

FINAL REPORT - APRIL 2020

# FINAL EVALUATION - ADDRESSING VIOLENCE AGAINST SYRIAN REFUGEE WOMEN IN THE KURDISTAN REGION OF NORTHERN IRAQ



PREPARED BY



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## ACRONYMS

FGD	Focus Group Discussion
FGM	Female Genital Mutilation
GBV	Gender Based Violence
IDP	Internally Displaced Person
ISIS	Islamic State of Iraq and Syria
KDP	Kurdish Democratic Party
KII	Key Informant Interview
KRI	Kurdish Region of Iraq
M&E	Monitoring and Evaluation
MEP	Men's Engagement Program
NGO	Non-Governmental Organisation
PUK	Patriotic Union of Kurdistan
UNTF	United Nations Trust Fund
VAW/G	Violence Against Women/Girls
WfWI	Women for Women International

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## 1 EXECUTIVE SUMMARY

### Background

As a result of ongoing violence and conflict in Syria, large populations of displaced people from Syria and neighboring regions of Iraq are living in the KRI. Displacement has resulted in significant sections of the population being at increased risk of exploitation, violence, and reliance on harmful coping mechanisms. Women are particularly vulnerable as there is evidence of a correlation between gender-based violence (GBV) and displacement. While refugees and IDPs flee seeking safety, their risk of being exposed to GBV may increase at this point. Amplifying reasons include cultural, social, and organizational barriers in both the refugee and host community. In conjunction with funding cuts for public services in KRI in recent years, it is likely that these factors contribute to significant needs unmet by current service provision.

For this project, WfWI, initially in partnership with the Warvin Foundation for Women's Issues (Warvin), worked to support women affected by conflict including Syrian refugees, members of the host community, and IDPs in the areas of Erbil and Sulaymaniyah governorates of the KRI with a UNTF-funded project that had a project activity timeline from March 1st, 2017 to February 29, 2020. The goal of this project was for refugee women in the KRI to be empowered, self-reliant, and safer from GBV in their communities.

The objective of this evaluation was to review the project cycle from design, through implementation and to close out of the project. It aimed to provide insight into the programming and outcomes from the perspectives of key stakeholders and assess overall beneficiary satisfaction and impact, with a strong focus on identifying lessons learned for future programming.

### Methodology

Guided by evaluation questions developed by WfWI and the UNTF and based on OECD DAC criteria, Trust developed a mixed-methods design of data collection for this evaluation. It was developed with the aim of allowing for triangulation between sources to increase the validity and accuracy of findings across the scope of implementation, while ensuring the design accounted for the sensitivity of the relevant issues surrounding violence against women and girls (VAW/G) and women's rights and empowerment in a crisis context.

Quantitative data collected through phone surveys with beneficiaries provided key insights regarding their access, experience, and satisfaction with the project, and provided information on the project's achievement of certain key targets. Qualitative data collected through key informant interviews (KIIs) allowed insights to be collected from both Warvin and WfWI staff regarding the impact and implementation of programming, as well as from beneficiaries throughout the timeline of project activities.

### Key Findings

Findings of this evaluation showed that the project activities and outputs contributed to positive progress towards the goal of ensuring refugee women in the Kurdistan Region of Iraq are empowered, self-reliant, and safer from gender based violence in their communities. This was achieved by increasing their ability to influence decision-making and advocate for their own rights and the perception of safety from gender-based violence for women in KRI.

Findings showed that social empowerment and advocacy trainings were considered to be effective and satisfactory to a majority of participants. While significant gaps still exist in decision-making and self-efficacy for women in the target communities, qualitative data revealed gains in self-confidence and self-advocacy. However, economic empowerment was considered to be a crucial area for implementation, and highly

decisive for the ability of women to exercise their rights. The standard 12-month social and economic empowerment core program used by WfWI was well-regarded, and a more in-depth inception process could have identified both the need for it in this context and ways that it could have been adapted for the communities targeted in the project.

The existence of physical locations (the centers) for project activities was crucial, and was the foundation for much of the most impactful aspects of implementation. Findings show that women felt comfortable and able to access center staff with problems or to access GBV services. Staff felt that additional capacity for legal and service provision on-site would have increased their effectiveness.

While significant capacity-building was provided to Warvin, pre-existing operational barriers meant that this training could not be effective, and switching to direct implementation greatly increased the effectiveness of implementation. However, this reduced the sustainability of the project by eliminating or adapting an output with significant potential sustainability. Therefore, engagement of advocates with the community through roundtables and other outreach was likely the most effective achievement of sustainable impact through the project. However, it is difficult to immediately measure the impact of efforts to improve women's perception of safety through improvement of service provision and local awareness-raising among stakeholders. While findings suggest they are effective in improving knowledge of these issues among key actors, the translation of this knowledge into improved prevention and treatment of GBV issues is less clear.

The addition of programming that engaged men in the target communities was a critical area of implementation and helped to address the most pressing needs of women in the project context. While it was effective and achieved some impact, earlier and greater focus on this area would have increased its potential impact - findings show that length of implementation of the MEP and male champion training was not sufficient to achieve long-term impact.

## Key Recommendations

Based on the findings of this report, the following recommendations were developed to ensure integration of lessons learned and improvement of similar activities in future projects:

1. **Effectiveness**
  - i. Economic empowerment activities and vocational training should be given greater focus in tandem with social empowerment and advocacy activities.
  - ii. Provision of transportation support and childcare or a child-appropriate space at the women's centers should be considered at the design phase of the project in order to reduce barriers to training participants' attendance and engagement.
  - iii. More extensive and transparent engagement with referral partners to reduce women's distrust of other service providers should be included throughout implementation in order to reduce the negative impact of women's reluctance to receive services outside the women's centers.
2. **Relevance** – Extensive stakeholder consultation should inform the design and targets of the project, and continued engagement with relevant parties on both organized and casual bases should be an ongoing feature of implementation.
3. **Efficiency** – Steps should be taken to ensure that the initial inception phase includes accurate assessment of factors that are likely to affect cost-effectiveness in the operating context, including a budget-centered consultation with the implementing partner or potential partners.

#### 4. Sustainability

i. Where possible, efforts should be made to ensure women’s centers can remain open after the cessation of project funding. The provision of services and perception of safety among the women who attended was one of the most impactful areas of project implementation, and could achieve long-term sustainable impact on the basis of the goodwill and strong reputation of the centers.

ii. Findings also demonstrate the recommendability of efforts to increase sustainability through increasing skills and knowledge gain in the community through means other than staff or organizational capacity-building. The extensive engagement of advanced advocates and the potential for sustainable impact at the community level as a result of roundtables is a recommendable practice for future projects.

5. **Impact** – The duration of activities that focus on behavioral and attitude change should be extended, and MEP particularly given greater focus throughout the project.

6. **Knowledge Generation** – Information-sharing activities should be extended and knowledge generation activities conducted on an ongoing basis so that roundtables, for example, are followed up more regularly, and findings integrated into WfWI programming and planning in a systemic way. Knowledge gain should also be recorded and circulated more formally both internally and externally with local service providers.

7. **Gender Equality and Human Rights** – The project should ensure that awareness-raising and training activities regarding rights of women targets not only the initial direct target population of women at risk of experiencing gender-based violence, but also those perceived as ‘gatekeepers’ to accessing these rights, assessed by these findings to be male family members and members of the community who have significant influence over income generation, decision-making, and women’s perception of safety in their communities.

#### 8. Other

i. Knowledge-sharing should be extended to beneficiaries as much as possible, particularly in regard to the planned targets and outcomes of ‘soft’ activities such as advocacy efforts.

ii. WfWI may want to consider further examining systems for partner assessment in regions where they do not yet have a country office, and whether this may affect the selection and outcome of the partnership or if the concerns that arose throughout this implementation were due to primarily contextual and project-specific issues.

## 2 INTRODUCTION

### 2.1 Background

The Kurdistan Region of Iraq (KRI) has been heavily affected by large scale regional and internal displacements as a result of the conflict in Syria and the rule of Islamic State in Iraq and Syria (ISIS). With the end of ISIS control over large areas of the region and the ongoing Syrian conflict, large populations of displaced people from Syria and neighboring regions of Iraq remain in the KRI. Approximately 50.5% of Iraq’s 245,810 Syrian refugees reside in the Erbil governorate, and 12.4% in the Sulaymaniyah governorates of KRI.<sup>1</sup> Displacement has

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<sup>1</sup>OCHA, “Situation Syria Regional Refugee Response,” 2019, <https://data2.unhcr.org/en/situations/syria/location/5>.



resulted in significant sections of the population being at increased risk of exploitation, violence, and reliance on harmful coping mechanisms.

When their numbers first swelled in 2012, refugees and internally displaced persons (IDPs) generally met a welcoming environment due to shared Kurdish identity and economic stability within the KRI.<sup>2</sup> Syrian refugees were granted the rights to movement, free public education, work in the private sector and access to health services.<sup>3</sup> Since 2014, the economic situation in KRI has been in decline.<sup>4</sup> This resulted in decreased work opportunities and cuts to funding for public services.<sup>5</sup> In conjunction with the invasion of ISIS and resulting conflict, humanitarian needs have been significantly heightened in the KRI for several consecutive years. Moreover, political stability has further deteriorated due to tensions with Baghdad over the Kurdish referendum of 2017.<sup>6,7</sup> This instability may have contributed to the high numbers of refugees returning to Syria in the months following the referendum.

Women are particularly vulnerable as there is evidence of a correlation between gender-based violence (GBV) and displacement. While refugees and IDPs flee seeking safety, their risk of being exposed to GBV may increase at this point.<sup>8</sup> Amplifying reasons include cultural, social, and organizational barriers in both the refugee and host community. As the root driver of GBV, male-dominated power structures give rise to normalization and acceptance of many forms of violence against women and girls (VAW/G).<sup>9</sup> While many Syrian refugees live in camps, 59% live outside of camps and face higher risks of eviction and relations of dependency outside of family (landlord, illegal employer, sponsor) which can take the form of intimidation, physical, sexual violence, and sexual harassment.<sup>10,11</sup>

For Syrian women encountering GBV, access to services is limited by language barriers, transportation, location, lack of support to local non-governmental organization (NGOs), and stigma and fear related to disclosure.<sup>12</sup> Budget cuts in the KRI have led to the introduction of fees and partial shutdown of some GBV service facilities.<sup>13</sup> In 2019, the number of operational women's community centers dropped to less than half of those in 2018, due to lack of funding.<sup>14</sup> As a result, it is likely that needs for past years have been high and unmet by existing service provision.

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<sup>2</sup> Durable Solutions Platform, "Far from Home: Future Prospects for Syrian Refugees in Iraq", 2019.

<sup>3</sup> Syria Needs Analysis Project, "Legal Status of Individuals Fleeing Syria," *Syria Needs Analysis Project*, no. June (2013): 1–22, <https://www.acaps.org/special-report/legal-status-individuals-fleeing-syria>.

<sup>4</sup> Fahrettin Sumer and Jay Joseph, "The Paradox of the Iraqi Kurdish Referendum on Independence: Contradictions and Hopes for Economic Prosperity," *British Journal of Middle Eastern Studies* 45, no. 4 (2018): 574–88, <https://doi.org/10.1080/13530194.2018.1430533>.

<sup>5</sup> Durable Solutions Platform, "Far from Home: Future Prospects for Syrian Refugees in Iraq."

<sup>6</sup> ACAPS, "ACAPS Scenarios: Movement back to Syria", 2017, *ALNAP*, <https://www.alnap.org/help-library/movement-back-to-syria-scenarios>.

<sup>7</sup> Mansour, R., "Iraq After the Fall of ISIS: The Struggle for the State", *Chatham House*, Middle East and North Africa Programme, Iraq Initiative, <https://reader.chathamhouse.org/iraq-after-fall-struggle-state>.

<sup>8</sup> IPSOS Group SA.

<sup>9</sup> Mary Ellsberg et al., "Prevention of Violence against Women and Girls: What Does the Evidence Say?," *The Lancet* (Lancet Publishing Group, April 18, 2015), [https://doi.org/10.1016/S0140-6736\(14\)61703-7](https://doi.org/10.1016/S0140-6736(14)61703-7).

<sup>10</sup> OCHA, "Situation Syria Regional Refugee Response."

<sup>11</sup> UNFPA, "The GBV Assessment in Conflict Affected Governorates in Iraq," 2016, [https://iraq.unfpa.org/sites/default/files/pub-pdf/The GBV Assesment.pdf](https://iraq.unfpa.org/sites/default/files/pub-pdf/The%20GBV%20Assesment.pdf).

<sup>12</sup> UNFPA.

<sup>13</sup> UNFPA.

<sup>14</sup> OCHA, "Humanitarian Needs Overview Iraq," no. November (2019): 1–86, <https://reliefweb.int/report/iraq/assessment-needs-and-services-provided-gender-based-violence-survivors-iraq>.

## 2.2 Project Background

For this project, WfWI and its local partner, the Warvin Foundation for Women's Issues (Warvin), worked to support women affected by conflict including Syrian refugees, members of the host community, and IDPs in the areas of Erbil and Sulaymaniyah governorates of the KRI with a timeline of project activities from March 1<sup>st</sup>, 2017 to February 29, 2020. The goal of this project was for refugee women in the KRI to be empowered, self-reliant, and safer from GBV in their communities. While Syrian women outside of camps were the planned primary beneficiaries, secondary beneficiaries were to include women's relatives, male leaders, KRI/Iraq communities, and key stakeholders on the relevant issues in the region. The specific types of violence addressed were physical violence, sexual abuse, assaults and rape, emotional abuse and torment, sexual harassment, and economic violence perpetrated by intimate partners, family members, and relatives as well as by the community. These forms of violence were targeted through the **social and economic empowerment intensive programming** under Warvin implementation and then through WfWI's **advocacy programming**, complimented with some additional **vocational training**, after the transition to direct implementation. Participants in these programs learned about their rights and were taught key life, vocational and business skills to access livelihoods and break free from trauma and poverty. A **men's engagement program** was also delivered with the aim of transforming relationships and challenging practices and beliefs related to GBV, and **roundtable events** were held to strengthen and circulate knowledge among local stakeholders.

## 2.2 Objectives

The design of this evaluation was conceived as a review of the project cycle from design, through implementation and to close out of the project. It aimed to provide insight into the programming and outcomes from the perspectives of key stakeholders and assess overall beneficiary satisfaction and impact, with a strong focus on identifying lessons learned for future programming.

The collection of endline data aimed particularly to provide information on the goal, or impact indicators, which look at (1) perception of safety in the community and (2) decision-making and self-advocacy among beneficiaries of the training provided at the center. It also aimed to provide valuable insights from the point of view of the direct beneficiaries and other key stakeholders in the community, of their satisfaction with project outputs and outcomes after participation in the project.

The evaluation also focused on the initial partnership with Warvin and ensuing process of transitioning full implementation to WfWI. The reasons for and logic of this alteration to the project were analyzed, and the impact of this transition on the achievements of the project overall was accounted for. The evaluation also analyzed the narrative of the changes to the approach to project outcomes and goals and how they were achieved after the transition.

Key lessons for all parties were generated from analysis of these narrative changes and the information toward impact indicators. The evaluation also aimed to assess the project's knowledge management and incorporation of innovative practices and examine their contribution to future learning, as well as investigating the extent to which the project used human rights-based and gender-responsive approaches.

This evaluation will be used as a collation of these innovative practices and lessons learned, and will contribute to the overall knowledge gain to both WfWI and UNTF from the implementation of this project. As such, it will contribute to the growth of both parties' bases of evidence regarding the modalities of programming chosen for this project. It will also serve to provide information on the adaptation and suitability of this programming for this specific context, and the lessons learned regarding the context of the project environment.

### 3 METHODOLOGY

The OECD/DAC criteria of relevance, effectiveness, efficiency, impact, and sustainability are a commonly-accepted set of criteria developed to assist in evaluations of aid and programming in the development and humanitarian sectors.<sup>15</sup> The research questions designed based on the five selected criteria used in this evaluation are listed below, along with the DAC definition of each criterion. These questions were used to guide the development and design of the data collection methods used in this evaluation, as laid out below.

The criteria for this evaluation were also expanded to include questions regarding the knowledge generation and inclusion of gender equality and human rights in the project design and implementation. These cross-cutting questions highlight aspects of the results and specific to this project and its UNTF support.

Specific guiding questions for this evaluation include:

**Effectiveness - The extent to which the project met its objectives and planned outputs in a timely manner**

1. To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?
2. To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.
3. What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?
4. How did outcomes and goals change after full implementation by WfWI began?

**Relevance - The extent to which the aid activity is suited to the priorities and policies of the target group, recipient, and donor**

5. To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls?
6. To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?

**Efficiency - The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.**

7. To what extent was the project efficiently and cost-effectively implemented?
8. What lessons were learned from the partnership with Warvin?
9. How did implementation, management, and efficiency change after direct implementation by WfWI began?

**Sustainability - The extent to which the net benefits of the intervention continue, or are likely to continue, after funding has been withdrawn, examining environmental as well as financial aspects**

10. 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?

**Impact - The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.**

11. To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?

**Knowledge Generation**

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<sup>15</sup>OECD DAC, *DAC Criteria for Evaluating Development Assistance*, (<https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>)

12. To what extent has the project generated knowledge, promising or emerging practices in the field of ending VAW/G that should be documented and shared with other practitioners?

### **Gender Equality and Human Rights**

13. 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.

Trust developed a mixed-methods evaluation encompassing qualitative and quantitative methods of data collection for this evaluation. This was developed with the aim of allowing for triangulation between sources to increase the validity and accuracy of findings across the scope of implementation, while ensuring the design accounts for the sensitivity of the relevant issues surrounding violence against women and girls (VAW/G) and women's rights and empowerment in a crisis context.

Quantitative data collected through phone surveys with beneficiaries provided key insights regarding their access, experience, and satisfaction with the project, and provided information on the project's achievement of certain key targets. Qualitative data collected through key informant interviews (KIIs) allowed insights to be collected from both Warvin and WfWI staff regarding the impact and implementation of programming, as well as from beneficiaries throughout the timeline of project activities.

While the methodology and data collection design initially planned to include focus group discussion (FGDs) with male beneficiaries of MEP programming, male recipients of step-down training, female beneficiaries of advocacy trainings, and female recipients of step-down trainings, the COVID-19 outbreak in KRI and ensuing restrictions on movement and public gatherings announced by the KRI government for public health and safety meant that gatherings of people were not permitted or responsible in the context. Therefore, this data was instead collected through KIIs conducted by phone.

The sensitivity of the issues addressed in this intervention was considered at every stage of the development of the methodology and during the period of data collection. Careful consideration was given to balancing a participatory approach that would include the voices of female beneficiaries and the ethical obligation to reduce and avoid any potential risk to beneficiaries. Surveys were selected as the primary data collection methods for beneficiaries who may have received direct services for GBV. This was done in order to enable a broad range of data collection while avoiding other data collection methods such as interviews or group discussions with potential survivors which may have forced individual disclosure of survivor status. The methodology was also designed to prevent over-reliance on data collected from vulnerable beneficiaries or those who may be survivors of gender-based violence. With the arrival and recognition of the spread of COVID-19 within KRI, immediate steps were taken to monitor and mitigate the impact or any potential risk to any data collectors or respondents. The situation was closely monitored by the Trust project officer, fieldwork coordinator, and project manager in KRI, and was constantly updated to account for any developments affecting public health and safety and to ensure compliance with all regulations issued by the government.

Surveys conducted over the phone were as sensitive as possible to the changed context. Questions did not directly probe survivor status and allowed only voluntary disclosure through inquiries regarding services received. Increased sensitization to this was also heavily emphasized in enumerator training to ensure that survey respondents were provided with full and complete information about the voluntary nature of the survey and the content of its questions.

### **3.1 Qualitative Methods**

The evaluation design included KIIs with male champions, project staff, and key community stakeholders to allow for a nuanced and open examination of the key issues from those central to implementation and with

knowledge of the project. Following the forced cancellation of planned FGDs with different groups of beneficiaries, KIIs were also conducted for each of these planned groups, substituting two KIIs for each planned FGD in both Sulaymaniyah and Erbil. Their use in this design allowed for insights to be collected from both Warvin and WfWI staff regarding the impact and implementation of programming, as well as from beneficiaries throughout the timeline of project activities.

KII SAMPLE	
<i>Informant Type</i>	<i>Number</i>
UNTF Donor Representative	1
WfWI MEAL Representative at HQ	1
WfWI MEAL Representative in-country	1
WfWI Iraq Country Director	2
WfWI Country Project Officer	1
WfWI Lawyers	2
WfWI Social Workers	2
Warvin Program Director	1
Representatives of roundtables (service providers, local and international NGOs, government, security, justice and religious leaders)	14
Male ‘champions’ (selected recipients of male empowerment programming)	4
Male beneficiaries of MEP programming	4
Male recipients of step-down training	4
Female beneficiaries of advocacy trainings	4
Female recipients of step-down trainings	4
<b>Total</b>	<b>44</b>

### 3.2 Quantitative Methods

Surveys were selected as a data collection method in order to provide project-level quantitative insights with several groups of participants across the range of project activity beneficiaries. Collection of survey data also allowed for quantitative analysis of different beneficiary groups and their experiences receiving services at the centers or through the project.

SURVEY SAMPLE	
<i>Source Type</i>	<i>Number of surveys</i>
Beneficiaries from the initial social and economic empowerment training cohort	20
Beneficiaries of advocacy training	24
Beneficiaries who received services at the center (vocational or other)	42
<b>Total</b>	<b>86</b>

### 3.3 Field Work Challenges and Limitations

#### Fieldwork Challenges

The significant time elapsed since the partnership phase of the project hindered its ability to locate Warvin staff and beneficiaries. Interviews were planned with the Warvin project director and executive director, but despite significant and repeated efforts to establish contact to conduct these interviews, some staff members were impossible to reach. It was also challenging to locate and conduct data collection with sufficient numbers of the beneficiaries from this period, as data and contact details available for this highly mobile group were last recorded in 2017, meaning many details were no longer valid.

The COVID-19 outbreak in KRI and ensuing restrictions on movement and public gatherings announced by the KRI government for public health and safety, necessitated significant adaptations to the data collection plan outlined in the inception report. As restrictions progressed and in order to comply with local containment measures, data collection was altered to replace in-person surveys with phone surveys, and FGDs replaced with KIIs with individuals from each of the planned FGD groups. Several staff and stakeholder KIIs were also carried out over Skype or phone in order to comply with social distancing and quarantine orders.

#### Limitations

The surveys were constructed in order to provide the highest possible comparability to the baseline and ongoing measurements of self-efficacy and decision-making conducted by the WfWI monitoring and evaluation staff during the project. However, since the sample groups could not be reliably replicated, both in terms of size and randomization due to the difficulty in locating respondents, findings from the data collected for this evaluation is not statistically comparable to previous measurements, and in particular to the initial baseline assessing Warvin participants. The sampling of the survey respondents was affected by constraints of time and feasibility in reaching some populations, and therefore was not representative of the entire body of project beneficiaries. Additionally, there may be some selection bias, as respondents are necessarily those who remained in contact with the project and likely had particularly close ties to the project. This was mitigated as much as possible through efforts to triangulate by interviewing staff from the Warvin period of implementation and ensuring that as many groups of beneficiaries were included in the data collection as possible.

The time elapsed since some aspects, particularly the Warvin partnership, of project implementation also increases the likelihood that data was affected by recall bias, as respondents addressed facts and events they may not remember clearly and completely. Furthermore, while all efforts were made to investigate the partnership through multiple forms of data collection in order to triangulate findings, only one KII with a Warvin staff member was conducted. These limitations may limit the ability of the evaluation to speak comprehensively about issues relating to the partnership and its implementation and coordination by both WfWI and the Warvin Foundation.

## 4 FINDINGS

Initial planned outcomes were for 1) 600 Syrian refugee women in Erbil and Sulaymaniyah to be able to generate income for themselves and their families and achieve greater economic self-reliance and social autonomy, and 2) for Syrian women in Erbil and Sulaymaniyah to have improved access to satisfactory GBV protection services. A restructuring of the monitoring and evaluation (M&E) plan after the transition in implementation aimed to make explicit the activities working toward the third outcome that 3) community

members, including men and women leaders, in Erbil and Sulaymaniyah become better able to prevent and respond to VAW/G. These target outcomes supported the overall goal of ensuring refugee women in KRI became more empowered, self-reliant, and safer from gender based violence in their communities. Their activities were designed to provide the knowledge, skills, and resources for refugee women to advocate directly for their needs and for survivors of violence to have increased access to improved community services, as well as the support of trained male allies<sup>16</sup>. These outcomes were supported by activities comprising social and economic empowerment training of women for Outcome 1, provision of legal and trauma counseling services for VAW/G survivors at the women's centers and capacity-building trainings for Warvin staff for Outcome 2, and men's engagement programming and coordination of roundtable events with key stakeholders in both project locations for Outcome 3.

#### 4.1 Implementation and Results of Outcome 1

##### **Outcome 1: Syrian refugee women in Erbil and Sulaymaniyah are able to generate income for themselves and their families and achieve greater economic self-reliance and social autonomy**

###### **Activity 1 - Women's Social and Economic Empowerment Training**

Empowerment activities through social and economic empowerment training were a key component of the initial project design as implemented by Warvin. This activity took the form of a course of regular trainings provided by qualified trainers to a cohort of 600 women in the women's centers established in the neighbourhoods of Baharka in Erbil and Khabat in Sulaymaniyah. Training courses were based on, though not entirely equivalent to the established WfWI core curriculum used in other projects in WfWI interational portfolio, and focused on providing the practical and social-emotional skills that women could use to increase their self-efficacy and involvement in decision-making. Topics covered women's rights, health and wellness, and violence against women. The training courses aimed to increase key outcome indicators by increasing participants' scores on a self-efficacy index that measured increased confidence and belief that one can perform difficult tasks and overcome challenges, enabling an increase in personal earnings and savings, and increasing knowledge of rights and wellness topics.

Of Warvin participants surveyed, 75.0% (n=15) agreed that the training made them feel more safe in their communities, and 65.0% (n=13) said that the training had produced positive change in their daily lives. This change was further specified, with eight respondents reporting change including improved emotional wellbeing through feeling better, having improved mood, and coping better with stress. A smaller proportion (n=4) reported improved social wellbeing through improved relationships with family and friends and greater participation in social or family events, and two respondents reported improved daily functioning by being able to carry out daily tasks/household activity and engage in activities more easily. Finally, nine reported change in that they learned new skills in the training. These findings imply that the trainings did achieve some positive impact on measurements of well-being and perception of safety, though the findings potentially point to a limited ability for the skills learned in the trainings to translate into improvement in the day-to-day lives of training participants outside the project.

Training participants also point to the classroom environment and group structure of trainings as one of the key benefits and drivers of change for the participants, by creating opportunities for greater socialization and communication with classmates and trainers. This was also found to be a reason that participants preferred longer periods of implementation with more frequent trainings in order to maintain and strengthen these relationships.

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<sup>16</sup> Project Results Chain

*“My mood improved as a result of interacting with women from my community and other communities. It was like a leeway to change my daily routine.”*

- Female Warvin trainee, Sulaymaniyah

*“We would prefer if the course was conducted continuously in order to benefit and come together with friends to develop relationships.”*

- Female Warvin trainee, Sulaymaniyah

Economic empowerment training also formed a core aspect of the initial empowerment programming as designed by WfWI and implemented by Warvin. The trainings provided to these participants aimed to ensure that women acquired skills to earn and save money, thereby increasing their economic self-reliance and sufficiency.

Skills gain was the most commonly cited change to daily life among training participants, and the vocational skills of salon training and sewing/tailoring were more likely to be mentioned in the qualitative data assessing the program’s positive changes than any other output. Participants valued the skills training they received through this activity very highly, though cited only the vocational skills trainings in sewing and salon services, rather than increased knowledge of financial management, ability to save, or other markers of economic empowerment. However, some participants noted that they gained the ability to sew for their own children or provide their own salon services. While this may lead to some savings through not having to pay for these goods and services, no respondents reported such connections to increases in savings.

Implementation of both the social empowerment and economic empowerment activities were affected by issues of participant dropout, low attendance, and participant retention, as mentioned by project staff. These were affected in part by external factors beyond the control of the project, including the highly mobile nature of the target population, particularly the high numbers of returns to Syria in the months leading up to and after the referendum in KRI in 2017. Project staff and reporting also cited the difficulties in ensuring attendance given harsh conditions in the summer. The limited budget for this round of project activities and the lack of donor approval for extension of funding for provision of bus transportation constrained the project’s ability to provide transportation support. Of the 20 participants surveyed, four reported they had received a small stipend of 12,000 Iraqi Dinar a month, which participants perceived as being for either transportation or to serve as an incentive to attend classes.

Findings showed that lack of motivation or capacity to gain benefit from the training may also have affected dropout and attendance. Some participants and project staff reported that lack of numeracy and literacy capacity affected participants’ ability to derive benefit from the courses provided.

*“First, I wanted to learn numbers and writing and then attend the sewing course to be able to take the necessary measurements.”*

- Female Warvin trainee, Sulaymaniyah

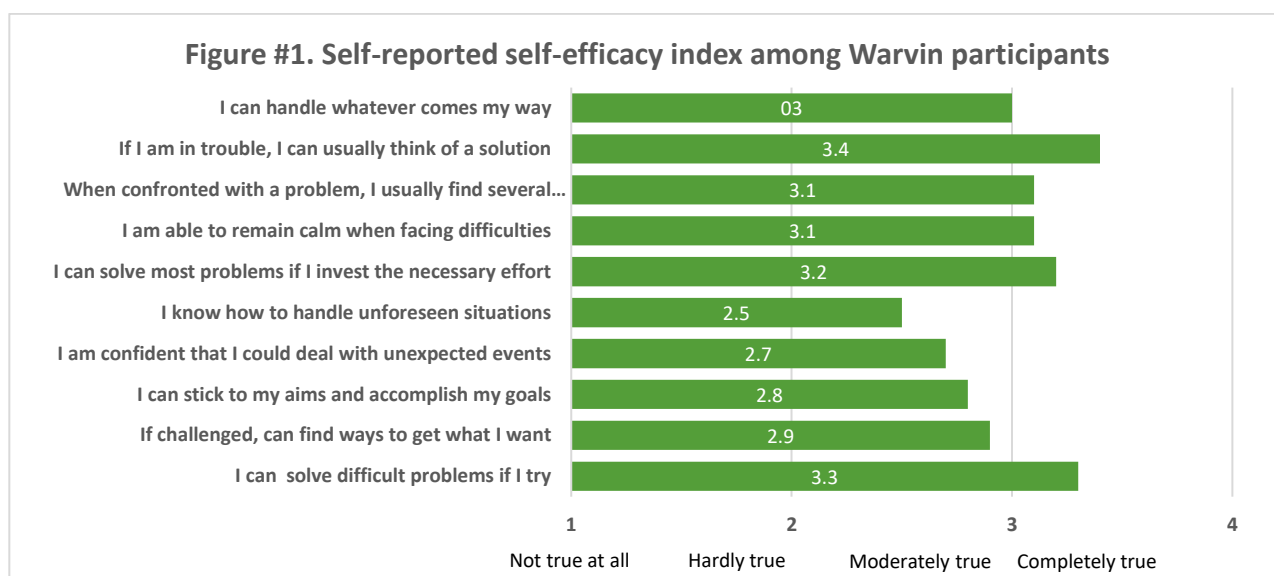
Furthermore, while participants reported some positive impact from engagement with trainers and project staff, some also perceived that trainings lacked stability and substance due to changeover and insufficient expertise from staff.

*“The constant changing of staff and replacing them with less efficient staff made us less encouraged to attend the sessions.”*

- Female Warvin trainee, Erbil



The baseline for this project was collected in the form of surveys and FGD data from participants, and the qualitative baseline for Outcome 1 was reported as beneficiaries having low self-confidence, and limited knowledge and ability to save and earn money. Findings at the evaluation showed an increase in the knowledge of skills needed to earn money, though a still limited ability to achieve the goals of earning and saving money. Surveyed participants reported a score of 29.8 on a self-efficacy index where 10 represented no agreement at all with statements related to self-efficacy and self-confidence and 40 represented full agreement, compared to the initial baseline measurement of the initial cohort of 30.4. The sample for this evaluation was significantly smaller and not representative of participants in comparison with the initial baseline, though this does demonstrate a lack of clear and definitive increase across all categories. Qualitative data demonstrates some increase in self-confidence and well-being, particularly regarding ability to deal with stress and emotional well-being, and significant benefit from skills gained as a result of economic empowerment trainings.



Despite the positive feedback reported by beneficiaries of economic empowerment trainings regarding its relevance, findings showed that the economic empowerment programming remained underemphasized in terms of support provided, which may have limited its effectiveness. While increased earnings and savings were designated as an indicator of this activity, participants reported little or no increase in these as a result of project participation, even among those who reported gaining skills such as sewing or cosmetology. For most participants, no supplies or tools were provided to enable such an increase through income generation. Several participants reported this as a source of dissatisfaction with the programming, and a few believed that the project would provide them with such tools and were unhappy to not receive such tools at the end of the training.

*“They told us that they will give the machines and tools of a beauty salon to us at the end of the training, but they did not give us anything.”*

– Female Warvin trainee, Sulaymaniyah

When asked what they would change about the project, survey respondents were most likely to recommend increased focus on these topics. The UNTF donor also believed that this area could have received greater emphasis.

*“Economic empowerment is WfWI’s strong suit overall, not just basic skills, and this is really important for preventing GBV and household violence. The lack of focus on that in the project design was a weakness, and kind of a wasted opportunity for them. I thought there was a very light touch on economic empowerment.”*

- UNTF representative

These findings may show that the modality of these economic empowerment trainings were less effective for women to save money than a program in which women might be supported via small loans, money for start-ups, etc at the end of programming.

## 4.2 Implementation and Results of Outcome 2

**Outcome 2: By project end Syrian women in Erbil and Sulaymaniyah have improved access to satisfactory GBV protection services.**

### Activity 1 - Center Services & Individual Support

Direct responsibility for the implementation of activities in support of Outcome 2, which aimed to ensure improved access to satisfactory GBV protection services for women in Sulaymaniyah and Erbil, originally lay with the implementing partner Warvin. In support of this, Warvin hired social workers and lawyers to provide case management, referrals, and legal and psychosocial services to 270 women affected by GBV at the centers. After the termination of the partnership, this responsibility transferred directly to WfWI, who employed and coordinated the efforts to provide service provision at the community centers. By the end of the last reported WfWI implementation period ending in February 2020, in PY 2 and 3, social workers had handled 100 psychosocial cases, which required varied amounts of follow-up covering mental health (depression, anxiety, stress management) and GBV issues, such as physical or emotional violence, and lawyers had worked on 57 legal cases.

These social workers and lawyers hired to provide case management, referrals, and legal and psychosocial services to women affected by GBV at the centers felt that the services they offered helped women and girls to feel more safe in the community primarily through raising their awareness of their legal rights, improving their self-confidence and sense of security, and through providing extracurricular outlets such as sewing courses. The centers as physical locations also proved to be important drivers of increased perceptions of safety, with staff and beneficiaries noting women’s comfort and sense of safety in the centers and with the project staff. These communities and the relationships formed through training and other activities served as a network which improved beneficiaries’ sense of security in the community and ability to access rights and services.

*“They felt safe discussing issues in their training circles at the center that they didn’t feel safe going to other service providers about. That was really successful, as that target group tend to be quite isolated and they thrived in that environment.”*

– WfWI project staff

The biggest challenge for this activity of the project was gaining and maintaining trust from the community. When asked about challenges affecting implementation, one social worker claimed that despite the high numbers of women reached with services through Warvin, the community had not trusted Warvin during their implementation of activities, and so it was initially difficult to gain trust from the community when this responsibility was taken on by WfWI.

*“The Warvin organization used to run this project previously, people didn’t trust them. When we received the project, people initially feared us, which was a challenge, but over time we were able to gain their trust.”*

– Social worker, Sulaymaniyah

This may have impacted the utilization of the services, which findings from project reporting showed to be less frequently visited than needs in the community would suggest. However, once trust was established, findings from this evaluation showed that these services were highly relevant to the women visiting the center, and that they were very comfortable accessing services in the community centers where they were already attending training.

*“Some of the biggest challenges that we faced at work were gaining people’s confidence. These challenges were only at the beginning.”*

- Social worker, Erbil

They were less comfortable being referred to other organizations and would instead prefer to continue receiving support from the organization. Social workers and lawyers also expressed a preference for seeing support of beneficiaries through to the end, rather than referring them to another organization where they may have been less confident and comfortable receiving services. Limitations on staff’s mandate to address certain tasks, i.e. court representation, specifically regarding representation for legal cases, meant that cases had to be referred out of the center. Staff felt that not being able to manage cases directly limited their capacity to provide effective support, and may negatively affect the confidence beneficiaries had developed with WfWI. . Coordination with other organizations primarily took place for legal and psychosocial referral services. For example, the project provided initial legal awareness raising sessions with beneficiaries before referring cases for more formalized legal procedures for cases such as residency, marriage contracts, or divorce contracts. Some cases were also referred to government departments, police, and women’s shelters. While secure and well-established referral pathways would be expected to increase the impact of the project, staff and beneficiaries stated that reluctance to seek external services nonetheless remained a barrier to maximizing the potential impact of this output.<sup>17</sup> Stigmatization, referred to in project staff and beneficiary KIs, meant that beneficiaries were reluctant to extend their trust beyond the project staff who were already familiar with the issue.

*“I only referred them to other organizations, which was a challenge because women trusted us, and they were afraid to go to another party to solve their problems.”*

- Lawyer, Sulaymaniyah

*“A lot of effort was made to set up the referral pathway and engage different levels of service providers, but we found that women didn’t want to go elsewhere, they wanted to get services from the social workers who they were close to.”*

- WfWI Staff

Social workers and lawyers of the project said that the greatest threats to women’s well-being and safety include outdated beliefs around women’s role in society, early marriage, prevention from work, and FGM, and the biggest factors that increase violence against women are economic dependence on men and lack of awareness around rights of women. These factors may also have disincentivized women from accessing services relevant to these needs. Given the determinative role of men’s support to allow women to access

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<sup>17</sup> While all attempts were made to collect complete data and ensure comfort and anonymity in interviews, this may be affected by reluctance on the part of beneficiaries to discuss needs or issues related to GBV and VAW/G that may have necessitated referral to other services.

services, this difficulty may hinder the long-term impact of the services provided by the social workers and lawyers at the centers. It may also weaken women's connection to those referral networks that were established during implementation.

*"The biggest challenge I faced was to convince and mobilize men's support of women."*

- Lawyer, Erbil

### Activity 2 - Roundtables

In order to facilitate knowledge-sharing and improve the quality of services available to women in need in both areas, two rounds of roundtables were held with representatives of police, local government, local leaders, and other NGOs specializing on women's or children's rights and GBV service providers. Participants of the roundtable were invited through the organizations they work for or contacted directly by WfWI for their particular expertise. Review of attendance sheets confirms that the participating group consisted of a broad and diverse range of experts including lawyers, social workers, civil servant, project staff of local organizations, a local mayor and religious leader, a range of expertise intended to allow for insight from key informants who have in-depth and intimate knowledge of the local context, issues, needs, knowledge of law and human rights as well as project knowledge around financial matters, lessons learned and best practices. Discussions focused on topics such as increasing women's awareness of their rights through awareness raising sessions, raising awareness at a community level, such as in schools, through media and through advertising, changing men's attitudes toward violence against women, and building bridges between the GBV service providers, women's advocates and male champions. Topics around different forms of violence, from physical to social, economic and psychological were discussed, as well as issues related to the marginalization of women through hindering access to higher education and forced marriage.

Participants of the roundtables generally found the sessions to be highly relevant to GBV issues experienced in their communities. Participant satisfaction was high, with all interviewed participants of the roundtable saying they would recommend attending a similar event to colleagues or friends and that it was most useful for raising awareness for both men and women on issue of GBV. Participants also felt that the event included the right sorts of people to participate. However, there were some suggestions to include additional stakeholders who may be useful in future exercises, including more religious leaders, representatives of government who have authority to implement decisions at governmental level, labor officials who could address issues of female unemployment, and ensuring the presence of a representative of the Ministry of Health, as many issues raised in the roundtable were related to health support. One participant suggested female leaders of local gender-focused organizations as they have intimate knowledge and experience in managing cases of GBV.

When asked what the most effective ways to change attitudes regarding violence against women were in their communities, many responded that efforts should focus on raising women's awareness of women of their rights, as well as raising awareness and educating through schools and universities.

*"Campaigns and advertisement are effective and successful ways of changing attitudes - through organizations, governments, ministries, and campaigns."*

- Roundtable participant/Child Psychotherapist, Sulaymaniyah

Roundtable participants reported that it generated positive changes both in their own attitudes and knowledge. A majority reported that they would share it within their organizations and personal lives, strengthening the network of support available to women in these communities, and mentioned next steps that they would take in order to continue the work started at the events.

*“Yes, I became aware of a lot of issues related to women, and the way the community or men think about them. This has helped me to spread awareness among my acquaintances and friends.”*

– Roundtable participant, Erbil

The events were considered valuable and impactful for their promotion of women’s voices and gathering of different groups and people in one place.

*“The roundtable was distinguished by making women, in a region governed by customs and traditions, talk about their experiences in front of others, break the silence, give their opinions on important topics and become leaders.”*

– Roundtable participant, Erbil

*“The roundtables had some important people at the table (...) and the work to bring those people on board strengthened the GBV network beyond the obvious service providers. It got people to take it seriously.”*

– WfWI Staff

Participants generally viewed the roundtables role in raising women’s awareness of their rights as an important action for their personal efforts to reduce violence against women in the community. There were some exceptions from participants already engaged in the field, who believed they were already aware and engaged with the issues discussed, though they acknowledged the importance of the roundtables as a forum for exchange for others. Participants placed a lesser importance on raising men’s awareness regarding their responsibility to uphold those rights than on women’s ability to realize and exercise those rights. Others suggested that women’s rights should be addressed by the government through the enactment of legislation and laws for safeguarding their rights or that religious leaders, media and influential figures can help promote awareness around GBV. Given the prevalence throughout the project of findings that show male engagement and investment is crucial to ensure that women can fully exercise their rights, and that both men and women see men as the gatekeepers of women’s rights, this finding suggests that there is further need in this context for awareness-raising of women’s inherent rights.

*“Broaden discussions on such issues by raising women’s awareness and encouraging them to complete their education in order to be aware of their rights and to have a say in society.”*

- Roundtable participant/project coordinator, Erbil

*“The best way is to offer men awareness campaigns, enlightening them on the rights of women. In addition to law enforcement on men who commit such crimes.”*

- Roundtable participant/Social Researcher, Sulaymaniyah

The roundtable sessions indicate a positive and sustainable shift in how participants understand violence against women, its causes, and how to address them. Many participants reported that their knowledge and awareness increased, and that they were now better equipped to deal with GBV cases and to spread awareness and share knowledge with others. Many participants said they had implemented the lessons they had learned and discussed during roundtable sessions in their daily and professional lives, if they did not do so already. Since the roundtable sessions, some participants have proactively engaged in knowledge sharing through running lectures and campaigns promoting issues surrounding GBV. One participant gave the example of raising awareness amongst parents of school children, which effectively increased female school attendance. Some male participants said that they have noticed a change in how they interact with women since attending the roundtable sessions and also gave some examples of how they have intervened in cases

of violence against women. For example, one participant said he no longer accepts invitations to weddings of underage women.

*“Everything has become different now. As I said, now I do not go and be a witness on the marriage of a girl whose age is under the legal age. I totally refuse to do that.”*

– Roundtable participant/Mayor, Sulaymaniyah

Further, some participants highlighted how other activities of the WfWI project had reduced issues of GBV in the communities and improved dialogue. A police officer reported that violent incidences against women had decreased after awareness raising campaigns were conducted by WfWI. Another participant highlighted the impact of WfWI conducting three vocational courses that invited Syrians, Iraqis and Kurds, to exchange ideas and experiences within their respective communities.

*“A police officer from the Khabat area said that violent incidents decreased in number after the awareness campaigns conducted by the organization [WfWI]. He added that the police can coordinate with the organization in order to offer help.”*

– Roundtable Participant/Social Researcher, Sulaymaniyah

*“Awareness campaigns for the parents – we did this once a month; each time, we raised the awareness of the parents in the camps for one week. This had positive effects on the people as many of the girls returned to school later.”*

– Roundtable participant/Project Manager, Erbil

*“Also, the intermixing of Syrians, Iraqis, Arabs and Kurds was a useful method to exchange cultures and minimize the violence against women. In addition, the recognition of women’s and men’s skills through courses helped in solving most problem.”*

- Roundtable participant/Mayor, Sulaymaniyah

As with other project activities, findings showed that many participants and stakeholders believed that a longer-term basis for activities was necessary to achieve lasting impact. The roundtables were conducted in two rounds, and while the first one primarily engaged with relevant stakeholders on the issue of honor killing, the second round attracted a wider range of participants and covered a broader reach of topics as presented by the women’s advocates and male champions. The potential for this growth to continue could have been fulfilled if the roundtables had been continued, or had begun implementation earlier in the project.

*“These topics need constant follow-up from stakeholders to achieve positive results in the future. In my personal opinion, changing a society’s ideas on women’s issues takes a lot of time. We will not see effective results in a year or two. I think five-year renewable projects should be launched in this regard.”*

– Roundtable participant/Lawyer, Sulaymaniyah

While exchanging information and aiming to improve capacity through knowledge-sharing was an important function of the roundtables for direct service providers, many respondents spoke to the importance of reaching out to a broader range of participants. This was particularly relevant to the aim of increasing the perception of safety in the community on topics such as honor killing and child marriage. Respondents believed that important stakeholders on these issues may not be sufficiently engaged with the topics and that a broader reach may allow a base of crucial knowledge to be expanded within the community.

### 4.3 Adaptations to Project and Transition from Warvin Partnership to Direct WfWI Implementation

At the end of PY1, significant difficulties arose in the partnership with Warvin, the implementing organization. Project staff in contemporaneous reports and interviews for this evaluation stated that these difficulties were largely linked to the operational capacity at Warvin, rather than programmatic challenges. Issues were found particularly in the management and financial reporting capacity of the organization, as well as in their ability to meet WfWI and UNTF overall reporting requirements. Aside from these operational issues, overall achievement of the output targets was significantly hindered by very high dropout rates among enrolled beneficiaries during PY1, with beneficiaries moving from Erbil or Sulaymaniyah, injuries or deaths in their families, pregnancy and lack of transportation to the centers cited as reasons for this attrition.

As a result of these ongoing challenges, the transition was made to direct WfWI implementation. Activities in support of planned outcome 3, including advanced leadership and advocacy trainings, men's engagement programming (MEP), coaching and mentoring on GBV prevention, as well as continued provision of direct GBV services and community outreach were directly provided through the fall of 2019 by WfWI staff. Findings showed that the adaptations to the project adequately accounted for the issues that had necessitated the transition. Issues regarding Warvin's organizational capacity to address problems of financing and staffing were addressed by transferring all implementation to WfWI. Shortfalls in resources were also addressed through reorganization of the budget and results framework, as well as the ability to directly supplement project resources through synergy with other existing WfWI resources. As these issues had been directly impacting the achievement of project targets and the quality of services, findings also show that the transition to direct implementation supported the achievement of project outcomes. All WfWI project staff interviewed believed that the adaptations addressed the issues leading to the discontinuation of the partnership very well.

Throughout the initial stage of the project, mentoring and capacity building was to be delivered to Warvin through visits from WfWI HQ staff, who delivered training on operational and M&E procedures to Warvin staff, including providing templates, tutorials, and curricula. With the transition, the initiative to build the partner's capacity to provide access to services to increase the perception of safety for women in the community was replaced by the effort to directly target key stakeholders who could act in similar roles to improve the access to and quality of services provided. While this decreased the potential for sustainable impact through long-term strengthening of the partner's capacity, both the UNTF liaison and those at WfWI involved in the planning and early phase of the project affirmed that training and building the capacity of a local partner was a secondary goal in support of the direct objective at improving knowledge and services in the community. It was this logical framework that legitimized the transition of activities in support of this objective from these ongoing trainings for Warvin to activities that promoted and investigated knowledge and rights in the communities more broadly.

### 4.4 Implementation and Results of Outcome 3

**Outcome 3: By project end, community members, including men and women leaders, in Erbil and Sulaymaniyah are better able to prevent and respond to VAW/G.**

#### Activity 1 - Men's Engagement Program (MEP)

Given the above findings of the importance of male awareness to women's ability to access and exercise rights in KRI, the Men's Engagement Program (MEP) was a key component of the project's ability to increase the

knowledge and awareness of women's rights and issues of VAW/G among men in the targeted communities in order to improve the overall environment for these topics in KRI. Implementation of this activity began after the transition from the Warvin partnership to direct implementation by WfWI.

Participants of the MEP trainings confirmed VAW/G is a prevalent issue in their communities. Participants said that violence against women most often occurs in the household when men feel their authority is undermined. This was generally explained as due to ignorance on behalf of men in the community, upbringing and views that men are the sole authority of the house, but also because women have few options to protect themselves from abuse, often in fear of doing harm to the family.

*"When she stands up to you, becomes stubborn and does what she wants...then they would say it is acceptable to use violence against her because she is being stubborn and does not know how to treat men."*

- Male Participant, MEP, Sulaymaniyah

*"Most women keep silent about the violence for the sake of her children. She says that I do not want to destroy my family."*

- Male Participant, MEP, Sulaymaniyah

Findings showed that trainings were most impactful in raising participants' awareness around what constitutes violence against women, and highlighting everyday issues where violence becomes most prevalent. One participant had not previously considered controlling what his wife wears as a form of violence but has since learned how this infringes upon his wife's individual rights. Others said they had learned to become calmer and more communicative, which reduced tensions in the household that might otherwise lead to violence.

*"The violence practiced within the family where there were details that I did not know about. I did not know that what I was doing regarding the way she dressed was violence. Now I accept her to wear whatever she wants because this is her free will."*

- Male Participant, MEP, Sulaymaniyah

*"Normally, I am an angry person, and I learned during the training how to control myself and not to be stressed."*

- Male Participant, MEP, Sulaymaniyah

Participants felt their opinions of the women centers as well as how they view women's rights and their interactions with women had positively changed. Since attending the training, participants said they listen to female members of the household and respect their decisions more.

*"I used to make fun of this and echo what my community says that a woman does not have rights and that she should sacrifice all for the sake of the man. I told myself let's try this course for two days. And yes, I realized I should have known more about the rights of the woman."*

- Male Participant, MEP, Sulaymaniyah

Moreover, a number of them said they encourage their wives to work outside the home now, something they did not previously support. One of the most common issues participants said they think about differently since attending the trainings is equal rights of inheritance. Four of the five participants said they now thought that rights of inheritance for women is inalienable.

However, when they were asked how helpful the women's centers are for the community, participant responses reflected views that persistently shift the onus of responsibility onto women in terms of creating



safe and harmonious home environments, and consider women's rights as something that can be granted by men in her household or community.

*"I support the idea of women participation in making decisions, but on the condition that the woman knows how to make decisions. There are some women who do not know how to make decisions. They do not have that awareness to make decisions."*

- Male Participant, MEP, Sulaymaniyah

These issues may also be linked to the short duration of the trainings, and the deep-rooted nature of attitudes towards women's rights.

Findings show that the knowledge of women's rights and attitudes towards violence against women improved among the male beneficiaries of the MEP training. MEP participants increased their knowledge particularly with regard to property and inheritance, and many reported that they would act or had acted if they knew of cases of violence against women or where women were at risk. Several also mentioned increased understanding of the risks of child marriage and reported that they would change their behavior in their own families, not allowing their daughters to marry young.

Significant strides were made during implementation to improve the environment for safety and prevention of violence against women, but gaps remain. Some issues were confronted in ensuring men were sufficiently engaged, but those participating were likely to be better equipped and willing to prevent and respond to violence against women. Findings suggest that while the MEP programming could be a highly impactful aspect of the project, it confronted significant challenges. These trainings for men were an effective way to holistically engage actors who can positively affect VAW/G. However, it was particularly challenging to implement due to resistance from the communities, particularly by way of recruiting male participants for the activity due to stigma against male participation in activities focused on women's rights and advocacy. Recruiting trainers of MEP itself was also a challenge due to the salary allocated and the need for highly qualified trainers.

Participants generally showed high satisfaction with the MEP sessions. However, they felt they could be improved by making the duration longer, or by increasing the amount of sessions. Some respondents reported that they had forgotten aspects of the training or could not remember what had been covered, reinforcing the need for longer-term and ongoing programming. This was validated by WfWI staff who acknowledged the duration issues due to challenges in identifying participants and time constraints for training. Another participant suggested producing a handout that could be taken home so they could revise or further share the things they had learned and discussed.

All participants said they had shared the information they had learned at the training with others in their life, from friends to family, colleagues and associates. Many also said they had recommended the trainings to others, if similar workshops occur again. All participants said that they had implemented what they had learned in their daily lives, whether it was how they conducted themselves at home, how they interacted with others, or through sharing information they had learned with friends, colleagues and family. Participants also said they felt better equipped to intervene if they witnessed someone being violent towards a woman. They felt they now knew how to offer the appropriate advice. If they felt they could not resolve it, they would refer the case to the organization, implying trust in the organization's ability to handle such cases. However, some participants also reflected persistent harmful attitudes toward violence against women as an issue that should be resolved privately and without intervention from outside parties.

*“I am very calm at home and solve most of my problems with my wife through discussion... after the training, I have recognized their rights more. Before, I rejected the idea of her working outside, but now I would like my wife to work.”*

- Male Participant, MEP, Sulaymaniyah

*“I listen to them [women], respecting their decisions, helping them with the household matters and also helping them with their education.”*

- Male Participant, MEP, Sulaymaniyah

*“I would ask why this (violence) happened, and then they should apologize to each other. However, if it is a big problem and I cannot solve it, I would recommend them to resort to the organization, lawyers or take it to the court. Nevertheless, I would prefer to solve the problem myself.”*

- Male Participant, MEP, Erbil

## Activity 2 – Women’s Advocacy Training

Initial project design intended for the initial social and economic empowerment training cohort to remain with the project for the duration of implementation as much as possible, with selected graduates to eventually receive further advocacy training. The difficulties with attendance, dropout rates, mobility of the target population, and pause in implementation during the transition to direct implementation by WfWI affected the ability to carry the original cohort through to the advocacy trainings. After the transition to direct WfWI implementation, advocacy training was started with a largely new group of beneficiaries, as many of the original participants could not be located. Many of this cohort of beneficiaries were from the host communities or were IDPs from within Iraq, as contrasted with the predominantly Syrian cohort that received trainings from Warvin. High numbers of Syrian refugees had returned to Syria from KRI by this midpoint in the project, and the need within these host communities had by then been identified by project staff. Therefore, the targeting of participants was expanded to include greater numbers of non-Syrian participants.

These trainings aimed to increase the ability of training participants to act as women’s advocates and prevent and respond to violence against women in their communities. This was targeted through awareness-raising of the rights legally granted to women in KRI and training to increase their ability to advocate for and exercise these rights. These activities and the step-down trainings that advocates were able to eliver to other women in their communities contributed significantly to the project’s goal of ensuring that women in KRI were more empowered and self-reliant, particularly through increased involvement in decision-making and ability to recognize and advocate for their rights.

*“With the advocacy and step-down trainings, we created women leaders, skills were learned and shared, and the message was spread. It achieved the target.”*

- WfWI project staff

Findings showed activities would impact their future behavior and role in the community, with changes to their own actions as well as ability to respond to threats or risks of violence around them. When asked if they or a woman they knew wanted to exercise rights in some way (get divorced, seek counselling, report abuse, etc.), 70.97% (n=22) said they would feel confident in knowing how to, and 16.13% (n=5) said they would sometimes feel confident. When asked about experiences applying the knowledge of rights learned through the program, several respondents cited examples of actions they had taken to assist others.

*“I accompanied a girl who was raped to school every day. We provided her safety because she was afraid that we might tell her family. We told her that the matter was extremely confidential and we would not tell her*

*family. Later on, we convinced the girl to tell her mother and it was done by her and her mother accepted her. At first, the mother was angry, but we calmed her down and she understood the issue. Then, she got better and the mother took the necessary measures to save her daughter in cooperation with the school and the psychological counselor.”*

– Advocacy trainee, Sulaymaniyah

However, 12.91% (n=4) said they they would not feel confident exercising their rights. Respondents indicated that this could be due to limited confidence exercising or understanding these rights, though several also cited the expectations of women’s roles in relation to men as barriers to exercising those rights.

*“A woman is at a man’s service, and she is not allowed to complain.”*

– Advocacy trainee, Erbil

*“A woman cannot ask for anything and a man has the upper hand. It is the man who should give orders and finish all matters.”*

– Advocacy trainee, Sulaymaniyah

There was also some limited indication that the training provided could cause dissonance or conflict within trainee’s homes or communities when confronting barriers that constrained access to rights or may have been a risk to their well-being. Responses indicated that this could be linked to challenging these expectations of women’s role with regard to the exercise of their rights. One respondent said that trainees’ increased knowledge of their rights may have challenged norms regarding women’s duties in marriage.

*“It happened that my neighbor was asking for help. When I heard of it, I provided assistance by giving her the advice that it is not always a husband who is responsible for (causing) problems. There were some women who had problems after the course because they thought that these were their rights. In my opinion, this was not true because they forgot duties and focused on their rights.”*

- Advocacy trainee, Sulaymaniyah

Interviews with beneficiaries revealed women still face significantly constrained involvement in decision-making in both the public and private spheres at the end of the project. Some reported more involvement in decision-making at home as a result of their husbands’ inclusion of their opinions, and others reported greater influence in the community or other public spheres due to their status or position, but little at home. Very few mentioned high levels of involvement in decision-making both at home and in their communities.

*“I solve many issues in the community, but when we face issues at home, I cannot do anything to solve them.”*

- Female advocacy trainee, Erbil

*“My husband is understanding and he makes me participate in the house’s decisions.”*

- Female step-down training participant, Sulaymaniyah

However, even among those reporting very low decision-making involvement, the project was considered to have had a positive impact on their ability to participate and have their voices heard. Both beneficiaries and project staff considered the training received to be impactful on women’s role in their homes and communities. The increases in decision-making and self-advocacy ability among beneficiaries of the program were characterized most commonly by respondents as involving changes in character, confidence, and empowerment. However, many also cited increased knowledge of rights and confidence in the system as positively affecting their status.

*“Women have become stronger and can act independently and rely on themselves.”*

- Social worker, Erbil

*“Thanks to the trainings, women have built up a strong character and become empowered to make decisions jointly with their husbands with regard to family and social affairs.”*

- Lawyer, Erbil

*“Yes, I have learned about more rights and started to claim them. I also have learned that making a decision is my own matter, but I can discuss and share with others out of respect for them.”*

- Female advocacy trainee, Sulaymaniyah

While qualitative data reflects issues with self-efficacy and decision-making for women in the project, it also suggests there was some impact as a result of the trainings received through the project, and many women reported positive changes relating to knowledge and confidence asserting their rights.

*“One of the refugee women was very shy at the beginning of the course after a period that came to me and she said today I knew how important these courses are to me, I went to an office to rent a house but the owner of the office was would exploit me because I am a refugee, so I explained to him all my rights that I learned from the center so he could not exploit me.”*

- Social worker, Erbil

Improvements or changes to women’s perception of safety as a result of the project output were also reported. Female beneficiaries reported ongoing high perception of risk or discomfort in daily life, in line with the previously reported baseline. Harassment faced in public places was a considerable risk, as well as the risk of discrimination at work or in the job market, leading to daily discomfort or diminished perception of safety. They stated that these risks affected their daily life severely, with an average ranking of 4 on a scale where 1 represents no disruption and 5 represents high disruption.

As with the increase in self-advocacy and decision-making, improvements to this perception were noted by beneficiaries as being a result of their own changed attitudes and knowledge, giving them the confidence to assert their rights and position in their communities.

*“Previously, I used to be afraid of going out of the house. After the training, I have got self-confidence and courage to go out alone.”*

– Female step-down training participant, Sulaymaniyah

Those who disagreed with or did not believe that the program had significant impact were largely concerned with the length of the programming offered. This was felt particularly in regard to the entrenched nature of the social and cultural norms driving many of the barriers to women’s participation in decision-making and self-advocacy, and the sense that these barriers were external factors that could not be affected by the advocacy and empowerment training.

*“The situation is better now but not good enough. We learned many things in the training, but the duration of the training should be longer because there are many issues to be discussed.”*

- Female step-down training participant, Erbil

### Activity 3 – Male Champion Advocacy Training

In addition to engaging men through the MEP training, the project also aimed to improve the environment for prevention and response to VAW/G by empowering male 'champions' in advanced advocacy. This activity aimed to enable these selected men to pass on the messages and information they gained in this training to others in their community through step-down trainings.

Findings showed that this activity was successful in changing the attitudes and impacting the long-term behavior of the selected male champions. Men who were engaged and active in their communities were selected, and several were in positions of influence that allowed this training to have significant impact in their roles.

*"Being a detective, if I regard the cases I face with the mentality of the man, I will not be able to give the woman her right and support her (in case a man and a woman are at odds). However, this course has taught me that the man has deprived the woman of many things that she now lacks."*

- Male champion, Sulaymaniyah

*"At first, men would suspect a woman if she disclosed her problems. Now, they pity her and start thinking about how to help her."*

- Male champion, Sulaymaniyah

*"There were huge changes from champions."*

- WfWI project staff

The champions also reported significant changes to their personal beliefs and knowledge of rights for the women and girls in their lives.

*"For my daughter, I will not agree to her marrying while she is a teenager."*

- Male champion, Erbil

However, due to the demanding nature of training male champions to deliver step-down trainings, more time was needed to achieve significant impact on the community to benefit from the increase in knowledge and awareness more broadly through more formalized trainings.

*"The champions needed lots of time with the MEP trainer, who did most of the work."*

## 4.5 Evaluation Criteria

### 4.5.1 Effectiveness

- To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?
- To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.
- What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?
- How did outcomes and goals change after full implementation by WfWI began?

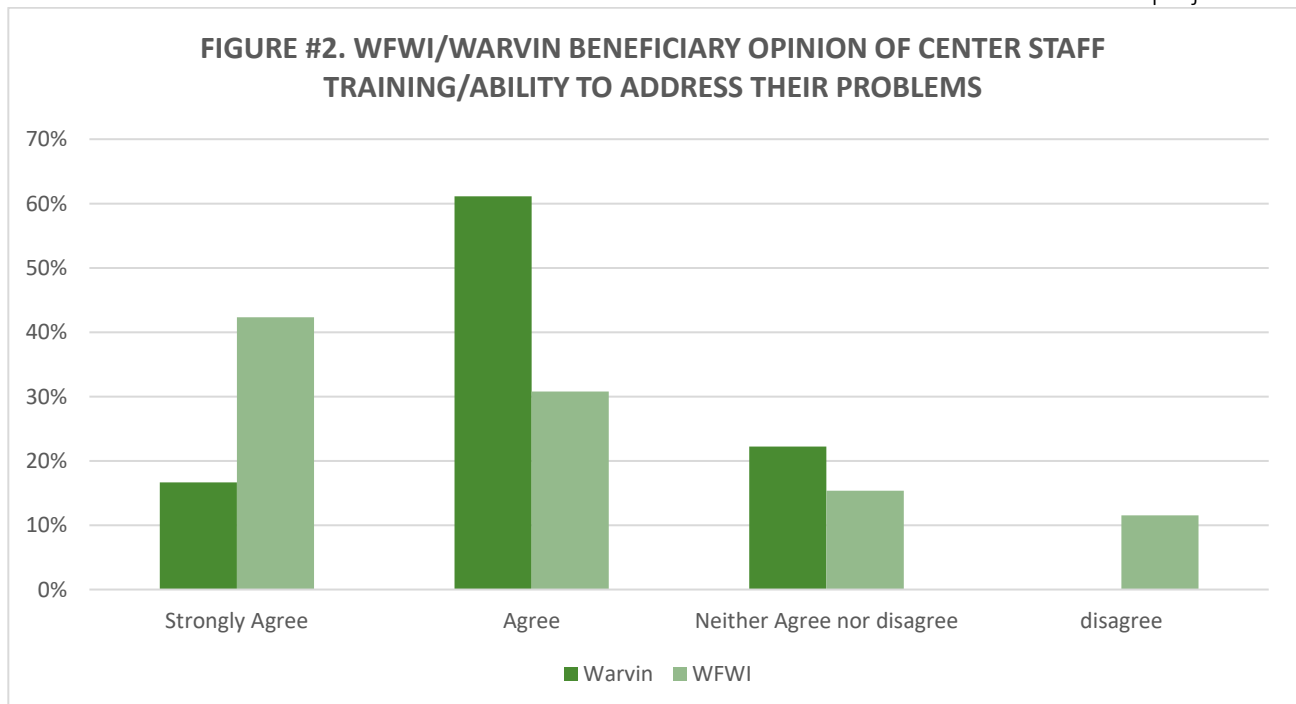
The project was successful in achieving its intended project goal and progress toward long-term increase in relevant indicators. Women reported an increased knowledge of and confidence in advocating for their rights and to a lesser degree, influencing decision-making. The majority of beneficiaries were satisfied with the quality of the social and economic empowerment skills trainings they received, and the services provided at the center proved to be a highly effective aspect of the project, and popular with stakeholders. The advocacy trainings for men and women, and step-down trainings then provided, raised the awareness of the community, and the roundtables served as effective knowledge-sharing forums to heighten the level of service provision and knowledge of issues in the community overall.

The effective implementation and achievement of project outcomes is due in part to the project’s ability to adapt in response to internal and external challenges. Given Warvin’s issues in achieving targets for key outputs, the transition to WfWI significantly increased the overall effectiveness of the program, with activities directly implemented by WfWI largely contributing to the achievement of targets.

The majority of beneficiaries were satisfied with the implementation of trainings. Of those surveyed, 81.82% (n=36) were satisfied or very satisfied with the trainings, and 90.9% (n=40) said they would recommend it to someone they knew. With regard to the quality of implementation, 68.2% (n=30) agreed that the center had enough resources and 75.0% (n=36) said that the center staff were well-trained and able to address problems or questions. When compared to participants in later activities directly implemented by WfWI, those who had received empowerment training through Warvin were less likely than to say that the center had enough resources (60.0%, n=12), though 80.0% (n=16) of those respondents said that center staff were well-trained and able to address problems or questions. Project staff noted the lack of engagement of some beneficiaries,, linked in some cases to limited satisfaction and confidence in trainers, and mentioned struggles to recruit qualified, specialized trainers in KRI’s competitive job market as an internal challenge that may have affected beneficiary satisfaction.

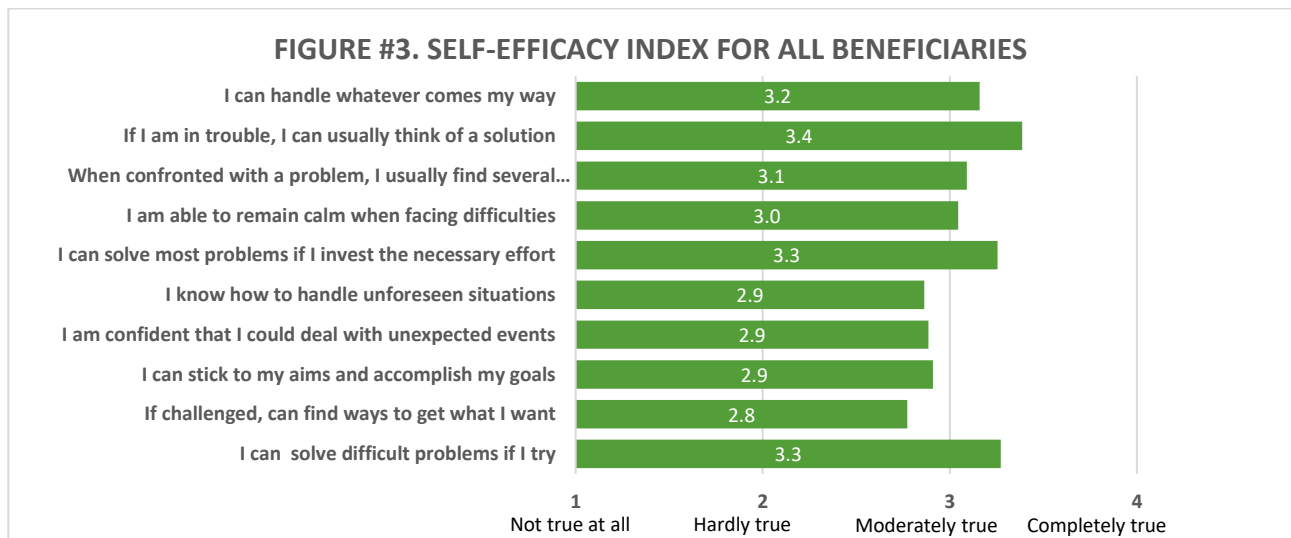
*“The project also needed better, more specialized trainers, teaching materials, and incentives for beneficiaries, as well as more time to digest the information.”*

- WfWI project staff



Beneficiaries and project staff also reported other barriers to attendance such as the project’s limited ability to provide transportation support, lack of childcare at the women’s centers, and beneficiaries’ unmet expectations of material aid. While these factors affected the project’s effectiveness in achieving outputs under Warvin, findings showed less impact from these challenges under WfWI implementation, which may be connected to better suitability of center locations and facilities and clearer communication with beneficiaries.

An updated sample of 259 participants surveyed at the second baseline represented the new cohort of trainees after the transition to direct implementation by WfWI, given the changes to the target population and the difficulty in retaining the same trainees in the cohort moving forward. This group reported a self-efficacy score of 32.00 on a scale of 40, where 40 represents the highest possible level of self-efficacy and a decision-making score of 0.42 on a scale of 0 to 1, where 1 represents involvement in all decisions regarding childcare, household choices, and financial management. A sample of 44 participants from empowerment and advocacy trainings surveyed for this evaluation reported an average self-efficacy score of 30.7, where 10 represented no agreement at all with the statements of self-efficacy, and 40 represented complete agreement with these statements, reflecting a decrease from the updated baseline. While this represents a decrease in the overall self-efficacy, the sample for this evaluation was significantly smaller than that surveyed for the updated baseline, and included both initial Warvin participants and more recent WfWI advocacy participants, resulting in issues with the comparability of findings.



Of participants surveyed, 70.45% (n=31) said that they had full or joint final say on whether children in the household can attend secondary or post-secondary school, and 77.27% (n=34) said they had full or joint final say on how many children to have, though only 6.82% (n=3) said they had complete final say. However, 36.36% (n=16) said that their husbands had final say on whether or not respondents could work to earn money, with 56.82% (n=25) saying that this was a full or joint decision with the respondent. Given the importance of economic activity and independence as a tool for female empowerment in KRI as shown by findings, this shows the limits that are still existent on women’s decision-making and the resulting impact on their access to rights. However, this evaluation suggests that the trainings had some positive impact on the social and emotional well-being and resiliency of the participants. Findings showed that the advocacy trainings for both men and women, in particular, as well as services provided at the center, contributed to increasing the self-confidence and advocacy skills of participants.

The perception from staff, beneficiaries, and a UNTF representative that there could have been a ‘missed opportunity’ with economic empowerment and vocational training also speaks to a limitation on the effectiveness of the project and its ability to achieve the planned outcome in this area. Findings showed that fewer resources than necessary to achieve the planned outcome of increased savings and earnings for training participants were allocated for these topics, despite the potential for high impact given WfWI’s existing knowledge and expertise in this area. While the initial project design included a strong focus on economic empowerment, it did not encompass the existing core WfWI economic empowerment program since Warvin would be implementing the project. Use, or closer adaptation of this core program, and increased resource allocation for these activities in the grant budget design, may have allowed the project to harness the existing knowledge and expertise of WfWI in this area to maximise the potential impact. In the case of budget limitations prohibiting the allocation of greater resources to this topic, outcomes may have required adjustment in order to enable the project’s effectiveness in achieving planned targets.

*“Combining the WfWI core program of economic empowerment and the ‘softer’ areas of advocacy could have been a missed opportunity.”*

– WfWI Staff

*“Economic empowerment is WfWI’s strong suit overall, not just basic skills, and this is really important for preventing GBV and household violence. The lack of focus on that in the project design was a wasted opportunity for them - they didn’t ask for budget for it.”*

- UNTF Donor Representative

#### 4.5.2 Relevance

- **To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls?**
- **To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?**

Findings overall confirmed the immediate relevance of the project’s goal and the urgent need for programming addressing violence against women in KRI. Women experienced high levels of discomfort and had low perceptions of their own safety and ability to exercise their rights, something that greatly affected their daily functioning. Social empowerment and advocacy trainings addressed a significant lack of knowledge and understanding of topics related to VAW/G and the rights afforded to women and girls in KRI.

The initial relevance of the project’s focus on refugees those for whom violence and exclusion was particularly prevalent was validated by findings.

*“I am a refugee and away from my community, so our participation in decision-making processes in the community has been weakened.”*

- Advocacy beneficiary, Sulaymaniyah

*“I am Syrian, displaced to Erbil. I used to feel safer back in Syria before the conflict started there. Now, I feel like a stranger; I do not feel safe.”*

- Female step-down recipient, Erbil

As the project progressed, the relevance of this targeting lessened as Syrians returned to Syria or moved elsewhere in Iraq. Needs in camps remained high, but the lower numbers meant that a strictly targeted intervention was no longer addressing the most urgent needs. The transition from primarily targeting Syrian



refugee women to working with greater numbers of Iraqi host community and IDP women in the second half of the project was primarily a consequence of the changing context rather than specific adaptations to project selection criteria. However, this adaptation allowed the project to meet a potential gap in the needs and provision of services in KRI.

One of the most significant adaptations to ensure continued relevance was the refocusing of the target community to include women from the host community and Iraqi IDPs, in addition to the original target of Syrian refugee women. The project overlapped with the referendum and political developments in both KRI and Syria that lead to many Syrian refugees returning home, and project staff reported that it became difficult to recruit and retain project beneficiaries from that community. Understanding of the high needs within the host community also deepened with continued implementation of the project, and findings from this evaluation showed that the local communities also demonstrated unmet needs for the services and activities the project provided. Attitudes among host community men left room for improvement on topics of women’s rights, and staff reported resistance among the community when recruiting for MEP and difficulty in changing attitudes in the short period of implementation. Despite their negative impact on implementation, these challenges highlight the necessity of this programming in the host community, and demonstrate how the shift in focus to include local women was important to maximize the relevance of service provision.

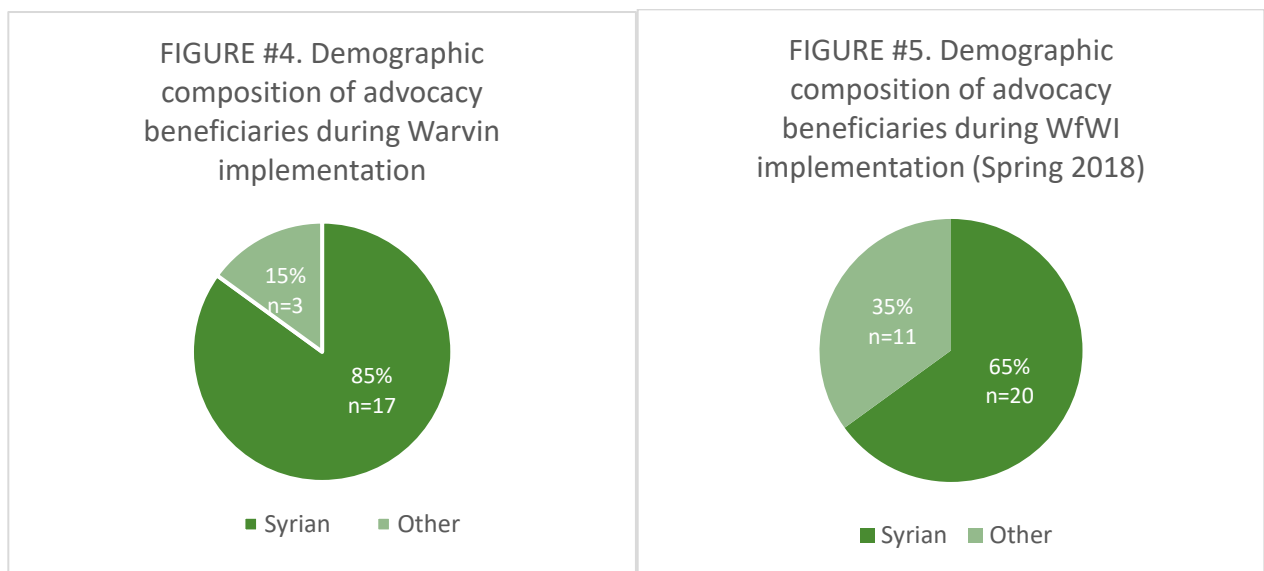
*“A huge number of Syrian refugees left, either back to Syria or to elsewhere in Iraq, but needs persisted for Iraqi women. This left the project design and its focus on Syrian refugee women feeling contrived.”*

– WfWI staff

*“There was value to it being implemented outside immediately conflict-affected areas – there are high needs and VAW but those more ‘stable’ areas are often forgotten, especially regarding GBV. Bringing host community, IDPs, and refugees together was also good.”*

– WfWI staff

Of the advocacy and empowerment recipients surveyed, 20 reported they were Warvin service recipients, 17 of whom were Syrian. Of those surveyed who received services from WfWI directly after the spring of 2018 (n=31), only 20 were Syrian, with the rest Iraqis from KRI or displaced from Iraq.



The final phase of the project also significantly increased its relevance to the context of the needs in KRI overall and formed a relevant strategy to address local needs by providing the MEP and roundtables to engage further key stakeholders. Some participants reported that the issues addressed by female advocacy and social empowerment were not the underlying causes of VAW/G in KRI. While the trainings provided to women did indeed have a positive impact on the situation for women's rights and perception of safety in KRI, the perception persisted that factors aside from women's knowledge of their rights and access to services played a greater role. Male figures and societal and cultural norms at home and in public were a significant constraint on access to rights, even when women understood and could advocate for their rights. Given this potential gap in targeting, the roundtables and MEP were an important corrective for the targeting of the program.

*"In 80% of the cases that we addressed, we had to talk with the husbands too in order to solve the problems because the lack of awareness on the part of men was the cause for problems. There was a need for someone to talk to them to solve these problems."*

- WfWI social worker, Erbil

*"Decisions are made only by men; women cannot do anything of this kind or even express their opinion. The women in the camps that we used to visit were being severely beaten; they could not even talk. Their fathers, brothers and uncles used to threaten us because they did not want us to tell these women about their rights. They also used to threaten the women to take their own children from them and so these women had nothing to do but to bear the situation as it was. Law does not protect women there because it does not give them a chance to obtain their rights."*

- Roundtable participant, Erbil

Findings also verified that the issues faced in their communities relating to GBV and exclusion of women were aligned with those that the project interventions aimed to address. A key insight from roundtable participants was the role of socioeconomic factors that underlie decision-making power in the household. Beyond patriarchal custom and tradition, and male responsibility for perpetuating violence against women, decision making power is largely understood to be dependent on the economic contribution of the individual. Men are therefore most often seen as the legitimate decision makers of households. Participants recognized that, where women increasingly contribute to the household in economic terms, gender imbalance in decision making is slowly changing. This highlights the significance of Outcome 1 of the project to create more income generating activities for women. As KIIs reported, women are often excluded from financial decision making, inheritance, and decisions related to broader social relations, and therefore providing support for the economic autonomy of women may enhance their stake in more significant household decisions.

*"As for women, their authorities are few and simple, such as organizing household and living affairs... life-defining decisions are up to men."*

– Roundtable/Logistics Officer, Erbil

*"In the past, the man was the decision maker and nobody could object. Nowadays, both the man and the woman make the decision as the woman started to have a job."*

– Roundtable participant/Social Researcher, Sulaymaniyah.

The underlying socioeconomic determinants of decision making are not only confined to the household and between men and women, but also at extended community levels as in the case of families imposing marriage upon both women and men and choosing the bride or groom. A consistent theme that emerged from KIIs with the roundtable participants was an emphasis that women's exclusion from decision making stems from ignorance of their rights. This view and attention on women's responsibility to uphold their rights to curb male violence committed against women was a prevalent view of participants of the roundtable sessions and

suggests a problematic understanding of GBV that shifts the onus away from perpetrators of violence onto the victims. Further, one participant's comment exemplified this through the reproduction of harmful stereotypes of women as irrational decision makers. This highlights the importance of educating men on the significance of their actions and responsibility in perpetuating GBV, over women's responsibility to uphold their own rights.

*"There is no doubt that the decision-making power rests with men in general because our society imposes that. However, things are changing now and women have the right to make decisions in some matters only because women in general are emotional and cannot resolve matters; they make decisions quickly and without thinking since they are emotional in nature."*

- Roundtable participant/Civil Servant, Erbil

#### 4.5.3 Efficiency

- **To what extent was the project efficiently and cost-effectively implemented?**
- **What lessons were learned from the partnership with Warvin?**
- **How did implementation, management, and efficiency change after direct implementation by WfWI began?**

As the project achieved its targets without overspend or budget issues, findings showed that it was considered to be relatively cost-effective and efficient in its implementation. Although precise cost-benefit analyses are difficult to assess in projects such as this one with 'soft' targets, the majority of respondents believed that impact had been achieved in a way proportional to the grant assigned to the project. Advocacy and empowerment activities, in particular, were considered to have been a particularly efficient use of the resources available.

*"The project managed to engage volunteers and advocates very seriously without using a stipend or financial compensation."*

– WfWI staff

The most significant limitations to the overall efficiency and cost-effectiveness derived from partnership with Warvin and the transition from Warvin implementation to direct WfWI implementation. Project staff KIIs reported that the initial phase of the project, as implemented by Warvin, was significantly less efficient. WfWI contributed resources including HQ staff time, country officer and director staff time supplemental to the planned budget, and subsidized operational costs for Warvin to enable the project to continue operating. Even so, it had difficulty achieving project targets, including attrition of attendance and participation from beneficiaries who had been recruited and put through an intake process, a drain on resources when impact could not be provided to these individuals.

Furthermore, despite the allocation of budget funds to capacity-building of Warvin staff, project staff from both WfWI and Warvin stated that this capacity-building was largely ineffective and unachievable, leaving the first half of the project period without sustainable impact despite the budget allocated to this aspect, including significant travel and participation from WfWI HQ staff. Both internal and external factors contributed to this, with Warvin's very low staff and management organizational capacity and high staff turnover the most commonly cited examples.

Once the decision was taken to end the partnership and transition to direct implementation after year one of the project, this process itself included challenges to cost-effectiveness. Centers were unused for the entirety of the transition, representing a significant interruption to service provision and the conducting of project activities. Staff and the UNTF representative confirmed that these decisions were taken as being the most

efficient options at the time, but optimally the transition would not have taken place at all, with no interruption to project activities. Although targets were reached and some adjustment to timeline were made, activities may not have achieved the most efficient impact. Those conducted post-transition were held to a shortened schedule as a result of the limited remaining project timeline, which was found to limit their impact and ability to affect lasting change.

*“The transition from Warvin was a challenge to cost-effectiveness.”*

– WfWI staff

Despite these issues, the transition also served to boost the efficiency of the implementation already underway in several ways. Timely recognition of Warvin’s struggles to achieve targets and challenges in implementing activities meant that corrective action could be taken in the first half of the project to prevent further use of resources in ways that were inefficient and not achieving significant impact. The direct control of project activities meant that WfWI could use its greater institutional knowledge and resources in other areas to supplement those provided through the grant. A “synergy” with other ongoing projects meant that staff believed that WfWI implementation obtained greater impact with the UNTF grant than Warvin would have been able to achieve.

*“WfWI made way more of the money than Warvin would have. We used existing WfWI resources in country and at HQ that Warvin would not have had access to and could do it in a more sophisticated way. Providing the core program simultaneously in projects with other donors provided benefit through synergy.”*

- WfWI staff

However, in some situations this increased impact was due to supplemental financial outlay on the part of WfWI. Staff hiring and retention was a problem throughout the project. Underpay, particularly during Warvin’s implementation, was considered by some staff to contribute to the issues of turnover and retention that limited the project’s effectiveness, as original budgeting laid out by Warvin included salary allocations well below market rate, requiring ‘topping up’ with non-UNTF WfWI funds. Salaries, in addition to the short-term nature of contracts offered to trainers also contributed to challenges in retaining staff. This was exacerbated after the transition, as job descriptions originally allocated in the project budget to local NGO salary ranges were instead filled by WfWI as an international NGO, leading to difficulties recruiting suitable candidates in Erbil, and requiring further contribution from WfWI to ensure adequate pay and ability to secure qualified staff.

*“It meant that the original (budget) design then became insufficient, because it was designed for a local NGO.”*

– WfWI Staff

This meant that WfWI in some cases used their own funds to supplement salaries of either project staff or those contributing more to the project than would have been necessary in the original project design. While this did not affect the final ‘bottom line’ of the grant and had no implications for the donor, it arguably did affect the project’s efficiency by calling into question the appropriateness of budget allocations for the project activities and staffing structure required for the planned achievement of outcomes.

#### 4.5.4 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?**

Sustainability was initially factored into the project design primarily through the capacity-building for the local partner organization (Warvin) and the assumption that this training may allow the partner to continue improving attitudes, knowledge, and service provision after the discontinuation of the UNTF funding. As such, the completion of implementation without the use of a local implementing partner represented a significant risk to the overall sustainability of the project as planned in the initial project design. Adaptations to the project succeeded in targeting the overall goal of the project and adding sustainable impact to local communities through other means than initially planned, particularly through the successful empowerment of female advocates whose findings show are highly likely to continue to effect meaningful change after the end of project funding. However, the transition away from the partnership with a local organization affected the overall sustainability of the project with regard to the possibility of sustaining the presence of the women's centers in Sulaymaniyah and Erbil.

Project staff confirmed that consideration was given to the sustainability of the project when making these redesigns, in line with its emphasis in the original design, and the trainings, particularly of men and women advocates and the roundtable events, were seen to have had a positive effect on the overall awareness and attitudes towards VAW/G that will persist after the cessation of project activities. The attitudes and knowledge of rights among advocates who received advanced training were significantly and permanently increased, and given their high engagement, these individuals are likely to continue disseminating this information in the community after the project ends.

Furthermore, social workers and lawyers employed by WfWI said they learned new skills through the project, such as dealing with different groups of the community they had not previously worked with, conducting PR campaigns, and dealing with inheritance issues. A lawyer from Erbil said they learned that cases are better understood when they are visited on the ground, in camps, and in rural areas where women are afraid to discuss sensitive issues with their families. WfWI staff who were responsible for implementing the activities originally designated for Warvin implementation were locally hired, and were provided with significant capacity-building that several said they would carry with them into new or future roles. Staff reported that they attended training workshops provided by WfWI in areas such as nutrition, security, community-based training, and referral and pathway training, as well as advocacy, GBV and survivor-centered approaches training by HQ staff. For those who received training, they said it helped them to do their job by improving their sensitivity and awareness around cases and topics, problem solving, and general work efficiency.

However, some project staff also raised concerns about the sustainability of the efforts to introduce male allies through the men's engagement programming. As elaborated above, some of these concerns were linked to the effectiveness of programming itself, in that the duration of implementation may not have been sufficient to achieve lasting change in deep-rooted attitudes and understanding of women's rights. The once-off nature of the roundtables also limited the sustainability of the project, instead of more ongoing knowledge-sharing in the community and with relevant stakeholders.

WfWI staff noted that leaders in the community were reluctant to see the project end and the centers close. However, they believed this was more connected to the value of the centers themselves to the local communities than the value of the service provision they could offer, echoing accounts from beneficiaries that the connection to other women and support networks was one of the most valuable aspects of the project.

*"Local leaders (the mayor, the Directorate of Education) asked us to keep the centers open when I told them the project would be ending. However, there was not that much overall improvement in terms of service provision – we had to rely on other NGOs (particularly IMC) for referral to PSS and legal services."*

– WfWI Staff

The redesigned project had lower potential to create sustainable impact through knowledge and capacity-building than the original partnership model. Although the capacity building provided to Warvin staff was found to be largely unsuccessful in achieving permanent impact, WfWI and Warvin staff confirmed that at least one Warvin staffer retained significant gains in knowledge regarding operational and M&E capacity that they were likely to carry forward to other roles and positions outside the organization.

#### 4.5.5 Impact

- **To what extent has the project contributed to ending violence against women, gender equality and/or women’s empowerment (both intended and unintended impact)?**

At the end of implementation, the findings of this evaluation found good performance with regard to goal impact indicators representing women’s ability to influence decision-making and advocate for rights, and strong progress on the impact indicator of increased perception of safety from gender-based violence among women and girls. However, significant and unmet needs persist in these areas in both communities of Erbil and Sulaymaniyah, and the project encountered challenges during implementation leading to uneven progress in achieving sustainable impact across the areas of implementation.

Social empowerment and advocacy trainings were highly effective in increasing the knowledge and skills of female participants. Women reported greater knowledge of their rights and confidence in exercising those rights. Female advocates were also highly engaged with the project and with the relevant issues, and worked for action and change in the community that will create long-term impact.

*“I interfere and try to explain to the man that what he is doing is wrong. There are other ways other than beating and violence. If I notice that the man has reached to an extent and does not accept, at that time I advise the woman about the places she can visit to protect her rights and how to set herself free from this violence.”*

- Female advocacy trainee, Sulaymaniyah

Findings show that the roundtables and ongoing outreach and engagement with local stakeholders, particularly the mayor of Sulaymaniyah, are likely to have had significant impact on the issue of child marriage in the community. Participants in MEP also reported knowledge gain and behavior changes in their personal lives that represent progress towards ending VAW/G, and increasing women’s empowerment. Some participants in MEP and step-down activities reported forgetting what had been covered, and several expressed that they would still hesitate to intervene in cases of violence against women. This may be a result of the limited scope of these activities after the project’s transition which hindered the reach of the project’s long-term impact.

#### 4.5.6 Knowledge Generation

- **To what extent has the project generated knowledge, promising or emerging practices in the field of ending VAW/G that should be documented and shared with other practitioners?**

Knowledge was gained on an organizational and programmatic level, with WfWI able to circulate lessons learned from the partnership and transition to the new operating context to promote internal learning for future projects in the KRI context and for projects elsewhere tackling similar topics. New approaches and strategies such as the MEP and roundtables were piloted in this context, and all WfWI staff reported that knowledge-sharing from these lessons was a priority and an ongoing effort. The takeaways from these new approaches provided important lessons on how to move things forward in this field and look at strategies for the future.

Project staff also reported that the roundtables were considered a key opportunity for knowledge-sharing both internally and externally for the project. The roundtables were designed to bring key stakeholders together to raise the level of overall community knowledge of the relevant issues but also to compare and exchange on approaches and techniques to addressing these issues. The majority of the participants said they had learned something from these roundtables and that they would use what they had learned in their professional roles. Respondents (largely from other NGOs active on the issues) who said that they had not learned anything new nonetheless affirmed the importance and relevance of the event. The value demonstrated by the roundtables also points to the utility of roundtables in knowledge-sharing to gauge the needs and gaps in their communities, and the potential role for them to assist in the design of project activities and targets in the early stages of the project.

*“The roundtables were intended as the information-sharing, and as a debriefing on the project. Learning will be shared internally with the final report on how to take things forward and look at lessons and pathways for the future.”*

– WfWI Staff

Project staff, whether or not still with WfWI, all said that they had learned lessons from the project and had gained knowledge from its implementation. Project staff, whether or not still with WfWI, all said that they had learned lessons from the project and had gained knowledge from its implementation. They confirmed that they would bring specific lessons learned from activities to new roles, and also specified the importance of a strengthened inception process and needs assessment.

Specific learnings from the project activities include the importance of the role of engaged female advocates, and the development of the MEP. Regarding the MEP, the high relevance and therefore high potential for impact of the provision of male-targeted activities are particularly important takeaways for the future of EVAW/G programming. This is reflected in the importance placed on this by project staff who witnessed its implementation and impact, by female training participants who reported men’s behavior and attitudes as a harmful factor affecting their perception of safety in their communities, and by male participants who reported significant behavior and some attitude changes. Recording of the impact of these activities and learning regarding the value of dedicating resources and focus to these activities is an important addition to the knowledge base of those implementing similar projects in this or comparable contexts.

Staff also reported that the project’s ability to engage the advanced female advocate training participants without significant financial incentive was a lesson they would take with them to other future projects, either within WfWI or externally. The understanding that identification of motivated and committed participants could lead to meaningful advocacy actions in the community was an important one, and is a key takeaway that is transferable to other contexts. This is also a useful finding for future budget allocations, given the newly-found knowledge of the effectiveness of this aspect of the project design.

They also confirmed that project learnings had been documented and either had already been shared internally or were being prepared to be shared internally, and that these were highly valued for the development of future projects. These lessons learned were mentioned as informing both future implementation of projects in the same context through WfWI Iraq, and overall WfWI strategy and approaches to the issues of VAW/G on a global level.

#### 4.5.7 Gender Equality and Human Rights

A rights-based approach was clearly deployed across the scope of this project. The project design was conceptualized with the human rights of the women of KRI at the heart of its impact and goal targets, and these informed all aspects of implementation. It recognized and targeted the unequal application and ability to exercise rights for women in the region compared to men, and used its activities and implementation to address these gaps. It also focused on the rights afforded to female refugees or those in camp settings who may be denied their rights or have trouble accessing their rights.

*“From what I saw the entire project was woman sensitive. WfWI was successful in engaging good female trainers and lawyers. I found it very good that they also had joint stakeholder meetings with men and women, sitting down at the same tables and all positively participating.”*

- WfWI Staff

In those sections of the project addressing violence against women, the project complemented all awareness-raising and outreach activities on this issue with programming focused on the rights and legal protections that intersect with the prevention of GBV. Programming included communicating and disseminating information based on these rights wherever relevant and in all activities. Beneficiaries who partook in all aspects of programming for this project reported increased knowledge of women’s rights as one of things they had learned in the project. Increased knowledge of inheritance rights and the protections for women’s inheritance in the law, knowledge of divorce rights, and knowledge of the rights and laws regarding child or forced marriage were most commonly reported.

However, only 27.27% (n=12) of advocacy trainees believed that men and women had the same rights in the justice system, with the rest believing that men and women had different or unequal rights. This focus on legal rights may therefore be incomplete. It may also have diminished the focus on the human rights afforded to women inalienably, which were less commonly cited by respondents.

Findings show that gender-responsiveness was also a key consideration throughout the scope of implementation, with a heavy focus on hiring and promoting female staff and leaders. Project staff said that where possible, male staff were only hired for roles with contact with beneficiaries where necessary for implementation, such as for the MEP trainings. This effort to hire female staff suffered from the overall difficulties faced by the project to hire staff in the highly competitive KRI employment market, and turnover of well-trained and highly competent female staff was a challenge for implementation.

## 5 CONCLUSIONS

### 5.1 Lessons Learned

1. While overall a highly effective aspect of the program, findings show areas where social empowerment could have achieved greater impact. It requires significant backing by the following factors:

- i. The assessment and allocation of adequate salary for trainers and other staff, to ensure hiring and retention of capable, qualified trainers. Short-term contracts also negatively impacted the attractiveness of these contracts in the competitive job market for these roles in KRI.
- ii. Stronger focus on the use of selection criteria that account for feasibility and capacity of beneficiaries. Assessment of the potential mobility, ability to attend, and potential to engage would allow for greater success in achieving impact for the cohort overall.



2. The inclusion in the project design of a sufficient inception phase with extensive mapping of the community and services is highly important for effective and cost-efficient implementation. Remedying shortfalls in partner capacity is costly, and can be ineffective.

3. Economic empowerment could have been an area for greater potential impact. The existing core program used by WfWI was well-regarded, and a more in-depth inception process and greater allocation of resources in the initial budget and project design could have identified both the need for it in this context and increased the ways that it could have been adapted and optimized for the communities of Khabat and Baharka.

4. Nonetheless, 'soft' advocacy skills trainings were highly satisfactory to participants, particularly those who fit the criteria of literacy, engagement, capacity, and interest recommended by project staff for future implementation. For these participants, the trainings provided important added knowledge on their rights and options regarding violence against women in their communities.

5. The engagement of these advocates with the community through roundtables and other outreach was the most effective achievement of sustainable impact through the project. This was due in part to their connections to their own communities, but all stakeholders reacted positively to and engaged with knowledge-sharing from beneficiaries themselves.

6. Assessing partner capacity requires both an extensive initial assessment of the programmatic, operational, and contextual capacity of the implementing organization, and ongoing assessment of partner performance. Insufficient identification of pre-existing issues can be difficult and costly to address after implementation is underway, though regular and detailed monitoring of progress toward targets allowed for a timely response to prevent further negative impact on the project's success.

7. It is difficult to immediately measure the impact of efforts to improve women's perception of safety through improvement of service provision and local awareness-raising among stakeholders. While findings suggest they are effective in improving knowledge of these issues among key actors, the translation of this knowledge into improved prevention and treatment of GBV issues is less clear.

8. The existence of physical locations (the centers) for project activities was crucial, and was the foundation for much of the most impactful aspects of implementation. Facilitating and incentivizing access to centers is therefore a key determinant of success.

9. The addition of men's engagement programming was a critical area of implementation and helped to address the most pressing needs of women in the project context. While it was effective and achieved some impact, earlier and greater focus on this area would have increased its potential impact.

## 5.2 Recommendations

Based on the findings of this report, the following recommendations were developed to ensure integration of lessons learned and improvement of similar activities in future projects:

### 1. Effectiveness

- i. Economic empowerment activities and vocational training should be given greater focus in tandem with social empowerment and advocacy activities. Findings show that economic empowerment and

independence is a key condition to allow women to exercise their rights and that those activities were popular and effective, though limited in the scope of their implementation.

ii. Where budget allows, provision of transportation support and childcare or a child-appropriate space at the women's centers should be considered at the design phase of the project. These factors affected the project's effectiveness in achieving outputs under Warvin, (and to a lesser extent during WfWI implementation) by forming barriers to training participants' attendance and engagement.

iii. Extensive and transparent engagement with referral partners should also be conducted throughout the project. These efforts can work toward reducing women's distrust of other service providers, and reduce the negative impact of their reluctance to receive services from referral partners rather than from WfWI staff directly.

2. **Relevance** – Extensive stakeholder consultation should inform the design and targets of the project, and continued engagement with relevant parties on both organized and casual bases should be an ongoing feature of implementation. Adaptation on the basis of this engagement should be encouraged and project activities regularly reexamined in order to ensure the project (especially longer-term projects such as this one) can remain relevant to the most urgent needs in their operating context.
3. **Efficiency** – Steps should be taken to ensure that the initial inception phase includes accurate assessment of factors that are likely to affect cost-effectiveness in the operating context, including a budget-centered consultation with the implementing partner or potential partners. This process should ensure that the factors identified are adequately incorporated into the project design and proposal.
4. **Sustainability**
  - i. Where possible, efforts should be made to ensure women's centers can remain open after the cessation of project funding. The provision of services and perception of safety among the women who attended was one of the most impactful areas of project implementation, and could achieve long-term sustainable impact on the basis of the goodwill and strong reputation of the centers.
  - ii. Findings also demonstrate the recommendability of efforts to increase sustainability through increasing skills and knowledge gain in the community through means other than staff or organizational capacity-building. The extensive engagement of advanced advocates and the potential for sustainable impact at the community level as a result of roundtables is a recommendable practice for future projects.
5. **Impact** – The duration of activities that focus on behavioral and attitude change should be extended, and MEP particularly given greater focus throughout the project, with these extensions accounted for in the budget design phase. While the project achieved significant impact with the MEP, advocacy trainings, and roundtables with the available budget, findings showed that not all knowledge gained from these activities was likely to translate into impact on the environment of prevention of VAW/G due to its short duration and the deeply entrenched beliefs on these topics. Where budget is limited, sufficient allocations for trainings that focus on longer-term change of deeply-rooted beliefs or behaviours should be prioritized, in order to ensure that the resources devoted to these can be converted into significant impact.
6. **Knowledge Generation** – Information-sharing activities should be extended and knowledge generation activities conducted on an ongoing basis so that roundtables, for example, are followed up more regularly, and findings integrated into WfWI programming and planning in a systemic way. Knowledge

gain should also be recorded and circulated more formally both internally and externally with local service providers.

7. **Gender Equality and Human Rights** – The project should ensure that awareness-raising and training activities regarding rights of women target not only the target population but also those perceived as ‘gatekeepers’ to accessing these rights, assessed by these findings to be male family members and members of the community who have significant influence over income generation, decision-making, and women’s perception of safety in their communities. Training these groups in advance may help to mainstream the rights-based approach in the community and thus increasing the feasibility and effectiveness of female empowerment and advocacy trainings.
8. **Other**
  - i. Knowledge-sharing should be extended to beneficiaries as much as possible, particularly in regard to the planned targets and outcomes of ‘soft’ activities such as advocacy efforts and the provision of material aid. Clear communication of deliverables and expected project outputs can aid in the management of beneficiary expectations.
  - ii. WFWI may want to consider further examining systems for partner assessment in regions where they do not yet have a country office, and whether this may affect the selection and outcome of the partnership or if the concerns that arose throughout this implementation were due to primarily contextual and project-specific issues.

## ANNEX 1: TERMS OF REFERENCE

### Call for Proposals Final Project Evaluation – Addressing Violence Against Syrian Refugee Women in the Kurdistan Region of Northern Iraq

**Organization:** Women for Women International (WfWI)

**Funded by:** UN Trust Fund to End Violence Against Women

**Location:** Erbil and Sulaymaniyah, KRI

**Evaluation Budget:** \$ ,

**Duration of Contract:** 4 months

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**Deadline for Proposals:** 13 Jan 2020

#### 1. BACKGROUND AND CONTEXT

In countries affected by conflict and war, Women for Women International (WfWI) supports the most marginalized women to earn and save money, improve health and well-being, influence decisions in their home and community, and connect to networks for support. WfWI offers support, tools, and access to life-changing skills to move from crisis and poverty to stability and economic self-sufficiency. Through a comprehensive social and economic program, participants learn about their legal rights; receive life-skills training including health information; learning business and vocational skills; receive a monthly stipend to practice saving, and gain access to income-generating opportunities.

Since 1993, WfWI has reached over 495,000 marginalized women in Afghanistan, Bosnia-Herzegovina, Kosovo, the Democratic Republic of Congo, Nigeria, Rwanda, South Sudan, and the Kurdistan Region of Iraq (KRI) where we support Syrian and Iraqi women affected by conflict in the region.

WfWI envisions a world in which the most marginalized women affected by conflict lead lives of dignity and reach their full potential in their families and communities.

#### 1.1 PROJECT DESCRIPTION

**Project title:** Addressing Violence Against Syrian Refugee Women in the Kurdistan Region of Northern Iraq, Women for Women International (U.S)

**Project duration:** March 1, 2017 – February 29, 2020 (3 years)

- a. Year 1: March 1, 2017 – February 28, 2018
- b. Year 2: March 1, 2018 – February 28, 2019
- c. Year 3: March 1, 2018 – February 29, 2020

**Forms of violence this project addresses:** intimate partner violence, psychological and emotional violence,

economic violence, sexual harassment and violence in public spaces and/or institutions

Main objectives of the project:

- a. By project end, 600 Syrian refugee women in Erbil and Sulaymaniyah are able to generate income for themselves and their families and achieve greater economic self-reliance and social autonomy.
- b. By project end Syrian women in Erbil and Sulaymaniyah have improved access to satisfactory gender-based violence (GBV) protection services.

- c. By project end, community members, including men and women leaders, in Erbil and Sulaymaniyah are better able to prevent and respond to violence against women and girls (VAW/G).

Project beneficiaries:

Primary beneficiaries are the Syrian women refugees living outside the refugee camps, as well as host community women. The secondary beneficiaries are the women's relatives, male leaders, members of legal institutions relating to VAW/G, and civil society.

## 1.2 STRATEGY AND THEORY OF CHANGE

WfWI and implementing partners work with individual Syrian refugee, IDP and host community women to build their agency, work towards preventing VAW/G, as well as with multiple stakeholders to create a better environment to prevent and respond to VAW/G. WfWI has delivered a set of inter-related strategies to improve prevention of VAW/G through changes in individual behavior, practices and attitudes as well as community-level interventions to improve access for women and girls to needed services.

The ultimate goal of the project is that refugee, IDP and host community women in KRI are empowered, self-reliant, and safer from gender-based violence in their communities. To achieve this, in Year 1 WfWI and local partner, the Warvin Foundation for Women's Issues (Warvin), delivered a comprehensive economic and social empowerment program for 600 marginalized Syrian refugee women to build agency, decision-making and personal development, rights knowledge and advocacy. The training components included:

- Income generation, vocational and business skills training
- Health and well-being education including nutrition, hygiene, specific illnesses affecting refugees, pre- and post-natal care, wellness checks, etc.
- Women's rights education and advocacy including GBV prevention, legal system (e.g. rights of women in KRI), health care and social welfare; and
- Leadership skills training to influence local decision-making

As a result of this comprehensive training, participants are expected to possess increased knowledge, skills, and resources to advocate directly for their needs. The project also aims to improve access for survivors of violence to improved community services, providing marginalized refugee women heavily affected by VAW/G access to essential services including psychosocial support and social work services, legal aid, and referrals to additional external resources.

The project goal is also served by training male allies to support the prevention of and response to VAW/G in targeted communities. This training is intended to raise awareness among men of social norms and community issues that help perpetuate VAW/G, as well as existing laws related to women's rights, and foster active engagement in ending VAW/G in their communities. Further, direct engagement with men

is intended to contribute to community buy-in in combating VAW/G via step-down training to other men.

Community awareness of issues related to VAW/G is further strengthened through close coordination with community stakeholders and VAW/G responders and service providers. The project aims to increase service providers' knowledge of issues of violence against women and girls and provide satisfactory responses to these issues. Upon engaging these stakeholders through roundtable discussions, it is

expected that the protection services (responders/service providers) have improved knowledge of issues of violence against women and girls and how to respond satisfactorily to these issues.

A key outcome of the project as originally proposed was the strengthened capacity of local NGO Warvin. Warvin was originally intended to deliver trainings and provide direct services and referrals to women, while receiving technical assistance and capacity-building training from WfWI. However, in project year 2, WfWI took over direct implementation from Warvin, ending the partnership under coordination and guidance from the UN Trust Fund. Starting in Y2, WfWI-Iraq assumed all direct project implementation for the remainder of the project.

### 1.3 GEOGRAPHIC CONTEXT – THE KURDISTAN REGION OF IRAQ

Women in KRI face low social status, lack of legal, economic and social autonomy, marginalization and isolation, including dominant social norms that cast women as second-class citizens. They are vulnerable to violence and there are inadequate services (security, justice, health) to prevent VAW/G and respond effectively to survivors' needs. With a lack of political will and resources in the KRI, local civil society organizations are responsible to undertake majority of prevention and response efforts; but they are overburdened and under-resourced.

VAW/G is an obstacle to women's social, economic, and political participation, and fear of it prevents women from exercising agency and limits their potential. Women survivors of violence are stigmatized, making them more vulnerable to further VAW/G. UNHCR reports that 44% of registered Syrian refugees (246,123) in KRI are women. A 2014 UN Women report (developed in collaboration with local NGO Warvin) found that the fear of rape was the primary factor for their fleeing Syria. However, the risk of VAW/G intensified since their flight to KRI and is greater in non-camp areas, where women reported high levels of sexual harassment by employers, service providers, and taxi drivers. The research also found that extensive sexual harassment, intimidation, and the threat of sexual violence intensified women's feelings of vulnerability and fear.

Entrenched patriarchal power structures are aggravated by conflict, and result in an acceptance of VAW/G and women's secondary status among both women and men. Social stereotypes of Syrian refugee women (as "available for sex") and the stigma of VAW/G contribute to silence and an atmosphere that promotes male dominance and, at times, condones VAW/G.

### 1.4 TOTAL RESOURCES ALLOCATED FOR THE INTERVENTION, INCLUDING HUMAN RESOURCES AND BUDGETS

This project has a total budget of \$693,412, which is spread out over a three-year period from March 1, 2017 through February 29, 2020.

### 1.5 KEY PARTNERS INVOLVED IN THE PROJECT, INCLUDING THE IMPLEMENTING PARTNERS AND OTHER KEY STAKEHOLDERS



Implementing partners include WfWI-Iraq and Warvin.

WfWI-Iraq is the main implementer, supplying technical and human resources to conduct trainings with targeted women and men

Warvin is an NGO located in Erbil, Iraq, with whom WfWI-Iraq partnered with during Year 1 (March 1, 2017–February 2018, 2018) to deliver trainings to targeted women. During PY1, WfWI conducted capacity building training with Warvin, but both WfWI and Warvin mutually decided to end the

partnership at the start of PY2. Thereafter, WfWI assumed direct implementation in coordination with the UN Trust Fund.

## 2. PURPOSE OF THE EVALUATION

### 2.1 Why the evaluation needs to be done

This is a mandatory final project evaluation required by the UN Trust Fund to End Violence Against Women (UNTF) in recognition of the importance of evaluation to align with UN Women Policies and Procedures. The purpose of this evaluation is to promote accountability and learning. This final evaluation aims to understand why—and to what extent—intended and unintended results were achieved and to analyze the implications of the results of WfWI’s program in Addressing Violence Against Syrian Refugee Women and Host Community Women in the Kurdistan Region of Iraq.

### 2.2 HOW THE EVALUATION WILL BE USED, BY WHOM AND WHEN

This evaluation has the potential to be uploaded into UNTF’s evaluation library, if permission is granted and there is no sensitive information. Findings will be disseminated amongst practitioners and partners upon publication. This evaluation will contribute to UNTF’s endeavor to build an evidence and learning hub to catalyze and harness the depth of knowledge and lessons learned through the work of its grantees to contribute to the evidence base on ending violence against women and girls.

In addition, we expect the evaluation to inform and upgrade our knowledge of the relevance, efficiency, sustainability and effectiveness of the project WfWI has delivered targeting Syrian refugees in KRI throughout the project cycle. The evaluation will be used to inform future WfWI program design for refugee populations and will help WfWI understand how well-suited this particular program design was to the context and target population. The evaluation also helps WfWI understand and address the efficacy of partnerships in KRI, especially for programming with refugee populations.

### 2.3 WHAT DECISIONS WILL BE TAKEN AFTER THE EVALUATION IS COMPLETED

The evaluation can inform planning, programming, budgeting, implementation and reporting of WfWI’s holistic social and economic empowerment program. The results of the evaluation can also contribute to evidence-based policymaking, development effectiveness and organizational effectiveness. In particular, the evaluation will directly inform decisions regarding future programming targeting refugees in Iraq, as well as programming oriented towards the prevention of and response to violence against women.

## 3. EVALUATION OBJECTIVES AND SCOPE

### 3.1 Scope of Evaluation

This evaluation will cover the entire WfWI project duration, from 1 March 2017 to 29 February 2020.

Geographical coverage will include where the project took place – in the Kurdistan Region of Iraq (KRI) in Erbil and Sulaymaniyah. Additionally, this evaluation will cover the targeted primary and secondary beneficiaries as well as broader stakeholders. Primary beneficiaries include the Syrian women refugees living outside of the refugee camps, and the secondary beneficiaries include the women’s relatives, male leaders, communities within KRI and the rest of Iraq, and key stakeholders such as the High Council of Women’s Affairs, judges, police, and other local civil society organizations with similar target populations.

### 3.2 OBJECTIVES OF EVALUATION

The overall objectives of the evaluation are to:

- a. To evaluate the entire UNTF project cycle in terms of effectiveness, relevance, efficiency, sustainability and impact, with a strong focus on assessing the results at the outcome and project goals
- b. To generate key lessons and identify promising practices of learning;
- c. To generate key lessons from the partnership with Warvin and evaluate separately the project outcomes and goals after Women for Women International took control of full implementation.

### 4. EVALUATION QUESTIONS

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

<b>Evaluation Criteria</b>	<b>Mandatory Evaluation Questions</b>
<b>Effectiveness</b>	<ol style="list-style-type: none"><li>1) To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?</li><li>2) To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.</li><li>3) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?</li></ol>
<b>Relevance</b>	<ol style="list-style-type: none"><li>4) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls?</li><li>5) To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?</li></ol>
<b>Efficiency</b>	<ol style="list-style-type: none"><li>6) To what extent was the project efficiently and cost-effectively implemented?</li></ol>
<b>Sustainability</b>	<ol style="list-style-type: none"><li>7) 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?</li></ol>

<b>Impact</b>	8) To what extent has the project contributed to ending violence against women, gender equality and/or women’s empowerment (both intended and unintended impact)?
<b>Knowledge Generation</b>	9) To what extent has the project generated knowledge, promising or emerging practices in the field of EAW/G that should be documented and shared with other practitioners?
<b>Gender Equality and Human Rights</b>	10) 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.

## 5. EVALUATION METHODOLOGY

The evaluator(s) are expected to propose the evaluation design and methodology in their proposal/application. Evaluation methods should be rigorous yet proportionate and appropriate to the context of the project. Where possible, the evaluator(s) are encouraged to triangulate data sources so that findings are as robust as possible. A mixed-methods approach is highly recommended. It is expected that the evaluation will be highly reliant on qualitative methods.

This evaluation is envisioned as an ex-post performance (process) evaluation, as there is no counterfactual/comparison group. At a minimum, the evaluation is expected to comprise a desk review, key informant interviews, and focus groups with project beneficiaries. The evaluator(s) are expected to purposively sample respondents for interview, based on consultations with project staff, as well as snowball sampling, where appropriate. To the extent possible, WfWI will provide the evaluator(s) a list of potential respondents with contact information. Potential respondents for this evaluation include:

- WfWI-Iraq project
- staff WfWI-HQ project
- staff Warvin
- Foundation staff
- Female and male program training participants (direct beneficiaries)
- Key community-level stakeholders, such as police, judges, CSOs, and local NGOs who have participated in project activities and campaigns

It is suggested that the evaluator plan to conduct at least 4 focus group discussions with female project beneficiaries (two groups per project location), and at least 2 focus group discussion with male project beneficiaries (one group per project location). As time and resources allow, the evaluator may propose additional FGDs.

In addition to interviews, the evaluator(s) are expected to review relevant project documents and other relevant published literature to inform the evaluation methodology, tools, evaluation questions, etc. Further, WfWI can share anonymized project data with the evaluator(s) to aid in the review of project outputs and outcomes.

Final decisions about the specific design and methods for the evaluation will be made in the inception phase upon consultations among the project staff, the evaluator(s), 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. It is expected that the evaluator will spend approximately 2-3 weeks in-country conducting data collection in the field at project sites.

## 6. EVALUATION ETHICS

The evaluator/s must put in place specific safeguards and protocols in order to protect the physical and psychological safety of respondents and those collect the data as well as to prevent harm. This must ensure the rights of the individual are protected and participation in this evaluation does not result in any violation of their rights. The evaluator/s 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/s must consider additional risks and need for parental consent;
- The evaluator/s 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 the 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 (i.e. referrals to other organizations that can provide counseling support)

**Resources:**

- [WHO, “Ethical and safety recommendations for intervention research on violence against women ”](#), (2016)
- [WHO, “Ethical and safely recommendations for researching, documenting and monitoring sexual violence in emergencies”](#) (2007)
- [WHO/PATH, “Researching violence against women: a practical guide for researchers and activists”](#), (2005)
- [UNICEF’s “Child and youth participation guide”](#) (various resources)
- [UNEG guidance document, “Integrating human rights and gender equality in evaluations”](#), (2011) Chapter 3

*\* a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.*

**7. KEY DELIVERABLES OF EVALUATORS AND TIMEFRAME**

#	Deliverables	Description of Expected Deliverables	Estimated date of each deliverable
1	<b>Evaluation inception report</b> (in English)	This report should be submitted by the evaluator within <b>2-4 weeks of starting the assessment</b> . The inception report needs to meet the minimum requirements and structure specified in this guideline for UN Trust Fund’s review and approval.	10 Feb 2019



2	<b>Draft evaluation report</b> (in English)	The draft report needs to meet the minimum requirements and structure specified in this guideline for UN Trust Fund’s review and approval.	29 March 2020
3	<b>Final evaluation</b> (in English)	The Final Report needs to meet the minimum requirements and structure specified in this guideline for UN Trust Fund’s review and approval.	29 April 2020

## Final Evaluation Report Outline:

- I. Title and opening pages
  - Title page (with key project information)
  - Table of contents
  - List of acronyms and abbreviations
- II. Context and description of the project
- III. Evaluation purpose, objectives and scope
  - Evaluation criteria and key questions (including—but not limited to—the mandatory questions requested by the UN Trust Fund)
- IV. Evaluation methodology (see suggested template)
  - Description of overall design
  - Data sources
  - Description of data collection methods and analysis
  - Description of sample and sampling design
  - Limitations
- V. Safety and ethical considerations and protocols put in place
- VI. Findings with analysis per evaluation question
- VII. Conclusions per evaluation criteria
- VIII. Recommendations per evaluation criteria
- IX. Annexes:
  - Terms of reference
  - Evaluation matrix
  - Beneficiary data sheet
  - Data collection instruments and protocols
  - List of stakeholders interviewed or consulted (without direct reference to individuals unless consent has been given)
  - List of documents reviewed

## 8. EVALUATION TEAM COMPOSITION AND REQUIRED COMPETENCIES

Evaluators must be independent from any organizations that have been involved in designing, executing, managing or advising any aspect of this project with WfWI, or any other UN Trust Fund-funded projects. The Independent Evaluators should be a suitably qualified and experienced consultant or consulting firm. Candidates are welcome to propose an evaluation team structure that aligns with its proposed methodology and timeline.

### 8.1 EVALUATION TEAM COMPOSITION AND ROLES AND RESPONSIBILITIES

At a minimum, candidates are expected to propose the following position:

*The Evaluation Manager / Senior Evaluator* will be responsible for undertaking the evaluation from start

to finish. They also be responsible for managing the evaluation team under the supervision of the evaluation task manager from WfWI, for the data collection and analysis, as well as the report drafting and finalization of the report in English.

Additional team members may be proposed, as necessary.

## 8.2 REQUIRED COMPETENCIES

The profile of the lead of the evaluator/s should include:

- Evaluation experience with a minimum of seven years' experience in program/project evaluation in international development context
- Expertise in gender and human rights-based approaches to evaluation and issues of violence against women and girls
- Specific evaluation experiences in the areas of ending violence against women and girls
- In-depth knowledge of gender equality and women's empowerment
- A strong commitment to delivering timely and high-quality results, i.e. another credible evaluation, and the report that can be used
- A strong team leadership and management track records, as well as interpersonal and communication skills to help ensure that the evaluation is understood and used
- Good communication skills and the ability to communicate with various stakeholders; able to express concisely and clearly ideas and concepts
- Previous regional/country experience and in-depth knowledge of the Kurdistan Region of Iraq is required
- Language proficiency: fluency in English is mandatory; good command of local language of Kurdish or Arabic is desirable

## 9. BUDGET

The total budget for this evaluation is USD \$20,000.

## 10. APPLICATION MATERIALS

Applications must include the following:

- Detailed scope of work, budget and timeline discussing your approach to producing the main deliverables described above (maximum of 10 pages, single-spaced). Successful applications will clearly articulate:
  - Workplan detailing how deliverables will be produced according to the above timeline, including justification for proposed staff structure;
  - How the evaluator will ensure data is of high quality
  - Evaluator's experience with collecting data from vulnerable populations
- Detailed budget (in USD)
  - Please present unit costs for all listed budget lines
  - Indirect costs should not be higher than 10%
- CVs of key evaluation staff proposed
- Details of the evaluator's past experience conducting evaluations in Iraq and/or regionally.
- Include example final report from a recently completed evaluation

- Provide references from three past clients. These can be provided as signed letters or emails from the relevant parties. We will contact these references, so please ensure that their contact information is current.
- **Deadline for applications is Monday, 13 January 2020.**

## 10.1 Payment

The contracted firm will be paid in tranches in USD based on the delivery of agreed outputs at the different milestones set for the project in the finalized contract.

Proposed activity budgets are not to exceed USD \$20,000 (inclusive of all costs, VAT, etc.).

Submit all application materials in English to:

- Sabreen Alikhan:
- Allyssa Aclan: \_\_\_\_\_
- Gina Weires:

## ANNEX 2: EVALUATION MATRIX

EVALUATION CRITERIA AND MANDATORY EVALUATION QUESTIONS								
	<i>Desk review</i>	<i>Donor representative</i>	<i>WfWI – Iraq staff</i>	<i>WfWI – HQ staff</i>	<i>Warvin staff</i>	<i>Direct beneficiaries (male and female)</i>	<i>Indirect beneficiaries (male and female)</i>	<i>VAW stakeholders</i>
<b>Effectiveness</b>								
1) To what extent were the intended project goal, outcomes and outputs (project results) achieved and how?	Project documents		KII	KII	KII	FGD Survey KII	FGD	KII
2) To what extent has this project generated positive changes in the lives of targeted (and untargeted) women and girls in relation to the specific forms of violence addressed by this project? Why? What are the key changes in the lives of those women and/or girls? Please describe those changes.			KII			FGD Survey KII	FGD	KII
3) What internal and external factors contributed to the achievement and/or failure of the intended project goal, outcomes and outputs? How?	Project documents	KII	KII	KII	KII	FGD KII		KII
4) How did outcomes and goals change after full implementation by WfWI began?	Project documents	KII	KII	KII	KII	Survey		KII
<b>Relevance</b>								
5) To what extent was the project strategy and activities implemented relevant in responding to the needs of women and girls?	National and International policies, needs assessments, etc.		KII	KII	KII	FGD Survey KII	FGD	KII
6) To what extent do the achieved results (project goal, outcomes and outputs) continue to be relevant to the needs of women and girls?			KII		KII	FGD KII	FGD	KII

Efficiency								
7) To what extent was the project efficiently and cost-effectively implemented?	Project documents	KII	KII	KII	KII			
8) What lessons were learned from the partnership with Warvin?		KII	KII	KII	KII			
9) How did implementation, management, and efficiency change after direct implementation by WfWI began?	Project documents	KII	KII	KII	KII			
Sustainability								
10) 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?			KII		KII	FGD Survey KII	FGD	KII
Impact								
11) To what extent has the project contributed to ending violence against women, gender equality and/or women's empowerment (both intended and unintended impact)?			KII	KII	KII	FGD Survey KII	FGD	KII
Knowledge Generation								
12) To what extent has the project generated knowledge, promising or emerging practices in the field of ending VAW/G that should be documented and shared with other practitioners?		KII	KII	KII	KII			KII
Gender Equality and Human Rights								
13) 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.	Project documents		KII	KII	KII	FGD	FGD	KII

## ANNEX 3: BENEFICIARY DATA SHEET

### TOTAL BENEFICIARIES REACHED BY THE PROJECT

Type of Primary Beneficiary	Number
Female domestic workers	
Female migrant workers	
Female political activists/ human rights defenders	
Female sex workers	
Female refugees/ internally displaced asylum seekers	
Indigenous women/ from ethnic groups	
Lesbian, bisexual, transgender	
Women/ girls with disabilities	
Women/ girls living with HIV/AIDS	
Women/ girls survivors of violence	
Women prisoners	
Women and girls in general	600 (Outcome 1), 157 (Outcome 2), 65+500+349 (Outcome 3)
Other (Specify here:)	

TOTAL PRIMARY BENEFICIARIES REACHED	1671
<b>Type of Secondary Beneficiary</b>	<b>Number</b>
Members of Civil Society Organizations	
Members of Community Based Organizations	
Members of Faith Based Organizations	
Education Professionals (i.e. teachers, educators)	
Government Officials (i.e. decision makers, policy implementers)	
Health Professionals (doctors, nurses, medical practioners)	
Journalists / Media	
Legal Officers (i.e. Lawyers, prosecutors, judges)	
Men and/ or boys	350
Parliamentarians	
Private sector employers	
Social/ welfare workers	
Uniformed personnel (i.e. Police, military, peace keeping)	
Other (Specify here:)	84 Roundtable participants – 45 (Sulaymaniyah), 39 (Erbil)
<b>TOTAL SECONDARY BENEFICIARIES</b>	<b>434</b>
<b>Indirect beneficiaries reached</b>	<b>Number</b>
Other (total only)	
<b>GRAND TOTAL</b>	<b>2105</b>

## ANNEX 4: ADDITIONAL METHODOLOGY-RELATED DOCUMENTATION – TOOLS, ETHICAL CONSIDERATIONS, INTERVIEW AND SURVEY GUIDES

### ETHICAL CONSIDERATIONS

In recognition of the importance of women’s voices in this evaluation, this evaluation design included opportunities for beneficiaries of WfWI’s activities to give feedback on the project and its impact from their viewpoint. This is an essential component of the design and allowed a broader scope of data collection which greatly enriched the findings. However, Trust is highly conscious that as a result, data collection and specifically focus group discussions likely included the participation of survivors of GBV, and therefore may result in spontaneous disclosures of sensitive information. Data collection tools including FGDs and surveys were designed to allow participants as much agency and discretion as possible in responding to questions that would disclose sensitive information or force identification as survivors, in order to preserve the dignity of participants.

WHO Guidelines on Ethical and Safety Recommendations for Research on Domestic Violence against Women (2001) and WHO Ethical and Safety Recommendations for Researching, Documenting and Monitoring Sexual Violence in Emergencies (2007) were used as a guidance while collecting and analyzing the data. In line with these guidelines, the safety of the respondents and the evaluation team guided all decisions. Specific ethical considerations as a result of the sensitivity of the topic also extended to the hiring of enumerators and structuring of fieldwork. Data collection in the field was carried out by female enumerators who were trained on the relevant issues and on the nuanced use of the data collection tools. In order to ensure safety, all members of the information collection team were carefully chosen to understand, and be sensitive to the political, sociocultural, security and economic factors that may affect the safety and security of those involved in the data collection process. Data collection commenced with a ‘pilot’ first day, allowing any necessary changes to be made following initial review of data from beneficiaries. Confidentiality was considered as a key measure to ensure both women’s safety and data quality through not using names or other



identifying information about survivors or participants, for instance, in documents, tapes or conversation.

The evaluation design aimed to include actions aimed at reducing any possible distress caused to the participants by the research. The training fieldworkers/enumerators received included include techniques for interviewing women or other persons who may have experienced GBV, such as using active listening skills and non-judgmental language and tone, showing empathy, and making the experience as empowering for the survivors as possible through presenting a survivor-centered approach. Fieldworkers/enumerators were also trained to refer women requesting assistance to available local services and sources of support as it is an ethical obligation to provide a respondent with information or services that can help their situation.

Data from beneficiaries was handled in compliance with Trust's rigorous data protection policies. These included ensuring informed consent is obtained from beneficiaries and respondents for participation in surveys, as well as any photo or video material taken of respondents. Any images shared in reports will be anonymized to protect the safety and identity of those who received services.

With the arrival and recognition of the spread of COVID-19 within KRI, immediate steps were taken to monitor and mitigate the impact or any potential risk to any data collectors or respondents. The situation was closely monitored by the Trust project officer, fieldwork coordinator, and project manager in KRI, and was constantly updated to account for any developments affecting public health and safety and to ensure compliance with all regulations issued by the government. Surveys conducted over the phone were as sensitive as possible to the changed context. Questions did not directly probe survivor status and allowed only voluntary disclosure through inquiries regarding services received. Increased sensitization to this was also heavily emphasized in enumerator training to ensure that survey respondents were provided with full and complete information about the voluntary nature of the survey and the content of its questions.

### Tool 1: KII Guides

***[Read as it is written]***

*Good [morning/afternoon], How are you?*

*My name is [facilitator name] and this is [notetaker name]. We are from Trust and we are working with WfWI, which provided support to address violence against women in the KRI. We are talking to you as part of the effort to evaluate the quality and impact of that support.*

*The purpose of our interview today is to capture your opinions on different aspect of the project's design and implementation. I would like to go over a few logistical points before we begin the interview:*

*The interview will last about 30 minutes. You can leave at any time, but it would be very helpful if you stay until the end.*

*This interview will not be used to gather information about any person specifically. Please be assured we are extremely serious about confidentiality and the information you provide to us. As such, please make every effort to be open and honest when responding to the questions.*

*Participation is completely voluntary and you have the freedom to withdraw at any time and the freedom not to answer one or more questions. In case you refuse, it will not involve any penalty and your participation does not involve giving up any legal rights.*

*Do you have any questions?*

*Do you agree to participate?*

\_\_\_\_\_ Yes

\_\_\_\_\_ No

*May I begin?*

Interview Start Time: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Notetaker: \_\_\_\_\_

WfWI Donors KII

*We would like to start by asking a little bit of information about you.*

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: *(Select one; Do not ask aloud)*

Male

Female

1. How have you been involved with the WfWI project?
2. What are your primary aims for this evaluation?
  - a. What areas of programming, implementation or outcomes are you most interested in learning about and why?
3. Who are the main stakeholders/audience for this evaluation at UNTF and WfWI and how will it be used by them?
4. From your understanding, what have been the biggest challenges to the project?
  - a. What about the biggest achievement?

5. From your perspective, why was it necessary or acceptable to change the implementation from working with the partner Warvin to direct implementation? What were the major concerns that led to this shift?
6. How successfully did the direct implementation then address and overcome these concerns?
7. How were you involved in the process of restructuring during the shift from indirect to direct implementation?
8. How do you think the shift affected the project's coherence with the goals and strategies of UN Women /UNTF? How coherent was the project with UNTF/UN Women's goals before and after the shift?
9. What were the major lessons learned from the partnership and its dissolution from a donor perspective?

## WfWI Social Workers/Lawyer KII

We would like to start by asking a little bit of information about you.

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: (Select one; Do not ask aloud)

Male

Female

First, I'm going to ask some questions about your work at the facility.

1. Could you describe your role and the services you provided at the center?  
○
2. What other services for women and girls are available elsewhere in the community?
  - a. Was there any cooperation between the center and those providers? Please discuss in detail. (How is it structured, what providers and sectors, what is the referral process?)○
3. What kind of training and support have you received (led by WfWI)? (PROMPT: capacity building, supervision, mentoring, etc)
  - a. How did the training/support help you do your job?
  - b. What other training/support do you think was important to your job?
4. What were some of the biggest challenges you faced in your work?
  - a. How did these affect your work?○
5. Can you describe some things that you learned in this role that you took or will take with you to your next role?  
○
- *Thank you for telling me about your work and the center. Now I'm going to ask you questions about the community around the center location and the context overall.*  
○
6. Thinking of the community overall, what do you consider the greatest threats to women's wellbeing and safety?
  - a. What are the factors that increase violence against women?○
7. How well do you think the services for GBV, or case management addressed these issues or threats to women?
  - a. What gaps in services remain?○
8. How do the services offered at the center try to help women and girls feel more safe in their community?
  - a. How effective do you think this is?
  - b. And which activities are most effective in doing so?
9. Did any of the women you worked with also take part in advocacy or vocational training?

- a. If yes, how do you think the trainings affected their self-advocacy, reliance or decision-making? Can you name any examples?

Male Champion KII

*We would like to start by asking a little bit of information about you.*

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: *(Select one; Do not ask aloud)*

Male

Female

*First I am going to ask about the men's empowerment program training you received from WfWI.*

1. How did you learn about the center and the empowerment training available there?
2. What were the three most important things you learned in your training?
3. What did you find most important or helpful in the training?
  - a. What part could be improved?
4. How (culturally) appropriate do you think the trainings are for you and other men in Kurdistan?
  - a. Why or why not?
  - b. Can you tell me about what parts of the training were most relevant to you and your life, or those of the men you trained?

*Next, I am going to ask you about the effect of the training and the training you provided to other men in the community.*

5. How did the program prepare you to provide the training to other men in the community? Please give specifics.
6. How did you decide who would receive the training in your community?
  - a. How did you invite them to the training?
7. Who attended the step-down trainings you provided?
  - a. Who if any, did not attend those trainings? Why?

*Finally, I am going to ask you about the situation in your community overall.*

8. What are the most serious consequences of violence against women in your community?
  - a. In your opinion, what can men do to address these issues?
  - b. How could you use what you learned to address these issues on a personal level?
9. Apart from violence, what are some other ways that women are denied their rights? (PROMPT: Legal rights (rights to inheritance, right to divorce, right to report violence), rights to be involved in decisions, rights to move freely)
  - a. What can men do to address these issues?

10. How do you think the training you received and the work you do to share knowledge around violence against women and girls helps address these issues?
11. How are you applying some of the things you learned in the program in your own life?
12. In your opinion, how have the trainings with men been successful in making a difference in the lives of women and girls? In what way? Please give details.
13. In what ways have the men you trained applied the lessons they've learned?  
(PROMPT: probe for details – decision-making at home, interactions in the community, etc)

GBV Stakeholder/Roundtable Attendee KII

*We would like to start by asking a little bit of information about you.*

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: *(Select one; Do not ask aloud)*

Male

Female

1. Please tell me a little about yourself. What is your position and how are your responsibilities related to women and girls' issues?
2. Thinking about your community overall, how does the decision-making process work in the households and/or families?
  - a. What are some situations where women are excluded from decision-making? (PROMPT: Financial planning or decisions? Family planning or number of children?)
3. How did you learn about the WfWI roundtable event and what role did you play in it? (PROMPT: Why do you think you were invited?)
4. Who might have been important to attend for a meeting around this issue, but was missing from the table? (PROMPT: Who else is important to the issue of violence against women but was not there?)
5. In what ways do you encounter violence against women or girls in your job or position in the community?
6. Thinking about these specific forms of violence, to what degree were they discussed at the WfWI roundtable you attended?
  - b. What other issues were discussed at the roundtable?
7. What do you think are the most important actions to take to reduce violence against women and girls in your community?
  - a. To what extent did the WfWI roundtable address those changes?
8. How have you used what you learned at the WfWI roundtable in your work?
  - a. Is there anything you do differently now?
9. Thinking about what you discussed or learned about at the WfWI roundtable, how often have you discussed or passed on that information to others at your work? (PROMPT: Can you give some examples?)
  - a. What about sharing that information with others in your community? (PROMPT: Can you give some examples?)
10. In what ways, if any, do you think the roundtable changed how women's issues and violence against women are addressed in your community or at your organization/work?



- a. In general, what are the most effective ways to change attitudes regarding violence against women in your community? (PROMPT: regarding honor killing, inheritance, domestic violence)
11. Would you recommend attending a similar event to your colleagues or friends?
- a. Why or why not?

## WfWI Iraq Country Director KII

We would like to start by asking a little bit of information about you.

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: (Select one; Do not ask aloud)

Male

Female

1. What do you think are the biggest needs for women and girls, both host and IDP, in KRI?
  -
2. In your opinion, how effectively did the project outputs address those needs?
  - b. What gaps remain?
    -
3. To what extent do you think the project achieved its intended goal of increasing women's ability to influence decision-making and advocate for their rights in the KRI?
  -
4. To what extent do you think the project achieved its intended goal of increasing women's safety from gender-based violence?
  -
5. What challenges did you face in the operating context and how did they affect the outcomes of the project?
  - a. How did you address these challenges?
    -
6. From your understanding, what have been the biggest internal challenges to the project?
  - a. How did you address these challenges?
    -
7. How would you describe the efficiency of the project? To what degree was it cost-effective?
  - a. What were the greatest challenges faced in ensuring the project's cost-effectiveness?
    -
8. How did the transition from the partnership with Warvin to direct implementation affect the cost-effectiveness of the project?
  -
9. What training and capacity-building support was provided to Warvin staff?
  -
10. Was the training enough to help Warvin fill capacity gaps and allow them to implement the project effectively? Why or why not?
11. From your perspective, why was it necessary to change the implementation from working with the partner Warvin to direct implementation?
  - a. What were the major concerns that led to this shift?
    -
12. How successfully did the direct implementation then address and overcome these concerns? What aspects of it were more or less efficient? Please explain.

13. What steps did you take to ensure the project was gender-responsive overall?  
(PROMPT: staffing, procurement, roundtables)
  -
14. In what ways did you aim to improve the quality of service provision in sector or area overall? Please provide details.
  - b. How would you rate the impact of these efforts on reducing the response time for cases of VAW?
    -
15. Could you tell me about any new or innovative approaches you used to implement this project?
  - a. Will you take anything you learned in this role to your next role?
    -
16. What do you think other organizations or people in this field could learn from this project?
  - a. Have any steps been taken to share this knowledge?
    -
17. Is there anything else you would like to share with us about your experience with the project?

## WfWI Iraq Country Project Officer KII

*We would like to start by asking a little bit of information about you.*

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: *(Select one; Do not ask aloud)*

Male

Female

1. What do you think are the biggest needs for women and girls, both host and IDP, in KRI?
  - a. How were those needs assessed for this project?
  -
2. In your opinion, how effectively did the project outputs address those needs?
  - b. What gaps remain?
  -
3. To what extent do you think the project achieved its intended goal of increasing women's ability to influence decision-making and advocate for their rights in the KRI?
  -
4. To what extent do you think the project achieved its intended goal of increasing women's safety from gender-based violence?
  -
5. How were the selection criteria determined for participants in the program?
  - a. Who was involved in this process? What were their roles?
  -
6. How did the beneficiaries' needs change after the project began?
  - a. Can you tell me of an example of how project activities were adapted to meet the changing needs of the beneficiaries?
  -
7. What challenges did you face in the operating context and how did they affect the outcomes of the project?
  - a. How did you address these challenges?
  -
8. From your understanding, what have been the biggest internal challenges to the project?
  - a. How did you address these challenges?
  -
9. Are you aware of any changes on the community level as a result of this project? Is yes, what are they?
  -
10. Were you involved in the process of restructuring during the shift from Warvin to WfWI implementation?
  -
- IF NO, CONTINUE TO QUESTION 16. IF YES:
11. To your knowledge, what training and capacity-building support, such as supervision and mentoring, was provided to Warvin staff?

12. From your perspective, why was it necessary to change the implementation from working with the partner Warvin to direct implementation? What were the major concerns that led to this shift?
  -
13. How successfully did the direct implementation then address and overcome these concerns?
  -
14. How do you think the shift affected the project's achievement of its outcomes and goals?
  -
15. Could you tell me about any new or innovative ways you implemented this project?
  - a. Will you take anything you learned in this role to your next role?
    -
16. To your knowledge, what steps were taken to ensure the project was gender-responsive overall? (PROMPT: staffing, procurement, roundtables)
  -
17. In what ways did you aim to improve the quality of service provision in sector or area overall? Please provide details.
  - b. How would you rate the impact of these efforts on reducing the response time for cases of VAW?
    -
18. What do you think other organizations or people in this field could learn from this project?
  - a. Have any steps been taken to share this knowledge?
    -
19. Is there anything else you would like to share with us about your experience with the project?

WfWI HQ MEAL Staff

*We would like to start by asking a little bit of information about you.*

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: *(Select one; Do not ask aloud)*

Male

Female

1. To what extent do you think the project achieved its intended goal of decreasing the risk of violence for women in the KRI? Why?
  -
2. To what extent do you think the project achieved its intended goal of increasing women's ability to influence decision-making and advocate for their rights in the KRI? Why?
  -
3. Can you describe any changes to the project design as a result of the transition from the partnership with Warvin to direct implementation?
  - a. How did these changes affect the overall achievement of the project goals?
  -
4. How well suited do you consider the indicators and MEAL systems for the final project activities after the shift? Why?
  - a. What potential gaps may have remained between activities and indicators?
  -
5. What other challenges did you face in applying or implementing your MEAL systems for this project?
  - a. How did you address these challenges?
  -
6. To your knowledge, what training and capacity-building for MEAL systems was provided to Warvin staff? Please describe in detail. (PROMPT: When delivered? By who?)
  - a. How effectively did these address relevant gaps in capacity?
  -
7. How effectively do you think the project was implemented by Warvin?
  - a. Did Warvin face any delays in implementation?
  -
8. What do you think other organizations or people in this field could learn from this project?
  - a. Have any steps been taken to share this knowledge?

*We would like to start by asking a little bit of information about you.*

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: *(Select one; Do not ask aloud)*

Male

Female

1. To what extent do you think the project achieved its intended goal of decreasing the risk of violence for women in the KRI? Why?
  -
2. To what extent do you think the project achieved its intended goal of increasing women's ability to influence decision-making and advocate for their rights in the KRI? Why?
  -
3. Can you describe any changes to the project design as a result of the transition from the partnership with Warvin to direct implementation?
  - a. How did these changes affect the overall achievement of the project goals?
  -
4. How well suited do you consider the indicators and MEAL systems for the final project activities after the shift? Why?
  - a. What potential gaps may have remained between activities and indicators?
  -
5. From your understanding, what have been the biggest internal challenges to the project?
  - a. How did you address these challenges?
  -
6. How would you describe the efficiency of the project? To what degree was it cost-effective?
  - a. What were the greatest challenges faced in ensuring the project's cost-effectiveness?
  -
7. What other challenges did you face in applying or implementing your MEAL systems for this project?
  - a. How did you address these challenges?
  -
8. How effectively do you think the project was implemented by WfWI?
  - a. Did WfWI face any delays in implementation?
  -
9. What do you think other organizations or people in this field could learn from this project?
  - a. Have any steps been taken to share this knowledge?
  -
10. Could you tell me about any new or innovative approaches you used to implement this project?
  - a. Will you take anything you learned in this role to your next role?

o



## Warvin Executive Director KII

We would like to start by asking a little bit of information about you.

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: (Select one; Do not ask aloud)

Male

Female

*Thank you for providing this information. Now we would like to ask some questions about your experience working with WfWI on the UNTF-funded project.*

1. When did you begin working with WfWI on this project?
2. To what extent were you involved in the project design?
3. In your opinion, to what extent did the initial project design address the most pressing needs for women in the KRI context?
4. To your knowledge, how did the project assess which needs to address in the KRI context?
  - a. In your opinion, how effectively did the project outputs address those needs?
5. What were the most serious internal challenges the project faced during implementation at Warvin?
  - a. How were these addressed?
  - b. How well do you think you were able to overcome these?
6. What were the most serious external (contextual) challenges faced during implementation at Warvin?
  - a. How were these addressed?
  - b. How well do you think you were able to overcome these?
7. Could you describe the support that WfWI provided at the outset of this project?
  - a. To what extent was this level of support appropriate to fulfil project implementation?
  - b. What other support was needed?
8. What training and capacity-building support was provided to Warvin staff?
9. How would you characterize the partnership with WfWI? What were its strengths? Weaknesses?
10. Thinking back, if you were to do a project like this over again, what would you have done differently?
11. Is there anything else you would like to share with us about your experience with the project?



## Warvin Program Director KII

*We would like to start by asking a little bit of information about you.*

Role/ Job position: \_\_\_\_\_

Date started working at this job: \_\_\_\_\_

Gender: *(Select one; Do not ask aloud)*

Male

Female

*Thank you for providing this information. Now we would like to ask some questions about your experience working with WfWI on the UNTF-funded project.*

1. What was your role at Warvin during the implementation of the WfWI project?  
What were your responsibilities?
  -
2. To what extent were you involved with the project design?
  -
3. How did the initial project design address the most pressing needs for Syrian IDP and local women?
  -
4. To your knowledge, how did the project assess which needs to address in the KRI context?
  - a. In your opinion, how effectively did the project outputs address those needs?
    -
5. How were the selection criteria determined for participants in the program?
  - a. Who was involved in this process? What were their roles?
    -
6. To your knowledge, what steps were taken to ensure the project was gender-responsive overall? (PROMPT: staffing, procurement, roundtables)
7. What were the most serious internal challenges the project faced during implementation?
  - a. How were these addressed?
  - b. How well do you think you were able to overcome these?
    -
8. What were the most serious external (contextual) challenges faced during implementation?
  - a. How were these addressed?
  - b. How well do you think you were able to overcome these?
    -
9. Could you describe the support that WfWI provided at the outset of this project?
  - a. To what extent was this level of support appropriate to fulfil project implementation?
  - b. What other support was needed?
    -
10. What training and capacity-building support was provided to Warvin staff?
  -

11. How would you characterize the partnership with WfWI? What were its strengths? Weaknesses?
  -
12. Thinking back, if you were to do a project like this over again, what would you have done differently?
  -
13. Is there anything else you would like to share with us about your experience with the project?
  - 
  -

## Tool 2: FGD Guides

### Instructions to the data collector

- Please learn the introduction and present it in your own words. Do not read it directly from the paper.
- Ask all of the numbered questions and follow up with sub-questions if you need to gather more information.
- The discussion should last about one hour; it is fine if it is a little longer or a little shorter.

### Introduction and Consent

*Good [morning/afternoon], How are you?*

*My name is [facilitator name] and this is [notetaker name]. We are from Trust and we are working with WfWI. We are here as part of the effort to evaluate the quality and impact of that support.*

*I would like to go over a few logistical points before we begin the discussion:*

*The discussion will last 45-60 minutes. You can leave at any time, but it would be very helpful if you stay until the end. You will not receive any compensation or payment for participating in this discussion.*

*The purpose of the discussion is to measure the quality of the support; it will not be used to gather information about any person specifically. Please be assured that everything we discuss will be kept in strict confidence and your real name will not appear in any of our results. As such, please make every effort to be open and honest when responding to the questions.*

*Nothing you say will have an impact whatsoever on your inclusion or exclusion to any programs that are currently being implemented or will be implemented in the future. Participation is completely voluntarily and you have the freedom to withdraw at any time and the freedom not to answer one or more questions. In case you refuse, it will not involve any loss of benefits or penalty and your participation does not involve giving up any legal rights.*

*With your permission we will record the audio of this discussion for our records. This recording will not be shared with anyone outside the research team. The recordings will be kept safely in a locked facility until they are transcribed, then they will be destroyed. The transcribed notes of the focus group will contain no information that would allow individual subjects to be linked to specific statements. You should try to answer and comment as accurately and truthfully as possible. I and the other focus group participants would appreciate it if you would refrain from discussing the comments of other group members outside the focus group. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.*

*There are a few rules for this discussion. The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished. There are no right or wrong answers. You do not have to speak in any particular order. When you do have something to say, please do so. There are many of you in the group and it is important that I obtain the views of each of you. You do not have to agree with the views of other people in the group.*

*Does anyone have any questions?*

*[Please make sure that all participants sign attendance sheet and fill out all information]*

*May I begin?*

## FEMALE BENEFICIARIES OF ADVOCACY TRAININGS

Discussion Start Time: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Notetaker: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

### Section 1: Participant Demographic Information

	Name	Age	Consent
Participant 1			Yes No
Participant 2			Yes No
Participant 3			Yes No
Participant 4			Yes No
Participant 5			Yes No

## Section 2: Discussion

*First, I am going to ask you about the advocacy trainings you received.*

1. Please describe in detail some of the things you discussed during this training.
2. Now, we will play a game (ask people to close their eyes and hold up their fingers: Participatory ranking (1=very bad and 5=very good) to rank **how much they enjoyed attending advocacy training.**

*Facilitator guidance: The game is to rank opinion on different topics on a scale of 1-5 (1 being low and 5 being high). Participants are asked to close their eyes [so they are not influenced by others] and then hold up their fingers based on their opinion.*

*It does not matter if not everyone fully understands and after explaining it once or twice facilitators should not push the subject and risk making participants feel uncomfortable or as though this is some kind of test that they are failing. If participants enjoy the activity it can be used further; if they don't then it shouldn't be pushed.*

*When fingers are raised (and there is no need to wait for all to raise their fingers if some participants are not holding their hands up, nor force people to) then jot down the answers. Feedback to the group should be generalized – such as “most of you said ‘2’; a couple of people said ‘4’, one person said ‘1’”, and discussion should be prompted by this summary.*

*Next, I am going to ask you about your community overall.*

3. How would you describe the situation for women and youth living in your community?
  - a. What sort of risks to their well-being or development can you think of that women or girls specifically may face in the family or their daily life (when going to the market, work, or in public places)?
- 
4. How safe do you feel in your community in your daily life? (Prompt: errands, going to the market, around the house)
  - a. Where are some places or situations you avoid because they make you feel uncomfortable or unsafe?
- 
5. (PROMPT: refer to risks identified in Q5 and Q6, then continue participatory ranking exercise from Q3) Thinking about these risks and difficulties for women, please rank (1=very seriously and 5=not very seriously) to rank **how seriously these issues affect your daily life.**
- 
6. Participatory ranking (1=very bad and 5=very good) to rank **how well they felt the WfWI training for men and women created meaningful change for these issues.**
- 
7. Please describe how you would suggest tackling these issues. (PROMPT: Using the same approach as WfWI? Using a different approach?)

*Now, I am going to ask you about your experiences with these issues.*

8. Do you feel like you have influence over decisions made in your community or at home?
  - a. What are some things that make it difficult to make your voice heard when important decisions are being made?



9. To what extent has your participation in decision-making in your home or community changed since you took the advocacy training with WfWI? (PROMPT: Why is that?)
  - o
10. If you knew about someone being violent towards a woman, how would you be able to use anything you learned in your training?
11. Can you explain some ways, if any, that you use the things you learned in your advocacy training in your daily life?
12. Have you passed on the information you learned in advocacy trainings to anyone else in your life?

End of FGD

*"Thank you for your time and willingness to share your experiences with us. We have asked you a lot of questions and you have provided us with very valuable information. Please remember that everything discussed in our meeting today is confidential. We will share this with WfWI to help them plan for and improve future programming. We will not share any of your personal information, and hope that you will not share any information about other participants' experiences."*

Discussion End Time: \_\_\_\_\_

## FEMALE RECIPIENTS OF STEP-DOWN TRAININGS

Discussion Start Time: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Notetaker: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

### Section 1: Participant Demographic Information

	Name	Age	Consent
Participant 1			Yes No
Participant 2			Yes No
Participant 3			Yes No
Participant 4			Yes No
Participant 5			Yes No

## Section 2: Discussion

*First, I am going to ask you about the advocacy training you received.*

1. Please describe in detail some of the things you discussed during this training.
  -
2. *Now, we will play a game (ask people to close their eyes and hold up their fingers: Participatory ranking (1=very bad and 5=very good) to rank **how useful they felt the training was.***

*Facilitator guidance: The game is to rank opinion on different topics on a scale of 1-5 (1 being low and 5 being high). Participants are asked to close their eyes [so they are not influenced by others] and then hold up their fingers based on their opinion.*

*It does not matter if not everyone fully understands and after explaining it once or twice facilitator's should not push the subject and risk making participants feel uncomfortable or as though this is some kind of test that they are failing. if participants enjoy the activity it can be used further; if they don't then it shouldn't be pushed.*

*When fingers are raised (and there is no need to wait for all to raise their fingers if some participants are not holding their hands up, nor force people to) then jot down the answers. Feedback to the group should be generalized – such as “most of you said ‘2’; a couple of people said ‘4’, one person said ‘1’” and discussion should be prompted by this summary.*

○

*Now, I am going to ask you some questions about your community overall and your experiences with the issues you covered in your training.*

3. How would you describe the situation for women and youth living in your community?
  -
4. How safe do you feel in your community in your daily life? (Prompt: errands, going to the market, around the house)
  - a. What are some places or situations you avoid because they make you feel unsafe?
    -
5. (PROMPT: refer to risks identified in Q4 and Q5, then continue participatory ranking exercise from Q3) Thinking about these risks and difficulties for women, please rank (1=very seriously and 5=not very seriously) to rank **how seriously these issues affect your daily life.**
  - a. Please describe how you would suggest tackling these issues. (PROMPT: Using the same approach as in the WfWI training? Using a different approach?)
    -
6. How often do you participate in decision-making processes at home?
  - a. What about how often you participate in decision-making processes in your social group or community?
    -
7. Do you feel like you have influence over decisions made in your community?
  - a. What are some things that make it difficult to make your voice heard when important decisions are being made?
    -
8. To what extent has your participation in decision-making in your home or community changed since you took the advocacy training with WfWI? (PROMPT: Why is that?)
  -

9. If you knew about someone being violent towards a woman, how would you be able to use anything you learned in your training?
  
10. What are some ways that you use the things you learned in your advocacy training in your daily life? Can you explain?
  - a. What are some ways, if any, you have passed on the information you learned in advocacy trainings to anyone else in your life?
  -
11. If you had the opportunity, would you take more training courses in advocacy?
  - a. Could you describe any other things you would like to learn about advocacy and similar topics?
  -
12. To what extent have the things you learned changed how you feel about women's rights?

End of FGD

*"Thank you for your time and willingness to share your experiences with us. We have asked you a lot of questions and you have provided us with very valuable information. Please remember that everything discussed in our meeting today is confidential. We will share this with WfWI to help them plan for and improve future programming. We will not share any of your personal information, and hope that you will not share any information about other participants' experiences."*

Discussion End Time: \_\_\_\_\_

## MALE BENEFICIARIES OF MEP PROGRAMMING

Discussion Start Time: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Notetaker: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

### Section 1: Participant Demographic Information

	Name	Age	Consent
Participant 1			Yes No
Participant 2			Yes No
Participant 3			Yes No
Participant 4			Yes No
Participant 5			Yes No

## Section 2: Discussion

*First, I will ask you some questions about the men's empowerment training you took with WfWI.*

1. How did you find out that you could take this training in men's empowerment?
2. Can you describe what you learned during the MEP trainings?
  - a. Can you give examples of the most important things you learned?

o

3. Now, we will play a game (ask people to close their eyes and hold up their fingers: Participatory ranking (1=very bad and 5=very good) to rank **how useful they felt the training was.**

*Facilitator guidance: The game is to rank opinion on different topics on a scale of 1-5 (1 being low and 5 being high). Participants are asked to close their eyes [so they are not influenced by others] and then hold up their fingers based on their opinion.*

*It does not matter if not everyone fully understands and after explaining it once or twice facilitator's should not push the subject and risk making participants feel uncomfortable or as though this is some kind of test that they are failing. if participants enjoy the activity it can be used further; if they don't then it shouldn't be pushed.*

*When fingers are raised (and there is no need to wait for all to raise their fingers if some participants are not holding their hands up, nor force people to) then jot down the answers. Feedback to the group should be generalized – such as “most of you said ‘2’; a couple of people said ‘4’, one person said ‘1’”. Discussion can be prompted by this summary.*

- o *Whilst this methodology is used in some circumstances to provide a level of quantitative data to complement qualitative data, the purpose of the exercise is more motivated by encouraging participation and prompting discussion.*

o

4. What are some things you think about differently since attending that training?
  - a. Can you give some examples? (PROMPT: about women's right, women's inheritance rights)
5. Can you think of any ways you act differently at home (towards your wife/mothers/ daughters) since attending the training?
  - a. What about elsewhere in the community?
6. Have you passed on the information you learned in advocacy trainings to anyone else in your life?

*Now, I am going to ask about your thoughts and opinions on women's issues in your community overall.*

7. Thinking about your community overall, could you describe how people feel about women being involved in important decision-making at home or in the community?
  - a. Can you tell me about a time women were involved in an important decision in your community?

8. Thinking about your community overall, when do you think people consider it acceptable to use violence against women?
  - a. If never considered acceptable: Do you think people do this sometimes anyway? Why?
9. What would you do if you knew about someone being violent towards a woman?
  - a. Can you give some examples? (PROMPT: at home? In the community?)
  - b. Would you be able to use anything you learned in your training?
10. How do you feel about women's centers? Do you think they are helpful or unhelpful for the community and why?
  - a. Did you use to have a different opinion about this? What changed?

End of FGD

*"Thank you for your time and willingness to share your experiences with us. We have asked you a lot of questions and you have provided us with very valuable information. Please remember that everything discussed in our meeting today is confidential. We will share this with WfWI to help them plan for and improve future programming. We will not share any of your personal information, and hope that you will not share any information about other participants' experiences."*

Discussion End Time: \_\_\_\_\_

## MALE BENEFICIARIES OF STEP-DOWN TRAINING

Discussion Start Time: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_

Notetaker: \_\_\_\_\_

Number of Participants: \_\_\_\_\_

### Section 1: Participant Demographic Information

	Name	Age	Consent
Participant 1			Yes No
Participant 2			Yes No
Participant 3			Yes No
Participant 4			Yes No
Participant 5			Yes No



## Section 2: Discussion

First, I will ask you some questions about the men's empowerment training you took with a leader from WfWI.

1. How did you find out that you could learn about women's issues from the leader who trained you?
2. Please describe in detail some of the things you discussed during this training.
  - a. Can you give examples of the most important things you learned?
- 
3. Now, we will play a game (ask people to close their eyes and hold up their fingers: Participatory ranking (1=very bad and 5=very good) to rank how useful they felt the training was.

*Facilitator guidance: The game is to rank opinion on different topics on a scale of 1-5 (1 being low and 5 being high). Participants are asked to close their eyes [so they are not influenced by others] and then hold up their fingers based on their opinion.*

*It does not matter if not everyone fully understands and after explaining it once or twice facilitator's should not push the subject and risk making participants feel uncomfortable or as though this is some kind of test that they are failing. if participants enjoy the activity it can be used further; if they don't then it shouldn't be pushed.*

*When fingers are raised (and there is no need to wait for all to raise their fingers if some participants are not holding their hands up, nor force people to) then jot down the answers. Feedback to the group should be generalized – such as "most of you said '2'; a couple of people said '4', one person said '1'". Discussion can be prompted by this summary.*

- *Whilst this methodology is used in some circumstances to provide a level of quantitative data to complement qualitative data, the purpose of the exercise is more motivated by encouraging participation and prompting discussion*

*Now, I am going to ask about your thoughts and opinions on women's issues in your community overall.*

4. In your opinion, what are the biggest steps that need to be taken to increase women's rights and decrease violence against women?
  - a. Are there ways your training could help with that?
5. What are some things you do or think about differently since attending that training?
  - a. Can you give some examples?
- 
6. Can you think of any ways you act differently at home (towards your wife/mothers/daughters) since attending the training?
7. What would you do if you knew about someone being violent towards a woman?
  - a. Would you be able to use anything you learned in your training?
- 
8. Have you passed on the information you learned in this training to anyone else in your life?

End of FGD

*“Thank you for your time and willingness to share your experiences with us. We have asked you a lot of questions and you have provided us with very valuable information. Please remember that everything discussed in our meeting today is confidential. We will share this with WfWI to help them plan for and improve future programming. We will not share any of your personal information, and hope that you will not share any information about other participants' experiences.”*

Discussion End Time: \_\_\_\_\_

### Tool 3:

#### Survey Guides

Enumerator name :

Enumerator ID :

Beneficiary code :

Good [morning/afternoon],

My name is \_\_\_\_\_ and I work with Trust. We are here as part of the effort to evaluate the services Women for Women provided at their centers so, I would like to ask you some questions for your feedback. I would like to spend about 25 minutes with you to ask you a few questions about the services you have used and how good you think they are.

All of your answers will be kept strictly confidential. I will not keep a record of your name and you will not be identifiable in any outcomes of this evaluation. You have the right to stop the interview at any time, or to skip any questions that you do not want to answer.

Your participation is completely voluntary, but your experiences could be very helpful to improve the services.

You are free to ask any questions now or once the interview is complete. Do you have any questions now?

Do you agree to take part in this interview?

## FEMALE BENEFICIARIES OF ADVOCACY TRAININGS

1. What is your nationality?
  - a. Syrian
  - b. Iraqi
  - c. Other
  - d. Refused
2. If other, please specify.
3. What is your age?
4. What is your marital status?
  - a. Single (never married)
  - b. Married
  - c. Widowed
  - d. Divorced or permanently separated

*Thank you for telling me a bit about yourself. Next I would like to learn more about the center.*

5. How did you learn about the services available at the center?
  - a. Awareness raising/outreach activities by center staff
  - b. Hearing about these services while attending the center for other reasons
  - c. Service providers at other centers or services
  - d. Word of mouth
  - e. Through flyers, brochures, or posters at other locations
  - g. Other
6. If other, please specify.
7. What services did you receive here? (Multiple response)
  - a. Advocacy training starting in the spring/summer of 2018
  - b. Empowerment training (starting spring 2017)
  - c. Vocational training (starting October 2018)
  - d. Individual Support
  - e. Other
8. If other, please specify.
9. *IF before March 2018, were the trainings provided by Warvin Foundation?*
  - a. Yes
  - b. No
  - c. I don't know
10. Did your husband/partner attend the trainings?
11. In general, the training I received makes/made me feel more safe at home or in my community.
  - a. Agree strongly
  - b. Agree

- c. Neither agree nor disagree
  - d. Disagree
  - e. Disagree strongly
  - f. Refused
12. Has there been any change (positive/negative) from going to the training for you personally?
- a. Yes
  - b. No
  - c. Don't know
  - d. Refused
  -
13. If there has been a change, what have you noticed? (multiple response)
- a. I feel better: my mood improved; I better cope with stress (refer to emotional well-being)
  - b. My relationships with my relatives/friends/others improved and/or I participate more in social or family events (refer to Social well-being)
  - c. I carry out my daily tasks/household activity and engage on activities more easily (refer to daily functioning)
  - d. I learnt new skills/knowledge
  - e. Other
14. Please explain (for each)
15. In general, the center has the resources to help me resolve problems I may have.
- a. Agree strongly
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Disagree strongly
  - f. Refused
16. If no, please explain or give examples.
17. In general, the staff are well-trained and able to address my problems or questions.
- a. Strongly agree
  - b. Agree
  - c. Neither agree nor disagree
  - d. Disagree
  - e. Strongly disagree
  - f. Refused
18. If no, please explain or give examples.
19. Did you receive a stipend (financial assistance) from the center at any time?
- a. Yes
  - b. No
  - c. Refused
20. If yes, how much was it? (in Dinar)
-

21. If yes, what was the stipend intended for?

SUB QUESTIONNAIRE SELF EFFICACY SCALE – ALL RESPONDENTS

*Thank you for telling me a bit about the center, next I would like to learn about your opinions on some different topics.*

22. I can always manage to solve difficult problems if I try hard enough.
- Not at all true
  - Hardly true
  - Moderately true
  - Exactly true
23. If someone opposes me, I can find the means and ways to get what I want.
- Not at all true
  - Hardly true
  - Moderately true
  - Exactly true
24. It is easy for me to stick to my aims and accomplish my goals.
- Not at all true
  - Hardly true
  - Moderately true
  - Exactly true
25. I am confident that I could deal efficiently with unexpected events.
- Not at all true
  - Hardly true
  - Moderately true
  - Exactly true
26. Thanks to my resourcefulness, I know how to handle unforeseen situations.
- Not at all true
  - Hardly true
  - Moderately true
  - Exactly true
27. I can solve most problems if I invest the necessary effort.
- Not at all true
  - Hardly true
  - Moderately true
  - Exactly true
28. I can remain calm when facing difficulties because I can rely on my coping abilities.
- Not at all true
  - Hardly true
  - Moderately true
  - Exactly true
29. When I am confronted with a problem, I can usually find several solutions.
- Not at all true
  - Hardly true

- c. Moderately true
  - d. Exactly true
30. If I am in trouble, I can usually think of a solution.
- a. Not at all true
  - b. Hardly true
  - c. Moderately true
  - d. Exactly true
31. I can handle whatever comes my way.
- a. Not at all true
  - b. Hardly true
  - c. Moderately true
  - d. Exactly true

SUB QUESTIONNAIRE DECISION MAKING AND ADVOCACY – ALL RESPONDENTS

32. Who in your family usually has the final say on whether any of these children currently in your household can attend secondary or post-secondary school?
- a. Respondent,
  - b. Husband/partner
  - c. Respondent & husband/partner jointly
  - d. Daughter/son
  - e. Respondent & daughter/son jointly
  - f. Someone else
  - g. Decision not made/not applicable
33. Who in your family usually has the final say on how many children to have?
- a. Respondent,
  - b. Husband/partner
  - c. Respondent & husband/partner jointly,
  - d. Daughter/Son,
  - e. Respondent & Daughter/Son jointly
  - f. Someone else
  - g. Decision not made /not applicable
34. Who in your family usually has the final say on whether or not you can work to earn money?
- a. Respondent,
  - b. Husband/partner
  - c. Respondent & husband/partner jointly,
  - d. Daughter/Son,
  - e. Respondent & Daughter/Son jointly
  - f. Someone else
  - g. Decision not made /not applicable
35. How often in the past 3 months have you discussed violence-related experiences with women other than your close female relatives?
- a. Often
  - b. Sometimes
  - c. Rarely

- d. Never
- 
- 36. If you or a woman you knew wanted to exercise rights in some way (get divorced, seek counselling, report abuse, etc.), would she feel confident in knowing how to?
  - a. Yes
  - b. No
  - c. Sometimes
  -
- 37. Please explain or give examples.
  -
- 38. How often in the past 3 months have you discussed family planning with your husband?
  - a. Often
  - b. Sometimes
  - c. Rarely
  - d. Never
  -
- 39. How often in the past 3 months have you spoken up [in public] against hitting or slapping women?
  - a. Often
  - b. Sometimes
  - c. Rarely
  - d. Never

#### SUB QUESTIONNAIRE KNOWLEDGE OF RIGHTS

- 40. More than one owner cannot be listed on a land ownership deed or a house ownership deed.
  - a. True
  - b. False
  - c. Don't know
- 41. What is violence against women? Is it –
  - a. Physical beating
  - b. Abuse to a woman's emotional well-being
  - c. Rape by a woman's husband
  - d. Withholding money or income
  - e. All of the above
- 42. In your area, are there laws that protect women's rights?
  - a. Yes
  - b. No
  - c. I don't know
- 43. If yes, what are they?
  - a. Laws preventing early marriage
  - b. Laws preventing violence against women in public
  - c. Laws preventing violence against women in the household
  - d. Laws protecting women's inheritance
- 44. In general in the justice system:
  - a. Men and women have the same rights



- b. Men have more rights than women
- c. Men and women have different rights
- d. I don't know

SUB QUESTIONNAIRE EARNINGS/INCOME

45. What is your current occupation? (activity on which you spend most time during the day for most of the year)
- a. Household care tasks;
  - b. Wage labor;
  - c. Self-employment (no employees);
  - d. Microenterprise
  - e. Cooperative;
  - f. Employed in a paid salaried job;
  - g. Leisure and social activities;
  - h. Other
- 
46. If other, please specify.
- 
47. How many hours did you spend on this primary occupation this past week?
- \_\_\_\_\_
- 
48. How much did you earn per week from the time you spent on this occupational activity? \_\_\_\_\_
- 
49. Do you set aside some money (either your own earnings or household money) as savings?
- a. Yes
  - b. No
  - c. Refused
50. If yes, how much would you estimate to be your savings balance in this account at present? \_\_\_\_\_
- 

SUB QUESTIONNAIRE SATISFACTION WITH SERVICES

*Thank you. Now I am going to ask your opinion on the services you received.*

51. How satisfied are you with your experience at the center overall?
- a. Very satisfied
  - b. Somewhat satisfied
  - c. Neither satisfied nor dissatisfied
  - d. Somewhat dissatisfied
  - e. Very dissatisfied
  - f. Refused
52. On a scale of 1 to ten (1 being not satisfied at all, and 10 being extremely satisfied), how would you rate your experience?
53. Would you recommend the center to a friend or family member?
- a. Yes

- b. No
  - c. Refused
54. Have you ever been asked for feedback about your experience receiving services at the center?
- a. Yes
  - b. No
  - c. Refused
55. If you wanted to make a complaint about the center, its staff, or the services you have received, would you know where to go or how to do this?
- a. Yes
  - b. No
  - c. Refused
56. "If yes, how would you submit a complaint?
- a. Complaint box
  - b. Whatsapp or telephone to complaint line
  - c. Contact center management directly
  - d. Other
  - e. Refused
57. If other, please specify.
58. Is there anything else you would like to share about the services you have received?

#### FEMALE SERVICE RECIPIENT BENEFICIARIES

1. Gender of respondent (select one, do not ask aloud):
  - a. Male
  - b. Female
2. What is your nationality?
  - a. Syrian
  - b. Iraqi
  - c. Other
  - d. Refused
3. If other, please specify.
4. What is your age?
5. What is your marital status?
  - a. Single (never married)
  - b. Married
  - c. Widowed
  - d. Divorced or permanently separated

*Thank you for telling me a bit about yourself. Next I would like to learn more about the center.*

6. What services have you received here?
  - a. Advocacy training
  - b. Vocational training
  - c. Individual support (psychosocial support, legal counseling, other)
  - d. Refused
  - e. Other
7. How did you learn about the services you received at the center?
  - a. Awareness raising/outreach activities by center staff
  - b. Hearing about these services while attending the center for vocational training
  - c. Service providers at other centers or services
  - d. Word of mouth
  - e. Through flyers, brochures, or posters at other locations
  - g. Other
8. If other, please specify.

*If 6=b, Qs 9-17*

9. As part of the vocational training, what activities did you take part in?
10. How useful did you find these activities?
11. What other activities would you find useful?
  - o
12. What is your current occupation? (activity on which you spend most time during the day for most of the year)

- a. Household care tasks;
  - b. Wage labor;
  - c. Self-employment (no employees);
  - d. Microenterprise
  - e. Cooperative;
  - f. Employed in a paid salaried job;
  - g. Leisure and social activities;
  - h. Other
13. If other, please specify.
14. How many hours did you spend on this primary occupation this past week?  
\_\_\_\_\_
15. How much did you earn per week from the time you spent on this occupational activity? \_\_\_\_\_
16. Do you set aside some money (either your own or household money) as savings?
- a. Yes
  - b. No
  - c. Refused
17. If yes, how much would you estimate to be your savings balance in this account at present? \_\_\_\_\_
18. What worked well in the services you received?
19. What would you have liked to have been done differently in the services you received?
20. If you received individual support, would you mind telling us what sort of services you received?
- a. Legal counselling
  - b. Psychological counselling
  - c. Support accessing services (and/or case management)
  - d. Other
  - e. Refused
21. If other, please specify
22. If you received individual support, were you referred to any other services outside of the center?
- a. Yes
  - b. No
  - c. Refused
23. If yes, would you mind sharing what services you were referred to?
24. If yes, did the staff follow up with you about these services?
- a. Yes
  - b. No
  - c. Refused

25. Have you noticed any change (positive or negative) in your life related to the services received?
- Yes
  - No
  - Refused
26. If there has been a change, what have you noticed? (multiple response)
- I feel better: my mood improved; I better cope with stress (refer to emotional well-being)
  - My relationships with my relatives/friends/others improved and/or I participate more in social or family events. (refer to Social well-being)
  - I carry out my daily tasks/household activity and engage on activities more easily (refer to daily functioning)
  - I learnt new skills/knowledge
  - Other
27. If yes Q19, please tell me more about this.
28. Did you receive a stipend (financial assistance) from the center at any time?
- Yes
  - No
  - Refused
29. If yes, how much was it? (in Dinar)
- 
30. If yes, what was the stipend intended for?
- 
31. In general, the support I received has made me feel more safe at home or in my community.
- Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Refused
32. In general, the center has the resources to help me resolve problems I may have.
- Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
  - Refused
33. If no, please explain or give examples.
34. In general, the staff are well-trained and able to address my problems or questions.
- Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree

- e. Strongly disagree
  - f. Refused
35. If no, please explain or give examples.
36. How satisfied are you with your experience at the center overall?
- a. Very satisfied
  - b. Somewhat satisfied
  - c. Neither satisfied nor dissatisfied
  - d. Somewhat dissatisfied
  - e. Very dissatisfied
  - f. Refused
37. On a scale of 1 to ten (1 being not satisfied at all, and 10 being extremely satisfied), how would you rate your experience?
38. Would you recommend the center to a friend or family member?
- a. Yes
  - b. No
  - c. Refused
39. Have you ever been asked for feedback about your experience receiving services at the center?
- a. Yes
  - b. No
  - c. Refused
40. If you wanted to make a complaint about the center, its staff, or the services you have received, would you know where to go or how to do this?
- a. Yes
  - b. No
  - c. Refused
41. If yes, how would you submit a complaint?
- a. Complaint box
  - b. Whatsapp or telephone to complaint line
  - c. Contact center management directly
  - d. Other
  - e. Refused
42. If other, please specify.
43. Is there anything else you would like to share about the services you have received?

## ANNEX 5: LISTS OF PERSONS AND INSTITUTIONS INTERVIEWED OR CONSULTED AND SITES VISITED

Roundtable KIIs	
Project Officer	Erbil
Social Researcher	Erbil

Civil Servant	Erbil
Logistic Officer	Erbil
Logistic Officer	Erbil
Project Manager	Erbil
Project Coordinator	Erbil
Lawyer	Sulaymaniyah
Project Officer	Sulaymaniyah
Social Researcher	Sulaymaniyah
Lawyer	Sulaymaniyah
Mayor	Sulaymaniyah
Religious Leader	Sulaymaniyah
Child Psychotherapist	Sulaymaniyah
<b>Staff KIIs</b>	<b>Number</b>
UNTF Donor Representative	1
WfWI MEAL Representative at HQ	1
WfWI MEAL Representative in-country	1
WfWI Iraq Country Director	2
WfWI Country Project Officer	1
WfWI Lawyers	2
WfWI Social Workers	2
Warvin Program Director	1
<b>Beneficiary KIIs</b>	<b>Number</b>
Male 'champions' (selected recipients of male empowerment programming)	4
Male beneficiaries of MEP programming	4
Male recipients of step-down training	4
Female beneficiaries of advocacy trainings	4
Female recipients of step-down trainings	4

## ANNEX 6: LISTS OF SUPPORTING DOCUMENTS REVIEWED

- UNTF-WFWI Revised Proposal (Feb 2017)
- UNTF-WFWI Grant Agreement
- Annual Report Year 1 March 2017-Feb. 2018
- Annual Report Year 2 March 2018-Feb. 2019
- Final Annual Report Y3 March 2019 – Feb 2020 (Draft)
- Progress Report Year 1 March 2017-Aug. 2017
- Progress Report Year 2 March 2018-Aug. 2018
- Progress Report Year 3\_March 2019-Aug. 2019
- Results Chain (Initial Y1 and revised Y3)
- Original and revised baseline
- Roundtable attendance sheets
- Participant registration documentation