? If the JC can articulate a difference, probe on specific elements of each program in the school, how they are different, how they might complement each other.
- What is your relationship with the school administration and teachers? Probe in terms of support, guidance, channels of communication.
- What is your role in the suggestion box committee? Do you feel you can freely express yourself on the committee?

GUIDE FOR IDI WITH HEAD TEACHERS

An in-depth interview with the Head Teacher in each of the study schools will be undertaken.

- What have been the main activities of ZT project and SAMBHAV in your school? Probe for understanding of differences between Sambhav and ZT.
- Have you had other projects in the last 3 years that focused on similar issues? Probe for details on objectives, duration.

Young champions related

- What is the main focus of the Young Champion program in the school? Can you talk about the benefits of the sessions on education (attendance, attitudes to learning, attainment)? What about the benefits related to student understanding of harmful social practices? Probe for specifics with examples.
- Have you noticed any changes in students' attitudes or activities in or outside of school since this program started? Probe for specifics, examples.
- Have you had any challenges with the YC's so far? Probe for examples.
- Is there anything you would recommend changing about this initiative?

GBV/HSP related

- What do you see as the social practices that are most challenging to students' (girls and boys) access, participation and success in school? Probe on student-student and student-teacher interactions, and cultural normative practices.
- Almost 70 percent students felt unsafe in different parts of the school; almost 30 % students and 40% teachers, believe that corporal punishment (beating) of children is necessary, and almost 20 % students and parents believe that sending sexual messages or teasing are harmless. What do you think of these practices? How often do they occur in your school?
- How are you addressing these things in your school? What else do you think would help?
- In such circumstances, are there agencies outside of the school that you have contacted for help? Probe for examples.

Teacher training related

- How many teachers from your school went to training under the ZT project in recent weeks? How were they selected?
- Have they provided a briefing to other teachers? Do you know what they were trained about? Have you noticed any changes in their interaction with students since they returned?

Suggestion box related

- Is there a suggestion box in this school? (note if you have or have not seen it).
- (If there is a suggestion box): When did you set up the suggestion box? How do you encourage students to use the box?
- If there is no suggestion box): Do you know about the government guidelines for a suggestion box in the school? What has prevented you from setting one up at your school?
- If there is a box: How did you select members of the suggestion box committee? How many times have they met? Were you present every time?
- What kind of suggestions have you received so far? What was the most difficult suggestion you received? How did you handle it?
- What is your view of this mechanism, especially for students to report on GBV and HSPs? Do you think it's important that students who are victims of bullying, GBV at school tell you about it? What do you see as the best ways for them to report to school leadership? Probe on pro's and con's of suggestion box and also other mechanisms.

GUIDE FOR IDI WITH TEACHERS

Interviews will be with three teachers, one of them the Gender Focal Point, preferably the others could be one woman and one man (of different social groups, if possible). Open the session by finding out how long they have been teaching, how long at the school, whether they have heard about the ZT project.

Teacher training related

- What training from the ZT project did you participate in?
- What learning from the training have you applied in your teaching practice or the way you interact with students? Probe.
- What is the mechanism (e.g briefing) for you to share with other teachers about what you learned? Probe to understand format, proportion of teachers, and esp support from Head Teacher to do this.
- Have there been other projects related to GBV/HSP in this school? What did they do? When were they implemented? Have you noted any lasting impact?
- What other training is required for teachers to work on making schools safer and more secure for students, both girls and boys?

Young Champions related

- What is the purpose of the program? What do you know about what the Young Champions are presenting to your students?
- Have you sat in on a class? Have you talked with your students about it? Probe.
- Can you see any changes in student attitudes or behaviors as a result of their participation? Probe.
- What do you think are the main benefits of the YC program? What are the main challenges?

GBV/HSP related

- Let us discuss some social practices e.g. eve-teasing child marriage etc. Why do you think these occur? What is the implication for the students' schooling experience and outcomes? What is being done to address these practices inside and outside of the school?
- Above 70% students don't report any incident they see. Why do you think this is so? What should be done? What is the role of teachers in encouraging reporting?
- What can be done by the school to address the issues of GBV, focusing on specific mechanisms and the potentials and limitations related to:

- a) things we can address inside the school;
- b) things we need help from parents;
- c) things we need help from police or child welfare officers. Probe which agencies are known to teachers and what they think about these agencies.

(In this conversation, please note particularly teachers' understanding of the drivers of GBV/HSP, and their sense of agency in addressing them).

Suggestion box related

If there is a box:

- How long has it been up? How was information about the box provided to students and teachers?
- What are the suggestions provided in the box? How do you know? What is response of the suggestion box committee to the suggestions?
- How well is the suggestion box mechanism working? How can this be improved?

If there is no box:

- Do you know about the idea of a suggestion box? What do you think of it? Why do you think there is no suggestion box in this school?

IDI WITH RESTLESS DEVELOPMENT AND LOCAL NGO PARTNERS

We will have a consultation meeting with the project team including RD, local NGO partners and UNICEF staff.

Background

- What is your role in the Sambhav/ZT project?
- What type of orientation or training have you received about the ZT focus of the project?

Program synergies

- What do you understand to be the differences between the Sambhav and ZT for GBV projects?
- How do you think they complement (or not) one another? Probe on this in terms of the different foci and objectives.
- What has worked well in implementation? What have been the biggest challenges? Probe esp on issues related to GBV and HSP. (Much of what follows drills down on these general Qs).

Young Champions related

- How did you select the YCs? In retrospect were these the right criteria and processes?
- How did you give the YCs enough information and self-assurance to deliver the sessions on GBV and HSP? Probe on what they see as positive elements and limitations of training and support to YCs.
- The project report suggests that in some schools there was resistance from the Head Teacher to having YCs in some of the implementation schools. How did the school administration receive the YCs in your district? How have you dealt with challenges?
- How do you assess the work of the YCs? Probe on how they know YCs are delivering accurate information on GBV and adhering to child protection guidelines.

Suggestion box related

- What proportion of project schools in your district have suggestion boxes established?

- What proportion of schools have suggestion box committees established?
- Did RD/local partner have a role in helping to establish the committee or briefing it? Probe for agency's role in supporting, including provision of guidelines.
 - a. How are you monitoring use and follow up of the suggestion box?
 - b. What have you learned about the suggestion box as a mechanism for GBV/HSP reporting so far?
 - c. What are the further actions that RD/local partner plan to take to support use and action in the last part of the project? Probe for specifics.

Networks related (this is in addition to the SNA survey)

- Are any other agencies involved in your training of YCs related to GBV and HSP? Probe on which agencies and what topics they cover.
- Has RD/local agency facilitated or forged links between police, DCWB or other agencies with the school in the course of this project? Probe for specifics.
- What is RD's link with child protection agencies in this district (before and after the project start)? Probe on the specific links—consultation, joint campaign, training, referral etc. and try to get an example of each.
- Have YC's connected with any of the child protection agencies in this district? If yes, probe on purpose of connection. Has the local partner facilitated this?

Campaigns related

- How many campaigns related to GBV or HSP have been undertaken under this project? Ask for details about topics, participation, events. Who were the audience?
- How were the focus and messaging determined?
- How are the campaigns linked to the schools?

Looking forward (Future steps)

- What are your priorities under the ZT project for the remaining period? What do you see as the greatest opportunities? Greatest challenges?
- Any recommendation about the project?

WOMEN AND CHILDREN OFFICER (SECRETARY, DISTRICT CHILD WELFARE BOARD)

Introductions

Ask about Current staff and structure of DCWB. Main activities.

GBV/HSP and networks

- What are the most common types of cases you deal with?
 - a. Ask about each type of case (as follows): what is the DCWB role in these cases? Which other agencies do you enlist? How do you cooperate with the agency?
- Does DCWB address cases of underage marriage? Have you addressed such cases, say in the last 12 months? Probe on what they did.
- Do you get involved in cases of bullying? What do you do?
- What about children who are victims or perpetrators of gender based violence? Have you addressed such cases, say in the last 12 months? Probe on what DCWB did.
- Do you deal with social practices like dowry, boksi (witchcraft), gender biased division of labour, veiling? If yes, how?

- How well equipped do you think DCWB is to address these types of issues?
- If you haven't touched on this, ask about prevention and outreach and the DCCB's role.

Links with schools related

- How often do you get requests from a school for help? What kind of help is mostly requested? Try to get a sense of how common these requests are.
- Have you approached schools to do informational sessions or to address issues related to GBV that you became aware of? Probe for details and extent.
- More than 70% students do NOT feel safe in certain places of a school - what is the role of DCWB in addressing these issues?

LOCAL CHILD PROTECTION NGOS (NOT INVOLVED IN THE PROJECT)

Introduce the project and the MTR. We would value your views on GBV and HSP in this district and would like to hear about your work in this area to identify possible project linkages and improvements.

Background

- What is your agency's overall focus in this district? What about your particular work on GBV or HSP?
- Do you work at all with schools? Probe for details on GBV and schools.
- How long they have been working in this district (and nationally)?

GBV/HSP related

- What do you see as the major challenge to child protection and safety in this district? Probe on understanding of drivers of GBV and HSP.
- Aside from your agency, who are the other major players addressing these issues? How connected are these networks to schools?
- What kind of referral networks are you aware of for helping children or young people who are victims of abuse? Probe on whether they have used these networks and their experiences.

Schools related

- What do you think school authorities view as their role in addressing GBV and HSP? (ask if they have experience in this area)
- What is your experience about suggestion boxes in schools? What are the achievements and challenges of this mechanism?

GUIDE FOR IDI/MEETING WITH WCSC, DISTRICT POLICE

Introductions

- How long have you been a member of the police force? Have you always been posted in this district?
- Have you received any training on child protection issues? From where? When? How long was the training? Probe for content of relevant trainings

GBV/HSP related

- What are the kinds of issues students have come to the police with?
- How easy or difficult has it been to respond to them?
- What is done by the police in case they hear of a potential child marriage? or any other form of violence against children?

Links to other referral networks related

- How are you generally informed about cases involving children, and particularly school-related cases? Probe on range of information sources; ask for examples.
- Are there agencies you refer these cases to or who help you with such cases? Probe for names of agencies and how they help.
- How well equipped are these agencies to provide the support you believe is necessary in such cases (you could suggest a 5 point scale with 5 being well equipped and 1 being poorly equipped).
- How well equipped is your agency to address these issues?

Links to schools related

- In the last 6 months, have you visited a school? What was the purpose of your visit? Who initiated the visit (someone from the school, someone from the police, or the project)?
- Do other members of the police force have occasion to visit schools? What is the usual purpose of their visit?
- Do you think other schools would welcome a visit from a child protection police officer? Probe on reasons.
- Do you have plans to visit any schools? Probe reasons and plans.

Suggestion box related

- Do you know what the suggestion box in the school is for? Have you ever seen one in a school?
- What is your view of this mechanism for helping students share their concerns?

Project related

- Are you familiar with the ZT for GBV in Schools project (Use recognized name)?
- What do you know about the project? Probe re specifics including police involvement in activities, past or future.
- If they have been trained via the project ask: What was the subject of the training? What were the most valuable aspects of the training? How have you used the training so far?
- How can the project work better to improve safety and security in schools?

GUIDE FOR IDI WITH POLICE CHIEF

Introductions

- Background on the chief—time in district, time as officer, time as chief. Number of police in force in district.
- Number of female officers. Number in child protection role.

GBV/HSP and networks

- Overall, what proportion of your work deals with cases related to young people and children? What are the most common types of cases?
- How do police address cases of underage marriage? Have you addressed such cases, say in the last 12 months? Probe on what police did.
- What about children who are victims or perpetrators of gender based violence? Have you addressed such cases, say in the last 12 months? Probe on what police did.
- Do you deal with social practices like dowry? If yes, how?
- Ask about each type of case: what is the police role in these cases? Which other agencies do you enlist? How do you cooperate with the agency?
- How well equipped to do you think the police are to address these types of issues? Probe on women and men police; capacity and roles in child protection cases.

Network with schools

- How often do you get requests from a school for help? What kind of help is mostly requested? Try to get a sense of how common these requests are.
- Have any of your officers conducted informational sessions in schools about law enforcement issues? Topics. How common is this? Which officers typically conduct such sessions? How do you decide which schools to send them to?
- Share data from RD baseline about safety and ask police chief: does this surprise you? Do you see any role for police in addressing these issues?

GUIDE FOR IDI WITH EDUCATION OFFICER

Program related knowledge and synergies

- In how many of your schools is the Zero Tolerance project being implemented? What do you know about the project?
- What do you understand to be the differences between the Sambhav and ZT for GBV projects?
- How do you think they complement (or not) one another? Probe on this in terms of the different foci and objectives.

GBV/HSP related

- What do you see as the major challenge to child protection and safety in this district? Probe on understanding of drivers of GBV and HSP.
- What is the particular work of the Education Office on GBV or HSP?
- What are the support that is provided to all schools regarding GBV or HSP?
- Who are the other major players addressing these issues? How connected are these networks to schools?
- What kind of referral networks are you aware of for helping children or young people who are victims of abuse? What has been your experience of these networks? How useful are these and how can they be strengthened?

Schools related

- What do you think school authorities view as their role in addressing GBV and HSP?
- What is your experience about suggestion boxes in schools? What are the achievements and challenges of this mechanism?
- How often do you get requests from a school for help? What kind of help is mostly requested? Try to get a sense of how common these requests are.
- What types of information sharing is done with schools? How many times do you visit a school? What is the purpose and how do you use the information regarding student safety and security from the visit?

Teacher training related

- How many teachers from different schools have been trained under the ZT project?
- What have been the achievements of these training? How has it made a difference in the way the schools work, and the teacher-student relationship?

Suggestion box related

- How many schools have set up suggestion boxes as per government guidelines? What has supported them and what has prevented others who have not set it up?
- What is the monitoring process of the Education Office regarding the Suggestion Boxes? How do you know whether the suggestions are being responded to or not?

- What is your view of this mechanism, especially for students to report on GBV and HSPs? How useful has this been? How can it be made more useful, in case there is room for improvement?

Future steps

- For the project, what has worked well in implementation? What have been the biggest challenges?
- What should be the focus in the remaining one year of the project?

GUIDE FOR FOCUS GROUP DISCUSSIONS

Girls and boys students will be in separate FGD groups. All FGD participants should have participated in sessions led by YCs. Older students will be favored in the FGD as a mix of ages may inhibit participation by younger students, and older students may have a longer and more mature view of the issues to be covered. Junior champions should be included in the FGD with JCs, not with the other FGDs with girls and boy students since other students may defer to them.

FGD GUIDE FOR STUDENTS

After welcoming all FGD participants, explain the objective of the FGD. An example of the beginning of the conversation is provided below:

"Thank you for your time- we want to talk to you about the safety and security issues students experience in schools and at home (e.g. sexual jokes, being touched in private places, staring, always pressuring to meet outside of class, discrimination because of being a girl, doing all household work and not getting time to study), that impacts their progress in school and in life. We will take about an hour and a half- hope we can have a good conversation. This will help schools to become a nicer, safer place for students (both boys and girls from different social groups) since the lessons will be used by people who work on these issues."

Ensure that you cover the following points in the FGD but the conversation can be in a different sequence if that works better in certain contexts

- Tell us about the training or any other activity that you have been part of on gender-based violence⁶³ in school.
 - a. What was done?
 - b. What did you learn?
 - c. How are you using that learning?

Young Champions related

- What is the work Young Champions have done with you all? Please provide details⁶⁴
- What have been the most interesting and most useful sessions with YCs?
Sentence Completion: The most surprising thing I learned in the sessions with the YC was.....
- What would have been more useful? What would you like the YCs to do in future?

⁶³Please give examples of what GBV in schools means e.g. explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault, and rape; child marriage, corporal punishment and disciplining in a discriminatory way; everyday school practices that reinforce gender stereotyping and gender inequality or encourage violence or unsafe environments.

⁶⁴YCs provide support to learners, conduct lifeskills trainings and undertake advocacy with families. Give examples to ensure the discussion covers different kinds of support provided by YCs

Suggestion box and referral

- What has the suggestion box at this school been used for? Can you give some examples?
- What have been the responses to the suggestions?
- How do students receive information about the response to the suggestion?
- Who provides the responses? (probe to understand how well informed they are about the suggestion box committee, who opens the box etc)
- When might the committee have to go outside of the school to do something about a suggestion? Probe for actual events or what students think about reaching outside of the school.
- How has the suggestion box been helpful? How can it be made more helpful?

GBV context and referral

- Baseline data shows that almost 70% of the children do NOT feel safe in some place in the school e.g. toilet, classroom, library etc. Why do you think they feel unsafe?
- Who experiences different kinds of violence (e.g. touching which makes one uncomfortable, eve teasing, unwanted advances. sending sexual messages, making fun sexually etc) in schools - girls or boys? of which social group? Why?
- Have there been any incidents in this school when a student was harmed, either sexually or physically? Tell us about it.
 - a. Why do you think this kind of thing happens? Did anyone step in to help the person who was harmed? If something like this happened again, can you suggest who else might be able to help?
 - b. How do you think these kinds of things can be prevented?
- Do you and your friends talk about what is socially permitted for girls and what is not (e.g. where they can go, where only boys should go, whom can they meet etc)? issues like dowry? What do you think about these practices? Should these continue or should they stop? Probe on why.
- Do you know what the legal age of marriage is in Nepal?
 - a. Do you of anyone who has married before that age? Why did they marry? What do you think about their decision? Probe on pro's and con's.
 - b. In your opinion, whose responsibility is it to prevent child marriage?
- What should be done to make the girls and boys feel safer in school? What should teachers do? Students? Parents?

Teachers related

- Do your teachers talk about any of the issues we've been talking about today? If no would you like them to? Probe.
- Are there any teachers you feel you can open up about things that are troubling you? Probe for reasons.

FGD GUIDE FOR JUNIOR CHAMPIONS

Follow the IDI questions above

FGD GUIDE FOR SUGGESTION BOX COMMITTEE

There are five members in a suggestion box committee and all should attend this FGD.⁶⁵ *The suggestion box committee is required to include teachers and students. At the outset of the FGD acknowledge that you understand that the Government mandated this composition for a reason (you could ask what the group thinks is the reason), and that you hope to hear the voice and viewpoints of all participants and welcome differences of view.*

Suggestion box related

- How long has the committee been in place?
 - a. How often does it meet and how were its members chosen?
- What kind of orientation or guidance were you given?
- Approximately how many suggestions do you receive in a month (or period between checking box)? What types of suggestions have you received? Try to get a rough breakdown of the types of suggestions.
- Do you know who is using the suggestion box most? (by age, grade, gender, or other factors?)
- How important is it to *encourage* students to use the suggestion box? Why?
 - a. What is the school doing to encourage use of the suggestion box?
 - b. What else needs to be done?

Sentence completion options

As a committee, we decide how to address suggestions by.....[to start a conversation about committee dynamics, but also open the opportunity to probe on how other school and outside of school resources are called upon]

The most difficult suggestions to respond to are.....[to start a conversation about what approaches have been adopted, eg on GBV cases—also check whether committee is familiar with GoN guidelines and get some feedback on the guidelines]

We protect the students who make suggestions by.....[to start a conversation about the vulnerability of victims and gain insights into how the committee treats matters of confidentiality]

Take these one by one, and probe. Examples are helpful.

- Besides the suggestion box, are there other ways that GBV types of incidents are reported in the school?

Referral agencies related

- Have you contacted anyone from outside of the school for advice or assistance in response to an issue raised through the suggestion box. Probe for story. What happened when you asked for help?
- Have you had anything in the suggestion box about eve teasing or bullying? If so, what did you do? If not what do you think would be the appropriate course of action for this committee if such a complaint came to the box?
- [This is assuming that nothing in the suggestion box to date has been related to GBV]. If there was an issue with a student being physically or sexually abused, what agencies do you think would be most helpful to addressing the issue? Why? Whose responsibility is it to reach out to those agencies? Follow up? What is this committee's role?
- How could the project further help the committee do its job?

⁶⁵ One IDI each with the Chair and the grievance handling member of the Suggestion Box Committee should be done separately

FGD GUIDE FOR YOUNG CHAMPIONS

We will do a FGD with 6-8 YC's and IDIs with 4YC's in each district. The 4 individuals in the IDIs should be not be the same as those who participate in the FGD.

Background

- How did you come to be a YC? How did you hear about this opportunity? Why did you decide to join this project?
- Did you attend the school where you are volunteering? When did you graduate?
- What are the benefits to you personally of being a YC? What are your biggest challenges?

Program related knowledge

- Are you aware of the Sambhav and ZT for GBV programs and the differences in terms of their work? Probe this.
 - a. *If they do not know, explain that Sambhav is being implemented in 10 districts across Nepal, including the 4 that ZT for GBV in schools is focusing on improving the educational environment and encouraging learning, while ZT is focused largely on child protection. Both focus on Harmful Social Practices like child marriage and gender unequal norms, though ZT goes in more deeply.*
- Have you delivered any of the ZT sessions yet? If so, probe on topics and responses: what was most interesting to the students and why? What was most challenging for you to talk about? Probe.
- Have you noticed any changes in the students since you started the training? Probe on what they observed, how widespread this is, and how long lasting the YCs think the change is.
- What do you expect from your students by the end of this program?

GBV/HSP related

Introduce this session by reassuring the YC's that what they say will be kept confidential. You would like them to reflect on GBV and HSP honestly and through their facilitator lens, as they shape the views of younger people about these sensitive issues and what to do about them.

- Use the data graphics where relevant during the discussions on the topics below.
- What types of GBV related incidents (give examples: eve teasing, sexual harassment and abuse, social practices such as dowry, girls mobility constraints etc) happen in schools? What occurs the most?
 - a. Why do you think this happens? How does it make you feel?
 - b. Do you think these should stop? Probe on why or why not.
 - c. What do adults do when it happens?
 - d. If something like this happened again, can you suggest who else might be able to help? How do you think these kinds of things can be prevented?
- What is the legal age of marriage in Nepal? How many cases of such marriages have you heard of? Why did they marry? What do you think about their decision? Probe on pro's and con's. In your opinion, whose responsibility is it to prevent child marriage?
- For each of these issues, probe on how they are currently being dealt with and what YC's see as their role in addressing them.

Teacher-student related

- On an average, 25% students and adults believe beating by teachers is acceptable in certain situations. What do you feel about this?

Sentence completion: Two words I would use to describe the relationship between teachers and students at my school are.....

- What kind of training have the teachers received from the project? What kind of changes have occurred because of the training?

Suggestion box related

- What is the purpose of a suggestion box in your school? How did you support in setting it up?
- What kinds of suggestions are normally put into the box? Who puts suggestions in there? What is done to address suggestions? Probe on YC knowledge and engagement in response.
- What do students and teachers at your school think about the suggestion box?
- What is your view of the suggestion box? Have you talked about it with students in your sessions?
- How useful are these? How can they be made more useful?

FOCUS GROUP GUIDE FOR GBV WATCH GROUP

If a GBV Watch Group can be identified, please ensure as many of the members are present as possible.

GBV Watch Group related

- Ask about how and when the group was formed, and how the individuals in the group came to be members. Get a demographic profile of the members (age, gender, occupation, children in school).
- Ask about what kind of training or orientation the group has received, and from whom.
- Find out about how often the group has met, what they discuss and whether they have undertaken any actions as a group to date.
- Find out if they have any association with schools in their community and if so probe on what kind of formal and informal arrangements there are.
- Find out whether the group knows about the ZT or Sambhav projects, what they know, and whether they consider themselves involved in the project, and if so how.

GBV/HSP related

- What are your thoughts on the following topics (ask about each practice one by one). Why do these types of practices/incidents happen and what should be done by whom?
 - a. Eve teasing
 - b. Sexual harassment or rape
 - c. Child marriage
 - d. Dowry

Role in referrals and case management related

- What are the connections of the GBV Watch group with referral agencies (government and non government)? What have been the cases when they have reached out to other agencies? How well have these collaborations worked?
- What is required to ensure students benefit from such networks and referrals?

SOCIAL NETWORK ANALYSIS

A short (15 minute) social network analysis (SNA) questionnaire will be completed by all participating respondents. Data from this questionnaire will be used to develop a series of visual maps of the GBV referral networks associated with study schools, including strong and weak nodes and linkages between schools and child protection agencies and amongst such agencies. The SNA, in concert with IDIs and FGDs, will offer insight into of factors contributing to awareness, trust, and current use of referral agents.

Information will be collected and analyzed at the individual and institutional/structure level. So, for instance, it will be of interest to understand how students view the suggestion box committee within their school and how they view police and other child protection responders outside the school. It will also be interesting to understand how school stakeholders in the aggregate view different responder groups (and whether this is different for schools in the high and low performing districts). Refer Appendix for SNA questionnaires

Some possible visualizations that will be required include:

Visualization	Notes	Disaggregation
1. Knowledge of referral agencies amongst school stakeholders	<ul style="list-style-type: none"> - Either lines or nodes show strength - Graphics are uni-directional - When you combine R+D, please group the agencies as noted below 	<ul style="list-style-type: none"> - Present Rautahat and Dhanhusa separately - As a first cut, aggregate all 3 schools in a district and include responses from for school (include students+teachers+head teachers+member of complaint box committee+young and jr champion). Visualize their relationship with the referral agencies on the list (everyone else on the stakeholder list— see aggregation below) - Then create these graphics i) just for students (combined R+D) and ii) just for adults in the school (teachers + head teachers + complaint box committee) (R+D); iii) for young champions. - Please create separate graphics for “heard of” and “know how to contact” (a subset of “heard of”)
2. Awareness links amongst referral agencies	<ul style="list-style-type: none"> - This includes only data from the referral agencies (all stakeholders minus teachers, head teachers, SMC and parents) - Links should be depicted as reciprocal 	<ul style="list-style-type: none"> - Please depict Rautahat and Dhanhusa separately and then combine for one snapshot - Please create “heard of” and “know how to contact” by district and combined
3. Strength of referral links amongst child protection agencies	<ul style="list-style-type: none"> - This is the number/frequency Q; maybe use average? - Pls aggregate all school based respondents in stakeholder questionnaires’ - Should show reciprocity - Use agency clusters as presented in table below 	<ul style="list-style-type: none"> - Please depict Rautahat and Dhanhusa separately and then combine for one snapshot - If there is a way to show the child protection contacts (next question) as a subset of contacts in the same graphic, that would be optimal; otherwise two sets of graphics is fine
4. Perspectives of school stakeholders about referral agency responses to GBV	<ul style="list-style-type: none"> - Aggregate responses from all school stakeholders (teachers+head teachers+suggestion box committee+YCs) and show strength of link to each type of referral agency 	<ul style="list-style-type: none"> - By district and then combined - Break out for YC’s only

Visualization	Notes	Disaggregation
5. Where students turn when bullied	- This includes only data from the student questionnaire about being teased	- Combine Rautahat and Dhanhusa - Depict first and second “turn to for help” in separate visualizations
6. Student confidence in referral sources (bullying)	- This is the like rt response. - Size of node for confidence in (as an average?)	- Separate Rautahat and Dhanhusa and then combine them (if there are only a handful of agencies that surface in 3. we may decide to combine, but hard to predict at this point). - Please present for first and “next” separately
7. Where students turn with concerns about sexual abuse	- Data from student questionnaire about “sexual misconduct”	- Combine Rautahat and Dhanhusa - Depict first and second “turn to for help” in separate visualizations
8. Agencies that students perceive as getting justice for victims of sexual abuse	- Data on getting justice	- Combine Rautahat and Dhanhusa
9. Agencies that students perceive as protecting the victim of sexual abuse	- Data on protecting	- Combine Rautahat and Dhanhusa
10. Agencies students trust to help about child marriage	- This is all agencies (an average frequency)=node size?	- Combine Rautahat and Dhanhusa
11. Agencies students perceive as fair when addressing issues of child marriage		- Combine Rautahat and Dhanhusa
12. Agencies adults trust to address child marriage	- All data from stakeholder questionnaire - Combine school and keep other referral agencies separate (as in table below). - Can this show reciprocity?	- Combine Rautahat and Dhanhusa
13. Agencies students don't trust to address GBV issues		- Pls present for Rautahat and Dhanhusa separately and then together - Can we present this in a different color than the others so it's really clear its different?
Tables		
Respondents		Number of respondents by district and gender
List of agencies not on the list		This will probably be short, and for now could just be a list by district

APPENDIX 4: SOME NOTES ON SENTENCE COMPLETION AND ETHICAL CONSIDERATIONS

Some notes on sentence completion exercise

Sentence Completion

Before posing a discussion question to the group, participants are invited to complete sentences about the topic on pieces of paper provided by the facilitators. Papers are then put into a box, mixed together and then passed around and members are invited to select a paper from the box. Papers are then read out anonymously by other. The method gives members of a focus group an opportunity to respond to a specific idea in an open-ended way independently and thus not influenced by peer pressure. This approach can elicit a *range* of perspectives, which can then be considered in a FGD discussion.

In addition to the FGDs and IDIs:

The team will **observe** whether or not there is a suggestion box at the school, where it is located, and whether there are signs nearby that are meant to encourage use. The team will also observe teacher-student and student-student interaction to gain additional insight into whether relationships described in the interviews appear consistent in practice.

Ethical procedures

All respondents will be informed of their right to decline to respond or participate at any time, and in the FGD to respect the confidentiality of what others say. Reassure all participants that their names are not being written down and nothing they say will be attributed to them.

APPENDIX 5: SNA QUESTIONNAIRES: STAKEHOLDERS (JANAKPUR)

Introduction

Thank you for completing this short survey. Please be assured that this is **COMPLETELY CONFIDENTIAL**. Neither your name nor the names of other people you are asked about are being recorded here. There are no right or wrong answers. Your honesty is appreciated. There are 8 questions and this questionnaire should take about 15 minutes.

I. Who are you?(tick all that apply)

<input type="checkbox"/>	A teacher
<input type="checkbox"/>	A head teacher
<input type="checkbox"/>	A parent (not working at the school)
<input type="checkbox"/>	A young champion
<input type="checkbox"/>	A junior champion (child club member)
<input type="checkbox"/>	A member of the complaint box committee
<input type="checkbox"/>	A member of a GBV watch group
<input type="checkbox"/>	A staff or a member of an NGO
<input type="checkbox"/>	A staff of an INGO
<input type="checkbox"/>	A police officer
<input type="checkbox"/>	A DWCB member or WCO staff
<input type="checkbox"/>	District Education Officer

<input type="checkbox"/>	A juvenile justice official or lawyer
<input type="checkbox"/>	A staff of an implementing partner of the ZT project
<input type="checkbox"/>	Other _____

2. Are you:

Female

Male

Other

3. Have you heard of any of the following children's protection agencies or resources?(CHOOSE ONE BOX FOR EACH AGENCY. DO NOT LEAVE ANY BLANK)

Note: If you not heard of any agency or resource skip to Question 5.

	I have heard of this agency	Do not know how to contact	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Would you know how to contact these agencies if you needed to? (CHOOSE ONE BOX FOR EACH AGENCY. DO NOT LEAVE ANY BLANK)

Note: If you do not know how to contact any of these agencies skip to question 5.

	Know how to contact	Do not know how to contact	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **Approximately how many days over the past 6 (six) months have you had contact with each agency on this list? (TICK NEVER OR WRITE A NUMBER OF DAYS FOR EACH AGENCY. DON'T LEAVE ANYTHING BLANK).**

	No contact over the last 6 months	Number of days in the last 6 months (write in)
District Child Welfare Board	<input type="checkbox"/>	_____
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	_____
Juvenile Justice Coordination Committee	<input type="checkbox"/>	_____
Children's ex offender home	<input type="checkbox"/>	_____
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	_____
CWIN Hotline	<input type="checkbox"/>	_____
Police Hotline	<input type="checkbox"/>	_____
GBV Watch Group	<input type="checkbox"/>	_____
Primary schools in this district	<input type="checkbox"/>	_____
Secondary schools in this district	<input type="checkbox"/>	_____

6. **What proportion of your interactions with these agencies would you estimate are about child protection, gender based violence or student safety? (CHOOSE ONE BOX FOR EACH AGENCY. DON'T LEAVE ANYTHING BLANK)**

	The majority of interactions	About half of our interactions	A few interactions	Never collaborated with this agency for child protection issues
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	The majority of interactions	About half of our interactions	A few interactions	Never collaborated with this agency for child protection issues
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Life Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>		
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. **How well do you think each of the organizations on this list are responding to Gender Based Violence?**(CHOOSE ONE BOX FOR EACH AGENCY.DON'T LEAVE ANY ROW BLANK)

	I do not know this agency	Extremely Effectively	Somewhat Effectively	Not at All
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8. **How well do you think the organization is responding to child marriage?** (tick one box for each agency)

	I do not know this agency	Extremely Effectively	Somewhat Effectively	Not at All
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 6: SNA QUESTIONNAIRES: STAKEHOLDERS (RAUTA HAT)

Introduction

Thankyou for completing this short survey. Please be assured that this is COMPLETELY CONFIDENTIAL. Neither your name nor the names of other people you are asked about are being recorded here. There are no right or wrong answers. Your honesty is appreciated. There are 8 questions and this questionnaire should take about 15 minutes.

- I. **Who are you?**(tick all that apply)

<input type="checkbox"/>	A teacher
<input type="checkbox"/>	A head teacher
<input type="checkbox"/>	A parent (not working at the school)

<input type="checkbox"/>	A young champion
<input type="checkbox"/>	A junior champion (child club member)
<input type="checkbox"/>	A member of the complaint box committee
<input type="checkbox"/>	A member of a GBV watch group
<input type="checkbox"/>	A staff or a member of an NGO
<input type="checkbox"/>	A staff of an INGO
<input type="checkbox"/>	A police officer
<input type="checkbox"/>	A DWCB member or WCO staff
<input type="checkbox"/>	District Education Officer
<input type="checkbox"/>	A juvenile justice official or lawyer
<input type="checkbox"/>	A staff of an implementing partner of the ZT project
<input type="checkbox"/>	Other _____

2. Are you:

Female

Male

Other

3. Have you heard of any of the following children's protection agencies or resources?(CHOOSE ONE BOX FOR EACH AGENCY. DO NOT LEAVE ANY BLANK)

Note: If you not heard of any agency or resource skip to Question 5.

	I have heard of this agency	Do not know how to contact	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Would you know how to contact these agencies if you needed to? (CHOOSE ONE BOX FOR EACH AGENCY. DO NOT LEAVE ANY BLANK)

Note: If you do not know how to contact any of these agencies skip to question 5.

	Know how to contact	Do not how to contact	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **Approximately how many days over the past 6 (six) months have you had contact with each agency on this list?(TICK NEVER OR WRITE A NUMBER OF DAYS FOR EACH AGENCY.DON'T LEAVE ANYTHING BLANK).**

	No contact over the last 6 months	Number of days in the last 6 months (write in)
District Child Welfare Board	<input type="checkbox"/>	_____
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	_____
Juvenile Justice Coordination Committee	<input type="checkbox"/>	_____
Children's ex offender home	<input type="checkbox"/>	_____
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>	<input type="checkbox"/>
World Education	<input type="checkbox"/>	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>	<input type="checkbox"/>
MahilaSurakchhaDababSamuha	<input type="checkbox"/>	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>	<input type="checkbox"/>
SetoGurans	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	_____
CWIN Hotline	<input type="checkbox"/>	_____
Police Hotline	<input type="checkbox"/>	_____
GBV Watch Group	<input type="checkbox"/>	_____
Primary schools in this district	<input type="checkbox"/>	_____
Secondary schools in this district	<input type="checkbox"/>	_____

6. **What proportion of your interactions with these agencies would you estimate are about child protection, gender based violence or student safety? (CHOOSE ONE BOX FOR EACH AGENCY.DON'T LEAVE ANYTHING BLANK)**

	The majority of interactions	About half of our interactions	A few interactions	Never collaborated with this agency for child protection issues
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan International Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
World Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jansewa Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rural Development Center (RDC) Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Environment and Child Development Council (ECDC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MahilaSurakchhaDababSamuha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sachetana Kendra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SetoGurans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other local NGO_____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. **How well do you think each of the organizations on this list are responding to Gender Based Violence?**(CHOOSE ONE BOX FOR EACH AGENCY.DON'T LEAVE ANY ROW BLANK)

	I do not know this agency	Extremely Effectively	Somewhat Effectively	Not at All
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SetoGurans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. **How well do you think the organization is responding to child marriage?** (tick one box for each agency)

	I do not know this agency	Extremely Effectively	Somewhat Effectively	Not at All
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mahila Surakchha DababSamuha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SetoGurans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Primary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary schools in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 7: SNA QUESTIONNAIRES: STUDENTS (JANAKPUR)

Introduction

Thank you for completing this short survey. Please be assured that this is COMPLETELY CONFIDENTIAL. Neither your name nor the names of other people you are asked about are being recorded here. There are no right or wrong answers. Your honesty is appreciated. There are 15 questions and this questionnaire should take about 15 minutes.

1. Are you:

Female

Male

Other

2. Have you heard of any of the following children’s rights and protection agencies or resources?(CHOOSE ONE ANSWER BOX FOR EACH AGENCY OR RESOURCE. DO NOT LEAVE ANY BLANK)

Note: If you not heard of any agency or resource skip to Question 5.

	I have heard of this agency	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>
Children’s ex offender home	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>

3. Would you know how to contact these agencies if you needed to? (CHOOSE ONE ANSWER FOR EACH AGENCY. DO NOT LEAVE ANY BLANK)

Note: If you do not know how to contact any of these agencies skip to question 5.

	Know how to contact	Do not how to contact	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Have you had any contact with any of these agencies for any reason in the 6 months? (CHOOSE ONE ANSWER FOR EACH AGENCY. DO NOT LEAVE ANY BLANK)

	Yes	No	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **If someone close to you was called names or teased so badly that they didn't want to come to school, would you advise them to seek help from any of the following people or agencies? (CHOOSE NO MORE THAN 5)**

	I would advise to seek help from this agency
District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>
I wouldn't turn to anyone for help (Skip to Question 8.)	<input type="checkbox"/>

6. **Who would you advise them to first turn to for help? (CHOOSE ONLY ONEBOX)**

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>

Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

7. How confident are you that the person or agency you selected in Question 6. would be able to resolve the situation in a fair way?(CHOOSE ONLY ONE BOX)

- Very confident would resolve fairly
- Somewhat confident would resolve fairly
- Not confident would resolve fairly

8. Who would you advise your friend turn to turn to next? (CHOOSE ONE, BUT NOT THE SAME ONE AS IN QUESTION 6.)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>

Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

9. How confident are you that the person or agency you selected in Question 8 would be able to resolve the situation in a fair way? (CHOOSE ONLY ONE BOX)

- Very confident would resolve fairly
 Somewhat confident would resolve fairly
 Not confident would resolve fairly

10. If someone close to you was a victim of sexual misconduct or abuse, which agency or person would you be most likely to report the incident to? (CHOOSE NO MORE THAN 5)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>
I would not report the incident, no	<input type="checkbox"/>

11. Which agency or individual amongst those you selected do you believe would most likely to get justice for the person who was abused? (CHOOSE ONLY ONE)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

12. Which agency or individual amongst those you selected do you believe would be most likely to protect and support the victim? (CHOOSE ONLY ONE)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>

Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

- 13. If you knew someone who was going to marry before she or he was old enough by Nepali law (20 years) or was being forced to marry against their will, which of the following individuals or agencies would you be most likely to seek advice about what to do from? (CHOOSE NO MORE THAN 5)**

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

14. In your view, which of these agencies or individuals would be most likely to resolve the situation fairly? (CHOOSE ONLY ONE)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

15. In a situation where you or someone close to you had been abused, which of the individuals or agencies on this list are you certain you would never go to for help?(CHOOSE AS MANY AS YOU WANT)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Life Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>

CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

APPENDIX 8: SNA QUESTIONNAIRES: STUDENTS (RAUTAHAT)

Introduction

Thank you for completing this short survey. Please be assured that this is COMPLETELY CONFIDENTIAL. Neither your name nor the names of other people you are asked about are being recorded here. There are no right or wrong answers. Your honesty is appreciated. There are 15 questions and this questionnaire should take about 15 minutes.

- Are you:** Female Male Other
- Have you heard of any of the following children's' rights and protection agencies or resources?** (CHOOSE ONE ANSWER BOX FOR EACH AGENCY OR RESOURCE. DO NOT LEAVE ANY BLANK)

Note: If you not heard of any agency or resource skip to Question 5.

	I have heard of this agency	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>	<input type="checkbox"/>
World Education	<input type="checkbox"/>	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>	<input type="checkbox"/>

	I have heard of this agency	Never heard of this agency
Environment and Child Development Council (ECDC)	<input type="checkbox"/>	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>

3. Would you know how to contact these agencies if you needed to? (CHOOSE ONE ANSWER FOR EACH AGENCY. DO NOT LEAVE ANY BLANK)

Note: If you do not know how to contact any of these agencies skip to question 5.

	Know how to contact	Do not know how to contact	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. **Have you had any contact with any of these agencies for any reason in the 6 months?**
(CHOOSE ONE ANSWER FOR EACH AGENCY. DO NOT LEAVE ANY BLANK)

	Yes	No	Never heard of this agency
District Child Welfare Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. **If someone close to you was called names or teased so badly that they didn't want to come to school, would you advise them to seek help from any of the following people or agencies? (CHOOSE NO MORE THAN 5)**

	I would advise to seek help from this agency
District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>
World Education	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>
I wouldn't turn to anyone for help (Skip to Question 8.)	<input type="checkbox"/>

6. Who would you advise them to first turn to for help? (CHOOSE ONLY ONEBOX)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>

Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>
World Education	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

7. How confident are you that the person or agency you selected in Question 6. would be able to resolve the situation in a fair way?(CHOOSE ONLY ONE BOX)

- Very confident would resolve fairly
- Somewhat confident would resolve fairly
- Not confident would resolve fairly

8. Who would you advise your friend turn to turn to next? (CHOOSE ONE, BUT NOT THE SAME ONE AS IN QUESTION 6.)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>

Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>
World Education	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

9. How confident are you that the person or agency you selected in Question 8 would be able to resolve the situation in a fair way?(CHOOSE ONLY ONE BOX)

- Very confident would resolve fairly
- Somewhat confident would resolve fairly
- Not confident would resolve fairly

10. If someone close to you was a victim of sexual misconduct or abuse, which agency or person would you be most likely to report the incident to? (CHOOSE NO MORE THAN 5)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>

Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>
World Education	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>
I would not report the incident, no	<input type="checkbox"/>

II. Which agency or individual amongst those you selected do you believe would most likely to get justice for the person who was abused? (CHOOSE ONLY ONE)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>

Plan International Nepal	<input type="checkbox"/>
World Education	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

12. Which agency or individual amongst those you selected do you believe would be most likely to *protect and support* the victim? (CHOOSE ONLY ONE)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>
World Education	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>

Rural Development Center (RDC) Nepal	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>
Mahila Surakhcha Dabab Samuha	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

- 13. If you knew someone who was going to marry before she or he was old enough by Nepali law (20 years) or was being forced to marry against their will, which of the following individuals or agencies would you be most likely to seek advice about what to do from? (CHOOSE NO MORE THAN 5)**

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>
World Education	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>

Mahila Surakchha Dabab Samuha	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

14. In your view, which of these agencies or individuals would be most likely to resolve the situation fairly? (CHOOSE ONLY ONE)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>
Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>
World Education	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

15. In a situation where you or someone close to you had been abused, which of the individuals or agencies on this list are you certain you would never go to for help?(CHOOSE AS MANY AS YOU WANT)

District Child Welfare Board	<input type="checkbox"/>
Women and Children Office	<input type="checkbox"/>

Police	<input type="checkbox"/>
Juvenile Justice Coordination Committee	<input type="checkbox"/>
Children's ex offender home	<input type="checkbox"/>
Village Child Protection Committee (VCPC)	<input type="checkbox"/>
Restless Development	<input type="checkbox"/>
Plan International Nepal	<input type="checkbox"/>
World Education	<input type="checkbox"/>
Poverty Alleviation Fund (PAF)	<input type="checkbox"/>
Jansewa Nepal	<input type="checkbox"/>
Aasaman Nepal	<input type="checkbox"/>
Rural Development Center (RDC) Nepal	<input type="checkbox"/>
Environment and Child Development Council (ECDC)	<input type="checkbox"/>
Mahila Surakchha Dabab Samuha	<input type="checkbox"/>
Sachetana Kendra	<input type="checkbox"/>
Seto Gurans	<input type="checkbox"/>
Other local NGO _____ (name)	<input type="checkbox"/>
CWIN Hotline	<input type="checkbox"/>
Police Hotline	<input type="checkbox"/>
GBV Watch Group	<input type="checkbox"/>
Head Teacher	<input type="checkbox"/>
Another teacher	<input type="checkbox"/>
A parent or other family member	<input type="checkbox"/>
A friend	<input type="checkbox"/>
Other agency _____ (name)	<input type="checkbox"/>

APPENDIX 9: DETAILED METHODOLOGY

MTR DESIGN PROCESS

The study team collected data and information through review of secondary documents, semi structured interviews, meetings and focus group discussions. This methodology built on existing data and information and used a variety of tools and techniques for collecting qualitative evidence. Perceptions of a wide range of stakeholders ensured that different perspectives were captured. A consultative, participatory and inclusive approach was followed.

METHODOLOGY AND STRATEGY FOR ANALYSIS

Document review and central level meetings were done. The team undertook the study in two project districts (Dhanusha and Rautahat) which were selected in collaboration with UNICEF and Restless Development. Data collection focused on key stakeholders involved at national and at the school and school community levels as well at the district level where meetings were held with the project partners, education officer, police, and NGOs working on child protection issues. Interviews, FGDs, consultation meetings were done with teachers, head teacher, students, Young Champions and Junior Champions. Refer Exhibit I for details of the MTR process.

Exhibit I: Interview and Focus Group Discussions (FGDs) Participants

National level consultations			
Participant	Data collection method	Location	Date
USAID, UNICEF, Department of Education, Central Child Welfare Board, Juvenile Justice Coordination Committee, Restless Development, Education Pages	In Depth Interview (n=12)	Kathmandu	October 9-December 10, 2017

Consultation meetings/interviews and FGDs at district headquarters			
Participant	Data collection method	Location	Date
WCO, WCSC, local NGO officials, education officer	Consultation Meeting and In Depth Interview (Number of participants=30)	Rautahat and Dhanusha	October 31- November 6, 2017
FGD with young champions	Focus group discussions (number of participants 16)	Rautahat and Dhanusha	October 31- November 6, 2017

FGDs in schools			
Participant	Data collection method	Location	Date
School students	FGDs with 121 students (61 girl and 60 boy)	Rautahat and Dhanusha	October 31-November 6, 2017
Junior champions	FGD with 62 children (37 girls, 25 boys)	Rautahat and Dhanusha	October 31-November 6, 2017

SBC members	FGD with 18 persons	Rautahat and Dhanusha	October 31-November 6, 2017
SMC members	FGD with 10 persons	Rautahat and Dhanusha	October 31-November 6, 2017

Interviews in schools			
Participant	Data collection method	Location	Date
SBC chair/member	In Depth Interview with 2 persons (1 woman, 1 man)	Rautahat and Dhanusha	October 31-November 6, 2017
School students	In Depth Interview with 20 children (12 girls, 8 boys)	Rautahat and Dhanusha	October 31-November 6, 2017
Junior champions	In Depth Interview with 10 children (5 girls, 5 boys)	Rautahat and Dhanusha	October 31-November 6, 2017
Head teacher and teacher	In Depth Interview with 24 person (6 women, 18 men)	Rautahat and Dhanusha	October 31-November 6, 2017

Exhibit 2: Documents Reviewed

Documents Reviewed		
Title	Author(s)/Organization	Date
Baseline Survey of Zero Tolerance Project, Central and Eastern Region (Terai) of Nepal	Lohani S, Mahato S and Penalver C, Restless Development	May, 2017
Complaint Hearing Guideline 2073(2016)	Ministry of Education, GoN	2016
Mid Term Review Design, Zero Tolerance for Gender based Violence in School Nepal	Nepal Monitoring, Evaluation and Learning (MEL) project, USAID	2017
National Framework of Child Friendly School for Quality Education	Ministry of Education, Government of Nepal	2010
USAID/Nepal Quarterly Report January-March 2017, Zero Tolerance: GBV- Free Schools in Nepal	USAID/Nepal	2017
USAID/Nepal Quarterly Report April-June 2017, Zero Tolerance: GBV- Free Schools in Nepal	USAID/Nepal	2017
USAID/Nepal Quarterly Report July-September 2017, Zero Tolerance: GBV- Free Schools in Nepal	USAID/Nepal	2017
Zero Tolerance: GBV Free Schools in Nepal, Annual Progress Report January to 31 December 2016	UNICEF	2017

APPENDIX 10: PROGRESS AGAINST RESULTS FRAMEWORK

Progress against Results Framework

Hierarchy of Objectives	Indicator	Progress Against Indicator	
		Target	Achievement
Goal: School related gender based violence in Nepal is reduced and equitable learning outcomes for adolescent girls and boys are promoted			
Outcome 1: School, communities, boys and girls promote nonviolent behavior and zero tolerance of GBV in schools	Ia Students in targeted schools who state they feel safe in school	50%	Baseline value – 41%
	Ib Percentage of target population that views GBV as less acceptable after participating in or being exposed to USG programming	45%	Baseline value – 36.6%
	Ic Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political opportunities		Baseline to be available by Jan 15, 2018
Output 1.1 Relevant school stakeholders & students have increased knowledge to prevent GBV in schools	1.1.1 Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations (person-head count, participant-activity count)	PTA&SMC:4000, RP and supervisors:40, YC:240, JC:2,800,GBV Watch group members:100, Teachers/school actors:800	Training to teachers on GBV and Referral Mechanism: 774(reported till Sep 2017), Resource Persons:51,YCs: 223, JC: 3944* (this includes JC core group and it also includes JC members, on target only JC core group target was planned)
Output 1.2 Boys and girls, teachers, parents and	1.2.1 Number of targeted schools with action plans that are executed to address GBV	80	0

Hierarchy of Objectives	Indicator	Progress Against Indicator	
		Target	Achievement
adults are able to promote the importance of zero tolerance on GBV in schools and communities	1.2.2 Number of school and community-based awareness raising activities to enhance comprehensive knowledge on GBV conducted	200	654
	1.2.3 Number of cases documented by GBV watch group in project districts through GBVIMS (suggested indicator-no of GBV watch group trained)		
Outcome 2: Students, teachers and school staff confidently report cases of violence	2a Percentage of teachers, SMCs, PTA members in targeted schools with comprehensive knowledge on GBV	83%	Baseline value – 74.4%
	2b Number of school-related GBV cases reported within school and from school to relevant authorities	Within school-600 From school to service providers-50	111 within school
	2c % of people trained showing a comprehensive knowledge on GBV case management, identification and referral mechanism		(baseline to be available by Jan 15, 2018)
Output 2.1: Guideline for school-based reporting and referral mechanism to child protection actors developed & submitted to GoN	2.1.1 Numbers of policies/regulations/administrative procedures in each of the following stages of development as a result of USG assistance in each case: 1. Analysis, 2. Stakeholder consultation/public debate, 3. Drafting or revision, 4. Approval (legislative or regulatory), 5. Full and effective implementation	1. Analysis, 2. Stakeholder consultation/public debate, 3. Drafting or revision, 4. Approval (legislative or regulatory), 5. Full and effective implementation	Desk review, assessment on the revision of suggestion box guideline completed, report yet to be submitted to UNICEF. Regional consultation held in Parsa. Zero draft prepared.
Output 2.2: A school-based reporting mechanism is available and functioning in selected schools	2.2.1 Number of teachers trained on case identification and referral	800	774
	2.2.2 Number of meetings conducted between key child protection actors and the target school and community	800	36

Hierarchy of Objectives	Indicator	Progress Against Indicator	
		Target	Achievement
Outcome 3: Girls and boys who are victims or at risk of violence in the school or community have access to child-friendly services	3a Percentage of students who view that key service providers are child- and/or adolescent-friendly		
	3b Number of students and vulnerable children who accessed child- and/or adolescent-friendly services		
Output 3.1: Social welfare and security actors have enhanced capacity to provide child friendly and gender sensitive services	3.1.1 Number of persons trained with USG assistance to advance outcomes consistent with gender equality or female empowerment through their roles in public or private sector institutions or organizations (person-head count, participant-activity count)	130	40
	3.1.2 Number of child protection actors trained on child protection comprehensive case management guideline	60	34
Output 3.2: Vulnerable families, children or at risk of victims of violence reached with prevention and response services	3.2.1 Number of people reached by a USG funded intervention providing GBV services (e.g., health, legal, psycho-social counseling, shelters, hotlines, other)	JJCC-250 CCWB-400	JJCC-208 CCWB-309

Source: UNICEF, Restless Development (JJCC: Juvenile Justice Coordination Committee; CCWB: Central Child Welfare Board)

APPENDIX II: SAMBHAV AND ZERO TOLERANCE PROJECTS: COMMON AND DIFFERENT ACTIVITIES

Sambhav and Zero Tolerance Activities

Activities – Sambhav & ZT common	
1	Capacity building for Young Champions on leadership and GBV in schools, Training on leadership and advocacy
2	Cluster level quarterly sharing workshops with Young Champions
3	Strengthening of Junior Champions Club
4	Cluster level sharing and learning workshops of teachers.
5	In schools session on GBV, Life skills session for students (include interactive teaching methods)
6	Annual project review and sharing workshop with young champions and local stakeholders at district level
7	Joint Monitoring visit
8	Orientation for PTA & SMC on GBV.
9	Community interaction to end Social malpractices in community.
Activity -Zero Tolerance only	
1	Printing of existing training materials
2	Awareness raising on GBV (Jingles, IEC Materials, etc)
3	Training on GBV and referral Mechanism to teachers
4	Orientation for all Teachers/SMT/PTA in school on GBV issues and referral pathway
5	Orientation for Junior Champion on GBV, social change interventions
6	Awareness raising activities (rallies, mass media, street drama, campaigns, radio jingles/shows)
7	Performances (Inspire sessions, Street dramas, etc.)
8	Interaction with community to promote Zero Tolerance at schools and community.
9	Training to GBV watch group on GBV and referral pathway
10	Interaction between Junior champions, schools, GBV watch groups, police, etc.
11	Training on referral/reporting mechanism for Project Staffs
12	Capacity building for suggestion/complain hearing mechanism-Question box setup at school
13	Case management support to students from 4 districts
Activity- Sambhav only	
1	Learning Camps (include NFE students)

2	Exposure visits for teachers (combined with activity # 1.2.5)
3	Awareness Campaigns(street drama, celebrations etc.)
4	Motivational Video Show
5	Sports events at schools
6	Training for YoungChampions on Life skills sessions(Nutrition, Child Marriage, violence SRHR, Gender, Career guidance)
7	Awareness Raising campaigns
8	Community level campaigns
9	District level Campaigns
10	Sensitization workshop with key stakeholders at community level
11	Regular interaction meetings with stakeholders
12	Meetings with community members, teachers and parents
13	Orientation/training for Resource person and School supervisors, Training on referral/reportingmechanism for RPs and Project Staffs

Source: UNICEF, 2017

APPENDIX 12: STAKEHOLDER ABILITY TO CONTACT AGENCIES

ZT implementing partners (RD and local NGO) were the common agency which all stakeholder respondents could contact if needed followed by the Women and Children Officer and the District Child Welfare Board. Local NGOs and District Education Office were the other agencies mentioned. Both districts had the same pattern with ZT being identified by all categories of stakeholder respondents while the police was identified by HT in Dhanusha and not by others in either of the districts.

In Rautahat, except for Community based structures, district education office and legal service, more than 80 percent of the stakeholders know how to contact rest of the agencies with highest knowledge to contact hotlines (100 percent) and ZT implementing partners (95 percent). While in Dhanusha, except for District Child Welfare Board and local NGOs, more than 80 percent of the stakeholders know how to contact rest of the agencies with highest know how to contact other agencies (100 percent) and District Education Office (96 percent). See Exhibits 1-2 below.

Exhibit 1: Stakeholders know how to contact–Rautahat

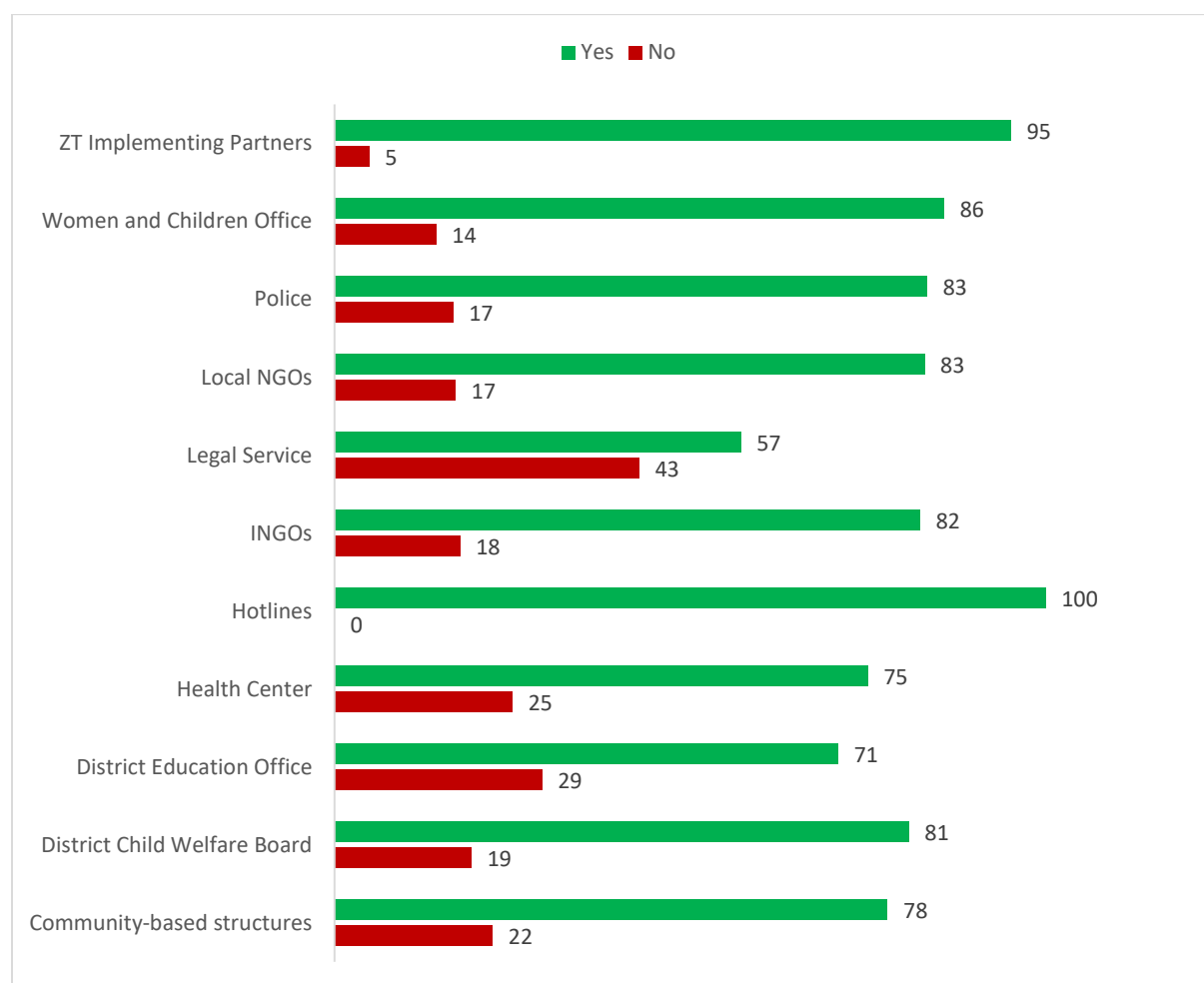
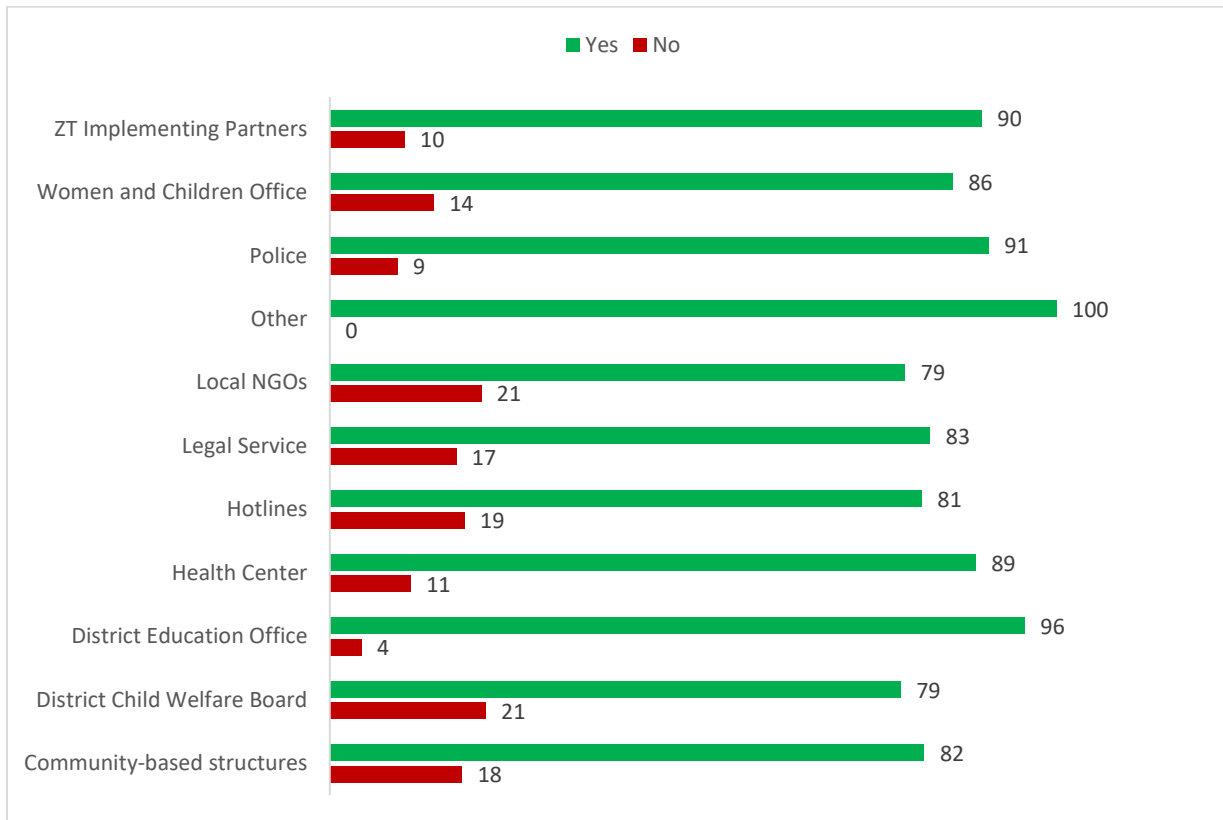
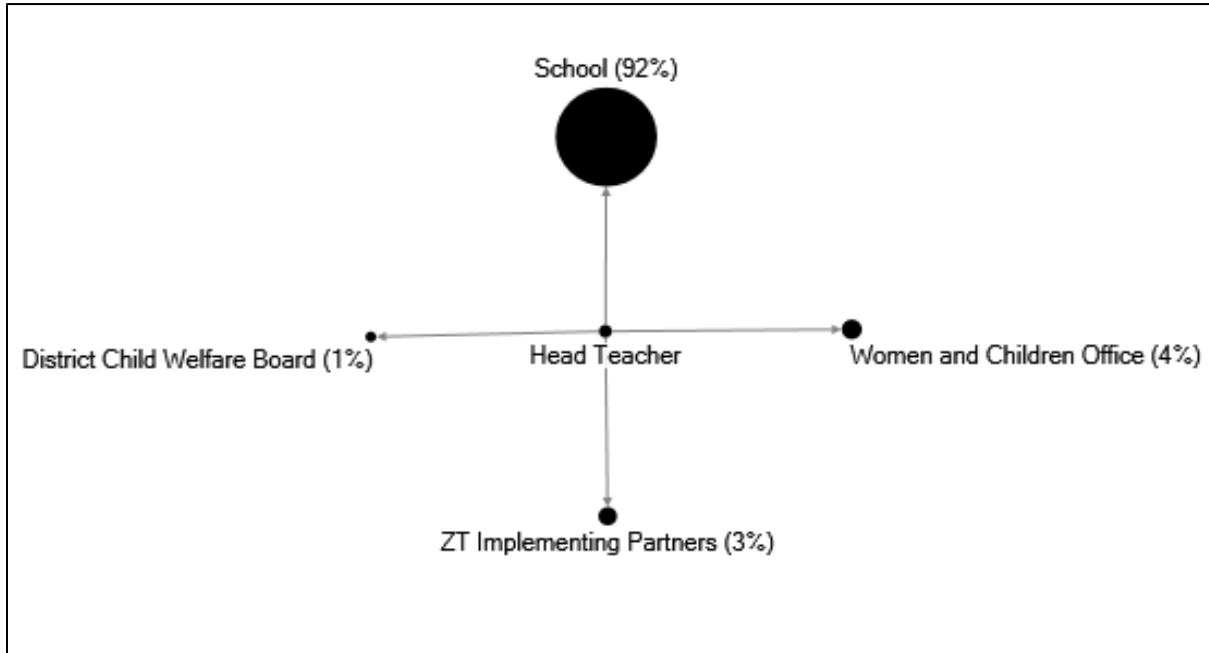


Exhibit 2: Stakeholders know how to contact - Dhanusha



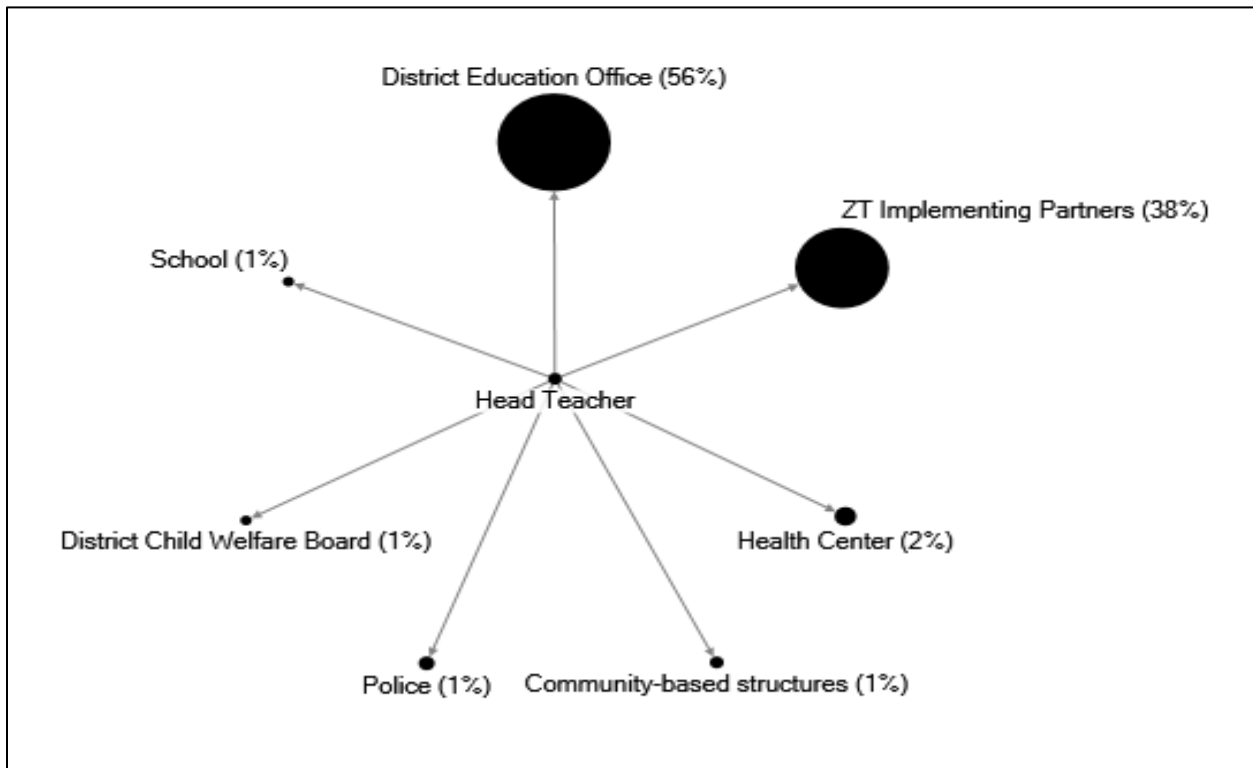
APPENDIX 13: STAKEHOLDERS' CONTACT WITH AGENCIES

Head Teacher (Rautahat)

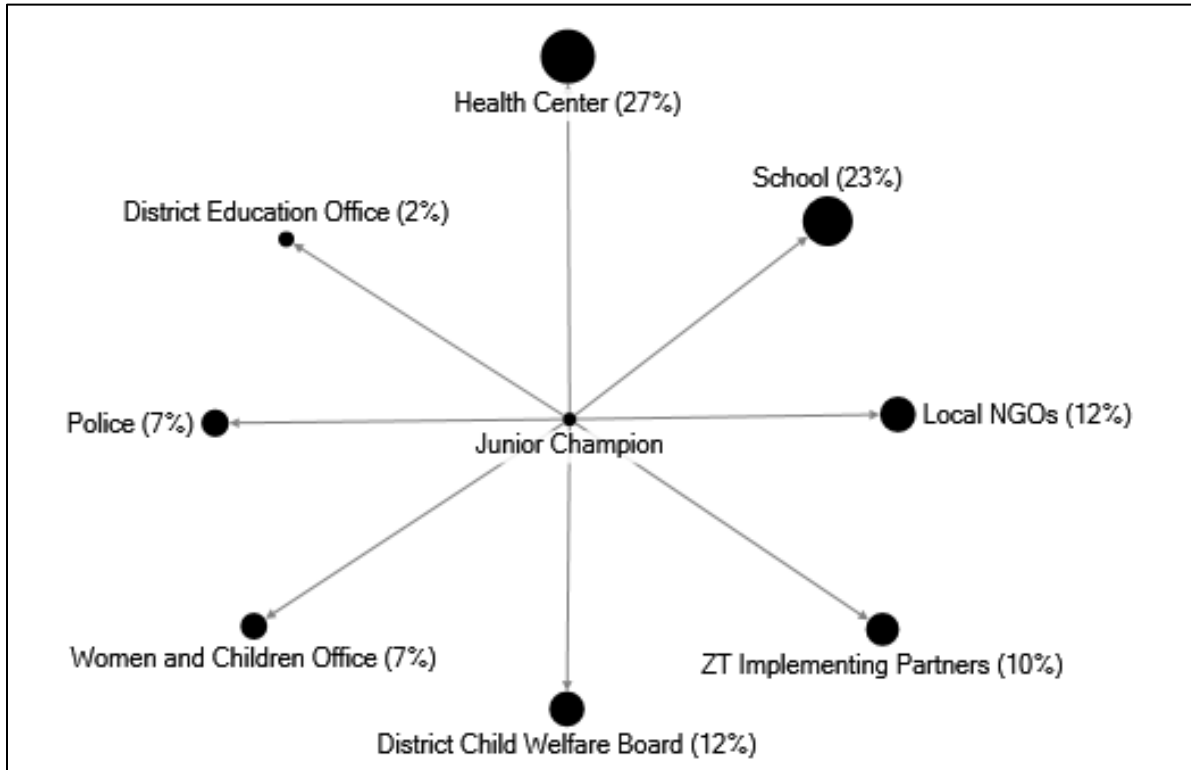


Note: School covers primary and secondary schools in the district

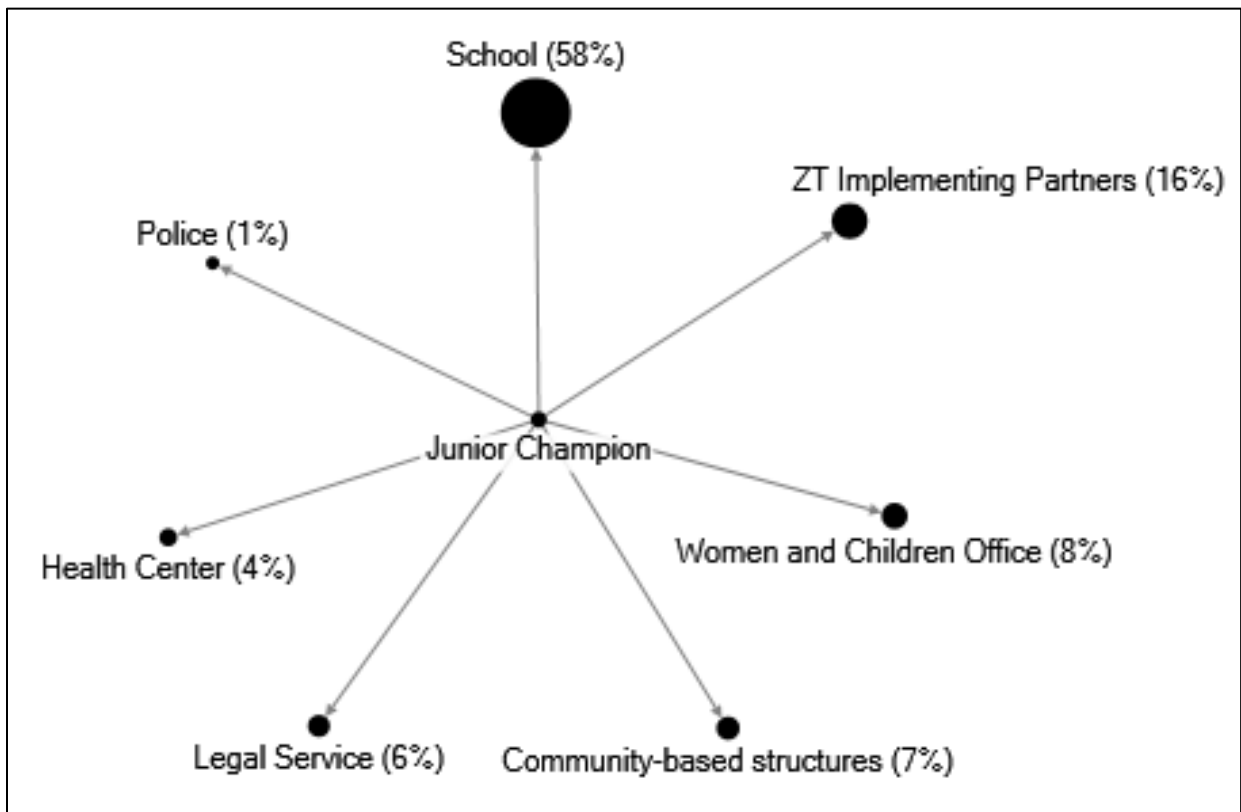
Head Teacher (Dhanusha)



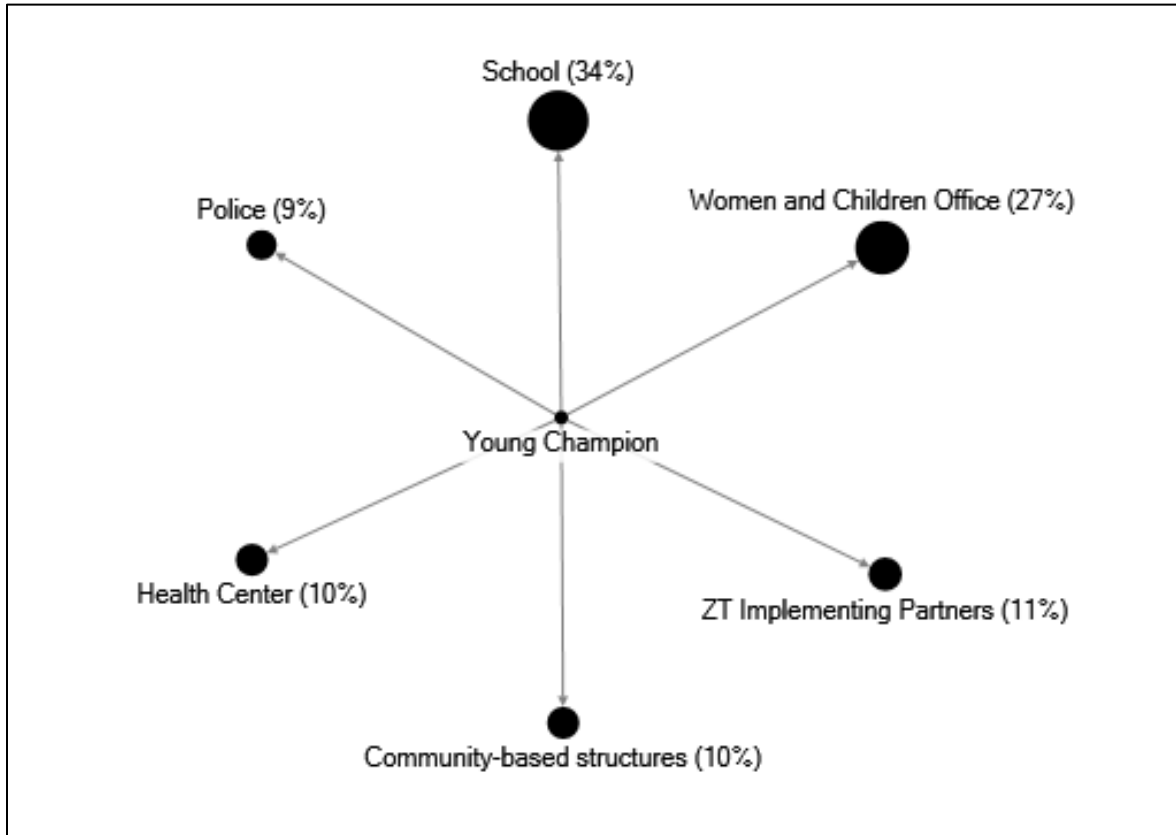
Junior Champion (Rautahat)



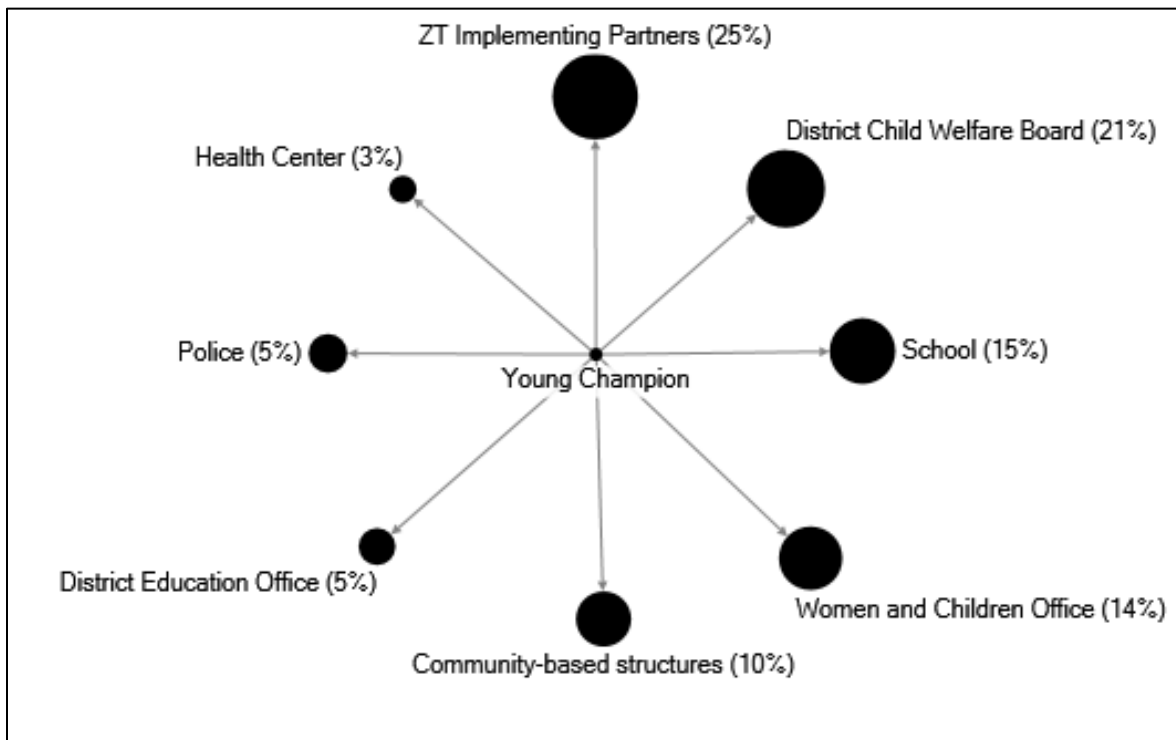
Junior Champion (Dhanusha)



Young Champion (Rautahat)



Young Champion (Dhanusha)



APPENDIX 14: PERCEPTION ABOUT ABILITY OF AGENCIES TO RESPOND TO CHILD MARRIAGE AND GBV

Perception regarding capacity of agencies to respond to child marriage in Rautahat

Agencies	Extremely Effective	Somewhat Effective	Not at All
ZT Implementing Partners	83	12	5
Women and Children Office	75	21	4
Health Center	63	38	0
Community-based structures	50	44	6
District Child Welfare Board	46	50	4
District Education Office	46	54	0
Legal Service	43	57	0
Local NGOs	43	43	15
police	42	42	17
Hotlines	36	50	14
INGOs	35	59	6

Perception regarding capacity of agencies to respond to child marriage in Dhanusha

Agencies	Extremely Effective	Somewhat Effective	Not at All
ZT Implementing Partners	88	11	1
Women and Children Office	69	31	0
Hotlines	63	30	7
Local NGOs	63	33	4
Legal Service	48	35	17
District Child Welfare Board	46	54	0
police	44	51	5
Community-based structures	42	58	0
Health Center	31	50	19
District Education Office	26	74	0
Others	100	0	0

Perception regarding capacity of agencies to respond to GBV in Rautahat

Agencies	Extremely Effective	Somewhat Effective	Not at All
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ZT Implementing Partners	76	22	2
Health Center	69	31	0
Women and Children Office	61	29	11
District Child Welfare Board	58	38	4
District Education Office	50	33	17
Local NGOs	40	53	6
Community-based structures	39	50	11
INGOs	35	65	0
police	33	50	17
Hotlines	29	57	14
Legal Service	29	71	0

Perception regarding capacity of agencies to respond to GBV in Dhanusha

Agencies	Extremely Effective	Somewhat Effective	Not at All
ZT Implementing Partners	81	19	0
Hotlines	63	30	7
Women and Children Office	57	34	9
Local NGOs	54	42	4
Legal Service	48	30	22
Health Center	44	47	8
Community-based structures	42	55	3
District Child Welfare Board	39	54	7
District Education Office	35	61	4
police	30	58	12
Others	100	0	0



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