

# Know Her Rights

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*Funded by United Nations Trust Fund to End Violence Against Women*

*Implemented by ARDD*

*Project Evaluation Final Report*

**Location:** Amman, Jordan

**Period:** January 2016 - January 2018

**Date:** February 2018

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**Commissioning Organization:** ARDD (Arab Renaissance for Democracy and Development)

***This Evaluation Report has been developed by an independent evaluator. The analysis presented in this report reflects the views of the author and may not necessarily represent those of the Arab Renaissance for Democracy and Development, its partners or the UN Trust Fund to End Violence against Women***



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## List of acronyms and abbreviations

- ARDD: Arab Renaissance for Democracy and Development
- CEDAW: Committee on the Elimination of Discrimination Against Women
- CSO: Civil Society Organization
- FGD: Focus Group Discussion
- FPD: Family Protection Department
- JNCW: Jordanian National Commission for Women
- JOD: Jordanian dinar
- KII: Key Informant Interview
- EoP: End of Project
- NGO: Non-Governmental Organization

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## Executive Summary

The "Know Her Rights" Project, funded by the United Nations Trust Fund (UNTF) to End Violence against Women, was implemented by ARDD in Amman (Jordan) over a 2 year period, from January 2016. Challenges to women's rights and empowerment, including Sexual and Gender Based Violence, remain significant across the MENA region in spite of the deep socio-political shifts that have taken place. This project was managed by ARDD's Gender Justice unit and was part of the unit's underlying goal of working towards fostering the full potential of individuals and is also alienated with one of UNTF's goals: strengthen implementation of laws, policies and action plans on violence against women and girls through data collection and analysis, and by ensuring that institutions are more effective, transparent and accountable in addressing violence against women. ARDD's Gender Justice unit also works in addressing the root causes of gender inequality among the populations ARDD serves in Jordan and in the region.

This is a mandatory Project Evaluation required by the UN Trust Fund to End Violence against Women. Additionally, it serves as an activity for ARDD to utilize lessons learned from the project to improve and build on its overall programming on ending VAWG in Jordan.

The "Know Her Rights" project aimed to facilitate a social environment that would better enable women and girls to live a life free from SGBV in Jordan with the main goal of creating a positive environment for changing attitudes against VAWG. The project had two expected outcomes, each with corresponding activities and target groups:

**Outcome 1:** Social actors (NGOs, CSOs and media) agree to actively advocate against VAWG and agree on concrete actions to ensure that relevant services, campaigns and media coverage includes explicit focus on the legal rights of women and girls.

**Outcome 2:** Institutional actors (education and Government professionals) agree to actively advocate against VAWG and agree on concrete actions to ensure that the issue is on the policy agenda and encouraged in the education curriculum.

Key civil social actors were engaged by collectively identifying the most pressing priorities regarding VAWG in Jordan and jointly developed messages that were put together in a toolkit. The toolkit was launched in December 2017 and is available online in both Arabic and English:

**English version:**

[https://ardd-jo.org/sites/default/files/resource-files/tools\\_of\\_knowledge\\_toolkit\\_en.pdf](https://ardd-jo.org/sites/default/files/resource-files/tools_of_knowledge_toolkit_en.pdf)

**Arabic version:**

[https://ardd-jo.org/sites/default/files/resource-files/tools\\_of\\_knowledge\\_toolkit\\_ar.pdf](https://ardd-jo.org/sites/default/files/resource-files/tools_of_knowledge_toolkit_ar.pdf)

The project's rationale builds on (see figure I):

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**Figure I.** Know Her Rights project theory of change.

The Evaluation objectives were:

1. To evaluate the entire project in terms of (1) effectiveness, (2) relevance, (3) sustainability, (4) impact and quality of process, (5) efficiency and (6) knowledge generation, with a strong focus on assessing the results at the outcome and project goals;
2. To generate key lessons and identify promising practices for learning; and
3. To guide ARDD on areas that may need to be improved for future programming, and also on how to capitalize successes created through this project to further support VAWG initiatives in Jordan.

#### **Evaluation methodology**

The evaluation used a mixed-method approach, relying on both quantitative and qualitative data to assess the project's achievements in relation to six criteria: (1) effectiveness, (2) relevance, (3) sustainability, (4) impact and quality of process, (5) efficiency and (6) knowledge generation.

The evaluation was conducted using a '*post-test without comparison group*' design.

The evaluation focused on answering a series of key questions related to the six criteria. During this evaluation, 2 FGDs with a total of 19 primary beneficiaries and 8 KIIs with secondary beneficiaries and ARDD staff members were conducted.

**The key findings and conclusions of each criteria of the evaluation are summarized below:**

#### **(1) Effectiveness**

- Active participation of stakeholders in providing feedback while designing the toolkit.
- The participatory approach prioritized the key messages that needed more attention and developed an advocacy campaign.
- Training programs designed at the institutional level. The main message of the toolkit is to engage institutions to play a more active role in combating violence against women and foster change within their internal environment.

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- Promote the toolkit through ARDD website to make it widely available to relevant stakeholders.

## **(2) Relevance**

- The evaluation found the project to have high relevance, and in the context of the country. Parliamentary representatives were very supportive in enhancing the holistic approach when dealing with violence against women.
- Data collected is consistent and confirms that Violence against women and girls (VAWG) is widely accepted by Jordanian civil society. ARDD's work in VAWG offered an opportunity to enhance awareness of VAWG among societal actors through a practical tool for advocacy and dissemination containing relevant information on VAWG tailored to the Jordanian context.
- The project activities reached poverty-stricken remote areas where violence is high due to poverty levels.
- Workshops and sessions, core components of the project, were designed and delivered in order to create awareness in relation to VAWG and aimed at changing the attitude within the communities in relation to violence.
- Platforms were developed to promote discussions on the validity of VAWG messages included later on in the final version of the toolkit, ensuring ownership, and promoting these values on a national level.

## **(3) Sustainability**

- ARDD as an organization, worked in a consultative writing process with relevant stakeholders to ensure ownership of the toolkit, which was followed by strong advocacy among government and civil society with the purpose of adopting the toolkit and scaling their capacities to identify and address VAWG. The feedback received was positive from both government and civil society.
- The toolkit produced under this project is now a national source for future advocacy interventions. Government and Civil Society can promote the message of violence against women through this toolkit.
- The evaluation found that activities under Outcome 1 (social actors agree to actively advocate against VAWG and agree on concrete actions to ensure that relevant services, campaigns and media coverage includes explicit focus on the legal rights of women and girls) have produced changes at the individual level that are sustainable on three levels: (1) civil society organizations, including NGOs; (2) educational professionals; and (3) journalists and media. Targeted actors who attended multiple activities have shared information gained through their participation, producing a multiplier effect.
- Also, the evaluation found that activities under Outcome 2 (institutional actors agree to actively advocate against VAWG and agree on concrete actions to ensure that the issue is on the policy agenda and encouraged in the education curriculum) have produced changes that are sustainable on three levels: (1) educational professionals; (2)

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government officials; and (3) journalists/media. Targeted actors actively advocated against VAWG.

#### **(4) Impact and quality of process**

- The evaluation found that there was high level of commitment from the educational sector; they contributed in accessing the primary target group by widely outreaching to needed areas. This type of relationship should be invested and developed upon in a sustainable and pragmatic manner.
- Messages were delivered to a large audience. The evaluation found it can be further developed to cover, later on, other topics.
- It is essential to maintain collaboration with all actors and to keep on using a collaborative approach.
- Positively, 'Know Her Rights' maintained strong focus on Monitoring, Evaluation, Accountability and Learning (MEAL), including specific emphasis on feedback mechanisms at the design stage. However, data collection tools were paper-and-pencil based, although ARDD has already implemented an online data collection platform through an Open Data Kit (ODK)-based solution (KoBoToolbox) to solve the common disadvantages of the paper-and-pencil questionnaires (e.g. inability to check directly for missing answers and consistency), from questionnaire building to extracting data later on. This was not yet up and running during the time 'Know Her Rights' was implemented.

#### **(5) Efficiency**

- The evaluation found that the project implementation mechanism was done properly in terms of planning, organization, control and monitoring, where the project's work mechanisms are defined, starting with identifying needs and ending with project design.
- ARDD has an office in Zarqa Governorate, which proved to be a valuable asset in implementing the project.

#### **(6) Knowledge Generation**

- The evaluation found ARDD has the potential to manage a coalition or networking engaging and involving interested stakeholders who will help in implementing advocacy campaigns with measurable objectives and impact on policy level.

#### **Recommendations**

**EFFECTIVENESS:** Design intensive training programs at the institutional level in order to engage institutions and its management to play a significant role in combating violence against women and fostering change within their internal environment.

**RELEVANCE:** Give more space to collective actions in the community sphere, including more systematic engagement at group level.

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**SUSTAINABILITY:** Develop a platform to keep the discussion about the messages open, and, at the same time, promote the project actors' role at a national level.

**EFFICIENCY:** Expand adaptive management, building on greater flexibility in the design of future projects to avoid delays.

**IMPACT:** Follow-up with relevant actors to prioritize the key messages that need immediate advocacy or research interventions.

**KNOWLEDGE GENERATION:** Engage and involve new actors to prevent violence in a network to share ideas and knowledge, as it would allow the project to benefit from the relative strengths of each organization to inform programming.



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## Context of the Project

Violence against women and girls (VAWG) is a grave human rights violation. It manifests in many ways, including physical, sexual and psychological harm. While intimate partner violence is the most common form of VAWG, other forms include sexual violence and harassment, human trafficking, and female genital mutilation. These forms are often discussed, but VAWG also occurs in the form of discriminatory laws and policies, patriarchal and restrictive societal norms, economic violence, as well as reduced or barred access to justice, high-quality healthcare, or education. VAWG is a global phenomenon that is systemic in nature, permeates all levels of society, and is a serious threat not just to the physical integrity, but to the rights and dignity of women all over the world.

While VAWG is often regarded as a problem exclusive to the global south or “developing” states, it cannot be overstated that VAWG is a global problem. Women across the world are confronted with violence in forms such as restricted political rights and representation, economic violence, patriarchal norms and sexual violence. Unfortunately, this violence, particularly sexual violence, is often perpetrated by the individuals to whom women are closest: their intimate partners. Globally, 1 in 3 women will experience intimate partner violence in her lifetime (UN Women, 2017a). Furthermore, when women report crimes, they are often threatened, shamed or ostracized - severely reducing their willingness or ability to seek and access justice.

Although violence against women and girls is a worldwide concern, numerous indications suggest that VAWG in the MENA region is particularly troubling. According to the most recent Social Institutions and Gender Index (SIGI) reporting, the status of women and girls in the MENA region is worse than any other region in the world (2014). Throughout the Middle East, the situation regarding VAWG is slow to improve owing in large part to the lack of laws that effectively criminalize VAWG, or the presence of laws that, in themselves, constitute a form of violence against women and girls. Indeed, across MENA, gender-specific laws limit women’s access to public spaces, political voice, or the exercise of their civil and human rights. At the same time, personal status laws are often based on customary laws and/or conservative interpretations of religious texts.

In Jordan specifically, socio-cultural factors greatly contribute to VAWG. Jordanian society is overwhelmingly patriarchal, whereby decision-making power is largely concentrated in the hands of men responsible for preserving the family’s honor. Accordingly, men and boys currently exercise significant control over their female relatives and often times severely restricting their personal freedom and autonomy. These forms of violence lead to serious physical and mental health challenges; nevertheless, they retain widespread support among Jordanians, both men and women.

Jordan is the first affected by the regional conflicts, such as Palestine, Syria and Iraq. Ongoing conflicts in Iraq and Syria have severely disrupted Jordan’s economy and regional trade, and more than 700,000 Syrian and Iraqi refugees have strained its limited resources. In 2017, Jordan’s government continued its multiyear plan to increase prices. Public debt is equivalent to

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95.0 percent of GDP<sup>1</sup>. Jordan has been consistently losing rank in the Gender Gap index in the past 3 years. According to the Global Gender Gap Report in 2017, Jordan Scored (0.604), ranking 135th out of 144 countries. Jordan's low score is mainly due to the Economic and Political indices. Jordan scored (0.075) in Political Empowerment ranking 126 out of 144 countries; preceded by several Islamic and Arab countries including Tunisia, UAE, Morocco, Egypt, Saudi Arabia and Pakistan. It also scored (0.377) in Economic Participation and opportunity ranking 138 out of 144; Jordan ranked 142 out of 144 countries in Labour force participation (0.226), there is a wide gap in Estimated earned income: Females (\$2516); males (\$15417). Jordan scored at a medium 2.087, ranking as the 7th most peaceful in the Middle East and North Africa (MENA) region, the report on peace index<sup>2</sup>.

Several legislative amendments have been achieved specifically in 2017 towards the protection of women and increasing their economic participation. However, the impact of such amendments are yet to be felt and need to be further reflected in policy making and national planning in order to ensure their effectiveness.

The "Know Her Rights" Project, funded by the United Nations Trust Fund to End Violence Against Women, was implemented by ARDD-Legal Aid in Amman (Jordan) over a two year period, from January 2016.

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<sup>1</sup> <https://www.heritage.org/index/country/jordan>

<sup>2</sup> <http://www.jordantimes.com/news/local/jordan-7th-most-peaceful-mena-region>

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## Description of the Project

This project falls under ARDD-Legal Aid's Gender Justice Unit and is part of the unit's underlying goal of working towards fostering the full potential of all women, men, boys and girls; the unit also works to address the root causes of gender inequality among the populations served in Jordan and in the region.

The "Know Her Rights" project sought to facilitate a social environment that will better enable women and girls to live a life free from SGBV in Jordan. Key civil/social actors operating in Amman, Russeifa (Zarqa Governorate) were engaged by collectively identifying the most pressing priorities regarding VAWG in Jordan and jointly developed messages that were put together in the toolkit, which is now available on ARDD website and accessible to the public:

### English version:

[https://ardd-jo.org/sites/default/files/resource-files/tools\\_of\\_knowledge\\_toolkit\\_en.pdf](https://ardd-jo.org/sites/default/files/resource-files/tools_of_knowledge_toolkit_en.pdf)

### Arabic version:

[https://ardd-jo.org/sites/default/files/resource-files/tools\\_of\\_knowledge\\_toolkit\\_ar.pdf](https://ardd-jo.org/sites/default/files/resource-files/tools_of_knowledge_toolkit_ar.pdf)

The toolkit deals with all forms of VAWG and it endeavors to bring about a conducive social environment that will enable women and girls to live a life free from sexual and gender based violence in Jordan, it sets out some actions that can improve the rights of women, for example tackling the recent legislative changes that took place in late 2017 and how social actors are accountable.

The project adopted a two-fold approach consisting of: (1) a consultative writing process (initial workshop for creating and testing key messages followed by a "write shop") among key social stakeholders to ensure ownership of the messages related to VAWG that led to the creation of a toolkit that disseminates specialized legal knowledge among non-specialized audiences; (2) advocacy campaigns among government and civil society with the purpose of adopting the content of the toolkit in order to enhance their capacities in identify and addressing all forms of VAWG.

ARDD initiated and conducted debates on VAWG to enhance awareness among social actors in Jordan from different spheres, in order to create positive change in terms of the attitude towards VAWG.

The project outcomes are as follow:

Outcome 1: Institutional actors (Educational and Government professionals) agree to actively advocate against VAWG and agree on concrete actions to ensure that the issue is on the policy agenda and encouraged in the education curriculum.

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The expected primary beneficiaries are 1,000 women and girls in general and 300 women/girls survivors. The secondary beneficiaries are 20 CSOs, 30 educational professionals, and 50 government officials.

Outcome 1 was achieved through: (Output 1.1) targeting 56 social actors and involving them in identify the core messages to publically promote the messages on VAWG in a toolkit; and (Output 2) targeting four social actors in education, health, justice and media (one in each sector) to develop a written action plan for the implementation of the awareness and advocacy campaigns containing core messages against VAWG. Targeting actors increased their awareness of the importance of protection of women against VAWG through a roundtable and informing them about the toolkit, the public launch as well as the media campaign conducted to promote it. Educational professionals were targeted in order for them to reach the local communities by conducting outreach and advocacy sessions against VAWG and mainstreaming the messages of the toolkit to the wider public.

By engaging media, civil society, government and educators, ARDD ensured ownership of the toolkit and its messages amongst the final beneficiaries, which in turn creates a positive long-term impact on awareness and prevention of VAWG. The project aimed at scaling-up the current institutional responses to violence perpetrated in the context of immediate family and the community at large. As a first step towards the overall goal, ARDD and UNHCR developed a first compilation of laws regarding violence against women. However, while developing this tool it became evident that a more holistic approach was needed in order to respond to the identified problem –VAWG– in its entirety. In other words, in order to adequately respond to VAWG, multiple actors need to be mobilized, and interventions need to go beyond the legal sphere.

Collectively, the identified social actors (media, civil society, educators, and government) hold the key to bringing about mass awareness on issues of political, social and economic importance, but there is massive neglect related to VAWG in Jordan, which has, and continues to be due to lack of awareness about women's rights among the general public and refusal of the government to consider it as a policy issue. By popularizing a highly technical legal tool, ARDD aimed at elevating current debates regarding VAWG and in this way enhance awareness and sensitization among social actors in Jordan from different spheres, in order to create positive change in terms of attitudes towards VAWG.

By working to change perceptions and attitudes, ARDD believed that targeted actors could play a significant role in promoting change both at community and institutional level, which will ultimately lead to enhanced protection for women and girls against violence in all its forms.

The legal compendium –the one developed with UNHCR– represents a unique opportunity to elevate the level of current debate regarding VAWG among Jordanian social actors and to ultimately enhance protection of women and girls. The activity (1.1.1) 'initial workshop'; was held to draft and test key messages with key social actors and women; the activity (1.1.2): 'Learning write-shop' was conducted as a series of sessions for key social actors to identify and agree on the core messages to be included later on in the first draft of the toolkit. ARDD conducted a workshop with relevant partners representing different social actors in Jordan,

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including the United Nations agencies currently in partnership with ARDD: UN Women, UNHCR, UNRWA; legal actors, media actors, CBOs, activists and the Center for Women's Studies of the University of Jordan, in order to learn and collectively identify core messages to be included in the toolkit. The 'writeshop' provided the opportunity to engage a wide range of actors and helped ensure ownership.

As a result of the 'writeshop', different messages were selected to be included in the project toolkit. It provided the opportunity to engage a wide range of actors and helped ensure ownership and motivation of non-legal audiences to partake in the project. The process aimed at ensuring the relevance of the messages contained in this toolkit and enhancing its national ownership. The toolkit aims at familiarizing and sensitizing readers with current gaps, challenges and realities of VAWG in Jordan in order to start a social dialogue that can foster positive changes in attitudes toward women and girls, as well as promote legislative and policy changes.

Activity (1.1.3): A toolkit to educate non-legal actors was developed based on the agreed messages about VAWG (output for the 'writeshop' sessions) and followed by a thorough analysis and review of best practices in popularizing positive messages against VAWG in Jordan. The final version is now available on ARDD's website, and hard copy printed versions are also available. The toolkit was designed on a participatory approach involving CSOs, educators, media and legal actors. The social actors were gathered in a number of activities implemented during the year 2017, the first activity launching the toolkit was attended by key officials such as Dr. Basel Tarwneh, the Government's Human Rights Coordinator who thanked ARAD for initiating the development of the toolkit, he pointed out it is a tool that summarized Jordan's commitment to international conventions and set a ground for future initiatives to address national priorities and best practices to prevent VAWG. Feedback from various actors and professionals helped to recognize multiple forms of VAWG and to sensitize its impact. The project also contained an advocacy component, in which the toolkit was presented to a wide range of actors with the aim of engaging in joint advocacy for positive change. Ultimately, the project combines a tangible toolkit and advocacy initiatives, with the aim of engaging actors on multiple levels and creating long-term and sustainable impact on both a community and institutional level.

The toolkit contains five chapters:

- Jordan's legal framework and its gaps for example Personal Status Law: unfulfilled rights and patriarchal gender norms, and Labor Law: overcoming gender norms, human trafficking towards protecting women.
- Government actors , how to combat VAWG, best practice and apply what you have learned conduct a SWOT analysis
- Media why is it important for media to care about VAWG, best practices and apply what you have learned: complete a check list
- Education why is it important for educators to care about VAWG, how to combat, apply what you have learned: refine the curriculum.

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- Health why should medical professionals care about VAWG, how to combat VAWG, best practice, apply what you have learned checklist your response.

The toolkit aims to facilitate an understanding of VAWG in Jordan and then offer strategies to combat VAWG through the lens of the government, media, education and health sectors by first providing an understanding of VAWG through an analysis of the legal frameworks and its gaps. The toolkit then offers strategies to government, media, education, and health actors to combat VAWG in their sectors, using evidence-based information on how actors in these sectors can play a vital role in eliminating VAWG, including examples of best practices and exercises to apply learning. Furthermore, the toolkit includes key takeaways and messages, as well as boxes outlining commendable campaigns and initiatives, policy highlights, and checklists and activities to promote gender sensitivity.

ARDD prepared as a follow up to the learning "writeshop" an online activity asking participants of the writeshop to test the toolkit prior to advocacy campaign. Activity (1.2.1) Workshops were conducted for the development of a collective action plan for the implementation of the toolkit and for advocacy and awareness raising events. Activity (1.3.1): a roundtable discussion took place among relevant government agencies with the aim of ensuring ownership of core messages for gender responsive service delivery, with a view to integrating core messages into the Jordanian education curriculum and a National Action Plan against VAWG. Activity (1.3.2) The public launch of the Toolkit took place, through media and current networks of ARDD. Activity (1.3.3) Social media and traditional media campaigns (Radio Sessions) promoting the publication of the toolkit (5 radio sessions in total) took place; and Activity (1.4.1) ARDD trained educational professionals to conduct outreach sessions in the local communities to mainstream the messages of the toolkit.

For the indicator 1: '% of women and girls who report feeling supported to live a life free from sexual and gender based violence due to collective actions taken by social and institutional actors by the end of the project' ARDD found after conducting the baseline survey:

- 1) In general how supported do you feel to live a life free from sexual and gender based violence from the existing institutions? (with violence defined as physical, verbal, and economic)

	1 (Very low)	2	3	4	5 (Very high)	Total responses
April 28	2	5	5	4	-	16
May 30	5	6	5	5	2	23
June 1	2	6	7	1	1	17
Total	16%	30.3%	30.3%	18%	5.3%	56

- 23% of women do feel supported to live a life free from sexual and gender based violence (high or very high)

- 2) How confident do you feel in your knowledge of your legal rights as a woman in Jordan?



	1 (Very low)	2	3	4	5 (Very high)	Total responses
April 28	6	8	2	-	-	16
May 30	10	5	8	-	-	23
June 1	13	-	3	-	1	17
Total	52%	23%	23%	0%	2%	56

- 75% of women do **not** feel confident in their knowledge of legal rights (low or very low)
- 3) If you had a (friend, daughter, family member) subject to violence would you be able to refer them to protection institutions in general? (do you know where the offices are of who to call?)

	Yes	No
April 28	4	12
May 30	6	22
June 1	15	2
Total	41%	59%

- 4) If you had a (friend, daughter, family member) subject to violence how likely would you be to refer them specifically to the Family Protection Department?

	Not at all 1 (Low)	Not likely 2	I don't know 3	Likely 4	Very Likely 5 (High)
April 28	-	6	7	3	-
May 30	-	-	8	1	12
June 1	-	1	-	14	2
Total	0%	13%	28%	33%	26%

- 59% said they would refer to the Family Protection Department (likely or very likely)
- 5) If you had a (friend, daughter, family member) subject to violence how likely would you be to refer them to the Police Department?

	Not at all 1 (Very low)	Not likely 2	I don't know 3	Likely 4	Very Likely 5 (Very high)
April 28	10	-	5	1	-
May 30	-	-	6	14	4
June 1	17	-	-	-	-
Total	48%	0%	19%	26%	7%

- Only 33% would refer a survivor they know to the police (high or very high)
- 6) Would your community be supportive of a survivor of violence? (when trying to claim her rights)

	Not at all 1 (very low)	Not likely 2	I don't know 3	Likely 4	Very Likely 5 (very high)
April 28	6	9	1	-	-
May 30	8	13	2	-	-
June 1	-	17	-	-	-

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Total	25%	70%	5%	0%	0%
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- 95% believe their community would **not** be supportive of a survivor of violence (low or very low).

The project was implemented by ARDD-Legal Aid in Jordan for the duration of 24 months, with a total budget of 99,657 USD.



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## Purpose of the Evaluation

This is a mandatory final project evaluation required by the United Nations Trust Fund to End Violence against Women. Additionally, this is an important activity for ARDD to utilize results and lessons learned from the project to improve and build on its overall programming on ending VAWG in Jordan. ARDD anticipated that the project evaluation findings will be a reference to the organization, as well as other women's rights organizations when designing new projects. ARDD will contribute to guiding them to more efficient and relevant interventions to be undertaken by other partners taking into consideration each region and the geographic context.

ARDD thinks that each component of the toolkit can have more structured interventions and action plans that will enrich the impact on women lives. The evaluation will help to define the needed interventions for an advocacy effort using the analysis per sectors; the evaluation will enable the intended users to utilize the messages and recognize the advocacy campaigns and initiatives that can be undertaken by relevant stakeholders but not only by ARDD.

The toolkit is a guiding tool for media, health and education actors to evaluate their position and views regarding VAWG but it does not provide them with the tools of how to correct their position and prioritize what is the need to be done as an immediate action, or what is needed to be done by higher authorities and decision makers. This means that the toolkit missed providing an explanation of what were the best results what they fulfilled what they learned through the checklist and SWOT analysis. Therefore, an additional workshop is needed for each sector to support them in prioritizing when and how to have an immediate intervention. The project activities were implemented while the government and parliament were in a process of improving two legislations related to women's protection through the Penal Code to abolish the article 308 and to approve the win 2 in 017 which formed as an awareness structure but not a concrete call for change. At this point, the evaluation team tried to dig deeply in order to recognize how the project utilized the proposed strategies for preventing violence or strengthening institutional responses. The evaluation process took place immediately after the project completion in February 2018. The team could access all needed information through ARDD records and arrange for Key Informant Interviews (KIIs) with 8 selected secondary beneficiaries and ARDD staff and conducted 2 FGD with a total of 19 primary beneficiaries. The evaluation was implemented in a very limited time and with limited resources; it prevented the team in having stakeholder's endorsement for the evaluation results. The main challenge while implementing the project as well the evaluation was how the concept of VAWG was perceived especially among educational professionals as they refused to recognize that violence is an issue, thereby highlighting that they are still not ready to create positive change.

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## Evaluation Objectives and Scope

The overall objectives of the evaluation were:

- To evaluate the entire project in terms of (1) effectiveness, (2) relevance, (3) sustainability, (4) impact and quality of process, (5) efficiency and (6) knowledge generation, with a strong focus on assessing the results at the outcome and project goals;
- To generate key lessons and identify promising practices for learning; and
- To guide ARDD on areas that may need to be improved for future programming, and also on how to capitalize successes created through this project to further support VAWG initiatives in Jordan.

The evaluation will be used by United Nations Trust Fund to evaluate its relationship and programming with ARDD and will be used by ARDD to improve its overall programming around the themes of preventing and responding to VAWG. There were no major limitations affecting the evaluation but the UNTF evaluation requirements and theory of change for the project was not widely used in Jordan. Also, the evaluation concept is mainly related to a social topic (VAWG) that has multi-inter-relational factors that would affect the evaluation findings (e.g.: the national context like the economic factors, Syrian refugees...)

After the completion of the evaluation, ARDD management met to go over the findings and discuss the most important lessons learned and create an action plan to ensure utilizing lessons to serve both current and future programming focusing on VAWG. The evaluation team recommended that ARDD team needs to validate the findings and the lessons learned by holding a consultation meeting with stakeholders such as CSOs, institutional actors, government and media. The evaluation team referred to ARDD and UNTF recommendations which were delivered to selected stakeholders who are supposedly using the toolkit messages i.e. (legal, health, media and education sectors) as well as both government and non-governmental sectors.

### Scope of Evaluation

- Timeframe: this evaluation covered the entire project duration (January 2016 to February 2018).
- Geographical Coverage: Across Jordan, particularly in Amman and 2 governorates in the middle region (Jordan is divided into three regions North-Middle and South).
- Target groups to be covered: this evaluation covered the target primary and secondary
  - **The primary beneficiaries of the primary beneficiaries include:**
    - Women and girls in general
    - Women and girls with disabilities
  - **The secondary beneficiaries include:**
    - Civil society organizations (including NGOs)
    - Education professionals (teachers and educators)

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- Government officials/policy and decision makers
- Beneficiaries as well as broader stakeholders.



## Evaluation Team

The designated evaluation team consisted of a main researcher and 2 research assistants. ARDD applied UNTF procurement procedures by announcing the TORs, followed by the revision of the applicants' proposals and CVs. The best applicant was chosen based on past performance and in-depth knowledge of project components.

The proposed work plan was as below table:

Stage of evaluation and revision	Deliverables	Timeframe (2/01/2018 - 19/02/2018)- extended till April
<b>Preparation stage</b>	The TOR with key stakeholders finalized	10/1/2018
	Key documents and existing data compiled	12/1/2018
	External evaluator(s) recruited	14/1/2018
<b>Inception stage</b>	Briefings of evaluators to orient the evaluators	15/1/2018
	Desk review of key documents	21/1/2018
	Finalizing the evaluation design and methods	24/1/2018
	<b>Inception report submission</b>	30/1/2018
	<b>Inception report</b> finalized and approved	26/2/2018
<b>Data collection and analysis stage</b>	Desk research	5/2/2018
	In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.)	8/2/2018
<b>Synthesis and reporting stage</b>	Analysis and interpretation of findings	1/3/2018
	<b>Draft report</b>	1/3/2018
	Incorporating comments revising the evaluation report	18/3/2018
	Submission of the <b>final report</b>	6/4/2018

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	Final review and approval of the report	15/4/2018
<b>Dissemination and follow-up</b>	Publishing and distributing the final report	15/4/2018
	Prepare management responses to the key recommendations of the report	15/4/2018

Main researcher: Dima Karadsheh

Roles and responsibilities:

- Defines the evaluation questions referring to project's goal and outcomes
- Plans and coordinate the methodology and the evaluation tools
- Participates and supervises data collection and analysis
- Conducts the interviews and focus groups
- Writes the report

Two research assistants: Iman AlKhateeb and Reham Younis

Roles and responsibilities:

- Participate in data collection
- Taking sessions' meeting minutes
- Sessions' transcription
- Logistic arrangements

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## Evaluation Questions

The evaluation criteria of the project's are:

- (1) Effectiveness – the extent to which the targeted project objectives were achieved (or are expected to be achieved)
- (2) Relevance – the extent to which the objectives were consistent with beneficiaries' needs and priorities.
- (3) Efficiency – how economically resources/inputs were converted into results
- (4) Sustainability – the extent to which the benefits are likely to continue after the project
- (5) Impact – the long-term effects produced by the project (directly, indirectly, intended and unintended).
- (6) Knowledge generation- the extent if there are any promising practices.

Each one includes the number of broad mandatory questions as below:

### **(1) Effectiveness**

- 1) What was the process of designing the toolkit?
- 2) To what extent were the intended project goal, outcomes and outputs achieved and how?
- 3) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached?
- 4) To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.
- 5) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes, and outputs? How?
- 6) To what extent was the project successful in advocating for legal or policy change? If it was not successful, explain why.
- 7) In case the project was successful in setting up new policies and/or laws, is the legal or policy change likely to be institutionalized and sustained?

### **(2) Relevance**

- 1) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls?
- 2) To what extent do achieved results (project goal, outcomes, and outputs) continue to be relevant to the needs of women and girls?
- 3) How did you choose the social actors?
- 4) How did you choose the geographical areas?

### **(3) Efficiency**

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- 1) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?

#### **(4) Sustainability**

- 1) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?

#### **(5) Impact**

- 1) What are the unintended consequences (positive and negative) resulted from the project?

#### **(6) Knowledge Generation**

- 1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls? 2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions

The additional question per sector
<ul style="list-style-type: none"><li>• In-depth question / introduction for education representative:<ol style="list-style-type: none"><li>1. What are the available resources from where you got information regarding violence against women and girls?</li><li>2. What are the available resources in your community for VAWG?</li><li>3. Do you think it's sensitive to talk about VAWG in schools? Why?</li><li>4. Do you face any challenges to implementing the tool kit in your school and what are these challenges?</li></ol></li><li>• Introduction question for media representative:<ol style="list-style-type: none"><li>1. What are the main challenges journalists face when raising the issue of VAWG?</li><li>2. What was your role in this project as media representative, in details?</li></ol></li><li>• Questions for the legal consultant as an introduction:<ol style="list-style-type: none"><li>1. What was your role in this project as legal expert / The Jordanian National Commission for Women, in details?</li></ol></li></ul>

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## Evaluation Methodology

Sub sections	Inputs by the evaluator (s)
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<b>Description of evaluation design</b>	<p>This evaluation used a qualitative approach as means to discuss issues related to trends, attitudes, and their formation. In addition, this approach was used to measure to what extent the project met its set objectives (i.e. knowing the participants' opinions and the extent of impact the project has reached, due to participation in the project's implemented activities). Moreover, this methodology enabled the evaluator, in a limited time, to identify the types of responses and reactions to evaluate. The evaluator conducted a result-based evaluation with participatory elements which included stakeholders who were experts in different sectors: legal, media, health and educational fields, beneficiaries (women and girls) and project staff. The evaluator ensured to conduct interviews with the stakeholders who were repeatedly involved in the project's activities and who were in a position to use the evaluation results in some way. The evaluator engaged them through encouraging them to review the interview questions prior to the interview thereby giving them the flexibility to provide relevant input to the evaluation and project objectives.</p> <p>A participatory evaluation was designed based on the following criteria: - Effectiveness Efficiency, Relevance, Impact, knowledge generation, Sustainability.</p> <p>The tools were:</p> <p><b>Desk review</b> which included a review of the original proposal document, project action plan, budget, results framework, baseline and end line survey results, stakeholder contact list, follow-up phone calls, meetings notes, CSOs workshop materials, educational professionals session materials and reports, reports submitted to the donor (annual, progress, and final), toolkit (both the English and the Arabic version, its feedback), and the launching event report.</p> <p><b>In-Depth Qualitative Interviews (KIs):</b> The evaluator conducted eight in-depth qualitative interviews (KIs) with representatives of local CSOs, education, media, and legal sectors, ARDD staff in addition to a representative from UN Women/UN Trust Fund to End Violence Against Women, which had an active role in the project "Know her Rights."</p> <p><b>Focus Group Discussions:</b> (2) focus group discussions were conducted with women and girls who are involved in the ARDD legal and psychosocial services or benefitted from ARDD services, divided in two sessions (only primary beneficiaries). ARDD invited a total of 30 participants (15 for each), but the number of women who attended was as follows:</p> <ul style="list-style-type: none"> <li>o (11) Women and girls</li> <li>o (8) Women and girls with disabilities</li> </ul>
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<b>Data sources</b>	<ul style="list-style-type: none"><li>• Baseline survey results, follow-up phone calls, end-line survey results</li><li>• Meeting notes</li><li>• CSOs workshop material</li><li>• Educational sessions material and report</li><li>• Reports submitted to the donor (annual, progress, and final)</li><li>• Toolkit (both the English and Arabic versions, its feedback), and the launching event report.</li></ul>
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<p><b>Description of data collection methods and analysis</b></p>	<p><b>The data collection methods: -</b></p> <ul style="list-style-type: none"> <li>- <b>Content analysis:</b> to develop the project documents.</li> <li>- <b>Qualitative and quantitative data</b> analysis aimed at measuring the perceptions of stakeholders and focus group participants on two levels, each had a set of questions, the response had a value scores (1 - low and 5 -high): <ul style="list-style-type: none"> <li>• Level of knowledge of existing institutional protection mechanisms for Women and Girls.</li> <li>• Level of understanding of the different types of violence that exist</li> </ul> </li> <li>- <b>Monitoring information</b> collected throughout the project implementation cycle.</li> </ul> <p><b>Focus group sampling criteria:</b>  Women and girls focus group: (1) women and girl - beneficiaries of this project and other organizations actively involved during the last three months of the report; (2) survivors of violent incidents; (3) women/girls willing to discuss thier thoughts openly; (4) maximum age of 45 ; (5) different culturalor geographical backgrounds.</p> <p>Women and girls with disabilities focus groups: aware about women rights issues, willing to share experiences, beneficiaries under this project and other similar organizations actively involved uring th last three months of the report, survivors recovering from incidents of violence, willing to discuss their thoughts openly, max age 45 and from different cultural or geographical backgrounds.</p> <p><b>The Interviews sampling criteria:</b></p> <ul style="list-style-type: none"> <li>- Central region (Amman, Russeifa/Zarqa Governorate) - stakeholders and beneficiaries.</li> <li>- Participants in the project activities</li> <li>- Social activists in the field of violence against women.</li> </ul> <p><b>Sample Recruitment</b>  The sample criteria was developed according to the ‘characteristics of participants’ criteria indicated in the sample guide. The mechanism for the sample recruitment was as follows:</p> <ul style="list-style-type: none"> <li>• Review the attendance lists for all the project activities, compiled cumulatively by the project team, and, select participants based on their gender, occupation, association/organization, and their work with, and role in the implementation of the project.</li> <li>• ARDD team members notified the selected participants of the place and time for the meeting</li> <li>• The two sessions of focus group discussions were implemented after confirming that the attendance list has matched the candidate names and the sample selection criteria.</li> </ul> <p><b>Data Collection and Analysis Method</b></p>
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	<p>The researcher managed the focus group discussion by topic and by using questions to be discussed. These questions gave room for the participants/organizations to brainstorm ideas. The same method was applied when conducting the interviews (i.e. according to the specific interview schedule and guide, where the researcher asked for the consent of the participant to be interviewed and voice-record the session, and for the research team member, who was acting as an observer during the interview and wrote notes). Later, after finalizing the interview and the focus group discussions, the research team conducted a session to summarize findings, documenting the comments of the research team (the interviewer and the observer), and tabulated the recorded texts.</p> <p><b>The evaluation report used two types of information analysis:</b></p> <p><b>Coding:</b> The evaluation conducted an analysis by tabulating text according to its major topics and putting codes on each group of answers, then cross-referencing them to the study questions.</p> <p><b>Matrices:</b> The evaluation excersiesorted text after its tabulation in special matrices that expressed the extent of the answers' compatibility or dissimilarity, and then presented them through specific variables.</p>
Description of ethical considerations in the evaluation	<p>The evaluation team followed the code of conduct as described in the UNEG's ethical guidelines for evaluation. The evaluation team followed the below listed principles:</p> <p><b>Independence:</b> the questions and the project findings were independently presented and promoted.</p> <p><b>Impartiality:</b> the team ensured balance between strengths and weaknesses appearing during the evaluation process.</p> <p><b>Honestly and integrity:</b> highlighting limitations, uncertainties honestly in the content of the evaluation report.</p> <p><b>Accountability:</b> the team was accountable for completing the evaluation deliverables within budget and the designated timeframe.</p> <p><b>Transparency:</b> the team communicated openly with stakeholders as defined in the proposed action plan and in reference to the purpose of the evaluation process.</p> <p><b>Confidentiality:</b> the team respected the privacy of people providing information in confidence and made sure that the participants aware of the scope and limit of confidentiality. The participants signed a consent letter in relation to the content of the interviews and the use the related photos.</p> <p>The researcher provided all the information about the project and the evaluation purposes to the interviewers, focus group discussion participants and anyone else involved in collecting data prior meeting them and conducting the interviews..</p> <p>The researcher identified safe methods and times for participants following up and assessed these methods on an ongoing basis: confirmed privacy levels of phone calls, interviews and identified trusted contacts. ARDD team facilitated</p>

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	inhosting the interviews at their offices, the scope of topics and materials required for focus groups and interviews were preoared and thenincludedin the inception report.
<b>Limitations of the evaluation methodology used</b>	<p>The evaluation found management difficulties between project management and the donor. UNTF logical framework for this project was not familiar to the Evaluator.</p> <p>The evaluation was time constrained and limited in resources.</p> <p>.</p>



## Findings and Analysis per Evaluation Question

Evaluation Criteria	Effectiveness
Evaluation Questions	<ol style="list-style-type: none"> <li>1. What was the process of designing the toolkit?</li> <li>2. To what extent were the intended project goal, outcomes and outputs achieved and how? And how you measured that the goal, outcomes, and outputs had been achieved?</li> <li>3. To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached? Direct or secondary</li> <li>4. To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes. What is the change that you want to achieve?</li> <li>5. What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes, and outputs? How?</li> <li>6. To what extent was the project successful in advocating for legal or policy change? If it was not successful, explain why. How you measured the successfulness</li> <li>7. In case the project was successful in setting up new policies and/or laws, is the legal or policy change likely to be institutionalized and sustained?</li> </ol>
Response to the evaluation question with the analysis of key findings by the evaluation team	<p><b>The toolkit design process</b> was carried out through a participatory approach within the key sectors involved in preventing violence against women. There was effective participation from media, government, the educational sector and CSOs and the topics were relevant to community needs.</p> <p>The cumulative feedback about the toolkit gathered from governmental and educational sector representatives, and the gender experts in media and ARDD staff showed that the toolkit could be used by national actors efficiently and is a good source for serving for different purposes (e.g. developing training programs for each sector or for research and documentation purposes and for improving the performance and the level of services in each sector). It should not be kept on shelves.. Others participants representing the legal and media sectors noted that ARDD contributed to producing a national toolkit reflecting VAWG as a national cause, needing systematic and holistic interventions. There are sufficient resources available concerning VAWG at an international level (i.e. UN Women has implemented a similar program in East Asia –Philippines and Indonesia– in addition to other resources) through this project ARDD succeeded in developing a toolkit focusing on VAWG specifically in relation to the Jordan context).</p> <p>The section below seeks to assess progress made against the project's results focusing on the intended outputs:</p> <p>Result 1: Social women's organizations, national media and institutional actors, educational professionals, parliamentary and ministerial representatives are advocating against VAWG.</p>



The positive elements are that the project reached out to several types of institutions and approached them through (1) Direct approach (ARDD organized workshops and events). The key messages were discussed and the information and feedback delivered in these sessions was included in the design of the toolkit. ARDD reached out over the span of the project to a total of (180) individuals, distributed per sector as follows:

Stakeholders type	Actual reached	%
Parliament (upper and lower house)	51	28%
Government parties (health and legal sector)	33	18%
Local and Decentralization councils representing 6 governorates (2 each region)	7	4%
CSOs and NGOs	52	29%
Media	7	4%
Education professionals	30	17%

The analysis of meetings' tracking sheets identified 56 influential people, as follows:

Unique people (influential people)	%	actual reached
Upper and lower house	18%	10
Government parties	59%	33
Local and Decentralization councils representing 6 governorates (2 each region)	13%	7
CSOs	5%	3
Academic professionals	5%	3

The process influenced in mainstreaming various actors involved in women's issues, the interviews and phone calls targeted practitioners representing government, media, education, and health. It was clearly demonstrated in the workshops' report that the main actors were involved in addressing violence against women on a national level and agreeing that it needed a holistic approach when being dealt with by the media, health and security/legal sectors, in addition to high representation of CSOs who provide direct legal support to women at risk.

In designing the toolkit ARDD showed that the two related indicators were achieved: (Indicator 1) 'The existence of an advocacy toolkit developed in collaboration with social actors that incorporates the key core messages related to VAWG'; and (Indicator 2) (CBS, CSOs) who attended the workshop assisted in



	<p>producing a written action plan for implementation of toolkit.</p> <p>The promotion and launching of the toolkit was efficient and it was covered by various media entities at a national and regional level. It was largely demonstrated that the toolkit is available in hard copy format and electronically on ARDD's official website. The visibility of both the project and the UNTF was properly promoted as well. Even though, one of the CSOs had promised to promote the toolkit on their official website unfortunately it didnot appear to be there while preparing this evaluation report.</p> <p>In reviewing the project narrative, action plan and 'workshops' reports, the evaluation found that the ARDD team worked hard to focus on quality,they involved specialists and experts in the relevant fields of health, education, legal and media in all phases of the project, and they are organized in their approach,and demonstrated rich and credible experience throughout. Throughout the interviews and phone calls they demonstrated their full engagement and commitment to advocate using the toolkit as a national source. This focus group involved in developing the contents of the toolkit consisted of ten experts representing government, national institutions and parliamentarians involved in the human rights agenda, together with a regional expert (Regional Senior Officer from Raoul Wallenberg Institute).</p> <p>Four outputs were completed with the full engagement of all actors at the institutional level. The messages were defined to develop awareness both on comununity and policy level, and the contributors assured that it is a documentary for GBV practices and should guide all institutions for change. CSO representatives are keen to incorporate the messages into their work methods</p> <p>The evaluation included interviews with project staff who confirmed that ARDD assigned a qualified team to manage the project, even though there was a staff turnover ARDD delivered the project outputs. The project was implemented not only in Amman but also in other vulnerable areas such as Russeifa (Zarqa Governorate). One great advantage was that ARDD has a field office in the Zarqa Governorate making it easier for them where it to monitor the implementation in that location.</p> <p>During the workshop with the educational sector, the project contributed positively to discussing openly taboo topics about women's sexual rights and legal practices and administrative detention for women and girls, in front of male teachers and students. The project's idea tackled a very sensitive issue which was discussed openly in the workshop conducted in Russeifa (Zarqa Governorate), although it was very challenging in gathering participants other than men andit was very challenging as one of the male teachers refused to recognize the existence of violence against women.</p> <p>The toolkit expert succeeded in addressing the four types of violence as mentioned</p>
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	<p>in the proposal (violence in the family, community, perpetrated by the state). Measuring successes in perceptions was done on several levels during the two years, first by integrating each sector's feedback on the messages and how to include them in the toolkit, and later on keeping the same representatives involved continuously in the project's activities. This approach helped ARDD to noticing the gradual change in attitude and helped in measuring how the participants become more accountable for the key messages.</p> <p><i>'Although the project has succeeded in changing individuals mind set, the measuring cannot expand on a society level as the topic GBV has multiple contributors'.</i></p> <p><i>Ms. Ali Phillips, Program Development and Evaluation Manager</i></p> <p>During the launching event, the panelists who represented the CSOs stressed that the messages in the toolkit are very relevant to national women's advocacy causes and mirror women suffers and demonstrate the need for reality on this issue. 65% of women who participated in the first focus group discussion reported that duty bearers will not understand their point of view, while only 23% of women reported that they do feel supported more now in living a life free from sexual and gender-based violence.</p>
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	<p>Ms. Khaleda Massarwah, representing the educational sector, while speaking at the Launch Event, expressed her satisfaction that a CSO was able to move from the theory of combating and ending GBV to knowing how to address GBV through a practical toolkit that can provide a basis for training.</p> <p>She described her experience with the toolkit, when ARDD presented the toolkit at a school and mobilized educators in one of the poorest and most vulnerable areas, known for the occurrence of GBV mostly due to poverty. She brought up the fact that civil society has not really worked with these target groups on understanding the issues of GBV and VAWG before. She argued there is a need for such messages and such a toolkit, especially in the health sector, where health practitioners are in the front lines of GBV cases, thus, being the ones most in need of training.</p> <p>ARDD's Project Officer, Ms. Ruchi Tekriwal demonstrated that the toolkit can be used for intensive training programs and can be adapted by other institutions such as media experts on reporting violations and violence against women, especially in relation to the educational sector employees since the number of violent incidents rate has increased inside schools in Jordan according to recent media reports<sup>3</sup>.</p> <p><i>"The project contributed to creating change in the individual mindset by targeting different sectors, such as media, teachers, doctors from health sector, the change at</i></p>

<sup>3</sup> <http://www.jordantimes.com/opinion/editorial/responding-school-violence>



	<p><i>this level is a success".</i></p> <p><i>Mrs. Nuha Muhreiz, ARDD Gender Consultant</i></p> <p>ARDD management was fully committed using the participatory approach. The targeted individuals were very committed and attended most of the project activities; which was evident when reviewing the attendees lists from the various activities we noticed repeated representatives names.</p> <p>During the focus group discussion for women and girls (end-line), the question of 'how confident are you that the law and institutions protect your rights', 5 out of 11 (45.5%) answered that they are not very confident, : we trust the law but not the executors or our community as gender discrimination still exists.</p> <p>During the same session, when they were asked which group of people you would approach if you are facing violence (family protection unit, social worker, police, religious leaders, etc.), 13 participants said the Family Protection Department instead of 911, which means that social norms are still controlling women's decisions.</p>
<b>Conclusions</b>	<ul style="list-style-type: none"> <li>• Active participation of stakeholders in providing feedback while designing the toolkit.</li> <li>• The participatory approach prioritized the key messages that needed more attention and more advocacy efforts from both the Government and the CSOs.</li> <li>• Intensive training programs designed at the institutional level as the core message of the toolkit was to engage institutions and its management to play an active role in combating violence against women and girls and fostering change within their internal environment.</li> <li>• Promote the toolkit through influential experts who are in a policy-making position.</li> </ul>

<b>Evaluation Criteria 2</b>	<b>Relevance</b>
<b>Evaluation Questions</b>	<ol style="list-style-type: none"> <li>1) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls? What are the relevant criteria?</li> <li>2) To what extent do achieved results (project goal, outcomes, and outputs) continue to be relevant to the needs of women and girls? What are the techniques to ensure the achieved results?</li> <li>3) How did you choose the social actors?</li> <li>4) How did you choose the geographical areas?</li> </ol>
<b>Response to the evaluation question with an analysis of</b>	<p>The project proposal was aligned with both national and organizational visions to protect women from violence.</p> <p><i>"To initiate a civil message of renewal and to revive an ethical and value-based</i></p>



<p><b>key findings by the evaluation team</b></p>	<p><i>society in Jordan and the Arab world against violence".</i></p> <p style="text-align: right;"><i>ARDD mission<sup>4</sup></i></p> <p>Hence the “Know Her Rights” project was in line with the organization's vision. ARDD is aware of women and girls’ rights, as they have implemented previous activities in relation to protection and economic empowerment for women and girls, and have carried out many activities/measures with beneficiaries in order to fight sexual and gender-based violence in the Jordanian society.</p> <p>The design of the project was clear and aimed at achieving it’s goals in a successful manner, the period for implementing the activities was sufficient. The project agreement between UNTF and ARDD stated clearly the goal and results of this project “Social actors in Jordan are sensitized against all forms of VAWG to bring about a conducive social environment that will enable women and girls to live a life free from SGBV through collective action by key social and institutional actors that raise awareness and improve implementation of relevant laws”. ARDD assigned expert staff to undertake the project activities to ensure that all activities were carried out in accordance with the action plan.</p> <p>Two interviewers representing the legal sector mentioned that the main value added by the project was choosing the social actors and engaging them in discussions to identify and agree on the key messages to tackle sensitive issues and give assistance to practitioners, academics and policy maker levels in dealing with matters of violence. In addition, they showed their appreciation for the project's focus on classifying women demands according to the sector. The legal gender expert from the JNCW stressed that the project approach applied in developing the toolkit and on the awareness component is an innovative way due to the way it addressed the violence actors not only focusing on women themselves, but engaging community-based organizations in rural areas and teachers and public individuals as well. The teachers were used as liaisons to promote messages about violence, communicate with community organizations and play an influential role outside the school's borders. It created an opportunity to have a unified language and gather all sectors to be on the same line of understanding of women’s right.. By reviewing students’ feedback cards, they were able to advocate for non-discrimination and the enhancement of women roles in the economic field and not only within the family role. All the feedback received showed that the toolkit provided answers to common questions related to culture norms: what is violence, types of violence, reporting violence and the legal procedures, media reports, women’s rights gaps in in the legislation frames, etc. Additionally, this was particularly highlighted in two interviews with officials; JNCW</p>
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<sup>4</sup> <https://www.ardd-jo.org/>



	<p>representative and the educational expert.</p> <p>Another issue was brought up by both the staff and experts concerning the delay in the production of the toolkit and not adhering to deadlines of production. That was due to many factors according to the project manager: firstly, the misuse of some text in the some Arabic version, such as Igender and sex, as well as the need to translate the toolkit from Arabic to English, which required the team to review the Arabic version again. Overall, three female interviewees who are in a policy-making position felt that should the project continue it would do well to continue working on the same issues, with emphasis on the time allocated to the project and the need to analyze actor's capacities to undertake the toolkit advocacy phase.</p> <p>During interviews with respondents, when asked if this project was to continue, would it still to be relevant to the needs of women and girls objectives, all agreed that it is still relevant, as they are aware that changes can only be implemented through their increased knowledge in the matter which is easier to achieve than changes in attitudes, practices, and legislations.</p>
<b>Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above</b>	<p>Parliamentarian Ms. Wafa Bani Mustafa, who was targeted through multiple meetings, events, and phone calls, stated that ARDD's work and the events they hosted were very engaging and important for the Jordanian society. Including practitioners like government, media, education, and health practitioners and it was a good approach, especially by engaging the CSOs. Part of a women's parliamentary coalition expressed their interested in becoming involved with ARDD, suggesting that they would be interested in participating in in on-going and future projects, such as the the Ford Foundation-funded project being implemented by ARDD tackling women's access to the labor market.</p> <p>The toolkit content addresses multiple approaches to guide government representatives in legal, media, education and health sectors to better support women and combat violence against them.</p> <p>The baseline analysis showed the 75% of women do not feel confident in their knowledge of legal rights, and 95% of respondents believe that their community would not be supportive of a survivor of violence. That is consistent with the qualitative Means of Verification (MoV), which indicated that women lacked knowledge on services available to them and used local CBOs or NGOs to point them to the in the right direction. In comparison, the end-line survey showed that 50% of the participants felt that the protection institutional staff understood their problems and 78.5% of women reported that they had trust and confidence in the 911 and FPD services.</p>



<b>Conclusions</b>	<p>The project goal and objectives are still valid and relevant to the Jordanian context. The parliament representatives are very supportive in enhancing the holistic approach when dealing with violence against women, stating that it is not just about providing legal or social assistance.</p> <p>Approaching and empowering new influential groups to advocate for women rights at a grass-root level is a new approach.</p> <p>To prevent violence against women is a collective effort, thereby making it necessary to engage the whole community starting from school, community members, health, media and security/ legal sectors.</p> <p>The project activities reached the targeted areas where violence prevalence is high because its population suffers from poverty.</p>
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<b>Evaluation Criteria 3</b>	<b>Efficiency</b>
<b>Evaluation Questions</b>	1) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?
<b>Response to the evaluation question with the analysis of key findings by the evaluation team</b>	<p>The project implementation was carried out correctly in terms of planning, organization, control, and monitoring, , starting with identifying the needs and designing the project , activities' implementation, and measuring the effect of these elements on the quality of the project's outputs.</p> <p>Interviews with the project team indicated that all measures were taken to ensure the efficient use of resources to implement the project. All necessary narrative and financial reports required by the donor were prepared by ARDD's project manager, but with some delay. ARDD's design and formulation of the toolkit also suffered delays in h releasing it due to difficulties with the translation in to Arabic of some of the more sensitive works, the distribution of the toolkit was evident in the project's reports/documents but needs to be reflected in the report to the donor.</p> <p>Challenges were faced in some situations in relation to the international politics prevailing at the time; the United States government's decision to move its embassy from Tel Aviv to Jerusalem, coincided with ARDD's educational group event which gathered students and teachers, making it very challenging to get the participants to focus on the topic of the project rather than the political situation prevailing at the time. . The facilitator Mrs. Nuha Muhhreiz mentioned that her focus was on students and she recommended for the future to invite only the target group.</p> <p>Concerning the online communication, the project team kept all actors involved through continuous electronic email messages encouraging feedback on the toolkit. The feedback comments were gathered from national experts who were regularly</p>



	involved in the project activities.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	<p><i>"We are sure there is no violence; it is better for us to protect Qudes (Jerusalem) and our holy places".</i></p> <p style="text-align: right;"><i>Male teacher at Russeifa school</i></p> <p><i>"I was appointed in July 2017 but referring to project documents was very helpful and helped me to get on tack quite quickly".</i></p> <p style="text-align: right;"><i>ARDD project manager</i></p> <p>Mrs. Nuha Muhreiz, the gender expert, has facilitation skills which helped to achieve the project sessions objectives with male teachers: <i>"choosing the school , it is always better to target new groups who have opposite views and beliefs".</i></p> <p><i>"Their prompt and active response showed their interest to continue working with ARDD",</i></p> <p style="text-align: right;"><i>Ms. Alli Phillips, Program Development and Evaluation Manager</i></p>
Conclusions	<p>The process for releasing and launching the toolkit was challenging for ARDD team, as it took a long process.</p> <p>ARDD management kept the donor updated about the project activities; additionally and also kept the communication on a professional manner with the local partners.</p> <p>The evaluation found some disagreement from male teachers about the project objectives; they were connected to the external political situation.</p>

Evaluation Criteria	<b>Sustainability</b>
Evaluation Questions	How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends? What is the guarantee to ensure the sustainability?
Response to the evaluation question with the analysis of key findings by the evaluation team	It is essential for ARDD and other organizations to use the toolkit to design training materials to train specialized entities in media, education, and government. Interviews with respondents representing three official government institutions (Jordanian National Commission for Women, Parliament (lower and upper house) showed that the project's approach was widely applicable and that there is a potential for promoting concise messages to eliminate violence against women and girls. In other words, it supports women's movement to transmit its demands to the general public with more attention to the education, media, legal and health



	<p>sectors. The educational representative showed her interest to continuing to work on the toolkit to develop training materials on violence against women and young girls from a legal perspective, as it is a sound source that can facilitate the search for legal provision in one source.</p> <p>It is worth noting that the Jordanian population doubled in the past five years, in addition to the Syrian refugee influx that added extra pressure on national services. Given the sensitivity of the violence issue and the need for intense work on changing attitudes and practices within the local communities, this project should be continued on a larger scale. The same three official interviewees mentioned that the toolkit is a national source and a key reference tool for drafting policies or papers in future by governmental institutions or NGOs, as it can also be used to design or produce project proposals.</p> <p>One of the ARDD's project staff members stated that the project needs to be sustained and ARDD will continue to seek new funding opportunities not only to use the toolkit but to design advocacy interventions based on the toolkit messages to engage men and youth in vulnerable areas similar to Russeifa in order to spread the message.</p> <p>ARDD is willing to collaborate with other organizations to build on the project positive changes. Working over the past two years with the same target group on the project has resulted in a positive change in attitude. The Parliamentarian Wafa Bani Moustafa promised to scale up the project with the Arab Parliamentarian Forum in the coming years.</p> <p>ARDD management thinks that the project team gained a unique experience in grants/project management by two of its members having had the opportunity to participate in capacity building courses in New York. ARDD management stressed that it is an investment in human resources and in the long run developing the skills of staff to manage macro grants and for sharing knowledge with other NGOs. However, the evaluation found that UNTF staff showed concerns about the capability of the trained staff to practice the gained skills.</p>
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	<p>An interview with UNTF staff:</p> <p>We work with our beneficiary grantees at the project inception point to develop the management tools they will be using. This is seen for the most part in the Results and Resources framework. This tool is the essential framework for the grantee to review progress and in achieving the stated project Goal, Outcomes, Outputs, and Activities.</p> <p>We also invest in the capacity building of grantees. An example of this is the mandatory one-week in-person training for project staff. During the capacity building training, which was held in New York, we worked with the grantee to ensure that all our financial and programmatic reporting requirements were clear</p>





	<p>to them. During the lifecycle of the project, we also keep lines of communication open to the grantee as well as providing ongoing feedback.</p> <p><i>“It is a rich source where we can reach different legislatures at once”</i></p> <p><i>“It is a good source for other NGOs; it should be used for national institutions and civil societies to produce position papers”.</i></p> <p><i>Mrs. Amal Haddadin, the representative of the JNCW</i></p>
<b>Conclusions</b>	<p>The work to prevent or end violence against women cannot be treated separately from the broader work to achieve equality between men and women.</p> <p>The toolkit is a national source for future advocacy interventions. Government and Civil Society need to bear a role in promoting the project impact and toolkit messages.</p> <p>A platform should be developed to keep the messages being promoted by all actors involved.</p>

<b>Evaluation Criteria</b>	<b><u>Impact</u></b>
<b>Evaluation Questions</b>	1) What are the unintended consequences (positive and negative) resulted from the project?
<b>Response to the evaluation question with an analysis of key findings by the evaluation team</b>	<p>Through the outreach approach, ARDD involved 30 educational professionals. Each of them responsible for targeting at least 23 women and 15 community-based organizations operating in different areas. The targeted CBOs were trained on how to use the toolkit and reach out to least 35 women and girls. A total of 1,000 women and girls were targeted for this proposed.</p> <p>A report summarized the achievements; the educators reached 300 women and girls; 15 educational professional targeted 10 women and girl survivors of violence; 15 community-based organizations 10 women. Two of the community-based organization reached out to 3 men and boys and 5 educational professionals reached 5 men and boys. In total both reached 31 men and boys.</p> <p>The project approach was to promote knowledge sharing by asking educational and media sector representatives to reach more target groups to make them aware of the existence of the advocacy toolkit developed in collaboration with social actors that incorporates key core messages related to VAWG.</p> <p>The project team was able to engage all social actors throughout the process of producing the toolkit. They engaged them according to the area of specialization. Most of the interviewed actors mentioned that they were involved prior and after drafting the toolkit. Their feedback was positive.</p>





	<p>The remaining two indicators:</p> <p>(1) % of social actors (CBS, CSOs) who attended the workshop to produce a written action plan for implementation of the toolkit; and</p> <p>(2) The perspective of social actors on the knowledge of the implementation of a VAWG action plan by end of the workshop.</p> <p>The project team shared a document 'reflecting actors' actions plan which needed to be designed with a timeline to ensure follow-up with actors in a timely manner and avoid any risk factors.</p> <p>By the end of the project 30 Community-based Organizations, were promoting awareness on VAWG issues. This is an important pillar that served ARDD in reaching the target groups, and helped in saving time and resources. But for the sustainability concept, the team needs to rephrase the word "actor" to "partner or supporter" to ensure the actors continued support in relation to advocating for the toolkit's messages.</p>
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	<p>The collected data of the outreach approach implemented by the educational professionals showed a lot of positive change. One boy student wrote up after the session <i>"there should not be any discrimination against women; we all are equal. The state should ensure proper protection measures especially for sexual abused victims"</i>.</p> <p>Some teachers expressed:</p> <p><i>"Empowering women should start at an early age through encouraging and giving knowledge to girl students inside their classes and in school"</i>.</p> <p><i>"Leadership skills need to be delivered to girls when they are young"</i>.</p> <p><i>"The toolkit is important beyond the project itself, the messages are so important to the Jordanian context"</i>.</p> <p style="text-align: right;"><i>Dr. Sawsan Majali, Senator</i></p> <p>She also said that although GBV and VAWG would not be solved easily, working on the violence issue is a requirement for now and the future. Dr. Majali was committed in providing her feedback on the first Chapter of the toolkit throughout interviews, participation in events , and phone calls. She looks forward to working with ARDD in the future.</p> <p>One of the interviewed teachers, Mr. Ra'fat Tashman expressed concern over the results the messages might have on grass-root individuals, he told the project officer: "the discussion sessions was very interesting and useful", but he suggested that the way of spreading awareness and delivering the messages</p>



	<p>should take a different approach by making the messages on this subject more general in order not to consolidate the idea of distinction between male and female, such as violence against a humans instead females. He added: "I shared this information with my colleagues and with the students in the school. I did not share it with the community members around me because I live in a conservative area and I could not get involved in such topics".</p>
<b>Conclusions</b>	<p>The goal was strategic not only at the project level but for the whole for ARDD;s operations.</p> <p>There was a high level of commitment from the educational sector; they contributed to accessing the primary target group through wide outreach to needed areas.</p> <p>The project theme was really challenging but its messages reached a wide public. ARDD will have to invest more in addressing the taboo topic - sexual education for children and school students in order for this subject to on the school agenda.</p> <p>Collaboration was maintained with all actors using a partnership approach to distribute tasks and responsibilities in a concise way to measure the outcome and to ensure ownership on each side.</p> <p>The action plan workshop helped to ensure the ownership of the toolkit and hold those involved responsible for promoting it.</p> <p>ARDD has a field office in the Zarqa area, which greatly supported in reaching other locations.</p>

<b>Evaluation Criteria</b>	<b>Knowledge generation</b>
<b>Evaluation Questions</b>	<p>1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls? 2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?</p>
<b>Response to the evaluation question with an analysis of key findings by the evaluation team</b>	<p>It is not enough to just exchange and consult actors, concrete measures and next steps should be defined. Only with this kind of follow-on can actionsconcrete change be achieved. The participatory approach will be more effective over a longer project duration.</p> <p>The toolkit has an informative checklist that can guide the users to apply them internally. The toolkit serves not only as a tool for awareness but for also for internally building the capacity of CSOs and government officials. The challenge is how to put knowledge into practice which could be delivered through another project.</p>



	<p>Men's participation in the workshops was welcomed. However, it had to be clarified that they need to be encouraged to participate in supporting the cause.</p> <p>All actors shared experiences and defined key messages to be included in the toolkit. The goal of eliminating violence against women is a collaborative effort and should not only remain with women rights organizations, therefore it was very important to engage men in this process. The project engaged academics, government, and media actors who were introduced to technical information which helped them to recognize the advocacy demands for enhancing women rights.</p> <p>The workshops were conducted in collaboration with community-based organizations that facilitated the project to engage more people. The project team included participants from three regions of Jordan (South, North, and middle) in the workshops that took place in Amman.</p>
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	<p>Ms. Haddadin, legal expert in JNCW, mentioned that the toolkit content addresses different dimensions; it is a theoretical, educational, and practical source. It can be scale-up to deal with current institutional responses to violence issues in the context of immediate family and the community at a larger scale.</p> <p><i>"In the long term, it can be updated to include the missing parts"</i>  <i>Ms. Zaydeh, JNCW Deputy General Secretary</i></p> <p>This was said because the toolkit did not include an explanation about inheritance issues within the Christian religion, Personal Status Law, nor civil retirement topics in the labor law.</p> <p>The educational representative, Ms. Masarweh said: "the public were informed thoroughly about legal provisions and differences between the Penal code and Crime Prevention Act Law. They learnt about administrative detention in relation to honor crimes and other the cases where different laws are applied".</p>
Conclusions	<p>The participatory approach needs a longer time to allow focusing on quality more than quantity, especially with the target group.</p> <p>The theory of engaging and involving actors needs to be reformed and structured by forming a coalition or network to address the cause for future change. ARDD has the potential to manage this structure in which it will help to implement advocacy campaigns with measurable objectives that will have an impact on a policy level.</p> <p>Continual engagement of the educational sector professionals and building their capacity and knowledge in relation to legal procedures and provisions in relation to violence; such as honor crimes, is very important.</p>

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## Conclusions

Evaluation Criteria	Conclusions
<b>Overall</b>	
<b>Effectiveness</b>	<p>Active participation of stakeholders in providing feedback while designing the toolkit.</p> <p>The participatory approach supported in prioritizing the key messages that need more attention and advocacy effort from government and CSOs.</p> <p>Intensive training programs designed on institutions level, as the core message of the toolkit is important in order to engage institutions and its management to play a significant role in combating violence against women and fostering change within their internal environment.</p> <p>Promote the toolkit through actor's website to widely expand the messages.</p>
<b>Relevance</b>	<p>The project's goal and objectives are still valid and relevant in the Jordanian context; the parliamentary representatives are supportive in enhancing the holistic approach when dealing with violence against women.</p> <p>The prevention of violence against women is a collective effort. It is important to engage the whole community starting from schools, communities, health, media and security/ legal sectors.</p> <p>The project activities reached locations that was classified as less served areas where the prevalence of violence is high due to the poverty levels of its population..</p>
<b>Efficiency</b>	<p>The developed data collection tools helped to highlight achievements.</p> <p>The changes in attitude and awareness levels achieved through workshops/sessions were high and they are core components of the project.</p>
<b>Sustainability</b>	<p>Keep working to prevent or end violence against women but this cannot be treated separately from working to achieve equality between men and women.</p> <p>The toolkit is a national source for future advocacy interventions. Government and civil societies can bear a role in promoting the project impact and toolkit messages.</p>
<b>Impact</b>	<p>The data collection was done manually.</p> <p>There was a high level of commitment from the educational sector professionals; they contributed in accessing the primary target groups through wide outreach to needed areas. This type of intervention should be invested in and more developed</p>



	<p>in a sustainable and pragmatic manner.</p> <p>The project theme was really challenging but its messages reached a wide public audience.</p> <p>In the future, ARDD needs to maintain the collaboration level with all actors but it is essential to use the partnership approach by assigning tasks and responsibilities in a very concise way. To measure an outcome requires follow up actions with actors with a clear action plan for collaboration on a management level and not only representatives</p> <p>ARDD has a field office in the Zarqa area, which supported in reaching remote areas.</p>
<b>Knowledge Generation</b>	<p>The participatory approach needs a longer period in order to allow focusing on quality more than quantity, especially with the target groups.</p> <p>The theory of engaging and involving actors needs to be reformed and structured to from a coalition or network. The evaluation found that ARDD has the potential to manage this structure which will help to implement an advocacy campaign with measurable objectives and impact on a policy level.</p>



## Key Recommendations

Evaluation Criteria	Recommendations	Relevant Stakeholders (Recommendation made to whom)	Suggested timeline (if relevant)
<b>Overall</b>			
<b>Effectiveness</b>	<p>ARDD should further develop their reporting and data collection tools to highlight their achievements in a systemic manner.</p> <p>Design intensive training programs at the institutional level in order to engage institutions and its management to play a significant role in combating violence against women and fostering change within their internal environment.</p> <p>Promote the toolkit through websites to widely expand its messages.</p>	ARDD Monitoring and Evaluation Manager; ARDD Program Development Manager	Data collection tools were paper-and-pencil based, although ARDD has already implemented an online data collection platform through an Open Data Kit (ODK)-based solution (KoBoToolbox).
<b>Relevance</b>	The project was relevant in the Jordanian context as it gave the opportunity for collective actions in the community sphere, with more systematic engagement at group level.	ARDD Program Development Manager / Head of the Gender unit	
<b>Efficiency</b>	<p>In future, ARDD should take into consideration while planning for new projects to include editing language both in budget and time frame to avoid delays.</p> <p>ARDD's staff clearly works hard and with dedication but then the delay of producing toolkit caused a some conflict in their cooperation with partners/donors.</p>	ARDD Program Development Manager / Head of the Gender unit / Board of Trustees	To be added in new project proposals
<b>Sustainability</b>	It is essential to have stakeholder's analysis exercise done in relevance to the outcomes rather than on activity levels. This came to light when reviewing the contact list and attendees of the workshops. There is a need to develop an advanced business approach internally to support project implementation, for instance, the team could apply the	ARDD Program Development Manager / Head of the Gender unit / Board of Trustees	



	Partnerships approach with actors, by maybe carrying out actor analysis, signing MOUs, TORs should clearly set out the target for each activity, and financial follow up).		
<b>Impact</b>	<p>There was a high level of commitment from the educational sector professionals; they contributed in accessing the primary target groups through wide outreach to needed areas. ARDD should invest and develop the relationship and possible partnerships with actors to continue to spread the goal of the project in a sustainable and pragmatic manner.</p> <p>The project theme was really challenging and its messages reached a wide public audience, it provided a window for later to bring up a very taboo topic related to sexual education for children and school students.</p> <p>In the future, ARDD needs to maintain the collaboration level with all actors but it is essential to use the partnership approach by assigning tasks and responsibilities in a very concise way. To measure an outcome requires follow up actions with actors with a clear action plan with collaboration on management level not only with representatives.</p> <p>ARDD has a branch office in the Zarqa area, which was invaluable in reaching vulnerable areas. ARDD should develop an expansion plan to reach more areas.</p>	Head of the Gender unit / Chief Executive Officers / Board of Trustees	
<b>Knowledge Generation</b>	Engage and involve new actors to prevent violence. The evaluation found that ARDD has the potential to manage this structure that will help to implement an advocacy campaign with measurable objectives and benefits from the relative strengths of each organization to inform programming.	ARDD Program Development Manager / Head of the Gender unit	



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## **Annexes (mandatory)**

- 1) **Final Version of Terms of Reference (TOR) of the evaluation** (attached as a separate document)
- 2) **Evaluation Matrix**
- 3) **The final version of Results Monitoring Plan**
- 4) **Beneficiary Data Sheet**
- 5) **Additional methodology-** interview protocol, informed consent statements
- 6) **Lists of persons and institutions interviewed or consulted and sites visited**
- 7) **List of supporting documents reviewed**
- 8) **CVs of the evaluator(s) who conducted the evaluation**

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## **Terms of Reference (ToR) for the Final Evaluation and revision of the tool kit of: Know her Rights: Raising Awareness of VAWG among Societal Actors in Jordan**

### **Background and Context**

#### **1.1 Description of the project being evaluated**

This ToR provides details for the final evaluation of the *Know Her Rights* project including a complete revision of the tool kit, funded by the United Nations Trust Fund to End Violence against Women, which has been implemented by ARDD over the past two years in Amman, Jordan. The project began on 03/01/2016 and will conclude on 02/01/2018.

The *Know Her Rights* Project seeks to facilitate a social environment that will better enable women and girls to live a life free from sexual and gender based violence in Jordan. Throughout the project, key civil social actors have been engaged by collectively identifying the most pressing priorities regarding VAWG in Jordan and jointly developing messages that are currently being used to develop and finalize user friendly toolkit for the community of practice. This toolkit will be distributed to key social actors and frontline service providers to better inform them on relevant laws and sensitize them against all forms of VAWG, by identifying and highlighting the negative impacts of VAWG which then will lead to better awareness and improve implementation of laws and services to survivors of violence.

To achieve the projects objective, the project has adopted a multi-level approach that incorporates consultations with a diverse group of stakeholders, the production of a tangible toolkit and evidence-based advocacy. Together these components are enabling to engage with a diverse group of actors to address VAWG and will ensure wide-reaching and long-term impact, throughout the project timeline and beyond.

The toolkit was designed by , gathering feedback from various stakeholders, will be used to educate targeted stakeholders on multiple forms of violence against women and to sensitize about the impact of violence against women and girls. The project also contains an advocacy component, in which the toolkit will be presented to a wide range of actors with the aim of engaging in joint advocacy for positive change. Ultimately, the project combines a tangible toolkit and advocacy initiatives, with the aim of engaging actors on multiple levels and creating long-term and sustainable impact on both a community and institutional level.

#### **Divided into two sections,**

the toolkit aims to facilitate an understanding of VAWG in Jordan and then offer strategies to combat VAWG through the lens of the government, media, education, and health sectors.

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The first section consists of the first chapter, which provides an understanding of VAWG through an analysis of the legal frameworks and its gaps. The second section consists of four chapters, targeting government, media, education, and health actors respectively, to offer strategies to combat VAWG in their sectors. Each of these four chapters contains evidence-based information on how actors in these sectors can play a vital role in eliminating VAWG, including examples of best practices and exercises to apply learning. All chapters are color-coded to ease navigation and reading of the toolkit for actors based on their sector and field.

Furthermore, the chapters include key takeaways and messages, as well as boxes outlining commendable campaigns and initiatives, policy highlights, and checklists and activities to promote gender sensitivity.

***The primary beneficiaries of the primary beneficiaries include:***

- Women and girls in general
- Women and girls with disabilities

***The Secondary Beneficiaries include:***

- Civil society organizations (including NGOs)
- Education professionals (teachers and educators)
- Government officials/policy and decision makers

**1.2 Strategy and theory of change (or results chain) of the project with the brief description of project goal, outcomes, outputs and key project activities.**

This project has worked with wide range of social actors in Jordan, with the aim of enhancing awareness about violence against women and girls and increasing sensitization of the different forms of violence faced by many women and girls. The consultative process for writing of the toolkit and subsequent advocacy component specifically targets:

- A. Media actors (journalists, radio stations, TV stations),
- B. Civil society actors (activists, CBOs),
- C. Educators (teachers, university staff)
- D. Relevant duty bearers and government agencies

Together, these actors have significant public outreach and have the ability to influence societal norms and overall public policy. By working to change perceptions and attitudes, ARDD-Legal Aid believes that targeted actors can play a significant role in promoting change both at community and institutional level with the ultimate goal of enhancing protection of women and girls against violence in all its forms.

Whereas the project revolves around the production of a practical tool, in the form of a toolkit, advocacy and dissemination of relevant legal information on VAWG tailored to the Jordanian

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context, the process leading to its elaboration, as well as the advocacy campaign that will follow seek to sensitize social and institutional actors in Jordan against all forms VAWG. The project seeks to achieve this sensitization to all forms of VAWG by (outcome 1) ensuring that social and institutional actors in Jordan agree to actively advocate against VAWG and agree on concrete actions to ensure that relevant services, campaigns and media coverage, as well as include explicit focus on the legal rights of women and girls and that VAWG is on the policy agenda and encouraged in the national education curriculum. **This outcome will be achieved through:**

- **Output 1.1:** having targeted social actors collectively identify core messages related to VAWG that will be incorporated in the production of a toolkit;
- **Output 2:** having targeted social actors operationalize the toolkit by developing a written action plan for the implementation of awareness and advocacy campaigns containing core messages against VAWG.
- This will be complemented on the institutional level by **Output 1.3** in which targeted institutional actors will have increased their awareness of the importance of protection against VAWG through a roundtable informing them about the toolkit, the toolkits public launch as well as the media campaign initiated to promote it;
- **Output 1.4:** targeted educational professionals will mobilize the local communities by conducting outreach and advocacy sessions against VAWG, mainstreaming the messages of the toolkit to the wider public. By engaging with media, civil society, government and educators the ARDD-Legal Aid wants to ensure ownership of the toolkit and its messages by a wide range of influential societal actors, which in turn can have a positive impact in the prevention and response of VAWG. In this way, the project aims at scaling-up current institutional responses to violence perpetrated in the context of immediate family and the community at large.

There is currently a massive neglect of issues related to VAWG in Jordan, which has, and continues, to lead to poor awareness about women's rights among the general public and refusal of the government to consider it as a policy issue. By popularizing a highly technical legal tool, ARDD-Legal Aid aim sat elevating current debates regarding VAWG and in this way enhances awareness and sensitization among social actors in Jordan from different spheres, in order to create positive change interms of attitudes towards VAWG. By working to change perceptions and attitudes, ARDD-Legal Aid believes that targeted actors can play a significant role in promoting change both at community and institutional level, which will ultimately lead to enhanced protection for women and girls against violence in all its forms. The legal compendium represents a unique opportunity to elevate the level of current debate regarding violence against women among Jordanian social actors and to ultimately enhance protection of women and girls in Jordan.

**Main Activities of the Project have included:**

- **Activity 1.1.1:** hold initial workshop to draft and test key messages with key social actors and women



- **Activity 1.1.2:** hold learning write shop for key social actors to identify and agree on core messages to be included in the toolkit: ARDD-Legal Aid will hold a workshop with relevant partners representing different social actors in Jordan (UN agencies currently in partnership with ARDD-Legal Aid—UNWOMEN; UNHCR; UNRWA, legal actors, media actors, CBOs, activists, University of Jordan Center for Woman Studies) in order to learn and collectively identify core messages to be included in the project toolkit. The 'writeshop' will provide the opportunity to engage a wide range of actors and will help ensure ownership and motivation of non-legal audiences to partake in the project.
- **Activity 1.1.3:** produce toolkit to educate non-legal actors with agreed messages about VAWG
- **Activity 1.1.4:** Online testing of Toolkit: ARDD will prepare as a follow up to the learning "writeshop" an online activity asking participants of the writeshop to test the toolkit prior to advocacy campaign.
- **Activity 1.2.1:** organize workshop for the development of a collective action plan for the implementation of the toolkit and for advocacy and awareness raising.
- **Activity 1.3.1:** Roundtable discussion among relevant government agencies with the aim of ensuring ownership of core messages for gender responsive service delivery, with a view to integrate core messages into Jordanian education curriculum and a National Action Plan against VAWG
- **Activity 1.3.2:** public launching of the final product (toolkit), involving media and current networks of ARDD-Legal Aid
- **Activity 1.3.3:** Social media and traditional media campaign (Radio Sessions) promoting the publication of the toolkit (5 radio sessions in total)
- **Activity 1.4.1:** ARDD-LA will train educational professionals to conduct outreach sessions in the local communities to mainstream the messages of the toolkits recommended by the Expert Group Meeting sponsored by UN women in Thailand on prevention of VAWG, the toolkit will couple the elaboration of injunctive norms, which describe how people ought to behave, with specific knowledge regarding current legislation and its gaps in the Jordanian context. The end result will be an in-depth analysis and elaboration of positive messages tailored to the situation in Jordan that can have a potentially a very positive impact in the region. Furthermore the initiative encompasses all forms of VAWG, beyond restrictions related to Personal Status Law.

### **1.3 The geographic context, such as the region, country and landscape, and the geographical coverage of this project. Inputs required by grantee**

This project has been implemented nationally across Jordan, with actors from across the Kingdom.

### **1.4 Total resources allocated for the intervention, including human resources and budgets (budget need to be disaggregated by the amount funded by the UN Trust Fund and by other sources/donors)**

The total amount of funding for the project is \$99,565, with UN Trust fund as the sole funder.

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### **1.5 Key partners involved in the project, including the implementing partners and other key stakeholders.**

This project has been solely implemented and led by ARDD. Throughout the project we have been working with key stakeholders, including educators, women-led organizations, NGOs (both national and international) and policy makers who are involved in women's rights in Jordan.

## **2. Purpose of the evaluation and revision of the toolkit**

### **2.1 Why the evaluation needs to be done**

This is a mandatory final project evaluation required by the UN Trust Fund to End Violence against Women for grantees. Additionally, this is an important activity for ARDD to utilize lessons learned from the project in order to improve and build on its overall programming on ending VAWG in Jordan.

### **2.2 How the evaluation results will be used, by whom and when.**

The evaluations will be used by UNTF to evaluate its relationship and programming with ARDD, and will be used by ARDD to improve its overall programming around the themes of preventing VAWG.

### **2.3 What decisions will be taken after the evaluation is completed**

After the completion of the evaluation, ARDD management will meet to go over findings and discuss the most important lessons learned, and create an action plan to ensure the lessons are utilized for both current and future programming focusing on VAWG.

### **2.4 Purpose of the revision of the tool kit**

Validate information and revise content related to:

- the first section that consists of the first chapter, which provides an understanding of VAWG through an analysis of the legal frameworks and its gaps.
- The second section consists of four chapters, targeting government, media, education, and health actors respectively, to offer strategies to combat VAWG in their sectors. Each of these four chapters contains evidence-based information on how actors in these sectors can play a vital role in eliminating VAWG, including examples of best practices and exercises to apply learning.

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- In addition to the key takeaways and messages, as well as boxes outlining commendable campaigns and initiatives, policy highlights, and checklists and activities to promote gender sensitivity.

### 3 Evaluation objectives and scope

#### 3.1 Scope of Evaluation

- Timeframe: this evaluation needs to cover the entire project duration
- Geographical Coverage: Across Jordan, particularly in Amman
- Target groups to be covered: this evaluation needs to cover the target primary and secondary
  - ***The primary beneficiaries of the primary beneficiaries include:***
    - Women and girls in general
    - Women and girls with disabilities
  - ***The Secondary Beneficiaries include:***
    - Civil society organizations (including NGOs)
    - Education professionals (teachers and educators)
    - Government officials/policy and decision makers
- Beneficiaries as well as broader stakeholders.

#### 3.2 Objectives of Evaluation: What are the main objectives that this evaluation must achieve?

The overall objectives of the evaluation are to:

- To evaluate the entire project in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome and project goals;
- To generate key lessons and identify promising practices for learning;
- To guide ARDD on areas that may need to be improved for future programming, and also on how to capitalize successes created through this project to further support VAWG initiatives in Jordan.



#### 4- Evaluation Questions

The key questions that need to be answered by this evaluation include the following divided into five categories of analysis. The five overall evaluation criteria – relevance, effectiveness, efficiency, sustainability and impact - will be applied for this evaluation.

Evaluation Criteria	Mandatory Evaluation Questions
<b>Effectiveness</b>	1) To what extent were the intended project goal, outcomes and outputs achieved and how? 2) To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached? 3) To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes. 4) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How? 5) To what extent was the project successful in advocating for legal or policy change? If it was not successful, explain why. 6) In case the project was successful in setting up new policies and/or laws, is the legal or policy change likely to be institutionalized and sustained?
<b>Relevance</b>	1) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls? 2) To what extent do achieved results (project goal,





	outcomes and outputs) continue to be relevant to the needs of women and girls?
<b>Efficiency</b>	1) How efficiently and timely has this project been implemented and managed in accordance with the Project Document?
<b>Sustainability</b>	1) How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends?
<b>Impact</b>	1) What are the unintended consequences (positive and negative) resulted from the project?
<b>Knowledge Generation</b>	1) What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls? 2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?

## 5. Evaluation Methodology

The evaluation methodology should be designed and suggested in the inception report by the consultant on the basis of consultations with project staff. However it is suggested that the evaluation should be carried out on the basis of a desk study and a field visit. **The desk study should cover the following documents:**

- **Project contractual documents and further amendments;**
- **Documents produced throughout the project, including toolkit;**
- **Evidence of impact collected by the project, including mid-term reports**
- **Other relevant documentation.**

The evaluation should be built on interviews with:

- **Both the primary and secondary beneficiaries**
- **ARDD Director, gender unit team, M&E team, finance manager, and other identified relevant staff**

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The consultancy should adopt an evaluation methodology coherent with the participatory approach of the project.

The consultant/s is expected to conduct a participatory evaluation providing for meaningful involvement by the project partner, its beneficiaries and other interested parties.

Stakeholder participation is to be an integral component of the evaluation design and planning, data gathering, drafting of findings, evaluation reporting and results dissemination.

The evaluation should focus not only on quantifiable results but also analyze processes and dynamics generated by the project, their scope (in terms of people and other actors involved) and their sustainability.

The proposed methodology the evaluation will be subject to change based on the agreement between UNTF.

## 6. Evaluation Ethics

The evaluation must be conducted in accordance with the principles outlined in the UN Evaluation Group (UNEG) 'Ethical Guidelines for Evaluation'  
<http://www.unevaluation.org/ethicalguidelines>.

It is imperative for the evaluator(s) to:

- Guarantee the safety of respondents and the research team.
- Apply protocols to ensure anonymity and confidentiality of respondents.
- Select and train the research team on ethical issues.
- Provide referrals to local services and sources of support for women that might ask for them.
- Ensure compliance with legal codes governing areas such as provisions to collect and report data, particularly permissions needed to interview or obtain information about children and youth.
- Store securely the collected information.

The evaluator(s) must consult with the relevant documents as relevant prior to development and finalization of data collection methods and instruments. The key documents include (but not limited to) the following:

- World Health Organization (2003). Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women.  
[www.who.int/gender/documents/violence/who\\_fch\\_gwh\\_01.1/en/index.html](http://www.who.int/gender/documents/violence/who_fch_gwh_01.1/en/index.html)
- Jewkes, R., E. Dartnall and Y. Sikweyiya (2012). *Ethical and Safety Recommendations for Research on the Perpetration of Sexual Violence*. Sexual Violence Research Initiative. Pretoria, South Africa, Medical Research Council. Available from  
[www.svri.org/EthicalRecommendations.pdf](http://www.svri.org/EthicalRecommendations.pdf)



- Researching violence against women: A practical guide for researchers and activists  
November 2005  
[http://www.path.org/publications/files/GBV\\_rvaw\\_complete.pdf](http://www.path.org/publications/files/GBV_rvaw_complete.pdf)
- World Health Organization (WHO), 'Ethical and safety recommendations for researching<sup>5</sup> documenting and monitoring sexual violence in emergencies' 2007,  
[http://www.who.int/gender/documents/OMS\\_Ethics&Safety10Aug07.pdf](http://www.who.int/gender/documents/OMS_Ethics&Safety10Aug07.pdf)

## 7. Key deliverables of evaluators and timeframe

	Deliverables	Description of Expected Deliverables	Timeline of each deliverable (date/month/year)
1	<b>Evaluation inception report</b> (language of report: English)	<p>The inception report provides the grantee organization and the evaluators with an understanding about the evaluation and clarifies any misunderstanding at the outset.</p> <p>An inception report must be prepared by the evaluators before going into the technical mission and full data collection stage. It must detail the evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods, proposed sources of data and data collection/analysis procedures.</p> <p>The inception report must include a proposed schedule of tasks, activities and deliverables, designating a team member with the leader responsibility for each task or product.</p> <p>The structure must be in line with the suggested structure of the annex of TOR.</p>	1/2/2018
2	<b>Draft evaluation report</b>	<p>Evaluators must submit draft report for review and</p> <p>Comments by all parties involved. The report needs</p>	19/2/2018

<sup>5</sup> United Nations Evaluation Group (UNEG), 'Ethical Guidelines for Evaluation', June 2008. Available at: <http://www.unevaluation.org/ethicalguidelines>.



	(language of report: English )	to meet the minimum requirements specified in the annex of TOR.  The grantee and key stakeholders in the evaluation must review the draft evaluation report to ensure that the evaluation meets the required quality criteria.	
3	<b>Final evaluation</b>	Relevant comments from key stakeholders must be	2/3/2018
4	<b>Revised version of the tool kit in Arabic and English</b>	Evaluator must submit the final tool kit with all revision incorporated in both languages Arabic and English as per the assigned purpose of revision stated previously	31/1/2018

## 8. Evaluation Team Composition and Required Competencies

### 8.1 Evaluation Team Composition and Roles and Responsibilities

The Evaluation Team will be consisting of 1 national consultant.

The Evaluator will be responsible for undertaking the evaluation and revision from start to finish and for managing the evaluation team under the supervision of evaluation task manager from the grantee organization, for the data collection and analysis, as well as report drafting and finalization in English.

### 8.2 Required Competencies

The selected Evaluator should have the following criteria:

- Evaluation experience at least five years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls

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- Specific evaluation experiences in the areas of ending violence against women and girls
- Experience in collecting and analyzing quantitative and qualitative data
- In-depth knowledge of gender equality and women's empowerment
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts
- Regional/Country experience and knowledge: in-depth knowledge of country Jordan is required.
- Language proficiency: fluency in English and Arabic is mandatory

## 9. Management Agreement and Evaluation

Name of Group	Role and responsibilities	Actual name of staff responsible
<b>Evaluation Team</b>	External evaluators/consultants to conduct an external evaluation based on the contractual agreement and the Terms of Reference, and under the day-to-day supervision of the Evaluation Task Manager.	External evaluator
<b>Evaluation Task Manager</b>	Someone from the grantee organization, such as project manager and/or M&E officer to manage the entire evaluation process under the overall guidance of the senior management, to: <ul style="list-style-type: none"> <li>☐ lead the development and finalization of the evaluation TOR in consultation with key stakeholders and the senior management;</li> <li>☐ manage the recruitment of the external evaluators;</li> <li>☐ lead the collection of the key documents and data to be share with the evaluators at the beginning of the inception stage;</li> <li>☐ liaise and coordinate with the evaluation team, the reference group, the commissioning organization and the advisory group throughout the process to ensure effective communication and collaboration;</li> <li>☐ provide administrative and substantive technical</li> </ul>	M&E Officer or Project Manager of Grantee Organization: Alli Phillips, Luis Alcaraz, and Lana Zananiri,



	<p>support to the evaluation team and work closely with the evaluation team throughout the evaluation;</p> <p>☑ lead the dissemination of the report and follow-up activities after finalization of the report</p>	
<b>Commissioning Organization</b>	<p>Senior management of the organization who commissions the evaluation (grantee) – responsible for:</p> <p>1) allocating adequate human and financial</p>	<p>Senior Management of Grantee Organization:</p> <p><b>Samar Muhareb</b></p>
<b>Reference Group</b>	<p>Primary and secondary beneficiaries, partners and stakeholders of the project who provide necessary information to the evaluation team and to reviews the draft report for quality assurance</p>	<p>JNCW, UN Women, Jordan University, Parliamentary members</p>
<b>Advisory Group</b>	<p>Focal point from the UN Women Regional Office and the UN Trust Fund Portfolio Manager to review and comment on the draft TOR and the draft report for quality assurance and provide technical support if needed: Vesna Jaric</p>	<p><b>Vesna Jaric</b></p>

#### 10 Timeline of the entire evaluation and revision process

Stage of Evaluation and revision	Key Task	Responsible	Number of working days required	Timeframe (2/01/2018 - 19/02/2018)
<b>Preparation stage</b>	Prepare and finalize the TOR with	Commissioning	3	10/1/218
	key stakeholders	organization and evaluation task		
	Compiling key documents and	manager	3	12/1/2018



	existing data			
	Recruitment of external evaluator(s)		3	14/1/2018
<b>Inception stage</b>	Briefings of evaluators to orient the evaluators	evaluation task Manager (ARDD M&E Team)	1	15/1/2018
	Desk review of key documents	Evaluation Team	4	21/1/2018
	Finalizing the evaluation design and methods	Evaluation Team	3	24/1/2018
	Preparing an <b>inception report</b>	Evaluation Team	4	30/1/2018
	Review Inception Report and provide feedback	Evaluation Task Manager, Reference Group and Advisory Group	1	31/1/2018
	Submitting final version of <b>inception report</b>	Evaluation Team	1	1/2/2018
<b>Data collection and analysis stage</b>	Desk research	Evaluation Team	2	5/2/2018
	In-country technical mission for data collection (visits to the field, interviews, questionnaires, etc.)	Evaluation Team	3	8/2/2018
<b>Synthesis and reporting stage</b>	Analysis and interpretation of findings	Evaluation Team	1	11/2/2018
	Preparing a <b>draft report</b>	Evaluation Team	3	14/2/2018
	Review of the draft report with	Evaluation Task		



	key stakeholders for quality assurance	Manager, Reference Group, Commissioning Organization Senior Management, and Advisory Group	1	15/2/2018
	Consolidate comments from all the groups and submit the consolidated comments to evaluation team	Evaluation Task Manger	1	18/2/2018
	Incorporating comments and revising the evaluation report	Evaluation Team	1	18/2/2018
	Submission of the <b>final report</b>	Evaluation Team	1	19/2/2018
	Final review and approval of report	Evaluation Task Manager, Reference Group, Commissioning Organization Senior Management, and Advisory Group	1	19/2/2018
<b>Dissemination and follow-up</b>	Publishing and distributing the final report	commissioning organization led by evaluation manager	1	20/1/2018
	Prepare management responses to the key recommendations of	Senior Management of commissioning	1	21/2/2018



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	the report	organization		
	Organize learning events (to	commissioning	1	22/02/2018
Revision of the toolkit	First draft of the toolkit in Arabic and English	Evaluation Team	3	21/1/2018
	Final draft of the tool kit in Arabic and English	Evaluation Team	2	31/1/2018

## 11. Budget

The total budget for this evaluation is **USD 1,700.**

## 12 Annexes

- 1) Key stakeholders and partners to be consulted Inputs required by Grantee
- 2) Documents to be consulted
- 3) Required structure for the inception report
- 4) Required structure for the evaluation



## Annex II: Evaluation result matrix

Evaluation criteria	Mandatory evaluation questions (for focus group and interviews)	Relevant indicators	Data Source and Data Collection Methods
Effectiveness	<ol style="list-style-type: none"> <li>1. What was the process for designing the toolkit?</li> <li>2. To what extent were the intended project goal, outcomes and outputs achieved and how? And how you measured that the goal, outcomes, and outputs had been achieved?</li> <li>3. To what extent did the project reach the targeted beneficiaries at the project goal and outcome levels? How many beneficiaries have been reached? Direct or secondary</li> <li>4. To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes. What is the change that you want to achieve?</li> <li>5. What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and</li> </ol>	<p>How well the project achieved what it sought to achieve, which is "to sensitize social actors in Jordan against all forms of VAWG to bring about <b>a conducive social environment that will enable women and girls to live a life free from sexual and gender-based violence in Jordan</b> through collective action by key social and institutional actors that raise awareness and improve implementation of relevant laws;</p> <p>Changes in policy level during project had been achieved as mentioned in the final report</p>	<p>Desk review Interviews Focus Groups</p>



	<p>outputs? How?</p> <p>6. To what extent was the project successful in advocating for legal or policy change? If it was not successful, explain why. How you measured the successfulness</p> <p>7. In case the project was successful in setting up new policies and/or laws, is the legal or policy change likely to be institutionalized and sustained?</p>		
relevance	<p>1. To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls? What are the relevant criteria?</p> <p>2. To what extent do achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? What are the techniques to ensure the achieved results?</p> <p>3. How did you choose the social actors?</p> <p>4. How did you choose the geographical areas?</p>	<p>* Existence of advocacy toolkit developed in collaboration with social actors that incorporates key core messages related to VAWG</p> <p>% of social actors (CBS, CSO) who attended the workshop to produce written action plan for implementation of toolkit</p>	<p>Desk review</p> <p>Interviews</p> <p>Focus groups</p>
Efficiency	<p>1. How efficiently and timely has this project been implemented and managed in accordance with the Project Document?</p> <p>2. What do you think about the online shop?</p>	<p>Existence of advocacy toolkit developed in collaboration with social actors that incorporates key core messages related to VAWG</p> <p>% of social actors (CBS, CSO) who attended the</p>	<p>Desk review</p> <p>Interviews</p>



		workshop to produce written action plan for implementation of toolkit	
Sustainability	1. How are the achieved results, especially the positive changes generated by the project in the lives of women and girls at the project goal level, going to be sustained after this project ends? What are the guarantee to ensure the sustainability?	% of targeted institutional actors who report awareness on VAWG and the importance of protecting women and girls	Desk review Interviews
Impact	1. What are the unintended consequences (positive and negative) resulted from the project?		Desk review Interviews Focus Groups
Knowledge Generation	1. What are the key lessons learned that can be shared with other practitioners on Ending Violence against Women and Girls? 2) Are there any promising practices? If yes, what are they and how can these promising practices be replicated in other projects and/or in other countries that have similar interventions?		Desk review Interviews Focus groups

### Annex 3: Result Monitoring Plan

A. statement of project goal, outcomes and outputs	B. Indicators for measuring towards achieving the project goal, outcomes and outputs	C. Data collection methods	D. Baseline Data Please provide actual data indicator	E. Timeline of baseline data collection For each indicator listed in column B, when was BASELINE data collected? Month/year	F. End line Data Please provide actual end line data per indicator	G. Timeline of end line data collection Please each indicator listed in column B, when was end line data collected? Month/year
<b>Project goal (impact):</b> <b>Women and girls are supported to exercise the right to live a life free from sexual and gender based violence in Jordan through awareness-</b>	<i>(IMPACT INDICATOR)</i> % of women and girls who report feeling supported to live a life free from sexual and gender-based violence due to collective actions taken by social	MoV: Self-administered or administered questionnaire with semi-randomly selected sample of women and girls at the beginning and end of the project	23% women do felt supported to live a life from sexual and gender-based violence  70% had low or very low confidence that the law and justice institutions	<b>April 2016</b>	64.3% of women and girls report feeling supported to live a life free from sexual and gender-based violence due to collective actions taken by social and institutional actors by the end of the project.	<b>January 2018 (by EoP)</b>

<p><b>raising and advocacy by women's organizations, national media, educational professionals and parliamentary and ministry representatives to improve legislative action against VAWG by end of December 2017.</b></p>	<p>and institutional actors by the end of the project</p>		<p>would punish VAW.</p> <p>Qualitative responses indicated women lacked knowledge of the state services and used local CBOs or NGOs to point them correct area</p> <p>59% said they would refer to family protection department</p> <p>Only 33% would refer a survivor they know to police</p> <p>95% believe their community would not be supportive of a</p>		<p>85.7% of women and girls report they would refer a friend, daughter or family member (subject to violence) specifically to the Family Protection Department.</p> <p>42.9% of women and girls feel supported to live a life free from sexual and gender-based violence from the existing institutions</p>	
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			survivor of violence			
	2.perspectives of women and girls on social and institutional environment in Jordan regarding VAWG	Focus group discussions and interviews with a semi-randomly selected sample of women and girls at the beginning and end of the project	<p>Only 34% of women are confident the law and institutions will protect them in cases of violence</p> <p>66% of women are not confident that the law or courts will punish perpetrators of VAWG</p> <p>65% say duty bearers will not understand their point of view</p>	April 2016	<p>Overall, women had a positive perception of existing institutions.</p> <p>50% said protection institution staff understand their side.</p> <p>78.5% reported trust and confidence in 911 and FPD services and reported social norms were the main obstacle.</p> <p>All (100%) reported personal experience and media as the main influence on their</p>	January 2018

						opinions.	
Outcome 1: Social (women's organizations and national media) and institutional actors (educational professionals and parliamentary and ministerial representatives) are advocating against VAWG.	1.1. number and type of collective actions taken by targeted social actors by end of the project	Content analysis/media tracking of 2 major newspapers once a month: analysis/mapping of action taken by social actors, and interviews with social actors and representatives of women's organizations	0	Mar 2016	National news outlets such as AIGhad, AIDustour, and AIRai reported <b>8</b> actions taken by social actors: seminars and conferences on women's rights and women's achievements, initiatives to provide women with training, skills, or employment opportunities, and feature pieces on women's organizations and projects. Also, media outlets reported on forms and impact of	January 2018 (EoP)	



						VAWG.	
	1.2. Number and type of actions taken on a ministerial and parliamentary level that support VAWG by end of the project	Content analysis/media tracking of 2 major newspapers once a month: analysis/mapping of action taken on the ministerial, parliamentary and legislative level	0	Mar 2016	National news and media such as AlGhad, Jordan Times, and Ammon News reported ministry/parliament actions: Article 308 of the Penal code was abolished, 1 million JD allocated for a women's shelter, 107 judges to adjudicate for cases of domestic violence, temporary PSL law amended and approved.	January 2018 (EoP)	
	1.3. %of social actors ( women's organizations and media)	Every two months: checklist signatures of organizations and media	0	Mar 2016	10 social actors (2 media organizations and 8 civil	January 2018 (EoP)	

	involved in the project, who officially adopt and publicize the toolkit	representatives officially adopting and publicizing toolkit – tracking of organizations and media websites for adoption and publication of toolkit- google analytical – tracking access of toolkit on ARDD- LA website	0		society/women's organizations) agreed to adopt toolkit and 3 institutions agreed to publicize toolkit on their website.	
<b>Output1.1:</b> <b>Targeted social actors have improved understanding of VAWG and are using the agreed messages to advocate against VAWG by December 31st 2016.</b>	Existence of an advocacy toolkit developed in collaboration with social actors that incorporates key core messages related to VAWG by the end of the project	Copies available		Mar 2016	Copies have been shared with all project participants who attended writeshop, workshop, government roundtable, action plan workshop, and launch event	January 2018 (EoP)

	Number of social actors who participated in creating the toolkit	Meeting tracker	0	Mar 2016	47 (through writeshop participants and revising of the toolkit by local experts)	January 2018 (EoP)			
	% of participants of the write shop who agreed on the key messages by the end of the project	(meeting tracker doc)	0	Mar 2016	75% of writeshop participants agreed on the core messages shared through the event and incorporated into the toolkit	January 2018 (EoP)			
<b>Output 1.2: Targeted social actors have operationalized the toolkit and set the stage for joint action against VAWG.</b>	#of social actors (CBS, CSO) who attended the workshop to produce written action plan for implementation of toolkit	(meeting observation, action plan)	0	Mar 2016	All attendees (10) of the CSO workshop agreed to a written action plan about the best ways to incorporate messages from the toolkit into their	January 2018 (EoP)			

						work and the best ways to coordinate to create a unified approach to advocacy against VAWG.	January 2018 (EoP)
	Perspective of social actors on knowledge about implementation of VAWG action plan by the end of the workshop	Interviews documentation	0	Mar 2016	After the workshop, the project team conducted phone interviews with a sample of the attendees who all reported that they felt it was feasible to understand and implement the EVAWG toolkit.		
<b>Output 1.3: Targeted institutional actors have increased their awareness of</b>	-# of targeted institutional actors who report awareness on VAWG and the	Interviews documentation	0	Mar 2016	75	Phone interviews following the government panel discussion, the	January 2018 (EoP)

the importance of protection against VAWG.	importance of protecting women and girls				toolkit launch event, and ongoing meetings show that all contacted reported messages in the toolkit are very important and shared important information on VAWG and protection.	
<b>Output 1.4:</b> Targeted educational professionals are mobilizing the local communities to raise awareness on VAWG.	# of targeted educational professionals involved in project that report implementation activities to raise awareness on VAWG in local communities	0		Mar 2016	80 In phone interviews conducted with a sample of education professionals, <b>80%</b> they had shared the toolkit messages with their communities (colleagues, families, etc.)	January 2018 (EoP)
	Perspectives of	0		Mar 2016	80	January 2018

	<p>educational professionals regarding their ability to mobilize communities and raise awareness on VAWG</p>			<p>In phone interviews conducted with a sample of education professionals, <b>80%</b> expressed feeling they held an important position in their communities and because of this position, they had the capacity to influence attitudes and mobilize communities.</p> <p>(Quotations reflects the perspectives included in the final report)</p>	(EoP)
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#### Annex 4: Beneficiary Data Sheet

Note: The below were calculated not have any double counting of beneficiaries. The project goal level beneficiaries are the estimated number of women/girls that benefitted from the project indirectly, by way of the civil society organizations, institutional, government, and media actors that participated in the project.

Beneficiary Group	Number of beneficiaries reached	
	At the project goal level	At the outcome level
Female domestic workers	100	--
Female migrant workers	100	--
Female political activists/human rights defenders	30	--
Female sex workers	10	--
Female refugees/internally displaced/asylum seekers	1000	650
Indigenous women/from ethnic groups	--	--
Lesbian, bisexual, transgender	--	--
Women and girls in general	3000	500
Women/girls with disabilities	200	--

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Women/girls living with HIV and AIDS	--	--
Women/girls survivors of violence	2000	150
Women prisoners	--	--
Others (specify)	--	--
<b>Primary Beneficiary Total</b>	<b>6440</b>	<b>1300</b>
Civil Society Organizations	Number of institutions	20
	Number of individuals	52
Community-based groups/members	Number of groups reached	--
	Number of individuals reached	--
Educational professionals (i.e. teachers, educators)		30
Faith-based organizations	Number of institutions reached	--
	Number of individuals reached	--
General community/public at large		14,562 (Thousands more reached through TV/radio but not possible to know)



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	exactly how many)
Government officials (i.e. decision makers, policy implementers)	30
Health professionals	--
Journalists/Media	7
Legal officers (i.e. lawyers, prosecutors, judges)	15 (12 government judges/court officials, not counted above)
Men and/or boys	--
Parliamentarians	9 (reported as government by ARDD, not counted above)
Social/welfare workers	--
Uniformed personnel (i.e. police, military, peace-keeping officers)	--
Others (specify)	--
<b>Secondary Beneficiary Total</b>	<b>14,713</b>

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### **Annex 5: Additional methodology related-documentation**

The evaluation used a mixed-method approach, relying on both quantitative and qualitative data to assess the project's achievements in relation to six criteria: (1) effectiveness, (2) relevance, (3) sustainability, (4) impact and quality of process, (5) efficiency and (6) knowledge generation.

The evaluation was conducted using a 'post-test without comparison group' design.

The evaluation focused on answering a series of key questions related to the six criteria. During this evaluation, 2 FGDs with a total of 19 primary beneficiaries and 8 KIIs with secondary beneficiaries and ARDD staff members were conducted.