

**REPORT ON ENDLINE
EVALUATION OF ENGAGING MEN
THROUGH ACCOUNTABLE
PRACTICE (EMAP) PROJECT**

**Muloma Women's Development
Association (MUWODA)
Eastern Province, Sierra Leone**



This Evaluation Report has been developed by an independent evaluator. The analysis presented in this report reflects the views of the author and may not necessarily represent those of MUWODA, its collaborating partners or the UN Trust Fund

Evaluation Period:

January 2020 – June 2020

Mr Komba Jossie Konoyima
and

Mrs. Pamela I. Bockarie

Marine Environment consortium – SL

6/23/2020

Contents

List acronyms/abbreviations figures and tables.....	2
EXECUTIVE SUMMARY	5
1. INTRODUCTION AND BACKGROUND	14
1.1 Background and Context of the Project	14
1.2 Description of the Project.....	15
1.3. Description of the evaluation team.....	18
1.4. Evaluation Timeframe.....	18
2.0. EVALUATION OBJECTIVES, DESIGN AND METHODOLOGY.....	20
2.1. Objectives of evaluation.....	20
2.2. Scope of Evaluation	21
2.3. Research Questions	21
2.4. Rationale of Evaluation	23
2.5. Design	23
2.5.1. Qualitative data collection	25
2.5.2. Quantitative data collection and sampling	25
2.6. Data Quality Assurance and Control Measures.....	32
3.0. STUDY FINDINGS	33
3.1. Respondents Socio-demographic Characteristics	33
3.2. Findings on Project Indicators and Outcome Indicators	34
3.2.1. Outcome 1	35
3.2.2. Outcome 2:.....	36
3.2.3. Outcome 3:.....	37
3.3. Study findings in Line with Evaluation Principles.....	38
3.3.1. Effectiveness	38
3.3.2. Relevance of the EMAP Project.....	41
3.3.3 Efficiency	46
3.3.4 Sustainability of the Gains of the EMAP Project	47
3.3.5 Assessment of the Impact of EMAP Project	50
3.3.6. Knowledge Generation.....	53
3.3.7 Gender Equality and Human Rights	54
4. DISCUSSION OF STUDY RESULTS	57

5.	CONCLUSION AND RECOMMENDATIONS	64
6.	REFERENCES	67
7.	Annex.....	69
7.2.	Men Questionnaire	83
7.3.	Women Questionnaire	95
7.4.	KII & FGD Topic Guides	105

List of Figures

Sr. No	Figure Title	Page
1	Figure 1: Percent women with level of Satisfaction with division of Work	31
2	Figure 2: Percent of Men that are aware of the Root causes of VAWG	32
3	Figure 3: Men's Understanding of Gender Equality Issues	32
4	Figure 4: Percent of Women aware of community bi-laws that protect women and girls' right	33
5	Figure 5: Percent of Male Respondents Helping with Household Chores	34
6	Figure 6: Percent of Women Making Key Decisions at Home by themselves	35
7	Figure 7: Percent of beneficiary communities with Bylaws introduced during the project	38
8	Figure 8: Traditional and religious leaders that continue to favour cultural and religious norms that promotes SGBV and gender inequality	39
9	Figure 9: Percent of women and girls with improved skills and confidence to report all forms of VAWG	41
10	Figure 10: Women in Leadership positions at the end of EMAP project	42
11	Figure 11: Percent reduction in SGBV incidents in Beneficiary communities	42
12	Figure 12: Percent of men that are for cultural norms that promotes gender equity	45
13	Figure 13: Men with positive views of the rights of women and girls	45
14	Figure 14: Percent of Women who reported that their partners helped out more with household chores	46

List of Tables

Sr. No	Table Title	Page No.
1	Table A: Summary of Project Progress/Achievements	3
2	Table 1: The EMAP Project Theory of Change	18
3	Table 2: Data Collection Matrix	19
4	Table 3: Methodology Matrix	18
5	Table 5: Respondents Characteristics	24
6	Table 5a: Respondents Characteristics	25
7	Table A1: Achievements on Outcome 1	26
8	Table A2: Achievements on Outcome 2	27
9	Table A3: Achievements on Outcome 3	27
10	Table 6: Percent of women that reported partner violence against them	28

11	Table 7: Percent reduction in the frequency of SGBV incidents (Incidents occurring More than once)	29
12	Table 8 Percent of Male Respondents who Reported being Less Violent before and After the EMAP Project	30
13	Table 9: Percent of women Reporting that they are Safe in their Communities	30
14	Table 10: Percent of women and girls aware and using safe space for Women and girls	31
15	Table 11: Percent of Male respondents against various Quota systems that promotes Gender Equity	33
16	Table 12: Percent of Male Respondents Spending Time with Children	34
17	Table 13: Percent of Women Making Key Decisions at Home by District	35
18	Table 13a: Efficiency Indicators Assessed	36
19	Table 13b: Stakeholder Consultations at Different Levels	37
20	Table 14: Percent % of women and girls that are confident in reporting SGBV incidents	38
21	Table 15: Percent awareness among women and girls of places to go for psychosocial assistance in case of SGBV	39
22	Table 16: Number of beneficiary communities with safe places available at community, chiefdom and districts levels for women and girls.	39
23	Table 17: Stakeholders Trained on GBV Case management by District	40
24	Table 18: Female Respondent's community status	41
25	Table 19: Percent of respondents by sex scoring high on the gender Equality scale	43
	26 Table 20: Percent of Men who believed that they could prevent SGBV behaviour in their community	46

LIST OF ACRONYMS AND ABBREVIATIONS

Sr.	Acronyms	Meaning
1	CBOs	Community Based Organization
2	CDC	Community Development committee
3	CGC	Community gender Committee
4	DAC	Development Assistance Committee
5	DCs	District Councils
6	DGS	Discussion Group Series
7	DGC	District Gender committee
8	EMAP	Engaging Men through Accountable Practice
9	FAL	Functional Adult Literacy
10	FGDs	Focus Group Discussions
11	FGM	Female Genital Mutilation
12	FSU	Sierra Leone Police Family Support Unit
13	GBV	Gender-Based Violence
14	GEM	Gender-Equitable Men
15	GoSL	Government of Sierra Leone
16	IGA	Income Generating activities
17	IRC	International Rescue committee
18	IP	Implementing Partner
19	IPV	Intimate Partner Violence

20	KI	Key Informant
21	MDGs	Men's Discussion Groups
22	MUWODA	Muloma Women's development Association
23	MSWGCA	Ministry of Social Welfare Gender and Children's Affairs
24	NNGO	National Non- Governmental Organization
25	NGO	National Governmental Committee
26	OECD	Organisation for Economic Co-operation and Development
27	PAR	Participatory Action Research
28	SGBV	Sexual and Gender Based Violence
29	SLP	Sierra Leone Police
30	SPSS	Statistical Package for Social Scientists
31	TRC	Truth and Reconciliation Commission
32	UNTF	United Nation Trust Fund
33	VAWG	Violence against Women and Girls

EXECUTIVE SUMMARY

The Project, “Engaging Men through Accountable Practices to prevent all forms of violence against women and girls (EMAP), was a 3-year project geared towards the prevention and ending of harmful attitudes, behaviours and social norms that has the potentials of contributing to violence against women and girls. Closely linked to prevention of VAWG was the essence of increasing gender equality in the homes and communities of beneficiary 3 districts of Kailahun, Kenema and Kono in the Eastern Region of Sierra Leone. It was funded by The United Nations Trust Funds (UNTF) which remains the only global grant-making mechanism that is exclusively devoted to addressing all forms of violence against women and girls. It targeted 600 women and girls (25 per community) between the ages of 18-60 years as its primary beneficiaries with an overall budget of US\$ 497,582.

The project had 3 outcomes, 7 outputs and 15 key activities which were meant to introduce transformative change that makes women and girls feel safer from Gender-Based Violence including Intimate Partner violence at the end of the project. The overall objective of the assignment was to conduct an Endline evaluation study that assesses the EMAP project implementation against three project outcomes and achievements of requisite indicators as spelt out in the project theory of change (Table 1).

Sierra Leone is among the least developed countries in the world ranking 181 out of 189 countries assessed in 2018 and with a score of 0.438 and 57.9% of the population that are multi -dimensionally poor. Women and girls are most affected by poverty having less than one-seventh of the males’ total employment income which, when combined with traditional and religious norms observed throughout the country, makes them vulnerable to various abuses such as Sexual and Gender Based Violence (SGBV). SGBV have been experienced in its acute forms in the country even before the outbreak of the civil conflict in 1991 and problem has persisted as negative national legacy of the war with horrendous cases reported in recent years. Making matters worse, women and girls continue to face serious challenges in accessing justice in contemporary Sierra Leone for this particular kind of violation. Therefore, the EMAP project was considered as timely in helping to address the problems of violence against women and girls and by extension, ensure that dignity of women and girls was restored.

Objective and Purpose of Evaluation

The purpose of this endline evaluation report is to provide useful and reliable evidence of the EMAP’s project relevance, effectiveness, Efficiency, sustainability and impact of interventions on the prevention and ending of harmful attitudes, behaviours and social norms that has the potentials of contributing to violence against women and girls. It will be useful in informing MUWODA and partners in their decision to either or not expand and strengthen existing activities of the project in beneficiary communities or cascade the project to other communities, chiefdoms and districts in Sierra Leone. Owing that this project is the first of its kind in this country, the evaluation report will offer learning opportunities for MUWODA, UNTF and other donor agencies including development practitioners and policy makers.

The overall objective of the assignment was to conduct an Endline study that assesses project implementation against three expected outcomes and achievements of requisite indicators as spelt out in the project log frame.

Methodology

The evaluation study adopted the mixed methods (a combination of qualitative and quantitative) approach. It was designed to involve the analysis of pre-test and post-test datasets in combination with a comparison group. The assessment comprised desk research, qualitative and quantitative data collection, and triangulation of data from the various sources. Primary data collection was the main source of information for the exercise, covering a sample of 16 communities (12 beneficiary and 6 Control communities) and 400 households (300 beneficiaries and 100 controls) in the three districts of Kailahun, Kenema and Kono. The was collected using the computer assisted technique, mainly the use of Kobotoolbox server and related Kobocollect application (an android based application) to design data collection forms and to collect data in the field respectively. Qualitative and quantitative primary and secondary data were analysed separately using appropriate tools including Microsoft Excel, Statistical Package for Social Scientists (SPSS) (quantitative data analysis) and N'Vivo (qualitative data analysis) and the findings triangulated and synthesised to produce a comprehensive report. The qualitative data analysis was geared towards generating descriptive and relational statistics.

Key Findings

The key findings of the evaluation study were discussed along key objectives and mandatory research questions as related to project outcomes, output and activities. Consequently, the findings were structured to begin with close assessment of the achievements of the project outcomes through the project effectiveness, relevance, efficiency, impact, sustainability, knowledge generation, gender and human right issues.

Table A provides a summary finding of the assessment of achievements of the EMAP project outcomes. The summary results showed that the project made tremendous progress in making women and girls to have in-depth knowledge and understanding of their legal/human rights, have leadership and appropriate communication skills to assert their rights, have improved confidence to report unwanted sexual activities and/or violence; and improved safe spaces for women to act, engage with and transform the constraints that maintain inequality and limit the lives of women and girls. This is evidenced by the assessment findings on indicators 1 and 2 showing percent increase of over 50 points for both indicators. This means that women in leadership and decision-making roles in the beneficiary communities have and that number of beneficiary communities which are free of gender inequality and all forms of violence and discrimination have grown/increased in number from 0 to 14.

Progress was recorded for all project outcome indicators. Three of the outcome indicators (Outcome indicators 1.1, 2.2 and 3.3) were observed to have recorded 100% achievements. Coincidentally, these were the only outcome indicators that had target values which were clearly defined hence it was easy to gauge project achievement. While the other four outcome indicators had no target values, their assessment findings suggested progress were made on all four outcome indicators. The greatest achievement was on outcome 3.1 which assessed the percentage of Women and girls that acquired in-depth knowledge and understanding of their legal/ human rights and the root causes of VAWG and gender inequality which attained 80.1%-point increase at the end of the project.

Table I: Summary of Key Findings by Project Indicators

Project Goal	Women and girls in Sierra Leone live a life free of gender inequality and all forms of violence and discrimination against them			
Expected situation of the beneficiaries	Women and girls in general They have in-depth knowledge and understanding of their legal/human rights, have leadership and appropriate communication skills to assert their rights, have improved confidence to report unwanted sexual activities and/or violence; and improved safe spaces for women to act, engage with and transform the constraints that maintain inequality and limit the lives of women and girls			
Indicator	Indicator Definition	Baseline Value (primary survey)	Endline Value (primary survey)	Description of progress
Indicator 1	Percent of women in leadership and decision-making roles in the targeted area by February 2020	5%	55.1%	The project made progress on this indicator
Indicator 2	Number of communities in targeted area free of gender inequality and all forms of violence and discrimination.	0%	58%	The community check list showed that 14 out of 24 reported no SGBV cases in the last 3 months

Specific Objective	OUTPUT Indicators	Baseline	Target	Endline	Progress against target	Description of progress
Men in 24 communities in 6 chiefdoms of the Eastern region of Sierra Leone better support gender equitable norms and non-violence against women and Girls including non- Intimate partner violence by project end.	1.1: Number or % Project staff that acquired the skills to effectively guide men to move through the various stages of individual behaviour change and recognize the harmful effects of VAWG and gender inequality by project end.	5% of 100 staff were already trained.	27 to be trained	27 (27.0%) project staff were trained to effectively guide men to move through the various stages of individual behaviour change and recognize the harmful effects of VAWG	100%	Target was achieved in full
	1.2: Men and boys acquire knowledge and understanding of the root causes of VAWG and gender inequality which influence changes in their attitudes, individual behaviour and practices by project end	5%	-	74.6% male respondents from beneficiary communities confirmed their awareness of the causes of violence against women and girls (VAWG)	No specific available target provided	An estimated 70% achievement was considered as a valuable success

2: Traditional community leaders and religious groups better support gender equitable norm and non-Intimate Partner Violence in 24 communities in 6 chiefdoms of the Eastern region of Sierra Leone by Project end	2.1: Traditional community leaders and religious groups acquire knowledge and understanding of the root causes of VAWG and gender inequality which influences their individual attitudes, behaviour and practices by project end.	5%	-	64.6% of beneficiary community & religious leaders & groups demonstrated understanding of the root causes of VAWG & gender inequality	No target was available to gauge if project target was achieved or not.	The EMAP project made great progress on this indicator increasing from 5% in 2017 to 65.6% in 2020 recording 60.6 percent point increase.
	2.2: Number of Traditional community and religious leaders “acquire skills to advocate “and promote legal and human rights of VAWG.	0	288	288 stake holders benefited from SGBV and VAWG, community prevention and response skills and capacity building case management in the beneficiary communities	100%	Target was achieved in full with 96 religious and traditional leaders trained to advocate & promote legal and human rights of Women & Girls
3: Women and girls pursue their potentials and have confidence and/or are	3.1: % of Women and girls that acquired in-depth knowledge and understanding of their legal/ human rights and the root causes of VAWG and gender inequality.	5%	-	86.3%	No project target was available for this indicator	An estimated 81.5%-point achievement was considered as a valuable success

equipped with knowledge to report Gender-Based violence including - IPV in 24 communities in 6 chiefdoms of the Eastern Region of Sierra Leone by project end.	3.2: % of Women that developed leadership and appropriate communication skills to assert their rights and improve their confidence to report all forms of VAWG (sexual, physical, economic, emotional violence, harmful traditional practices, etc.)	5%	-	55.1%	No specific Target provided for this indicator	The project made good progress on this indicator increasing from 5% in 2017 to 55.1% in 2020 with 50.1%-point increase
	3.3. Number of communities in targeted area free of gender inequality and all forms of violence and discrimination	0	24	24 all 24 communities had safe space where women & girls meet to discuss their concerns & priorities	100%	Target was achieved in full All the project communities have structures that prevent VAW and promote gender equality

- **Effectiveness**

The findings between the baseline and end line portray that significant progress was made with regards the effectiveness of the EMAP project. For example, during the baseline study majority (91%) of the women interviewed reported of violence against them by their partners whereas this proportion reduced drastically to only 15.8% for the end line. This can be viewed as a great achievement as it will decrease the incidences of disabilities and even in some cases fatality that women used to endure from their partners as a result of physical assault. The frequency of such violence has also reduced and this was confirmed by the male respondents also reported of being less violent during the end line evaluation. Women's safety in their communities and the awareness and use of safe spaces to express their concerns and priorities has also increased.

Relevance

The study showed that great improvements have been made with regards the attitude, knowledge and awareness of issues dealing with VAWG both among men and women. The study revealed that the sound understanding of men on gender equality issues increased to 55.4% for the end line as opposed to 24.8% during the baseline. The percentage of the men that didn't support the quota system which favours gender equity decreased greatly across all the variables assessed. The greatest improved was observed for quota system the promotes fixed leadership position for women which was opposed by 56.2% in 2017 but opposed by 9.2% in 2020 recording the highest percentage difference of 47.0%. The proportion of men who stayed at home to help with sick child or with household chores also increased. The decision-making roles of women in the home on issues such as expenditure on food and clothing, investments and health have also improved from 30.3% during the baseline to 49.3% for the end line.

Efficiency

The study findings established that the project implementation exploited key opportunities paramount among which was stakeholder engagement at various administrative levels including key community, chieftdom and district stakeholders. Another achievement of the project implementation was the collaboration of the three local councils of Kailahun, Kenema and Kono and MSWGCA which contributed to the successful implementation of various project activities especially the baseline survey and the joint monitoring in the project communities. Equally, mapping of GBV service providers in and around the project communities, recruitment of MDG participants which was a tailored process followed by all project facilitators guided the effective referrals of GBV Survivors and encouraged more community members to attend project sessions. These were critical in attracting more non WDGs & MDGs and people from the cluster communities to gain knowledge and understanding on preventing VAWG.

It was found that the project was able to reduce cost without having to reduce the number of beneficiaries or cutting on planned project activities and without compromising the quality of products or services provided. The study indicated that 40% or 10 of non-direct project communities benefited from the project through radio discussions and jingles of preventing and responding to VAWG. Non –WDG members also benefited from the VSLA proceeds. The project monitoring and evaluation records suggested that 85% of all project activities were implemented inline with the project timeline as detailed in their activity records. However, the 15% of the project activities that were delayed in their implementation caused the project to incur additional 2% of the total project cost.

Impact and sustainability

The indication of achievements was very apparent in both quantitative and qualitative findings of the evaluation especially as related to the transformation of the negative traditional and religious practices. These showed that the project had a very high degree of impact on changing discriminatory and violent practices, greatly improving women's safety and mobility, and making services more gender-responsive, although there was less movement in terms of facilitating access to justice. These results had positive ramifications for women and girls, which extend from increased mobility and safety, in terms of returning to school, increased income generating activities, and the enjoyment of other rights.

The study showed that there were more women (86.3%) in beneficiary communities who received trainings on SGBV and women's rights that improved their skills and confidence to report incidents of SGBV compared with only 26.3% in control group. The number of women serving as community leaders and religious elders have increased as the study revealed that there were more women that were community elders (41.5%) and religious leaders (6.8%) in the beneficiary group than were observed in the control group with 35.4% and 2.1% who were community elders and religious leaders respectively. Equally, the percent reduction in SGBV incidents in Beneficiary communities reduced from a recorded high of 91.0% before the EMAP project started in 2017 to 15.8% in 2020 when the project ended suggesting percent reduction of 86.2%.

There were clear indications that project will be sustainable especially as demonstrated by the introduction of bylaws, the increased number of women and girls with skills and confidence in reporting SGBV, and the general reduction in SGBV incidents in communities at the end of the project.

Conclusion and Recommendations

The evaluation study results showed that the EMAP project implemented in the 24 communities from Kailahun, Kenema and Kono Districts in the Eastern Region of Sierra Leone, promoted changes in harmful attitudes, behaviours and social norms in beneficiary communities

Specifically, the results have shown that the EMAP project was effectively and efficiently implemented as all key project activities, procurement of products and services and expending of project funds were in line with project timeline. There were clear indications that project will be sustainable especially as demonstrated by the introduction of bylaws, the increased number of women and girls with skills and confidence in reporting SGBV, and the general reduction in SGBV incidents in communities at the end of the project.

Equally, there are more women now in leadership positions, making key decisions in their homes and are now safer in their communities than three years ago. All these have shown that EMAP project had impacted greatly on the beneficiaries and their communities.

However, some findings indicated that some traditional and religious leaders continue to favour cultural and religious norms and practices that promote SGBV and gender inequality in their communities. This has the potentials of undermining the gains and sustainability of the EMAP project. Male partner involvement in household chores continues to be considerably low despite the gains recorded by the EMAP project. The limited understanding of the gender equality issues by comparatively large chunk of the beneficiary population will have the tendencies damping the achievements of the project if further efforts are not introduced to improve on such understanding. Therefore, while it is safe to conclude that

the EMAP project achieved its overall objectives and related outcomes, there are rooms for improvement especially if the following are taken into consideration:

1. **Refresher training:** It is highly recommended that **MUWODA** and partners ensure annual refresher training on VAWG, SGBV, gender equality and human rights of women and girls for project beneficiary traditional and religious leaders, beneficiary men and boys. This will help empower them and constantly remind them of their obligations to continue promoting gender equality and preventing VAWG and SGBV incidents especially from intimate partners.
2. **The enforcement of community bylaws:** It is very essential for the bylaws on preventing VAWG introduced during the course of the project to continue in existence and effectively implemented. . Therefore, devising ways and means to work with law enforcement agencies at community and district levels to regularly monitor the implementation of these bylaws would be a necessity.
3. **Technical support to Community Gender Committee:** The community Gender Committee are the focal point for the protection and empowerment of women and girls in the project communities. The members that form the committees were selected from the various structures that were trained and supported during the EMAP intervention. There is need for continuous support for the groups. MUWODA should continue to provide ongoing technical support to the trained team members on how to model the concept of equality among the gender committee members.
4. **Support for Survivors:** The lack of direct support for VAWG survivors frustrated participants that shared their experiences with the expectation of getting direct material support even though they were referred to appropriate service providers. However, the intervention did not give direct support for survivors of VAWG rather they were referred to other service providers within and around the project community. The lack of direct support for VAWG survivors was a perceived gap in the intervention as structures and service providers in project communities lacked the necessary resources to adequately support survivors. Consequently, there is need to provide direct support to Survivors' of VAWG who report incidents of VAWG during the experience sharing in group activities and general community awareness engagements in project communities

1. INTRODUCTION AND BACKGROUND

1.1 Background and Context of the Project

Violence against women and girls remains an acute global problem that continues to attract global attention. What is more troubling is intimate partner violence which is suffered by most women and girls in areas where traditional and religious cultures continue to deprive women and girls of their basic human rights. According to World Health Organisation (WHO) (2020), over 800 million women experience physical and/or sexual violence by an intimate partner or sexual violence by any perpetrator globally. Violence against women and girls is described as a ‘virulent form of abuse and discrimination that transcends race, class and national identity’ (Manuh, 2010). It takes diverse forms and shapes which may be physical, sexual, psychological and economic and are complexly related with a multifaceted feedback effect. One leading cause of this menace is poverty and its socioeconomic correlates such as high illiteracy, gender inequality, low productivity, conservative cultural and religious groups among others.

Sierra Leone is among the least developed countries in the world ranking 181 out of 189 countries assessed and with a score of 0.438 and 57.9% of the population that are multi-dimensionally poor (UNDP, 2019). Women and girls are most affected by poverty having less than one-seventh of the males’ total employment income (Statistics Sierra Leone, 2019). The country still records high fertility levels and maternal mortality remains high. There are more females (women and girls) than males within the population of Sierra Leone, a country with a sex ratio of 96.9 (Statistics Sierra Leone, 2017) and where women make up 70 percent of the agricultural labour force (UN Women, 2017). More importantly, the country is marred by various hitches relative to forms of sexual violence that comprises domestic violence, sexual assault, rape of adults and minors, marital rape, and school-related sexual abuse and harmful practices (USAID, 2019). Furthermore, the voices of Sierra Leonean women have been extensively disregarded particularly in respect of the discussions about their own sexual and reproductive health. The constant resistance of conservative cultural and religious and patriarchal structures and reluctant government officials continue to hamper the efforts of women in liberating themselves and making meaningful contributions to society. Another acute and disturbing problem affecting women and girls is the non-effective implementation of existing laws and regulations meant to protect them.

Sexual and Gender Based Violence (SGBV) have been experienced in its acute forms in Sierra Leone even before the outbreak of the civil conflict in 1991, intensified during the period of the war, that witnessed a complete breakdown of law and eroding all levels of political and social leadership in the country (Spencer, et al., 2012). The magnitude of the SGBV problem has persisted as negative national legacy of the war with horrendous cases reported in recent years. Making matters worse, women and girls continue to face serious challenges in accessing justice in contemporary Sierra Leone for this particular kind of violation.

The statistics on SGBV in the Country is alarming. During the civil war, an estimated 250,000 women and girls experienced some form of sexual or gender-based violence (Mills, et al., 2015). An estimated 625 sexual assaults on women and girls were reported in the first half of 2008 in country (Spencer, et al. 2012). Of these, 454 were treated for sexually transmitted infections, and 74 were found to be pregnant. According to the Rainbow Initiative (2019), the Rainbow Centres, had 3,137 cases of sexual and physical assault on women and girls at 5 Rainbow Centres Located in Freetown, Bo, Makeni, Kenema and Kono. The Initiative has supported 30,000 survivors of SGBV since its inception in 2003 of which 93% of them are girls under 17 years old (Ibid, 2019). While the problems outlined were experienced in the country before the war, they might have been exacerbated by the rebel war, Ebola epidemic and socio-economic challenges in some districts including Kailahun, Kenema and Kono of the eastern Province. These

districts are among the worse off than others with respect to SGBV issues and record worse social indicators than the country's average.

The national government and partners continue to make efforts in reducing this menace. Consequently, Sexual abuse was declared a national emergency on Thursday 7th February 2019 by the current administration led by President Julius Maada Bio. This has come as result of the long history of SGBV in the Country. This move by the president underscores the seriousness of the problem. Previous governments have instituted laws and policy reforms to address SGBV which have provided some opportunities for progress towards gender equality. For instance, between 2004 and 2012, the Government of Sierra Leone produced a Truth and Reconciliation Commission (TRC) report and enacted three Gender Acts and a Sexual Offences Act. The government also set up the Family Support Units (FSUs), a component of the Sierra Leone Police and other mechanisms to implement these laws. Despite these efforts, the problem has continued unabated. Furthermore, Destructive traditional practices largely Female Genital Mutilation (FGM), child marriage, and high teenage pregnancies constantly inhibit women and girl's empowerment. An estimated 98% % of women aged 45- 49 years and 74% of girls aged 15-19 years continue to suffer from FGM (DHS 2013). These problems continue to compromise the potentials of women and girls in achieving their full potential hence contribute to the economic wellbeing of their households and societies.

To ensure the dignity of women and girls including improvement in their health and full exploitation of their economic potentials, violence against women and girls must be addressed. To this end, Muloma Women's Development Association (MUWODA) has been implementing a UN Trust Fund, project: "Engaging Men through Accountable Practice" (EMAP). In line with the Project design and in that 97% of the project activities have now being completed, an independent end-line evaluation of the project was undertaken in order to ascertain the extent to which the Project achieved its intended objectives and outcomes and determine its impact and effectiveness.

The pronouncement of rape and other forms of sexual violence against women and girls as national emergency in Sierra Leone, and having its root being linked to the patriarchal system and further exacerbated by the over 10 years civil conflict of the 1990s, with the current gravity of the SGBV in the country wherein infants are battered by adult men, the study gained acceptance in all communities visited. The respondents, both male and female, cooperated with the data collectors which were helpful in collecting honest opinions and facts about the topics investigated. However, the emergence of Corona Virus Pandemic during the field work meant that the evaluation needed to strategize to ensure that the health regulations, such as social distancing and wearing of facial masks were observed during the rest of the field work. This also resulted in the introduction of telephone interviews for key informant interviews and the limitation of focus group participants to the lowest number of participants acceptable in evaluations of this nature.

1.2 Description of the Project

The Project, "Engaging Men through Accountable Practice to prevent all forms of violence against women and girls (EMAP), is geared towards the prevention and ending harmful attitudes, behaviours and social norms which has the potentials of contributing to VAWG. The overarching essence is to prevent VAWG and increase gender equality in the homes and communities of beneficiary 3 districts of Kailahun, Kenema and Kono in the Eastern Region of Sierra Leone.

The EMAP project, which was designed to last from February 14,2017 to March 15, 2020, Comprised of efforts to prevent VAWG, promote gender equality and promote economic empowerment of women which are adjudged as being closely interrelated. It was funded by The United Nations Trust Funds

(UNTF) which remains the only global grant-making mechanism that is exclusively devoted to addressing all forms of violence against women and girls. The project was implemented in 24 communities selected from six chiefdoms, that is, two chiefdoms from each of the three districts (Kenema (Nongoa and Malegohun), Kono (GoramaKono and Nimikoro) and Kailahun (Upper Bambara and Mandu). The EMAP project targeted 600 women and girls (25 per community) between the ages of 18-60 years, mostly from rural communities, as the primary beneficiaries who will benefit from a safer household and community. The secondary beneficiaries include religious leaders, chiefs/local authorities/decision-makers and the community Gender-Committee. Pre-project estimates of secondary beneficiaries were at 1,008 Men and boys (720 i.e.30 per community; religious leaders 48 i.e.2 per community); chiefs/authorities/decision makers (120 i.e. 5 per community) and community Gender Committee (120 i.e.5per community).

As presented in Table 1 (The Project Theory of Change), the project had 3 outcomes, 7 outputs and 15 key activities which were meant to introduce transformative change that makes women and girls feel safer from Gender-Based Violence including Intimate Partner violence at the end of the project.

Table 1: The EMAP Project Theory of Change

Project Goal:	Outcome	Output	Activity
Women and girls between the ages 18 to 60 years in 24 communities in six chiefdoms of the Eastern Sierra Leone feel safer from Gender-Based Violence including Intimate Partner violence by project end.	Men in 24 communities in 6 chiefdoms of the Eastern region of Sierra Leone better support gender equitable norms and non- violence against women and Girls including non-Intimate partner violence by project end.	1.1: Project staff acquires the skills to effectively guide men to move through the various stages of individual behaviour change and recognize the harmful effects of VAWG and gender inequality by project end.	1.1.1 EMAP Pre-implementation induction meeting
			1.1.2: Recruit Local Consultant to adopt EMAP training tools and train project staff
			1.1.3: Two sets of Refresher Training on EMAP Concept (Year two and three)
		1.2: Men and boys acquire knowledge and understanding of the root causes of VAWG and gender inequality which influence changes in their attitudes, individual behaviour and practices by project end	1.2.1: Implementation of Men's curriculum in 24 communities
	1.2.2: Three set of Review and Planning meetings on Men's Curriculum sessions (One per cycle)		
	Men in 24 communities in 6 chiefdoms of the Eastern region of Sierra Leone better support gender equitable norm and non-Intimate Partner Violence in 24 communities in 6 chiefdoms of the	2: Traditional community leaders and religious groups better support gender equitable norm and non-Intimate Partner Violence in 24 communities in 6 chiefdoms of the	2.1: Traditional community leaders and religious groups acquire knowledge and understanding of the root causes of VAWG and gender inequality which influences their individual attitudes, behaviour and practices by project end.
2.1.2: Interface meeting with local authorities/stakeholders - Led by MSWGCA			
2.1.3: Regular community review meeting with			

Eastern region of Sierra Leone by Project end		stakeholder/leaders
	2.2: Traditional community and religious leaders “acquire skills to advocate “and promote legal and human rights of VAWG.	2.2.1: Recruit local consultant to design and train gender committee 2.2.2: Quarterly Inter-Community/Chiefdom /Inter-chiefdom Gender Meetings
3: Women and girls pursue their potentials and have confidence and/or are equipped with knowledge to report Gender-Based violence including - IPV in 24 communities in 6 chiefdoms of the Eastern Region of Sierra Leone by project end.	3.1: Women and girls acquire an in-depth knowledge and understanding of their legal/ human rights and the root causes of VAWG and gender inequality.	3.1.1: Women's Curriculum Discussion Session in 24 communities. Recruit WDGs members and celebrations of curriculum closing ceremonies
		Activity 3.1.2: Three set of Review and Planning meetings on Women's Curriculum sessions. (One per cycle)
	3.2: Women develop leadership and appropriate communication skills to assert their rights and improve their confidence to report all forms of VAWG (sexual, physical, economic, emotional violence, harmful traditional practices, etc.)	Activity 3.2.1: Regular feedback meetings in 24 communities to integrate women's priorities
	3.3: Women and girls are provided space to identify and discuss their concerns and priorities for collective action and support.	3.3.1: Conduct radio discussion and jingles Activity 3.3.2: Conduct Joint monitoring throughout the curriculum sessions

1.2a. Key assumptions

The project had assumed that:

- Individual behaviour change is an effective approach for preventing VAWG
- Engagement with both male and female participants is a prime requirement to addressing the issue of VAWG
- The RURAL setting provided a suitable space for delivering the program as it created a conducive sharing environment for participants to identify, discuss and respond to issues and experiences of violence across public and private spaces

1.3. Description of the evaluation team

The various consultants that were equipped with unique skills, expertise and experience in applied (mixed-methods) research, project management, project evaluation, Sensitive data collection, working with vulnerable groups such as children and women in gathering information about their situation, well informed on child protection/rights and SGBV issues.

Specifically, **Komba Jossie Konoyima**, the Team Lead for this assignment, is a renowned researcher in both social and pure & applied sciences with Masters of Philosophy (M.Phil, Research) in Marine Sciences. Mr. Konoyima was chosen as the lead consultant because of his wealth of experience in field work, data processing and analysis and undoubted report writing skills. **Pamela I. Bockarie** is a Statistician, data analyst and GIS Expert with more than ten years' experience in project coordination, supervision, monitoring and evaluation; qualitative and quantitative data collection, analysis and report writing. She holds MSc degree in Geographical Information Management from Cranfield University in the United Kingdom. She served as Associate Researcher - Statistician and among other things assisted the Lead Researcher with the configuration and management of electronic data collection (using the Kobo Collect application) and compilation and processing of data and report writing. **Aminata Phoray-Musa** is a holder of Postgraduate Diploma in Population Studies and Social Statistics and B. Sc Biological Sciences. Aminata has wealth of experience in working with victims of Gender based Violence and has served as gender specialist in a number of organisations including National Commission for Children and BBC Media. She brought on board her wealth of experience in collecting sensitive data on SGBV and served as one of the 3 Supervisors and led the training of field staff, data collection and analysis.

1.4. Evaluation Timeframe

The evaluation exercise was divided into five (5) phases which included inception, training and pre-test, data collection, data analysis and reporting consolidating phases as detailed in Table 1a.

Table 1a: Evaluation Timeframe			
Phase	Description	Timeline	Key Deliverable
Phase 1: Inception	The inception phase involved the contract signing, desk review that informed the drafting of the study instruments, preparation and submission of draft and final inception reports. The essence of this stage was to bring together the evaluation consulting team and project implementing unit and other stakeholders together to agree on the evaluation design and methods. This ensured the participation of all key stakeholders and their inputs were valuable in finalising the study tools. This lasted longer than expected due to problems in getting stakeholders together	24/01/2020 to 16/03/2020	Final Inception Report
Phase 2: Training & Pre-test	Phase 2 comprised activities that included the configuration of the finalised study tools in Kobotoolbox, resource mobilization and recruitment, preparation of training materials, training of field staff and pre-testing of the study instruments.	17/03/2020 - 30/03/2020	Submission of Training report which was unofficial
Phase 3: Data Collection	Data collection started phase involved primary quantitative and qualitative data collection in beneficiary communities of the three districts.	31/03/2020 - 14/04/2020	Unofficial progress reports
Phase 4:	This phase was mainly about downloading the data from	15/04/2020	

Data Analysis	Kobotoolbox server in excel file format and coding and exporting into SPSS file format. Transcribing and coding of qualitative data, data analysis and triangulation of qualitative and quantitative findings.	- 22/05/2020	
Phase 5: Report Writing	The final Phase was all about preparing draft report, review and incorporation of review comments and finalisation of the evaluation report.	23/05/2019 - 20/06/2020	Final Evaluation report

2.0. EVALUATION OBJECTIVES, DESIGN AND METHODOLOGY

2.1. Objectives of evaluation

The overall objective of the assignment was to conduct an Endline study that assesses project implementation against three expected outcomes and achievements of requisite indicators as spelt out in the project log frame. The expected outcomes were as follows:

- **OUTCOME ONE:** Men in 24 communities in 6 chiefdoms of the Eastern Region of Sierra Leone better support gender equitable norms and non-violence against women and girls including non-intimate partner violence by project end.
- **OUTCOME TWO:** Traditional community leaders and religious groups better support gender equitable norms and non-intimate partner violence in 24 communities in 6 chiefdoms of the Eastern Region of Sierra Leone by project end.
- **OUTCOME THREE:** Women and girls pursue their potentials and have confidence and/or are equipped with knowledge to report Gender-Based Violence including IPV in 24 communities in 6 chiefdoms of the Eastern Region of Sierra Leone by project end.

Specifically, the objectives of the evaluation were to assess:

1. the relevance of EAMP Project in guiding Men and boys acquire knowledge and understanding of the root causes of VAWG and gender inequality which influences changes in their attitudes, behaviour and practices by project end.
2. the significant changes EMAP project has brought about for Traditional community leaders and religious leaders in acquiring knowledge and understanding of the root causes of VAWG and gender inequality which influence their individual attitudes, behaviour and practices by project end in the three Districts.
3. the extent to which traditional community leaders and religious leaders “acquired skills to advocate” and promote legal and human rights of women and girls.
4. women and girl’s in-depth knowledge and understanding of their legal/human rights and the root causes of VAWG and gender inequality.
5. Women’s leadership and appropriate communication skills to assert their rights and improve their confidence to report all forms of VAWG (sexual physical, economic, emotional violence, harmful traditional practices, etc.).
6. Availability of safe space for Women and girls in the community to identify and discuss their concerns and priorities for collective action and support.
7. Draw out lessons learnt- success stories, what worked well and what didn’t work so well for EMAP project and why and how they were mitigated
8. Outline challenges of implementation and make recommendations for future projects in Sierra Leone or similar contexts.
9. Explore community’s acceptance, perceptions and attitudes towards EMAP Project
10. Provide adequate evidences on the scalability, replicability and sustainability measures of EMAP Project.
11. Identify key lessons and promising/emerging good practices in the field of ending violence against women and girls, for learning purposes

2.2. Scope of Evaluation

Generally, an endline evaluation involves the consideration and assessment of data covering the whole of project life span including, but not limited to, data gathered from the inception stage to project completion, in this case data from 2017 and 2020 which are the inception and completion years respectively. Therefore, the scope of this evaluation focused on assessment of project outcomes at the individual beneficiary and stakeholder levels and the gains, if any, recorded within the entire project communities and by extension, project chiefdoms and districts. It covered a total of 16 communities selected from 8 chiefdoms in 3 Districts of Kailahun, Kenema and Kono. Of these, 4 communities which were selected from 2 chiefdoms (Njaluahun in Kailahun District and Small Bo in Kenema District) served as control group with the rest being EMAP beneficiary communities and chiefdoms.

2.3. Research Questions

Additionally, the study conducted detailed assessment of the project using the OECD/DAC Criteria for evaluations to help in answering the following evaluation questions: These were organised around 7 internationally accepted evaluation criteria which included effectiveness, relevance/ impact, efficiency, sustainability, knowledge generation, gender equality and human rights. For this evaluation, these criteria have been defined and utilised in line with the definitions and explanations as provided in UNTF's Evaluation Guidelines, Version 1 (2018).

Accordingly, **effectiveness** was utilised to assess the extent to which the EMAP project attained its set objectives as were outlined in the results framework and in affinity with project's theory of change. **Relevance** captured the degree to which the EMAP project, implemented by MUWODA, was essential and suitably fitted to the context, needs and priorities of the target communities and population. Similarly, the **efficiency** component helped the study to gauge the outputs (both qualitative and quantitative) and relative to project inputs. Efficiency is generally an economic term that relates to whether or not the project was delivered in a cost-effective manner. With respect to **sustainability**, it measured the possibility and potentials of the EMAP project concept continuing and or sustaining the gains after the project. **Impact** was meant to assess the changes (both intended and unintended) attributed to the MUWODA implemented EMAP project. Specifically, the impact assessment helped in measuring the level of change in VAWG in project beneficiary communities. **Knowledge generation** was employed for the assessment of potential practices and new approaches adopted worth sharing with stakeholders and practitioners. **Gender Equality and Human Rights** which are cross-cutting evaluation criteria, provided the tools to gauge the extent to which human rights based and gender responsive methods were integrated across the project. All of the components had mandatory and non-mandatory questions with some mandatory questions tweaked to make it punchier and more robust as detailed below.

Relevance

- *To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of woman and girls?*
- *How relevant were the objectives and activities, implemented by the project, in addressing national strategies, policies and beneficiary needs in eastern region of Sierra Leone?*

- *What significant contribution did the project make to the reduction of violence against women and girls in eastern region of Sierra Leoneans well as to national priorities?*
- *How do beneficiaries perceive the relevance of the project and how has the activities implemented improved their lives? Are there any stories of change?*
- *To what extent was project able to adapt and provide appropriate response to context changes and emerging local needs, and the priorities of beneficiaries?*

Effectiveness

- *To what extent have the planned objectives in the log frame of the project, been reached, per indicator, disaggregated by gender and age?*
- *What were the major factors influencing the achievement of the objectives of the project?*
- *What opportunities for collaboration have been, utilized and how have these contributed to increased effectiveness? or otherwise?*
- *Have proper accountability and risk management framework(s) been in place to minimize risks on program implementation?*

Efficiency

- *To what extent was the project efficiently and cost-effectively implemented?*
- *How efficiently and timely has this project been implemented and managed in accordance with the Project Document?*
- *Is the length of the program cycle (three years) sufficient to achieve the program outputs and out comes?*
- *What factors of the program facilitated the efficient development, delivery and impact of the program?*
- *What factors obstructed the efficient development, delivery and impact of the program?*
- *How efficient was the delivery of project by, MUWODA, not only in terms of expenditure, but also in terms of implementation of activities and adaptation to changing context?*

Impact

- *To what extent has the project contributed to ending violence against women, gender equality and/or women empowerment (both intended and unintended)?*
- *Identify and analyse the significant changes that the project has brought in women and girls. Assess the progress towards the actual project impact.*
- *How has the collaboration between, MUWODA, Local partners and line ministries contributed to appropriate response of specific needs and priorities of the beneficiaries?*

Sustainability

- *To what extent will the achieved results especially any positive change in the lives of women and girls (project goal level), be sustained after this project ends?*
- *Will the changes caused by this programme continue beyond the life of the project?*
- *What, mechanisms have MUWODA and partners put in place to sustain the key programme Outputs and Outcomes?*

- *How has the programme worked with local partners to increase their capacity in a sustainable way?*
- *What motivations /mechanisms exist for partners to continue playing these roles?*
- What are the risks facing sustainability of programme Outputs and Outcomes?

Knowledge Generation

- Are there any promising practices that can be shared with other practitioners?
- How innovative is this knowledge?
- Has the generated knowledge potential for replication or scale up in other projects or contexts?

Gender Equality and Human Rights

- To what extent did the project incorporate human rights based and gender responsive approaches throughout the project?
- How safe are women and girls in sharing information?

Others

- How safe are women and girls in sharing information?
- To what extent did gender and power relations- including structural and other causes that give rise to violence, inequalities, unfair power relations and discrimination- changed as a result of the intervention?
- Why and to what extent intended and unintended results were achieved?

2.4. Rationale of Evaluation

The purpose of this endline evaluation report is to provide useful and reliable evidence of the EMAP's project relevance, effectiveness, Efficiency, sustainability and impact of interventions on the prevention and ending of harmful attitudes, behaviours and social norms that has the potentials of contributing to violence against women and girls.

This evaluation report will be useful in informing MUWODA and partners in their decision to either expand and strengthen existing activities of the project in beneficiary communities or cascade the project to other communities, chiefdoms and districts in Sierra Leone. Owing that this project is the first of its kind in this country and MUWODA being the first national NGO to grasp the concept, the evaluation report will offer learning opportunities for MUWODA, UNTF and other donor agencies including development practitioners and policy makers including the GoSL.

2.5. Design

As suggested in the TOR, and in order to fully address the end of programme evaluation requirements and programmatic objectives, the study adopted the mixed methods (a combination of qualitative and quantitative) approach. It was designed to involve the analysis of pre-test and post-test datasets in

combination with a comparison group. The assessment comprised desk research, qualitative and quantitative data collection, and triangulation of data from the various sources. Primary data collection formed the key source of information for the exercise, covering a sample of communities and households in the three districts of Kailahun, Kenema and Kono. Qualitative and quantitative primary and secondary data were analysed separately using appropriate tools including Microsoft Excel, Statistical Package for Social Scientists (SPSS) (quantitative data analysis) and N'Vivo (qualitative data analysis) and the findings triangulated and synthesised to produce a comprehensive report. The qualitative data analysis was geared towards generating descriptive and relational statistics.

The evaluation was based largely on a participatory action research (PAR) approach, particularly with respect to meetings, key informant interviews, and focus group discussions. PAR is a pragmatic strategy in which the researcher/consultant serves largely as facilitator and pivot of a collaborative process, which ensures the active involvement and input of all stakeholders. Through this approach the assessment was conducted in consultation and collaboration with the relevant stakeholders. Bergold and Thomas (2010) have noted that PAR has gained increasing prominence as a method within qualitative social research. Based on this approach the evaluation results may be fed back to stakeholders in a format that they can appreciate and understand, to confirm that the outputs correctly reflect their inputs and to fulfil the notion of joint ownership, in line with programme implementation, monitoring and evaluation strategy.

A mixed methods approach broadens the research dimensions and enhances the richness of data and thoroughness of research evidence, which are not adequately provided for by the use of either - quantitative or qualitative - approach (in isolation) (see for example, Creswell, 2009). While the quantitative component of the evaluation provided statistical figures, the qualitative component will help to provide a more precise and supportive explanation of the quantitative findings. Therefore, the study involved:

- **Desk review** of background documents including project documents, project monitoring data, progress reports, women's reflection survey reports, baseline report and or data sets, field visit reports, annual project report and other relevant documents. The essence of the desk review was to provide the evaluation team with sufficient and salient project background information especially as they related to the issues evaluated.
- **Key Informant (KI) interviews and Focus Group Discussions (FGDs)** were conducted with relevant individuals and members of various groups with an interest or a stake in the EMAP project (as beneficiaries, service providers and government and non-governmental organisations). The information so obtained were useful in providing narratives that supported the qualitative results.
- **Quantitative Primary data** (household survey data) was collected from a random sample of beneficiary communities.
- **Secondary data** was extensively extracted from available reports and other datasets. For instance, to answer some of the questions on effectiveness, the study extracted relevant longitudinal data from the Family Support Units (FSU) records for relevant records on violence against women and for periods spanning the project lifespan.

- **Use of GIS¹ mapping tools** was put into data collection, analysis and reporting of the distribution of target communities

As part of the design, the study used electronic recording equipment for both qualitative and quantitative data collection with appropriate software applications such as kobocollect and voice recording apps.

2.5.1. Qualitative data collection

Focus Group Discussions (FGDs) were conducted with stakeholder groups. These included women's groups, youths and community members, among others. The FGDs served as input for the narrative anecdotal evidence. Each of the FGDs involved 8 and 12 persons of a particular category of interest and as suggested by consultant and approved by MUWODA and partners. As such, four FGD categories were focused including but not limited to young adolescent boys and girls in and out of school, community women and men including single parents.

Key Informant (KI) interviews: KI interviews were conducted with the following stakeholders as agreed with MUWODA:

- ❖ Community/ local authorities (Chiefs and Mamie Queens).
- ❖ FSU Officers
- ❖ leaders of mother's club clubs
- ❖ District Social Welfare/Ministry of Social Welfare Gender and Children's Affairs (MSWGCA) Official(s)
- ❖ District Council staff
- ❖ MUWODA project staff members
- ❖ Officials of other NGOs (development partners) operating in the district

2.5.2. Quantitative data collection and sampling

The evaluation employed a sample size of 400 respondents to be interviewed from among women and Men. We arrived at this sample size by adopting the sample size of 300 adopted for the baseline study and have included additional 100 respondents to be drawn from a non-EMAP project beneficiary chiefdoms and communities. Usually, a sample size can be calculated by providing requisite data into a standard online sampling calculator from: (<http://www.surveysystem.com/sscalc.htm>) using +/- 5 margin of error and 95% Confidence Level. This sample size is quite representative of the study population.

In that impact evaluations assess the extent to which a project has caused desired changes in the lives of intended beneficiaries – in this case women and girls and that this project engaged community men in selected areas of three districts, the technical team conducted a household survey divided into two groups – direct beneficiary (300 respondents) from the project intervention communities and counterfactuals (100 respondents) from non-beneficiary communities for a grand total of 400, respondents including women, men, community leaders, line ministry personnel all randomly selected in Kenema, Kono and Kailahun districts. This approach ensured the unravelling of project effects from other factors that affected this population cohort within the three years of the project life span. Results from this endline evaluation offered the opportunity to compare responses from the two groups on various issues including project

¹Geographic Information System

objectives/indicators that are important in enhancing the dignity of women and girls through men and boys' positive behavior towards them.

Sampling Unit

The sampling unit for quantitative data collection was adult males and females. This means, for each selected household in the sampled communities, at most one adult male or female member including local authority, line personnel or community stakeholder was identified for interview after obtaining permission and or completing interview ethics/protocols.

Sampling

Twelve (12) beneficiary communities were randomly selected from among the 24 communities for the survey. In that the 24 project communities were selected from 6 chiefdoms with four communities from each chiefdom, the evaluation study retained all 6 beneficiary chiefdoms to enhance the study coverage. However, only two of the four communities from each chiefdom were randomly selected for the survey. The list of the 24 project communities was obtained from MUWODA to finalize the sampling as shown in Table 2.

Table 2: Data Collection Matrix							
District	Chiefdom	Community	Surveys	Men	Women	FGD	KI
Kailahun	Mandu	Baiima	25	12	13		Pastor
		Levuma	25	13	12	Boys	Bondo Chief (Sowei)
	Upper Bambara	Bombohun	25	12	13		Councillor
		Manowolo	25	13	12	Women	Line ministry personnel
	Njaluahun	Bandajuma	15	7	8		Local authorities
		Baoma	15	8	7		
Kenema	Malegohun	Tomaju	25	12	13		
		BenduMamaima	25	13	12		
	Nongowa	Koi	25	12	13	Men	Women's leader
		Talia	25	13	12	Girls	Iman
	Samll Bo	Blama	20	10	10		
		Serabu	20	10	10		
Kono	Nimikoro	Bumpe	25	13	12		
		NjalaNimikoro	25	12	13	Women	
	GoramaKono	Kangama	25	13	12		Town Chief
		Tikonkor	25	12	13	Men	
	Soa	Kaikordu	15	7	8		
		Jagbema	15	8	7		
Total			400	200	200		

The technical team selected 25 respondents from each of the 12 communities to get 300 beneficiary respondents. This was because the population size for each of the communities was unknown hence any attempt to adopt a sample distribution among communities using the chiefdom level population may not be very logical as such chiefdom level population variations may not necessarily be reflected within the projected communities. That is, it was possible that the selected communities of the chiefdom with higher population may not necessarily be larger and with higher population than communities of chiefdoms with comparatively low population size.

Equally, 3 chiefdoms (Njaluahun, Small Bo and Soachiefdoms in Kailahun, Kenema and Konodistricts respectively) were randomly sampled from the non-beneficiary chiefdoms in the three Districts. Two communities each were randomly selected from non-beneficiary sampled chiefdoms. The list of all communities with a minimum of 60 households was obtained from Statistics Sierra Leone to help the team select the four non-beneficiary communities that have formed the compare group. 20 respondents were randomly selected from each non-beneficiary sampled community in Kenema District and 15 respondents each from the non-beneficiary sampled communities in Kailahun and Kono districts thus making a total of 100 non-beneficiary respondents.

In each of the sampled communities, be it beneficiary or non-beneficiary, the dwellings were listed serially and subjected to simple probability random sampling based on a statistical Table of Random numbers.

Limitations

The study will use the same sample size or number of respondents for the post-test as was the case in the pre-test in 2017. The idea to have the same sample size that would ensure a balanced comparison provided the bases for this decision. However, the danger is that the population might have grown or the number of beneficiaries increased over the past three year hence making the current sample size not quite statistically representative. Nevertheless, the evaluation team is convinced that the sample size is large enough to generate the necessary information for the evaluation. Similarly, the evaluation team was only involved in the final stages of the EMAP project implementation which is normally the case. The problem this posed is that the team might not have been adequately informed about prior activities within the various phases and how such might have been implemented. This might have the potentials of limiting analytical and interpretative capability especially as they relate to analysis and appreciation of secondary data. The team relied heavily on past evaluation experience and skills to overcome such a challenge.

Methodology Matrix

The Table below provides a summary breakdown of the mandatory questions/variables, alongside data collection sources & data collection Methods.

Table 3: Methodology Matrix			
Evaluation Criteria	Evaluation Questions	Indicators	Data Source and Data Collection Methods
Effectiveness	To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?	% of women reporting significant positive change in men	FGDs and Pre and post-tests data analysis
		% of men saying that they had become less violent	
		% Reduction in the frequency of acts of physical violence against women and Girls	Review of secondary material, FGDs, KIIs and Pre and post-tests data analysis
		% reduction in the frequency of acts of psychological violence against women and Girls	
		% of women and Girls reporting that they are	

		safer in their communities	FGD & Secondary materials (Project M&E reports)
		% of women and girls aware and using safe space for Women and girls to identify and discuss their concerns and priorities for collective action and support.	
Relevance	To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls? Assess the root causes of VAWG and gender inequality.	% of Men and boys that have knowledge and understanding of the root causes of VAWG	FGD with men and boys & Quantitative Surveys
		% of Men and boys that have knowledge and understanding of gender inequality that changes in their attitudes, behaviour and practices	
		% of women and girl's in-depth knowledge and understanding of their legal/human rights	
		% of women and girl's in-depth knowledge and understanding of the root causes of VAWG and gender inequality.	
		Number of causes outlined and explained by women and Girls	FGD with men and boys & Quantitative Surveys
		% increase in men spending time with kids	
		% increase of men helping with household chores	
		% of women making key decisions in the home	
			FGD with women & Girls
			FGDs, Pre and post-tests data analysis
			FGDs, Pre and post-tests data analysis
Efficiency	To what extent was the project efficiently and cost-effectively implemented?	Number of opportunities exploited within project to reach more beneficiaries with the available budget	Review of project M&E documents and reports & KII with project implementing Unit
		% reduction in costs while reaching at least the same number of beneficiaries without compromising quality	
		% increase in beneficiaries within available project budget	Review of financial records & KII
		% of project activities implemented within the project timeline	Review of project M&E documents and
		% additional costs incurred due to delay in	

		implementation of project activities.	reports & KII with project implementing Unit
		% of the project budget expended in line within project activity time frame	
		Number of consultations with key community/chiefdom/district stakeholders	
Sustainability	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?	% of beneficiary communities with Bylaws introduced during the project that promotes gender equity and reduces VAWG	FGDs, KIIs and FGD with women and Girls
		% of women and girls that are confident in reporting SGBV incidents	
		% of beneficiary communities with safe places available at community, chiefdom and districts levels for women and girls.	
	What mechanisms have MUWODA and partners put in place to sustain the key programme Outputs and Outcomes? What are the risks facing sustainability of EMAP project Outputs and Outcomes?	Number and % of stakeholders trained in SGBV case management in the beneficiary communities	Review of project documents KIIs & FSU Records Secondary information, Pre and Post-test data analysis
		% awareness among women and girls of places to go for psychosocial assistance in case of SGBV	
		% increase in the number SGBV incidents in the various communities and districts	
		% of traditional and religious leaders that continue to promote cultural and religious norms that promotes SGBV and gender inequality	
Impact	To what extent has the project contributed to ending violence against women, gender equality and/or women's	Number of Traditional community leaders and religious groups that have knowledge and understanding of the root causes of VAWD and gender inequality which influence their individual attitudes, behaviour and practices by project end in the three Districts.	KIIs and Pre and post-tests data analysis
		% of women and Girls in leadership positions at	

	empowerment (both intended and unintended impact)?	<p>the end of the EMAP project.</p> <p>% of women and girls with appropriate communication skills to assert their rights and improve their confidence to report all forms of VAWG</p> <p>% reduction in SGBV incidents in communities of the three districts.</p> <p>% of women that take part in financial decision in their homes</p> <p>% of respondents by sex scoring high on the gender scale composite score</p>	<p>FGDs, KIIs and Pre and post-tests</p> <p>Pre and post-tests data analysis</p>
Knowledge generation	To what extent has the project generated knowledge, promising or emerging practices in the field of VAWG that should be documented and shared with other practitioners?	<p>Number of Unique ideas and or knowledge generated by the project intervention</p> <p>Number of new approaches introduced in engaging men and boys in reducing VAWG.</p>	Qualitative approach (KIIs & FGDs)
Gender Equality and Human Rights	Cross-cutting criteria: 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.	<p>% Men accepted that they had behaved violently in the past</p> <p>% Men believed that they could prevent their behaviour</p> <p>% of spouses reported that men helped out more with householdchores</p> <p>% Reduction in violent incidents reported by partners</p> <p>% of men with positive views of the rights of women and girls</p> <p>% of men that are in support of cultural norms that promotes gender equity</p>	<p><i>Pre & Post-tests</i> <i>Data analysis</i></p> <p><i>Pre & Post-tests</i> <i>Data analysis</i></p> <p><i>Pre & Post-tests</i> <i>Data analysis</i> <i>Literature</i></p>

Mobile Data Collection

Given that the consortium technical team has wealth of experience in designing and managing mobile data collection, the evaluation adopted the use of Kobo-toolbox Server to design and deploy data collection forms on Android Mobile devices. The devices were equipped with KoboCollect application. The use of this technique helped save time and enhanced the quality of the field data through real time monitoring of field work especially when internet connectivity is mostly available in the rural areas where there were mobile phone networks. This was because Kobo-toolbox has the capacity of recording and aggregating data received from each device as each device is provided with a unique identity code which can be linked to user of the device. KoboCollect has the advantage of running on any Android device including mobile phones. The use of this mobile data collection approach helped in protecting data integrity and reduced the chances of data loss. Equally, in that Kobo-toolbox would automatically assign serial numbers to completed forms without any reference or need for respondent's details, it helped to ensure anonymity which is among the ethical values of social research. The identity of the respondent remained unknown as their names were not required and recorded. Even if respondent name and other details were known to the enumerator, they are under contractual agreement to ensure confidentiality. Similarly, such details were not in any way linked to the respondent as the data was aggregated at chiefdom and district levels.

Field Instruments

The evaluation team drafted quantitative and qualitative field instruments for the endline evaluation study which were finalized in consultation with MUWODA and Partners. It was but rational and as agreed by all teams to adopt the same EMAP baseline quantitative instruments in order to ensure better comparison of variables evaluated. As such, the quantitative instrument is in the form of a structured questionnaire covering key indicators as outlined in the proposed methodology matrix.

Qualitative data collection instruments are in the form of topic guides for focus group discussions (FGDs) and Key Informant Interviews (KIIs). These are semi-structured and aligned to the assessment objectives as outlined above. All draft instruments were discussed with MUWODA and partners before been finalized as attached (see Annexes).

Data Analysis

Quantitative data analysis was done with the use of Microsoft Excel and SPSS as these are easily available and user friendly. The findings were aggregated at Chiefdom and District levels and further grouped by gender and other socioeconomic parameters such as age and status in society. Simple percentages and relationships between pre-test, post-test and comparison groups were established using simple regression analysis and correlations. The use of Chi Square test was mostly employed to test the degree of difference between comparison groups. Quantitative findings were presented in tables and charts for better visualisation and understanding. Thematic analysis of qualitative data including analysis of recorded conversations obtained from FGDs and KIIs were undertaken. This was helpful in identifying reoccurring themes relative to feelings, attitudes, perceptions and experiences.

Ethical considerations

The study strictly adhered to all ethical standards and principles required for dealing with human subjects in social research. Specifically, the study ensured that care and due diligence were taken regarding the safety and safeguarding of respondents. The team provided Participants' Information sheet and obtained a signed consent from study participants. For participants who were unable to read or write, the information was read to them and asked to do a thumb-print signature.

The technical team and field assistants ensured confidentiality and anonymity and assured participants of their rights and privileges. These included communicating with the participants in advance about their freedom to choose whether or not to participate in the study and whether to withdraw at any time among others. Sufficient time was spent on the rights and privileges of study participants during the training of field staff and provided field staff with participant's information sheet and consent forms for obtaining a signed/written consent, as appropriate from all participants. Furthermore, measures were taken to ensure adherence to the principle of Non-maleficence or 'Do no harm' in interacting with or engaging study participants. That is, the data collectors were trained to avoid causing physical or emotional pain to respondents. All field staff were strongly encouraged and made to sign to conducting interviews in an atmosphere that were devoid of mistrust. In addition, the consultants exercised professionalism and adhered to scientific standards of conducting social survey.

The evaluation study team have ensured that all data collection tools are culturally appropriate and have no potential of provoking distress. The data both quantitative and qualitative interviews took place at a time agreed by the respondents and at time that did not disrupt their daily activities. The enumerator instructed to arrange a call back where and when necessary so as to avoid creating inconveniences for the respondents.

The list of EMAP focal persons including their telephone numbers were made available to the field staff in case there was need for directions or any kind of clarifications. Similarly, the details of EMAP Endline evaluation participants were provided with telephone contacts to facilitate appointments with them before visiting their communities. The list of service providers including local counselling officers, the family support units and Social workers, etc. were given to all field staff in the case that evaluation participants demanded for a referral or needed additional social support.

2.6. Data Quality Assurance and Control Measures

As researchers with several years of experience in data collection data management especially relating to data quality assurance and control measures, the study paid very serious consideration to this. The team worked with MUWODA in various aspects of the study to ensure high integrity in the collected data. Furthermore, the following were measures put in place: MUWODA staff to revisit a sample of households already targeted by the enumerators in order to verify/validate collected data; Field supervisors and coordinators conducted on the spot check to ensure that field staff were following instructions and adopting ethical principles of social research.

3.0. STUDY FINDINGS

This section presents the study findings in line with the various evaluation objectives. As such it is structured into various subsections including socio-economic background of evaluation respondents, Effectiveness, Relevance, Efficiency, Impact, Sustainability, Crosscutting Issues and Gender equality assessment findings.

3.1. Respondents Socio-demographic Characteristics

Table 4: Respondents Characteristics (A)		
Variable	Category	%
Respondent Type	Man	51.2
	Woman	48.8
Age Group	18 - 24 years	7.8
	25 -29 years	9.5
	30 - 34 years	9.3
	35 -39 years	15.3
	40 -44 years	13.8
	45 - 49 years	15
	50 - 54 years	9.3
	55 - 59 years	8.5
	60 years and above	11.8
Marital Status	Single	11.7
	Married	77.3
	Separated	9.5
	Divorced	1.5
Respondent's community status	Chief	6.3
	Elder	38.5
	Societal head	5.3
	Imam	2.8
	Pastor/Rev	1.5
	Youth	9.0
	House wife	3.8
	Community Member	22.5

A total of 400 respondents were randomly sampled for the quantitative household survey. The results in Table 4 show that more men 51.2% than women 48.8% were interviewed.

There were only 7.8% of the respondents that were below the age of 25 years compared with 11.8% that were 60 years and above. There was thus a good representation of adult population who could have been well informed about the issue discussed hence advancing the accuracy and validity of the findings.

Majority 77.3% of the respondents were in relationship compared with 11.7% observed to be single and 9.5% and 1.5% being separated or divorced respectively. More community elders were interviewed than any other category followed by ordinary community members (22.5%), meaning persons with no position/title within the community. Religious leaders accounted for 4.3% (Imam and Pastors combined) compared with chiefs (6.3%) and societal heads (5.3%) with slightly higher percentages. The results suggested that most categories of the communities were included in the study which is indicative of good coverage.

	Trader	3.0
	Teacher	2.0
	Other	5.5

The information on Table 5 shows that 74.0% and 24.3% of the respondents were Muslims and Christians respectively compared with 1.8% that believed in traditional practices. The indications were that project beneficiary communities were highly religious. On another note, the majority (56.8%) of the study respondents reported to have never attended school with 11.5% and 16.5% that only attained primary and Junior Secondary Schools respectively. There were only 6.0% of the respondents that reported to have attained Tertiary education compared with 0.8% that attained vocational education.

Furthermore, the study observed that 40.3% of the respondents were farmers or gardeners followed by 18.8% who were reportedly petty traders in all beneficiary communities of the three districts. Unemployment was reported to be 26.3% compared with 6.3% and 1.8% of the respondents that were educationist/teachers and civil servants respectively.

Table 5: Respondents Characteristics (B)		
Variable	Category	Percent
Religion	Muslim	74.0
	Christian	24.3
	Traditional	1.8
Educational Attainment	Never attended	56.3
	Primary level	11.5
	JSS Level	16.5
	SSS Level	7.5
	Vocational Level	0.8
	Tertiary Level (University/College)	6.0
	Other	1.5
Respondent's occupation	Unemployment	26.3
	Petty Trader	18.8
	Farmer/gardener	40.3
	Teacher/educationist	6.3
	Hair dresser/seamstress/Tailor	1.8
	Civil Servant	2.3
	Other	4.5

3.2. Findings on Project Indicators and Outcome Indicators

The goal of the EMAP project was to ensure that women and girls in Sierra Leone live a life free of gender inequality and all forms of violence and discrimination against them. The starting point of this ambitious transformation was in three districts of the Eastern Province (Kailahun, Kenema and Kono) targeting 24 communities. The expected situation of beneficiaries after the project included a setting where women and girls have in-depth knowledge and understanding of their legal/human rights; have leadership and appropriate communication skills to assert their

rights; have improved confidence to report unwanted sexual activities and/or violence; and improved safe spaces for women to act, engage with and transform their constraints that maintain inequality and limit the lives of women and girls. In assessing the project’s achievements on these expected outcomes, 7 output indicators were utilized. In this section, the progress and achievements made by the project on these project indicators are presented in line with the project objectives/outcomes.

3.2.1. Outcome 1

Men in 24 communities in 6 chiefdoms of the Eastern region of Sierra Leone better support gender equitable norms and non- violence against women and Girls including non- Intimate partner violence by project end.

As part of its transformation drive, the EMAP intervention had as one of its objectives getting men to better support gender equitable norms and non- violence against women and Girls including non- Intimate partner violence by project end. Two key indicators were used to assess progress on this objective as shown on Table A1. During the baseline, there were 5% of the project staff with the required skills to effectively guide men to move through various stages of personal behaviour change and recognise effects of VAWG and gender inequality. 27 additional staff were trained during project thus meeting target set by the project.

An assessment of the second output indicator showed that project made 70% progress in helping men and boys acquire knowledge and understanding of the root causes of VAWG and gender inequality which influence changes in their attitudes, individual behaviour and practices compared with 5% observed during baseline.

Table A1: Achievements on Outcome 1				
OUTPUT Indicators	Baseline	Target	Endline	Progress against target
1.1: Number or % Project staff that acquired the skills to effectively guide men to move through the various stages of individual behaviour change and recognize the harmful effects of VAWG and gender inequality by project end.	(5%)	27%	27.0%	100%
1.2: Men and boys acquire knowledge and understanding of the root causes of VAWG and gender inequality which influence changes in their attitudes, individual behaviour and practices by project end	5%	-	74.6%	No specific available target provided

3.2.2. Outcome 2:

Traditional community leaders and religious groups better support gender equitable norm and non-Intimate Partner Violence in 24 communities in 6 chiefdoms of the Eastern region of Sierra Leone by Project end

The second outcome focused on transforming traditional and religious leaders to be more supportive of gender equitable norms and non-violence against women and girls in the targeted communities. As shown in Table A2, this outcome had two indicators with one relating to the understanding of the root causes of VAWG and the second which dealt with their skills to promote advocacy relative to the rights of women and girls.

The findings have indicated that the EMAP project made progress on the output indicator 2.1 having improved from a baseline value of 5% to an endline value of 64.6% thus recording 60.6% percent point increase at the end of the project in 2020. While no specific target was available to gauge whether or not the project target was achieved, the findings have shown that the EMAP project have helped traditional and religious leaders to acquire knowledge and understanding of the root causes of VAWG and gender inequality that have influenced positive individual attitudinal and behavioural transformation.

Table A2: Achievements on Outcome 2				
OUTPUT Indicators	Baseline	Target	Endline	Progress against target
2.1: Traditional community leaders and religious groups acquire knowledge and understanding of the root causes of VAWG and gender inequality which influences their individual attitudes, behaviour and practices by project end.	5%	-	64.6%	No target was available to gauge if project target was achieved or not.
2.2: Number of Traditional community and religious leaders “acquire skills to advocate “and promote legal and human rights of women and girls.	0	288	288	100%

Similarly, the assessment findings for output indicator 2.2 suggested that all 288 stakeholders acquired skills essential for advocating and advancing legal and human rights of women and girls in targeted communities. This means that the project attained 100% result in this output thus confirming that the project helped traditional and religious leaders to acquire skills to advocate and promote legal and human right advocacy for women and girls.

3.2.3. Outcome 3:

Women and girls pursue their potentials and have confidence and/or are equipped with knowledge to report Gender-Based violence including - IPV in 24 communities in 6 chiefdoms of the Eastern Region of Sierra Leone by project end.

Table A3: Achievements on Outcome 3				
OUTPUT Indicators	Baseline	Target	Endline	Progress against target
3.1: % of Women and girls that acquired in-depth knowledge and understanding of their legal/ human rights and the root causes of VAWG and gender inequality.	5%	-	86.3%	No project target was available for this indicator
3.2: % of Women that developed leadership and appropriate communication skills to assert their rights and improve their confidence to report all forms of VAWG (sexual, physical, economic, emotional violence, harmful traditional practices, etc.)	5%	-	55.1%	No specific Target provided for this indicator
3.3. Number of communities in targeted area free of gender inequality and all forms of violence and discrimination	0	24	24	100%

The EMAP project Outcome 3 was related to developing the potentials and confidence of women and girls by making them acquire in-depth knowledge and understanding of their legal rights and confidence in themselves to report VAWG occurring in their communities. This outcome was assessed using 3 output indicators as presented in Table A3. Accordingly, only 5% of Women and girls had in-depth knowledge and understanding of their legal/ human rights and the root causes of VAWG and gender inequality before the project compared with 86.1% at the end of the project in 2020. This means that the project registered 81.5%-point achievement relative to the output indicator. This suggested a valuable achievement even in the absence of a set target which could have helped in assessing the project success.

The results for output 3.2 which were related to leadership and communication skills that promote the confidence of women and girls to report VAWG in their communities showed progress from 5% baseline figure to 55.1% endline value in 2020. The interpretation is that the project made good progress on this indicator with 50.1%-point improvement. Similarly, the findings on Output Indicator 3.3, all 24 communities had safe space where women & girls met to discuss their concerns & priorities. The project thus attained 100% achievement relative to this output indicator.

3.3. Study findings in Line with Evaluation Principles

The evaluation study assessed progress in close affinity with international principles of the project evaluation. In particular, the study adopted the

3.3.1. Effectiveness

The endline evaluation, in consonant with the DAC evaluation principles, explored the effectiveness of the EMAP project. This assessment was geared towards providing answer to the mandatory question (To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?) using various indicators which are presented below.

Table 6: Percent of women that reported partner violence against them			
Variable	Response	Pre-test/2017	Post-test/2020
Has a male partner ever pushed or shoved you?	No	13.8	79.8
	Yes	86.2	19.2
Has a male partner ever hit YOU with a fist or with something else that could hurt you?	No	10.3	78.9
	Yes	89.7	21.1
Has a male partner ever kicked, dragged, beaten, choked or burned YOU?	No	10.3	81.6
	Yes	89.7	18.4
Has a male partner ever threatened to use or actually used a gun, knife or other weapon against You?	No	1.4	95.6
	Yes	98.6	4.4
Average Score	No	9.0	84.2
	Yes	91.0	15.8

Four common intimate partner violence (IPV) incidents were investigated during the pre and post-tests in the project beneficiary communities and the results are presented on Table 6. The results show that the percentage of women reporting that their partners ever pushed or shoved them have decreased from 86.2% in 2017 or during the pre-test to 19.2% in 2020 or during the post-test. Also the percentage of women that experienced being hit with a fist or with something else by their partners that could hurt them, witnessed a downward trend from 89.7% in 2017 to 21.1% in 2020. Similar reductions were observed for women that reported ‘experiencing being kicked, dragged, beaten, choked or burned’ and threatened or actually used gun, knife or other weapons by their partners against them from a record high 89.7% and 98.6% respectively in 2017 to 18.4% and 4.4% respectively in 2020.

Table 7: Percent reduction in the frequency of SGBV incidents (Incidents occurring more than once)		
SGBV	Baseline (n=150)	Endline (n=147)
Has any male partner ever pushed or shoved you?	26.2	8.1
Has a male partner ever hit you with a fist or with something else that could hurt you?	26.2	7
Has a male partner ever kicked, dragged, beaten, choked or burned you?	20.7	5.8

Has a male partner ever threatened to use or actually used a gun, knife or other weapon against you?	7.6	0
Average	20.2	5.2

The percent reduction in the frequency of acts of physical violence against women and Girls was assessed as shown on Table 7. The results show reduction in the frequency of physical violence against women and girls decreasing on average from a baseline 20.2% in 2017 to 5.2% in 2020. The highest reduction was observed for the physical violence of hitting female partners with a fist or something else that could hurt her which had a baseline record of 26.2% in 2017 compared with 7.0% endline record in 2020.

Table 8 Percent of Male Respondents who Reported being Less Violent before and After the EMAP Project		
Violence	Baseline (n=149)	Endline (n=153)
Have you ever slapped a partner or thrown something at her that could hurt her?	35.3	66.3
Have you ever pushed a partner?	39.8	78.3
Average	37.6	72.3

The study assessed male respondents to establish whether they have become less violent since the intervention of the EMAP project using two key questions as presented on Table 8. The findings have suggested that 72.3% stated that they have not slapped or thrown and pushed or shoved their partners since the EMAP project started compared with 50.0% reported from the Control and 37.6% that were in the same category before the introduction of the project. There were more men across all categories who reported that they had never pushed or shoved their partners than men who had slapped or thrown things at their partners that had potentials to hurt them. That is, 78.3% and 39.9% of male respondents confirmed that they didn't push their partners during the endline, control and baseline studies respectively compared with 35.3% and 66.3% that didn't slap or throw something at their partners during baseline and endline studies respectively.

Table 9: Percent of women Reporting that they are Safe in their Communities				
District	Control (n=52)		Beneficiary (n=152)	
	Yes	No	Yes	No
Total	30.4	69.6	78.2	21.8
Kailahun	32.1	67.9	72.9	27.1
Kenema	28.7	71.3	85.3	14.7
Kono	30.4	69.6	76.4	23.6

The safety of women within project beneficiary and control communities was assessed by asking if they feel safer in their communities and their responses are provided in Table 9. The percentage of women who reported being safer in their communities was 30.4% and 78.2% in control and beneficiary

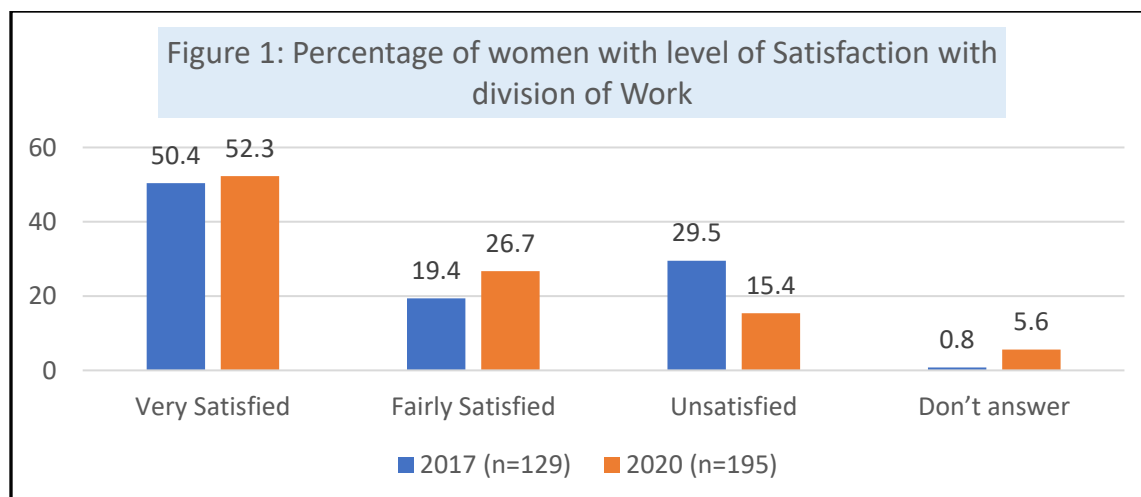
communities respectively. There were 69.6% of women from the control communities who reported being unsafe in their community compared to 21.8% observed in the project beneficiary communities. This pattern was replicated at the district level with Kenema recording the highest percentage (85.3%) of women who reported being safer in their community compared with 76.4% and 72.9% in Kono and Kailahun respectively.

Another important aspect in promoting the safety and empowerment of women and girls is the availability of safe space that helps them to identify and discuss their concerns and priorities for collective action and support. As such, this study explored the awareness and use of safe spaces among women in both the control and beneficiary communities. The findings, as shown on Table 10, have suggested that majority of respondents (57.6) are unaware hence have not used safe space compared with 18.3% from beneficiary communities. Conversely, 81.7% of the women in the beneficiary community confirmed their awareness and use of safe space compared to 42.4% from control community.

The district level patterns were very similar to the global picture presented above. That is, majority of the respondents from control communities were unaware of safe space hence couldn't have used one with control communities in Kenema being worst hit (55.7%). Unlike the control group, majority of the women in the project beneficiary communities in the various districts were aware and have used safe space with Kenema leading with 87.5% compared with 80.1% and 77.4% observed in Kailahun and Kono respectively.

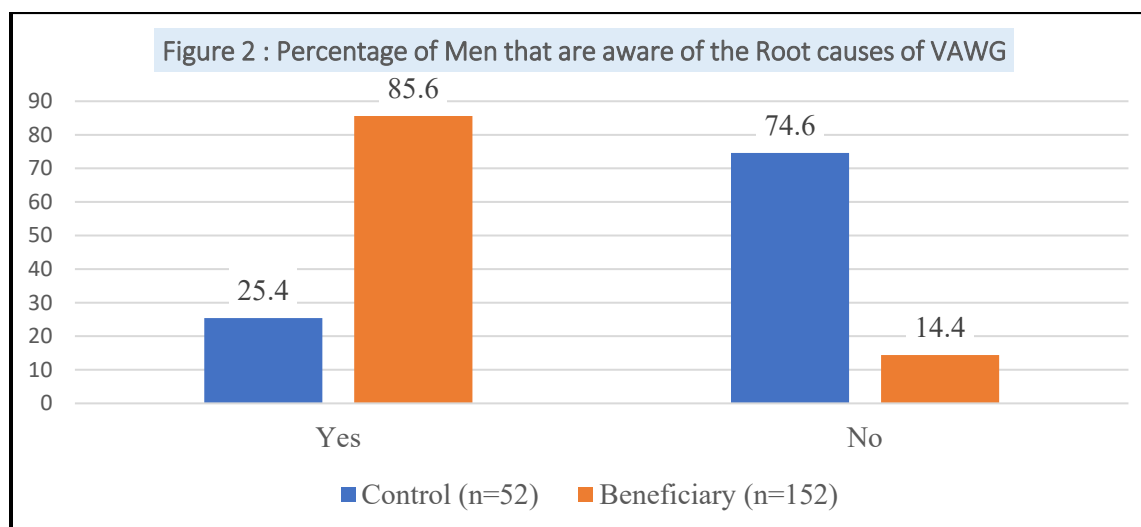
Table 10: Percent of women and girls aware and using safe space for Women and girls				
District	Control (n=52)		Beneficiary (n=152)	
	Yes	No	Yes	No
Total	42.4	57.6	81.7	18.3
Kailahun	40.4	59.6	80.1	19.9
Kenema	44.3	55.7	87.5	12.5
Kono	42.4	57.6	77.4	22.6

The level of satisfaction with the division of work between women and their male partners was assessed and the result is presented in Figure 1. While majority of the women reported being very satisfied with the division of work/labour between them and their male partners in both years, there were more women (52.3%) that reported being very satisfied in 2020 than observed during the pre-test in 2017 (50.5%). More importantly, the percentage of women that reported being unsatisfied with the existing division of work with their partners dropped from 29.5% in 2017 to 15.4% in 2020.

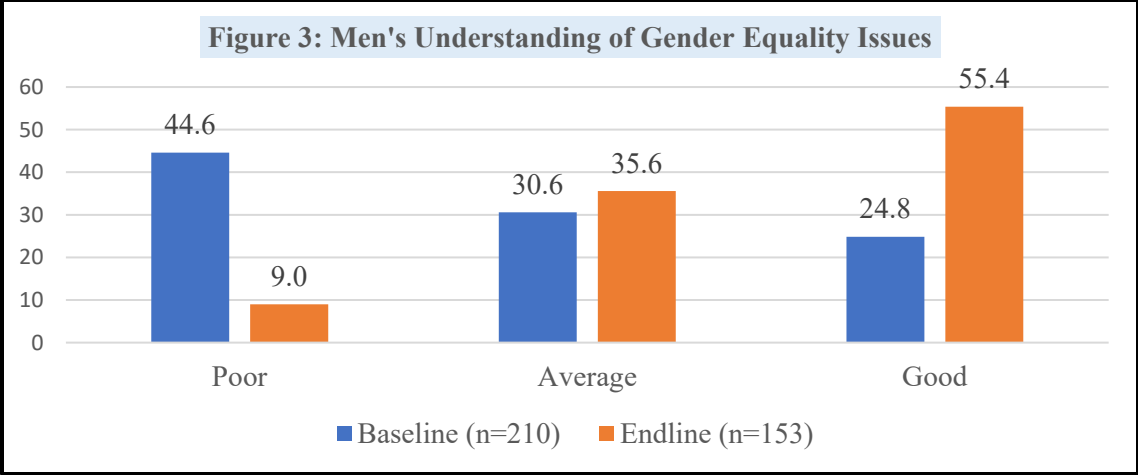


3.4. Relevance of the EMAP Project

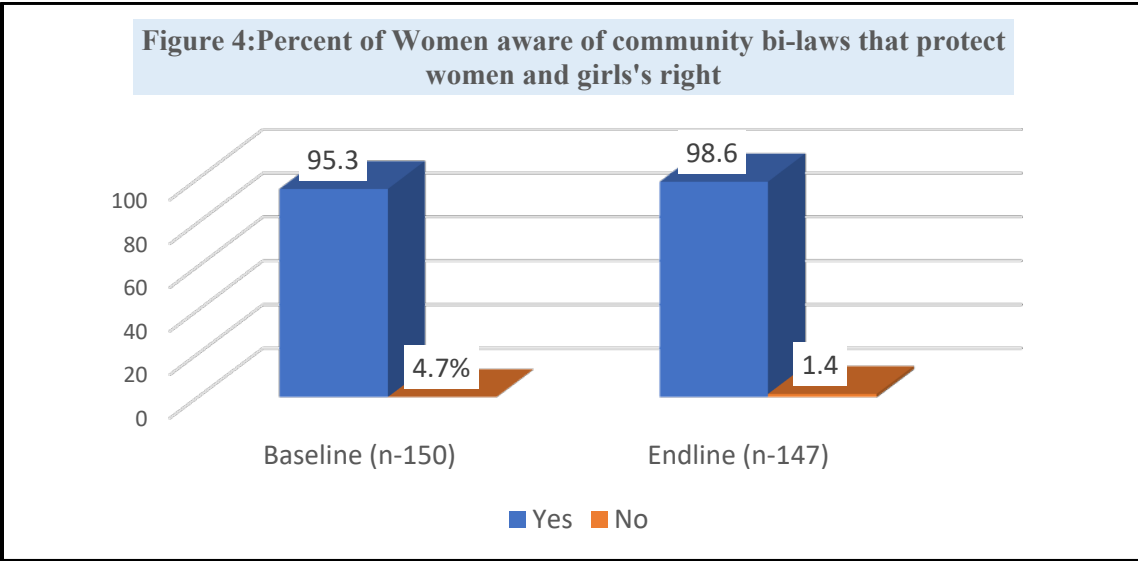
The relevance of the EMAP project was assessed using both quantitative and qualitative data (included both Key Informant interviews and FGDs). This section presents the key findings of the assessment of the project relevance and it is essential in providing answer to the mandatory relevance question of ‘to what extent do the achieved results ‘project goal, outcomes and outputs’ continue to be relevant to the needs of women and girls?’.



The study assessed men’s awareness and full understanding of Gender Equality Issues as presented in Figure 2. According to the result, 85.6% of male respondents from beneficiary communities confirmed their awareness of the causes of violence against women and girls (VAWG) compared with 25.4% from control group. As such, only 14.4% of the respondents from the beneficiary community observed to be unaware of the root causes of VAWG compared with 74.6 from the control group.



Gauging male respondents understanding of gender equality issues was an important facet of project relevance assessment. The gender equality scale was used to make a composite score of the men's understanding of salient gender equality issues and the findings are summarized on Figure 3. The results have shown that the percentage of men who had poor understanding of issues surrounding gender equality decreased from a baseline score of 44.4% in 2017 to an endline score of 9.0%. Conversely, the percentage of men who had good understanding of gender equality issues increased from 24.8% in 2017 to 55.4% at the end of the EMAP project in 2020. The percentage difference between baseline (30.6%) and endline (35.6%) of respondents with average understanding of gender equality issues was 5% (not shown on chart) which is comparatively small.



The study assessed women's awareness of community bi-laws that protect women and girl's rights in the project affected communities. The study asked women whether they are aware of existing bi-laws that protect women and girls right in their community and their responses are presented on Figure 4. While the result showed that 90.0% of the women were aware of bi-laws before and after the EMAP project, there were more respondents at the end of the project (98.6%) that were aware of such laws than were before the EMAP project with 95.3% respondent women that were aware of such bi-laws.

Table 11: Percent of Male respondents against various Quota systems that promotes Gender Equity			
Quota Systems	Baseline	Endline	% Difference
Are you for or against such a cultural norm which guarantees fixed leadership position for women in your chieftdom/community?	56.2	9.2	47.0
Are you for or against such a quota system which guarantees a fixed proportion of places for women to study in higher learning institutions?	37.1	4.6	32.5
Are you for or against such a quota system which guarantees a fixed proportion of places for women in executive positions?	43.3	6.5	36.8
Are you for or against such laws that promote equal salary rights for men and women in the same position?	28.6	3.3	25.3

The findings on male respondents that supported or not various quota systems that promotes the gender equality are presented in Table 11. The percentage of the men that didn't support the quota system which favours gender equity decreased greatly across all the variables assessed. The greatest improvement was observed for quota system that promotes fixed leadership position for women which was opposed by 56.2% in 2017 but opposed by 9.2% in 2020 recording the highest percentage difference of 47.0%. The percentage of men that were against laws that guarantee equal salary right for men and women was comparatively low in both 2017 (28.6%) and 2020 (3.3) with a percent difference of 25.3%.

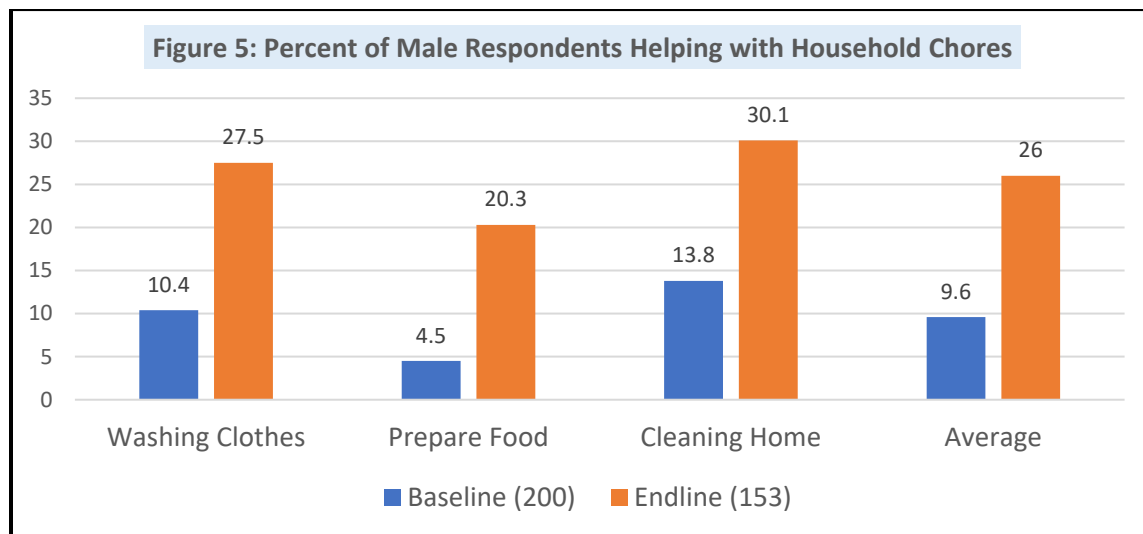
The percentage of men spending time at home was explored by asking male respondents to indicate yes or no to certain statements or whether it's always them or their partners that stayed home to take care of their kids when sick. As presented in Table 12, the percentage of male respondents that responded negatively to spending too little time with their children on account of their jobs increased from 31.4% in 2017 to 64.9% in 2020 compared with the percentage that answered affirmative which decreased from 61.2% in 2017 to 32.1 in 2020.

Similarly, Table 11 shows a general improvement in the percentage of men staying at home with their kids when they are sick. The percentage of men who reported that their partner or wife always stayed home when their kid was sick during the baseline and endline evaluations dropped from 29.8% to 1.5% respectively. Those who indicated that they always stayed home and those that stayed home together with partner/wife increased from 3.6% and 10.5% in 2017 to 6.9% and 30.5 in 2020 respectively with the least improvement observed from men usually stayed home with kids when sick which had a difference of 1.0% between baseline and endline studies.

Table 12: Percent of Male Respondents Spending Time with Children			
Variable	Spending Time	Baseline 2017	Endline 2020
I spend too little time with my children on account of my job	No	31.4	64.9
	Yes	61.2	32.1
	Don't Know	7.5	3.1
Staying at home with a child when he/she is sick	Always me	3.6	6.9
	Usually me	3.6	4.6
	Equally or done together	10.5	30.5

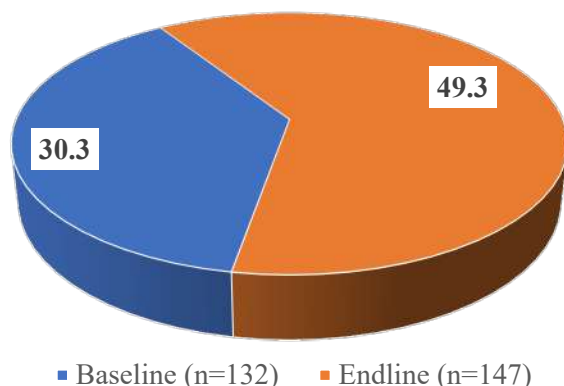
Usually partner/wife	52.5	56.5
Always partner/wife	29.8	1.5

Another important component used in assessing the relevance of EMAP project was the percent of male respondents helping with household chores. This was assessed to help establish the changes (if any) in the percentage of male respondents helping with household chores. Three chores were assessed as presented on Figure 5. The results suggest that, on average, the percentage of men helping with household chores increased from a baseline score of 9.6% in 2017 to endline score of 26.0% in 2020. The highest improvement was observed among men helping with washing clothes increasing from a baseline 10.4% in 2017 to 27.5% at the end of the project in 2020 compared with the rest.



Women’s participation in decision making at home was assessed as a key component used in establishing the relevance of the EMAP project. As such, women taking key decision by themselves with respect to decision on the health of women and children at home; decision on large investment; decision on the spending time with children; spending money for food and clothing. The average percentage score of these findings are presented on Figure 6 suggesting an improvement in the percentage of women making key decisions by themselves in the home. There were more women (49.3%) making key decisions at the end of the project in 2020 than in 2017 when the project started with a baseline score of 30.3%.

Figure 6: Percent of Women Making Key Decisions at Home by themselves



The results presented in Table 13 indicate that there were more women making key decisions at home with respect to the health of women and the children. The percentage of all women across the three districts who reported making the critical decisions with respect to the health of women and children increased from 24.4% and 22.7 in 2017 to 53.2% and 56.7% in 2020 respectively. While gains were made in the percentage of women making key decisions in terms of spending money on food and clothing, large investments and spending time with friends, they continued to be dominated by their partners.

Table 13: Percent of Women Making Key Decisions at Home by District

Key Decision	Kailahun		Kenema		Kono		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
Spending on Food and clothing	18.0	48.0	34.1	47.7	34.0	45.3	28.5	46.9
Spending on Large investments	24.0	46.0	25.0	43.2	18.0	39.6	22.2	42.9
Spending Time with Friends	48.0	52.0	31.8	47.7	78.0	41.5	53.5	46.9
Final Say on the Health of Women	12.5	46.8	19.5	46.5	41.3	65.3	24.4	53.2
Final Say on the Health of children	12.5	50.0	23.1	51.3	33.3	66.0	22.7	56.7
Average	23.0	48.6	26.7	47.3	40.9	51.5	30.3	49.3

Aggregation of results on women's key decision making at home suggested, on average, that Kailahun made better progress than the other districts having improved from a baseline percentage of 23.0% to an endline figure of 48.6% compared with Kono where the least improvement was observed (50.9% and 51.5% baseline and endline figures respectively). However, Kono District had the highest (66.0%) of women having final say on the health of women in their homes at the end of the EMAP project although the baseline percentage of 33.3% was also better than the other districts in 2017.

3.5. Efficiency

The study endeavoured to assess the efficiency of the EMAP project implementation through the review of the project document including monitoring and evaluation reports, procurement and other relevant financial records. The rationale was to provide answers to the mandatory and associated efficiency questions as stated in the evaluation questions. The answers to the mandatory and related efficiency questions were also provided by the MUWODA project implementation unit through KI interviews and general group discussions with key staff of the unit.

Key Opportunities exploited: The study findings established that the project implementation exploited key opportunities paramount among which was stakeholder engagement at various administrative levels. The outcome was full stakeholder involvement and support of the project. As mentioned by project Coordinator during KI interview, ‘the stakeholder engagement was helpful in bringing onboard stakeholders in the Eastern Region including Councillors, health workers, MSWGCA, police, traditional/religious leaders etc. to give their full support in the intervention’.

Another opportunity was implementation of the project in collaboration with the three local councils of the three districts (Kailahun, Kenema and Kono) and MSWGCA. The collaboration contributed to the successful implementation of various project activities especially the baseline survey and the joint monitoring in the project communities which involved the councils and the MSWGCA in the planning and implementation. Equally, mapping of GBV service providers in and around the project communities, recruitment of MDG participants which was a tailored process followed by all project facilitators contributed to the effective referrals of GBV Survivors and encouraged more community members to attend project sessions. These were critical in attracting more non WDGs & MDGs and people from the cluster communities to gain knowledge and understanding on preventing VAWG.

Indicator	Percent
Percent increase in beneficiaries within available budget	40
Percent of project activities implemented within the project timeline	85
Percent of additional costs incurred due to delay in implementation of project activities	2
Percent of the project budget expended in line with project activity and beneficiary reach.	98
Percent maintenance of cost while reaching at least the same number of beneficiaries without compromising quality	95

Source: EMAP project Documentation and Financial records

Efficient management in project Cost: while a hike in cost of essential commodities such as fuel was experienced during the implementation period, the project management team was able to maintain project cost at an average of 95% without compromising any portion of the activities or beneficiary reach.

Percentage increase in beneficiaries within available budget: As indicated on Table 13a, 40% or 10 of non-direct project communities benefited from the project through radio discussions and jingles of preventing and responding to VAWG. Non –WDG members also benefited from the VSLA proceeds.

Percentage of project activities implemented within the project timeline: The project monitoring and evaluation records suggested that 85% of all project activities were implemented in line with the project

timeline as detailed in their activity records. However, the 15% of the project activities that were delayed in their implementation caused the project to incur additional 2% of the total project cost. One key activity that was delayed was the external evaluation mainly as a result of the Corona Virus pandemic (COVID 19). Furthermore, the project records showed that 98% of the project budget was expended in line with project activity and beneficiary reach. .

Table 13b: Stakeholder Consultations at Different Levels		
Level	Type of Consultation	Number of Times
	Regional	
District	Interface meeting with district stakeholders	9
Chieftdom	Quarterly inter -chieftdom/community meeting	12
Community	Regular community meetings with local authorities in project communities	140

The project activity records combined with the information gathered from KI interview and group discussion with MUWODA EMAP staff, confirmed that the project staff engaged in series of consultations with key community, chieftdom and district stakeholders. That is, regular consultations were made with district and ward councilors, Paramount Chiefs, town chiefs and religious leaders at chieftdom and community levels. As shown in Table 13b, there were four key levels of stakeholder consultation including regional, district, chieftdom and community. While the stakeholder engagement started at the regional level, it accounted for only 3 consultations compared with 140 at the community level.

3.6. Sustainability of the Gains of the EMAP Project

Sustainability remains another important component utilized in project endline evaluation. This is because the benefits and gains of the project can be more beneficial if they are sustained over a period of time. As such, this study employed various indicators typically used in assessing project sustainability as presented below.

The study investigated communities the beneficiary communities that introduced bylaws geared towards promoting gender equity and reduces VAWG during the cause of the project using a community check list. As shown on Figure 7, 88.0% of the project beneficiary communities introduced bylaws that promote gender equity and reduces VAWG compared with 33.0% in the 6 control communities where the community check list was administered.

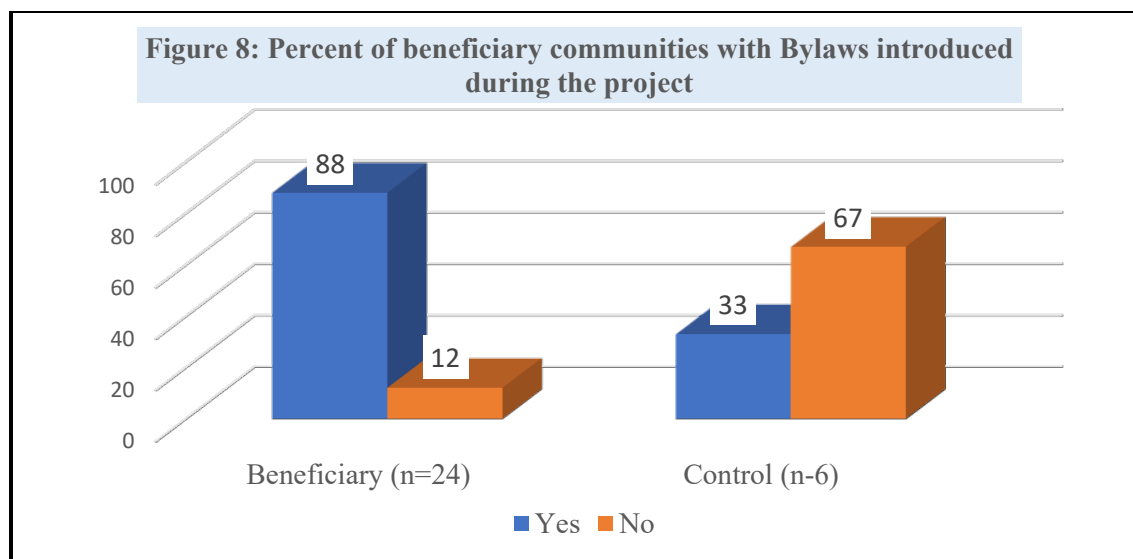


Table 14: Percent of women and girls that are confident in reporting SGBV incidents

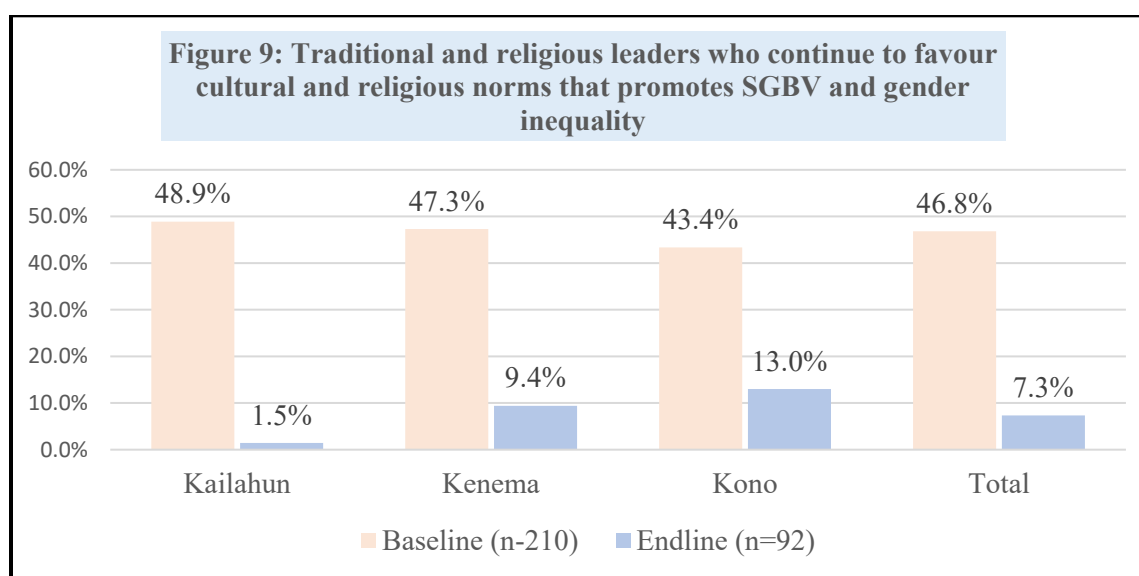
District	Control		Beneficiary	
	Yes	No	Yes	No
Kailahun	32.5	67.5	84.5	15.5
Kenema	28.3	71.7	88.7	11.3
Kono	31.4	68.6	86.6	13.4
Total	30.4	69.6	84.6	15.4

The study also accessed women and girls that were confident in reporting SGBV in the project beneficiary communities as presented in Table 14. Women were asked if they were confident in reporting SGBV incidents in their community and the result of their responses are presented in Table 14. It shows that the percentage of women that were confident in reporting SGBV was better in the beneficiary communities (84.6%) than the control group (30.4%) in 2020. Similar patterns were observed at district level with more percentage of women who reported been confident in reporting SGBV across the three districts with beneficiary communities in Kenema recording more percentage of women (88.6%) who were confident in reporting SGBV than the other districts. Kailahun district (84.5%) had the least percentage of such women in beneficiary communities although it recorded more women (32.5%) who were confident in reporting SGBV in control communities than Kono (31.5%) and Kenema (28.3%) districts.

Knowing places to visit for psychological assistance is very critical for women and girls in times of SGBV incident due to the urgent need of social support by victims. Therefore, the availability and awareness of such places is important for the sustainability of project of this nature. Consequently, the percentage of women who were aware of places to go for such psychosocial help was assessed as the findings submitted on Table 15. There were 83.3% of female respondents from beneficiary communities who knew where to solicit psychosocial help in case of SGBV incidents compared with 28.8% from the

control communities. Kailahun district (88.8%) had more female respondents than Kenema (84.6%) and Kono (76.5%) who were informed as to where to get psychosocial help in case of SGBV incident.

Table 15: Percent awareness among women and girls of places to go for psychosocial assistance in case of SGBV				
Awareness	Control		Beneficiary	
	Yes	No	Yes	No
Kailahun	30.8	70.2	88.8	11.2
Kenema	26.9	73.1	84.6	15.4
Kono	28.8	71.2	76.5	23.5
Total	28.8	71.5	83.3	16.7



The study also assessed the percentage of traditional and religious leaders that continue to advocate cultural and religious norms that promotes SGBV and gender inequality in their communities. As presented in Figure 8, there were 7.3% of traditional and religious leaders at the end of the project that continue to value cultural and religious norms that encourages SGBV and gender inequality compared with a baseline value of 46.8%. The district level analysis indicated that Kailahun district had 1.5% of such traditional and religious leaders compared with Kenema and Kono districts with 9.4% and 13.0% respectively.

Equally, the number of beneficiary communities with safe space was assessed as part of gauging the sustainability of the EMAP project using community checklist. As presented on Table 16, it was observed that all the 24 (100.0%) beneficiary communities had safe space for women and girls compared with only none (0.0%) in control communities.

Table 16: Number of beneficiary communities with safe places available at community, chiefdom and districts levels for women and girls.		
Safe Space	Control (n=6)	Beneficiary (n=24)

Yes	0	24
No	6	0

Scanning through the project documents revealed that a total of 288 stakeholders were trained that included community local authorities and religious leaders including police, councilors, ward committee members, teachers, health workers, societal heads, youth leaders, paramount chiefs and town chiefs (Table 17). There were equal number of stakeholders (96) trained per district to ensure equal management structure and capacity.

Table 17: Stakeholders Trained on GBV Case management by District		
District	Frequency	Percent
Kailahun	96	33.3
Kenema	96	33.4
Kono	96	33.3
Total	288	100

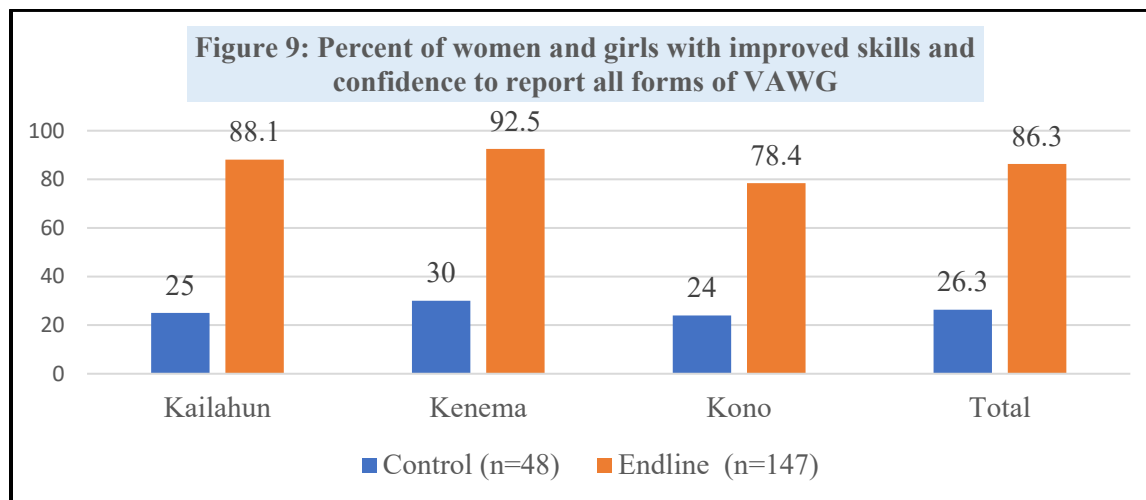
3.7. Assessment of the Impact of EMAP Project

The impact of the EAMP project was evaluated using key indicators including women and girls improved skills and confidence in reporting SGBV incidents, reduction of VAWG in beneficiary communities, men and women's understanding of Gender equality issues, and the number of traditional leaders and religious groups with knowledge and understanding of the root causes of VAWG and gender inequality. These in combination helped to answer the mandatory research question 'to what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?'

Findings on number of traditional community leaders and religious groups with knowledge and understanding of the root causes of VAWG and gender inequality that influence their individual attitudes, behaviour and practices, obtained from focus group discussion with traditional and religious groups, showed good knowledge and understanding of the root causes of VAWG and gender equality issues among them. These respondents identified and explained the various root causes of VAWG and gender inequalities that included poverty with all its socioeconomic inequalities, limited knowledge of bylaws and human rights and places to go for psychosocial support among women and girls, inherent patriarchal and other harmful social norms; limited public services, and physical infrastructure and ineffective laws.

Providing women and girls with appropriate communication skills to assert their rights and advance their confidence to report all forms of VAWG, was one of the key activities of the EMAP hence study deemed it necessary to assess it within the scope of project impact assessment. In order to achieve this, the female respondents were asked whether or not they have 'ever received training on SGBV and women and Girls' rights that improved their skills and confidence to report SGBV incidents in their community?' Their

response, as presented in Figure 9, showed that there were more women (86.3%) in beneficiary communities who have received trainings on SGBV and women’s rights that improved their skills and confidence to report incidents of SGBV compared with only 26.3% in control group. Kenema District recorded 92.5% of these women followed by Kailahun and Kono with 88.1% and 78.4% respectively.

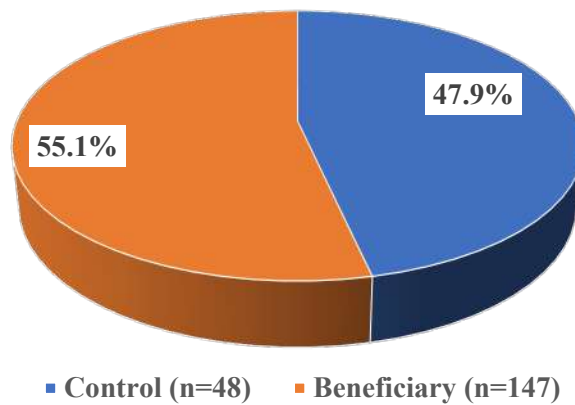


Status	Control (n=48)	Beneficiary (n=147)
Chief	2.1	0.7
Elder	35.4	41.7
Societal head	8.3	5.9
Imam	0.0	0.0
Pastor/Rev	2.1	6.8
Youth	12.5	6.1
Ordinary Community Member	37.5	25.2
Trader	0.0	6.8
Teacher	0.0	0.7
Other	2.1	6.1

The community status of Female respondents

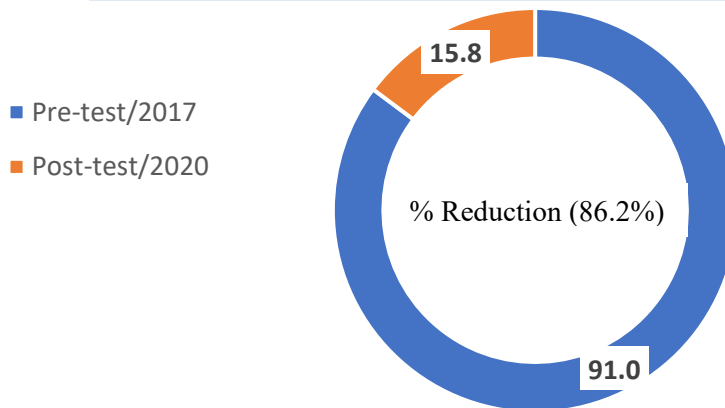
was assessed in both beneficiary and control communities as presented on Table 14. The percentage of women who were ordinary community members was higher (37.5%) in the control group than were in the beneficiary communities (25.2%) suggesting a difference of 6.1% between the two categories of communities. However, there were more women that were community elders (41.5%) and religious leaders (6.8%) in the beneficiary group than were observed in the control group with 35.4% and 2.1% who were community elders and religious leaders respectively. There were 8.3% of women in the control group who were society heads compared with 5.4% that were in the beneficiary category.

Figure 10: Women in Leadership positions at the end of EMAP project



The information was simplified as presented on Figure 10 which shows that 55.1% of all women assessed in the beneficiary communities were in leadership positions most of whom were community elders compared with 47.9% observed in control communities. While there was no baseline assessment provided to help gauge the change through comparative analysis, the available information suggests that a good number of the women in beneficiary communities confirmed to be in leadership positions.

Figure 11: Percent reduction in SGBV incidents in Beneficiary communities



Equally, the percentagereduction in SGBV incidents in beneficiary communities was captured by obtaining the average of four key SGBV incidents reported by female respondents before and after the project. The key SGBV incidents used included pushing or shoving, hitting with fist or something else to hurt, kicking, dragging, beating and burning, and threatened or actually used gun against them. As shown in Figure 11, the percent of SGBV incidents reduced from a record high of 91.0% before the EMAP project started in 2017 to 15.8% in 2020 when the project ended suggesting percent reduction of 86.2%.

The study assessed men and women’s understanding of gender equality issues using the gender equality scale adopted from UNTF EMAP project assessment guidelines. A composite score was developed in SPSS and the scores aggregated by sex and district for both baseline and endlineassessments as shown in Table 19. Accordingly, more women (64.0% and 28.8%) than men (55.4% than 24.8%) had high scores

on the gender equality scale in both endline and baseline assessments respectively. Equally, there were more respondents (64.0% female and 55.4% male) scoring high on the scale during the endline than during the baseline when percentage respondents with high scores were 28.1% and 24.8% for female and male respectively.

While the pattern is the same at the district level (more women than men scoring high on the gender equality scale, Kenema District was observed to have more respondents (68.9% and 62.6% female and male respectively) in the endline assessment than the other districts. However, Kono District was better having more respondents (31.5% female and 28.7% male) in the baseline assessment than the other districts.

District	Baseline		Endline	
	Male (n=210)	Female (n=147)	Male (153)	Female (n=147)
Kailahun	20.2	22.5	55.4	60.2
Kenema	25.6	30.4	62.6	68.9
Kono	28.7	31.5	48.2	62.8
Total	24.8	28.1	55.4	64.0

3.8. Knowledge Generation

The evaluation assessed the EAMP project relative to unique ideas or knowledge generated by project intervention. This was attained through the adoption of discussion session with the project implementing unit (PIU) at MUWODA. In addressing the assessment need, project documents were reviewed and discussions held around the mandatory evaluation question of ‘to what extent has the project generated knowledge, promising or emerging practices in the field of VAWG prevention that should be documented and shared with other practitioners?’. While the focus was to assess the unique ideas and or knowledge generated by the project intervention, attempts were made to discover new approaches introduced by the project.

The findings suggested that the following ideas were discovered to be interesting and valuable to the success of the project:

- Weekly team meetings which provided space where project staff can be honest and reflective so as to build on existing challenges to develop the skills needed to successfully lead project intervention.
- That community-based project can only integrate women’s voices and concerns in community development if male and female facilitators are recruited, trained and engaged to have regular discussions on what is challenging for women and girls in communities.
- Those men who participated in the EMAP Male Curriculum sessions during the intervention in the 24 communities were active in preventing VAWG.
- Engaging men to transform beliefs and behaviors that underpin gender-based violence is an important – but not sufficient component of reducing violence against women. The EMAP discussion groups played a more positive role in supporting men to examine their own gender biases and begin to modify their behavior toward their partners. But for large and sustainable changes, interventions engaging men should be part of an ongoing, comprehensive package of policies, programs and services that continue to address the underlying causes of violence with all

members of the community, as well as deliver critical supports to victims and survivors of gender-based violence.

- Interventions focused on transforming beliefs and attitudes related to gender should target both men and women in order to effect meaningful, lasting change. Men are not the only ones with gender biases that foster discrimination. Women themselves are constrained by socially-prescribed expectations of their behavior, as well as the violence used to enforce them.
- Success in recruiting and sustaining men’s participation in violence prevention programs does not depend on financial incentives. The MDG sessions in the project are well attended despite offering no material incentive: Programs that offer remuneration to men and not to women—as is sometimes the case in this type of programming—send the wrong message about the value of men’s time and participation relative to women. Attendance levels of the men in this intervention reflect a solid commitment to meaningful participation in the program. It is critical for programs that engage men in violence prevention to emphasize that violence does not result from anger. Violence is a choice, and men can make the decision to avoid violence.

The study noted the following approaches believed to have been key in engaging men and boys reducing VAWG:

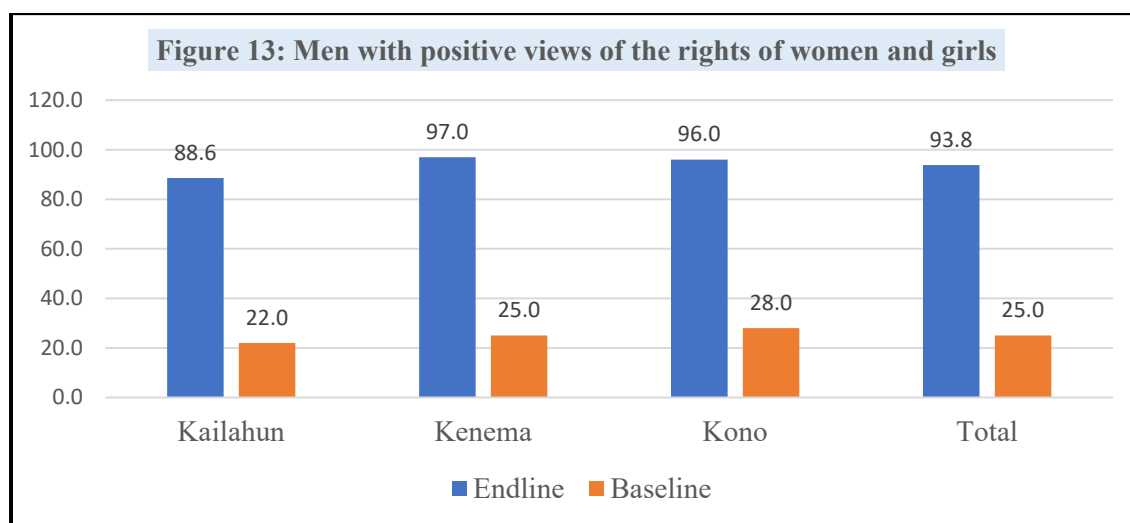
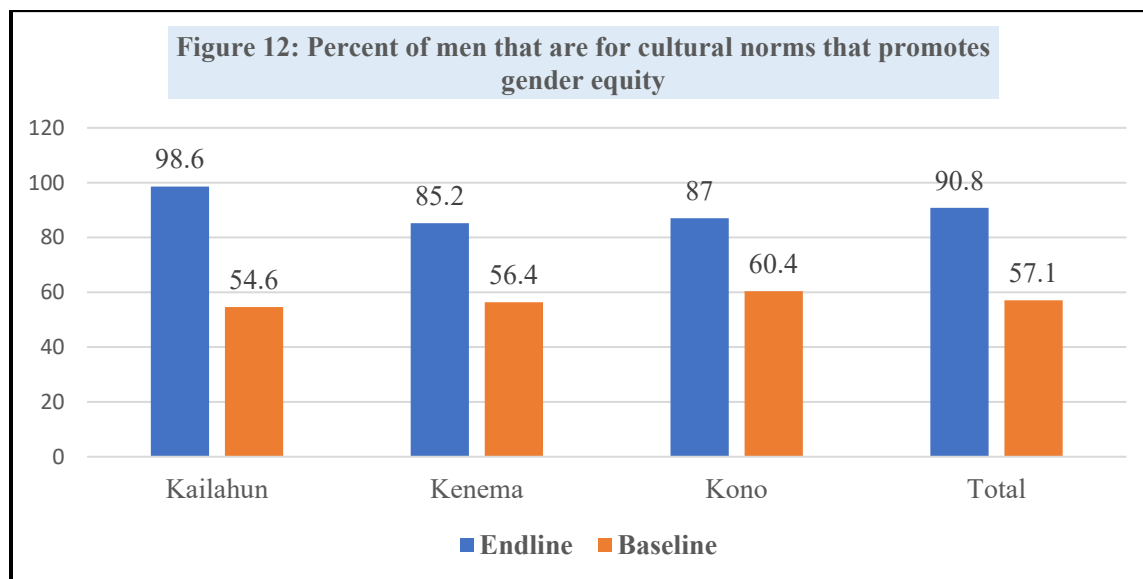
- The intervention introduced financial services for women by facilitating the formation of Village Savings and Loan Associations (VSLA) which ensured training on ‘VSLA and Basic business management skills’ for all 600 women that participated in the female discussion sessions. The VSLA in the project communities supported women to have control over finances and financial resources in their homes and communities that resulted in their socioeconomic empowerment.
- Majority of the Women cannot read and write, therefore, the female facilitators who are trained in Functional Adult Literacy (FAL) using the REFLECT methodology introduced the FAL cycles in the project communities. The women who were attending the FAL Cycle sessions started to write alphabets and numbers.
- Discussion Group Series. (DGS). The sessions are attended by the women and their spouses to discuss decision making on control over finances and financial resources in their homes and community at large.

These approaches provided complementary value of integrating men and boys with women and girls’ empowerment projects to address the harmful social norms and behaviours that causes and promotes SGBV and or VAWG in communities.

3.9. Gender Equality and Human Rights

Promoting gender equality which is linked to promoting the rights of women and girls by transforming the cultural norms that serves as obstacles of gender equity in community is one of the major outcomes of the EMAP project. Therefore, this study assessed men’s views of the cultural norms which favours gender equity was utilised as an essential ingredient of evaluating the EMAP project relative to ‘gender equality and human rights. In this regard, male respondents were asked whether or not they were for or against various cultural norms that guaranteed equal rights for men and women. Their responses helped in estimating the percentage of men who supported cultural norms geared towards gender equity in their communities as shown on Figure 12. There were 90.8% of men who supported such cultural norms at the end of the project in 2020 compared with 57.1% before the project started in 2017. Kailahun District

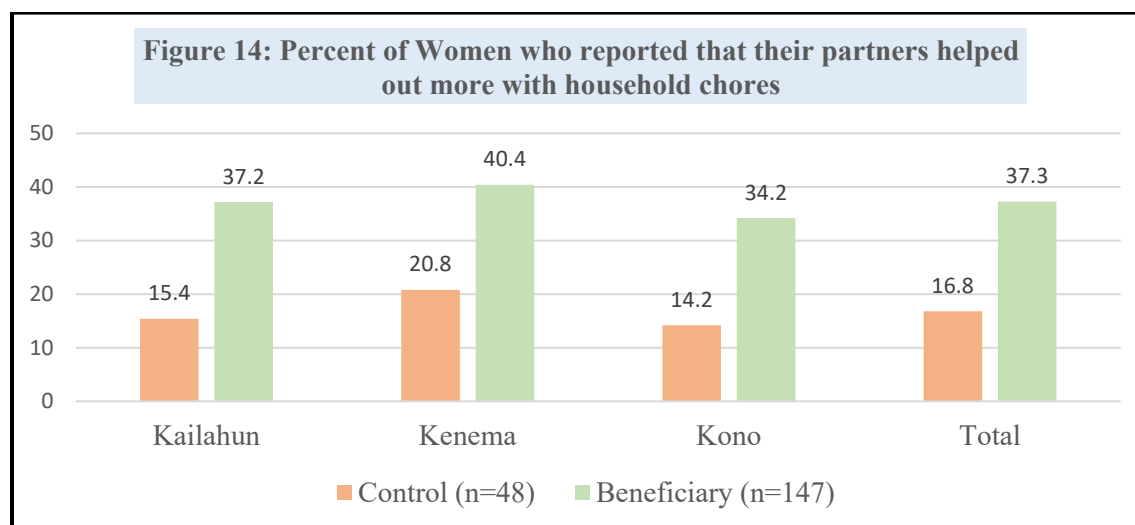
increased from a baseline percentage of 54.6% in 2017 to 98.6% compared with Kenema and Kono Districts with a baseline figure of 56.4% and 60.4% and endline 85.2% and 87.0% respectively.



Male respondents were asked whether or not women and girls should have equal rights with men and boys and whether such rights should be promoted in their communities. The essence was to estimate the percent of men with positive views of the rights of women and girls as presented on Figure 13. The findings showed that men with positive views of women and girls right increased from 25.0% in 2017 to 93.8% when the project ended in 2020. Kenema district had more men (97.0%) that had positive views than Kailahun (88.6%) and Kono 96.0%.

All male respondents were asked if they could prevent SGBV incidents occurring in their community during the endline evaluation. As presented in Table 20, 82.1% of respondents from beneficiary communities responded positively to the question compared with 15.2% from the control group. The district level statistics were similar to the general pattern observed with majority of respondents in all three districts responding that they could prevent SGBV behaviour in their respective communities. Kailahun district had comparatively more respondents (85.3%) who held this belief than Kenema and Kono with 82.4% and 78.7% respectively.

Table 20: Percent of Men who believed that they could prevent SGBV behaviour in their community				
District	Control		Beneficiary	
	Yes	No	Yes	No
Kailahun	10.0	90.0	85.2	14.8
Kenema	18.1	81.9	82.4	17.6
Kono	17.6	82.4	78.7	21.3
Total	15.2	84.8	82.1	17.9



Another indicator used in assessing gender and human right issues was the percentage of women that reported that their partners helped more with household chores compared to what existed before the project. The question put to them was ‘whether or not they think their male partners helped more with household chores now than 3 years ago or before the EMAP project’ (for respondents from beneficiary communities). As shown on Figure 15, there were 37.3% of the women in beneficiary communities who stated that their partners were now helping more with household chores than three years ago compared with 16.8% from the control group. There were more women 40.4% and 20.8% in beneficiary and control communities in the Kenema district who reported that men helped with chores now more than 3 years ago. Kailahun district with 37.2% and 15.5% of women in beneficiary and control communities respectively, was closer to Kenema in this assessment than Kono district that recorded 34.2% and 14.2% respectively

4. DISCUSSION OF STUDY RESULTS

This section of the study report is comprised of discussions of the evaluation study results and closely examines the degree to which the EMAP project reached its key outcomes or goal. An attempt was made to link the study objectives and fundamental drivers in line with the international principles and standards of evaluation. It is structured to begin with discussion of the respondents socio-demographic and discusses project evaluation criteria in line with the project outcomes.

The goal of the project was to create an environment where women and girls between the ages of 18 to 60 years in beneficiary communities feel safer from Gender-Based violence including intimate partner violence. It had three key outcomes that included engaging men to support gender equitable norms and non-violence against women and girls; traditional community leaders and religious groups better support gender equitable norms and non-intimate partner violence; and women and girls pursue their potentials

and have confidence and/or are equipped with knowledge to report Gender-Based Violence. These in combination will invariably contribute to the empowerment of women and girls in beneficiary communities, chiefdoms and districts.

. A record of majorant male population from PRA has been recorded in Kambia District by Konoyima and Johnson (2020). The dominant age groups of 35-39years and 40-44years suggest more active and productive age of respondents, with ability to influence decision making. Siar (2003) concur that age and gender are key factors in influencing development related activities. The study elucidates greater proportion of respondents in closely associated romantic relationship (77.3%) of more economic and social demands in life.

Records of low western education and dominant Islamic groups in the study areas are consistent with related studies in Sierra Leone (GoSL, 2004; Trzaska, 2018; Konoyima, 2020a; 2020b). Low western educational attainment could distort the ability to attract skilled jobs, the resources people should have, such as money and other assets (Solow, 1991); how people feel about their lives (Diener, 2000; Frey, 2005); and what people are able to be and to do (Sen, 1985; 1992). Less financial capacity due to unemployment by the dominant gender group mostly considered 'head of homes' could foster gender-based violent incentives.

Notwithstanding, in spite of low employment level (26.3%), majority of respondents are engaged in other economic activities largely dominated by farming (40.3%) as alternative source of livelihood. This could enhance the financial capital in homes, and thus prevent plausible dispute associated with such, that could ignite gender-based violence on the vulnerable women (UN, 2010).

Moreover, the survey of the EMAP project beneficiary areas in the various districts has shown marked reduction in gender based domestic violence; increased awareness in gender equity issues, women's right to good and safe way of life as well as decision making processes in 2020 compared to the initial state in 2017, especially when in most rural areas in Sierra Leone, men are exclusively the decision makers in homes (Trzaska, 2018).

There is enormous improvement in knowledge of men on gender equality issues from 2017 to the end of the EMAP project in 2020. These connote the power in public education and relevance of such projects in the strides of curtailing gender-based violence and other issues relating to the rights of the vulnerable groups which include, women and girl's right in Sierra Leone as confirmed by religious cleric in a focus group discussion in Kenema District:

'The EMAP project has helped me and, certainly the other men in this community and beyond, to have clear knowledge and understanding of the rights of our wives and daughters. I now know these sets of persons are as important as myself who deserves to be respected, listened to and empowered', a male FGD respondent asserted.

On the same topic, a woman participant in Kailahun District had this to say:

"Our eyes are now opened like mountain 'fatfoot' (a millipede). Thanks to the EMAP project. I now know where to take anyone, including my husband, that violates my human rights. The project provided us with adequate training and helped us with safe place to meet and discuss woman business".

These statements consolidated the quantitative findings on improvement in knowledge and understanding of women's rights and women and girl's awareness and use of safe spaces in their communities which underscored the relevance and impact of EMAP project.

Furthermore, the study results recognized that women and girls were exposed to VAWG due to their socioeconomic vulnerability and harmful cultural practices. Findings from FGDs with women and girls fully linked women and girl's socioeconomic vulnerability to poverty and high illiteracy that are promoted by harmful traditional and religious norms.

“We had less opportunity because of lack of school education. Our parents trained us to be wives and never allowed us to go to school. Our partners used to keep us busy on the farm and with child care with no personal means of income. We had no right to own property. We never knew our basic human rights and we never met to discuss our own problems until EMAP project came to this village”

This was how one-woman FGD participant in Kono District narrated the situation of women before the EMAP project. Street Child (2016) reported that a large proportion of girls and young women aged 15-24 cannot read and write compared to boys and young men of the same age bracket.

Therefore, the importance of men and boys understanding the root causes of women and girl's vulnerability to VAWG and their involvement in measures to reduce/eradicate them and improve women and girls' socioeconomic situation, cannot be overemphasized. The study's quantitative and qualitative findings established that the root causes of VAWG were well known by men and boys as they were able to identify them with examples and vividly discussed their consequences to the victims, (women and girls) as well their consequences on the broader society. Among such fundamental causes of VAWG identified were poverty with all its socioeconomic inequalities, limited knowledge of bylaws and human rights and places to go for psychosocial support among women and girls, inherent patriarchal and other harmful social norms; poor public services etc. The excerpt here confirmed how poverty and limited knowledge can promote VAWG and protects powerful perpetrators. Furthermore, it highlighted the relevance of the EMAP project in providing women and girls with skills and understanding that makes them confidence in reporting VAWG in their communities. Poverty and the other root causes identified by the study have also been outlined as factors promoting VAWG in other studies such as Peacock and Baker (2014).

“When a woman is poor and illiterate, she can undergo many social ills. Four years ago, a young lady was raped in this community by very influential personality. She explained to her parents who advised her to keep it quiet as the perpetrator was powerful and that they were but a poor and illiterate family. The man confessed and apologised to the family last year and asked the girl for forgiveness after the lady threatened to report him to Family support Unit.” (An account of a community chief in Kailahun).

The evaluation has recognized that through the EMAP Project 288 traditional and religious leaders were trained on community leaders and religious groups' roles and responsibilities to better support gender equitable norm and non-Intimate Partner Violence society. These beneficiaries gained knowledge from the EMAP intervention through training workshops and specific discussion sessions at community level and were empowered to lead advocacy efforts to prevent VAWG. It was also established that women and girls were trained and empowered to tap into VSLA as income generating opportunity. Similarly, the EMAP project brought tangible outcomes to the communities in the form of single female sex discussion group sessions which created safe space and confidence for women to discuss issues pertinent to their safety and empowerment

Specifically, the project made the following key accomplishments, among other things:

- Conducted various stakeholder engagement sessions that attracted their full attention and support for the project.
- Adopted key strategies that were helpful in promoting the project effectiveness and efficiencies (See text insert for examples)
- Introduced financial services for all the 600 women that participated in the female discussion by facilitating the formation of Village Savings and Loan Associations (VSLA). The scheme empowered women and girls to have control over finances and financial resources in their homes and communities at large.
- Conducted training on VSLA and Basic business management skills for the project beneficiary women and girls in all 24 communities.
- Provided beneficiary women and girls who were unable to read and write with Functional Adult Literacy (FAL) using female facilitators who were already trained and who introduced the FAL circle in beneficiary communities. The women who were attending the FAL Cycle sessions started writing alphabets and numbers.
- Discussion Group Series. (DGS) were also introduced which catered for women and their spouses to discuss decision making on control over finances and financial resources in their homes and community at large.

Summary of key strategies adopted by the project: Refresher trainings and review and planning sessions on EMAP Curriculum, weekly EMAP team meetings (use of accountability checklists), implementation of women and Men Curriculum, training ‘Focal Points’, internal management systems, women’s Reflection Surveys, Regular community review and planning meetings, Commitment from local authorities and religious leaders,

Key factors were identified in context that facilitated the efficient and effective development and delivery of the EMAP intervention. These included the positive engagement from MUWODA/local authorities and religious leaders which were mostly manifested during regular interface meetings. Factors specific to the project delivery included the use of community by-laws to prevent Violence against women and girls. Equally, internal management systems and case management ledger in data collection were both cited as important in ensuring streamlined project delivery.

However, some findings indicated some traditional and religious leaders continue to favour cultural and religious norms and practices that promote VAWG and gender inequality in their communities. This has the potentials of undermining the gains and sustainability of the EMAP project. Male partner involvement in household chores continues to be considerably low despite the gains recorded by the EMAP project. The limited understanding of the gender equality issues by comparatively large chunk of the beneficiary population will have the tendencies damping the achievements of the project if further efforts are not introduced to improve on such understanding. Therefore, while it is safe to conclude that the EMAP project achieved its overall GOAL and related outcomes, there are rooms for improvement especially if the following are taken into consideration:

The projects diverged from the delivery timeline to varying extents and for different reasons. Changes in scheduling occurred due to alignment issues with annual project reporting and socio-economic calendar. Resourcing challenges were more prominent in the second and third year. Specifically, the EMAP Male and Female Curriculum Discussion sessions end after a year in targeted communities based on program planning and implementation strategy. While many more community members reported interested in the group activities, funding allocations has no provision to repeat the curriculum activities once the sessions

were completed and closed in previous communities. There was a strong feeling that there was insufficient resource to target more community men and women on facilitating the EMAP Curriculum Sessions repeatedly.

The program delivery revealed additional sectional themes, which are believed to be important in adding to the intervention to increase efficacy and relevance to communities (community male and female facilitators). There was insufficient resource to train community men and female as EMAP Curriculum facilitators. However, this would be a next step beyond the closure of the project implementation or a follow-on intervention to reinforce the gains already made.

Effectiveness

The endline evaluation recognized that gains made by the EMAP project were well in affinity with the effective implementation of strategies embedded in the project design or introduced through reviews informed by monitoring findings. Similarly, MUWODA worked very closely and collaboratively with stakeholders including local councils and traditional leaders, religious and law enforcement agencies especially the Family support Unit of the Sierra Leone Police forces at all phases of the implementation of this project. Equally, the beneficiary communities and the recruitment of community facilitators were identified through a thorough assessment and by a process of selection that was jointly conducted by MUWODA and relevant stakeholders and guided by independent consultancy firm.

The findings between the baseline and end line portrayed that significant progress was made with regards the effectiveness of the EMAP project. For example, majority of the women affected by close partner violence reduced drastically at the end of the project. This can be viewed as a great achievement as it will decrease the incidences of disabilities and even in some cases fatality that women used to endure from their partners as a result of physical assault. The frequency of such violence has also reduced and this was confirmed by the male respondents also reported of being less violent during the end line evaluation. Women's safety in their communities and the awareness and use of safe spaces to express their concerns and priorities has also increased.

The general outcomes of the projects were achieved to a greater extent through better internal system management and maintaining the right staff strength right through the life of the project. It also had to do with the stakeholder engagement which was heavily adopted by the project management team right from the project design to the final stages of the project.

Relevance

Undoubtedly, the three Eastern districts of Kailahun, Kenema and Kono, suffered serious setbacks relative to violence against women and girls which gain root during the over 10 years of civil war (1991-2000) and Ebola outbreak in 2014. Equally, these districts continue to have many communities that are still glued to harmful traditional and religious practices that continue to promote VAWG. Poverty and illiteracy continue to be high especially among women and girls particularly in beneficiary communities caused mostly by limited infrastructure, neglect and limited awareness of the positive effects of girl child education. Consequently, there is constant demand for intervention support of this nature in this part of the country and especially the beneficiary communities. Coincidentally, national intervention of this nature has been pronounced by the GoSL although the nature and extent remain unclear, giving further credence to the relevance of the intervention.

This intervention had promoted great improvements in the attitude, knowledge and awareness of issues dealing with VAWG both among men and women. The study revealed a huge increase relative to men

and boys' understanding of gender equality issues and the proportion of men that do not support the quota system which favours gender equity have decreased greatly across all the variables assessed. The greatest improvement was observed for quota system that promotes fixed leadership position for women. This was greatly opposed in 2017 but was opposed by very few in 2020. Similarly, the decision-making roles of women in their homes on issues such as expenditure on food and clothing, investments and health have also improved.

Owing to the above-mentioned multifaceted situations which influenced the planning, design and guided the implementation of the intervention, and considering the aim and objective of the project which are related to burning societal problems, the relevance of the project without any question cannot not be overemphasize. .

Efficiency

The study findings established that the project implementation exploited key opportunities paramount among which was stakeholder engagement at various administrative levels including key community, chieftdom and district stakeholders. Another achievement of the project implementation was the collaboration of the three local councils of Kailahun, Kenema and Kono and MSWGCA which contributed to the successful implementation of various project activities especially the baseline survey and the joint monitoring in the project communities. Equally, mapping of GBV service providers in and around the project communities, recruitment of MDG participants which was a tailored process followed by training of all project facilitators guided the effective implementation of the project. These were critical in attracting more non WDGs & MDGs and people from the cluster communities to gain knowledge and understanding on preventing VAWG.

It was found that the project was able to maintain cost within project budget without having to reduce the number of beneficiaries or cutting on planned project activities and without compromising the quality of products or services provided eventhough prices of essential goods such as fuel hiked during project implementation. The study indicated that 40% or 10 of non-direct project communities benefited from the project through radio discussions and jingles on preventing and responding to VAWG. Non –WDG members also benefited from the VSLA proceeds. The project monitoring and evaluation records suggested that 85% of all project activities were implemented in line with the project timeline as detailed in their activity records.

Impact

The indication of achievements was very apparent in both quantitative and qualitative findings of the evaluation especially as related to the transformation of the negative traditional and religious practices. These showed that the project had a very high degree of impact on changing discriminatory and violent practices, greatly improving women's safety and mobility, and making services more gender-responsive, although there was less movement towards facilitating access to justice. These results had positive ramifications for women and girls, which extend from increased mobility and safety, in terms of returning to school, increased income generating activities, and the enjoyment of other human rights.

The study showed that large proportion of beneficiary communities received trainings on VAWG and women's rights that improved their skills and confidence to report incidents of VAWG. The number of women serving as community leaders and religious elders has increased as the study revealed in the beneficiary group than were observed in the control group. Equally, the percentage reduction in VAWG incidents in Beneficiary communities was amazing at the end of EMAP project. Women now feel safer in their community and are skilful and confidence in reporting issues of VAWG.

There were clear indications that project will be sustainable especially as demonstrated by the introduction of bylaws, the increased number of women and girls with skills and confidence in reporting VAWG, and the general reduction in VAWG incidents in communities at the end of the project. Therefore, the project had introduced the required transformative changes it sought to deliver hence its impact on the communities and society and its sustainability are without questions.

5. CONCLUSION AND RECOMMENDATIONS

This study was aimed at evaluating the EMAP project which geared towards prevention and ending of harmful attitudes, behaviours and social norms that have potentials of contributing to VAWG. The evaluation study adopted the mixed methods (a combination of qualitative and quantitative) approach and was designed to involve the analysis of pre-test and post-test datasets in combination with a comparison group. The assessment comprised desk research, qualitative and quantitative data collection, and triangulation of data from the various sources.

The evaluation study results showed that the EMAP project activities implemented in the 24 communities in Kailahun, Kenema and Kono Districts in the Eastern Region of Sierra Leone, promoted changes in harmful attitudes, behaviours and social norms in beneficiary communities. The project achieved 100% on three of the project outcome indicators and over 50% increase on the other four outcome indicators. Specifically, the results have shown that the EMAP project was effectively and efficiently implemented as all key project activities, procurement of products and services and expending of project funds were in line with project plan. There were clear indications that project will be sustainable especially as demonstrated by the introduction of bylaws, the increased number of women and girls with skills and confidence in reporting VAWG, and the general reduction in VAWG incidents in communities at the end of the project.

Furthermore, traditional and religious leaders, men and boys in both beneficiary and nearby communities have gained knowledge and understanding of SGBV, VAWG, gender equality and human right issues which helped in changing their individual attitudes, behaviour and practices. Equally, women are now better informed and skilled in reporting VAWG incidents in their communities with more women now in leadership positions and making key decisions in their homes and above all, women are now safer in their communities. All these have shown that the project had great impact on the beneficiaries and beneficiary communities.

However, some findings indicated some traditional and religious leaders continue to favour cultural and religious norms and practices that promote SGBV, VAWG, and gender inequality in their communities. This has the potentials of undermining the gains and sustainability of the EMAP project. Male partner involvement in household chores continues to be considerably low despite the gains recorded by the EMAP project. The limited understanding of the gender equality issues by comparatively large chunk of the beneficiary population will have the tendencies damping the achievements of the project if further efforts are not introduced to improve on such understanding. Therefore, while it is safe to conclude that the EMAP project achieved its overall goal and related outcomes, there are rooms for improvement especially if the following recommendations are taken into consideration:

Recommendations -Evaluation Criteria	Recommendations	Relevant Stakeholders (Recommendation made to whom)	Suggested timeline (if relevant)
Effectiveness	Collaboration with key players both at community and district levels contributed to the effectiveness of the project. Community participation in the processes from the start greatly enhanced community ownership of project. It is therefore recommended that the	MUWODA	Annually for a least 3 years following the end of intervention

	structures be provided follow up trainings at least once a year on their roles and responsibilities in maintaining the gains made through the intervention.		
	The findings reveal that significant progress was made with regards the effectiveness of the EMAP project. For example, majority of the women affected by intimate partner violence reduced drastically at the end of the project including all its resultant effects in the communities the project was implemented. Women's safety in their communities and the awareness and use of safe spaces to express their concerns and priorities has also increased. This demonstrates that EMAP is an effective primary prevention approach for VAWG suitable for communities and the context. It is highly recommended that MUWODA be supported to extend the intervention to other communities within the eastern district to ensure complete safety of women and girls across the districts.	UNTF and other donor partners GoSL	Over the next 3 years
	MUWODA has proven to be an excellent national institution in modeling the effective implementation of new approaches following due standards and best practice. Supporting such local initiatives to broaden coverage with an evidence-based approach like EMAP is cost effective and expedient to preventing VAWG on scale. As such, it is recommended that MUWODA looks for funding opportunities to cascade this project in the entire Eastern Region, covering all chiefdoms in the three districts of the region and to other regions across the country	MUWODA UNTF GoSL	The next development year
Efficiency	The general outcomes of the projects were achieved to a greater extent through better internal system management and maintaining the right staff strength right through the life of the project. This demonstrates the organization has necessary structures to effectively model the approach in the geography it operates. It is therefore recommended that key staff and the appropriate institutional framework be maintained along with ongoing capacity building for new staff coming on board to ensure consistency.	MUWODA	Immediately and ongoing

Relevance	<p>This intervention had promoted great improvements in the attitude, knowledge and awareness of issues dealing with VAWG both among men and women. The study revealed a huge increase relative to men and boys' understanding of gender equality issues. With high illiteracy and poverty especially among women and girls in the eastern districts, the intervention introduced a practice that is both appreciable and convenient to the communities. Therefore engaging with trained men and women to remind them of the principles of the approach so as to reinforce the message of maintaining change as a process not as action will be necessary</p>	MUWODA	In the post project era for at least the next 2 years
	<p>The community bylaws on VAWG seem to be very appropriate in addressing the non-criminal elements of the laws formulated by the GoSL. It is very essential for the bylaws introduced during the course of the project to continue in existence and implemented to the fullest. Therefore, devising ways and means to work with law enforcement agencies at community and district levels to regularly monitor the implementation of these bylaws would be a necessity.</p>	MUWODA Community Leaders MWGCA	Ongoing
	<p>The community Gender Committees created by the intervention is a good initiative as the focal point for the protection and empowerment of women and girls in the project communities. The members that form the committees were selected from the various structures that were trained and supported the EMAP intervention. There is need for continuous support for the groups in terms of technical skills and logistical needs. This will strengthen the committees ability to continuously lead efforts in ensuring protection and empowerment of women remain high on community agenda</p>	MUWODA MSWGCA District Councils	ASAP and ongoing
Sustainability	<p>Facilitate the Formation of internal Facilitators in older project communities as well as future communities. The project only accommodated 25 women and 30 men's direct participation in the EMAP curriculum session per project community. Training of community female and male facilitators as community volunteer facilitators on EMAP Concept will contribute to scaling up the intervention in other communities. The internal</p>	MUWODA Women's Discussion groups Men's Discussion Groups Community Leaders	Next UNTF funding cycle

	facilitators will be drawn from among the men and women who have already been trained and also playing active roles in the established structures. Developing a follow-on project and including community volunteers from the project communities to serve as field facilitators will serve a key road map to strengthen community ownership and sustaining the ideas among beneficiaries.		
Knowledge Generation	Observation in project districts has shown some increase in the incidence of VAWG during the COVID-19 era. This is due to down turn in the socio-economic trend of things. The new phenomenon requires proactive action to re-enforce the protection and safety of especially young girls. Follow-on project to tackle increased incident of VAWG in the wake of COVID-19 outbreak: while the project activities concluded within the project timeframe excluding the external evaluation, there has emerged a sudden wave of incidents in nearby communities to beneficiaries. The gains made by project in targeted communities will also be consolidated through the timely scaling up of project in the untargeted communities.	MUWODA GoSL	Immediately

6. REFERENCES

Bergold, J. and Thomas, S. (2012). Participatory Research Methods: A Methodological Approach in Motion. Available from: <http://www.qualitative-research.net/index.php/fqs/article/view/1801/3334>

Creswell, J. W. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Available from: <http://www.ceil-conicet.gov.ar/wp-content/uploads/2015/10/Creswell-Cap-10.pdf>

Diener, E. (2000). Subjective well-being. The science of happiness and a proposal for a national Index. In the American Psychologist. 55: pp34-43.

Frey, B. A. (2005). Stutzer, Beyond Outcomes: Measuring Procedural Utility. In Oxford Economic Papers. 57: pp90-111.

GoSL (Government of Sierra Leone). Census poverty Analysis: Statistics Sierra Leone, 2004.

Konoyima, K.J. and Johnson, R.G. (2020). Socio-economic status and living conditions of coastal communities: Impact on the Mangrove Ecosystems in the Scarcies Estuaries, Sierra Leone, West Africa. *International Letters of Social and Humanistic Sciences*. Vol. 88, pp1-14 DOI: <https://doi.org/10.18052/www.scipress.com/ILSHS.88.1>

Konoyima, K.J. (2020a). Mangrove Ecosystem Resources: Dependence of Coastal Communities in the Scarcies River Estuary, Sierra Leone. *International Journal of Community Research* (indexed: African Journals Online). Volume 9 (1). (In press).

Konoyima, K.J. (2020b). Conservation of Mangroves: Challenges and Prospects in the Scarcies River Estuary, Sierra Leone. *Journal of Development and Communication Studies* (Indexed: African Journals Online) (In Review).

Manuh, T. (2010). Confronting Violence Against Women - What Has Worked Well and Why. Online. Available from: <https://www.un.org/en/chronicle/article/confronting-violence-against-women-what-has-worked-well-and-why>.

Mills, et al., (2015). Empowerment of Women and Girls: 'They Call Me Warrior': The Legacy of Conflict and the Struggle to End Sexual and Gender-based Violence in Sierra Leone. [file:///C:/BBBB%20NEW/PROJECT/MUWODA/Reading%20Materials/ER155_'TheyCallMeWarrior'%20\(1\).pdf](file:///C:/BBBB%20NEW/PROJECT/MUWODA/Reading%20Materials/ER155_'TheyCallMeWarrior'%20(1).pdf)

OECD/DAC – Organization for Economic Cooperation and Development/Development Assistance Committee

Sen, A. (1992). *Inequality Re-examined*. Clarendon Press, Oxford, 1992. Networks [Online]. Available: [https://books.google.com.sl/books?hl=en&lr=&id=D6_eCtTK6-oC&oi=fnd&pg=PA1&dq=Sen,+A.+\(1992\).+Inequality+Re-examined.+Clarendon+Press,+Oxford.&ots=GMYNrIAIQO&sig](https://books.google.com.sl/books?hl=en&lr=&id=D6_eCtTK6-oC&oi=fnd&pg=PA1&dq=Sen,+A.+(1992).+Inequality+Re-examined.+Clarendon+Press,+Oxford.&ots=GMYNrIAIQO&sig).

Sen, A. (1985). *Commodities and Capabilities*, Oxford University Press, Oxford, 1985. Networks [Online]. Available: <http://www.sciepub.com/reference/7155>.

Siar, S.V. (2003). Knowledge, Gender, and Resources in Small-Scale Fishing: The Case of Honda Bay, Palawan, Philippines. *Environ. Manage.* 31: pp569–580.

Solow, R. M. (1991). Sustainability: An Economist's Perspective. The Eighteen J. Seward Johnson Lecture to the Marine Policy Center, Woods Hole Oceanographic Institution. In *Economics of the Environment*, Norton, New York, pp. 179-187.

Spencer, J. Et al, (2012). *The Road to Justice: A handbook for the Media on Reporting Gender Based Violence (SGBV) Cases in Sierra Leone*. Online. Available from: https://www.sl.undp.org/content/dam/sierraleone/docs/focusareadocs/undp_sl_mediahandbookSGBV.pdf

Street Child (2016) Why aren't Sierra Leone's girls going to school? Online. Available from: <https://www.streetchildsl.org/new-blog/2016/12/5/why-arent-sierra-leones-girls-going-to-school>

The Rainbow Initiative (2019). Statement on National Emergency Declaration, 7th February 2019. Online. Available from: <http://rainboinitiative.sl/2019/05/20/hello-world/>

Trzaska, S., A. de Sherbinin, P. Kim-Blanco, V. Mara, E. Schnarr, M. Jaiteh, P. Mondal. (2018). Climate Change Vulnerability Assessment in Mangrove regions of Sierra Leone: Long Version. Report published under the USAID West Africa Biodiversity and Climate Change (WA BiCC) project. Palisades, NY: Center for International Earth Science Information Network, Columbia University. <http://www.ciesin.columbia.edu/wa-bicc/>

United Nations Evaluation Group (UNEG), (2008). *UNEG ethical guidelines for evaluation*. Retrieved from website: https://www.betterevaluation.org/en/resources/example/uneg_ethical_guidelines

World Health Organization (WHO) (2020) Violence, injuries and disability: Preventing and responding to gender-based violence against women and girls in the Eastern Mediterranean Region. Online. From: <http://www.emro.who.int/violence-injuries-disabilities/violence-news/prevention-and-response-to-gender-based-violence.html?format=html>

UN (United Nations), Human Rights and Poverty Reduction. A conceptual framework. United Nations Office of the High Commissioner for Human Rights. United Nations, New York and Geneva, 2004.

7. Annex

2.1. Terms of Reference for an External Evaluator

1. Background and Context

1.1. Description of the project.

Muloma Women's Development Association (MUWODA) has been implementing a UN Trust Fund, project: "Engaging Men Through Accountable Practice" (EMAP) in 36 selected communities of the three districts of the Eastern Region of Sierra Leone. EMAP is a "gender transformative intervention that was developed by International Rescue Committee (IRC) to engage men in preventing Violence against women and

girls (VAWG) in post-conflict countries” the intervention challenging deeply held traditional beliefs and practices and the power structures that support them, and has been demonstrated to reduce men’s intimate partner violence against women and girls. The project aims to prevent and end harmful attitudes behavior and social norms that contribute to Violence against Women and Girls (VAWG,) with a view to preventing VAWG and increasing gender equality in the homes and communities of three districts of the Eastern Region of Sierra Leone. The intervention, which has a three-year duration started in March 2017 and is expected to be completed in March2020. Currently, a total of about 97% of project activities have been completed in all 36 communities.

An estimated 45% of women in Sierra Leone experience violence including Female Genital Mutilation (FGM), rape, etc.

However, the intervention specifically targets intimate partner violence.

The project targets 600 women and girls (25 per community) between the ages 18-60 years, mostly from rural communities as the primary beneficiaries who will benefit from a safer household and community. The secondary beneficiaries will include religious leaders (48); chiefs/local authorities/decision makers (120); community Gender committee (120) and men boys (1,008)

The aim of the Evaluation is to conduct an assessment of the EMAP project in the three districts of Sierra Leone in a systematic and impartial way:-

- To understand why- and to what extent –intended and unintended results were achieved by examining the results chain , processes, contextual factors and causality using appropriate criteria such as relevance , effectiveness, efficiency, impact and sustainability as well as the cross-cutting gender equality and human right criteria.
- To identify key lessons and promising or emerging good practices in the field of ending VAWG.

-

1.3 The geographic context and the geographical coverage of the project.

The project is implemented in the Eastern Region of Sierra Leone, which comprises three districts: Kenema, Kono and Kailahun. Specifically, six chiefdoms (two from every district) is targeted as follows; Kenema (Nongoa and Melegohun), Kono (Gorama Kono and Nimikoro) and Kailahun (Upper Bambara and Mandu). For the three districts, a total of 24 rural communities is selected (i.e. 8 per district). Selection of these communities is based on a set of criteria established from the outset, and include at least the following criteria; the engagement of women in decision-making processes within the power structure of the community; the prevalence of VAWG reported in the initial assessment, the accessibility of the community (roads); and services available for GBV survivors/women and girls

1.4 Total resources allocated for the intervention. Total fund allocated for the project disaggregated by source is as follows:

UN Trust Fund:US\$ 497,582

MUWODA:US\$ 00

1.5 Key partners involved in the project.

During the process of implementation MUWODA collaborated with the following key partners: MSWGCA that promote protection and empowerment of women and girls; district council in each of the three districts, the District level and chiefdom-level gender committees; Women, Men and Youth groups; Chiefs/traditional/religious leaders in each community; international and national NGOs and other service providers that are responding to GBV/VAWG and providing services to survivors of violence (health, legal protection/safety, psychosocial, livelihood, etc.)

2 Purpose of the Evaluation

2.1. Why the evaluation needs to be done?

Since its inception in 2017, the intervention has been challenging deeply held traditional beliefs and practices and power structures that support them; individual accountability around personal biases and beliefs, as well as relational accountability around social interactions and the dynamics of power and privileges.

The evaluation will play an important role in promoting accountability to gender equality, human rights and women's empowerment by providing information on the way in which project affected women and men differently.

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

The evaluation should provide credible, useful evidence-based information that enable the timely incorporation of its findings, recommendations and lessons into the decision-making processes of Chiefdom Local /religious leaders, Local Councils, MSWGCA and GBV Service providers. It should inform MUWODA's planning, programming budgeting, implementation and reporting and should contribute to evidence-based policymaking, development effectiveness and organizational effectiveness. Lessons learned and opportunities can be replicated or used for wider adoption.

Policy makers, development partners, organizations (NGOs), government agencies and other stakeholders in the gender sub-sector are potential users of the evaluation results. Information contained will be used to inform planning, programming, budgeting and Implementation periods.

2.3. What decisions will be taken after the evaluation is completed.

A key decision after the evaluation is completed is how organizations, decision-makers and stakeholders such as government line Ministries(MSWGCA) District Councils (DCs),Local and International NGOs (IRC, Save the Children, Defense for Children, Dignity Now,etc) and Multilateral organizations such as UNDP, UNICEF, UN Women etc., use the information to improve accountability decision-making and learning. The use and follow-up on key recommendations is critical and this can be facilitated through wide dissemination of the report, subsequent knowledge products, stakeholder presentations and action planning meetings. A management response to evaluation to facilitate the process of action planning will be developed. It will specify how organizations will follow up on evaluation, who is responsible and when the action will be implemented to improve overall performance and quality of ongoing and further programmes and strategies: MUWODA will permit UN Trust Fund to publish the report in their Evaluation library to disseminate and publicize the report for the benefit of MUWODA and UN Trust Fund and build the evidence base on EVAW/G

3. Evaluation Objectives and Scope

3.1 Scope of Evaluation

The Evaluation will cover the entire project duration (March 2017 – March 2020). Geographical coverage extends to the targeted six chiefdoms of three districts of the Eastern Region of Sierra Leone namely, Kenema (Nongoa and Melegohun), Kono (Gorama Kono and Nimikoro) and Kailahun (Upper Bambara and Mandu). Communities included the 24 targeted communities and 8 controlled communities to compare results in communities targeted by the intervention and those not targeted by any intervention. The evaluation should cover the 600 target primary beneficiaries and 1008 target secondary beneficiaries as well as broader stakeholders in target and controlled communities.

3.2. Objectives of Evaluation

The main objectives that this evaluation must achieve include;

To evaluate the entire project (3 years from start to end date), against the effectiveness, relevance, efficiency, sustainability and impact criteria, as well as the cross-cutting gender equality and human right criteria (defined below)

1. To identify key lessons and promising or emerging good practices in the field of ending violence against women and girls, for learning purpose (this is defined under the knowledge generation criteria below)Evaluation Questions

Evaluation questions define the information that the evaluation needs to generate when answered, will give intended users of the evaluation the information they seek to make

decisions, act or add to knowledge. It is expected of the evaluator to provide a response/answer to each of these questions in the final evaluation report.

Evaluation Criteria	Evaluation Questions
<p>Effectiveness: A measure of the extent to which a project attains its objective/results (as set out in the project, document and results framework) in accordance with the theory of change</p>	<p>1. To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?</p> <p><i>In addressing this question please assess the extent to which the project directly benefited the targeted beneficiaries. At project goal level this refers to primary beneficiaries (women and girls) and at outcome level, secondary beneficiaries (such as men and boys). Please include a table on the number of beneficiaries reached as an annex. In all cases please address whether the project achieved results in accordance with the expected theory of change or not.</i></p>
<p>Relevance: The extent to which the project is suited to the priorities and policies of the target group and the context</p>	<p>2. To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?</p> <p><i>In addressing this question please assess the extent to which the project strategies and activities were relevant and appropriate to the needs of women and girls and whether the project was able to adjust to any changes in the context and needs of the primary beneficiaries during the project.</i></p>
<p>Efficiency: Measures the outputs-qualitative and quantitative – in relation to the inputs. It is an economic term which refers to whether the project was delivered cost effectively.</p>	<p>3. To what extent was the project efficiently and cost-effectively implemented?</p> <p><i>In addressing this question, you may wish to consider whether the activities were delivered on time and to budget and whether activities were designed to make best use of resources (e.g. were cost comparisons made between different intervention/activity types before decisions taken?). Also consider whether the project has been managed well to make best use of human and financial resources.</i></p>
<p>Sustainability: Sustainability is concerned with measuring whether the benefits of a project are likely to continue after the project/funding ends</p>	<p>4. To what extent will the achieved results especially any positive change in the lives of women and girls (project goal level), be sustained after this project ends?</p>

	<p><i>In addressing this question, you may need to assess the likelihood for sustainability (given that the evaluation is conducted at the end of the project when longer-term sustainability cannot yet be assessed). For example, what steps have been taken to institutionalize the project, build capacity of stakeholders or secure benefits for rights holder through accountability and oversight system?</i></p>
<p><u>Impact:</u> Assesses the changes that can be attributed to a particular project relating specifically to higher-level impact (both intended and unintended)</p>	<p>5. To what extent has the project contributed to ending violence against women, gender equality and/or women empowerment (both intended and unintended)?</p> <p><i>In addressing this question, you may have to repeat some evidence and analysis from question one on effectiveness, however this question should specifically identify any changes in the situation for women and girls in relation to IPV and other forms of violence and look at both intended and unintended change for both women and girls targeted by the project and those not (if feasible).</i></p>
<p><u>Knowledge Generation:</u> Assesses whether there are any promising practices that can be shared with other practitioners</p>	<p>6. 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?</p> <p><i>In addressing this question, it must be clear that the knowledge generated is new, innovative builds on evidence from other projects or has potential for replication or scale up in other projects or contexts. It should not include generic lessons or knowledge that has already been frequently documented in this context.</i></p>
<p>Gender Equality and Human Rights</p>	<p>Cross-cutting criteria: the evaluation should consider the extent to which human rights based and gender responsive approaches have been incorporated throughout the project and to what extent.</p> <p><i>Practically this could mean, incorporating an assessment of human rights and gender responsiveness throughout the evaluation questions above – if not obvious, ensuring the evaluation approach and methods of</i></p>

	<p><i>data collection are gender responsive (e.g. women and girls must feel safe to share information); specify that the evaluation data must be disaggregated by sex and other social criteria of importance to the projects subject.</i></p>
<p>Others These include other relevant questions needed by MUWODA and other stakeholders such as MSWGCA, DCs, GNOs etc</p>	<ul style="list-style-type: none"> • . To what extent did gender and power relations- including structural and other causes that give rise to violence, inequalities, unfair power relations and discrimination- changed as a result of the intervention? Why and to what extent intended and unintended results were achieved ? Please analyze the implications of the result on the gender landscape in the region and give recommendations.

Evaluation Methodology

MUWODA expects that the external consultants applying for the roles must propose the evaluation design and methodology in their proposal/application. Data sources and information available to the successful evaluator will include: the project document; field implementation reports; baseline survey report; WHO/PATH “Researching violence against women: a practical guide for researchers and activists” (2005); UNICEFs “Child and Youth participation guide”; UNEG guidance document “Integrating human rights and gender equality in evaluations” (2011) chapter 3; etc.

Final decisions about the design and methods for the evaluation should be derived from consultations among the project staff, the evaluators and key stakeholders about what is appropriate and feasible to meet the evaluation purpose and objectives and answer the evaluation questions given limitations of budget, time and existing data. The evaluation design and methodology proposal must cover the following areas:

- Proposed evaluation design
- Data sources (primary and secondary)
- Proposed data collection methods and analysis
- Proposed sampling methods
- Field visits
- Level of stakeholder engagement
- Timeline/work plan
- Financial proposal

6. Evaluation Ethics

The evaluation must be conducted in accordance with the principles outlined in the UNEG “Ethical Guidelines for Evaluation”

The evaluator must put in place specific safeguarding and protocols to protect the safety (both physical and psychological) of respondents and those collecting the data as well as to prevent harm. This must ensure the rights of the individual are protected and participation in the evaluation does not result in further violation of their rights. The evaluator must have a plan in place to:

- Protect the rights of respondents, including privacy and confidentiality;
- Elaborate on how informed consent will be obtained and to ensure that the names of individuals consulted during data collection will not be made public;
- If the project involves children (under 18 years old) the evaluator must consider additional rights and need for parental consent;
- The evaluator must be trained in collecting sensitive information and specifically data relating to violence against women and select any members of the evaluation team on these issues.
- Data collection tools must be designed in a way that is culturally appropriate and does not create distress for respondents.
- Data collection visits should be organized at the appropriate time and place to minimize risk to respondents;
- The interviewer or data collector must be able to provide information on how individuals in situations of risk can seek support (referrals to organizations that can provide counselling support for example)

Resources

WHO, “Ethical and safety recommendations for intervention research on violence against women” (2016)

WHO, Ethical and safety recommendations for researching and monitoring sexual violence in emergencies” (2007)

WHO/PATH, “Researching violence against women: a practical guide for researchers and activists” (2005)

UNICEFs “Child and youth participation guide” (various resources)

UNEG guidance document, “Inter=grating human rights and gender equality in evaluations”, (2011) chapter 3.

7. Key deliverables of evaluator and timeframe

This section describes the key products the evaluation team will be accountable to producing and submitting to MUWODA.

No	Deliverable	Deadlines of submission to UN Trust Fund M&E Team	Deadline
1	Evaluation Inception Report	This report should be submitted by the evaluator within two to four weeks of starting the assessment. The report should meet the minimum requirements and structure specified in Annex	By 1 st January 2020

		C: “Inception Report Structure” of the UN Trust Fund Evaluation Guidelines, Annexes: Tools and Templates, for UN Trust Funds review and approval	
2	Draft Evaluation Report	This report should be submitted between month and two weeks before the final evaluation report is due. The Draft Report should meet the minimum requirements and structure specified in Annex E: “Evaluation Report structure” of the UN Trust Fund Evaluation Guideline Annexes Tools and Templates, for UN Trust Funds review and approval. The Evaluator may add additional sections to the evaluation report as deemed necessary.	By 15 th , April 2020
3	Final Evaluation	No later than 2 months after the project end-date the Evaluator should submit the final Evaluation Report which must meet the minimum requirements and structure specified in Annex E of the UN Trust Funds Guideline for review and approval.	By 14 th May, 2020

8. Evaluation Team Composition and Requested competencies

8.1. Evaluation Team Composition and Risk and Responsibilities

The Evaluation Team will consist of the Evaluator and the Field Research Enumerators.

Evaluator

The evaluator must have at least 5 years’ experience in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods. The person must have expertise in gender and human rights based approaches to evaluation and issues of violence against women and girls. Must have experience in program design and theory of change; gender responsive evaluation; participatory approaches and stakeholders engagement; in-depth knowledge of gender equality and women empowerment; collecting and analyzing quantitative and qualitative data as well as data visualization and in-depth knowledge of the districts of the eastern region of Sierra Leone.

The evaluator must have a strong commitment to deliver timely and high-quality results, i.e. credible evaluation and its report that can be used; a strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used. The evaluator must have good

communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts.

Fluency in English is mandatory and good command of any of the local languages (Mende, Kissi, and Kono)

Field Research Evaluators (FREs)

FREs must have at least 2 years of field operations involving collection of data from communities. They must have a strong commitment to delivering high-quality and timely results; have strong interpersonal and communication skills and ability to communicate with the respondents and to express concisely and clearly the questions on the questionnaires. The FREs must have in-depth knowledge of the districts of the eastern region of Sierra Leone and must have a good command of the local languages of the region (Mende, Kono and Kissi)

8.2 Required Competencies

- Evaluation experience at least 5 years in conducting external evaluations, with mixed-methods evaluation skills and having flexibility in using non-traditional and innovative evaluation methods
- Expertise in gender and human-rights based approaches to evaluation and issues of violence against women and girls
- Experience with program design and theory of change, gender-responsive evaluation, participatory approaches and stakeholder engagement
- Specific evaluation experiences in the areas of ending violence against women and girls
- Experience in collecting and analysing quantitative and qualitative data as well as data visualization
- In-depth knowledge of gender equality and women's empowerment
- A strong commitment to delivering timely and high-quality results, i.e. credible evaluation and its report that can be used
- A strong team leadership and management track record, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used.
- Good communication skills and ability to communicate with various stakeholders and to express concisely and clearly ideas and concepts
- Regional/Country experience and knowledge: in-depth knowledge of Sierra Leone is required.
- Language proficiency: fluency in English and Creole is mandatory; good command of local language in the eastern region is desirable.

9. Management Arrangement of the evaluation

The management structure of the evaluation process shall consist of the following:

(i) Evaluation Task Manger (ETM)

The ETM is a member of MUWODA (but ideally not the project Manager of the EMAP) who leads the overall management of the evaluation process and the work of the external evaluation to ensure it meets standards.

(ii) The MUWODA Executive Director (MED)

The MED will take an active role and will provide oversight over the evaluation process to ensure it is owned by MUWODA, managed and used effectively.

(iii) Internal Evaluation Management Group (IEMG)

The group will include EMAP project staff, M&E staff and senior managers of MUWODA. The IEMG will ensure oversight of the evaluation process, support the ETM with logistical, HR and procurement support, provide a sounding board to avoid any conflicts of interest or possible biases if people involved in the project also manage the evaluation and ensure the evaluation meets the needs of MUWODA.

(iv) External Stakeholder Reference Group (ESRG)

A small group of active stakeholders including partners and beneficiaries. The group is to advise on the TOR, design of the evaluation, provide contextual and technical expertise on EMAP, provide a sounding board for the ETM; scrutinizing and managing the evaluator/work and should be included in the data collection process e.g. likely to be interviewed by the evaluator.

(v) The M&E Team of UN Trust Fund

The team will review the TOR, inception, draft and final reports to ensure and compliance with UN Trust Fund requirements and standards at all stages of the evaluation.

10. Timeline of the evaluation process

Stage of Evaluation	Key Task	Responsible	Number of Working days required	Timeframe
Inception stage	Briefings/orientation of evaluator	Evaluation Task Manager (ETM)	15 Working days	First week
	Desk review of key documents	Evaluator		First Week
	Finalizing the evaluation design and methods	Evaluator		Second Week

	Submit draft inception report	Evaluator		1 st January 2020
	Review Inception Report and Provide feedback	ETM, Stakeholder Group (SG) and UNTF	5 Working days	10 th January, 2020
	Incorporating comments and revising the inception report	Evaluator	4 Working days	15 th January 2020
	Submitting final version of inception report	Evaluator		
	Review final inception report and approve	ETM, SG and UNTF	5 Working days	By 1 st February 2020
Data collection and analysis stage	Desk research	Evaluator	10 Working days	By 3 rd February 2020
	Data collection (visit to the field, Interviews, questionnaires, etc.)	Evaluator	Over 6-8 weeks	By 30 th March 2020
Synthesis and reporting stage	Analysis and interpretation of finding	Evaluator	4 Weeks	By 10 th April 2020
	Preparing a first draft report	Evaluator		
	Review of the draft report with key stakeholders for quality assurance	ETM, SG and UNTF	14 Working days	By 15 th April 2020
	Consolidate comments from all the groups and submit the consolidated comments to evaluation team	ETM		
	Incorporating comments and	Evaluation	2 Weeks	By 1 st May 2020

	preparing second draft evaluation report.	Team		
	Final review and approval of report	ETM, SG and UNTF	5 Working days	By 5 th May 2020
	Final edits and submission of the final report	Evaluator	8 working days	By 14 th May 2020

Application Procedures:

Interested applicants for this position must submit the their application not later than 20th December,2019. To

- The Executive Director. Muloma Women’s Development Association.

MUWODA

32 Swaray Street, Kenema, Eastern Sierra Leone

- Or email to muwoda1996@gmail.com

Recruitment process

Screening

Applicants will undergo a screening process to determine whether they are suitable for the work they applied for. Education history, relevant work experience and qualifications will be considered to ensure to selection. Due consideration will be given to language needs, diversity and gender.

Assessments and Competency Based Interviews

Candidates who pass the basic eligibility screening will be requested to complete various assessments (language and functional assessments, as appropriate) and finally, candidates are sent for grading. Candidates who pass these assessments will be contacted by a recruiter according to the needs of MUWODA to fill positions.

MUWODA works with the best talent. To ensure we hire the right person for the right job, competency based interviews will be conducted. Such interviews are based on the concept that past behaviour and experience is the best indicator of future performance. In other words, your history tells a story about you: your talents, skills, abilities, knowledge and actual experience in handling a variety of situations.

Appointment

Apart from ensuring previous education and work experiences have been verified, we also make sure the person/firm we hire is a team-player and can fit into the organization's culture, able to thrive and work in a multi-cultural organization with a passion to serve people of concern. Successful candidates will receive an official contract

7.1. Men Questionnaire

**AN ENDLINE ASSESSMENT
OF MEN AND WOMEN’S ATTITUDES AND PRACTICES RELATING TO GENDER EQUALITY IN
24 COMMUNITIES IN KAILAHUN, KONO AND KENEMA DISTRICTS
MEN QUESTIONNAIRE**

Introduction

Good morning/afternoon. My name is.....I am part of a team recruited and **hired by Marine Environment Consortium Sierra Leone**, a consultancy firm, to talk about men’s attitudes and practices on a wide variety of topics related to gender equality – as well as gauging women’s perspectives on such practices, their opinions and reports of their own experiences.

I would be very grateful if you could spare some time to answer a few questions relating to gender equality issues. This survey will let us know decision making and actions taken to address issues affecting women in our communities.

Please be informed that this exercise does not promise any direct benefits. It is entirely a research effort geared towards the understanding of the situation of gender inequality problems in Sierra Leone, particularly in the districts and chiefdoms of the targeted communities and how to improve them.

The information you provide will be treated with the utmost confidentiality by me and Consortium. To ensure this, we shall aggregate the information we are collecting from all individuals we interview and no respondent’s name will be mentioned or reflected in the final report. If at any time you want to stop the interview, please let me know. Equally, if there is any question you do not want to answer, feel free to tell me. However, it will really be helpful if you could spare time to talk to us on these issues. The interview will last about 45 minutes – 1 hour. There are no ‘right’ or ‘wrong’ answers to the questions I ask you. What this survey requires is honest/sincere answers.

Are you willing for me to continue this interview?

1 Yes - (Please Sign/Thumb print.....) 2 No - (End Interview).

Enumerator's Name: _____

Date: ____/____/2017 **Time started:** _____

Chiefdom Code _____ **Community** _____

District Code _____ **Locality status:** 01 Urban 02 Rural

QUESTIONNAIRE ID:

SECTION A – RESPONDENT’S DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

1	Respondent's Sex	<input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female
2	Respondent’s age	<input type="checkbox"/> 1. 15 – 18 Yrs. <input type="checkbox"/> 2. 19 – 24 Yrs. <input type="checkbox"/> 3. 25 – 34 Yrs. <input type="checkbox"/> 4. 35 – 49 Yrs. <input type="checkbox"/> 5. 50 Yrs. & Above
3	Respondent’s marital status	<input type="checkbox"/> 1 Single <input type="checkbox"/> 2 Married <input type="checkbox"/> 3 Separated <input type="checkbox"/> 4 Divorced <input type="checkbox"/> 5 Widower <input type="checkbox"/> 6. Other.....

4	Respondent's community status	<input type="checkbox"/> 1. Chief <input type="checkbox"/> 2. Elder <input type="checkbox"/> 3. Societal head <input type="checkbox"/> 4. Imam <input type="checkbox"/> 5. Pastor/Rev. <input type="checkbox"/> 6. Religion (Specify.....)
5	Respondent's Religion	<input type="checkbox"/> 1. Muslim <input type="checkbox"/> 2. Christian <input type="checkbox"/> 3. Traditional <input type="checkbox"/> 4. None <input type="checkbox"/> 5. Other (Please specify _____)
6	Educational attainment	<input type="checkbox"/> 1. Never attended <input type="checkbox"/> 2. Primary level <input type="checkbox"/> 3. JSS Level <input type="checkbox"/> 4. SSS Level <input type="checkbox"/> 5. Vocational Level <input type="checkbox"/> 6. Tertiary Level (University/College) <input type="checkbox"/> 7. Other (Specify) _____
7	How many persons do live with you? (State number(s))	None Male: _____ Female: _____ Total _____
8	Category of persons that live with you (Select all that applies)	<input type="checkbox"/> 1. Partner/Spouse <input type="checkbox"/> 2. Children <input type="checkbox"/> 3. Parents <input type="checkbox"/> 4. Relatives <input type="checkbox"/> 5. Friends <input type="checkbox"/> 6. Other
9	Respondent's occupation	<input type="checkbox"/> 1. Unemployment (skip to Q 13) <input type="checkbox"/> 2. Petty Trader <input type="checkbox"/> 3. Farmer/gardener <input type="checkbox"/> 4. Teacher/educationist <input type="checkbox"/> 5. Hair dresser/seamstress <input type="checkbox"/> 6. Security/police/military <input type="checkbox"/> 7. Civil Servant <input type="checkbox"/> 8. Other (specify.....)
10	How many hours per week do you work (include overtime and other paid work)	<input type="checkbox"/> 1. Less than 10 hrs <input type="checkbox"/> 2. 10 – 20 hrs <input type="checkbox"/> 3. 21 hrs. – 30 hrs. <input type="checkbox"/> 4. 31 hrs. – 40 hrs. <input type="checkbox"/> 5. 41hrs. and above
11	If you normally work more hours than is normal (say over 40 hrs) what is the main reasons?	<input type="checkbox"/> 1. To maintain my family living standard <input type="checkbox"/> 2. it is necessary for my career <input type="checkbox"/> 3. My work place demands <input type="checkbox"/> 4. Work plays a major role in my life <input type="checkbox"/> 5. Other (specific.....)
12	How much do you earn per month after taxes? (SLL – 7,500 = \$1)	<input type="checkbox"/> 1: Less than 220,000 <input type="checkbox"/> 2: 221,500 – 450,000 <input type="checkbox"/> 3: 451,500 – 750,000 <input type="checkbox"/> 4: 751,000 – 1,500,000 <input type="checkbox"/> 5: 1,501,000 – 3,750,000 <input type="checkbox"/> 6: 3,751,000 – 7,500,000 <input type="checkbox"/> 6: 7,501,000 and above
13	Who provides the main source of income in your home?	<input type="checkbox"/> 1. Self <input type="checkbox"/> 2. Partner/Spouse <input type="checkbox"/> 3. Children <input type="checkbox"/> 4. Parents <input type="checkbox"/> 5. Relatives <input type="checkbox"/> 6. Gov./NGO support <input type="checkbox"/> 7. Friends <input type="checkbox"/> 8. Other (Specify.....)
14	Is your current leader male or female?	<input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/> 3. Not Applicable
15	Have you ever had a female leader?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
16	Would you mind if you had a female leader?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No

SECTION B: CHILDHOOD EXPERIENCE

17	Who took care of you when you were growing up?	<input type="checkbox"/> 1. Mostly my mother/stepmother/female relative <input type="checkbox"/> 2. Mostly my father or step father or male relative <input type="checkbox"/> 3. Only mother <input type="checkbox"/> 4. Only father <input type="checkbox"/> 5. Nearly equal <input type="checkbox"/> 6. Other(specific)
18	What level of schooling did person who took care of you when you were growing up complete?	<input type="checkbox"/> 1 Never attended <input type="checkbox"/> 2 Primary level <input type="checkbox"/> 3 JSS Level <input type="checkbox"/> 4 SSS Level <input type="checkbox"/> 5 Vocational Level <input type="checkbox"/> 6 Tertiary Level (University/College) <input type="checkbox"/> 7 Other (Specify) _____

When you were a child or teenager, did your father or a not her man in the home:

Household Chores		Frequently	Sometimes	Hardly ever	Never	No answer
19	Prepare food	1	2	3	4	5
20	Clean the house	1	2	3	4	5
21	Wash clothes	1	2	3	4	5
22	Clean the bathroom/toilet	1	2	3	4	5
23	Take care of you or your siblings	1	2	3	4	5
24	Who had the final word in your house hold about decisions involving you and your brothers and sisters (their schooling, their activities)?	<input type="checkbox"/> 1. Mother <input type="checkbox"/> 2. Father <input type="checkbox"/> 3. Both equally <input type="checkbox"/> 4. Others (specific.....) <input type="checkbox"/> 5. Not Apply				

Who had the final word about decisions involving how your family spends money on:

25	Food and clothing	<input type="checkbox"/> 1. Mother <input type="checkbox"/> 2. Father <input type="checkbox"/> 3. Both equally <input type="checkbox"/> 4. Others (specific.....) <input type="checkbox"/> 5. Not Apply
26	Large investments such as buying/renting a car, or a house, or a household appliance	<input type="checkbox"/> 1. Mother <input type="checkbox"/> 2. Father <input type="checkbox"/> 3. Both equally <input type="checkbox"/> 4. Others (specific.....) <input type="checkbox"/> 5. Not Apply

Some questions about your child hood and teenage years, specifically from the time you were born until you were 18 years old. Did you do any of the following?

	Work Type	Yes	No	NA
27	Prepare food	1	0	2
28	Clean the House	1	0	2

29	Wash Clothes	1	0	2		
30	Working on the farm/garden	1	0	2		
31	Hawk/Street trading	1	0	2		
32	Care for siblings	1	0	2		
33	Fetch water and Firewood	1	0	2		
Now some statements will be read to you, and we would like to know how often each of the things described in the statements happened to you.						
Childhood experience		Never	Sometim es	Often	Very often	NA
34	I saw or heard my mother being beaten by her husband or boyfriend	1	2	3	4	5
35	Someone touched my buttocks or genitals or made me touch the man genitals when I did not want to	1	2	3	4	5
36	I was insulted or humiliated by someone in my Family in front of other people	1	2	3	4	5
37	I was spanked or slapped by my parents or adults in the home.	1	2	3	4	5
38	One or both of my parents were too drunk or high on drugs to take care of me	1	2	3	4	5
39	I had sex with someone because I was threatened or frightened or forced	1	2	3	4	5
40	I was beaten or physically punished at school by a teacher	1	2	3	4	5
41	I was threatened with physical punishment in my Home.	1	2	3	4	5

SECTION C: ATTITUDES ABOUT RELATIONSHIP BETWEEN MEN AND WOMEN

This section will ask you about your views regarding various issues in society. We are interested in your views regarding these statements. Please feel free any way you like—there are no right or wrong answers.						
Statements		Strongly agree	Agree	Disagree	Strongly Disagree	NA
42	When women work, they are taking jobs away from men	1	2	3	4	5
43	When women get rights, they are taking rights away from men	1	2	3	4	5
44	Rights for women mean that men lose out	1	2	3	4	5
45	When a woman is raped, she usually did something careless to put herself in that situation	1	2	3	4	5

46	In some rape cases women actually want it to happen	1	2	3	4	5
47	If a woman doesn't physically fight back, you can't really say it was rape	1	2	3	4	5
48	In any rape case one would have to question whether the victim is promiscuous or has a bad reputation	1	2	3	4	5

SECTION D: GENDER EQUALITY SCALE

The next set of questions will ask you about your views on relations between men and women. Please indicate if you totally agree, partially agree or disagree with the following statements.						
Attitudes		Totally Agree	Partially agree	Disagree		
49	A woman's most important role is to take care of her home and cook for her family.	1	2	3		
50	Men need sex more than women do.	1	2	3		
51	Men don't talk about sex; you just do it.	1	2	3		
52	There are times when a woman deserves to be beaten.	1	2	3		
53	Changing diapers, giving kids a bath, and feeding the kids are the mother's responsibility.	1	2	3		
54	It is a woman's responsibility to avoid getting pregnant.	1	2	3		
55	A man should have the final word about decisions in his home.	1	2	3		
56	Men are always ready to have sex.	1	2	3		
57	A woman should tolerate violence in order to keep her family together.	1	2	3		
58	I would be outraged if my wife asked me to use a condom.	1	2	3		
59	A man and a woman should decide together what type of contraceptive to use.	1	2	3		
60	I would never have a gay friend.	1	2	3		
61	If someone insults me, I will defend my reputation, with force if I have to.	1	2	3		
62	To be a man, you need to be tough	1	2	3		
63	Men are embarrassed if they are unable to get an erection during sex.	1	2	3		
64	To be a woman, you need to be submissive	1	2	3		
To what extent do you agree or disagree with the following statements?		Completely agree	Partly agree	Partly disagree	Completely disagree	Don't know
65	Gender equality, meaning that men and women are equal, has come far enough already	1	2	3	4	5

66	Gender equality has already been achieved for the most part	1	2	3	4	5
67	Work to achieve gender equality today benefits mostly well-to-do people	1	2	3	4	5
In order to correct gender inequalities in education and the workplace, it has been suggested in some countries that a fixed proportion or quota of university places and jobs as well as representation in government should be reserved for women in areas where women are in the minority.						
68	Are you for or against such a cultural norm which guarantees fixed leadership position for women in your chiefdom/community?	<input type="checkbox"/> 1. For <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. Don't know				
69	Are you for or against such a quota system which guarantees a fixed proportion of places for women to study in universities?	<input type="checkbox"/> 1. For <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. Don't know				
70	Are you for or against such a quota system which guarantees a fixed proportion of places for women in executive positions?	<input type="checkbox"/> 1. For <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. Don't know				
71	Are you for or against such laws that promote equal salaries right for men and women in the same position?	<input type="checkbox"/> 1. For <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. Don't know				

SECTION E: RELATIONS AT HOME QUESTIONS

Family Decisions Questions – These questions ask you about your current family		
72	Do you have a regular or stable partner? (<i>partner = boyfriend/girlfriend/spouse</i>).	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Section F)
73	How old is she/he?	<input type="checkbox"/> 1. 15 – 18 Yrs. <input type="checkbox"/> 2. 19 – 24 Yrs. <input type="checkbox"/> 3. 25 – 34 Yrs. <input type="checkbox"/> 4. 35 – 49 Yrs. <input type="checkbox"/> 5. 50 Yrs. & Above
74	Does your partner live with you?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q76)
75	How long have you lived with this partner?	<input type="checkbox"/> 1. Less 1 yr. <input type="checkbox"/> 2. 1 – 2 yrs. <input type="checkbox"/> 3. 3 – 4 yrs. <input type="checkbox"/> 4. 5 – 9 yrs. <input type="checkbox"/> 5. 10 yrs and above
76	Do you and your partner have the same level of education or do you have more schooling or does she (or he) have more schooling?	<input type="checkbox"/> 1. Same <input type="checkbox"/> 2. I am more educated <input type="checkbox"/> 3. She is more educated
77	What is the employment status of your partner?	<input type="checkbox"/> 1. Never worked <input type="checkbox"/> 2. Unemployed looking for work <input type="checkbox"/> 3. Unemployed not looking for work Formal <input type="checkbox"/> 4. Employed Informal <input type="checkbox"/> 5. Employed <input type="checkbox"/> 6. Retired <input type="checkbox"/> 7. Student <input type="checkbox"/> 8. Studying and Working <input type="checkbox"/> 9. On leave (Maternity). <input type="checkbox"/> 10. No answer

78	Do you and she(or he) both earn the same amount of money or does she(or he) have more money or you have more money?	<input type="checkbox"/> 1. Same <input type="checkbox"/> 2. I earn more <input type="checkbox"/> 3. She/he earns more <input type="checkbox"/> 4. Not Applicable					
Who in your family or relationship usually has the final say in how you spend money?							
79	Area of expenditure	Yourself	Wife or Partner	Jointly with partner	Someone Else	Jointly with someone	NA
80	Food and clothing	1	2	3	4	5	6
81	Large investments such as buying big of rice/animal/household appliance	1	2	3	4	5	6
82	Regarding spending time with family friends or relatives	1	2	3	4	5	6
83	Do you and your partner receive any outside help for tasks at home, including cleaning the house, preparing food and taking care of children?	<input type="checkbox"/> 1. Help from our child/children <input type="checkbox"/> 2. Paid help (maid, nanny etc.) <input type="checkbox"/> 3. Help from other (family, relative) <input type="checkbox"/> 4. No help <input type="checkbox"/> 5. Don't answer					
If you disregard the help you receive from others, how do you and your partner divide the following tasks:							
Tasks		I do everything	Usually me	Shared equally/done together	Usually Partner	Partner does everything	Does not apply
84	Washing Clothes	1	2	3	4	5	6
85	House repairs	1	2	3	4	5	6
86	Buying food	1	2	3	4	5	6
87	Cleaning the house	1	2	3	4	5	6
88	Cleaning the bathroom/toilet	1	2	3	4	5	6
89	Preparing food	1	2	3	4	5	6
90	Paying bills	1	2	3	4	5	6
91	What do you think of this division of Tasks?	<input type="checkbox"/> 1. She does a lot more <input type="checkbox"/> 2. She does a little more <input type="checkbox"/> 3. We do equally <input type="checkbox"/> 4. I do a little more <input type="checkbox"/> 5. I do a lot more					
92	Are you satisfied with this division?	<input type="checkbox"/> 1. Very Satisfied <input type="checkbox"/> 3. Unsatisfied		<input type="checkbox"/> 2. Fairly Satisfied <input type="checkbox"/> 4. Don't answer			
93	Do you think your partner is satisfied?	<input type="checkbox"/> 1. Very Satisfied <input type="checkbox"/> 3. Unsatisfied		<input type="checkbox"/> 2. Fairly Satisfied <input type="checkbox"/> 4. Don't answer			

SECTION F: VOILENCE AGAINST WOMEN

94	Have you ever had a female partner?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No(skip to Section F Q)			
	How many times...	Never	Once	More than1 time	Did this happen last year?
95	Have you ever slapped a partner or thrown something at her that could hurt her?	0	1	2	3(Yes)
96	Have you ever had pushed or shoved a partner?	0	1	2	3(Yes)
97	Have you ever had hit a partner with a fist or with something else that could hurt her?	0	1	2	3(Yes)
98	Have you ever had kicked, dragged, beaten, choked or burned a partner?	0	1	2	3(Yes)
99	Have you ever had threatened to use or actually used a gun, knife or other weapon against a partner?	0	1	2	3(Yes)
100	Do you have a male friend who uses physical violence against his female partner or wife?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 99. No answer			
101	Would you be capable of questioning/challenging his behaviour?	<input type="checkbox"/> 1. Yes, I would <input type="checkbox"/> 2. Yes ,I have already in fact <input type="checkbox"/> 3. No <input type="checkbox"/> 99. No answer			
102	What would you do if you saw a male friend use violence against a woman?	<input type="checkbox"/> 1. Intervene during the episode <input type="checkbox"/> 2. Speak to him after the episode <input type="checkbox"/> 3. Avoid/shun the stranger guy <input type="checkbox"/> 4. Call the police <input type="checkbox"/> 5. Do nothing, it is their problem <input type="checkbox"/> 6. Mobilize the neighbours			
102a	Do you believe that you can Prevent SGBV in your community?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response			
103	Have you ever talked to your son or a boy you care for in the home or outside the home about violence against women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Not Applicable <input type="checkbox"/> 4. No answer			

SECTIONG: POLICIES:

104	Is there a law in your community that guarantees child's, right?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No(skip to Q 106) <input type="checkbox"/> 3. Don't know(skip to Q 106)
105	If yes, how long is the leave?	<input type="checkbox"/> 1. Less than a week <input type="checkbox"/> 2. One-two weeks <input type="checkbox"/> 3. 3-4weeks <input type="checkbox"/> 4. 1-2months <input type="checkbox"/> 5. 3-4months <input type="checkbox"/> 6. 4-5months <input type="checkbox"/> 7. Morethan5months
106	Do you think women's right should be guaranteed bylaw?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know

107	Is there a law in your community that guarantees women/girls protection?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No(skip to Q 109) <input type="checkbox"/> 3. Don't know(skip to Q 109)		
108	If yes, how long has it been in place?	<input type="checkbox"/> 1. Less than a week <input type="checkbox"/> 2. One-two weeks <input type="checkbox"/> 3. 3-4weeks <input type="checkbox"/> 4. 1-2months <input type="checkbox"/> 5. 3-4months <input type="checkbox"/> 6. 4-5months <input type="checkbox"/> 7. Morethan5months		
109	Do you feel that divorce or separation laws in your country/community favour the man or the woman?	<input type="checkbox"/> 1. Man <input type="checkbox"/> 2. Woman <input type="checkbox"/> 3. Both are treated equally <input type="checkbox"/> 4. Don't know		
110	Do you feel that men and women have equal chances to get custody of the child(ren) and property in a divorce proceeding?	<input type="checkbox"/> 1. Man <input type="checkbox"/> 2. Woman <input type="checkbox"/> 3. Both are treated equally <input type="checkbox"/> 4. Don't know		
111	Is shared custody common in your community?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know		
112	Do you feel child support laws (meaning laws that oblige fathers to provide income for their biological children even if they are not living with those children) in your country/community are?	<input type="checkbox"/> 1. Fair to both men and women <input type="checkbox"/> 2. Unfair to men <input type="checkbox"/> 3. Unfair to women <input type="checkbox"/> 4. Don't know		
113	Are there any bi-laws in your community about violence against women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q 119) <input type="checkbox"/> 3. Don't know (skip to Q 119)		
About these laws, do you think that?		Agree	Partly agree	Disagree
114	They make it too easy for a woman to bring a violence charge against a man.	1	2	3
115	They are too harsh.	1	2	3
116	They are not harsh enough.	1	2	3
117	They do not provide enough protection for women/girls/victim of violence.	1	2	3
118	They expose the woman to even more stigmatization and pain.	1	2	3
119	Are there laws/policies in your country/community that protect people who are perpetrator of VAWG?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q 121) <input type="checkbox"/> 3. Don't know(skip to Q 121)		
120	What do you think of these laws/polices?	<input type="checkbox"/> 1. Support <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. No opinion		
Campaigns and activities in your community				
121	Have you ever heard of any campaigns or activities in your community or workplace that talk about preventing violence against women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response		
122	Have you ever seen an advertisement or public service announcement on radio questioning men's use of violence against women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response		

123	Have you ever participated in an activity (group session, rally, etc.) in your community or workplace to question other men's use of violence against women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
124	Have you ever heard of any campaigns or activities in your community or workplace that promote men's involvement as fathers?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
125	Have you ever participated in an activity (group session, rally, etc.) in your community or workplace to talk about fatherhood or your role in your children's lives?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response

SECTION G: PARENTING AND MEN'S RELATIONSHIPS WITH THEIR CHILDREN

These questions are about yourself and the children you may have fathered or adopted or children who may live with you even if they are not legally or biologically yours. We want to know how your relationship with them is. Please feel free and remember that the information you share with us will be kept secret from anyone not concerned here and will only be used for research purposes.

125	Do you have any BIOLOGICAL child/children?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q 151)
126	How many biological children?	Number.....
127	Do any of your biological child/children live IN YOUR HOUSEHOLD?	<input type="checkbox"/> 1. Yes, all <input type="checkbox"/> 2. Yes, not all <input type="checkbox"/> 3. None (skip to Q 151)
128	How many children altogether (biological and other) live with you IN YOUR HOUSEHOLD? (If no children live in household, skip to Q 151)	Number of children.....
129	Who in your family usually has the final say regarding the health of women at home?	<input type="checkbox"/> 1. Yourself <input type="checkbox"/> 2. Wife/Partner <input type="checkbox"/> 3. Jointly with Partner <input type="checkbox"/> 4. Someone else <input type="checkbox"/> 5. Jointly with someone else <input type="checkbox"/> 6. Other (Specify.....)
130	Who in your family usually has the final say regarding the health of children at home?	<input type="checkbox"/> 1. Yourself <input type="checkbox"/> 2. Wife/Partner <input type="checkbox"/> 3. Jointly with Partner <input type="checkbox"/> 4. Someone else <input type="checkbox"/> 5. Jointly with someone else <input type="checkbox"/> 6. Other
131	Was it you or your partner who wanted to have a child the last time you had a child or adopted one?	<input type="checkbox"/> 1. Mostly me <input type="checkbox"/> 2. Mostly my partner <input type="checkbox"/> 3. Both equally <input type="checkbox"/> 4. Not planned
132	Did you accompany the mother(s) of your child(ren) to a prenatal visit during the last or the present pregnancy?	<input type="checkbox"/> 1. I do not know if she had/has prenatal visits <input type="checkbox"/> 2. She did/does not have prenatal care <input type="checkbox"/> 3. Yes, I went/go with her to every visit <input type="checkbox"/> 4. Yes, to some visits <input type="checkbox"/> 5. No, not to any visit

Do the following circumstances apply to your everyday life in your home?

Circumstances		Yes	No	Don't Know	NA		
133	I spend too little time with my children on account of my job	1	0	2	3		
134	I would work less if it meant that I could spend more time with my children	1	0	2	3		
135	Overall, I have the main responsibility for providing for the family	1	0	2	3		
136	I am afraid that I would lose contact with the children if the relationship broke up	1	0	2	3		
137	My role in caring for my children is mostly as a helper.	1	0	2	3		
<i>The next questions will ask you about the amount of time you spend with your children doing different things with or for them.</i>							
Disregarding the help you and/or your partner may get from others, how do you and your partner distribute the following tasks related to the care of children?							
Daily Task		Always me	Usually me	Equally or done together	Usually partner	Always partner	NA
138	Daily care of child	1	2	3	4	5	6
139	Staying at home with a child when he/she is sick	1	2	3	4	5	6
140	Collecting child from school/day care centre	1	2	3	4	5	6
141	Driving or taking the child to leisure- time activities	1	2	3	4	5	6
If you have children between 0-4 living with you, how often do you do any of the following together or for your children?			Rarely or Never	Now & again	Several Times a Week	Every Day	
141	How often do you play with your children at home?	1	2	3	4		
142	How often do you cook or fix food for your children?	1	2	3	4		
143	How often do you change diapers or any clothes of your children?	1	2	3	4		
144	How often do you give a bath to your children?	1	2	3	4		
If you have children between the ages of 5-13 living with you, how often do you do any of the following together or for your children?			Rarely or Never	Now & again	Several Times a Week	Every Day	
145	How often do you play with your children at home?	1	2	3	4		
146	How often do you talk about personal matters with your children?	1	2	3	4		
147	How often do you do physical exercise or play	1	2	3	4		

Games outside home with your children?					
148	How often do you help them with their homework?	1	2	3	4
149	How often do you cook or fix food for your children?	1	2	3	4
150	How often do you wash clothes for your children?	1	2	3	4
Respondents with Biological children that are under the age of 18 not living with them					
151	How many days per week do you see the biological child not living with you?	<input type="checkbox"/> 1. Less than one day <input type="checkbox"/> 2. 1to3days <input type="checkbox"/> 3. 4to5days <input type="checkbox"/> 4. 6to7days			
152	Do you provide financial support for your biological children who do not live with you?	<input type="checkbox"/> 0. No <input type="checkbox"/> 1. Occasionally <input type="checkbox"/> 2. Frequently <input type="checkbox"/> 3. Pay most expenses			

7.3. Women Questionnaire

**AN ENDLINEASSESSMENT
OF MEN AND WOMEN'S ATTITUDES AND PRACTICES RELATING TO GENDER EQUALITY IN
24 COMMUNITIES IN KAILAHUN, KONO AND KENEMA DISTRICTS
WOMEN QUESTIONNAIRE**

Introduction

Good morning/afternoon. My name is.....I am part of a team recruited and **hired by Marine Environment Consortium Sierra Leone**, a consultancy firm, to talk about men's attitudes and practices on a wide variety of topics related to gender equality – as well as gauging women's perspectives on such practices, their opinions and reports of their own experiences.

I would be very grateful if you could spare some time to answer a few questions relating to gender equality issues. This survey will let us know decision making and actions taken to address issues affecting women in our communities.

Please be informed that this exercise does not promise any direct benefits. It is entirely a research effort geared towards the understanding of the situation of gender inequality problems in Sierra Leone, particularly in the districts and chiefdoms of the targeted communities and how to improve them.

The information you provide will be treated with the utmost confidentiality by me and Consortium. To ensure this, we shall aggregate the information we are collecting from all individuals we interview and no respondent's name will be mentioned or reflected in the final report. If at any time you want to stop the interview, please let me know. Equally, if there is any question you do not want to answer, feel free to tell me. However, it will really be helpful if you could spare time to talk to us on these issues. The interview will last about 45 minutes – 1 hour. There are no 'right' or 'wrong' answers to the questions I ask you. What this survey requires is honest/sincere answers.

Are you willing for me to continue this interview?

1 Yes - (Please Sign/Thumb print.....) 2 No - (End Interview).

Enumerator's Name: _____

Date: ____/____/2017 **Time started:** _____

Chiefdom Code _____ **Community** _____

District Code _____ **Locality status:** 01 Urban 02 Rural

QUESTIONNAIRE ID:

SECTION A – RESPONDENT’S DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

1	Respondent's gender	<input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female
2	Respondent’s age	<input type="checkbox"/> 1. 15 – 18 Yrs. <input type="checkbox"/> 2. 19 – 24 Yrs. <input type="checkbox"/> 3. 25 – 34 Yrs. <input type="checkbox"/> 4. 35 – 49 Yrs. <input type="checkbox"/> 5. 50 Yrs. & Above
3	Respondent’s marital status	<input type="checkbox"/> 1 Single <input type="checkbox"/> 2 Married <input type="checkbox"/> 3 Separated <input type="checkbox"/> 4 Divorced <input type="checkbox"/> 5 Widowed
4	Respondent’s Religion	<input type="checkbox"/> 1 Muslim <input type="checkbox"/> 2 Christian <input type="checkbox"/> 3 Traditional <input type="checkbox"/> 4 None <input type="checkbox"/> 5 Other (Please specify _____)
5	Educational attainment	<input type="checkbox"/> 1 Never attended <input type="checkbox"/> 2 Primary level <input type="checkbox"/> 3 JSS Level <input type="checkbox"/> 4 SSS Level <input type="checkbox"/> 5 Vocational Level <input type="checkbox"/> 6 Tertiary Level (University/College) <input type="checkbox"/> 7 Other (Specify) _____
6	How old is your partner?	<input type="checkbox"/> 1. 15 – 18 Yrs. <input type="checkbox"/> 2. 19 – 24 Yrs. <input type="checkbox"/> 3. 25 – 34 Yrs. <input type="checkbox"/> 4. 35 – 49 Yrs. <input type="checkbox"/> 5. 50 Yrs. & Above
7	Do you and your partner have the same level of education or do you have more schooling or does she (or he) have more schooling?	<input type="checkbox"/> 1. Same <input type="checkbox"/> 2. I am more educated <input type="checkbox"/> 3. He more educated
8	Do you and he (or she) both earn the same amount of money or does she(or he)have more money or you have more money?	<input type="checkbox"/> 1. Same <input type="checkbox"/> 2. I earn more <input type="checkbox"/> 3. She/he earns more <input type="checkbox"/> 4. Not Applicable
9	Who provides the source of income in your home?	<input type="checkbox"/> 1 Self <input type="checkbox"/> 2. Partner/Spouse <input type="checkbox"/> 3. Children <input type="checkbox"/> 4. Parents <input type="checkbox"/> 5. Relatives <input type="checkbox"/> 6. Gov./NGO support <input type="checkbox"/> 7. Friends <input type="checkbox"/> 8. Other (Specify.....)
10	How much do you earn per month after taxes? (SLL – 7,500 = \$1)	<input type="checkbox"/> 1: Less than 220,000 <input type="checkbox"/> 2: 221,500 – 450,000 <input type="checkbox"/> 3: 451,500 – 750,000 <input type="checkbox"/> 4: 751,000 – 1,500,000 <input type="checkbox"/> 4: 1,501,000 – 3,750,000 <input type="checkbox"/> 5: 3,751,000 – 7,500,000 <input type="checkbox"/> 6: 7,501,000 and above
11	What is your employment status?	<input type="checkbox"/> 1 Never worked <input type="checkbox"/> 2 Unemployment <input type="checkbox"/> 3 Formally Employed <input type="checkbox"/> 4 Informally employed <input type="checkbox"/> 5 Retired <input type="checkbox"/> 6 Other

12	Respondent's Occupation	<input type="checkbox"/> 1 Unemployed <input type="checkbox"/> 2 Farmer/Gardner <input type="checkbox"/> 3 Hair dresser/Seamstress <input type="checkbox"/> 4 Civil Servant <input type="checkbox"/> 5 Nurse/health worker <input type="checkbox"/> 6 Petty Trader <input type="checkbox"/> 7 Teacher/Educationist <input type="checkbox"/> 8 Security/Police/Military <input type="checkbox"/> 9 Petty Trader <input type="checkbox"/> 10 Other (Specify _____)
13	How many hours per week do you work (include overtime and other paid work)	<input type="checkbox"/> 1. Less than 10 hrs <input type="checkbox"/> 2. 10 – 20 hrs <input type="checkbox"/> 3. 21 hrs. – 30 hrs. <input type="checkbox"/> 4. 31 hrs. – 40 hrs. <input type="checkbox"/> 5. 41hrs. and above
14	How many persons do live with you? (State number(s))	None Male: _____ Female: _____ Total _____
15	Category of persons that live with you	<input type="checkbox"/> 1. Partner/Spouse <input type="checkbox"/> 2. Children <input type="checkbox"/> 3. Parents <input type="checkbox"/> 4. Relatives <input type="checkbox"/> 5. Friends <input type="checkbox"/> 6. Other
16	What is your partner's employment status?	<input type="checkbox"/> 1 Never worked <input type="checkbox"/> 2 Unemployment <input type="checkbox"/> 3 Formally Employed <input type="checkbox"/> 4 Informally employed <input type="checkbox"/> 5 Retired <input type="checkbox"/> 6 Other

SECTION B: ATTITUDES ABOUT RELATIONSHIP BETWEEN MEN AND WOMEN

This section will ask you about your views regarding various issues in society . We are interested in your views regarding these statements .Please feel free any way you like—there are no right or wrong answers.						
Statements		Strongly agree	Agree	Disagree	Strongly Disagree	NA
17	When women work, they are taking jobs away from men	1	2	3	4	5
18	When women get rights, they are taking rights away from men	1	2	3	4	5
19	Rights for women mean that men lose out	1	2	3	4	5
20	When a woman is raped, she usually did something careless to put herself in that situation	1	2	3	4	5
21	In some rape cases women actually want it to happen	1	2	3	4	5
22	If a woman doesn't physically fight back, you can't really say it was rape	1	2	3	4	5
23	In any rape case one would have to question whether the victim is promiscuous or has a bad reputation	1	2	3	4	5

Gender Equality Scale

The next set of questions will ask you about your views on relations between men and women . Please indicate if you totally agree, partially agree or disagree with the following statements.				
	Attitudes	Totally Agree	Partially agree	Disagree

24	A woman's most important role is to take care of her home and cook for her family.	1	2	3		
25	Men need sex more than women do.	1	2	3		
26	Men don't talk about sex; you just do it.	1	2	3		
27	There are times when a woman deserves to be beaten.	1	2	3		
28	Changing diapers, giving kids a bath, and feeding the kids are the mother's responsibility.	1	2	3		
29	It is a woman's responsibility to avoid getting pregnant.	1	2	3		
30	A man should have the final word about decisions in his home	1	2	3		
31	Men are always ready to have sex.	1	2	3		
32	A woman should tolerate violence in order to keep her family together.	1	2	3		
33	I would be outraged if my husband wanted to use a condom with me.	1	2	3		
34	A man and a woman should decide together what type of contraceptive to use.	1	2	3		
35	I would never have a gay friend.	1	2	3		
36	A man can hit his wife if she does not have sex with him	1	2	3		
37	If someone insults me, I will defend my reputation, with force if I have to.	1	2	3		
38	To be a man, you need to be tough	1	2	3		
39	Men should be embarrassed if they are unable to get an erection during sex.	1	2	3		
40	To be a woman, you need to be submissive	1	2	3		
To what extent do you agree or disagree with the following statements?		Completely agree	Partly agree	Partly disagree	Completely disagree	Don't know
41	Gender equality, meaning that men and women are equal, has come far enough already	1	2	3	4	5
42	Gender equality has already been achieved for the most part	1	2	3	4	5
43	Work to achieve gender equality today benefits mostly well-to-do people	1	2	3	4	5
In order to correct gender inequalities in education and the workplace, it has been suggested in some countries that a fixed proportion or quota of university places and jobs as well as representation in government should be reserved for women in areas where women are in the minority.						
44	Are you for or against such a cultural norm which guarantees fixed leader position for women in your chiefdom/community?	<input type="checkbox"/> 1. For <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. Don't know				
45	Are you for or against such a quota system which guarantees a fixed proportion of places for women to study in universities?	<input type="checkbox"/> 1. For <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. Don't know				

46	Are you for or against such a quota system which guarantees a fixed proportion of places for women in executive positions?	<input type="checkbox"/> 1. For <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. Don't know
47	Are you for or against such laws that promote equal salaries right for men and women in the same position?	<input type="checkbox"/> 1. For <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. Don't know

SECTIONC: RELATIONS AT HOME QUESTIONS

Family Decisions Questions – These questions ask you about your current family

48	Does your partner live with you? (partner = <i>boyfriend/girlfriend/spouse</i>).	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to) <input type="checkbox"/> 3. Do not have a partner (skip to) <input type="checkbox"/> 4. Don't answer
----	--	--

Who in your family or relationship usually has the final say in how you spend money?

49	Area of expenditure	Yourself	Wife or Partner	Jointly with partner	Someone else	Jointly with someone	NA
50	Food and clothing	1	2	3	4	5	6
51	Large investments such as buying big items such as rice/animal/household appliance	1	2	3	4	5	6
52	Regarding spending time with family friends or relatives	1	2	3	4	5	6

53	Do you and your partner receive any outside help for tasks at home, including cleaning the house, preparing food and taking care of children?	<input type="checkbox"/> 1. Help from our child/children <input type="checkbox"/> 2. Paid help (maid, nanny, etc.) <input type="checkbox"/> 3. Help from other (family, relative) <input type="checkbox"/> 4. No help <input type="checkbox"/> 5. Don't answer
----	---	--

If you disregard the help you receive from others, how do you and your partner divide the following tasks:

	Tasks	I do everything	Usually me	Shared equally/done together	Usually Partner	Partner does everything	Does not apply
54	Washing Clothes	1	2	3	4	5	6
55	House repairs	1	2	3	4	5	6
56	Buying food	1	2	3	4	5	6
57	Cleaning the house	1	2	3	4	5	6
58	Cleaning the bathroom/toilet	1	2	3	4	5	6
59	Preparing food	1	2	3	4	5	6
60	Paying bills	1	2	3	4	5	6

61	What do you think of this division of Tasks?	<input type="checkbox"/> 1. She does a lot more <input type="checkbox"/> 2. She does a little more <input type="checkbox"/> 3. We do equally <input type="checkbox"/> 4. I do a little more <input type="checkbox"/> 5. I do a lot more
62	Are you satisfied with this division?	<input type="checkbox"/> 1. Very Satisfied <input type="checkbox"/> 2. Fairly Satisfied <input type="checkbox"/> 3. Unsatisfied <input type="checkbox"/> 4. Don't answer
63	Do you think your partner is satisfied?	<input type="checkbox"/> 1. Very Satisfied <input type="checkbox"/> 2. Fairly Satisfied <input type="checkbox"/> 3. Unsatisfied <input type="checkbox"/> 4. Don't answer

SECTION D: VOILENCE AGAINST WOMEN

64	Have you ever had a male partner	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q 70)			
	How many times...	Never	Once	More than 1 time	Did this happen last year?
65	Has any male partner ever slapped YOU or thrown something at you that could hurt you?	1	0	2	3(Yes)
66	Has a male partner ever pushed or shoved you?	1	0	2	3(Yes)
67	Has a male partner ever hit you with a fist or with something else that could hurt you?	1	0	2	3(Yes)
68	Has a male partner ever kicked, dragged, beaten, choked or burned YOU?	1	0	2	3(Yes)
69	Has a male partner ever threatened to use or actually used a gun, knife or other weapon against You?	1	0	2	3(Yes)

SECTION E: POLICY

70	Do you think women's right should be guaranteed bylaw?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
71	Is there a law in your community that guarantees women/girls protection?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q 72) <input type="checkbox"/> 3. Don't know (skip to Q 72)
72	If yes, how long has it been in place?	<input type="checkbox"/> 1. Less than a week <input type="checkbox"/> 2. One-two weeks <input type="checkbox"/> 3. 3-4weeks <input type="checkbox"/> 4. 1-2months <input type="checkbox"/> 5. 3-4months <input type="checkbox"/> 6. 4-5months <input type="checkbox"/> 7. Morethan5months
72	Do you feel that divorce or separation laws in your country/community favour the man or the woman?	<input type="checkbox"/> 1. Man <input type="checkbox"/> 2. Woman <input type="checkbox"/> 3. Both are treated equally <input type="checkbox"/> 4. Don't know
73	Do you feel that men and women have equal chances to get custody of the child(ren) and property in a divorce proceeding?	<input type="checkbox"/> 1. Man <input type="checkbox"/> 2. Woman <input type="checkbox"/> 3. Both are treated equally <input type="checkbox"/> 4. Don't know

74	Is shared custody common in your community?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know		
75	Do you feel child support laws (meaning laws that oblige fathers to provide income for their biological children even if they are not living with those children) in your country/community are?	<input type="checkbox"/> 1. Fair to both men and women <input type="checkbox"/> 2. Unfair to men <input type="checkbox"/> 3. Unfair to women <input type="checkbox"/> 4. Don't know		
76	Are there any laws in your country community about violence against women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q 82) <input type="checkbox"/> 3. Don't know(skip to Q 82)		
	About these laws, do you think that?	Agree	Partly agree	Disagree
77	They make it too easy for a woman to bring a violence charge against a man.	1	2	3
78	They are too harsh.	1	2	3
79	They are not harsh enough.	1	2	3
80	They do not provide enough protection for women/girls/victim of violence.	1	2	3
81	They expose the woman to even more stigmatization and pain.	1	2	3
82	Are there laws/policies in your country that protect people who are perpetrator VAWG.	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q 85) <input type="checkbox"/> 3. Don't know(skip to Q 85)		
83	What do you think of these laws/polices?	<input type="checkbox"/> 1. Support <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. No opinion		
85	Are there laws/policies in your country/community that guarantee civil union or marriage between same-sex or gay or lesbian couples?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q 87) <input type="checkbox"/> 3. Don't know (skip to Q 87)		
86	What do you think of these laws/polices?	<input type="checkbox"/> 1. Support <input type="checkbox"/> 2. Against <input type="checkbox"/> 3. No opinion <input type="checkbox"/> 4. Needed		
Campaigns and activities in your community				
87	Have you ever heard of any campaigns or activities in your community or workplace that talk about preventing violence against women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response		
88	Have you ever seen an advertisement or public service announcement on radio television questioning men's use of violence against women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response		
89	Have you ever participated in an activity (group session, rally, etc.) in your community or workplace to question other men's suse of violence against women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response		
90	Have you ever heard of any campaigns or activities in your community or workplace that promote men's involvement as fathers?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response		

91	Have you ever participated in an activity (group session, rally, etc.) in your community or workplace to talk about fatherhood or your role in your children's lives?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
92	Have you ever heard of any campaigns or activities in your community or workplace that question homophobia or discrimination against homosexuals?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
92a	Are you aware of safe any space for women and Girls in your community?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
92b	If yes to Q92a, have you ever used it?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
92c	If yes to Q92b, are you still using the safe space facility in your community?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
92d	Are you aware of the root causes of Violence against women and girls?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
92e	Please name some of these root causes of VAWG
92f	Do you feel confident in reporting sexual and gender-based violence (SGBV) incidents in your community?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
92g	Are you aware of places to go for psychosocial assistance in case of SGBV incidents?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
92h	Is your husband helping you with household chores more now than three years ago?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response
92i	Do you feel safe in your community?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. No Response

SECTION E: PARENTING AND WOMEN'S RELATIONSHIPS WITH THEIR CHILDREN

These questions are about yourself and the children you may have fathered or adopted, or children who may live with you even if they are not legally or biologically yours. We want to know how your relationship with them is. Please feel free and remember that the information you share with us will be kept secret from any one not concerned here and will only be used for research purposes.

93	Do you have any BIOLOGICAL child/children?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (skip to Q 95)
94	How many biological children?	Number.....
95	Do any of your biological child/children live IN YOUR HOUSEHOLD?	<input type="checkbox"/> 1. Yes ,all <input type="checkbox"/> 2. Yes, not all <input type="checkbox"/> 3. None(skip to Q 123)
96	How many children altogether (biological and other) live with you IN YOUR HOUSEHOLD? (If no children live in household, skip to 123)	Number of children.....

97	Is your current partner the biological father of your BIOLOGICAL child (ren) who are living with you?	<input type="checkbox"/> 1. Yes, all <input type="checkbox"/> 2. Yes, not all <input type="checkbox"/> 3. None(skip to Q 123) <input type="checkbox"/> 4. None
98	How many days per week does the father of the children see them? INTERVIEWER: If the woman has more than one ex-partner ask about the father of the youngest child	<input type="checkbox"/> 1. I was a single mother <input type="checkbox"/> 2. He is dead <input type="checkbox"/> 3. He never sees the children <input type="checkbox"/> 4. 1 to 3 days <input type="checkbox"/> 5. 4 to 5 days <input type="checkbox"/> 6. 6 to 7 days
99	Does he provide financial support?	<input type="checkbox"/> 0. No <input type="checkbox"/> 1. Occasionally <input type="checkbox"/> 2. Frequently <input type="checkbox"/> 4. Pay most expenses
100	Who in your family usually has the final say regarding the health of women at home?	<input type="checkbox"/> 1. Yourself <input type="checkbox"/> 2. Wife/Partner <input type="checkbox"/> 3. Jointly with Partner <input type="checkbox"/> 4. Someone else <input type="checkbox"/> 5. Jointly with someone else <input type="checkbox"/> 6. Other
101	Who in your family usually has the final say regarding the health of children at home?	<input type="checkbox"/> 1. Yourself <input type="checkbox"/> 2. Wife/Partner <input type="checkbox"/> 3. Jointly with Partner <input type="checkbox"/> 4. Someone else <input type="checkbox"/> 5. Jointly with someone else <input type="checkbox"/> 6. Other
102	Was it you or your partner who wanted to have a child the last time you had a child or adopted one?	<input type="checkbox"/> 1. Mostly me <input type="checkbox"/> 2. Mostly my partner <input type="checkbox"/> 3. Both equally <input type="checkbox"/> 4. Not planned
103	Did you accompany the mother(s) of your child (ren) to a prenatal visit during the last or the present pregnancy?	<input type="checkbox"/> 1. I do not know if she had/has prenatal visits <input type="checkbox"/> 2. She did/does not have prenatal care <input type="checkbox"/> 3. Yes, I went/go with her to every visit <input type="checkbox"/> 4. Yes, to some visits <input type="checkbox"/> 5. No, not to any visit

Do the following circumstances apply to your everyday life in your home?

Circumstances		Yes	No	Don't Know	NA
104	I spend too little time with my children on of my job	1	0	2	3
105	I would v workless if it me ant that I could spend more time with my children	1	0	2	3
106	Over all, I have the main responsibility for providing for the family	1	0	2	3
107	I am afraid that I would lose contact with the children if the relationship broke up	1	0	2	3
108	My role in caring for my children is mostly as a helper.	1	0	2	3

The next questions will ask you about the amount of time you spend with your children doing different things with or for them.

How do/did you and your partner distribute the following tasks related to the care of children?							
Daily Task		Always me	Usually me	Equally or done together	Usually partner	Always partner	NA
109	Daily care of child	1	2	3	4	5	3
110	Staying at home with a child when he/she is sick	1	2	3	4	5	3
111	Collecting child from school/day care centre	1	2	3	4	5	3
112	Driving/taking the child to leisure-time activities	1	2	3	4	5	3
If you have children between 0-4 living with you, how often do you do any of the following together or for your children?				Rarely or Neve	Now& again	Several Times a Week	Every Day
113	How often do you play with your children at home?			1	2	3	4
114	How often do you cook or fix food for your children?			1	2	3	4
115	How often do you change diapers or any clothes of your children?			1	2	3	4
116	How often do you give a bath to your children?			1	2	3	4
If you have children between the ages of 5-13 living with you, how often do you do any of the following together or for your children?				Rarely or Neve	Now& again	Several Times a Week	Every Day
117	How often do you play with your children at home?			1	2	3	4
118	How often do you talk about personal matters with your children?			1	2	3	4
119	How often do you do physical exercise or play			1	2	3	4
Games outside home with your children?							
120	How often do you help them with their homework?			1	2	3	4
121	How often do you cook or fix food for your children?			1	2	3	4
122	How often do you wash clothes for your children?			1	2	3	4
Respondents with Biological children that are under the age of 18 not living with them							
123	How many days per week do you see the biological child not living with you?			<input type="checkbox"/> 1. Less than one day <input type="checkbox"/> 2. 1to3days <input type="checkbox"/> 3. 4to5days <input type="checkbox"/> 4. 6to7days			
124	Do you provide financial support for your biological children who do not live with you?			<input type="checkbox"/> 0. No <input type="checkbox"/> 1. Occasionally <input type="checkbox"/> 2. Frequently <input type="checkbox"/> 3. Pay most expenses			

7.4. KII & FGD Topic Guides

Interview Guide1: Key Informant Interview Guide- Local Authorities

Thanks for agreeing to speak with me. I'd like to begin by asking a bit of background information.

1. **Tell me about yourself**, who you are in this community and the role Protecting Violence against women and girls?

Probe for:

- *The persons understanding of Violence against women and girls*
- *Your understanding of gender roles and relationships.*
- *Your specific role in combating **Violence against Women and Girls***
- *Any specific age group of women and girls affected by violence against women and girls (e.g. adolescents)*
- *Understanding of men's attitudes and practices towards their partners*

2. **Attitudes about Relationship**: What are your views about the relationship between man and woman?

Probe for:

- *views on the work women do – whether it means taken jobs away from men.*
- *whether right for women means men loss out*
- *whether women are responsible (i.e. – raped because of their carelessness) for them being raped. Whether women actually want rape to happen?*
- *Whether rape is linked to promiscuity*

3. **Gender Equality Scale**: Please comment on gender roles in this community

Probe for:

- *What in your view are regarded in this community as the most important roles for a woman? What about cooking, cleaning and taken care of kids?*
- *Men generally need sex more than women do. They are always ready to have sex. Who is responsible for avoiding pregnancy in a relationship (a man, woman or both? Why do you think so?*
- *who final saying in the home?*
- *A man should be tough just as a woman should be submissive.*
- *Understanding of gender equality*
- *what is your position on the Position on the cultural norm which guarantees fixed leadership position for women in your chieftdom/community?*
- *Are you for or against such laws that promote equal salaries right for men and women in the same position?*

4. Violence against Women and Girls

What do you know about SGBV in this community?

- **Probe for:**
 - *Respondent's awareness of SGBV*
 - *Frequency of the incident of SGBV*

- *Types/forms of SGBV - examples*
- *The perpetrators of SGBV*
- *Community reactions to SGBV incidents*
- *Reporting of SGBV in the community? Are there penalties for not reporting?*
- *The root Causes of SGBV*
- *Awareness of existing Bylaws in the community to eradicate/reduce SGBV*
- *Personal and community Efforts to reduce FGD*
- *The things that makes women and girls safer in their communities*
- *Whether women are girls are safer now than 3 year ago – I mean before the EMAP project was introduced*

5. Parenting and Men's Relationships with their children?

Probe for:

- *Who in the family usually has the final say regarding the health of children at Home?*
- *Who has decisions for child bearing in the home?*
- *Awareness of men accompanying their partners to clinics during pregnancy?*
- *Who spend more time with the children at home? Why is this?*
- *Whether men normally play with their children?*
- *Spending time with children and helping them*
- *Visits to children not living with their parents*

Thank you for taking off time to be part of this interview.

Interview Guide2: KI Interview with Community Leaders - Topic Guide – Men/Women

Thanks for agreeing to speak with us. I'd like to begin by asking a bit of background information.

Key issues

1. Participants Characteristics:

Your occupation, educational status, Marital/Partner status

Tell me about yourselves:

- Who are you in this community and what is your individual in Protecting Violence against women and girls?
- 2. **Attitudes about Relationship:** What are your views about the relationship between man and woman?

Probe for:

- views on the work women do – whether it means taken jobs away from men
 - Whether women work more in the home
 - whether right for women means men loss out
 - Whether women are responsible (i.e. – raped because of their carelessness) for them being raped. Whether women actually want to be raped?
 - Whether rape is linked to promiscuity
3. **Gender Equality Scale:** Please comment on gender roles in this community
- #### **Probe for:**
- What in your view are regarded in this community as the most important roles for a woman? What about cooking, cleaning and taken care of kids?
 - Who has the final saying in the home?
 - A man should be tough just as a woman should be submissive.
 - Understanding of gender equality
 - What is your position on the cultural norm which guarantees fixed leadership position for women in your chiefdom/community?
 - Are you for or against such laws that promote equal salaries right for men and women in the same position?

4. Violence against Women and Girls

What do you know about SGBV in this community?

- Probe for:
 - *Respondent's' awareness of SGBV*
 - *Frequency of the incident of SGBV*
 - *Types/forms of SGBV*
 - *The perpetrators of SGBV*
 - *Community reactions to SGBV incidents*
 - *Reporting of SGBV in the community? Are there penalties for not reporting?*
 - *Causes of SGBV*
 - *Awareness of existing Bylaws in the community to eradicate/reduce SGBV*
 - *Personal and community Efforts to reduce FGD*
 - *The things that makes women and girls safer in their communities*
 - *Your understanding of gender roles and relationships.*
 - *Understanding of men's attitudes and practices towards their partners*
 - *Whether there are safe spaces for women and girls*

- *Awareness of structures in place to handle SGBV issues*

5. Parenting and Men's Relationships with their children?

Probe for:

- *Who in the family usually has the final say regarding the health of children at Home?*
- *Who has decisions for child bearing in the home?*
- *Awareness of men accompanying their partners to clinics during pregnancy?*
- *Who spend more time with the children at home? Why is this?*
- *Whether men normally play with their children?*
- *Spending time with children and helping them*
- *Visits to children not living with their parents*

6. SGBV Civil Proceedings: Options for SGBV proceedings in this community?

Probe For:

- *What are normal procedures in SGBV proceedings in this community?*
- *Do you know directory of organizations providing GBV-related services in this community (maintained and up-to-date?)*
- *Do you have community meetings on GBV issues regularly held for purposes of information-gathering and sensitization?*
- *How regular IEC campaigns are conducted to raise awareness of GBV issues and promote community action?*
- *Do local authorities/stakeholders support community engagement in IEC campaigns (e.g., through religious groups, market groups, men's groups, community gender committees etc.)*
- *Have any NGO/CSO Supported/provided empowerment activities in this community?*
- *How do you assist survivor to interact with other sectors as s/he desires by initiating contact, making phone calls, etc.*

Thank you for taking off time to be part of this interview.

Interview Guide 3: Focus Group Discussion-- Community Leaders - Topic Guide

Thanks for agreeing to speak with us. I'd like to begin by asking a bit of background information.

Participants Characteristics:

Your occupation, educational status, Marital/Partner status (*please record the number of participants in each category*)

Tell me about yourselves:

- Who are you in this community and what is your individual in Protecting Violence against women and girls?

Key issues

Introduce topic of research to participants and Solicit their consent to participate and to record the discussion (**This very Important and ethical**):

Let's agree on group norms and confidentiality

Now I'd like to ask you some questions about the safety and security of women and girls:

1. Are you aware of problems with the safety and security of women and girls in this community? (*Ask for examples. If no one speaks specifically about GBV, evaluate the group to decide whether you want to bring up the issue now or wait until the group has developed more comfort talking about these issues.*)
2. What are the circumstances that cause problems of safety and security for women and girls in this community? (*Ask for examples.*)
3. What has been done here to improve the safety of women and girls?
4. What about specific forms of violence against women and girls? What practices are considered sexually inappropriate, abusive, or violent in the community? Can you give examples of sexual abuse in your community? (*Examine definitions of forced sex/rape, sexual harassment, sexual manipulation, etc.*)
5. When and where does sexual violence occur?
6. Without mentioning names or indicating anyone specific, who are the perpetrators? What happens to the perpetrators (different consequences if the perpetrator is known/unknown)?
7. Without mentioning names or indicating anyone specific, which groups of women do you think feel the least safe, or feel at most risk for sexual violence? Which groups of women do you think feel the safest?
8. Has the problem of sexual violence gotten worse, better, or stayed the same in the last year? What particular types of sexual violence have gotten worse, better, or stayed the same? If there has been a change, what has caused it?
9. Without mentioning names or indicating anyone, do you know women who have been forced to have sex against their will? If yes, how do you know who they are? What problems do they have? How are they treated by the community?
10. Without mentioning names or indicating anyone, do you know of women in this community who are forced to have sex when they don't want to? Where do these things happen? How do you know about them? What problems has this caused for these women? How does the community respond to this?
11. Without mentioning names or indicating anyone, do you know if women in your community are abducted or sold against their will in order to work for people who demand that they perform sexual acts in exchange for money?

12. Is there ever a situation where a woman might be partially responsible or to blame (or at fault) for her rape/sexual assault? Is it possible that some women ask for sexual assault through their behaviors or attitudes? If a survivor is not crying or is not emotional after a rape, what do you think must have happened?
13. Do women look for help when they experience sexual violence? Do they tell anyone (family members, other women, health worker, community leader, police/security people/authorities, someone else)?
14. How do women cope with violence against their family members or friends?
15. How do men cope with violence against their daughters, sisters, mothers, wives, friends?
16. What are community responses when violence occurs? What is done to prevent violence? What is done to help survivors? How could these efforts be improved?
17. Do women's support networks exist to help survivors? What social and legal services exist to help address problems associated with violence (e.g., health, police, legal counseling, social counseling)? Who provides these services? How could these efforts be improved?

Thank you for your important feedback. I know these are difficult questions about topics people don't usually talk about. I'd like to pause now and ask some questions about marriage and relationships between husbands and wives:

18. In normal times before EMAP, how was a traditional marriage done? Was there or is there a bride price or dowry? If so, what exactly was the practice related to this? Have marriage practices changed since EMAP project in this community? If so, how?
19. There are men who treat their wives well and men who don't. What are some things that husbands do if they are treating their wives well? What are some things that might be examples of husbands treating their wives badly?
20. Do you believe that a wife should never question her husband? Does a husband have the right to physically punish his wife for any reason?
21. When a husband insists on sex from his wife, does she have the right to refuse sex? If she does refuse and he forces her to have sex, is that rape?
22. Why do you think most women who are in violent marriages do not seek any assistance (e.g., reasons such as break-up of family, family honor being affected, etc.)?
23. Who do you think will be the right person(s) to help women who are in abusive relationships? Without mentioning names or indicating anyone specific, do you know women who have been helped? If so, what type of assistance?
24. How can and how should this community protect family members from abusing each other? What about NGOs and other community organizations? What about religious institutions and the government?
25. What do you know about the EMAP project?
 - a. *How do you perceive the relevance of the project?*
 - b. *How were the activities implemented?*
 - c. *Do you think the project improved your lives?*
 - d. *Are there any stories of change?*

Thank you for accepting to discuss with us