Safeguarding Women and Girls Affected by the Syrian Crisis in Jordan

Final Evaluation

War Child Canada

Table of Contents

I. Executive Summary

Over the past eight years, the Syrian Crisis and mass displacement into neighboring countries has disproportionately affected women and girls. In Jordan, just over half (50.1%) of the 662,000 registered Syrian refugees are women and girls[1]. Noting the increased risks faced by women and girls – like limited access to educational opportunities, inadequate access to health care, increased rates of gender-based violence, and limited economic opportunity[2]- it has been of utmost important to ensure a gender-sensitive response that considers the specific needs of women, men, boys and girls. To this end, War Child Canada designed this project, "Safeguarding Women and Girls Affected by the Syria Crisis in Jordan" in June 2017. The two-year project aimed to improve the safety of women and girls as well as to provide prevention and response to SGBV at the local community level by equipping women and girls, local CBOs and community leaders to raise awareness about women and girls' rights and available services.

This evaluation sought to identify relevant lessons and learning from this project to inform future programming and share information with partners, donors and other stakeholders. The evaluation had a two key objectives:
- o To evaluate the entire project (from start to end date), against the effectiveness, relevance, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria.
- o To identify key lessons and promising or emerging good practices in the field of ending violence against women and girls, for learning purposes (this is defined under the knowledge generation criteria below).

Overall, the evaluation reveals that the project has been highly effective in addressing some of the most pressing challenges and needs faced by vulnerable women and girls in Sahab and Nuzha areas of Amman. The project has largely met its objective to improve the safety and protection of women and ensure their rights are upheld. Women and girls most often reported that they were able to access relevant information about their rights through legal awareness sessions; many women described feeling more empowered and capable of making their own decisions or finding assistance on their own. Although most women did not feel comfortable accessing public services for sensitive needs, they did report being better informed about their options if they should need help. Although women and girls may not be ready to access formal assistance pathways, one of the most significant unforeseen outcomes of this project has been the opportunity for women and girls to create their own networks of friends through the War Child activities. Women often explained that this network offers much-needed sources of support in addressing daily challenges with their families and finding information (about services or assistance).

Women have also been supported through life skills sessions and psychosocial support. Most women described being able to improve relationships within their families –both with their husbands and

---

[1] UNHCR. (2019). Syria Regional Refugee Response - Jordan Situation Portal. Online. https://data2.unhcr.org/en/situations/syria/location/36 Accessed June 8, 2019.
[2] UN Women. (2018). "Unpacking Gendered Realities in Displacement: The status of Syrian refugee women in Jordan." Online. https://reliefweb.int/report/jordan/unpacking-gendered-realities-displacement-status-syrian-refugee-women-jordan. Accessed July 11, 2019.

children- as a result of these classes, and often spoke about the benefits of discussing common problems with women in similar situations. Girls who attended basic literacy classes and life skills sessions also highlighted the importance of the topics covered. For girls currently enrolled in formal education, the classes offered a useful opportunity to gain extra support and learn new skills like problem solving and conflict mitigation. Although most girls were enrolled in school, there were a few participants who are not currently attending formal education; these girls emphasized the importance of the classes with War Child as one of the only chances to get out of their homes, meet other girls their age, and develop their own skills. Given that the target for this project was out-of-school girls, War Child Canada could reconsider their targeting approach to identify girls who are not enrolled.

In terms of building community-based protection mechanisms, the project has succeeded in engaging men and boys as well as women and girls in community dialogues about women and children's rights. However, participation remained heavily female, and future projects should incorporate more targeted approaches to mobilizing men and boys in these discussions. This will require more dedicated time to working with men and boys and identifying ways to encourage ongoing participation rather than sporadic participation in discussions, and several recommendations have been identified to start this process. Furthermore, more time is required to fully develop and train local community based protection committees. While this project was able to identify members and provide basic training of trainers, most participants interviewed through this evaluation agreed that they required additional support to continue activities and awareness raising on their own.

Based on this evaluation and the findings summarized above, some of the key recommendations are highlighted below:

- WCC should engage men and boys from as early on in the project as possible in meaningful ways that encourage them to make behavioral and attitude changes for which they are held accountable. Explore the possible relevance of IRC's Engaging Men in Accountable Practice (EMAP) approach for the Jordan context.
- More systematically engage men, women, boys and girls in project planning and decision-making to maximize community-wide buy-in to the project goals. This could be done by setting up a project steering committee of local members, or engaging the CBPCs from project start (see sustainability);
- Consider providing service mapping and/or information about referral partners in Sahab and Nuzha through social media and SMS to improve the impact of information sharing with women. Without such materials, many women could not remember the available services shared by WCC or which INGOs and CBOs offered specific services and assistance. These have previously been identified as the most preferred channels for communication, and could lead to increased retention;
- In this project, out-of-school girls were identified as a target group but not consequently prioritized for assistance. WCC should either: a) develop specific targeting and selection

criteria to identify the most vulnerable within the stated target population and tailor assistance for their needs, or b) revise its target population and activities;

- To address the high level of concern and frequent incidents of verbal harassment of girls on their way to school, WCC should consider putting in place community walking groups to ensure girls feel safe getting to and from school. In addition to sensitizing men and boys, this could lead to improved safety and comfort for both girls and caregivers.

- Expand the role of the CBPCs so that they are more heavily involved in program implementation, decision-making and referrals. This may help to create responsibilities that can be sustained after the services are gone;

- Increase the duration and scope of trainings provided to CBPC members to ensure they have relevant mobilization skills, technical knowledge, and facilitation skills. Ensure participants have the skill to identify topics that are relevant and interesting for community members to encourage participation, with or without an organization to help organize community dialogues or events.

- Consider on-the-job training for field staff from technical experts on SGBV response to ensure all field staff have the appropriate skills and know-how to work with vulnerable and/or traumatized individuals;

- Make sure CBPC members receive adequate training before facilitating dialogue tables. The topics being discussed can be sensitive and require a skilled facilitator who can answer questions and requests for clarification appropriately;

- Develop stronger indicators for measuring behavior and attitude change as a key component of the project. This would also require the development of more qualitative tools that enable WCC to monitor change over time;

- Transition all data collection to mobile data collection tools. This is expected to save time and staffing resources while simultaneously improving the quality of data.

- Develop specific guidelines or SOPs for all WCC staff that clearly outline the organization's commitment to gender responsive programming and how to actively consider the different needs and challenges faced by men, women, boys and girls;

- Continue to work with the various national coordination forums and push the Working Groups to engage local CBO partners more regularly. In doing so, WCC can play a critical role in ensuring long-term sustainability of response with local organizations more actively participating in coordination efforts, planning and response.

II. Acknowledgements

III. Acronyms and Abbreviations

3RP – Regional Refugee and Resilience Plan (2017-2018)

CBO – Community Based Organization

CBPC – Community Based Protection Committee

FGD – Focus Group Discussion

GBV – Gender Based Violence

JIF – Jordan INGO Forum

KII – Key Informant Interview

JRP – Jordan Response Plan

MoL – Ministry of Labor

SGBV – Sexual and Gender Based Violence

SGBV WG – Sexual Gender Based Violence Working Group

UNFPA – United Nations Populations Fund

UNHCR – United Nations High Commission for Refugees

VAF – Vulnerability Assessment Framework

WCC – War Child Canada

IV. Context

Sexual and Gender Based Violence (SGBV) is a growing concern for thousands of women, girls, men and boys affected by the Syria crisis. Women and girls as well as men and boys face increased risks and multiple forms of violence as a result of the conflict and displacement, including forced and early marriage, and sexual violence. Although SGBV has been a problem in Jordan long before the refugee influx[3], the impact of the sudden increase in population, overburdened public services, and perennially weak economy have led to heightened frustrations and increased risks of violence for both refugee and host populations.

Effects of the Syrian Crisis in Jordan

The first Syrian refugees began fleeing their homes in southern Syria to find safety in Jordan in July 2011. Since then, over 662,000[4] displaced peoples have found refuge in the southern neighbor and registered as asylum seekers with the United Nations High Commission for Refugees (UNHCR), while the Government of Jordan estimates up to 1.1 million Syrians are living in Jordan. During the first two years of the conflict, Jordan maintained an open border policy, and peak arrival figures in early 2013 reached 3,000 per day. These Syrian refugees joined thousands of Palestinian, Iraqi, Sudanese and Somali refugees already living in Jordan, which has done its best to provide a basic standard of living for the refugee population despite a fragile economy and limited public infrastructure.

Despite efforts of the Jordanian Government to provide for refugees in camp settings with minimum living requirements provided for, the vast majority of refugees (80%) have left the camps and settled into urban settings, primarily around Amman's largest cities of Amman, Irbid, and Mafraq[5]. The influx in population resulted in increased levels of social tensions between refugee and Jordanian populations as prices for basic goods and rent increased, public infrastructure buckled under pressure, and perceived competition over employment and aid resources skyrocketed. The limited employment opportunities available to Syrians to access stable income has been the foremost barrier to meeting their basic needs and obtaining even a minimum standard of living[6]. Following the Jordan Compact resulting from the donors' conference in London in early 2016, the Government of Jordan opened work permits for 200,000 Syrian refugees with waived fees. Recent reports indicate approximately 139,000 work permits have been issued in the permitted categories of agriculture, textiles and construction[7]. Despite this improvement in access, the majority of Syrians continue to face dire circumstances every day.

Noting these limitations, for the vast majority of Syrians obtaining an adequate monthly income remains elusive, and refugees continue to face severe levels of socio-economic vulnerability. The inter-agency Vulnerability Assessment Framework (VAF) led by UNHCR, was developed to assess and target socio-

---

[3] UN Women Jordan. (2016)"WOMEN AND VIOLENT RADICALIZATION IN JORDAN". Online
https://data2.unhcr.org/en/situations/syria/location/36 Accessed July 10, 2019.
[4] UNHCR-. Syria Regional Refugee Response - Jordan Situation Portal. Online. Accessed June 8, 2019.
[5] Ibid.
[6] Care Jordan. (2018) "Eight Years into Exile: Challenges and coping strategies of urban Syrian refugees and non-Syrian refugees in Jordan and impact on vulnerable host communities". Online. https://www.care-international.org/news/press-releases/aid-agency-care-international-releases-eight-years-into-exile-challenges-and-coping-strategies-of-urban-syrian-refugees-and-non-syrian-refugees-in-jordan-and-impact-on-vulnerable-host-communities. Accessed July 8, 2019.
[7] Ministry of Labor – Jordan. (2018) "Syrian Refugee Unit Work Permit Progress Report December 2018." January 9, 2019. Online. Accessed June 8, 2019.

economic vulnerability using defined indicators per sector. The econometric model behind VAF explores that gap between income versus expenditure as well as other factors to result in a score in the range of one through four for each sector, as well as an overall welfare score, where one signifies the least relative vulnerability and four, the highest. The VAF baseline survey in 2015 indicated that 80% of Syrian refugees rely on negative coping strategies, including removing children from school and child labor. Evidence also suggests that rising tensions- not only between refugee and host populations, but also within households over scarce resources and shifting gender roles- have resulted in increased cases of violence against women and domestic abuse[8].

In the current environment, the risks to women and girls, and especially refugee women and girls, are incredibly high. Refugees are torn from the traditional safety nets provided by friends and family and disconnected from neighbors and the larger community. Women and girls are often isolated within their homes, further limiting their access to social networks and essential services and assistance pathways[9]. According to an ICRW-published report, "the stress and vulnerability created by displacement and these circumstances can lead to physical, sexual and emotional abuse, including physical assault, verbal threats, rape and early and forced marriage. In addition to physical hurt, these experiences can lead to depression, stress and anxiety"[10]. Psychosocial support services (PSS) and case management services can be life-saving in this type of environment by protecting women and girls from future harm and promoting their social and emotional wellbeing. However, survivors are often difficult to reach with essential services due to stigma and inherent gender inequalities that leave women and girls less likely to access services[11,12].

War Child Canada

Founded in 1999, War Child Canada's mission is to work with war-affected communities to help children reclaim their childhood through access to education, opportunity and justice with gender as a crosscutting theme. War Child Canada (WCC) envisions a world where no child knows war. The organization reaches over 300,000 vulnerable women and children annually. All programming is implemented in partnership with local communities, NGOs, governments and other stakeholders using a child-centered approach. By fostering strong, respectful partnerships, WCC ensures that programming is sustainable and relevant to the needs of partners and beneficiaries. WCC has 15 years of experience in delivering complex international development programs for war-affected children, youth, women and their communities. WCC maintains a presence in six of the world's most war-ravaged countries: the Democratic Republic of Congo (DRC), Sudan, South Sudan, Uganda, Jordan, and Afghanistan.

---

[8] UNHCR. (2015) "Vulnerability Assessment Framework Baseline Assessment." UNHCR Syrian Situation Portal. Online. Accessed June 8, 2019.
[9] Stark, Lindsay, and Alastair Ager. (2011). A systematic review of prevalence studies of gender-based violence in complex emergencies. Trauma, Violence, & Abuse Volume 12. Online. Accessed June 8, 2019.
[10] Pamela Lilleston, Winograd, L., Ahmed, S., Salamé, D., Al Alam, D., Michelis, I. and Palekar Joergensen, S. "Reaching Refugee Survivors of Gender-Based Violence: Evaluation of a Mobile Approach to Service Delivery in Lebanon". ICRW. Online. Accessed June 10, 2019.
[11] Hobfoll, Stevan E. (2001). "The influence of culture, community, and the nested-self in the stress process: advancing conservation of resources theory." Applied Psychology. Online. Accessed June 8, 2019.
[12] Pico-Alfonso, M.A., Garcia-Linares, I., Celda-Navarro, N., Blasco-Ros, C., Echeburua, E., & Martinez, M. (2006). The impact of physical, psychological, and sexual intimate male partner violence on women's mental health: Depressive symptoms, posttraumatic stress disorder, state anxiety, and suicide. Journal of Women's Health. Online. Accessed June 8, 2019.

War Child Canada is designated by the Canada Revenue Agency as a registered charity (#872374426RR0001). The organization has been present in Jordan since 2013 and is legally registered as a foreign society with the Ministry of Internal Affairs (#2015021114902).

V. Description of the Project

"Safeguarding Women and Girls Affected by the Syrian Crisis in Jordan" is a two-year project funded by the United Nations Trust Fund to End Violence Against Women (UNTF). The project started in June 2017, but implementation was temporarily delayed until War Child Canada received official approval from the Government of Jordan in September 2017, and it closed at the end of May 2019.

The project's stated goal was: "Women and girls from Syrian refugee and vulnerable host Jordanian communities in Sahab and Nuzha (Amman) are safer, better protected from violence, and their rights are upheld." In line with the UNTF strategy and priorities, War Child Canada designed the project to engage women and girls as active agents of change in their own communities, provide high quality support services to those in need, and to prevent violence against women by working with communities and local leaders to raise awareness and understanding of women's and girls' rights.

As outlined earlier in this report, the Jordan context is complex, and a combination of tradition and cultural norms have led to the normalization of women and girls' marginalization and exclusion from much of political, economic and social spheres. This project sought to address SGBV in two areas of East Amman – Nuzha and Sahab. Within Amman governorate, the influx of Syrian refugees over the last eight years has disproportionately been to highly populated areas. This caused a decrease in income-level, high rates of unemployment, and overburdened public infrastructure and services, creating pockets of poverty. In this context, women and girls have few opportunities to get out of the house, socialize, work or engage in decision-making at the household or community level. This project worked with women and girls to ensure they are aware of their rights, how to access them, know where to go for assistance, and have the knowledge they need to be empowered members of their communities. It also worked with men and boys to change attitudes and behaviors towards women and girls that negatively impact their ability to access and claim their rights, like harassment or violence.

The project has three outcomes:
- **Outcome 1:** By project end, women and girls in Sahab and Nuzha (Amman) (including survivors/those at risk of SGBV, members of highly vulnerable groups such as female heads of household and out-of-school girls) are better able to access available protection and support services.

For Outcome 1, key activities included carrying out an initial needs assessment of the legal and social protection needs of women and girls in the target areas, training 20 local volunteers to conduct outreach visits and spread awareness about available support and services with the aim of reaching 1,000 women

and girls by project end. These women and girls were reached either through the trained volunteers, house-to-house visits, or through the community centers.

- **Outcome 2:** By project end, women and girls (including survivors/those at risk of SGBV, members of highly vulnerable groups such as female heads of household and out-of-school girls) have increased wellbeing and coping skills.

Outcome 2 activities focused on directly improving the wellbeing of women and girls in Sahab and Nuzha. First, the project aimed to foster 40 women's support groups through the project. Women's support groups were envisioned as social groups where women could come together to make friends, discuss common challenges or problems, and support one another to develop and engage in positive coping strategies. Activities also included life skills, psychosocial support and legal awareness sessions for women, with a target of 1,000 women over the project life. Outcome 2 also focused on building local capacity. WCC trained 20 CBO staff and volunteers on responding to SGBV cases, using referral pathways and mechanisms, and providing psychosocial support to women and girls.

- **Outcome 3:** By project end, community members in Sahab and Nuzha (Amman), including community leaders, men and boys, are better able to advocate for women's rights and prevention of SGBV.

Finally, Outcome 3 included activities that specifically targeted community-level awareness raising and engaging men and boys. To achieve this outcome, War Child developed community based protection committees (CBPCs) in both Sahab and Nuzha comprised of local leaders and motivated men, boys, women and girls. Members were trained on women and girls' rights- what they are and how they should be upheld-, available services in their area, referral pathways and how to make referrals, and how to identify and monitor protection risks in their own communities.

Beneficiaries included men, women, boys and girls in Nuzha and Sahab, but primarily focused on women and girls to ensure they could continue to work for change beyond the scope of this project. Direct beneficiaries include 2,000 women and school-aged girls. The project also worked with the CBO volunteers and staff through the provision of capacity building support as well as men and boys (through the CBPCs and community dialogues). Other indirect beneficiaries include all the men and women in Sahab and Nuzha who benefited from the enhanced capacity of the local CBOs to address, prevent and respond to PSS and social protection needs. Additionally, it is expected that this project indirectly benefited the families of men, women, boys and girls who participated in classes or community dialogues through improving parents' relationships with their children and one another.

VI. Purpose of the Evaluation

This evaluation is required both for the donor (UNTF) and War Child Canada in order to understand the impact of the project and the process of implementation. This evaluation has been commissioned in order

to assess the relevance and effectiveness of the UNTF-funded project. The evaluation is impact oriented in nature and seeks to identify results for project participants at the individual and community levels. It is also process oriented in that it aims to evaluate the practices and policies used to implement this project and provide recommendations on how to strengthen the efficacy and efficiency of future programming.

VII. Evaluation Objective and Scope

The Terms of Reference for this evaluation outline two main objectives as follows:
  o To evaluate the entire project (from start to end date), against the effectiveness, relevance, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human rights criteria.
  o To identify key lessons and promising or emerging good practices in the field of ending violence against women and girls, for learning purposes (this is defined under the knowledge generation criteria below).

As such, the evaluation will cover the entire period of implementation and all areas of intervention. The evaluation will consider past project reporting, needs assessments reports, and data collected through ongoing monitoring and evaluation activities to understand the relevance of the project design to the context and stated needs of women and girls. Based on this understanding, the consultant aims to identify concrete learning that War Child Canada can apply to current and future projects in Jordan and elsewhere.

VIII. Evaluation Team

This evaluation has been conducted by Marieta Fitzcharles, an independent MEAL consultant with over 6 years of experience working on the Syria Response in Iraq, Jordan, Lebanon, and Turkey. Marieta spent four years in charge of program quality for the Danish Refugee Council (DRC) in Jordan, and is very familiar with the Jordan context and the humanitarian landscape in the country. Following her work with DRC, Marieta continued to focus on the impact of the Syrian Crisis on neighboring countries, host populations and displaced Syrians as an independent program quality consultant. Over the last three years, Marieta has conducted a variety of evaluations, needs assessments and strategy development projects with some of the largest INGOs in the Middle East.

As the sole evaluator, Marieta has taken on the lead role in terms of: designing the evaluation and methodology, collecting qualitative data in the field, cleaning and analyzing data as well as writing the final narrative report. The work has taken place over the course of one month, including:
  - One week for initial discussions and inception report writing;
  - Two weeks for in-country data collection (Focus Groups and Key Informant Interviews);
  - One and a half weeks for data cleaning, analysis and report writing.

For additional details, please see the consultant's CV (Annex B).

IX. Evaluation Questions

The War Child Canada team identified a number of key evaluation questions to be answered through this evaluation. These are:

Topic	Questions
Impact	To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?
Effectiveness	To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?
Efficiency	To what extent was the project efficiently and cost-effectively implemented?
Relevance	To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? Relevance to local context and challenges; project design fit to human experience and barriers; did community members express gratitude or interest in the activities offered and identify them as urgent needs.
Sustainability and Project Transition	To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends? Are achievements in protection and behavior change likely to be sustained after funding ends; what plans do stakeholders have to continue their work after the project ends; what services are available to support beneficiaries after project ends? Did the women in the project make sustained connections/networks/friendships to other women in their community (including Jordanians and Syrians)
Knowledge generation	To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners?
Gender Equality and Human Rights	The evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated through-out the project and to what extent.
Review of Technical Approach	Relevancy of activities, and fit to UNTF country strategy; progress toward results; effectiveness of the interventions; any changes in the technical approaches outlined in the Detailed Implementation Plan (DIP) and rationale; unexpected successes or constraints.
Capacity Building	Were the trainings and capacity building sessions structured properly (invitations, agenda, training materials, venue)? Did the trained participants pass on the knowledge they have gained to their colleagues and beneficiaries they are working with? How? Did the capacity building sessions increase/enhance the quality and the process of project's implementation?
Training Strategy	How were the capacity building/training topics selected? Were these trainings relevant and based on the need of participants, beneficiaries and the project's goal and implementation? How often did the capacity building sessions take place?

	Are all trainings arranged and planned in a timely and proper manner?
Community Mobilization	To what extent has the community responded to the different mobilization techniques employed by the project; how have these activities been used to refine program implementation plans and achieve results; what kinds of barriers existed to prevent or enable members of the community, especially women and youth, from participating in the project, and how have these been addressed; what factors in the political and socio-ecological environment (such as security, competing community priorities, etc.) have impacted the project's ability to mobilize the community and what steps has the project taken to address these factors?
Behavior & Attitude Change	Did the beneficiaries show any improvement on their psychosocial wellbeing and coping skills? Are women and girls aware of their rights? Do they have access to and are they aware of available services? Do women and girls feel safer and better protected? Have the direct family members sense changes on their relatives who participated at WCC's programs? Did out-of-school girls show improvement and acquire basic literacy and life skills? Did the work of protection committees affect the overall traditional and community behavior towards SGBV?
Advocacy Efforts	What kind of advocacy campaigns were implemented in the project? Were these campaigns/efforts conducted based on the target communities' needs? Did the desired changes happen after the advocacy efforts were conducted? Did the community participate in these campaigns? How did WCC include their inputs to these campaigns?
Gender Sensitivity	Working on preventing Gender Based Violence against women and girls, are most of the beneficiaries female? How were males from target communities involved and to what extent? Are all field and project staff aware of the gender equity and gender sensitivity in the project? Are there concrete gender policies in place? How were gender related incidents captured, reported and followed up?
Monitoring & Evaluation Strategy	How often is data collected? Is the mobile data collection friendly user and properly designed? Are the tools used for data collection sufficient and collect data according to donor's and the project's requirements (qualitative and quantitative)? How often do monitoring visits take place to the field? Do these visits support the field teams and project's progress? Is the field staff trained to work with mobile data collection and the tools required from each activity? Is there a feedback mechanism in place? Are beneficiaries and field staff informed and trained to use the feedback mechanism? Is there a follow up mechanism for received feedback?

Table 1 Evaluation Questions

X. Evaluation Methodology

As of May 31, 2019, War Child Canada has completed the UNTF-funded project entitled, "Safeguarding Women and Girls Affected by the Syria Crisis in Jordan". This report describes the findings of an external evaluation of the project conducted by a third-party evaluator. The report will be used to extract valuable learning from the two-year project, and explore the impact and results achieved through the three-pronged approach adopted by War Child. The overarching objective of this evaluation report is to assess the overall relevance and effectiveness of the intervention and generate learning.

i. Desk Review

The evaluation process began with a desk review of existing program-related documentation, including the original proposal, baseline assessment, beneficiary database/lists, progress reporting to date, M&E tools and data, and the recently completed end line evaluation. The review focused on program-related documentation to identify key issues, trends, and gaps, if any, in program design, relevance and effectiveness.

The desk review was followed by qualitative data collection, which consisted of data collected from two main avenues: 1) key informant interviews (KIIs) and 2) focus group discussions (FGDs).

ii. Key Informant Interviews

The consultant conducted interviews with five (5) key informants. All key informant interviews were conducted in person and lasted between 45 minutes and 1 hour 15 minutes. The interviews were semi-structured as the consultant used a set of predetermined guiding questions (see Annex D), but also allowed flexibility in the conversation for informants to provide their own insights and thoughts about the needs, challenges, response gaps, and behaviors and attitudes in the areas of intervention.

Key informants included WCC staff, trained CBO staff, and the focal points for the SGBV working group as detailed in Figure 2 below. These key informants were selected based on their expertise in the areas of intervention and sector. These interviews were used to gain a more comprehensive understanding of the contextual factors in the areas of intervention that may not be captured through focus group discussions. What's more, interviews were conducted with community leaders who may be able to provide a more current and nuanced understanding of the needs in Nuzha and Sahab as they are engaged in the project at the field level and have strong relationships with other community members, civil society and local authorities. Interviews with SGBV focal points from coordination forums were used to identify the level of engagement and participation of War Child Canada in ongoing coordination and discussions and to understand the extent to which War Child has been able to contribute to learning around SGBV and child protection risks.

Key Informant	Organization/Position	Date/Duration of Interview
Talal Ibrahim	Program Manager, War Child Canada	May 19, 2019 1 hour

Mina al Hashimi	MEAL Senior Officer, War Child Canada	May 19, 2019 1 hour
Sahab Community Leader (wished to remain unnamed)	Community Leader, Sahab	May 23, 2019 1 hour 15 minutes
Nuzha Community Leader (wished to remain unnamed)	Community Leader, Nuzha	May 23, 2019 1 hour
Pamela di Camillo	UNFPA, GBV Specialist (SGBV Sub-Working Group Chair)	May 21, 2019 1 hour 15 minutes

Table 2 Key Informants

iii. Focus Group Discussions

The consultant also conducted 14 focus group discussions with the support of an Arabic/English translator. The 60-75-minute-long discussions included between 3-12 participants each, with a total of 90 participants overall (75 women and girls, 15 men and boys). An open-ended questionnaire was used to guide each FGD (see Annex E), depending on the level and type of participation, age, and sex of participants. For the school aged girls, the group discussion also included a short interactive exercise aimed at identifying girls' honest opinions about the classes they attended and their impact on their daily lives.

Location	# of FGD	Focus Group Details
Sahab	7	Out of School Girls x2 Women Ages 18-34 x1 Women Ages 35+ x1 Community Based Protection Committee members x1 Community Based Protection Committee male beneficiaries (x1) Community Based Protection Committee female beneficiaries (x1)
Nuzha	7	Out of School Girls x2 Women Ages 18-34 x1 Women Ages 35+ x1 Community Based Protection Committee members x1 Community Based Protection Committee male beneficiaries (x1) Community Based Protection Committee female beneficiaries (x1)
Total	14	

Table 3 Focus Group Discussion Breakdown

Stratified random sampling has been used for the sampling of focus group participants, with the various types of assistance, area of residence, age, and sex defining the various strata. Once project beneficiaries were stratified into different gender, age, geographic area and project participation groups, the consultant selected focus group participants at random. War Child Canada staff facilitated the focus groups by calling and inviting participants, but were not involved in the discussions in any way.

For data analysis, pre-determined and emerging codes have been applied to all qualitative information. Analysis has been completed using Atlas.ti software, and coding has been applied prior to, during and

following data collection. Once coded, the consultant triangulated findings across the desk review, key informant interviews, and focus groups to maximize reliability and validity of the findings.

iv. Ethics and Safety

Key informant interviews were conducted in-person with the assistance of a translator for interviews with the community leaders and local CBO staff. All key informant interviews were conducted in enclosed spaces with adequate privacy for interviewees to speak freely. Interviewees were informed about the objectives of the research and told that their interviews would be attributed to them. Each interviewee was given the opportunity to leave the interview in the case they felt uncomfortable at any time. No War Child staff was involved or present for any interviews with community leaders, CBO staff or coordination forum focal points to ensure respondents felt comfortable expressing their opinions about the organization and the project freely.

Focus groups were facilitated inside the War Child community center in Nuzha and inside the local partner center in Sahab. All participants were told about the evaluation and the purpose of the research and given a chance to ask any questions about the project or evaluation. Although all participants were encouraged to voice their opinions, participants were informed that they did not have to respond and that they were free to leave if they felt uncomfortable in any way. In line with child protection and safeguarding policies, War Child obtained consent for participation of girls and youth from parents and/or caregivers before focus groups took place. As with KIIs, no staff member was present in any focus group.

iv. Limitations

There are a few potential limitations of the methodology and data collection approaches used that should be acknowledged:

- *Discussions around highly sensitive issues*: Women and girls alike may not have been open to discussing the specifics of their urgent needs or challenges – particularly related to sexual and gender based violence – in a group setting. This was not expressed as a concern by any participant, and was not something observed by the consultant but should nonetheless be recognized as a potential limitation.
- *Reliance on qualitative methodologies*: This evaluation relies heavily on qualitative methods due primarily to the short timeframe and nature of the evaluation- which was to understanding the impact of life skills, psychosocial, and educational classes on women and girls, but also to understand any attitudinal and/or behavioral changes within project participants themselves or the wider community. The focus group discussions offered the consultant the opportunity to hear beneficiaries' perspectives regarding the effectiveness of WCC assistance, but it has not been possible to identify quantifiable linkages between assistance received and impact. In an effort to address this limitation, information collected through focus groups has been supplemented by monitoring data when possible, and analysis has considered data available from existing assessments and reports.

- *Potential limitations due to joint discussions between Jordanian and Syrian beneficiaries*: The evaluator did not consider it necessary to separate focus group discussions by nationality (Syrian or Jordanian) given that project activities were jointly implemented for women and girls of all nationalities (primarily Syrian and Jordanian). As such, there is a possibility that women or girls of a particular nationality may have felt uncomfortable expressing themselves fully regarding any possible problems or social tensions, for example between refugees and Jordanians.

XI. Findings and Analysis

Evaluation Criteria	Impact
Evaluation Questions	● *To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?*
Response to the evaluation question with analysis of key findings by the evaluation team	This project has resulted in significant positive change for many of the women and girls in Sahab and Nuzha, from improving familial relationships and changing the way communities perceive women's rights to fostering strong support systems for women and girls. Although it remains early to understand the long-term impact of this project, through the focus groups and interviews with project participants it is evident that seeds of change have been planted; victories at the individual level may begin to transform communities and societal norms.
	This project has contributed to ending violence against women in three key ways: improving access to direct support services, strengthening women and girls' ability to cope with challenges and problems they face, and beginning the process of community-level change. First, women and girls in both Sahab and Nuzha have reported increased awareness about their rights thanks to their participation in legal awareness sessions and life skills. The focus groups with women highlighted the increase in knowledge around what human rights are, and what rights are specifically afforded to women and girls. Many women explained that they did not realize their rights were being violated in the past, but now they recognize that they have more power then they thought, and the ability to speak up in the face of injustice or violence. Multiple women used the Arabic word for powerful *("qawiun")*, and described feeling more empowered to make their own decisions- whether about how to raise and discipline their children or what to do with their free time. Multiple women told stories of great personal change as a result of meeting other women, discussing their common challenges and priorities, and being able to help one another through tough times. Noting that most women do not have the opportunity to socialize or leave their homes, the social aspect of War Child's activities was seen as a key added value of attending courses and lectures.
	Second, access to direct support services is a critical part of responding to violence against women. Through this project, War Child Canada was able to

reach over 2,000 women and girls with important information about their rights, basic psychosocial support and life skills, and a safe environment. Although War Child's efforts to share information about other service providers through mapping and referral were somewhat less successful, women did report learning about the Family Protection Department (FPD) where they could go for help. Even with this knowledge, none of the women said they would approach FPD for assistance for fear of the consequences from their husbands, their reputation, and gossip in their neighborhoods. Women were not aware of other (I)NGO or CBO service providers in their areas where they would feel comfortable requesting assistance.

Finally, the community based protection committees developed and supported through the project represent a good start to combatting the mindsets and actions that enable violence against women. While it is too early to tell how these committees will continue to work following the project end, they have the potential to continue monitoring protection risks, calling attention to violence in the home, at school or elsewhere, and raising awareness at the local level. To date, the committees have already had a multiplier effect for this project's reach, extending the knowledge about SGBV and women's rights to an additional 630+ community members.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Key informant interviews with community leaders in Sahab and Nuzha, - Focus group discussions with school-age girls who participated in educational classes and life skills sessions; - Focus group discussions with women who participated in life skills, legal awareness, and PSS sessions; - Focus group discussions with CBPC members in Sahab and Nuzha; - Focus group discussions with dialogue table participants in both Nuzha and Sahab; - Small group interviews with volunteers and WCC staff in Nuzha and Sahab; - Key informant interview with WCC Program Manager.
Conclusions	Although the long-term impact of this project cannot be evaluated yet, the evidence collected through focus groups and interviews does shows some significant contributions to ending violence against women and girls in the target areas. War Child Canada's project has resulted in positive changes for women and girls and empowered them with knowledge about their own rights and how to access services, and started the process of changing mindsets, attitudes and behaviors of the wider community, including men and boys.

Evaluation Criteria	Effectiveness
Evaluation Questions	*To what extent were the intended project goal, outcomes and outputs achieved and how?*
Response to the evaluation question with analysis of key findings by the	The stated project goal is, "By project end, women and girls from Syrian refugee and vulnerable host Jordanian communities in Sahab and Nuzha (Amman) are safer and are better protected from violence and their rights are

evaluation team

upheld". Outcomes foreseen for this project included three areas: response, prevention and community capacity building.

- **Outcome 1:** By project end, women and girls in Sahab and Nuzha (Amman) (including survivors/those at risk of SGBV, members of highly vulnerable groups such as female heads of household and out-of-school girls) are better able to access available protection and support services.
- **Outcome 2:** By project end, women and girls (including survivors/those at risk of SGBV, members of highly vulnerable groups such as female heads of household and out-of-school girls) have increased wellbeing and coping skills.
- **Outcome 3:** By project end, community members in Sahab and Nuzha (Amman), including community leaders, men and boys are better able to advocate for women's rights and prevention of SGBV.

The majority of project participants in focus groups acknowledged having a stronger support system in place following their participation in the project. Having a support system can be of critical importance when SGBV is a common problem like it is in Nuzha and Sahab, particularly when there are few services available and women/girls don't trust available avenues for help. Women described the importance of the social aspect of attending classes at the center, and described how meeting other women and sharing common challenges helped them cope with their own problems. One woman summarized the sentiments of many when she said, "*Before I came to life skills sessions I was feeling bored and lonely at home. Now I have friends, I know how to stand up for myself, and I am not alone anymore*".

Socializing and forming friendships was also highlighted as the most important aspect of attending classes for school-age girls. Most girls in both Sahab and Nuzha explained that they would turn to their friends if anything ever happened that they needed to talk about. Importantly, many girls indicated that they met new friends through the WCC activities with whom they continued to talk and meet after the classes were finished. This is an important outcome of the WCC activities as friends were largely considered the best source of support to talk to about any psychological or physical problems. The majority of girls in focus groups indicated that they would not feel comfortable speaking about harassment, abuse or exploitation to their parents; they often feared the consequences of sharing this information, like being beaten, not being allowed to leave the house, or being sent to live elsewhere. Five girls gave examples of their own negative experiences after telling their parents about being harassed on their way to school- including one girl whose parents took her out of school for one year and another who was told to "shut her mouth" and never speak of the incident again. A few girls (3 in Sahab and 4 in Nuzha) described strong relationships with their parents and said they would be able to immediately tell their mothers if anything happened to them.

One of the main activities under Outcome 1 was to spread awareness about existing services and assistance providers who would help with social

protection or legal support. Based on feedback during focus groups, most women were aware of the Family Protection Department (FPD), but did not know of any other (I)NGOS, CBOs or other agencies offering psychosocial or protection services. The same women who knew about FPD also admit that they didn't think they would ever go to the department for assistance. Instead, these women said they preferred to keep their problems within the family and speak to relatives about any issues. Younger girls also mirrored these views and practices. Many girls in Nuzha said they knew they could tell the police or guards if they were having problems, but they also said they wouldn't personally report incidents to the police without telling their parents first. However, as mentioned previously, most girls reported not feeling comfortable speaking about SGBV with their parents. Instead, girls often shared these types of problems or concerns with their friends but no one else.

For Outcome 2, both women and girls reported improvements in general wellbeing as a result of participating in classes and activities. For women, the most frequently reported change was in the level of self-confidence. Many women described feeling empowered with the knowledge of their rights and supported by the women around them. Most of the girls attending educational classes and life skills sessions focused on the benefits of the life skills sessions. Benefits from the life skills sessions described by school-age girls included learning how to communicate more effectively, speaking up for yourself, and problem solving. One girl explained how she used her new conflict resolution skills with her own siblings and another described how she felt her communication with her mother improved after they both attended classes at the Sahab center.

Although the original target for Outcome 2 was out-of-school girls, from the focus group discussions it was clear that many girls were in school and attended classes to supplement and support their formal education. Only 3 girls who attended focus groups were out of school and explained that their parents took them out of school in the last two years to help their mothers with the household management and care for younger siblings. For these three girls, educational classes in English, Arabic and math helped them practice things they learned while still attending school so they wouldn't forget. Even for out-of-school girls, the classes at the center were equally as important for socializing as for educational purposes. Girls who are not in school have even fewer opportunities to leave their homes and make friends, so the classes at the center offered a much-needed break from home life. In future projects, it would be important to target out-of-school girls more purposefully to ensure the most vulnerable have access to much needed support and assistance.

In terms of the community upholding women and girls' rights, the project has resulted in some increased levels of awareness at the local level, particularly about positive parenting and children's rights. This is evident from the focus group discussions with men and boys who have been engaged in the dialogue tables with Community Based Protection Committee members. Three older

men in Nuzha spoke at length about how the dialogue table opened their eyes to children's rights specifically, and they recognized that they needed to change some of their methods of disciplining their kids. While some of the older male participants remained skeptical as to whether mindsets can change, they also acknowledged that working with young boys and teenagers is a good way to start the process. Men in Nuzha suggested working with school-age boys to foster more respectful relationships between boys and girls from an early stage. In Sahab, the community leader expressed that strengthening religious beliefs from a young age can help foster positive change. He explained that Islam teaches men to respect and honor their wives, and a focus on these teachings could help change the actions of boys and men. Overall, the project has been able to start the discussion around women's rights and local leaders and committees were hopeful that , with continued efforts and persistent reminders, attitudes and practice can start to change.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Key informant interviews with community leaders in Sahab and Nuzha, - Focus group discussions with school-age girls who participated in educational classes and life skills sessions; - Focus group discussions with women who participated in life skills, legal awareness, and PSS sessions; - Focus group discussions with CBPC members in Sahab and Nuzha; - Focus group discussions with dialogue table participants in both Nuzha and Sahab; - Small group interviews with volunteers and WCC staff in Nuzha and Sahab; - Key informant interview with WCC Program Manager.
Conclusions	The project has largely reached its stated goal and results, particularly in regard to empowering women and girls by offering quality life skills and legal services for women and girls as well as building local capacity to address and combat SGBV. What's more, the project has largely achieved its stated targets:

Outcome	*Output Target*	*Output Actual*
Outcome 1: By project end, women and girls in Sahab and Nuzha (Amman) (including survivors/those at risk of SGBV, members of highly vulnerable groups such as female heads of household and out-of-school girls) are better able to access available protection and support services.	**1.2** By project end, 20 Syrian/Jordanian volunteers in Sahab and Nuzha (Amman) are able to conduct outreach to vulnerable groups on available support services and referral pathways.	20 Syrian/Jordanian volunteers trained on outreach and referral
	1.3 By project end, 1,000 women and girls in Sahab and Nuzha (Amman) are informed of available support services and referral pathways	1,000 women and girls informed about available services and referral pathways
Outcome 2: By project end, women and girls (including survivors/those at risk of	**2.1** By project end, 40 women's support groups established in Sahab and Nuzha (Amman) provide	X women support groups established

SGBV, members of highly vulnerable groups such as female heads of household and out-of-school girls) have increased wellbeing and coping skills.	satisfactory peer (psychosocial and emotional) support.	
	2.2 By project end, 20 CBO staff in Sahab and Nuzha (Amman) acquire skills in preventing and responding to SGBV, providing psychological support and assistance to traumatized women and girls and SGBV referral pathways.	20 CBO staff trained on prevention and response to SGBV, PSS support, and referral for SGBV
	2.3 By project end, 1,000 women survivors/those at-risk of SGBV in Sahab and Nuzha (Amman) acquire basic legal knowledge and life skills and receive psychosocial support and childcare support.	1,000 women in Sahab and Nuzha attended basic legal sessions, life skills sessions and PSS support
	2.4 By project end, 1,000 out-of-school girls in Sahab and Nuzha (Amman) acquire basic literacy and life skills.	1,000 school-aged girls (not all out-of-school) attended basic literacy and life skills classes
Outcome 3: By project end, community members in Sahab and Nuzha (Amman), including community leaders, men and boys are better able to advocate for women's rights and prevention of SGBV.	**3.1** By project end, community-based protection committees in Sahab and Nuzha (Amman) provide satisfactory support to women and girls including how/where to access services, make referrals, and monitor protection risks in the community.	CBPC in Sahab and Nuzha facilitated X community dialogues
	3.2 By project end, 2,000 community members in Sahab and Nuzha (Amman) acquire increased knowledge of women's rights, SGBV, and early/forced marriage through participation in community dialogues	Community dialogues and events facilitated by CBPC members reached X,000 community members

Although women and girls did recall a few avenues for support – namely FPD and the local police – they also admitted that they would not actually use or go to these actors for assistance. WCC did provide information about other (I)NGO and CBO service providers in the areas, but women and girls either did not recall these services or did not know how to access them. In order to ensure the information provided is useful for women, War Child tried to provide regular updates about service providers and changes in assistance via posters and leaflets. However, the program manager explained that these types of documents are often lost or thrown out, which makes it difficult to ensure updated information is available to beneficiaries. In future projects, it is recommended that War Child consider more immediate and timely updates

through increased use of social media and SMS, both of which have been identified as preferred communication channels for refugees specifically[13].

War Child also planned to target out-of-school girls for the language and math classes, but it is unclear how many school-aged participants were out of school and how many attended classes to supplement their formal education. In both cases, girls stated that the classes were very helpful - primarily for the social aspect of meeting new friends and learning valuable life skills like communication and conflict resolution. In future projects, to ensure it is reaching the most vulnerable girls, War Child could track the class attendance and prioritize girls who are currently not in school for assistance. These girls are particularly vulnerable as they have even fewer options for socializing, learning, and developing healthy relationships with other youth.

Evaluation Criteria	Efficiency
Evaluation Questions	● *To what extent was the project efficiently and cost-effectively implemented?*
Response to the evaluation question with analysis of key findings by the evaluation team	Although this evaluation did not include an in-depth review of the project budget planning versus actuals, there is evidence that points to an effective and efficient use of funds. Regarding activities, all activities took place as planned. Based on the most recent financial report, the project expenditure aligned to the planned spending per activity with no major deviations. Activities were delivered on time and in a cost-efficient manner; WCC partnered with local CBOs to use their space- thereby providing light financial support to local organizations while simultaneously facilitating on-the-job support for CBO staff and volunteers. It is also worth noting that the use of in-person house-to-house visits for community mobilization enabled WCC to reach some of the most vulnerable and harder-to-reach households in Sahab and Nuzha with limited funding to do so. This reflects excellent planning and use of staff time on the part of War Child Canada.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Review of financial reporting; - Review of Year 2 progress report; - KII with WCC Program Manager.
Conclusions	The project was run in a cost-efficient and responsible manner, with the vast majority of budgeted costs spent as planned. WCC was able to reach significant numbers of women and girls with the project budget by partnering with local organizations and sharing space and investing in training of trainers (which both decreased its own staffing costs and increased local buy-in and sustainability).

---

[13] IRC and UNHCR. Communicating with Communities on Returns: Syrian refugees in Jordan. March 2019.

Evaluation Criteria	Relevance and Strategic Fit
Evaluation Questions	● *To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?* ● *Relevance to local context and challenges; project design fit to human experience and barriers; did community members express gratitude or interest in the activities offered and identify them as urgent needs*
Response to the evaluation question with analysis of key findings by the evaluation team	SGBV remains a key concern in Jordan, where practices like early marriage, domestic violence, sexual harassment and abuse are common (although likely under-reported due to high levels of stigma)[14]. A recent War Child needs assessment in East Amman revealed high levels of SGBV- 87% of women surveyed had experienced violence, abuse and/or harassment[15]. Furthermore, all of the female individuals spoken to as part of this evaluation highlighted sexual harassment, gender based violence, and early marriage as common issues in their communities. When asked to prioritize the needs of women and girls, female respondents prioritized sexual harassment. Older women explained that harassment is a daily concern, both for themselves and their daughters. The risk of harassment was also consistently raised as a main reason some parents choose to stop their daughters' education early; many parents fear their daughters walking to and from school alone. Mirroring these fears, all of the girls who participated in focus groups described being verbally harassed on their way to and from school- some more regularly than others. In addition to addressing SGBV, women emphasized the need for more activities that allow women of all ages to get out of their homes and learn new skills. Since women's options for activities outside of the house are so limited, many women said the classes and support groups offered by WCC offered them the only opportunity to socialize with other women. Other popular suggestions for additional activities involved learning new skills that could be used for income-generating activities or prepare women for employment – women raised ideas like cooking classes, hairdressing and make-up certifications, and embroidery. It is worth noting that WCC currently has another women's empowerment program that offers women these types of activities and services. When speaking with men and boys engaged through the CBPC-run dialogue tables, most recognized early marriage as a key concern. However, a number of men (2 in Nuzha and 5 in Sahab) did not consider women and girls to face any serious issues; one young man joked that women's biggest challenge is dividing the housework amongst her daughters. The fact that these types of attitudes remain prevalent in both areas – Sahab and Nuzha – implies that this type of project aimed at changing behaviors and attitudes remains highly

---

[14] "Jordan GBV IMS Task Force Annual Report 2017". GBV IMS Task Force. July 15, 2018. Accessed online:
https://reliefweb.int/report/jordan/jordan-gbv-ims-task-force-annual-report-2017. June 2, 2019.
[15] "Safeguarding Women and Girls Affected by the Syrian Crisis in Jordan Needs Assessment". War Child Canada. December 16, 2018.

relevant and needed.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Focus group discussions with women (ages 18-34, and ages 35+) in both Sahab and Nuzha; - Focus group discussions with girls (ages 14-18) in both Sahab and Nuzha; - Focus group discussions with Community Based Protection Committee members in Sahab and Nuzha - Focus group discussions with CBPC dialogue table participants in Sahab and Nuzha (both male and female); - Small-group interview with field staff in Sahab and Nuzha.
Conclusions	This project's objectives remained highly relevant to the Jordan context. The needs assessments conducted by War Child and countless other recent assessments and evaluations have highlighted growing concern about rates of SGBV, particularly for women and girls in high-concentration areas. External assessment information has been reinforced through the data collection activities for this evaluation, during which men, women, boys and girls all recognized forms of violence against women and SGBV. Women and girls in both Sahab and Nuzha highlighted the frequency and regularity of SGBV in their day-to-day lives and indicated harassment as the biggest challenge facing adolescent girls and young women.

Evaluation Criteria	Sustainability and Project Transition
Evaluation Questions	● *To what extent will the achieved results, especially any positive changes in the lives of women and girls (project goal level), be sustained after this project ends?* ● *Did the women in the project make sustained connections/friendships to other women in their community (including Jordanians and Syrians)?* ● *Are achievements in protection and behavior change likely to be sustained after funding ends; what plans do stakeholders have to continue their work after the project ends; what services are available to support beneficiaries after project ends?*
Response to the evaluation question with analysis of key findings by the evaluation team	**Behavioral and Attitude Change:** The behavioral and attitudinal changes experienced by women and girls are expected to be long lasting. These changes, identified by women themselves, have resulted in women and girls feeling more self-aware and confident. Importantly, women also created new friend groups with others from their classes and the majority of women said they stayed in touch following the end of the classes. There was no distinction made amongst the women of who was Syrian and who was Jordanian. Instead, women focused on the challenges they share and talked about supporting one another with advice. **Educational Classes – Arabic, English, Math:** For school age girls who are enrolled in formal school, the added value of the educational activities was generally considered less important than the personal changes they experienced through the life skills sessions. The majority of schoolgirls in Nuzha said the most impactful part of their

participation was learning how to communicate more clearly and effectively and how to resolve problems. For girls in Sahab, the most important aspect of attending center activities was spending time with other girls and discussing problems they faced in their daily lives. In both cases, these new skills and networks are expected to last beyond the end of the project as girls continue to see one another in school and have already started applying what they learned to their own lives.

For girls who were not attending formal school, the educational classes on literacy, numeracy and math were considered very helpful. One out-of-school girls said she was scared she would forget how to write, but the classes helped her practice and now she is able to keep working by herself. Another girl in Sahab described how she felt more confident helping her little sister with her school work when she had the extra time after participating in the center's classes.

CBPCs:
While the CBPCs have the potential to continue monitoring protection risks in their local areas, planning events, and spreading awareness, at the time of the focus groups none of the members expected their group efforts to continue. In Sahab, the CBPC members explained that, without the formal backing of an organization, they didn't feel like they could attract people to attend events. One man indicated that many people attend events in hopes of receiving assistance, so if there is no aid agency involved, people may not be interested. Another woman also said financial incentives are needed to get people to start coming the first few times, and they will continue to come if they are interested in the topics and activities. In Nuzha, the CBPC members already work with other organizations or CBOs and indicated that they would like to continue working together, but they don't currently have any plans.

It is also important to note that during this project, members were selected based on their existing roles and reputation within the community and did not apply to be a part of the committees. By making the process more fair and open and selecting members based on their motivation and commitment to the project's objectives, WCC may be able to improve the long-term impact of the community based protection committees and ensure they outlive the project.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Focus group discussions with women (ages 18-34, and ages 35+) in both Sahab and Nuzha; - Focus group discussions with girls (ages 14-18) in both Sahab and Nuzha; - Focus group discussions with Community Based Protection Committee members in Sahab and Nuzha - Small-group interview with field staff in Sahab and Nuzha
Conclusions	Some of the project's key outcomes in terms of changing behaviors and attitudes are expected to last long after the project end, including women and girls' increased awareness of their rights, their confidence, and capacity to

cope with everyday challenges. For both women and girls, the friends groups and support networks developed through this project continue to be important sources of support for them long after their classes ended.

Although the CBPCs have the potential to continue operating beyond the scope of this project, the members who participated in focus group discussions did not think they would remain active without an organization's support or coordination efforts.

Evaluation Criteria	Knowledge Generation
Evaluation Questions	● *To what extent has the project generated knowledge, promising or emerging practices in the field of EVAW/G that should be documented and shared with other practitioners?*
Response to the evaluation question with analysis of key findings by the evaluation team	War Child Canada has captured relevant learning from this project whenever possible through ongoing monitoring and evaluation activities. Importantly, the co-chair of the SGBV working group in Amman highlighted War Child Canada's active participation and contribution to coordination, primarily through working on standard operating procedures, referral pathways and coordination, service mapping activities, and consistently providing feedback and ideas about programming during meetings. She did, however, emphasize that War Child Canada could share more concrete learning from their ongoing programs and encouraged War Child to more regularly share any written publications or assessment findings.
	Similarly, although it is clear from interviews that the project team has a strong understanding of the local context and the challenges faced by women and girls, this knowledge is currently not institutionalized in ways that could benefit other organizations, partners, or even other WCC country offices. The lessons learned from this project could offer useful learning for other projects- both in Jordan and in other countries of operation. For example, a report on the impact and utility of using household visits for community mobilization – which was much more successful than originally foreseen – could be beneficial for other agencies working on community-based protection mechanisms.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Key informant interview with Co-Chair of the SGBV sub-working group in Jordan - Key informant interview with WCC M&E Officer - Key informant interview with WCC Program Manager - Desk review of project documents.
Conclusions	In terms of generating new findings or promising approaches in the field of EVAW/G, to date there has been limited knowledge captured in a way that is shareable or institutionalized. However, there is evidence that the project team has gathered a number of lessons and best practices that could be shared with partners and other stakeholders, for example, about home visits for mobilization, setting up community based committees, or successful

capacity building approaches.

Evaluation Criteria	Gender Equality and Human Rights
Evaluation Questions	● *The evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated throughout the project.*
Response to the evaluation question with analysis of key findings by the evaluation team	This project has successfully adopted a human rights based and gender responsive approach, which are mutually reinforcing in terms of promoting gender equality, women's rights and non-discrimination. War Child Canada has followed international best practices for working with women and girls in emergencies, including by: having female-only activity options, ensuring the community center spaces are safe and positive environments where women and girls can feel at ease, including women and girls in planning and design processes, and acknowledging and building on women and girls' potential to be active agents of change in ending violence against women.
	The specific needs, challenges, and barriers faced by men, women, boys and girls were considered during the design phase to ensure all individuals could participate in the project. WCC also continued to monitor access and participation, and was able to identify that engaging school-age boys was not progressing as expected. To address this problem, WCC developed MoUs with public schools to increase participation of male youth through coordinated activities, for example after-school sessions or even conducting discussions during school hours. For women and girls, War Child showed an ongoing ability to listen to feedback and modify the project implementation as necessary to maximize participation. For example, by adopting the home visit approach, WCC was able to meet the information needs of older men and women with limited mobility to leave their homes while simultaneously addressing key barriers to school-age girls' participation in classes by securing parent's buy-in to the project objectives.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Key informant interview with the Co-Chair of the SGBV sub-working group in Jordan - Key informant interview with WCC Program Manager - Focus group discussions with women (ages 18-34, and ages 35+) in both Sahab and Nuzha; - Focus group discussions with girls (ages 14-18) in both Sahab and Nuzha; - Focus group discussions with Community Based Protection Committee members in Sahab and Nuzha - Small-group interview with field staff in Sahab and Nuzha
Conclusions	War Child Canada has incorporated gender responsive and human rights based approaches throughout this project.

Evaluation Criteria	Technical Approach
Evaluation Questions	● *Relevance of activities and fit to UNTF country strategy, any changes in the*

technical approaches outlined in the Detailed Implementation Plan (DIP) and rationale; unexpected successes or constraints.

Response to the evaluation question with analysis of key findings by the evaluation team

The UNTF strategy outlines three priority programming areas:

a. Expanding access to multi-sectoral services;

b. Preventing violence against women and girls; and

c. Strengthening the implementation of laws, policies and national action plans.

This project aligns most closely with the first two priorities as it aimed to support women and girls with support services, disseminate information about existing services, and engage men and boys from the communities to respect and uphold women's rights. At the community level, the project worked to prevent violence against women and girls by setting up and training community based protection committees and working with community leaders to spread awareness within local communities. In this way, the project benefited from a multiplier effect as trained CBPC members continued to spread information to participants in locally organized dialogue tables and the original 39 CBPC members (17 in Sahab, 22 in Nuzha) reached an additional 398 individuals in Sahab (352 females and 46 males), and 237 individuals in Nuzha (194 females, 43 males).

In addition to direct support (response) and prevention efforts, the project worked on building and empowering local protection committees to ensure women and girls have a safe local environment that upholds women and girls' rights. While this may not be directly working with implementing laws or policies, the capacity building of local entities is critical to ensure a more sustainable approach to ending violence against women and changing norms. The program team also worked to strengthen the policies and strategies for addressing SGBV by contribution to the national and regional SGBV minimum standards workshop and holding the role of gender focal point for the SGBV working group. Through this role, WCC has been able to develop action plans and contribute to policies for mainstreaming gender into the Jordan response.

The technical approach remained the same as originally designed with the exception of the relationship with the local partners. War Child Canada changed its approach from the original implementation plan after the intended local partner, JoHUD, was no longer able to work with WCC. As such, WCC implemented activities directly and instead partnered with small CBOs in Sahab and Nuzha to share their space and provide capacity building support to their staff and volunteers. This change in implementation actually seems to have strengthened the capacity building component of the project as WCC's staff could provide more regular on-the-job support to the local organizations, and simultaneously benefit from their strong community ties and relationships with local leaders.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Desk review of project planning and design documents, as well as progress reporting from Y1 and Y2; - Desk review of UNTF strategy document (2015-2020); - Key informant interview with Sahab and Nuzha community leaders; - Small group interview with Sahab and Nuzha CBO staff and volunteers; - Key informant interview with WCC Program Manager.
Conclusions	The goals and objectives of this project are directly in line with UNTF's strategic priorities for 2015-2020; the project focused on expanding access to support for women and girls as well as improving awareness of women's rights and working towards prevention of violence. There were no major changes in the detailed implementation plan except that WCC conducted direct implementation of project activities instead of partnering with the national organization, JOHUD. Without JOHUD, WCC partnered with local CBOs to share their space and work together to mobilize local leaders and volunteers. This approach has helped War Child build strong, trusting relationships in both Sahab and Nuzha, and enabled the WCC team to maintain more regular, on-the-ground presence with beneficiaries. This change has arguably strengthened the quality of support services and capacity building component since War Child staff were able to deliver quality assistance while simultaneously providing on-the-job support to local CBOs.

Evaluation Criteria	Capacity Building
Evaluation Questions	● *Were the trainings and capacity building sessions structured properly (invitations, agenda, training materials, venue)?* ● *Did the capacity building sessions increase/enhance the quality and the process of project's implementation?* ● *Did the trained participants pass on the knowledge they have gained to their colleagues and beneficiaries they are working with? How?*
Response to the evaluation question with analysis of key findings by the evaluation team	From the CBO staff and volunteers' point of view, the trainings provided by War Child were well organized and highly relevant to the challenges faced by local community members and by CBO staff in responding to requests for assistance. However, the CBO staff in Sahab described the training sessions as too short and explained that the limited time allotted was insufficient to cover the topics in-depth. All three women who contributed to the small group interview with volunteers felt that the initial training should have been longer to allow for enough time to discuss specific issues in the local area and how to respond. However, the fact that they were regularly offered a variety of training opportunities throughout the project enabled them to build their capacity in a range of topics (e.g. working with children, public speaking). The volunteers also unanimously agreed that the training provided them with the relevant technical information about children and women's rights, but they thought it would be useful to include a more practical training component on how to work with women and girls who are struggling with traumatic experiences or more urgent needs, and how to respond and engage with them appropriately and positively. One of the volunteers expressed that

referring cases to the field coordinator with WCC or the CBO management is effective, but she would like to know how to best respond to women and girls on the spot.

The third outcome area focused on community mobilization and engaging community-based protection committees to spread knowledge and awareness about women and children's rights. By identifying a group of local leaders to work together and promote a healthier, safer and more dignified environment for women and girls, War Child aimed to foster longer-term change and ensure community members themselves felt ownership and accountability for the project. Once the committees were formed, War Child provided members with a 2-day course on children and women's rights as a 'training of trainers'. CBPC members who attended focus groups in both Sahab and Nuzha described well-organized trainings with a clear structure and objective. The two venues for the trainings were equipped with all the relevant equipment, enough space for all participants, and trainees were given the necessary tools to participate (pens, paper, print-outs, etc.).

CBPC members unanimously agreed that the capacity building training they attended had a positive impact on their own knowledge of children and women's rights; they also agreed that the duration of the trainings was insufficient to cover such complex topics. Furthermore, CBPC members in both Sahab and Nuzha suggested that WCC should provide them with the same training tools used in the WCC capacity buildings for use in their own dialogue tables with other community members. Three CBPC members mentioned that they had to use their own funds to purchase training materials for the dialogue tables they facilitated, and often spent long amounts of time searching for appropriate venues. These members suggested that WCC or the CBO help plan or facilitate the meetings, at least for the first few times, to make sure trainers have a good understanding of how to organize and implement the dialogue tables effectively on their own.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Focus group discussions with CBPC members; - Small group interviews with CBO volunteers/staff in Sahab; - Small group interview with WCC team in Nuzha;
Conclusions	The capacity building components of this project have been highly successful in strengthening local capacity to identify, address and prevent SGBV, but there remains room for improvement. Overall, participants shared that trainings were well organized, logically structured, informative and facilitated appropriately. Trainees also felt the training topics were particularly relevant for their local communities. The CBPC members who received capacity building trainings unanimously agreed that the training needed to be longer and more in-depth in order to cover the topics (SGBV, children's rights, women's rights) and allow enough time to talk through specific contextual challenges in Sahab and Nuzha. The CBO volunteers who received capacity

building also indicated that the information they learned about SGBV and how to respond to SGBV cases, children's rights and PSS and life skills services was relevant and useful, but also thought the initial training needed to be longer.

Evaluation Criteria	Training Strategy
Evaluation Questions	● *How were the capacity building/training topics selected?* ● *Were these trainings relevant and based on the need of participants, beneficiaries and the project's goal and implementation?* ● *How often did the capacity building sessions take place?* ● *Are all trainings arranged and planned in a timely and proper manner?*
Response to the evaluation question with analysis of key findings by the evaluation team	According to the focus group participants, training topics for the capacity building of Community Based Protection Committee members were predetermined by War Child Canada as children's rights, women's rights, and better parenting in line with the project objectives. Although topics were identified and selected by War Child, participants acknowledged that staff welcomed their suggestions about topics for discussion; they felt like their opinions on the topics were heard and respected and facilitators made time to discuss additional topics. Furthermore, all the CBPC members who participated in focus groups agreed that the selected topics were highly relevant for their communities, where school dropout rates are high, SGBV is a daily concern, and there are low levels of acceptance and access to women's rights. The CBPC members reported that they only received training once for a total period of 2 days, three hours each day. As mentioned previously, feedback on the organization and structure of trainings was generally very positive and participants explained that the facilitators made sure to find engaging ways to deliver information- a few recalled examples of interactive games and role-play scenarios that helped them actively use what they were learning. The main concern expressed by trainees was the duration of the training, which they felt was not sufficient for the topics. Although the trainings used a 'training of trainer' approach aimed at equipping participants with the knowledge and skills needed to facilitate their own trainings and community dialogues, CBPC members did not always feel prepared. Some of the CBPC members admit that they had limited facilitation experience and would have benefit from more capacity building on how to be an effective trainer, adult learning techniques, and public speaking.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Focus group discussions with CBPC members; - Small group interviews with CBO volunteers/staff in Sahab; - Small group interview with WCC team in Nuzha;
Conclusions	The training strategy adopted by War Child was effective in providing local community members and leaders with the knowledge and skills they needed to engage other people from the community in healthy discussions about SGBV. Due to the delayed start of the protection committee component,

there was not enough time to provide regular or repeat trainings for CBPC members, and most members expressed a need for additional training. Some of the CBPC members explained that they needed additional support in order to pass on the information they learned to others around them, and expressed a hope for continued trainings in the future.

Evaluation Criteria	Community Mobilization
Evaluation Questions	● *To what extent has the community responded to the different mobilization techniques employed by the project; how have these activities been used to refine program implementation plans and achieve results?* ● *What kinds of barriers existed to prevent or enable members of the community, especially women and youth, from participating in the project, and how have these been addressed;* ● *What factors in the political and socio-ecological environment (such as security, competing community priorities, etc.) have impacted the project's ability to mobilize the community and what steps has the project taken to address these factors?*
Response to the evaluation question with analysis of key findings by the evaluation team	The project team relied on various mobilization techniques to ensure the project was able to reach as many men, women, boys and girls as possible in the areas of Nuzha and Sahab. The most successful approach according to interviews with staff was house-to-house visits by the War Child outreach team. These in-person home visits offered field staff an opportunity to speak with community members early on and share information about the project, activities, and objectives. Several women in focus group discussions mentioned the importance of these home visits and the WCC staff's explanation of the project in order for husbands and fathers to allow their wives and daughters to attend activities at the center. Through this approach, staff had the chance to explain the different classes available, explain that they were only for women and girls, and get male household members' buy-in to the project goal of empowering women and girls. Although household visits were more time-consuming and staff-heavy, the program manager indicated that this was the most effective way of engaging men and boys in discussion. Another mobilization technique used in this project was the work done with community leaders, which ultimately aimed to engage other community members in discussions about women's rights and mobilize the wider community into action. Although these efforts did lead to spreading awareness in local areas, their reach was somewhat limited to people within the leaders' networks. When asked about the potential barriers that might confront women and girls who want to attend classes, a number of school-age girls explained that their fathers had not wanted them to attend classes. Two girls in Nuzha were able to convince their parents by promising to go to and from classes together, and telling their fathers about the positive educational aspect of the classes. One 14-year old girl in Sahab described having to walk a long ways to get to the

center, which her parents would not allow at first. She was able to convince them by getting some of her neighbors to join her so that she wouldn't have to walk alone. In all three cases, parents- and specifically fathers – were thought to have been more easily convinced because the centers had a good reputation and there was little risk that people would speak poorly of their daughters for attending sessions. Indeed, the importance of girls' reputation was a common theme throughout focus groups, and many school-age girls talked about the importance of maintaining a good (or even "clean") reputation within their community to ensure strong future prospects for marriage.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Key informant interviews with community leaders in Sahab and Nuzha; - Key informant interview with WCC Program Manager; - Focus group discussions with CBPC members; - Small group interviews with CBO volunteers/staff in Sahab;
Conclusions	Household visits conducted by the outreach team were the most effective community mobilization approach used during this project for several previously mentioned reasons. Most importantly, meeting people face-to-face in the comfort of their own homes helped build trust within the local communities and enabled the WCC team to break down some initial barriers for women and girls to attend classes and sessions in the Sahab and Nuzha centers. Lessons learned from the use of different mobilization techniques could be a valuable contribution to coordination forums and partners.

Evaluation Criteria	Behavior and Attitude Change
Evaluation Questions	● *Did the beneficiaries show any improvement on their psychosocial wellbeing and coping skills?* ● *Are women and girls aware of their rights? Do they have access to and are they aware of available services?* ● *Do women and girls feel safer and are better protected? Did out-of-school girls show improvement and acquire basic literacy and life skills?* ● *Have the direct family members sensed changes in their relatives who participated at WCC's programs?* ● *Did the work of protection committees affect the overall traditional and community behavior towards SGBV?*
Response to the evaluation question with analysis of key findings by the evaluation team	Women in focus group discussions in both Nuzha and Sahab described long-term changes in their attitudes and behavior due to the life skills, relationship advice and coping strategies. Some examples of long-term attitudinal and/or behavioral change included: - Multiple women highlighted that learning about parenting and children's rights changed the way they interact with and discipline their children. Two women in Sahab provided specific examples of using physical aggression to discipline their children in the past, and explained that they learned techniques to talk to their children about problems instead of resorting to aggression.

- A number of women highlighted improvements in their own levels of confidence and self-esteem as a result of the support groups and psychosocial sessions. One woman described how, prior to taking part in the women's support groups, she never would have had the confidence to speak up in a town meeting. Now, she described feeling empowered to say what she wants no matter the setting. Several other women agreed that their self-confidence improved as a result of the trainings and classes they took with War Child.

Importantly, women also spoke about the social aspect of the trainings and classes; many women met new friends in the classes and exchanged phone numbers to keep each other updated about any news they heard of assistance or new services in the area. In fact, three different women in Nuzha said these informal WhatsApp groups are the main way they are able to keep up-to-date with the different services and actors in the community like community based organizations (CBOs), NGOs and government services (particularly health care and education services). In the Sahab focus groups of women over the age of 35, more than half the participants cited socializing as the main reason they started coming to the classes. Once they began the classes and understood that they could also learn information, they started telling their neighbors and relatives to sign up too.

A number of women also noted that their relationships with family members including children and husbands improved as a result of attending the PSS and life skills sessions. These changes were most often attributed to PSS sessions, which gave women the chance to think about their own relationships and communication styles, discuss the effects of aggression and violence in the home, and explore different stress management techniques and coping mechanisms. Some participants described changing their behavior as a result of these sessions and, in doing so, creating more peaceful home environments. For example, adult and adolescent mothers reported that, as a result of the knowledge and skills they learned, they communicated better with their children, interacted with them more frequently, and used less physical violence to discipline them.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Focus group discussions with women (ages 18-34, and ages 35+) in both Sahab and Nuzha; - Focus group discussions with girls (ages 14-18) in both Sahab and Nuzha; - Focus group discussions with Community Based Protection Committee members in Sahab and Nuzha - Small-group interview with field staff in Sahab and Nuzha
Conclusions	This project has resulted in notable behavioral and attitude changes for women and girls in both Sahab and Nuzha. The input from female project participants demonstrates how their attendance in sessions boosted their self-confidence, improved their knowledge of their own rights, and increased their ability to exercise those rights. For example, a number of participants self-reported that before the life skills and legal sessions, they were unaware

that they had a right to speak up and seek assistance if they suffered an abusive relationship. Women also described significant changes in the way they handled relationships with their children and husbands. A few women explained that they previously thought the use of violence was a normal way to discipline their children, whereas after participating in the group discussions, they understood that there are other ways to discipline and interact with their children.

Women also gave detailed accounts of the importance of the social aspect of attending group sessions. For school age girls, making new friends and having a safe space to discuss daily challenges was the most important outcome of the classes. For out-of-school girls, they also offered a rare opportunity to focus on literacy and numeracy and practice their writing and language skills, while simultaneously offering an important time away from their homes where they can spend time with other girls their own age.

For men and boys, this project has taken steps towards changing mindsets and attitudes about women's and girl's rights by engaging them in honest discussions and building allies with local leaders. The CBPCs have worked on events and dialogue tables to engage men and boys in open talks about women's rights that present important first steps towards ending violence against women and girls. Over time, as the information and awareness raising that has started with this project continues to spread, these small steps have the potential to start a real process of change.

Evaluation Criteria	Advocacy Efforts
Evaluation Questions	● *What kinds of advocacy campaigns were implemented in the project?* ● *Were these campaigns\ efforts conducted based on the target communities' needs? Did the desired changes happen after the advocacy efforts were conducted?* ● *Did the community participate in these campaigns? How did WCC include their inputs to these campaigns?*
Response to the evaluation question with analysis of key findings by the evaluation team	Based on the information collected from project participants and War Child staff, there were no large-scale advocacy campaigns conducted as part of this project. However, the formation of the community-based protection committees and the members' outreach to other locals resulted in grassroots advocacy – designed, planned and implemented by community members themselves. There was also a large community event aimed at raising awareness about SGBV, women's rights, and children's rights in Sahab, for which the CBPC invited 200 community members. The event featured awareness sessions, games, sports, a zumba lesson, and an open market for women to sell their homemade products. The event had many more attendees than originally planned, with an estimated 350 individuals. The vast majority of these attendees were women and children; few men attended the event.

	War Child Canada also participated in the 16 days of activism to end violence against women and contributed to a number of SGBV working group events. Other contributions to policy change include WCC's work developing minimum standards for SGBV programming and mainstreaming gender responsive programming as the gender focal point.
Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Desk review of reporting (SGBV Awareness Event report and CBPC reports); - Key informant interview with War Child Canada staff (Program Manager, M&E Officer, Nuzha center staff)
Conclusions	There were no large-scale advocacy campaigns conducted as part of this project, nor were any campaigns included in the proposal or project design. Instead, advocacy and raising awareness about SGBV was conducted at the local level (individuals and households) through participation in dialogue tables, events, or classes (for women and girls). Community leaders were also engaged as a means of spreading information and knowledge and increasing participation.

Evaluation Criteria	Gender Sensitivity
Evaluation Questions	● *Working on preventing Gender Based Violence against women and girls, are most of the beneficiaries females?* ● *How were males from target communities involved and to what extent?* ● *Are all field and project staff aware of the gender equity and gender sensitivity in the project? Are there concrete gender policies in place?* ● *How were gender related incidents captured, reported and followed up?*
Response to the evaluation question with analysis of key findings by the evaluation team	This project's direct beneficiaries were women and girls, who participated in the life skills, PSS, legal awareness sessions and educational activities. Men and boys were secondary beneficiaries involved in the project through the community-based component and invited to participate as CBPC members. In the Sahab and Nuzha committees, there were a total of 8 men and boys and 31 women and girls. The attempt to specifically target men and boys was crucial for project success, as War Child Canada recognized that men and boys have to understand what rights women and girls have, but also the contributions women and girls make to society at the community, household and individual levels and challenges they face. In general, men interviewed through this evaluation acknowledged early marriage and some verbal harassment as a problem in their community, but did not consider women and girls to face significant challenges on a daily basis. As such, targeting young men and boys also provided an important opportunity to change their outlook and perception of women and girls from a young age. The program team acknowledged that there were challenges engaging men and boys, particularly adolescents and young men. The reason for this difficulty is, in part, the fact that young men and teenage boys do not have the same limited mobility as girls and young women, and are more free to

hang out with friends, roam around the neighborhood, go to cafes, etc. Their ability to choose what they want to do and how and where to spend their free time often means community centers are not prioritized, particularly if there is not added incentive for attendance to activities. Young male members of the committees reinforced this explanation- one young man in Nuzha explained that he had tried to involve some friends and relatives, but none of them wanted to participate in activities unless there was a financial incentive involved. Older men in the CBPC focus groups also indicated that young men are more likely to be working and may not have as much time to participate in voluntary activities, but perhaps if activities were offered outside of regular work hours it could increase participation. To overcome this challenge, the Program Manager explained that War Child developed a Memorandum of Understanding (MoU) to work with local public schools and be able to engage school-age boys directly during school hours and/or after school activities. Unfortunately, the development of MoUs did not happen until the last quarter of the project due to delays receiving approval from the Government of Jordan, but in future programming this could be a useful strategy for engaging younger boys and teens.

From interviews with the War Child Canada teams in Nuzha and Sahab it is clear that field staff are well-aware of protection principles and the importance of considering and planning for gender sensitivities in project activities. When asked for additional details about trainings, field staff recalled trainings on basic protection principles and women and children's rights. There was no specific mention of trainings focused on gender sensitivities and working equitably with men, women, boys, and girls. While the trainings on protection principles and rights may have touched on working with different age groups and genders, these may not have been sufficient to ensure all staff understand and actively recognize different needs, challenges and opportunities for men, women, boys and girls. Finally, field staff were not aware of any specific gender policies in place to govern their work except for the War Child Code of Conduct.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Key informant interview with War Child Canada staff (Program Manager, M&E Officer) - Small group interviews with Nuzha and Sahab volunteers/staff
Conclusions	Although the majority of direct beneficiaries in this project were women and girls, WCC sought as much as possible to engage men and boys. Men and boys were invited to participate in CBPCs as well as dialogue tables, but most attendees remained female. The Program Manager detailed some of the challenges getting men and boys to participate, and explained the steps taken to address this challenge. Namely, this was to develop MoUs with local schools in order to increase reach to school-aged boys. Both older and younger men in focus group discussions addressed the challenge of getting

male participation in this type of project too. Their suggestions included to engage boys from an earlier age, providing some financial incentive to participants (at least to start), and conducting some activities outside of regular working hours so any men who work could also participate.

Within the War Child Canada and partners team, the staff and volunteers showed strong levels of knowledge and understanding of basic protection principles. However, no concrete gender policies that outline War Child Canada's position or guide employee behavior specifically around gender sensitivity were shared or presented.

Evaluation Criteria	Monitoring and Evaluation
Evaluation Questions	● *How often is data collected? Is the mobile data collection friendly user and properly designed?* ● *Are the tools used for data collection sufficient and collect data according to donor's and the project's requirements (qualitative and quantitative)?* ● *How often do monitoring visits take place to the field? Do these visits support the field teams and project's progress?* ● *Is the field staff trained to work with mobile data collection and the tools required from each activity?* ● *Is there a feedback mechanism in place? Are beneficiaries and field staff informed and trained to use the feedback mechanism? Is there a follow up mechanism for received feedback?*
Response to the evaluation question with analysis of key findings by the evaluation team	The monitoring and evaluation plan for this project included pre- and post-testing for trainings and educational classes for out of school girls, satisfaction surveys for classes and support groups, tracking attendance, and focus group discussions. Pre and post-tests are conducted regularly at the start and end of any training or class module, which usually last approximately 4-5 weeks. The pre-test is also a crucial part of implementation for the educational classes for girls as it determines the level in which each girl was placed. Satisfaction surveys are also conducted regularly; trainers are responsible for handing out the surveys following class to collect feedback. Although attendance to classes is tracked closely, beneficiaries do not have to provide their names on their satisfaction surveys and may submit them anonymously. Finally, the M&E officer conducts spot checks on the outreach visits to homes in Sahab and Nuzha for quality control purposes to ensure data is collected accurately and to monitor interactions with local community members. Most data collection is done using hard copies (pen and paper forms). The M&E Officer explained that hard copies are more appropriate so that the beneficiaries can fill out the pre/post and satisfaction surveys on their own. She also indicated that using pen and paper copies allowed for closer monitoring of data to ensure its validity and that it wasn't just made up. The M&E Officer also randomly selects hard copy forms to spot check by calling the household or individual and checking a few answers from the form. In the past, satisfaction surveys for PSS activities and life skills were collected via

phone, but they have recently started collecting some of the satisfaction surveys for the CBPC members on tablets. The M&E Officer and the data entry assistant, who is responsible for inputting hard copy data into excel, are able to use mobile data collection tools, but the M&E Officer described significant difficulties resulting from the low-level capacity of field staff to use programs like Excel. Although she continues to support data collection efforts, she expressed frustration over high turnover rates and difficulties keeping up with changing staff.

The tools developed and used for ongoing monitoring and evaluation for this project focus primarily on the immediate feedback of participants about the set-up (venue, materials, timing) and implementation of trainings and classes. While the pre- and post- tests used for classes offer a look into the impact of the classes, other tools with a more qualitative focus could be beneficial in collecting feedback about the quality of services provided and behavioral or attitudinal changes experienced by participants.

War Child Canada does have a feedback and complaints mechanism in place to collect the ideas, opinions and suggestions of all project stakeholders. In addition to WCC staff and partner staff/volunteers, direct and indirect community members can use the mechanism to submit complaints or feedback. The mechanism consists of complaints and suggestions boxes in centers, an email address, a phone line, and the option to submit feedback in-person to a WCC staff member. Once received, a committee of focal points from across WCC's departments discusses complaints and feedback. The committee decides if and how a complaint should be addressed and responded to, and documents these decisions through committee meeting minutes. Although the field staff was aware of the mechanism and how to submit a complaint to the organization, project beneficiaries who attended focus groups did not know about the mechanism or what to do if they had a complaint.

Quantitative and/or qualitative evidence gathered by the evaluation team to support the response and analysis above	- Key informant interview with WCC M&E Officer; - Key informant interview with WCC Program Manager; - Focus group discussions with women (all ages) and girls in Sahab and Nuzha; - Small group interviews with CBO and WCC staff and volunteers; - Review of M&E framework and indicators, tools and database.
Conclusions	The monitoring and evaluation strategy for this project enabled the WCC team to keep track of progress against indicators and collect basic feedback from project participants. In addition to the pre/post tests and satisfaction surveys, War Child facilitated several focus groups to collect qualitative feedback from beneficiaries. In the future, WCC could improve the quality and depth of M&E by developing more qualitative tools. This is particularly important for capturing behavioral and attitudinal change, which was a main objective of this project. This would be particularly useful for activities like the psychosocial support sessions, for which more qualitative information from participants could help WCC pinpoint what approaches work well, for whom,

and in what cases.

There are also a number of small but significant changes that could improve data collection, such as transitioning all M&E to mobile data collection for all quantitative data collection. This is generally more time efficient and enables the M&E team faster access to compiled data to analyze and share learning with program management on a more regular basis. Another suggested change is to incorporate more regular qualitative monitoring to ensure project participants have sufficient opportunity to share feedback. While satisfaction surveys and pre/post tests are useful to understand immediate feedback and monitor change, they are mostly closed questions with a predefined set of responses and leave little room for additional comments or feedback.

Finally, the Complaints and Response Feedback Mechanism is in place and there are comprehensive guidelines in place at the organizational level. However, at the field level the guidelines lack clear guidelines for what constitutes a complaint, how to handle formal complaints, and what rights the complainant has. Although these are included in the organizational policies, these should also be included in field level tools and communication about the mechanism (signage, posters, leaflets, etc.). These details are important and should be included in any formal documentation of the mechanism to make sure it is safe and trusted. What's more, project participants generally do not know about the system or how to use it. Sharing information about the mechanism more regularly is an important step towards improving accountability.

XII. Conclusions

Evaluation Criteria	Conclusions
Impact	Although the long-term impact of this project cannot be evaluated yet, the evidence collected through focus groups and interviews shows significant contributions to ending violence against women and girls in the target areas. War Child Canada's project has resulted in positive changes for women and girls and empowered them with knowledge about their own rights, how to access them, where they can find support, and started the process of changing mindsets, attitudes and behaviors of the wider community, including men and boys.
Effectiveness	The project has largely reached its stated goal and results, particularly in regard to empowering women and girls by offering quality life skills and legal services for women and girls as well as building local capacity to address and combat SGBV. Although women and girls did recall a few avenues for support – namely FPD and the local police – they would not actually use or go to these actors for

	assistance. WCC did provide information about other (I)NGO and CBO service providers in the areas, but women and girls either did not recall these services or did not know how to access them. War Child also planned to target out-of-school girls for the language and math classes, but it is unclear how many school-aged participants were out of school and how many attended classes to supplement their formal education. In both cases, girls stated that the classes were very helpful and many of the in-school girls said they were able to get much-needed extra support through the center. To ensure it is reaching the most vulnerable girls, War Child could track the class attendance and prioritize girls who are currently not in school for assistance. These girls are particularly vulnerable as they have even fewer options for socializing, learning, and developing healthy relationships with other youth.
Efficiency	The project was run in a cost-efficient manner, with the vast majority of budgeted costs spent as planned on direct project costs for running activities and supporting local CBOs. WCC was able to reach significant numbers of women and girls with the project budget by partnering with local organizations and sharing space and investing in training of trainers (which both decreased its own staffing costs and increased local buy-in and sustainability).
Relevance and Strategic Fit	This project and its objectives remain highly relevant to the Jordan context, and even more specifically to Amman. The needs assessments conducted by War Child and countless other recent assessments and evaluations have highlighted growing concern about SGBV, particularly for women and girls in high-concentration areas. External assessment information has been reinforced through the data collection activities, during which men, women, boys and girls all recognized forms of violence against women and SGBV. Women and girls in both Sahab and Nuzha highlighted the frequency and regularity of SGBV in their day-to-day lives and indicated harassment as the biggest challenge facing adolescent girls and young women.
Knowledge Generation	In terms of generating new findings or promising approaches in the field of EVAW/G, there has been limited knowledge captured in a way that is shareable or institutionalized. However, there is evidence that the project team has gathered a number of lessons and best practices that could be shared with partners and other stakeholders in learning briefs, lessons learned reports, or monitoring reports).
Gender Equality and Human Rights	War Child Canada has incorporated gender equality and human rights based approaches throughout this project. The specific needs, challenges, and barriers faced by men, women, boys and girls were considered during the design phase to ensure all individuals could participate in the project. WCC also continued to monitor access and participation, and was able to identify that engaging school-age boys was not progressing as expected. To address this problem, WCC developed MoUs with public schools to increase participation of male youth. For women and girls, War Child showed an ongoing ability to listen to feedback and modify the project implementation as necessary to maximize participation. For example, by adopting the home visit approach, WCC was able to met the information needs of older men and

	women with limited mobility to leave their homes while simultaneously addressing key barriers to school-age girls' participation in classes by securing parent's buy-in to the project objectives.
Sustainability and Project Transition	Some of the project's key outcomes in terms of changing behaviors and attitudes are expected to last long after the project end, including women and girls' increased awareness of their rights, their confidence, and capacity to cope with everyday challenges. For both women and girls, the friends groups and support networks developed through this project continue to be important sources of support for them long after their classes ended.
	Although the CBPCs have the potential to continue operating beyond the scope of this project, the members who participated in focus group discussions did not think they would remain active without an organization's support or coordination efforts. This is in part due to the lack of resources, and partly due to the members of the committees themselves, who reported limited confidence to organize and facilitate discussions on their own.
Technical Approach	The goals and objectives of this project are squarely in line with UNTF's strategic priorities for 2015-2020; the project focused on expanding access to support for women and girls as well as improving awareness of women's rights and working towards prevention of violence.
	There were no major changes in the detailed implementation plan except that WCC conducted direct implementation of project activities instead of partnering with the national organization, JOHUD. Without JOHUD, WCC partnered with local CBOs to share their space and work together to mobilize local leaders and volunteers. This approach has helped War Child build strong, trusting relationships in both Sahab and Nuzha, and enabled the WCC team to maintain more regular, on-the-ground presence with beneficiaries. This change has arguably strengthened the quality of support services and capacity building component since War Child staff were able to deliver quality assistance while simultaneously providing on-the-job support to local CBOs.
Capacity Building	The capacity building components of this project have been highly successful in strengthening local capacity to identify, address and prevent SGBV, but there remains room for improvement. Overall, participants shared that trainings were well organized, logically structured, informative and facilitated appropriately. Trainees also felt the training topics were particularly relevant for their local communities. The CBPC members who received capacity building trainings unanimously agreed that the training needed to be longer and more in-depth in order to cover the topics (SGBV, children's rights, women's rights) and allow enough time to talk through specific contextual challenges in Sahab and Nuzha. The CBO volunteers who received capacity building also indicated that the information they learned about SGBV and how to respond to SGBV cases, children's rights and PSS and life skills services was relevant and useful, but also thought the training needed to be longer and more regular to ensure continuous learning and to answer questions as they arose from the field.
Training Strategy	The training strategy adopted by War Child was effective in providing local community members and leaders with the knowledge and skills they needed

	to engage other people from the community in healthy discussions about SGBV. Due to the delayed start of the protection committee component, there was not enough time to provide regular or repeat trainings for CBPC members, and most members expressed a need for additional training. Some of the CBPC members explained that they needed additional support in order to pass on the information they learned to others around them, and expressed a hope for continued training in the future. Although trainings were conducted using a training of trainers approach, most participants felt they could also benefit from additional support in planning, organizing and facilitating discussions on their own.
Community Mobilization	Household visits conducted by the outreach team were the most effective community mobilization approach used during this project for several previously mentioned reasons. Most importantly, meeting people face-to-face in the comfort of their own homes helped build trust within the local communities and enabled the WCC team to break down some initial barriers for women and girls to attend classes and sessions in the Sahab and Nuzha centers. Lessons learned from the use of different mobilization techniques could be a valuable contribution to coordination forums and partners.
Behavior and Attitude Change	This project has resulted in notable behavioral and attitude changes for women and girls in both Sahab and Nuzha. The evidence from female project participants shows the impact of the classes and trainings on their self-confidence, knowledge of their own rights, and ability to exercise those rights. Women described significant changes in the way they handled relationships with their children and husbands, and gave detailed accounts of the importance of the social aspect of attending group sessions. For school age girls, making new friends and having a safe space to discuss daily challenges was the most important outcome of the classes. For out-of-school girls, they also offered a rare opportunity to focus on literacy and numeracy and practice their writing and language skills while simultaneously offering an important get away from their homes where they can spend time with other girls their own age.

For men and boys, this project has taken steps towards changing mindsets and attitudes about women's and girl's rights by engaging them in honest discussions and building allies with local leaders. The CBPCs have worked on events and dialogue tables to engage men and boys in open talks about women's rights that present important first steps towards ending violence against women and girls. Over time, as the information and awareness raising that has started with this project continues to spread, these small steps have the potential to start a real process of change. |
| **Advocacy Efforts** | There were no large-scale advocacy campaigns conducted as part of this project, nor were any planned during design. Instead, advocacy and raising awareness about SGBV was conducted at the local level (individuals and households) through participation in dialogue tables, events, or classes (for women and girls). Community leaders were also engaged as a means of spreading information and knowledge and increasing participation in community dialogues about women and girls' rights. |
| **Gender Sensitivity** | Although the majority of direct beneficiaries in this project were women and |

	girls, WCC sought as much as possible to engage men and boys. Men and boys were invited to participate in CBPCs as well as dialogue tables, but most attendees remained female. The Program Manager detailed some of the challenges getting men and boys to participate, and explained the steps taken to address this challenge. Namely, this was to develop MoUs with local schools in order to increase reach to school-aged boys through direct cooperation with schools. Both older and younger men in focus group discussions addressed the challenge of getting male participation in this type of project too. Their suggestions included to engage boys from an earlier age, provide some financial incentive to participants (at least to start), and to conduct some activities outside of regular working hours so any men who work could also participate. Within the War Child Canada and partners team, the staff and volunteers showed strong levels of knowledge and understanding of basic protection principles. However, no concrete gender policies that outline War Child Canada's position or guide employee behavior specifically around gender sensitivity were shared or presented.
Monitoring and Evaluation Strategy	The monitoring and evaluation strategy for this project enabled the WCC team to keep track of progress against indicators and collect basic feedback from project participants. In addition to the pre/post tests and satisfaction surveys, War Child facilitated several focus groups to collect qualitative feedback from beneficiaries. In the future, WCC could improve the quality and depth of M&E by developing more qualitative tools. This is particularly important for capturing behavioral and attitudinal change, which was a main objective of this project. This would be particularly useful for activities like the psychosocial support sessions, for which more qualitative information from participants could help WCC pinpoint what approaches work well, for whom, and in what cases. There are also a number of small but significant changes that could improve data collection, such as transitioning all M&E to mobile data collection for all quantitative data collection. This is generally more time efficient and enables the M&E team faster access to compiled data to analyze and share learning with program management on a more regular basis. Another suggested change is to incorporate more regular qualitative monitoring to ensure project participants have sufficient opportunity to share feedback. While satisfaction surveys and pre/post tests are useful to understand immediate feedback and monitor change, they are mostly closed questions with a predefined set of responses and leave little room for additional comments or feedback. Finally, the Complaints and Response Feedback Mechanism is in place and there are comprehensive guidelines in place at the organizational level. However, at the field level the guidelines lack clear guidelines for what constitutes a complaint, how to handle formal complaints, and what rights the complainant has. Although these are included in the organizational policies, these should also be included in field level tools and communication

	about the mechanism (signage, posters, leaflets, etc.). These details are important and should be included in any formal documentation of the mechanism to make sure it is safe and trusted. What's more, project participants generally do not know about the system or how to use it. Sharing information about the mechanism more regularly is an important step towards improving accountability.

XIII. Key Recommendations

Evaluation Criteria	Recommendations	Relevant Stakeholders
Impact	- WCC should engage men and boys from as early on in the project as possible in meaningful ways that encourage them to make behavioral and attitude changes for which they are held accountable. Explore the possible relevance of IRC's Engaging Men in Accountable Practice (EMAP) approach[16] for the Jordan context. - Engage women and girls- particularly adolescent and young girls - as leaders in the project; working with women and youth and recognizing their leadership abilities (for example, leading community events, facilitating dialogue tables, etc.) can be the first step in challenging traditional power structures.	WCC – program management Other practitioners
Effectiveness	- More systematically engage men, women, boys and girls in project planning and decision-making to maximize community-wide buy-in to the project goals. This could be done by setting up a project steering committee of local members, or engaging the CBPCs from project start (see sustainability); - Consider providing service mapping and/or information about referral partners in Sahab and Nuzha through social media and SMS to improve the impact of information sharing with women. Without such materials, many women could not remember the available services shared by WCC or which INGOs and CBOs offered specific services and assistance. These have previously been identified as the most preferred channels for communication, and could lead to increased retention;	WCC – program management Other practitioners SGBV WG
Relevance and Strategic Fit	- In this project, out-of-school girls were identified as a target group but not consequently	WCC – program management

---

[16] For additional information on EMAP, please see: https://gbvresponders.org/prevention/emap-approach/

	prioritized for assistance. WCC should either: a) develop specific targeting and selection criteria to identify the most vulnerable within the stated target population and tailor assistance for their needs, or b) revise its target population and activities; - To address the high level of concern and frequent incidents of verbal harassment of girls on their way to school, WCC should consider putting in place community walking groups to ensure girls feel safe getting to and from school. In addition to sensitizing men and boys, this could lead to improved safety and comfort for both girls and caregivers. - The project has made strides in changing attitudes of men and boys about women's needs and could continue to do so by engaging men in group activities with women to map out the daily challenges they face and how these impact them.	Other practitioners
Sustainability	- Establish community-based protection mechanisms as early in the project as possible to ensure sufficient time for training and capacity building; - Ensure membership to community based protection committees is based – at least in part – on candidates' motivation and commitment to maximize the committees' sustainability. - Expand the role of the CBPCs so that they are more heavily involved in program implementation, decision-making and referrals. This may help to create responsibilities that can be sustained after the services are gone; - Increase the duration and scope of trainings provided to CBPC members to ensure they have relevant mobilization skills, technical knowledge, and facilitation skills. Ensure participants have the skill to identify topics that are relevant and interesting for community members to encourage participation, with or without an organization to help organize community dialogues or events.	WCC – program management Other practitioners
Knowledge Generation	- Coordinate with other SGBV actors and referral partners to prioritize the key messages that need immediate advocacy at the national or sub-national level; - Enhance programmatic learning by developing more regular lessons learnt notes and best	WCC – program management and M&E SGBV WG

	practices that can contribute to institutional learning instead of individual staff learning;	
Training Strategy	- Engage community leaders and trainees themselves in discussions to identify the training topics and design to ensure buy-in; - Increase the number of training days allotted for complex topics like SGBV and children's rights. Regularly collect feedback from participants to inform future trainings and improve the quality and impact;	WCC – program management
Capacity Building	- Consider on-the-job training for field staff from technical experts on SGBV response to ensure all field staff have the appropriate skills and know-how to work with vulnerable and/or traumatized individuals; - Make sure CBPC members receive adequate training before facilitating dialogue tables. The topics being discussed can be sensitive and require a skilled facilitator who can answer questions and requests for clarification appropriately;	WCC – program management
Community Mobilization	- Consider pairing early events and information sessions with some type of incentive to attract people to attend (e.g. distribution, medical day, other services) until they are motivated to come on their own; - Try to increase the number of activities and/or events conducted outside of normal working hours to maximize the possibility of men (especially those who work) attending and participating; - Engage community leaders at project start in a participatory workshop to identify the most effective ways to mobilize the local community as they may have unique ideas. For example, the Sahab community leader suggested approaching men and boys following the Friday prayer and speaking to them about the project objectives;	WCC – program management
Behavior and Attitude Change	- Develop stronger indicators for measuring behavior and attitude change as a key component of the project. This would also require the development of more qualitative tools that enable WCC to monitor change over time;	WCC – M&E
Advocacy Efforts	- Continue to work with the various national coordination forums and push the WG to engage local CBO partners more regularly. In doing so, WCC can play a critical role in ensuring long-	WCC – program management

	term sustainability of response with local organizations more actively participating in coordination efforts, planning and response;	
Gender Sensitivity	- Develop specific guidelines or SOPs for all WCC staff that clearly outline the organization's commitment to gender responsive programming and how to actively consider the different needs and challenges faced by men, women, boys and girls; - Increase the duration of gender sensitivity trainings for staff to ensure adequate coverage of how to work with men, women, boys and girls and identify and address the specific needs of each. Conduct refresher trainers throughout project implementation; - To increase engagement of young men and boys, consider partnering with other actors or TVET centers providing vocational training to facilitate awareness sessions or community dialogues before or after trainings; - In addition to training staff on how to make referrals to specialized agencies for specific needs, train frontline field staff on immediate response to sensitive cases- how to interact with vulnerable individuals, explaining what to expect from a referral, and providing relevant suggestions for immediate action while waiting for a referral.	WCC – program management
Monitoring and Evaluation Strategy	- Transition all data collection to mobile data collection tools. This is expected to save time and staffing resources while simultaneously improving the quality of data; - Consider developing more qualitative tools when working on behavioral and attitudinal change objectives. By more regularly collecting qualitative data, WCC can more closely monitor outcomes throughout implementation and use learning to actively modify implementation; - Develop more detailed SOPs and/or guidelines for the complaints response mechanism that provides comprehensive guidance on how to handle sensitive complaints and outlining the process. Guidelines should include a strategy for sharing information about the mechanism and how to use it.	WCC – M&E

Annexes

Annex A – Evaluation Terms of Reference
Annex B – Consultant CV
Annex C – Beneficiary Data Annex (UNTF)
Annex D – Key Informant Interview Questionnaires
Annex E – Focus Group Discussion Questionnaires
Annex F – Evaluation Matrix (UNTF)