



ENDLINE EVALUATION OF WOMEN'S LEADERSHIP AND ECONOMIC RIGHTS (WLER) PROJECT

Final Inception Report

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This evaluation was commissioned by UN Women Tanzania.

The evaluation is being conducted by a team from Muthengo Development Solutions (MDS) as follows:

Ngonidzashe Marimo: Team Leader

Dr Consolata Sulley: Gender specialist/National coordinator

Tariro Mukupe: Data analyst

Theresa Marimo: Project Manager

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ACRONYMS

ADD International	Action on Disability Development
ALAT	Association of Local Authorities in Tanzania
CDOs	Community Development Officers
CODEPATA	Community Development Professionals Association of Tanzania
CSOs	Civil Society Organizations
DC	District Council
DED	District Executive Director
E4G	Equality for Growth
ERG	Evaluation Reference Group
FDGs	Focused Group Discussions
GBV	Gender-Based Violence
GEF	Generation Equality Forum
GERAAS	Global Evaluation Reports Assessment and Analysis System
GEWE	Gender Equality and Women's Empowerment
IDIs	In-Depth Interviews
iMES	Integrated Monitoring and Evaluation System
IPs	Implementing Partners
KIIs	Key Informant Interviews
LGAs	Local Government Authorities
LGTI	Local Government Training Institute-Hombolo
LNOB	Leave No One Behind
MC	Municipal Council
MDAs	Ministries, Departments and Agencies
MDS	Muthengo Development Solutions
MoCDGWSG	Ministry of Community Development, Gender, Women and Special Groups
MWEDO	Maasai Women Development Organization
NEC	National Electoral Commission
OECD	Organisation for Economic Co-operation and Development
ORPP	Office of the Registrar of Political Parties
PD-MIS	Persons with Disabilities Management Information System
PMO-LYED	Prime Minister's Office Labour, Youth, Employment and Persons with Disabilities
PO-RALG	The President's Office of the Regional Administration and Local Government
PWC	Pastoralist Women Council
PWDs	Persons with Disabilities
SDGs	Sustainable Development Goals
SHIVYAWATA	Tanzania Federation of Disabled People's Organizations
SWOs	Social Welfare Officers
TADIO	Tanzania Development Organization
TASWs	Tanzania Association of Social Workers
TCO	Tanzania Country Office (UN Women)

TGNP	Tanzania Gender Networking Program
ToC	Theory of Change
TUSONGE	TUSONGE Community Development Organization
UDSM	The University of Dar es Salaam
UNEG	United Nations Evaluation Group
VEOs	Village Executive Officers
WASEMI	Association of Women Councillors
WEOs	Ward Education Officers
WEOs	Ward Executive Officers
WiLDAF	Women in Law and Development in Africa
WLER	Women's Leadership and Economic Rights
WWDs	Women with Disabilities
ZEC	Zanzibar Electoral Commission

1 INTRODUCTION

This report presents the first output for the Final Evaluation of “Strengthening Women and Girls’ Meaningful Participation, Leadership, and Economic Rights at the Local Levels in Tanzania (WLER)” (2022-2025) project. The main purpose of this inception phase was to agree with the Evaluation Reference Group and UN Women on evaluation design and methods. This was based on a process set to understand the project design and implementation in greater depths and the interests of key stakeholders from the evaluation. An inception meeting was held with UN Women followed by in-depth literature review.

2 BACKGROUND

2.1 Context of the project

The Tanzanian socio-economic and political context was considered in the conception of the “Strengthening Women and Girls’ Meaningful Participation, Leadership, and Economic Rights at the Local Levels in Tanzania” (2022-2025) “, also known in short form as Women’s Leadership and Economic Rights (WLER) project. The project builds on the Women’s Leadership and Political Participation Project (Wanawake Wanaweza) Phase II (2017-2021) and Phase I (2014 – 2017) that identified discriminatory gender norms, behaviours and practices and limited women’s economic opportunities as among the key barriers to women’s leadership at the local government levels. As opposed to the two phases of the Wanawake Wanaweza that focused on women’s leadership and decision-making at national level, the WLER project pays particular attention to tackle several challenges that women face at the local government level. These are limited leadership opportunities, barriers to meaningful participation, and weak protection of economic rights. Specifically, detrimental cultural, religious, and traditional values, economic and time poverty, gender gaps in policies and strategies are key challenges that affect women at local level. The WLER baseline study in the six project regions corroborated these challenges. The study found that gaps exist in the laws that disproportionately affect women’s representation in leadership and decision-making positions; discriminatory social norms, traditions, and practices that impinge on women and girls’ ability to achieve their economic rights and participate in leadership and decision-making at the household, community and local government levels; low levels of awareness about the legal framework, rules and regulations that govern gender equality issues, coupled with a low level of education; low representation of women at all levels of LGA structures; fewer women than men own land, houses, or livestock whether individually, jointly with the spouse, or with someone else; discriminatory attitudes restricting women’s inheritance; women, particularly the female adults of the household are primarily responsible for domestic care work such as fetching water, cooking, washing, feeding and bathing children with 49.0 per cent of respondents perceiving responsibility of fetching water in the household is the responsibility of the female adults¹.

Because of the widespread socio-cultural, economic and structural barriers, women in Tanzania are still underrepresented in all spheres of public life particularly in local government and community levels. They formed only 5.2 and 6.5 percentage of all elected councillors during the 2015 and 2020 general elections respectively. Since 2020, women have formed only 2.7 per cent of all council chairpersons.² Economically, urban poverty rates are significantly higher among female-headed households (20.3 per cent) than among male-headed households (14 per cent), and the share of employed women dropped from 79 per cent in 2004-05 to 72 per cent in 2015-16. Indeed, women are much more likely than men to be time poor as they spend alof 144 countries globally³.

most four times as much time on unpaid domestic and care work.⁴ In most aspects, therefore, Tanzania remains below the average of the global index (67.8) for gender equality by scoring 55.7 points and therefore ranking 112nd out of 144 countries globally⁴. The country ranks 55th out of 146 countries globally in the 2025 Global Gender Gap Index.

¹ Strengthening Women and Girls’ Meaningful Participation, Leadership, and Economic Rights at the Local Levels in Tanzania: Baseline Study Report (Undated).

² National Electoral Commission (NEC) 2015&2020 elections reports.

³ 2022 SDG Gender Index.

⁴ Tanzania Household Budget Survey, 2020) as cited the WLER Baseline Study Report (Undated) p. 1.

Against the backdrop above, the overall goal of the WLER project was to ensure ‘*Women’s and girls’ meaningful participation, leadership and economic rights are strengthened at local levels in Tanzania*’, aligning to UN Women’s 2022-2025 Strategic Plan: *continuing to promote the voice, leadership, and economic rights of women at all levels including young people, and other marginalized groups*. We present specific objectives and components of the WLER project in the next section.

2.2 Description of the project

The four-year Women’s Leadership and Economic Rights (WLER) (2022-2025) project was funded by the Ministry for Foreign Affairs of Finland with a total budget of 7.9 million Euros. It was implemented by UN Women Tanzania Office in partnership with the Government of Tanzania Ministries, Departments and Agencies (MDAs), Local Government Authorities (LGAs), Civil Society Organizations (CSOs) including organizations that promote rights of women with disabilities, the private sector organizations and academic institutions.

The goal of the WLER project was to ensure ‘*Women’s and girls’ meaningful participation, leadership and economic rights are strengthened at local levels in Tanzania*’. The specific objective being to increase the number of women in leadership and decision making positions and their voices at local government levels through promoting gender-responsive norms, behaviours and practices; strengthening capacities of women leaders, enhance collection and use of sex and disability responsive data and enhancing women’s economic rights including by piloting gender and disability transformative innovative measures such as care services in line with the Government of Tanzania’s Generation Equality Commitments. The project specific objectives are organized into four outcome areas:

- i. Data and evidence-based gender and disability responsive strategies, practices, and participatory research action is built on women’s meaningful participation at local levels.
- ii. Laws, procedures, and practices at LGA levels promote women’s (with and without disabilities) voices, leadership and economic rights and justice.
- iii. Gender norms and discriminatory behaviours and practices at local levels are transformed to promote women and girls’ voices, meaningful participation and leadership.
- iv. National and LGAs develop/strengthen laws, policies, and services that recognize and address the disproportionate share of unpaid care work to promote women’s leadership and participation in decision-making.

The project was implemented in six (6) Regions namely: Pwani and Dar-es-Salaam, Singida, Arusha, Mtwara, and Lindi. These regions represented three domains:

- **Coastal** (Pwani and Dar-es-Salaam regions).
- **Northern** (Arusha and Singida regions)
- **Southern** (Lindi and Mtwara regions).

The project covered on average three districts in each of the six regions amounting to a total of eighteen (18) administrative councils in six regions. These districts are:

- **Mtwara** (Tandahimba District Council, Mtwara District Council, and Mikindani Municipal Council)
- **Lindi** (Ruangwa District Council, Nachingwea District Council and Lindi Municipal Council)
- **Arusha** (Arusha City Council, Monduli District Council and Karatu District Council)
- **Singida** (Ikungi District Council, Mkalama District Council, and Singida Municipal Council)
- **Dar es Salaam** (Dar es Salaam City Council (Dar es Salaam CC), Kinondoni Municipal Council (Kinondoni MC), and Temeke Municipal Council (Temeke MC), Ilala Municipal Council)
- **Pwani** (Chalinze District Council, Kisarawe District Council, Kibaha Town Council)

UN Women worked with and provided technical and financial support to 12 partners (See Table 2), including the six local government authorities (LGAs), four Civil Society Organisations (CSOs), and two academic institutions to deliver the WLER Project four outcomes in the six project regions and 18 councils of Tanzania. To amplify efforts and foster collaboration and coordination at the local level, UN Women and five Regional Secretariats (Lindi, Mtwara, Arusha, Singida, and Pwani) established Regional Gender Equality and Women’s Empowerment Coordination Groups to provide a platform that fosters joint efforts and collaboration and sharing experiences and best practices to promote gender equality and women’s empowerment at local levels.

The program consists of four major components as detailed in Table 1.

Table 1: Components of the WLER Project

Project outcomes	Main Outputs
Data and evidence-based gender and disability responsive strategies, practices, and participatory research action is built on women's meaningful participation at local levels	• Output 1.1: Strengthened capacity of LGA duty bearers on participatory action research and co-creation mechanism to promote women's (with and without disabilities) voices and leadership in decision-making, priority setting and implementation of gender and disability responsive micro socio-economic plans. • Output 1.2: Duty-bearers at the LGA have increased knowledge and capacity to collect and use sex, age and disability disaggregated data for gender analysis across sectors to prioritize GEWE, incl. on SDG • Output 1.3: Information, knowledge, data and good practices produced enable adoption of gender and disability transformative actions at LGA levels
Laws, procedures and practices at LGA levels promote women's (with and without disabilities) voices, leadership and economic rights and justice	• Output 2.1: Duty-bearers have strengthened knowledge and capacity to review, design, and implement gender responsive and inclusive laws, strategies, procedures, tools and practices to promote women's leadership and economic rights at LGA levels • Output 2.2: Rights-holders (with and without disabilities) have increased capacity to advocate for adoption and implementation of gender-responsive strategies, procedures, and practices at LGA level
Gender norms and discriminatory behaviours and practices at LGA levels are transformed to promote women and girls' voices, meaningful participation and leadership	• Output 3.1: Community facilitators have increased capacities and skills to design and implement gender-transformative initiatives • Output 3.2: Male leaders and image makers/influencers recognize and effectively portray women's participation and leadership in public life • Output 3.3: Women and girls, with and without disabilities, have enhanced economic agency and ability to express their voice, and priorities without fear of violence.
National and LGAs develop/strengthen laws, policies and services that recognize and address the disproportionate share of unpaid care work to promote women's leadership and participation in decision-making	• Output 4.1: National and local governments have greater understanding and knowledge of the 3Rs of unpaid care work, and the disproportionate share of unpaid care work, including for the disabled and those caring for disabled. and its impacts on women leaders at the local levels. • Output 4.2: National and local authorities and women leaders have increased tools and capacities to develop and implement laws, policies and services that address unpaid care work and enhance women's engagement in leadership in various local government units. • Output 4.3: Women leaders in cooperatives and other organizations have increased capacity to provide care services.

The project adopted a multi pillared approach as its implementation approach. As per the WLER project document, a long-term action-based approach would be adopted to advancing women's leadership, meaningful participation, economic rights and, addressing the disproportionate share of unpaid care work by women and girls. Specifically, the project would be implemented through a multi-pillared approach with combination of strategies and approaches to ensure effective delivery of the project objectives and outcomes. Inclusive, participatory, and community-oriented actions would be developed and implemented to transform gender norms and address social-economic challenges and barriers to women and girls' leadership and access to resources. Knowledge, skills and capacity of duty-bearers at the LGA would be enhanced through the collection and use of sex, age and disability disaggregated data for gender analysis to support prioritization of GEWE plans and budgets; to review, design, and implement gender responsive and inclusive laws, strategies, procedures and practices to promote women's leadership and economic rights and recognize and address disproportionate share of unpaid care work. This evaluation will assess the effectiveness and potential limitations of this proposed approach.

The project had a diverse group of beneficiaries that included:

- **Women and girls:** The overarching target group, including those in various leadership positions, entrepreneurs, and those benefiting from economic empowerment initiatives.
- **Women with Disabilities (WWDs) / Persons with Disabilities (PWDs):** A specific focus group facing compounded challenges, whose rights and perspectives are actively promoted through targeted strategies.
- **Youth:** Targeted for leadership and economic empowerment initiatives, especially through out of school youth and school clubs.
- **Community members/grassroots networks:** Engaged through dialogues, awareness campaigns, and participatory action research to transform social norms.
- **Community facilitators:** Including CDOs, planning officers, land officers, legal officers, SWOs, and other local government officials and community actors who are capacitated to drive gender-transformative initiatives.
- **Right-holders:** Individuals, groups and institutions who are empowered to advocate for gender-responsive strategies and practices.
- **Male leaders, influencers and change makers:** Engaged to promote women's participation and leadership and transform gender norms. This also includes "Bajaji drivers", religious and traditional leaders.
- **Women leaders in cooperatives and entrepreneurs:** Supported to enhance their capacity in businesses and address unpaid care burden and nurturing their leadership aspirations.
- **Households:** Especially in joint decision-making processes and financial management.
- **Girls in school clubs:** Empowered to develop leadership skills and become change champions in their communities.
- **Kungwi and Nyakanga:** Traditional leaders involved in adolescent initiation rites, supported to challenge deeply rooted harmful social norms, and to incorporate life skills and engage in alternative income-generating activities.

2.2.1 Theory of change (ToC) of the project

The project has a clear theory of change illustrated in Figure 1. The WLER Project's Theory of Change (ToC) is built on the premise that strengthening women's and girls' meaningful participation, leadership, and economic rights at local levels in Tanzania will be achieved through a multi-faceted approach. The Theory of Change Statement articulates that this goal will be achieved if:

- i. Data and evidence-based gender and disability-responsive strategies, practices, and participatory research action are built on women's meaningful participation at local levels.
- ii. Laws, procedures, and practices at Local Government Authority (LGA) levels promote women's (with and without disabilities) voices, leadership, and economic rights and justice.
- iii. Gender norms and discriminatory behaviours and practices at local levels are transformed to promote women's voices, meaningful participation, and leadership.
- iv. National and LGAs develop/strengthen laws, policies, and services that recognize and address the disproportionate share of unpaid care work to promote women's leadership and participation in decision-making

These conditions, if met, are expected to lead to the desired strengthening of women's meaningful participation, leadership, and economic rights.

The ToC further provides pathways to reach these stated outcomes as follows:

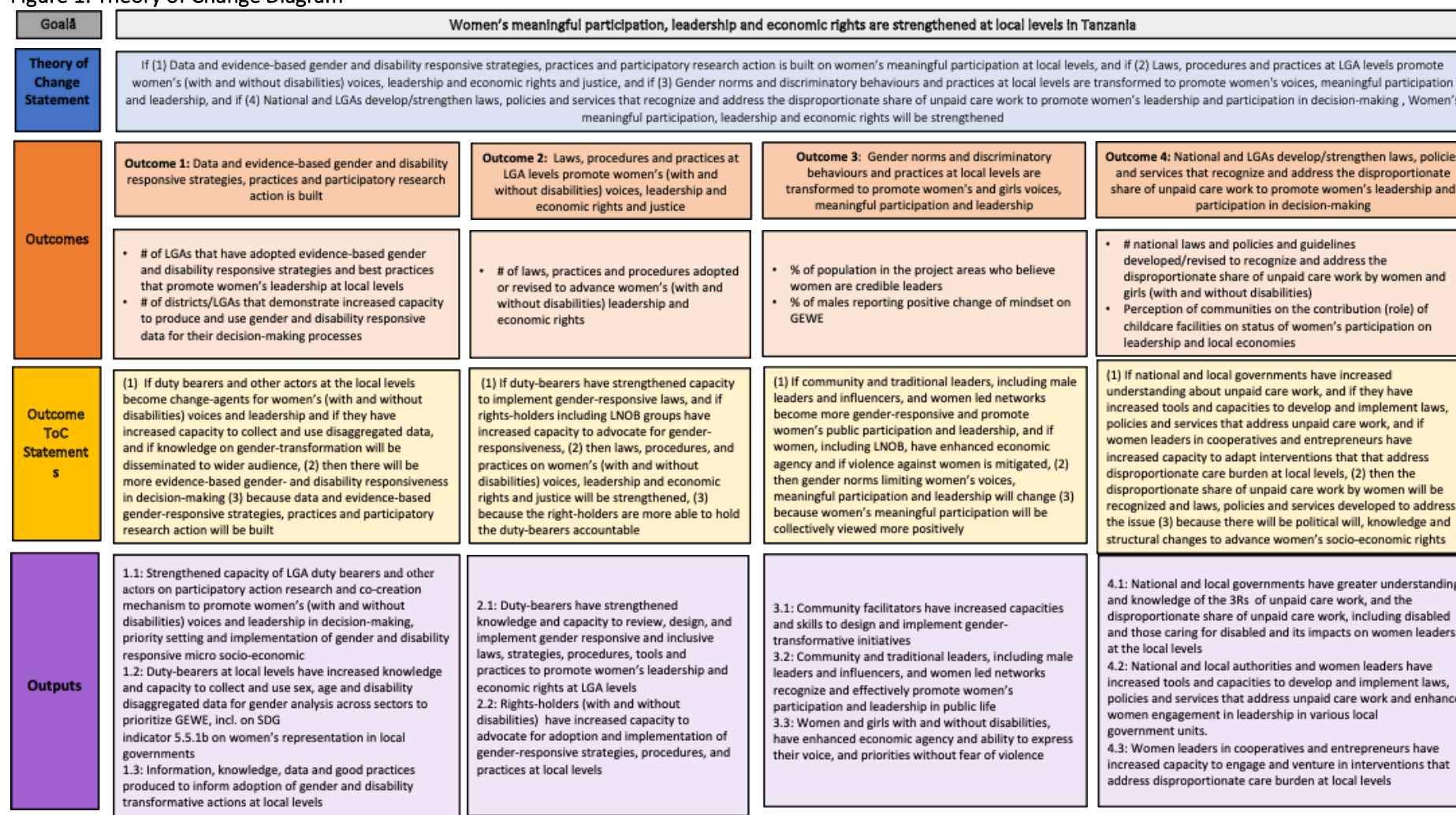
- (1) **If** duty bearers and other actors at the local levels become change-agents for women's (with and without disabilities) voices and leadership and if they have increased capacity to collect and use disaggregated data, and if knowledge on gender-transformation will be disseminated to wider audience, (2) **then** there will be more evidence-based gender- and disability responsiveness in decision-making (3) because data and evidence-based gender-responsive strategies, practices and participatory research action will be built.
- (1) **If** duty-bearers have strengthened capacity to implement gender-responsive laws, and if rights-holders including Leave No One Behind (LNOB) groups have increased capacity to advocate for gender-responsiveness, (2) **then** laws, procedures, and practices on women's (with and without disabilities) voices,

leadership and economic rights and justice will be strengthened, (3) because the right-holders are more able to hold the duty-bearers accountable.

- (1) **If** community and traditional leaders, including male leaders and influencers, and women led networks become more gender-responsive and promote women's public participation and leadership, and if women, including LNOB, have enhanced economic agency and if violence against women is mitigated, (2) **then** gender norms limiting women's voices, meaningful participation and leadership will change (3) because women's meaningful participation will be collectively viewed more positively.
- (1) **If** national and local governments have increased understanding about unpaid care work, and if they have increased tools and capacities to develop and implement laws, policies and services that address unpaid care work, and if women leaders in cooperatives and entrepreneurs have increased capacity to adapt interventions that address disproportionate care burden at local levels, (2) **then** the disproportionate share of unpaid care work by women will be recognized and laws, policies and services developed to address the issue (3) because there will be political will, knowledge and structural changes to advance women's socio-economic rights.

The Theory of Change identifies assumptions and risks. Key assumptions include that data will unveil bottlenecks and provide evidence-based solutions, that strengthened capacity of duty-bearers will create willingness for LGAs to implement gender-responsive laws, budgets, and other procedures and that community facilitators will be effective in changing norms. Identified risks include the lack of political will and weaknesses in institutional and governance structures at local levels to incorporate gender-disaggregated data for informed decision-making, and deeply entrenched gender norms that continue to hinder women's leadership and participation.

Figure 1: Theory of Change Diagram



Source: Project Proposal

2.2.2 Stakeholders of the project

UN Women identified and worked with several strategic partners and allies. These are central government, local government authorities, training institutions, civil society organizations, women's rights organizations and networks, women with disability organizations, media particularly community radios, community facilitators, women's economic empowerment forums, the private sector – such as banks, as well as religious and traditional leaders. Table 2 describes key project partners and their roles.

Table 2: Partnership arrangements and roles

Stakeholder group	Stakeholder	Role
Donor	The Government of Finland	Funding the project
UN	UN Women	Leads implementation of the project
Central government ministries and agencies	President's Office, Regional Administration and Local Government (PO-RALG)	Responsible party. Regulates LGAs and grants permissions for projects carried in the regions and districts (providing project oversight, policy direction and coordination, significantly improving communication and coordination across the 18 councils and strengthening the data collection system through the PD-MIS platform. The Permanent Secretary of PO-RALG co-chairs the WLER Project Steering Committee.
	Ministry of Community Development, Gender, Women and Special Groups (MoCDGWSG)	Responsible party (Regulates and supervise all interventions related to women and special groups providing oversight functions and policy direction of the project with its Permanent Secretary as the co-chair of the WLER Project Steering Committee and a Senior Community Development Officer as a focal point who participates in technical-level discussions for the Project.
	Prime Minister's Office Labour, Youth, Employment and Persons with Disabilities (PMO-LYED/PMO PWDs Unit)	Responsible party (Regulates and supervise all interventions related to youths and persons with disabilities. Was specifically responsible for providing oversight functions and policy direction regarding the promotion of rights and perspectives for women with disabilities and strengthening the data collection system through the PD-MIS platform).
	National Electoral Commission (NEC) and Zanzibar Electoral Commission (ZEC)	Beneficiaries/partner
	Office of Registrar of Political Parties (ORPP)	Beneficiaries/partner
LGA	Association of Local Authorities in Tanzania (ALAT)	Beneficiaries/partner
Local Government Authorities (LGAs)	Municipal and District Councils in the 6 project regions	Project beneficiaries/Responsible parties (To deliver different outputs of the project, including strengthening the capacities of community facilitators to translate national policies and implement inclusive and gender transformative actions at the local level).
	Regional Secretariats	Coordinators/facilitators (To lead Regional Gender Equality and Women's Empowerment Working Groups, bringing together women's rights organizations and CSOs to enhance coordination, knowledge sharing, and joint advocacy to advance gender equality and women's rights in Lindi, Mtwara, Arusha, Singida, and Pwani).
	Community Development Officers (CDOs)	Coordinators/facilitators

Stakeholder group	Stakeholder	Role
	Social Welfare Officers (SWOs)	Coordinators/facilitators
	Planning and Land Officers	Coordinators/facilitators. Engaged in promoting GRB in the respective councils
	Ward Education Officers (WEOs)	Coordinators/facilitators
	Village/Ward Executive Officers	Coordinators/facilitators
Responsible parties CSOs, including organisations with People with Disabilities (PWDs)	Tanzania Gender Networking Program (TGNP)	Responsible party (Transforming gender norms and discriminatory behaviours and practices (Pwani, Dar es Salaam, Lindi and Mtwara
	TUSONGE Community Development Organization (TUSONGE CDO)	Responsible Party (Implemented interventions to transform gender norms, discriminatory practices, and behaviors at the grassroots level in the Arusha and Singida regions)
	Action on Disability Development (ADD International)	Responsible Party (to strengthen capacities of women with disabilities' forums and implement interventions to influence policy and legislative reforms and advance the rights and perspectives of women with disabilities, their participation in leadership, and economic rights).
	Tanzania Development Organization (TADIO)	Responsible Party (Community Radio Initiative to Promote Women's Leadership and Economic Rights in Kigoma, Mtwara, Lindi, Arusha & Singida Regions)
	Tanzania Gender and Sustainable Energy Network	Responsible party (Addressing Unpaid Care Work (UCW) and Clean Cooking: The core of TANGSEN's initiatives revolves around shedding light on and reducing the disproportionate burden of unpaid care work on women, particularly that associated with cooking using traditional and inefficient fuels. Singida region and only in Ikungi district)
Other CSOs	Equality for Growth (E4G)	Beneficiaries/partners
	Tanzania Gender and Sustainable Energy Network	Implemented interventions in Singida on clean cooking complementing WLER and Canada
Academia	Local Government Training Institute (LGTI)- Hombolo	Responsible Party (Strengthening Capacity of Local Government Actors to implement gender responsive and inclusive strategies, procedures, tools, and practices to promote women's and girls' meaningful participation, leadership and economic rights)
	The University of Dar es Salaam	Responsible party (Transformational Leadership and VAWP Training for Women Leaders at the Local Level in Pwani, Dar es Salaam, Lindi, Mtwara, Arusha, Singida and Kigoma regions)
	<u>Other academia</u> : Tengeru Institute of Community Development, Institute of Social Work, and Stella Maris University	Beneficiaries/partners
Media organizations⁵	Jamii FM Community Radio (Mtwara)	Beneficiaries/partners
	Standard Radio (Singida)	Beneficiaries/partners
	LUMEN Radio (Arusha)	Beneficiaries/partners
	Ruangwa FM (Lindi)	Beneficiaries/partners
	Nachingwea FM	Beneficiaries/partners

⁵Engaged and worked through TADIO and LGAs

2.3 Evaluation purpose, scope and objectives

2.3.1 Evaluation purpose

The evaluation serves two purposes: 1) accountability and learning; 2) informing the development of the next phase of the project. The evaluation is intended to assess the project performance against its targets including documenting outcomes that it has achieved. Lessons learned and recommendations will be provided for strategic policy and programmatic decisions, organisational learning, and accountability to broadly inform programming decisions in the advancement of women's leadership and participation in the decision-making processes. The evaluation will also feed into the development of the WLER project Phase II and the new UN Women Strategic Note (2028-2032).

2.3.2 Evaluation scope

The evaluation will cover the implementation period of the project from December 28, 2021, and is scheduled to end on 30 November 2025. While the evaluation has started in August, it will have two phases – a first phase – considered as the full evaluation; and a second phase designed as a deep dive evaluation. The purpose of phasing the evaluation is to allow the process, findings and lessons of the first phase to feed into the development of the next phase of the project to be completed by end of September 2025 and the second phase to provide insights from the last quarter of implementation which ends by 30 November 2025.

The evaluation will cover all the six regions of the project and the urban rural contexts in which it is implemented. While a sample of districts will be selected for extended primary data collection all districts will be covered in the secondary data collection and analysis provide a full picture of the project implementation area. It will also cover all activities of the project.

The evaluation will be conducted in accordance with the OECD criteria of Relevance, Coherence, Efficiency, Effectiveness, Sustainability. It will also answer questions for an additional criterion on Gender Equality and LNOB.

2.3.3 Evaluation objectives

The stated specific objectives of this evaluation are to:

- i. Assess the relevance, effectiveness, efficiency, and sustainability of the WLER project approach during the implementation period, including taking stock of project achievements, and results against set targets, challenges, and opportunities.
- ii. Evaluate the Country Office's comparative advantage/added value in the thematic area as compared with key stakeholders, including donors and particularly UN agencies.
- iii. Assess the project design, results framework, strategies, and implementation arrangements including sustainability plans.
- iv. Assess how gender equality principles and the LNOB approach are integrated into the design and implementation of the project.
- v. Present key findings, draw lessons learned, and good practices and provide a set of practical, clear, and forward-looking recommendations that will allow TCO to support the sustainability of results achieved, as well as the replication and scaling-up of project interventions (WLER project phase II).

2.4 Evaluability assessment

During the inception phase, the evaluation undertook an evaluability assessment of the project. The sum of the analysis shows that the project is evaluable. First, the project has a clearly articulated Theory of Change (ToC) statement that defines its overarching goal and causal pathways through which this goal is to be achieved. These causal pathways provide a good basis for an outcome assessment. A detailed Results Framework exists, outlining specific indicators for each outcome and output. A comprehensive baseline survey was conducted between October and November 2022 providing sufficient baseline data to make an informed judgement of performance at endline. The project also supported data collection systems that enhance the availability of the gender data to inform the evaluation. It supported the National Bureau of Statistics (NBS) for the 2022 Population and Housing Census to enhance the collection of sex, age, and disability-disaggregated data. UN Women is collaborating with the President's Office of the Regional Administration and Local Government (PO-RALG) to strengthen their Integrated Monitoring

and Evaluation System (iMES) by incorporating 48 new gender-related indicators covering leadership, economic empowerment, GBV, and by-laws. The Persons with Disabilities Management Information System (PD-MIS) at the Prime Minister's Office – Labour, Youth, Employment and Persons with Disabilities (PMO-LYED) is also being enhanced for more accurate data on women with disabilities. These data systems if functional will provide additional data that can inform the project's performance and will be reviewed further during the next phases of the evaluation.

The project started implementing activities from first quarter of 2022 until at this point of the evaluation⁶. The period of implementation (three years) provides sufficient time for changes at outcomes to be observed.

The project is managed by UN Women and implemented through a network of responsible parties including central and local government authorities, CSOs, and academia. This extensive network facilitates data collection and provides diverse perspectives for evaluation.

2.5 Evaluation framework

The evaluation will be guided by the evaluation framework presented in Annex 2. The evaluation framework provides the key questions and evidence to be collected to answer the main evaluation questions presented in the evaluation framework. Table 3 provides a summary of the evaluation framework.

Table 3: Summary of the evaluation framework

Evaluation Criteria	Key Questions	Sub-Evaluation Questions
Relevance	To what extent are the WLER project's approach and interventions relevant to the needs of women and girls (with and without disabilities) and strategically positioned to enhance women's leadership and economic rights at the local level?	Are the interventions addressing a priority need for women and girls – including those with disabilities? To what extent are the approaches of implementation (partners, modalities of social and behaviour change) appropriate to address the needs of women and girls? To what extent does the project address the causal problems facing women including integration/complementarities of the different interventions to support women and girls in LGA?
	Have new, more relevant needs or priorities emerged during the project that should be addressed in future phases?	What new needs or priorities have emerged among different categories of women and girls? What can be done to address these new needs and priorities?
Coherence	In what ways does the WLER project complement and add value to efforts by other UN agencies and local governments, fostering collaboration with CSOs, training institutions, and academia?	What collaborations are there with other UN agencies and their value addition? What has been the contribution of the WLER to the Tanzania UN Sustainable Development Cooperation Framework (UNSDCF) What added value does the WLER project have to initiatives by other UN agencies, and local governments? What partnerships were established with other interventions/ work of CSOs, training institutions and academia to advance the project objectives?

⁶ The inception period that was initially planned for nine months (January to September 2022) but was extended for an additional three months until December 2022 to allow for extensive consultations with relevant government entities and other key actors.

Evaluation Criteria	Key Questions	Sub-Evaluation Questions
Efficiency	How efficiently have project resources (funds, personnel, administrative arrangements) been managed, and how has cost-effectiveness been monitored throughout the project?	What measures were put in place by UN Women to support cost effective delivery? How is cost effectiveness monitored? What human resources have allocated to the project and are they adequate? What the financial resources to achieve the intended objectives? What are the views of stakeholders on the quality and adequacy of interventions?
	Were activities delivered in a timely manner, and what bottlenecks, if any, were encountered?	To what extent were activities implemented according to annual workplans? What challenges were experienced that undermined timely delivery? What actions were put in place to address/ mitigate effects of delays?
	How did these impact resource allocation for integrating human rights, gender equality, and the needs of disabled and young women?	What measures were put in place to support integrating human rights, gender equality, and the needs of disabled and young women? Was resource allocation equitably distributed for these aspects?
Effectiveness	How effective was the project's results framework in measuring outcomes, and to what extent were expected outcomes achieved, qualitatively and quantitatively?	Were the indicators in the results framework sufficient to measure change? What monitoring systems were in place to monitor achievement of project outcomes? Were data from monitoring system used to inform decisions that improve project effectiveness To what extent did the project meet its targets? What results were achieved in each of the four outcomes?
	How effectively has the project engaged males, and what impact did this have on reducing discrimination or shifting power dynamics?	Were the approaches used to engaged males result in increased male participation in WLER? Has male engagement resulted increased support for WLER in targeted communities? What results can be observed in targeted communities as a result of the engagement of males?
Sustainability	What opportunities exist for replicating or scaling up good practices?	What opportunities exist for adoption of interventions promoted by the project?

Evaluation Criteria	Key Questions	Sub-Evaluation Questions
		How have LGAs, CSOs, UN agencies considered adopting and scaling up project interventions Which interventions are likely to be scaled up?
	How has the project fostered ownership and built national capacity in WLER?	To what extent is the project by national stakeholders (LGAs, Parliament, government ministries and agencies)? Is there sufficient capacity among national stakeholders to carry on the activities? What approaches increased ownership and capacity?
	To what degree have partners changed policies or practices for gender equality and LNOB?	What practices have changed among national partners for gender equality and LNOB? What organisational policies have changed in support of gender equality and LNOB?
Gender equality and LNOB	To what extent were gender equality and LNOB principles incorporated in design and implementation?	What measures are in the project design for gender equality and LNOB? To what extent are LNOB principles implemented by all partners during implementation?
	What challenges were faced, and how were they addressed?	What are the barriers and facilitating factors for implementing gender equality and LNOB principles? How were challenges addressed?
	Which groups have the WLER project successfully reached, and which groups may require additional targeting in future phases?	Which groups have the WLER project successfully reached, and which groups may require additional targeting in future phases?
Questions for new Joint Programm design	How can the project improve upon areas that were less effective in the current phase?	Which areas were less effective (interventions and geographical area)? How could the project improve the less effective?
	Should the project consider new approaches, tools, or partnerships to better meet evolving needs or respond to emerging priorities?	What new approaches are required for the project to meet emerging priorities and needs? What partnerships maybe required?
	Are there strategic decisions, such as choosing between different approaches (option X or Y), that could shape the design of the upcoming Joint programme?	What strategic decisions need to be made in the upcoming Joint Programme? What are the advantages and disadvantages of the options?

2.6 Evaluation users and uses

The evaluation users and uses are presented in Table 4.

Table 4: Evaluation users and uses

Audience	Interest in the evaluation
Relevant staff in partner government institutions	- Project results in Tanzania - Ownership and commitment to scaling up of same intervention - Lessons and recommendations for similar project & for organisational change

Audience	Interest in the evaluation
	Dissemination strategy: • Policy briefs • Validation workshop
Responsible Parties to this project	• Performance of the project • Recommendations for improving implementation • Ownerships and commitment to scaling up of same intervention • Lessons learned for design and implementation of future similar projects Dissemination strategy: • Evaluation summary • Evaluation report • Validation meeting
National NGO's and CSOs	• Performance of the project • Recommendations for improving implementation • Ownerships and commitment to scaling up of same intervention • Lessons learned for design and implementation of future similar projects Dissemination strategy • Evaluation brief
Academic institutions	• Performance of the project • Lessons learned for design and implementation of future similar project Dissemination strategy: • Evaluation summary
WLER beneficiaries	• Performance of the project • Ownerships and commitment to scaling up of same intervention Dissemination strategy: • Adapted evaluation summary (local language and English)
Relevant staff in UN agencies,	• Performance of the project • Lessons learned for design and implementation of future similar projects & for organisational change Dissemination strategy: • Evaluation summary • Evaluation report
UN Women at country, regional and HQ level	• Performance of the project • Recommendations for improving implementation • Ownerships and commitment to scaling up of same intervention • Lessons learned for design and implementation of future similar projects & for organisational change Dissemination strategy: • Evaluation summary • Evaluation report • Validation meeting
Development partners and particularly the main donors (Finland)	• Performance of the project • Recommendations for improving implementation • Ownerships and commitment to scaling up of same intervention • Lessons learned for design and implementation of future similar projects Dissemination strategy: • Evaluation summary • Evaluation report • Validation meeting

3 APPROACH AND METHODOLOGY

3.1 Evaluation design

The evaluation will use a theory-based evaluation approach. This is premised on using the ToC (Figure 1) to ascertain validity of design and contribution of the project to observed results. The ToC will be used to expand results of the project beyond the results framework to allow the evaluation to fully explore the lines of causality. It will also be central in the outcome harvesting. Besides assessing the causal chain, the ToC approach will be used to validate the design of the project including assessing the validity of assumptions underpinning the ToC.

The evaluation will use both quantitative and qualitative approaches. Quantitative information will be collected in two ways: secondary data (extracted from project documents) which assisted the evaluation in ascertaining achievement of indicators; and from secondary databases such as those of the iMES and PD-MIS. Qualitative information, will be gathered predominantly from primary data sources, providing in-depth analysis of the evaluation objectives as well as evidence to answer the evaluation criteria questions.

The evaluation will mainstream issues of gender equality, human rights and disability, in the issues to be interrogated. This aligns with the intentions of the project as espoused in the proposal and the evaluation questions.

The evaluation will also be utilization-focused, ensuring the evidence from the evaluation is used by stakeholders to refine the design of next Joint programme that continues WLER streams of work, the new UN Women Strategic Note (2028-2032) and sustain the gains through scale up of project components or improvements by UN Women and others in Tanzania. To ensure this utilisation focus, participation of relevant stakeholders in the implementation of the evaluation, including in planning and validation processes including validating recommendations will be of importance. In this regard we will work with the Evaluation Reference Group (ERG) in reviewing the evaluation outputs and ensuring all relevant stakeholders are consulted during the evaluation.

Furthermore, the evaluation will be conducted using a gender-sensitive and socially inclusive mixed-method approach to collect both quantitative and qualitative data. This will be done in several ways including ensuring the data collection approach do not reinforce power relations between men and women (we will ensure separate groups of men and women during interviews and conduct interviews in spaces where women can speak freely), and that all data is sex disaggregated and assesses equitably between men and women as well marginalization such as women with disabilities, women in hard to reach areas and young women. Women with disabilities will be interviewed separately and appropriate support provided (e.g. sign language, transport allowance for mobility etc) to ensure they participate effectively.

3.2 General approach

The evaluation will be guided by the UN Women Evaluation Policy and UNEG Norms and Standards and other documents as detailed below:

- a) **UN Women Evaluation Handbook, “How to manage gender-responsive”** – supports determination of gender and human rights responsive evaluation approaches;
- b) **UNEG Guidance “Integrating Human Rights and Gender Equality in Evaluation”** – human rights and gender equality evaluation approaches;
- c) **UN Women Global Evaluation Reports Assessment and Analysis System (GERAAS)** – provide guidance on the expected quality of the evaluation outputs; and
- d) **UNEG Ethical Guidelines for Evaluation** – inform on evaluation principles and ethical considerations.

The evaluation team will also sign the Evaluation Consultants Agreement Form – UNEG Code of Conduct for Evaluation in the UN System agreeing to adhere to the UNEG code of conduct for evaluation. In addition, principles of independence, impartiality, credibility, conflicts of interest, and accountability will guide the evaluation.

Independence, impartiality, and conflict of interest: As independent evaluators, the evaluation team has no interest in the outcome of the evaluation. The team has not been involved in project implementation, and neither will benefit

from the outcome of the evaluation. Thus, the evaluation team's conclusions will not be influenced by future gain or past involvement with the project and its implementers.

Credibility: the evaluation team will ensure that evaluation results are of high-quality based on a sound and tested methodology, which is comprehensive, evidence based, uses a mix of qualitative and quantitative methods appropriate to this assignment, and includes participation of key stakeholders and beneficiaries. The strength of the analysis and assessment is based on asking the right questions and in a language familiar with study participants, speaking to relevant stakeholders, and collecting the required information, as well as extensive experience by evaluation team members, to reach sound and justifiable conclusions and recommendations to meet the needs of the evaluation's target audience. The structure and content of the report will be strongly influenced by UNEG Norms and Standards for Evaluation and UN Women adapted evaluation report standards and GERAAS.

Accountability: All evaluation outputs will be validated with stakeholders of the project providing them an opportunity to agree, disagree or seek clarifications on the findings and recommendations. Whenever there are disagreements in the findings, the evaluators will seek additional evidence to retract the finding or strengthening their argument. In this way the evaluators are held to account for their findings and that the evaluation conclusions remain evidence based.

Validation and triangulation: The evaluation will collect data from multiple sources and using multiple methods providing a means of triangulating findings to ensure the evidence used for the evaluation is sound. Quantitative data as noted earlier will be used to ascertain progress on targets in the results framework. Qualitative data which will comprise outcome harvesting, focus group discussions, key informant interviews and individual indepth interviews – will be used to: validate performance from quantitative data and provide explanations for observations including how the project is contributing to observed changes. Within the qualitative data collection methods, outcome harvesting will be used to have a general overview of the performance of the project which will be explored further in the FGDs, KIIs and IDIs at district and community levels. Respondents for FGDs and IDIs have been structured by outcome allowing the team to be able validate performance within each outcome. All findings will be validated through several processes: a preliminary findings presentation with the project team, a draft report validation meeting with the ERG and a final validation with the broader evaluation stakeholders.

3.3 Methodology

3.3.1 Strategy

The evaluation will draw on both secondary and primary data sources to ensure comprehensive coverage of the WLER project's results, challenges, and lessons learned. Data collection will be structured to capture perspectives from diverse stakeholders, including right-holders, implementing partners, government actors, and the donor, while ensuring alignment with the evaluation's purpose and objectives as outlined in the ToR.

Data collection for the endline evaluation will be conducted in two phases to align with the WLER project's implementation timeline and to ensure that all relevant results, including those from ongoing activities, are captured.

- i. **Phase 1 (all regions):** We will visit all six regions to secure a broad picture of results and context before deep dives. Regions differ in intervention mix, maturity, partner capacity, and operating context; covering all six now allows us to (i) capture variation across focus areas, (ii) generate preliminary findings that can credibly inform the next project design, (iii) validate outcomes through multi-stakeholder sessions while memories are fresh, and (iv) build access and buy-in for Phase 2. It also reduces selection bias and ensures LNOB considerations are respected from the outset.
 - a. District level: run one Outcome Harvesting workshop (bringing together Government, responsible parties, community actors, and right-holders) and conduct two strategic KIIs with district leadership/technical leads (e.g., DED/Planning, Community Development/Social Welfare or relevant sector lead).
 - b. Community level (one selected council per region): conduct one FGD with right-holders and two IDIs with beneficiaries whose experiences illustrate key outcomes or challenges.

- c. *National level (targeted only)*: carry out strategic KIIs with UN Women TCO and Government counterparts—MoCDWGSP, PO-RALG, and PMO-LYED—to confirm policy alignment, unlock administrative datasets, and agree referral/coordination for field access. Broader national KIIs are deferred to Phase 2.

Phase 1 will also complete the secondary review and compile the indicator catalogue. The Phase 1 analysis will be framed in a forward-looking manner. It will synthesise lessons learned and present a clear mapping of identified gaps to feasible, evidence-based solution options, with implications for Joint Programme development and subsequent Phase 2 focus.

A short preliminary findings brief will be validated with EMG/ERG to steer Phase 2.

- ii. **Phase 2 (deep dives)**: Phase 2 will conduct deep dives in a purposive sample of two regions showing maximum project convergence (where multiple WLER components intersect, and promising outcomes emerged in Phase 1). Selection will consider diversity (urban/rural, disability inclusion, partner type), data gaps, and feasibility. Under this phase, we will:
 - a. Apply all qualitative methods (KIIs, FGDs, IDIs) in selected regions to test contribution pathways and unpack “how change happened.”
 - b. No Outcome Harvesting in Phase 2 (it is completed for every region in Phase 1).
 - c. Expand national-level KIIs (UN Women, Government ministries noted above, and other system actors as relevant) to verify contribution claims, discuss scale-up, and triangulate administrative data.
 - d. Update the indicator catalogue and produce short case studies from deep-dive regions.

Both phases will maintain consistent methodological approaches (KIIs, FGDs and IDIs), supported by a shared sampling logic, ethical standards and data-management SOPs. The forthcoming Joint Project will build on Phase 1 by revising topic guides and probes, and expanding respondent coverage where gaps are identified, while keeping the core questions, constructs and coding frame unchanged so that findings remain comparable over time.

3.3.2 Phase 1: Full Scope Evaluation

3.3.2.1 Secondary data review

The secondary review will establish the factual record for WLER and define what we will verify through primary data collection. It will produce three concrete products for the inception package: (i) an **annotated evidence matrix** logging all documents with key findings and gaps, (ii) an **indicator catalogue** with definitions, baselines, latest values, sources and disaggregation, and (iii) a short **evidence-gap note** listing items for follow-up during Phase 1.

3.3.2.1.1 Desk review

The desk review will compile, catalogue and analyse core sources: the Project Document (including the Theory of Change and results framework), annual and quarterly workplans and reports, partner narrative reports and training materials, mission/monitoring visit reports, the Baseline Study and other thematic assessments (including the gender audit of LGA laws and processes, report from the co-creation meetings), financial and administrative records, and relevant national policy/legislative frameworks and UNSDCF documents. Credible and relevant external literature will be used to contextualise findings.

All materials will be entered into an annotated evidence matrix and reviewed using a structured template aligned to the evaluation questions and OECD-DAC criteria. For each source we will record purpose, period, methods, key findings by output/outcome, available disaggregation, assumptions/risks, and explicit gaps or inconsistencies. Quality notes will be captured, and discrepancies will be reconciled or flagged for field verification. Short regional and thematic synthesis memos drawn from the review will directly inform KII/FGD/IDI guides and outcome-harvesting prompts. The desk review will be conducted in coordination with the EMG to ensure access to documentation and to validate the evidence matrix.

3.3.2.1.2 Quantitative Component

This quantitative review will track Results Framework indicators using existing project monitoring and administrative records without conducting a new survey. We will compile an Indicator Catalogue that preserves each indicator's exact RF definition, links it to a like-for-like baseline, and records the verified data custodian/source (partner/LGA reports, registers, minutes, and monitoring notes). Where definitions have changed or disaggregation is missing, we will document the variance, apply the best comparable measure available, and flag items for Phase 2 follow-up. Where helpful, we may use supplementary official datasets (e.g., PO-RALG registers, ministry portals, national statistics and other relevant studies/surveys) to corroborate counts.

Data preparation will include cleaning and harmonisation including standardising time periods and categories, followed by basic data quality checks for completeness, internal consistency and plausibility against the implementation timeline. Analysis outputs will comprise descriptive statistics and simple trend views against baseline and targets, region and workstream-level snapshots. All feasible sex/age/disability/location disaggregation will be applied, and results will be triangulated with qualitative evidence from KIIs, FGDs, IDIs, and outcome harvesting.

3.3.2.2 Primary data

Selection of districts and wards was purposive and multi-stage (region → district/council → ward), undertaken in consultation with UN Women and the Regional WLER Coordinators. Within each region, one urban/peri-urban district council and one rural district council were prioritised to ensure analytic contrast. Selected sites reflect

- i. Where WLER has been working
- ii. Contextual issues such as initiation practices/rites, coastal trading economies, corridor/border markets, and pastoral or semi-nomadic settings, so findings capture the diversity of contexts
- iii. The presence and reachability of priority as well as distinctive respondent groups and platforms

Table 5 below highlights the districts and wards selected. Primary data collection will be conducted in all six regions.

Table 5: Selected locations for the evaluation

Region	District	Ward
Arusha	Arusha City Council	Baraa
		Murieti
	Monduli DC	Meserani
		Sepeko
Singida	Singida MC	Mandewa
		Majengo
	Ikungi DC	Mungaa
		Minyunge
Lindi	Lindi MC	Mchinga
		Ng'apa
	Ruangwa DC	Mandawa
		Nachingwea
Mtwara	Mtwara MC	Naliendele
		Chuno
	Tandahimba DC	Tandahimba
		Luagala
Pwani	Kibaha TC	Pangani
		Mukuza
	Chalinze DC	Vigwaza
		Ubena zomoza
Dar es Salaam	Ilala MC	Vingunguti
		Ilala
	Temeke DC	

3.3.2.2.1 Key Informant Interviews (KIIs)

Key Informant Interviews will be one of the main methods of primary data collection for this evaluation. They will generate in-depth, context-rich perspectives from individuals who have strategic, operational, or technical knowledge of the WLER project and its operating environment. KIIs will be used to validate and complement secondary data, probe into areas not fully documented, and explore both intended and unintended changes observed over the life of the project. The process will be closely linked to the stakeholder mapping exercise conducted at the outset of the evaluation. This mapping will identify and categorise stakeholders by role, level, and type of engagement, ensuring that the sample is both representative and strategically focused. Some key stakeholders have already been identified in the ToR, but additional respondents may be added during the mapping exercise to ensure coverage of all relevant perspectives.

Different interview guides will be developed for the stakeholder categories identified in Section 1 to ensure relevance and depth. For example:

- **Government** stakeholders will be asked about policy alignment, institutional changes, and coordination mechanisms.
- **UN Women TCO** staff will be engaged on project management, technical delivery, and lessons learned.
- **Donor** representatives will be interviewed on strategic alignment, funding priorities, and recommendations for Phase II.
- **Implementing Partners** will be asked about delivery models, operational challenges, and community engagement.
- **Community-Level Actors** will be asked about local-level implementation, mobilisation, and the sustainability of changes.
- **UN System Colleagues** will be consulted on complementarity, synergies, and joint programming opportunities.

This differentiation will ensure that data collected through KIIs is purposeful and actionable for the intended users. In line with our methodological strategy, Table 6 below illustrates our sampling strategy across phase 1 and 2.

Table 6: Key informant interview groups

Stakeholder group	Stakeholder	Phase 1 respondents	Phase 2 respondents
Donor	The Government of Finland	Embassy of Finland – Tanzania: Head of Cooperation (Total 1)	Gender/GEWE Focal Point (Total 1)
UN	UN Women	WLER Project Manager Planning, Monitoring, Reporting & Evaluation Specialist Women’s Economic Empowerment Specialist/WLER Component Lead/Program Analyst Gender Statistics Specialist, Programme Specialist – Gender and Local Government SMT representative (Project/Deputy Rep) (Total 5)	The remaining focal points Disability Inclusion Adviser Knowledge/Comms Operations/Finance (efficiency) (Total 8)
	UN agencies		Resident Coordinator’s Office (RCO)UNSDCF Enabling Environment Outcome Group Secretariat (Total 2)
Central government	President’s Office, Regional Administration and Local Government (PO-RALG)		PO-RALG: Directorate of Local Government (planning/coordination)

Stakeholder group	Stakeholder	Phase 1 respondents	Phase 2 respondents
ministries and agencies	Ministry of Community Development, Gender, Women and Special Groups (MoCDGWSG)		MoCDWGSP: Directorate of Women & Gender Mainstreaming (policy/implementation lead) MoCDWGSP: Policy & Planning plus Gender Responsive Budgeting focal point
	Prime Minister's Office Labour, Youth, Employment and Persons with Disabilities (PMO-LYED/PMO PWDs Unit)		PMO-LYED: Unit covering Youth/ Employment and Persons with Disabilities
	National Electoral Commission (NEC) and Zanzibar Electoral Commission (ZEC)		NEC: Directorate or Representative
	Office of Registrar of Political Parties (ORPP)		ORPP: Directorate or Representative
LGA	Association of Local Authorities in Tanzania (ALAT)		ATLAT: Directorate or Representative
Local Government Authorities (LGAs)	Municipal and District Councils in the 6 project regions	Two per region (district level)- Lindi, Mtwara, Arusha, Singida, Pwani and Dar es Salaam • DED/ Land and Legal office • District Community Development/Social Welfare (Total 12)	
	Regional Secretariats		Lindi, Mtwara, Arusha, Singida, Pwani and Dar es Salaam Regional Administrative Secretaries/ Regional Community Development Officers Total (6)
	Community facilitators		One per region – Community facilitators: Including CDOs, Planning and Land Officers, Legal Officers, SWOs, Ward Education Officers (WEOs), Village/Ward Executive Officers and other local government officials and community actors who are capacitated to drive gender-transformative initiatives. Total (6)
Responsible parties CSOs, including organisations with People with Disabilities (PWDs)	Tanzania Gender Networking Program (TGNP)		1 responsible party and 1 CSO per region (others will be part of the results workshop during phase 1) (Total 12)
	TUSONGE Community Development Organization (TUSONGE CDO)		
	Action on Disability Development (ADD International)		
	Tanzania Development Organization (TADIO)		
	Tanzania Gender and Sustainable Energy Network		
Other CSOs	Equality for Growth (E4G)		
	Tanzania Gender and Sustainable Energy Network		
Academia	Local Government Training Institute (LGTI)- Hombolo		Dean of Gender/Development studies/ Social Work - 1 per institution
	The University of Dar es Salaam		

Stakeholder group	Stakeholder	Phase 1 respondents	Phase 2 respondents
	<u>Other academia:</u> Tengeru Institute of Community Development, Institute of Social Work, and Stella Maris University		Total (3)

Interviews will be semi-structured, conducted in English or Kiswahili depending on participant preference, and held either in person, online, or by phone. Informed consent will be obtained before each interview, and confidentiality will be assured. Detailed notes will be taken, and with permission audio recordings will be used to ensure accuracy in transcription. Thematic analysis will be applied to KII data, and anonymised quotations will be included in the final report to illustrate key points.

3.3.2.2.2 Focus Group Discussions (FGDs)

Focus Group Discussions will be used to generate in-depth, collective perspectives on the outcomes, challenges, and enabling factors associated with the WLER project. This method is particularly suited to exploring community norms, shared experiences, and group dynamics that influence women's leadership and economic rights. FGDs will also be used to validate emerging themes from KIIs, outcome harvesting workshops, and the secondary data review, ensuring that community voices are well represented in the evaluation findings.

The FGDs will be designed as semi-structured group discussions, guided by a discussion outline that is aligned with the OECD-DAC evaluation criteria but adapted for each participant group's experiences. These discussions will explore how participants first became involved in WLER activities, their views on the relevance of these interventions to their needs, perceived changes in women's leadership and participation in decision-making, shifts in economic opportunities and access to resources, and any observed changes in community attitudes towards gender equality and disability inclusion. The discussions will also allow participants to share perspectives on sustainability, future priorities, and any unintended outcomes, positive or negative, that have resulted from the project.

Given the multiple focus areas of the project; promoting gender-responsive norms, behaviours, and practices; strengthening the capacities of women leaders; enhancing the collection and use of sex- and disability-responsive data; and advancing women's economic rights including through gender and disability transformative innovations such as care services, FGDs will be organised with beneficiaries from different thematic areas or activities, creating distinct discussion groups. This approach ensures that each group is composed of participants with shared experiences in a particular intervention area, allowing the evaluation to capture rich, focused insights. FGDs are especially valuable for exploring complex social issues like care services and women's leadership, where perspectives are shaped by societal and cultural dynamics. The group setting encourages participants to build on each other's contributions, leading to deeper insights and a more nuanced understanding than might be obtained through individual interviews or surveys.

Women with disability will be interviewed separately to ensure their voices are not "drowned". Sign language interpreters will be used to ensure full participation. Where they are integrated in a broader group, facilitators will be sensitive to ensure they fully participate by constantly probing for their responses. Appropriate facilities such as sign language interpreters will also be provided.

Table 7: Focus Group Discussion groups⁷

FGD Group Type	Total FGDs	Regions
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⁷ Implementation Notes:

- Mission notes confirm use of VICOPA centers and beneficiary FGDs in Arusha/Singida; hence disability-inclusive VICOPA and entrepreneur FGDs suggested
- Results Framework under Outcome 4 supports caregiver/care-services cohorts (policy dialogues, tools, and service access), and Output 4.3 supports women entrepreneurs/cooperatives.

Young women (18- 24)- in and out of school	9	Dar es Salaam; Lindi; Mtwara; Pwani
Women with disability	2	Pwani
Women with disabilities in VICOBA	7	Dar es Salaam; Lindi; Mtwara; Pwani; Singida
Women in Village Community Banks (VICOBA) Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. (women with and without disability including young women)	12	Arusha; Dar es Salaam; Lindi; Mtwara; Pwani; Singida
Women in various leadership positions (traditional, local, political etc.)	11	Arusha; Dar es Salaam; Lindi; Mtwara; Pwani; Singida
Traditional and religious Leaders	11	Arusha; Dar es Salaam; Lindi; Mtwara; Pwani; Singida
Men in the community	1	Lindi
Men from model families	1	Mtwara
Male allies/community influencers	11	Arusha; Dar es Salaam; Lindi; Mtwara; Pwani; Singida
Jukwaa la Wanawake (political participation in local government)	1	Pwani
Households with joint decision-making	9	Arusha; Dar es Salaam; Lindi; Mtwara; Singida
GGTN platforms (TGNP)	2	Dar es Salaam; Pwani

Each FGD will have 6–10 participants to ensure everyone has the opportunity to contribute. Groups will be formed to maximise comfort and trust, for example, organising women-only sessions facilitated by female moderators for sensitive topics. The discussions will be conducted primarily in Kiswahili, with plain language explanations and translation into accessible formats where required. Venues will be physically accessible, and reasonable accommodations, such as sign-language interpretation, will be provided for participants with disabilities. To maintain consistency across FGDs, facilitators will receive training on the discussion guide, probing techniques, and ethical considerations, including safeguarding protocols and the “do no harm” principle. An assistant facilitator will record detailed notes during the sessions, and with consent, discussions will be audio-recorded to ensure accuracy during transcription. In cases where recording is declined, reliance will be placed on comprehensive notetaking. We propose two FGDs to be conducted in each of the six selected councils (one per region). Each group will be targeted to capture diversity across disability status, age, and type of WLER engagement.

3.3.2.2.3 In-depth Interviews (IDIs)

In-depth Interviews will be used to collect detailed, personal accounts from individuals with direct and unique experiences of the WLER project. Unlike KIIs, which focus on institutional or strategic perspectives, IDIs will capture lived realities at the individual level, allowing the evaluation to gather rich insights on how WLER interventions have influenced people’s lives, including leadership opportunities, access to economic resources, changes in social norms, and participation in decision-making. The IDIs will complement other qualitative methods by linking reported results to real-life experiences, illustrating challenges faced, lessons learnt, and both intended and unintended outcomes. They will also enable the exploration of sensitive topics and complex personal narratives that may not be discussed openly in a group context. Beneficiaries for IDIs will be identified through discussions with community facilitators and from FGDs with different beneficiary groups. This approach ensures that the sample captures the breadth of WLER’s work across its focus areas. Selection will aim for diversity in gender, age, disability status, and type of engagement with WLER interventions.

IDIs will be semi-structured, guided by an interview outline tailored to each respondent’s role, experience, and area of involvement. Two IDIs will be conducted in each selected council for primary data collection **for a total of 12 interviews**. Interviews will explore the participant’s journey with WLER, specific changes experienced or observed, barriers faced, enabling factors, and reflections on the sustainability of outcomes. Each interview will be conducted in Kiswahili or English, depending on participant preference, in a private and comfortable setting. Informed consent will be obtained prior to each interview, and confidentiality will be maintained. With permission, interviews will be

audio-recorded and supported by detailed notetaking; where recording is declined, comprehensive notes will be taken.

3.3.2.2.4 Results workshops

Results workshops will be conducted to identify, verify, and analyse significant changes that have occurred during the WLER project period and to assess the project's contribution to those changes. This participatory method will draw from the Outcome Harvesting Approach, allowing stakeholders to surface outcomes that may not have been anticipated at the design stage, including both intended and unintended results, and to explore the pathways through which these outcomes were achieved. Additionally, these regional workshops, while focused on WLER results, will also provide a structured space to surface contextual priorities that influence performance such as gender-based violence (GBV). We will capture these as contextual notes to inform interpretation (e.g., relevance, sustainability) and programming implications, without expanding the evaluation scope.

The workshops will be held at regional level in each of the six target regions: Lindi, Mtwara, Arusha, Singida, Pwani, and Dar es Salaam. They will bring together a mix of stakeholders involved in WLER implementation. The participant mix will ensure representation from:

- i. **Government:** Regional Secretariats and relevant sector officers.
- ii. **Responsible Parties:** local government authorities, civil society organisations, and academic institutions working on WLER interventions.
- iii. **Community-Level Actors:** Ward Development Officers and other local facilitators.

Each workshop will follow a structured process. Participants will be introduced to the outcome harvesting approach and its focus on identifying observable changes in behaviour, relationships, policies, or practices. They will then work in mixed or thematic sub-groups to describe concrete changes they have observed, the significance of these changes, and the factors that contributed to them. The evaluation team will guide participants in linking these outcomes to WLER's interventions, triangulating where possible with other evidence, and noting areas requiring further verification. Group exercises will be designed to ensure that all participants, can contribute meaningfully. For each outcome harvested, participants will be encouraged to discuss:

- The nature of the change and when it occurred.
- The context in which it emerged.
- WLER's specific contribution, including direct and indirect influences.
- Other contributing factors external to WLER.
- The significance of the change for women's leadership and economic rights.
- Exploring unintended results that the project might have (eg. economic empowerment leading to increased levels of GBV etc.)

Outputs from each workshop will be documented in outcome statements, which will be reviewed for clarity and completeness before the close of the session. These statements will form part of the qualitative evidence base for the evaluation and will be cross-checked against secondary data and other primary data collection sources. The evaluation team will ensure that outcome harvesting findings are systematically coded and analysed thematically. The results will be integrated with data from KIIs, FGDs, and IDIs to strengthen triangulation and provide a comprehensive account of WLER's contributions to observed changes.

3.3.2.3 Selection of respondents

Selection will be purposive across all methods and anchored to the stakeholder mapping, the intervention map by region, council and ward, and the Results Framework. We will apply LNOB throughout, seeking meaningful diversity by sex, age, disability status and location, and will prioritise people with direct engagement in WLER activities or custodianship of relevant processes and data. Recruitment will be led by the evaluation team in collaboration with UN Women and responsible parties, LGA focal points and reference to VICOBA/cooperative registers, and other relevant records. Participants mobilization will be done with clear information on purpose, guarantee of privacy, consent and necessary accommodations particularly for PwDs.

Key informants: for KIIs, eligibility centres on individuals who make or shape decisions, hold technical or administrative custody (for example planning, budgeting, gender statistics, disability inclusion or service delivery), or can credibly speak to contribution pathways and system-level constraints. In Phase 1, selection will prioritise district-level leadership and technical officers in every region, with a small set of strategic national level respondents from UNW and central government. In Phase 2, selection broadens to complete national and regional coverage and to follow up on issues that emerge from Phase 1. Recruitment will proceed from the stakeholder mapping and appointments will be set for virtual or physical interviews.

Focus Group Discussions: Participants for FGDs will be eligible if they have first-hand engagement with WLER activities in the selected council and match the cohort defined by the local intervention map (for example, disability-inclusive economic groups, leadership pathways, etc.). Each group will draw participants from the same ward at a time and will be formed to enable safe, open discussion. Basic details will be captured during confirmation so groups reflect the LNOB principle.

IDIs: Participants for IDIs will qualify if they have direct engagement with WLER activities and can offer detailed personal accounts that help explain how change happened, including sensitive issues better discussed one-to-one. We will identify candidates from FGD participants as well as community facilitator referrals in the selected council, ensuring coverage across the WLER focus areas and diversity by age, disability status, and location.

Results workshop: For each region, participants will be selected because they can credibly inform discussions on WLER performance, thus what was implemented, what changed, and why. Eligibility therefore prioritises:

- i. delivery actors who planned and ran activities and can bring records (workplans, minutes, attendance, photos)
- ii. local government decision-makers who can speak to adoption and use in councils (Local Government Authorities—LGAs)
- iii. frontline facilitators who saw practices shift on the ground
- iv. technical custodians of procedures where change is recorded (e.g., land/legal services)
- v. regional coordinators and UN Women regional officers who can confirm coordination, coverage across councils, and data availability.

This mix gives us first-hand evidence on outputs, procedural change, and results, and balances implementer perspective with administrative verification and user experience.

3.3.2.4 Data collection

Recruitment and training of research team

Data collection will be conducted by the three core consultants, each responsible for one region. To ensure that all regions are covered within the one-week timeframe, additional high-level researchers will be engaged to lead data collection in the remaining three regions. All researchers will be recruited from our existing networks of experienced qualitative specialists, with demonstrated expertise in gender and disability inclusion, as well as familiarity with local languages and contexts. Prior to deployment, the full team will participate in a one-day intensive training in Dar es Salaam. The training will cover:

- Overview of the WLER project and evaluation objectives.
- Review and practice of KII, FGD, IDI, and outcome harvesting tools.
- Ethical considerations, safeguarding, and accessibility measures.
- Techniques for qualitative interviewing and facilitation.

This training will ensure a common understanding of the methodology, tools, and ethical protocols across all researchers. Given the compressed timeframe, a pilot exercise will not be conducted.

Phase 1 data collection plan

Data collection will take place over a one-week period, with simultaneous fieldwork across all six target regions. Each of the three evaluation consultants will directly lead data collection in one region, while three additional high-level researchers will be engaged to cover the remaining regions within the same timeframe. All teams will be supported by a region-based translator/research assistant, whose role will include providing translation support during interviews and FGDs, and facilitating selected FGDs and IDIs to ensure balanced workload distribution and linguistic accuracy. Consultants and high-level researchers will lead KIIs at national, regional, and community levels, and

oversee the quality of FGDs and IDIs, participating directly in selected sessions for each. In addition, during the first phase of data collection, each region will host one Outcome Harvesting Workshop facilitated by the assigned consultant or high-level researcher, working closely with regional stakeholders, implementing partners, and community-level actors to identify, verify, and analyse significant outcomes linked to WLER interventions.

Field visits in each region will be coordinated with UN Women staff, local government and implementing partners to ensure stakeholder availability and smooth logistics. Daily debriefs will be held between the field teams and the evaluation lead to review progress, troubleshoot challenges, and ensure methodological consistency across all regions.

Phase 2: Evaluation Deep dives

Data collection will run over one week, with deep dives in two purposively selected regions showing maximum programme convergence. This will be confirmed after Phase 1 validation, considering urban/rural mix, disability inclusion, partner type, data gaps, and feasibility). In each selected region, the consultant who led Phase 1 will return as regional lead, paired with a researcher assistant for shared facilitation and interviewing. The research assistant will support note-taking and facilitation of selected FGDs and IDIs to balance workload. The field teams will apply all qualitative methods in each region thus KIIs, FGDs, and IDIs to test contribution pathways and explain how change happened. No participatory outcome workshop will be conducted in Phase 2 as these would have been completed in every region during Phase 1.

In parallel with the deep-dive visits, the team will expand national-level KIIs. The indicator catalogue will be updated with any new administrative submissions or clarifications obtained during these visits, and short regional case studies will be drafted from the deep-dive evidence.

Field visits in each deep-dive region will also be coordinated with UN Women, local government, and implementing partners. Daily debriefs will be held between the regional teams and the evaluation lead as in phase 1.

Data collation and analysis

Qualitative data analysis: All qualitative data from KIIs, FGDs, IDIs, and outcome harvesting workshops will be transcribed verbatim and, where necessary, translated from Kiswahili into English. The evaluation team will maintain a secure, organised file system for transcripts, notes, and audio recordings, with daily uploads to a shared, password-protected workspace. Thematic analysis will be applied using a coding framework aligned with the evaluation questions and OECD-DAC criteria. Codes will be refined iteratively to capture emerging themes and contextual nuances. Patterns will be explored across stakeholder groups, regions, and thematic areas, with attention to differences by gender, age, disability status, and level of engagement with WLER interventions. Anonymised quotations will be used to illustrate key findings. We will use the qualitative software Nvivo for this process.

Quantitative data analysis: Quantitative data will be drawn from WLER monitoring systems, partner progress reports, and relevant administrative datasets. Data will be cleaned, validated, and prepared for analysis to ensure completeness and consistency. Statistical analysis will include descriptive summaries, comparison with baseline values, and trend analysis where time series data is available. All available indicators will be disaggregated by sex, age, disability status, and geographic location to support LNOB analysis.

Triangulation and validation

Findings from qualitative and quantitative sources will be systematically triangulated to strengthen validity. Triangulation will occur at two levels:

- i. **During data collection**, by comparing emerging themes across methods and stakeholder perspectives.
- ii. **During analysis**, by cross-checking findings from different data sources to confirm consistency or explain divergences.

Preliminary findings will be shared with the EMG and selected stakeholders in a validation workshop to confirm accuracy, clarify interpretation, and address any gaps before final reporting.

3.4 Ethical considerations

The evaluation will be implemented in accordance with the United Nations Evaluation Group (UNEG) Ethical Guidelines and UN Women's Evaluation Policy. Ethical safeguards will be applied at every stage to protect the rights, dignity, and wellbeing of participants. This includes obtaining informed consent, ensuring confidentiality, promoting inclusivity, and adhering to the "do no harm" principle. Table 8 outlines the key ethical principles and how they will be applied in this evaluation.

Table 8: Ethical considerations

Ethical Principle	Application in the Evaluation
Informed Consent	Participants will be informed of the evaluation purpose, their role, voluntary participation, and right to withdraw. Written or verbal consent will be obtained before data collection.
Confidentiality and Anonymity	Personal identifiers will be removed from all transcripts, analysis, and reporting. Quotations will be anonymised and attributed only by stakeholder category and location.
Do No Harm	Data collection will be conducted sensitively to avoid psychological, social, or reputational harm, particularly when discussing gender and disability-related issues.
Inclusivity and Accessibility	Venues will be accessible, and reasonable accommodations (e.g., sign-language interpretation, adapted materials) will be provided for participants with disabilities.
Safeguarding	All data collectors will be trained on safeguarding and referral pathways in case of disclosures of abuse or rights violations.

3.5 Risk and mitigation

The evaluation time has identified risks that could undermine implementation of the evaluation and listed in Table 9.

Table 9: Risks and mitigation measures

Potential ethical & justice issues	Likelihood	Impact	Mitigation measures
Inception Phase			
Limited stakeholders buy-in: local government authorities, women's groups, and CSOs may not prioritize or fully support the evaluation.	Medium	Could reduce access to respondents, weaken credibility, and affect uptake of findings	Early stakeholder engagement, including briefing meetings with stakeholders, validation workshop, align objectives with national/local priorities.
Exclusion of some specific beneficiary groups or stakeholders from the evaluation	Medium	The evaluation will be unable to explore the full extent of the evaluation such as reaching all project areas. Some critical stakeholders may question the evaluation's credibility.	- Evaluation team will do a listing of all beneficiary groups and stakeholders and will ensure a representative sample of project areas, stakeholders and beneficiaries to ensure the results of the evaluation reflect realities on the ground. The team would ensure that the selected samples include the different groupings or individuals. - A stakeholder analysis is being conducted in this phase with the help of UN Women to ensure every stakeholder is included in the evaluation.
Slow review of the inception report by stakeholders	Medium	Will delay the timelines for the evaluation	- UN Women, through the ERG to ensure that timelines are adhered to for the review process by stakeholders. - UN Women to invite comments from ERG and other stakeholders on a 'non-objection' basis (no response=agreement) to ensure the evaluation is completed within the scheduled timeframe.
Logistical challenges in planning (remote areas, Lindi/Mtwara).	Medium	Risk of delays, higher costs, or incomplete fieldwork.	Realistic fieldwork schedule, buffer days, leverage UN Women networks
Ethical risks not addressed (consent, confidentiality).	low	Could cause harm to participants, undermine credibility, and breach UN ethical standards.	- Ensure research protocol is clear on all ethical issues and measures to adhere to ethical standards. - Make use of local implementing partners in the regions to facilitate necessary clearances in the districts.

Potential ethical & justice issues	Likelihood	Impact	Mitigation measures
			- Clear explanation of the aims and objectives of the data collection exercise to relevant authorities - Enumerator training.
Data Collection Phase			
'Difference blindness' emanating from disrespecting project participants due to lack of knowledge of their customs, culture, values, beliefs and practices.	Low	Will lead to conflict with communities and delays in field work	MDS and the local partner will make use of local enumerators who are aware of and who respect local customs, cultures and beliefs.
Political sensitivities (Election year and campaigns about to start)	Medium	Could cause resistance, block access, or restrict findings dissemination.	- Engage government early, frame evaluation as learning-oriented, maintain neutrality. - Ensure FGDs and KIs are conducted in closed government spaces. - Consider remote data collection
Short time in the field (less coverage).	Medium	Risk of non-representative sample, weaker validity.	- Use purposive + stratified sampling, focus on priority districts/beneficiaries, combine remote + in-person data collection. - Use trained research assistants/enumerators - The 2 phase-approach of data collection would be useful
Data Analysis, Validation & Completion Phase			
Insufficient time for data cleaning and validation.	Medium	Risk of errors, inconsistent findings.	Parallelize data collection + analysis, daily data quality checks.

4 WORKPLAN

Specific dates for the evaluation are presented below. Key milestones highlighted include data collection periods and submission of the 1st and second reports. We anticipate submitting the first draft evaluation report by the 22nd of September 2025 and a final report on the 19th of December 2025.

Table 10: Workplan

Activity	Responsibility	Date from	Date to
Inception Meeting	MDS and UN Women	13-Aug-25	13-Aug-25
Preparation of inception report	MDS	13-Aug-25	17-Aug-25
Submission of Draft Inception Report	MDS	17-Aug-25	17-Aug-25
Catch up call with UNWOMEN	MDS and UN Women	18-Aug-25	18-Aug-25
Review of draft Inception Report by UNWOMEN and ERG	UN Women	18-Aug-25	19-Aug-25
Receipt of comments from UN Women and ERG	UN Women	22-Aug-25	22-Aug-25
Incorporation of comments from UN Women and ERG	MDS	25-Aug-25	26-Aug-25
Submission of final Inception Report	MDS	26-Aug-25	26-Aug-25
Presentation of Inception Report to ERG	MDS	28-Aug-25	28-Aug-25
Mobilisation for field work	UN Women and partners supported by MDS	26-Aug-25	29-Aug-25
Travel from Zimbabwe to Tanzania for data collection	MDS	30-Aug-25	30-Aug-25
Travel from Dar es Salaam to regions for data collection	MDS	31-Aug-25	31-Aug-25
Data collection in all selected regions	MDS	1-Sept-25	7-Sept-25
National Level Key Informant Interviews	MDS	26-Aug-25	10-Sep-25
Data analysis and preparation of preliminary findings presentation	MDS	8-Sep-25	11-Sep-25
Presentation of preliminary findings	MDS	12-Sep-25	12-Sep-25

Activity	Responsibility	Date from	Date to
Preparation of Draft Report	MDS	13-Sep-25	22-Sep-25
Submission of Draft Report to UN Women	MDS	22-Sep-25	22-Sep-25
Review of Draft Report by UN Women	UN women and ERG	23-Sep-25	25-Sep-25
Receipt of comments from UN Women	UN Women	26-Sep-25	26-Sep-25
Incorporation of comments from UN Women	MDS	27-Sep-25	30-Sep-25
Submission of Revised Evaluation Report to UN Women	MDS	1-Oct-25	1-Oct-25
Travel from Zimbabwe to Tanzania for follow-up data collection	MDS	1-Nov-25	1-Nov-25
Follow up data collection (review of data from Sept - Nov 2025)	MDS	3-Nov-25	14-Nov-25
Update of draft evaluation report	MDS	17-Nov-25	28-Nov-25
Submission of Revised Draft Report to UN Women	MDS	1-Dec-25	1-Dec-25
Circulation of evaluation report to ERG	UN Women	2-Dec-25	2-Dec-25
Presentation of Evaluation Report to ERG	MDS	5-Dec-25	5-Dec-25
Receipt of comments from the ERG	UN Women	12-Dec-25	12-Dec-25
Incorporation of comments from ERG	MDS	15-Dec-25	18-Dec-25
Submission of Final Report	MDS	19-Dec-25	19-Dec-25

5 EVALUATION TEAM AND RESPONSIBILITIES

Our team comprises Ngonidzashe Marimo, Team Leader and Evaluation Expert; Dr. Consolata Sulley, Gender Specialist and Researcher; and Tariro Mukupe, Data Analyst. The core team is supported and coordinated by Theresa Marimo, who serves as Project Manager. Together, the team brings a strong blend of international and regional expertise, combining skills in evaluation, research, gender, and women's empowerment. Their collective experience within UN organisations ensures a deep understanding of expected standards and quality, having successfully led evaluations of similar scale and complexity. The specific roles and responsibilities of the team during this project are outlined in Table 11 below.

Table 11: Roles and responsibilities of the team

Position	Country	Name and Qualifications	Role
Team Leader and Evaluation Expert	Zimbabwe	Ngonidzashe Marimo	Provides overall leadership and quality assurance across all phases of the evaluation Leads the design of the methodology, oversees development of data collection tools, and guides analysis and reporting Conducts KIIs, in-depth qualitative interviews and FGDs Serves as the main technical contact with UN Women ensuring alignment with evaluation standards and timely delivery of outputs
Gender Expert and Researcher	Tanzania	Dr. Consolata Raphael Sulley	Leads the gender and inclusion dimensions of the evaluation Ensures that data collection tools and processes are gender-responsive Conducts KIIs, in-depth qualitative interviews and FGDs Analyse findings with a focus on women's leadership and empowerment. Engages government, civil society, and community stakeholders to validate and contextualise results.
Qualitative Data Analyst	Zimbabwe	Tariro Mukupe	Oversees qualitative data management, including transcription, coding, and thematic analysis using appropriate software Supports design of FGD/KII/IDI guides Conducts KIIs, in-depth qualitative interviews and FGDs Synthesises findings into evidence-based insights
Project Manager	Zimbabwe	Theresa Marimo (Postgraduate Diploma in Public Health)	Provides coordination, administrative, and logistical support for the evaluation Manages fieldwork planning, ensures adherence to safeguarding protocols, and facilitates communication between the team and UN Women Oversees documentation processes and ensures timely submission of deliverables.

6 ANNEXES

Annex 1: Terms of Reference

SECTION 3. INFORMATION

Title of requirement	ENDLINE EVALUATION OF WOMEN'S LEADERSHIP AND ECONOMIC RIGHTS (WLER) PROJECT
Deadline for Submitting Clarification Questions	05 days before the deadline for responses.
Offer Validity Period	90 business days
Value Added Tax on Proceed Quotation⁸	Must be inclusive of VAT and other applicable indirect taxes
Contract award to one or more vendor	UN Women will award a contract to: One Proposer Only.
Method of Evaluation <i>(RFP - Two-envelope system)</i>	Cumulative Analysis
Technical Proposal (points)	700 points
Pass Score	70% <i>(490 of 700 points)</i>
Financial Proposal (points) - for cumulative analysis method only	300 points
Financial Weighting (%) – for cumulative analysis method only	<i>[30% financial points / (financial + technical points)]</i>
Type of contract award (or Outcome of the process)	Contract Order
Other information related to the RFP	ALL OFFERS SHOULD BE SUBMITTED IN QUANTUM, SUPPLIERS SUBMITTING OFFERS BY EMAIL WILL BE REJECTED

⁸ The decision on inclusion of VAT and any other taxes in financial proposals shall be based on the local legislation and SBAA agreement with the host country/-ies of the relevant Office ordering or performing the payment for the services. Depending on host countries, UN Women may be exempt from payment of direct and indirect taxes or may be required to pay the taxes and request reimbursement by submitting tax invoices.

SECTION 4. TERMS OF REFERENCE

Background

The UN Women Tanzania Country Office (TCO) is seeking to recruit a consultancy firm to conduct an endline evaluation of the project “Strengthening Women and Girls’ Meaningful Participation, Leadership, and Economic Rights, (WLER) at the Local Levels in Tanzania” (2022 – 2025) “, also known in short form as Women’s Leadership and Economic Rights (WLER) project. The evaluation will assess how TCO’s four-year Women’s Leadership and Economic Rights project has met its overarching goal: *“Women and girls’ meaningful participation, leadership and economic rights are strengthened at the local level in Tanzania”*.

Created in July 2010 by the United Nations General Assembly, the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) was assigned a mandate that is grounded on the Beijing Platform for Action, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), relevant General Assembly, Economic and Social Council, Commission on the Status of Women and other applicable United Nations instruments, standards and resolutions to advance gender equality and the empowerment of women. Grounded in the global frameworks of the overall vision of equality enshrined in the Charter of the UN, UN Women works for the elimination of discrimination against women and girls, the empowerment of women, and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action, and peace and security. Through its Strategic Plan (2022-2025), UN Women leverages its unique triple mandate – encompassing support for norms and standards, UN system coordination, and operational work – under which UN Women leads and coordinates United Nations System efforts to ensure that commitments on gender equality and gender mainstreaming translate into action throughout the world. It provides strong and coherent leadership in support of Member States' priorities and efforts, building effective partnerships with government, civil society, and other relevant actors.

Under its mandate, the UN Women Tanzania Country Office is implementing a four-year Women’s Leadership and Economic Rights project in collaboration with the Government of Tanzania, as well as national and local government, academic institutions, and civil society organizations including those promoting rights and perspectives of women with disabilities. The project covers 18 councils in six regions of Tanzania – Lindi, Mtwara, Dar es Salaam, Pwani, Arusha, and Singida. The WLER project builds on lessons learned from the Women’s Leadership and Political Participation Project, (WLPP) (Wanawake Wanaweza) Phase II (2017-2021) and Phase I (2014 – 2017), which promoted gender equality and empowerment as per UN Women’s global mandate and further supported the Government of Tanzania as a Member State to the United Nations to fulfill its international standards, through the provision of technical and financial assistance. Phases I and II of the WLPP project aimed to strengthen women’s leadership and political participation *at national levels*. WLER’s focus is enhancing women’s leadership and economic rights *at local levels*.

II. Description of the project

The WLER project contributes to the ongoing efforts and commitments by the Government of the United Republic of Tanzania (URT) to ensure women and girls' meaningful participation, leadership, and economic rights are strengthened at local levels. The project focuses on promoting gender-responsive norms, behaviours, and practices, strengthening the capacities of women leaders, enhancing the collection and use of sex and disability-responsive data, and enhancing women’s

economic rights including by piloting gender and disability transformative innovative measures such as care services, in line with the Government of Tanzania's Generation Equality Commitments. In alignment with the Leave No One Behind (LNOB) principles, the WLER project places significant emphasis on empowering women with disabilities to lead and realize their leadership and economic rights. This focus is driven by the understanding that women with disabilities face compounded challenges, including systemic barriers in leadership and economic participation. The project aims to dismantle these barriers through targeted strategies and programs that enhance accessibility, provide tailored leadership training, and promote inclusive economic opportunities.

The TCO's Wanawake Wanaweza Project Phase II (2018-2021) final evaluation findings and recommendations identified discriminatory gender norms, behaviours and practices, and lack of women's economic opportunities among the key barriers to women's leadership at the local government levels. The WLER is TCO's pilot large-scale project focusing on women's leadership and economic rights at local levels since previous WLPP program interventions targeted mainly national levels. The WLER project is aligned with UN Women Tanzania Country Strategic Note (SN) (2023–2027) Impact area 1: "Women fully and equally participate in leadership and decision-making and women and girls benefit from gender-responsive governance," and the United Nations Sustainable Development Cooperation Framework (UNSDCF) (2022 – 2027) Enabling Environment outcome, under the specific output on women's leadership and participation in decision-making, and the UNSDCF outcome on Prosperity to address women's economic justice and rights.

WLER Theory of Change (TOC):

The overall goal of the WLER project is to strengthen women and girls' participation and rights at local levels in Tanzania, with the Theory of Change Statement that: If (1) Data and evidence based gender and disability responsive strategies, practices, and participatory research action is built on women's meaningful participation at local levels, and if (2) Laws, procedures, and practices at LGA levels promote women's (with and without disabilities) voices, leadership and economic rights and justice, and if (3) Gender norms and discriminatory behaviours, and practices at local levels are transformed to promote women and girls' voices, meaningful participation and leadership, and if (4) National and LGAs develop/strengthen laws, policies, and services that recognize and address the disproportionate share of unpaid care work to promote women's leadership and participation in decision-making, then Women's meaningful participation, leadership, and economic rights will be strengthened. The project strategy was further informed by a baseline survey that identified performance indicators, targets, and strategies for enhancing women's leadership and addressing unpaid care work therefore the evaluation will include the collection of endline data.

WLER key partners:

UN Women is partnering with and providing technical and financial support to 12 partners, including six local government authorities, four CSOs, and two academic institutions, to deliver the WLER Project four outcomes in the six project regions and 18 councils of Tanzania. To amplify efforts and foster collaboration and coordination at the local level, UN Women and five Regional Secretariats (Lindi, Mtwara, Arusha, Singida, and Pwani) have established Regional Gender Equality and Women's Empowerment Coordination Groups to provide a platform that fosters joint efforts and collaboration and sharing experiences and best practices to promote gender equality and women's empowerment at local levels.

III. Purpose

The main purpose of this final evaluation is to assess the project performance and outcomes, to capture lessons learned from the implementation of the interventions, and to provide recommendations for strategic policy and programmatic decisions, organizational learning, and accountability as well as for the identification of good practices to inform programming decisions in the advancement of women's leadership and participation in the decision-making processes. The evaluation is also expected to feed into the development of the WLER project Phase II and the new UN Women Strategic Note (2028-2032). This evaluation is being initiated relatively early to ensure the recommendations inform the design of an envisaged second phase of the WLER project which is intended to start in the first quarter of 2026. Hence, the evaluation process will be divided into two phases with the initial report to be presented by June 2025, and the final report by the end of December 2025 to allow for the integration of the project's progress and achievements for the second and third quarters of 2025, the period after the initial data collection.

IV. Objectives

The evaluation will be conducted according to the Development Assistance Committee of the Organization for Economic Co-operation and Development (OECD/DAC) criteria on relevance, coherence, efficiency, effectiveness, impact, and sustainability. In 2019, the OECD revised the DAC evaluation criteria and introduced an additional standard around "coherence" to the initial 5 criteria. The evaluation will include the coherence criteria and ask questions about the compatibility of the program with other interventions in the country and the potential duplication of efforts in this area.

The specific objectives of the evaluation are:

1. Assess the relevance, effectiveness, efficiency, and sustainability of the WLER project approach during the implementation period, including taking stock of project achievements, and results against set targets, challenges, and opportunities.
2. Evaluate the Country Office's comparative advantage/added value in the thematic area as compared with key stakeholders, including donors and particularly UN agencies.
3. Assess the project design, results framework, strategies, and implementation arrangements including sustainability plans.
4. Assess how gender equality principles and the LNOB approach are integrated into the design and implementation of the project.
5. Present key findings, draw lessons learned, and good practices and provide a set of practical, clear, and forward-looking recommendations that will allow TCO to support the sustainability of results achieved, as well as the replication and scaling-up of project interventions (WLER project phase II).

Key evaluation questions:

Relevance & Coherence

To what extent are the WLER project's approach and interventions relevant to the needs of women and girls (with and without disabilities) and strategically positioned to enhance

women's leadership and economic rights at the local level? How does this align with national, regional, and international priorities, including UNSDCF?

In what ways does the WLER project complement and add value to efforts by other UN agencies and local governments, fostering collaboration with CSOs, training institutions, and academia?

Have new, more relevant needs or priorities emerged during the project that should be addressed in future phases?

Efficiency

How efficiently have project resources (funds, personnel, administrative arrangements) been managed, and how has cost-effectiveness been monitored throughout the project?

Were activities delivered in a timely manner, and what bottlenecks, if any, were encountered?

How did these impact resource allocation for integrating human rights, gender equality, and the needs of disabled and young women?

Effectiveness & Sustainability

How effective was the project's results framework in measuring outcomes, and to what extent were expected outcomes achieved, qualitatively and quantitatively?

What opportunities exist for replicating or scaling up good practices? How has the project fostered ownership and built national capacity in WLER?

How effectively has the project engaged males, and what impact did this have on reducing discrimination or shifting power dynamics? To what degree have partners changed policies or practices for gender equality and LNOB?

Gender Equality and LNOB

To what extent were gender equality and LNOB principles incorporated in design and implementation? What challenges were faced, and how were they addressed?

Which groups have the WLER project successfully reached, and which groups may require additional targeting in future phases?

Suggested Additional Questions for Phase 2 Design

How can the project improve upon areas that were less effective in the current phase?

Should the project consider new approaches, tools, or partnerships to better meet evolving needs or respond to emerging priorities?

Are there strategic decisions, such as choosing between different approaches (option X or Y), that could shape the design of Phase 2?

V. Scope of the evaluation

The endline evaluation will assess the WLER project interventions from the inception of the project in January 2022 to December 2025. The evaluation will cover all the catchment areas of the project across 18 councils in six regions of Tanzania: Lindi, Mtwara, Dar es Salaam, Pwani, Arusha, and Singida. Thematic coverage will target all four outcomes of the project, including:

1. **Data and Research:** Collection and use of sex- and disability-responsive data and research.

2. **Laws and Procedures:** Laws and practices that promote women and girls' meaningful participation, leadership, and economic rights.
3. **Change of Norms and Capacity Building:** Gender-responsive norms, behaviours, and practices that strengthen the capacities of women leaders.
4. **Economic Rights and Care Responsibilities:** Advancement of women's economic rights and equal sharing of care responsibilities between men and women, including the piloting of childcare services in line with the Government of Tanzania's Generation Equality Commitments.

Due to the need to design a second phase of the WLER project and to ensure the design process is informed by the findings and recommendations of the first phase, the evaluation process will be divided into two phases. The initial report will be presented by June 2025, and the final report by the end of December 2025. This timeline allows for the evaluation to comprehensively cover the project's progress and achievements through the second and third quarters of 2025. The evaluation firm will present its methodology and plan for this approach in the proposal.

VI. Evaluation design

The evaluation design will utilize a transparent and participatory approach involving relevant UN Women stakeholders, partners, beneficiaries, and right-holders. This will be achieved through management arrangements of the evaluation that will ensure effective participation and engagement of project stakeholders, beneficiaries, partners, and right-holders. The evaluation team will collect secondary data from desk reviews, and verify them with primary data from field visits, key informative interviews, and focus group discussions. Data collection activities should be conducted in accordance with the human rights principle of '*do no harm*'. During the process of data gathering, the evaluators will compare, validate, and triangulate data from different sources (project staff, project responsible parties, donors, and rights holders etc.) through different methodologies (desk review, site visits, and interviews). The collected data should be sex-disaggregated and represent different needs of women and girls – with and without disabilities - in accordance with the LNOB principle. A mixed-methods approach will include qualitative and quantitative methods and will seek to offer diverse perspectives to the evaluation and promote the inclusion of different groups of stakeholders. Stakeholder inclusion will help to address the issue of biases such as gender bias, distance bias (favouring the more accessible), class bias, and power bias. It will further help to identify unintended results and groups that may have been negatively affected by the project interventions. The methods should include a wide range of data sources e.g. project and background documents, sub-project documentation, progress and monitoring reports, institutional information systems, financial records, media resources as well as KIIs and FGDs with key stakeholders, and direct and indirect right-holders. The evaluators are expected to develop a sampling frame and specify how it will address the diversity of stakeholders and potential limitations of the sample. Also, possible travel restrictions and challenges in reaching all remote catchment areas in 18 district councils in 6 project regions should be taken into consideration.

The evaluation process has the following phases:

Initiation (January – February 2025): Initial consultations between the consultancy firm and TCO Evaluation Management Group to establish the evaluation scope, priorities, and processes.

Inception (February 2025): This phase includes a project portfolio review, desk review of relevant national frameworks and strategies, stakeholder mapping, and an inception meeting with the Evaluation Reference Group (ERG) to discuss the WLER project. The team will conceptualize the final evaluation approach and methods, present the inception phase findings, and submit the inception report for TCO's review and final approval.

Data Collection and Analysis (Phase 1: February – June 2025, Phase 2: July – December 2025):

- **Phase 1:** Primary data collection will include an in-depth review of the WLER project portfolio, desk review, field visits, key informant interviews, and focus group discussions. Data collection will aim to cover all project regions and areas in this initial period.
- **Phase 2:** Follow-up data collection, focusing on filling gaps and obtaining updates as needed in key regions/areas. The consultancy team may decide, in coordination with TCO, to target specific areas during each period to streamline efforts.

Analysis and Synthesis Stage (July 2025 – December 2025): Data analysis and synthesis of information collected across both phases. This includes:

- **Validation Session:** A collaborative session with TCO and ERG to validate preliminary findings after data collection.
- **Evaluation Report Drafting:** Drafting the evaluation report based on analysed data, documenting lessons learned, and integrating feedback from TCO and ERG communications.
- **Final Presentation:** Presentation of findings to TCO and other audiences as necessary.

Dissemination and Follow-Up (December 2025 – March 2026): Development of a Management Response, publishing the evaluation report, and uploading it to the Global Accountability and Tracking of Evaluation (GATE) website. UN Women will produce additional knowledge products and host learning events, including a webinar and an evaluation brief.

Category	Description	Number of people
Donor	Embassy of Finland – Tanzania,	2
UN Women team	WLER project focal points & SMT	12
Implementing Partners, (LGAs, CSOs, and academic institutions).	Six local government authorities, four CSOs, and two academic institutions	12
Regional secretariats part of the Regional Gender Equality and Women's Empowerment Coordination Groups	Lindi, Mtwara, Arusha, Singida, Pwani, and Dar es Salaam.	6
Community facilitators	Regional, District, and Wards Development Officers, land, legal, and planning officers	To be sampled from the 18 Councils of the project
Program participants/Right holders	Beneficiaries of the project from the 18 Project Councils	To be sampled from the 18 Councils
UN agencies	UN Resident Coordinator Office, UNSDCF Enabling Environment Outcome Group Secretariat	2
Central Government stakeholders	Ministry of Community Development, Gender Women and Special Groups (MoCDWGSP), The President's Office, Regional Administration and Local Government (PO – RALG)) and Prime Minister's Office - Labour, Youth, Employment and Persons with Disabilities (PMO-LYED)	6

VII. Stakeholder participation

The evaluation will be conducted in a participatory manner, with the involvement of key stakeholders (e.g. project right-holders, beneficiaries, other UN agencies, responsible partners, and the donor). The right-holders and responsible partners will play a key role during the data collection period facilitating various field visits and meetings with grass-root women and other beneficiaries. Both right-holders and responsible partners will be consulted to design the most suitable data collection methods, in line with the 'no harm principle' and to safeguard the confidentiality and ethics of the survey methods.

Special attention will be placed on the participation of right-holders, in particular women and vulnerable and marginalized groups—to ensure the application of a gender-responsive approach. With this approach, the evaluation will ensure that the voices of the CSOs, right-holders, academia, and community training institutions will be heard through active involvement in the evaluation process. The roles of the donor – the Government of Finland - will include liaison with the Ministry of Foreign Affairs in Finland, technical advisory, and oversight functions. The participation of a wide range of stakeholders will enhance the credibility and ultimately ownership of the evaluation findings.

The table below sets out an initial stakeholder mapping. The evaluation firm will be expected to refine the stakeholder mapping and use this as a basis for the sampling strategy.

Throughout the process, the Evaluation Management Group (EMG) will work in close consultation with the Evaluation Reference Group (ERG). The ERG will be comprised of UN agency representatives, as well as government and CSO actors – giving oversight to the evaluation process including supporting the identification process of key stakeholders to be interviewed. The stakeholders will include representatives from The President's Office, Regional Administration, and Local Government (PO-RALG), the Ministry of Community Development, Gender Women and Special Groups (MoCDWGSP), and Prime Minister's Office - Labour, Youth, Employment and Persons with Disabilities which are providing project oversight, policy direction, and coordination, with the Permanent Secretary of PO-RALG and MoCDGWSG co-chairing the WLER Project Steering Committee.

VIII. Expected deliverables and time frames

1) Inception report (Expected by 28 February 2025)

The consultancy firm will develop an evaluation inception report which will include the following:

- Detailed evaluation design and methodology, including how the scope and specific objectives of the evaluation will be addressed.
- Stakeholder mapping, including the involvement of the Reference Group and other stakeholders during the process.
- Evaluation matrix.
- One-page visualization of the evaluation process and key indicators.
- Work plan, including a timeframe of the overall process and a table with key milestones and dates for deliverables.
- Evaluation tools.
- List of attachments and contact details.
- The consultancy firm will share a clean and track-changed version of the report to demonstrate how various external comments (mainly from TCO, Reference Group) were addressed.

2) Initial findings presentation (Expected by 1 June 2025)

A PowerPoint presentation that includes a summary of the evaluation background and progress, detailing the emerging findings and lessons learned and recommendations of the evaluation which will be shared with the ERG and the TCO for their comments and validation. The consultancy firm will document and incorporate the feedback received into the draft report.

3) Draft evaluation report (Expected by 15 June 2025)

The consultancy firm will draft the evaluation report and submit it to the ERG for review and comments. The consultant will maintain a record of comments received and provide a response on how the comments were addressed in the final report. UN Women will share separate tools for this that the consultants will utilize as part of the process.

4) Stakeholder workshop and presentation of final findings (Expected by 10 December 2025)

The firm and the EMG will conduct a participatory workshop with key stakeholders of the evaluation to assess the evaluation findings, and recommendations, discuss lessons learned and best practices, and input in the brainstorming process of the WLER II project. Also, the final evaluation findings should be presented to the TCO staff, donors, key stakeholders, etc.

5) Final evaluation report (Expected by 30 December 2025)

The final report will be informed by the entire evaluation process, including all comments received from reviewers, and include lessons learned and recommendations for future programming in women's leadership and economic rights at the local level. The final version will be submitted in English to the Evaluation Manager for her validation.

The final report should contain the following:

- Title page, table of contents, full list of acronyms
- Executive summary
- Purpose of the evaluation
- Evaluation scope and objectives
- Evaluation methodology
- Project context
- Project description
- Findings
- Analysis
- Conclusions
- Lessons learned
- Recommendations
- Annexes & full list of stakeholders/organizations/individuals being interviewed with contact details.
- The consultancy firm will share a clean and track-changed version of the report to demonstrate how various external comments (mainly from TCO, Reference Group) were addressed.

The evaluation report should not exceed 40 pages excluding annexes, with 1,5 line spacing.

The proposed timeframe and expected inputs will be discussed with the consultancy during the initiation phase and refined in the inception report. The TCO reserves the right to ensure the quality of all submissions by the consultancy firm and will request revisions until the products meet the required quality as per the TCO's internal standards and policies and as outlined in the UN Women evaluation standards.

IX. Management of evaluation

The UN Women TCO will create an Evaluation Management Group (EMG) which will comprise the Evaluation Manager (Monitoring and Reporting Analyst), the Deputy Country Representative and the Head of Programmes, the Project Manager for the WLER Project, the Program Specialist - Gender and Local Government, Programme Specialist - Gender Statistics, Programme Specialist - Women's Economic Empowerment and Program Specialist- Planning, Monitoring, Evaluation & Reporting. The Evaluation Manager will lead the day-to-day management of the evaluation process and will consult with the management group to make key decisions and quality assure the different deliverables of the evaluation. The collaboration of the Evaluation Management Group is expected to strengthen the quality and credibility of the evaluation process. Furthermore, the TCO and the East and Southern Africa Regional Office (ESARO) Evaluation Specialists will be part of the EMG and will provide oversight and quality assurance on key evaluation components.

Under the guidance of the TCO Representative and supervisory of the Evaluation Manager, the evaluation will be carried out by the Evaluation Management Group which will provide coordination, technical and administrative support to ensure that the evaluation is conducted in accordance with the UN Women Evaluation Policy, United Nations Evaluation Group Norms and Standards, Ethical Guidelines and Code of Conduct for Evaluation in the UN System and other key guidance documents. The Evaluation Management Group will be responsible for planning and monitoring the evaluation process to ensure the timely delivery of a high-quality evaluation and to minimize risks that may occur during the process. This will include continuous oversight of the evaluation, providing required desk-review documentation, reviewing inception and final reports, and coordinating ERG meetings and sessions for various presentations during the process. Also, the Evaluation Management Group will coordinate and provide technical support for the field missions, interviews, and other interactions required by the consultancy firm to complete the evaluation. The group will document lessons learned throughout the evaluation process and adjust the evaluation design as necessary. The consultancy firm selected to conduct the evaluation will report directly to the Evaluation Manager.

The Evaluation Reference Group will be composed of representatives of key governmental and non-governmental stakeholders, donors, women's rights actors, UN agencies, and academia. The ERG will provide oversight and expertise in key components of the evaluation: terms of reference; list of stakeholders to be interviewed, inception report; draft and final reports. The recommendations from the ERG will be incorporated into the evaluation design as applicable. The evaluation manager will ensure that there is a clear understanding amongst the reference group members on how they will contribute to the evaluation process, which will be facilitated through the establishment of a ToR that outlines the main roles and responsibilities of the reference group.

X. Evaluation firm

Requirements for the Team Lead of the Evaluation Firm:

Educational Background: A master's degree in gender, social science, development, humanitarian studies, or related areas.

Experience: At least 7 years of leading evaluations on gender equality, empowerment of women and girls, and disability inclusion.

Leadership Skills: Proven experience in leading teams of evaluators/researchers.

Technical Expertise: Experience in human rights and gender and disability inclusion analysis in evaluations, preferably in Tanzania.

Methodological Skills: Experience in applying mixed methods approaches and participatory methodologies for conducting gender/human rights responsive evaluations.

Stakeholder Engagement: Proven experience working with local government actors, civil society, and women's rights organizations.

Presentation Skills: Proven record of presenting evaluation findings to key audiences in the international development field.

Requirements for the Entire Evaluation Team:

Diverse Expertise: The team should include Tanzanian experts with relevant expertise and experience in gender equality, human rights, disability inclusion, and development.

Collaborative Skills: Ability to work collaboratively with various stakeholders, including government, civil society, and academic institutions.

Data Collection and Analysis: Proficiency in both qualitative and quantitative data collection and analysis methods.

Ethical Conduct: Adherence to ethical guidelines and principles, including the 'do no harm' principle and safeguarding confidentiality.

Communication Skills: Strong communication skills to effectively engage with stakeholders and present findings.

Flexibility and Adaptability: Ability to adapt to changing circumstances and address any challenges that may arise during the evaluation process.

Additional Requirement:

Bidding Phase Requirements: UN Women requires detailed team compositions and roles during the bidding phase to ensure that the evaluation firm proposes a strong and capable team from the start.

Work Allocation: The evaluation firm should provide a clear plan on how they will allocate work across team members to meet the team requirements and ensure the quality of the evaluation.

XI. Ethical code of conduct

The evaluation will follow the gender equality and human rights approaches, and it will be conducted according to the UN Women Evaluation Policy and UNEG Norms and Standards, accessible at websites of [United National Evaluation Group](#). The details about the gender and human rights responsive evaluation approaches are outlined in the [UN Women Evaluation Handbook: How to manage gender-responsive evaluation](#) and in the [UNEG Guidance on the Integration of Humanitarian Principles in the Evaluation of Humanitarian Action](#).

Most specifically, the ethical code of conduct will follow the [UN Women Evaluation Consultants Agreement Form](#), [UNEG Ethical Guidelines](#) and [Code of Conduct for Evaluation in the UN system](#).

Once finalized the evaluation report will be quality-assessed based on the UN Women Global Evaluation Reports Assessment and Analysis System (GERAAS). GERAAS standards and GERAAS rating matrix are available through [GERAAS Guidance Note](#).

XII. Payment terms

The payments will be completed within 15 days upon receipt of invoice as well as receipt and acceptance of the product/s. The schedule of payments is as follow:

A. DELIVERABLE SCHEDULE

Deliverable	Payment Schedule
Upon submission of the final inception report	20% of the total contract amount after receipt of the invoice as well as receipt and acceptance of the deliverable.
Upon submission of draft evaluation report with the preliminary findings and recommendations	30% of the total contract amount after receipt of invoice as well as receipt and acceptance of the deliverable.
Upon submission of the revised report incorporating inputs from the second round of data collection.	30% of the total contract amount after receipt of invoice as well as receipt and acceptance of the deliverable
Upon submission of final evaluation report	20% of the total contracted after receipt of invoice as well as receipt and acceptance of the deliverable.

ANNEXES

After the selection of the evaluation consultant/firm, the following documents should be appended to the ToR:

- [UN Women GERAAS evaluation report quality checklist](#)
- [UN Women Evaluation Consultants Agreement Form](#)
- [UNEG Norms for Evaluation in the UN System](#)
- [UNEG Standards for Evaluation in the UN System](#)
- [UN Women Evaluation Handbook](#)
- Women Leadership and Economic Rights (WLER) Results Framework

Annex 2: Evaluation framework

Evaluation Criteria	Key Questions	Sub-Evaluation Questions	Indicators	Data Collection Methods	Data Sources
Relevance	To what extent are the WLER project's approach and interventions relevant to the needs of women and girls (with and without disabilities) and strategically positioned to enhance women's leadership and economic rights at the local level?	Are the interventions addressing a priority need for women and girls – including those with disabilities? To what extent are the approaches of implementation (partners, modalities of social and behaviour change) appropriate to address the needs of women and girls? To what extent does the project address the causal problems facing women including integration/ complementarities of the different interventions to support women and girls in LGA?	Perceptions of women and girls (including with disabilities) on the appropriateness of the project Appropriateness of SBC approaches to address social norms and cultural practices and behavioural drivers of gender inequality Appropriateness of the partners to deliver on results Appropriateness of the support to LGA, women in political leadership to improve WLER Appropriateness of approaches for policy and legislative advocacy at national level Complementarities that exist between interventions to achieve the project goal	Focus Group Discussions (FGDs) Key Informant Interviews (KIIs) Document review Outcome harvesting workshop	Women and girls in communities, community influencers, traditional leaders, women in political leadership CDOs, SWOs, and other local government officials, UN Women staff, Implementing Partners, academia partners, government ministries Annual progress reports, annual review report, project document, monitoring visit reports GEWE Coordination Groups
	Have new, more relevant needs or priorities emerged during the project that should be addressed in future phases?	What new needs or priorities have emerged among different categories of women and girls? What can be done to address these new needs and priorities?	New needs and priorities Proposed interventions to address the new needs/priorities	Focus Group Discussions (FGDs) Key Informant Interviews (KIIs) Document review	Women and girls in communities, community influencers, traditional leaders, women in political leadership CDOs, SWOs, and other local government officials, UN Women staff, Implementing Partners, academia partners, government ministries Annual progress reports, annual review report, project document, monitoring visit reports

Evaluation Criteria	Key Questions	Sub-Evaluation Questions	Indicators	Data Collection Methods	Data Sources
				Outcome harvesting workshop	GEWE Coordination Groups
Coherence	In what ways does the WLER project complement and add value to efforts by other UN agencies and local governments, fostering collaboration with CSOs, training institutions, and academia?	What collaborations are there with other UN agencies and their value addition? What added value does the WLER project have to initiatives by other UN agencies, and local governments? What partnerships were established with other interventions/ work of CSOs, training institutions and academia to advance the project objectives?	Value addition of the WLER to efforts by other UN agencies, local governments Activities conducted in collaboration with UN agencies Partnerships established with CSOs academia	Key Informant Interviews (KIIs) Document review	UN Women staff (potentially other UN agencies), Implementing Partners, academia partners, government ministries Annual progress reports, annual review report, project document, monitoring visit reports
Efficiency	How efficiently have project resources (funds, personnel, administrative arrangements) been managed, and how has cost-effectiveness been monitored throughout the project?	What measures were put in place by UN Women to support cost effective delivery? How is cost effectiveness monitored? What human resources have allocated to the project and are they adequate? What the financial resources to achieve the intended objectives? What are the views of stakeholders on the quality and adequacy of interventions?	Measures put in place to support cost effectiveness Monitoring mechanisms put in place Adequacy of human resources for the project Adequacy of financial resources Views of stakeholders on the quality and adequacy of interventions	Key Informant Interviews (KIIs) Document review FGDs	CDOs, SWOs, and other local government officials, UN Women staff, Implementing Partners, academia partners, Annual progress reports, annual review report, project document, monitoring visit reports, financial reports Women and girls in communities, community influencers, traditional leaders, women in political leadership
	Were activities delivered in a timely manner, and what bottlenecks, if any, were encountered?	To what extent were activities implemented according to annual workplans?	Alignment of activities to the annual workplan Challenges causing delays	Key Informant Interviews (KIIs) Document review	CDOs, SWOs, and other local government officials, UN Women staff, Implementing Partners, academia partners, government ministries

Evaluation Criteria	Key Questions	Sub-Evaluation Questions	Indicators	Data Collection Methods	Data Sources
		What challenges were experienced that undermined timely delivery? What actions were put in place to address/ mitigate effects of delays?	Actions taken to address delays or mitigate the effects of delays		Annual progress reports, annual review report, project document, monitoring visit reports, financial reports
	How did these impact resource allocation for integrating human rights, gender equality, and the needs of disabled and young women?	What measures were put in place to support integrating human rights, gender equality, and the needs of disabled and young women? Was resource allocation equitably distributed for these aspects?	Measures put in place % resource allocated for human rights and disability Perceptions on equity in resource allocation	Key Informant Interviews (KIIs) Document review FGDs	CDOs, SWOs, and other local government officials, UN Women staff, Implementing Partners, academia partners, Annual progress reports, annual review report, project document, monitoring visit reports, financial reports Women and girls in communities, community influencers, traditional leaders, women in political leadership
Effectiveness	How effective was the project's results framework in measuring outcomes, and to what extent were expected outcomes achieved, qualitatively and quantitatively?	Were the indicators in the results framework sufficient to measure change? What monitoring systems were in place to monitor achievement of project outcomes? Were data from monitoring system used to inform decisions that improve project effectiveness To what extent did the project meet its targets? What results were achieved in each of the four outcomes?	Missing indicators Monitoring systems in place Evidence of use of data from monitoring system for project improvement % targets met Reasons for achieving and not achieving targets Results achieved in each of the four outcomes	Focus Group Discussions (FGDs) and IDIs Key Informant Interviews (KIIs) Document review Outcome harvesting workshop	Women and girls in communities, community influencers, traditional leaders, women in political leadership CDOs, SWOs, and other local government officials, UN Women staff, Implementing Partners, academia partners, government ministries Annual progress reports, annual review report, project document, monitoring visit reports, steering committee minutes, steering committee reports GEWE Coordination Groups

Evaluation Criteria	Key Questions	Sub-Evaluation Questions	Indicators	Data Collection Methods	Data Sources
	How effectively has the project engaged males, and what impact did this have on reducing discrimination or shifting power dynamics?	Were the approaches used to engaged males result in increased male participation in WLER? Has male engagement resulted increased support for WLER in targeted communities? What results can be observed in targeted communities as a result of the engagement of males?	Perceptions on increased male participation in WLER Effective approaches for engagement of males Support for WLER by men Results achieved through male engagement	Focus Group Discussions (FGDs) and IDIs Key Informant Interviews (KIIs) Document review Outcome harvesting workshop	Women and girls in communities, community influencers, male champions/facilitators, traditional leaders, women in political leadership CDOs, SWOs, and other local government officials, UN Women staff, Implementing Partners, academia partners, government ministries Annual progress reports, annual review report, project document, monitoring visit reports, steering committee minutes, steering committee reports GEWE Coordination Groups
	What opportunities exist for replicating or scaling up good practices?	What opportunities exist for adoption of interventions promoted by the project? How have LGAs, CSOs, UN agencies considered adopting and scaling up project interventions Which interventions are likely to be scaled up?	Opportunities for scaling up interventions promoted by the project Interventions likely to be scaled up	Key Informant Interviews (KIIs) Document review	CDOs, SWOs, and other local government officials, UN Women staff, Implementing Partners, academia partners, Annual progress reports, annual review report, project document, monitoring visit reports
Sustainability	How has the project fostered ownership and built national capacity in WLER?	To what extent is the project by national stakeholders (LGAs, government ministries and agencies)? Is there sufficient capacity among national stakeholders to carry on the activities? What approaches increased ownership and capacity?	Evidence of ownership by national stakeholders (contribution, leadership etc.) Capacity of national stakeholders Approaches to build capacity Approaches to build ownership	Key Informant Interviews (KIIs) Document review	CDOs, SWOs, and other local government officials, UN Women staff, Implementing Partners, academia partners, Annual progress reports, annual review report, project document, monitoring visit reports

Evaluation Criteria	Key Questions	Sub-Evaluation Questions	Indicators	Data Collection Methods	Data Sources
	To what degree have partners changed policies or practices for gender equality and LNOB?	What practices have changed among national partners for gender equality and LNOB? What organisational policies have changed in support of gender equality and LNOB?	Organisational practices that have changed Organisational policies that have changed	Key Informant Interviews (KIIs) Document review Outcome harvesting	LGAs, UN Women staff, Implementing Partners, academia partners, Association of Local Authorities in Tanzania (ALAT) Association of Women Councillors (WASEMI) Annual progress reports, annual review report, project document, monitoring visit reports GEWE Coordination Groups
Gender equality and LNOB	To what extent were gender equality and LNOB principles incorporated in design and implementation?	What measures are in the project design for gender equality and LNOB? To what extent are LNOB principles implemented by all partners during implementation?	Measures put in place LNOB principles not implemented by all partners	Key Informant Interviews (KIIs) Document review Outcome harvesting	LGAs, UN Women staff, Implementing Partners, academia partners, Association of Local Authorities in Tanzania (ALAT) Association of Women Councillors (WASEMI), CDOs, SWOs Annual progress reports, annual review report, project document, monitoring visit reports GEWE Coordination Groups
	What challenges were faced, and how were they addressed?	What are the barriers and facilitating factors for implementing gender equality and LNOB principles? Howe were challenges addressed	Barriers for implementing gender equality and LNOB principles Facilitators for implementing gender equality and LNOB principles Actions taken and their success	Key Informant Interviews (KIIs) Document review	LGAs, UN Women staff, Implementing Partners, academia partners, Association of Local Authorities in Tanzania (ALAT) Association of Women Councillors (WASEMI), CDOs, SWOs

Evaluation Criteria	Key Questions	Sub-Evaluation Questions	Indicators	Data Collection Methods	Data Sources
				Outcome harvesting	Annual progress reports, annual review report, project document, monitoring visit reports GEWE Coordination Groups
	Which groups have the WLER project successfully reached, and which groups may require additional targeting in future phases?	Which groups have the WLER project successfully reached, and which groups may require additional targeting in future phases?	Groups reached by WLER Groups with limited reach	Key Informant Interviews (KIIs) Document review Outcome harvesting	LGAs, UN Women staff, Implementing Partners, academia partners, Association of Local Authorities in Tanzania (ALAT) Association of Women Councillors (WASEMI), CDOs, SWOs Annual progress reports, annual review report, project document, monitoring visit reports GEWE Coordination Groups
Questions for Phase 2 design	How can the project improve upon areas that were less effective in the current phase?	Which areas were less effective (interventions and geographies)? How could the project improve the less effective?	Areas less effective Solutions for improving less effective areas	Key Informant Interviews (KIIs) Document review Outcome harvesting	LGAs, UN Women staff, Implementing Partners, academia partners, Association of Local Authorities in Tanzania (ALAT) Association of Women Councillors (WASEMI), CDOs, SWOs Annual progress reports, annual review report, project document, monitoring visit reports GEWE Coordination Groups

Evaluation Criteria	Key Questions	Sub-Evaluation Questions	Indicators	Data Collection Methods	Data Sources
	Should the project consider new approaches, tools, or partnerships to better meet evolving needs or respond to emerging priorities?	What new approaches are required for the project to meet emerging priorities and needs? What partnerships maybe required?	New approaches needed to address emerging priorities Partnerships required	Key Informant Interviews (KIIs) Document review Outcome harvesting	LGAs, UN Women staff, Implementing Partners, academia partners, Association of Local Authorities in Tanzania (ALAT) Association of Women Councillors (WASEMI), CDOs, SWOs Annual progress reports, annual review report, project document, monitoring visit reports GEWE Coordination Groups
	Are there strategic decisions, such as choosing between different approaches (option X or Y), that could shape the design of Phase 2?	What strategic decisions need to be made in the Phase 2 project? What are the advantages and disadvantages of the options?	Strategic decision for phase 2 Advantages of each option Disadvantages of each option	Key Informant Interviews (KIIs) Document review Outcome harvesting	LGAs, UN Women staff, Implementing Partners, academia partners, Association of Local Authorities in Tanzania (ALAT) Association of Women Councillors (WASEMI), CDOs, SWOs Annual progress reports, annual review report, project document, monitoring visit reports GEWE Coordination Groups

Annex 3: Results framework

SP Impact 1: <i>Women fully and equally participate in leadership and decision-making and women and girls benefit from gender-responsive governance</i>				
Result	Indicator	Baseline	Target	Means of Verification
<i>Outcome 1: Data and evidence-based gender and disability responsive strategies, practices and participatory research action is built</i> <i>SP Outcome 6: Production, analysis and use of gender statistics and sex-disaggregated data and knowledge</i> <i>SP outcome indicator 0.6.1: Proportion of gender-specific Sustainable Development Goals (SDGs) indicators with available data</i> <i>SP outcome indicator 0.6.3: Number of countries demonstrating use of gender statistics, analysis, and policy relevant research</i>	Indicator 1.1: # of LGAs that have adopted evidence-based gender and disability responsive strategies and best practices that promote women's leadership at local levels	TBD (2022)	80% (2025)	<i>LGAs and RPs quarterly reports,</i> <i>Monitoring visit reports</i> <i>End of project evaluation report</i> <i>Coordination meetings reports</i> <i>Baseline & Endline evaluation report</i>
	Indicator 1.2: # of districts/LGAs that demonstrate increased capacity to produce and use gender and disability responsive data for their decision-making processes ⁹	TBD (2022)	80% (2025)	

⁹ The UN Women Methodological Note (to be shared with the field) will be useful to measure the indicator.

Output 1.1: Strengthened capacity of LGA duty bearers¹⁰ and other actors on participatory action research and co-creation mechanism to promote women’s (with and without disabilities) voices and leadership in decision-making, priority setting and implementation of gender and disability responsive micro socio-economic plans	Indicator 1.1.1: # products, strategies and plans of LGA duty bearers and other actors that demonstrate improved capacity on gender, disability and participatory research 1.1.2: # of gender/disability responsive micro-plans developed and implemented	0 (2022) TBD (2022)	90 products (2025) ¹¹ 720 micro plans (2025)	- LGA and RPs, Quarterly reports, - Monitoring visit reports, - Training reports, - Coordination meetings reports, - Endline report
Activities: 1. Support baseline assessment on women in leadership positions at the local level, and stakeholders mapping to identify change agents including men at the local level, to participate in the co-creation sessions) covering all project districts. 2. Support Training of change agents/community facilitators and other actors on gender and participatory action research for effective participation in the research. 3. Undertaking participatory action research co-creation sessions including sharing and approvals at the Village Assemblies and WDCs.				
Output 1.2: Duty-bearers at local levels have increased knowledge and capacity to collect and use sex, age and disability disaggregated data for gender analysis across sectors to prioritize GEWE, incl. on SDG indicator 5.5.1b on women’s representation in local governments • SP output indicator 0.6.b: Number of data producers and users with strengthened capacities in the collection, analysis, dissemination and use of gender statistics	Indicator: 1.2.1: Availability of sex, age, disability - disaggregated data on SDG 5.5.1b in last five year Indicator 1.2.2: Number of gender statistics and sex, age and disability - disaggregated data collection initiatives conducted or analysed Indicator: 1.2.3: Number of LGAs using sex, age and disability-disaggregated data for decision making	0 (2022) 0 (2022) 0 (2022)	2500 (2025) TBD (2025) 10 (2025)	- LGA quarterly reports, - Monitoring visit reports, - Coordination meetings reports, - Endline evaluation report, - Training reports

¹⁰ Including community facilitators (social welfare officers, community development officers, agriculture officers, education officers, health workers, wardens etc.)

¹¹ Five products, strategies and plans per each district (six districts in total) per year for three years.

SP output indicator 0.6.c Number of gender statistics and sex- disaggregated data collection initiatives, including in emerging areas, conducted or analysed.				
Activities: - Support the Government to conduct a nation-wide survey on representatives and leaders from the LGA units and produce sex-disaggregated data on LGA to report SDG 5.5.1b. - Support LGAs to Conduct qualitative studies on the various gender issues at the LGAs to promote leadership positions for women. - Technical and Financial support to create of sex-disaggregated micro data repository (at the district/community levels).				
Output 1.3: Information, knowledge, data, and good practices produced to inform the adoption of gender and disability transformative actions at local levels	Indicator 1.3.1: Number of gender and disability responsive knowledge products produced and disseminated at the local levels Indicator 1.3.2: Number of gender and disability responsive dialogues/sharing sessions for data and good practices conducted in communities at local levels	0 (2022) 0 (2022)	25 (2025) 20 (2025)	- LGA quarterly reports, - Monitoring visit reports, - Coordination meetings reports, - Endline evaluation report
Activities: - Support documentation and dissemination of good practices, lessons learned and Production of knowledge products on women's experiences as leaders in local government. - Support knowledge user-producers dialogues/ sharing sessions with stakeholders at different levels incl. exchanges/study tours/social/community media networks between women networks in different regions to share best practices, success stories, and lessons learned. - Conduct the end-of-project evaluation and dissemination of findings and recommendations.				
Outcome 2: Laws, procedures, and practices at LGA levels promote women's (with and without disabilities) voices, leadership and economic rights, and justice	Indicators 2.1: # of laws, practices and procedures adopted or revised to advance women's (with and without	TBD (2022)	18 Municipal/District Councils	Gender audit and capacity assessment of LGAs laws, policies, procedures report,

• <i>SP Outcome 1: Global normative frameworks and gender-responsive laws, policies, and institutions</i> • <i>SP Outcome 5: Women's voice, leadership & agency</i> • <i>SP outcome indicator 0.1.4: Number of laws that were adopted, revised or repealed to advance gender equality and women's empowerment</i> • <i>SP outcome indicator 0.1.5: Number of national and/or local (multi)sectoral strategies, policies and/or action plans that are adopted with a focus on gender equality</i> • <i>SP outcome indicator 0.1.6: Number of legal and policy frameworks that promote gender balance in decision making institutions and processes</i> • <i>SDG indicator 5.1.1: Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex</i>	disabilities) leadership and economic rights			- <i>LGA quarterly reports,</i> - <i>Monitoring visit reports,</i> - <i>Coordination meetings reports,</i> - <i>End of project evaluation report</i>
Output 2.1: Duty-bearers have strengthened knowledge and capacity to review, design, and implement gender responsive and inclusive laws, strategies, procedures, tools and practices to promote women's leadership and economic rights at LGA levels	Indicator 2.1.1 # LGAs that demonstrate increased capacities to advance women's (with and without disabilities) leadership and economic rights, including Gender Responsive Budgeting, through LGA	TBD (2022)	720 ¹² (2025)	<i>Quarterly reports,</i> <i>Monitoring visit reports,</i> <i>Coordination meeting reports,</i> <i>Training reports</i> <i>Baseline & Endline evaluation reports</i>

¹² 20 each project district per year for two years (18 districts in total).

• <i>SP Output indicator 0.1.e: Number of partners that have increased capacities to advance gender equality and women's empowerment through national and/or local (multi)sectoral strategies, policies and/or action plans</i> • <i>SP output indicator 0.2.a: Number of partners with capacities to integrate gender equality into fiscal laws/policies/standards</i> • <i>SP output indicator 0.2.c Number of national partners with capacities to apply Gender Responsive Budgeting tools in the budget cycle</i>	strategies, policies, tools and/or action plans Indicator: 2.1.2: # Gender and disability responsive strategies, procedures, and practices implemented	TBD (2022)	720 ¹³ (2025)	
Activities: 1. Technical and financial support to LGAs to conduct gender audit of laws, strategies, procedures, and practices (including bylaws etc.). 2. Technical and financial support to implement recommendations from the gender audit to address gender gaps and discriminatory procedures and practices. 3. Support the implementation of gender and disability responsive reforms by duty bearers including councillors and village/street chairpersons, etc. 4. Provision of challenge funds and mentorship to complement operationalization of the Women, Youth, and Disabled Funds, and strengthen access to financial inclusion in selected districts as part of Generation Equality Commitments.				
Output 2.2: Rights-holders (with and without disabilities) have increased capacity to advocate for adoption and implementation of gender-responsive strategies, procedures, and practices at local levels • <i>SP Output indicator 0.1.d: Number of partners that have increased capacities to promote/influence gender-responsive legislation and its implementation</i>	Indicator 2.2.1: # advocacy initiatives on gender and disability responsive strategies, procedures, and practice implemented. Indicator 2.2.2: # Number of right-holders that demonstrate increased capacities to promote/influence gender and disability responsive	TBD (2022) TBD (2022)	1440 (2025) 80% increase from the baseline (2025)	<i>Quarterly reports,</i> <i>Monitoring visit reports,</i> <i>Coordination meeting reports,</i> <i>Training reports,</i> <i>Baseline & Endline evaluation reports.</i>

¹³ 20 for each project per year for two years (18 districts in total).

SP Output indicator 0.5.c: Number of dialogues, mechanisms, platforms and/or coalitions created and sustained that enable meaningful and safe participation and engagement by gender equality advocates and civil society organizations working on gender equality and women's empowerment, especially women's organizations, in decision-making	strategies, procedures, and practices.			
Activities: - Promote active participation of women, girls, men and boys in community meetings, marketplaces, school clubs, through the media (community radios, print and social media) etc. - Support community facilitators/change agents to conduct coaching for women, girls, men and boys for them to advocate for gender-responsive strategies, procedures and practices.				
Outcome 3: Gender norms and discriminatory behaviours and practices at local levels are transformed to promote women's and girls' voices, meaningful participation, and leadership - SP Outcome 3 Positive social norms, including through engaging men and boys - SP outcome indicator 0.3.2: Number of institutions putting in place policies and practices to address gender-based discrimination and/or combat gender stereotypes	Indicator 3.1: % of population in the project areas who believe women are credible leaders Indicator 3.2: % of males reported positive change of mindset on GEWE	TBD (2022)	TBD (2025)	<i>Quarterly reports, Monitoring visit report Coordination meeting reports, Baseline & Endline evaluation report</i>

Output 3.1: Community facilitators¹⁴ have increased capacities and skills to design and implement gender-transformative initiatives. <i>SP output indicator 0.3.e: Number of draft policies with monitoring/reporting mechanism to address institutionalized gender discriminatory or inequitable practices developed by partners</i>	Indicator 1.3.1: #Gender and disability responsive initiatives/actions designed and implemented by community facilitators	TBD (2022)	720 ¹⁵ (2025)	<i>Quarterly reports, Monitoring visit reports, Training workshop reports</i>
	Indicator 1.3.2: # Community facilitators demonstrate change of perceptions on GEWE	TBD (2022)	720 ¹⁶ (2025)	<i>Baseline/ Endline evaluation reports</i>
Activities: - Technical support to conduct transformative leadership trainings to community facilitators. - Support to the community facilitators to develop and implement gender responsive micro plans				
Output 3.2: Community and traditional leaders, including male leaders and influencers, and women led networks recognize and effectively promote women's participation and leadership in public life	Indicator 3.2.1: # of male leaders and image influencers (disaggregated by age and disability status) who make public commitments to take action on women's leadership and GEWE.	TBD (2022)	1440 ¹⁷ (2025)	<i>Quarterly reports, Monitoring visit reports, Coordination meetings report,</i>
	Indicator 3.2.2: # Transformative actions implemented by community and traditional leaders, influencers, and women led networks to promote women's participation and leadership in public life	TBD (2022)	TBD (2025)	<i>Endline evaluation & baseline survey reports</i>
Activities:				

¹⁴ Community facilitators: social welfare officers, community development officers, agriculture officers, education officers, health workers, MTAKUWA members, etc.

¹⁵ Ten in each project district for four years (18 districts in total).

¹⁶ Ten community facilitators for each district for four years (18 in total).

¹⁷ 20 from each district for four years (18 districts in total)

1. Support transformation of gender norms through engagement of community and traditional leaders, including men, boys and male influencers and women networks. 2. Support male leaders, influencers, and women networks to develop and implement gender-responsive strategies at the local level. 3. Support capacity building of women’s networks and platforms and disability organisations/associations for them to effectively take part in decision-making.				
Output 3.3: Women and girls, with and without disabilities, have enhanced economic agency and the ability to express their voice and priorities without fear of violence.	Indicator 3.3.1: # of media programs that promote the role of women’s leadership and GEWE.	TBD (2022)	2880 ¹⁸ (2025)	<i>Baseline Assessment report, Endline evaluation report</i> <i>Quarterly reports, Monitoring visit reports, Training workshop reports</i>
	Indicator 3.3.2: # Women and girls demonstrating abilities to demand for their rights.	TBD (2022)	80% increase from baseline (2025)	
	Indicator 3.3.3: % trained women demonstrating increased capacity in leadership at the local level (disaggregated by PWD status).	TBD (2022)	80% increase from baseline (2025)	
	Indicator 3.3.4: # Number of households in which males and females take part in joint decision-making about economic issues and ownership of resources.	TBD (2022)	80% increase from baseline (2025)	
Activities: 1. Support sensitisation and advocacy on the need to change discriminatory and unequal practices and norms to promote women’s leadership and meaningful participation in decision-making (Including VAWP). 2. Engage male gender champions/leaders to prevent the economic violence and promote women's land rights, collaborative gender partnership, democratic decision making and shared domestic and care responsibilities through the Gender Action Learning Plan tool (GAL).				

¹⁸ 40 for each project districts per year for four years (18 in total).

3. Conduct mentorship and coaching of women and girls including councillors, village/street chairpersons to engage in leadership positions and advocate for the adoption of gender responsive reforms at village/mtaa and Municipal and Council levels. 4. Strengthen coordination of established women's economic empowerment forums at the local government Levels and support establishment of national women's economic empowerment forum. 5. Undertake public advocacy on women's economic rights and leadership roles through community radio, brochures, and national events.				
Outcome 4: National and LGAs develop/strengthen laws, policies and services that recognize and address the disproportionate share of unpaid care work to promote women's leadership and participation in decision-making - SP Outcome 4 Women's equitable access to services, goods & resources - SP Outcome indicator 0.4.3: Number of countries where multi-sectoral systems, strategies or programmes are implemented to advance women's equal access to and use of services, goods and/resources, including social protection - SP output indicator 0.4.a Number of institutions with strengthened capacities to improve the provision of essential services, goods and/or resources for women - SDG indicator 5.4.1: Proportion of time spent on unpaid domestic and care work, by sex	Indicator 4.1 Number of national laws and policies and guidelines developed/revised to recognize and address the disproportionate share of unpaid care work by women and girls (with and without disabilities) Indicator 4.2: Perception of communities on the contribution (role) of childcare facilities on status of women's participation on leadership and local economies.	0 (2022) Baseline (2022): Limited contribution of childcare facilities on status of women's participation on leadership and local economies.	6 (2025) Target (2025): Change of perception to significant contribution of childcare facilities on status of women's participation on leadership and local economies.	<i>Training workshop reports,</i> <i>Monitoring visit reports,</i> <i>Coordination meetings report,</i> <i>Baseline & Endline evaluation reports</i>
Output 4.1: National and local governments have greater understanding and knowledge of the 3Rs¹⁹ of unpaid care work, and the	Indicator 4.1.1: # Local level policy dialogues on the disproportionate share of	0 (2022)	18 (2025)	<i>Quarterly project reports</i>

¹⁹ Recognition, Reduction and Redistribution.

disproportionate share of unpaid care work, including disabled and those caring for the disabled and its impacts on women leaders at the local levels	unpaid care work by women and girls. Indicator 4.1.2: # Targeted employees from local authorities including traditional leaders who demonstrate a greater understanding of and increased knowledge to address the disproportionate share of unpaid care work by women and girls	0 (2022)	600 (2025)	<i>Monitoring visit reports</i> <i>Dialogue meetings reports</i> <i>Endline evaluation report, Training reports</i>
Activities: 1. Conduct knowledge sessions of local institutions, decision-makers, policymakers, and other stakeholders on unpaid care work. 2. Conduct local government levels policy dialogues on women's disproportionate care burden. 3. Conduct dialogues with traditional leaders on redistribution of care work in the communities.				
Output 4.2: National and local authorities and women leaders have increased tools and capacities to develop and implement laws, policies and services that address unpaid care work and enhance women engagement in leadership in various local government units	Indicator 4.2.1: # Local government authorities with increased access to knowledge products and tools for enhanced knowledge and skills to implement laws, policies and services that address unpaid care work Indicator 4.2.2: # of women leaders (with and without disabilities) at LGA with increased knowledge and tools to advocate for women disproportional share of unpaid work	0 (2022) 0 (2022)	6 (2025) 600 (2025)	<i>Knowledge products produced and disseminated by UN Women</i> <i>Quarterly project reports</i> <i>Monitoring visit reports</i>

Activities: 1. Conduct mapping of existing and needed care service provision and social care infrastructure including in rural and urban areas. 2. Develop briefs to influence national and local policy formulation and interventions. 3. Conduct local -level feasibility studies to identify cost-effective solutions for care services and childcare provision in rural areas. 4. Support community-led plans on the implementation of models and guidelines for care services.				
Output 4.3: Women leaders in cooperatives and entrepreneurs have increased capacity to engage and venture in interventions that address disproportionate care burden at local levels	Indicator 4.3.1: # Women cooperatives and entrepreneurs with increased capacity on local level interventions and businesses that address unpaid care and domestic work in rural and/or urban areas	0 (2022)	600 (2025)	<i>Knowledge products produced and disseminated by UN Women</i>
	Indicator 4.3.2: # Women (with and without disabilities) who access transformative care services	TBD (2022)	TBD (2025)	<i>Quarterly project report</i> <i>End of project report</i> <i>Monitoring visit reports</i>
Activities: 1. Support women cooperatives/leaders to prepare local guidelines on the management and operationalization of community led interventions to reduce women's unpaid care work. 2. Support development of women's owned businesses/interventions that reduce women's unpaid care work				

Annex 3: Data collection tools

6.1.1 Tool for UN Women, IPs, CDOs, SWOs, Regional leadership, Local councils/District, Other project stakeholders, other UN agencies

Evaluation Criteria	Sub-Evaluation Questions	Probes	UN Women staff	Donor	CSO and academia IPs	Other project stakeholders	Other UN agencies
Relevance	1. Are the interventions addressing a priority need for women and girls – including those with disabilities?	Perceptions of women and girls (including with disabilities) on the appropriateness of the project Appropriateness of SBC approaches to address social norms and cultural practices and behavioural drivers of gender inequality	✗	✗	✗	✗	
	2. To what extent are the approaches of implementation (partners, modalities of social and behaviour change) appropriate to address the needs of women and girls?	Appropriateness of approaches for policy and legislative advocacy at national level Appropriateness of the partners to deliver on results Appropriateness of the support to LGA, and women in political leadership to improve WLER	✗	✗	✗	✗	
	3. To what extent does the project address the causal problems facing women including integration/ complementarities of the different interventions to support women and girls in LGA?	Complementarities exist between interventions to achieve the project goal	✗	✗	✗	✗	
	4. What new needs or priorities have emerged among different categories of women and girls?	New needs and priorities	✗	✗	✗	✗	
	5. What can be done to address these new needs and priorities?	Proposed interventions to address the new needs/priorities	✗	✗	✗	✗	

Evaluation Criteria	Sub-Evaluation Questions	Probes	UN Women staff	Donor	CSO and academia IPs	Other project stakeholders	Other UN agencies
Coherence	6. What added value does the WLER project have to initiatives by other UN agencies, and local governments?	Value addition of the WLER to efforts by other UN agencies, local governments Activities conducted in collaboration with UN agencies	✗			✗	✗
	7. What partnerships were established with other interventions/ work of CSOs, training institutions and academia to advance the project objectives?	Partnerships established with CSOs academia	✗		✗	✗	✗
Efficiency	8. What measures were put in place by UN Women/partners to support cost effective delivery?	Measures put in place to support cost effectiveness	✗		✗		
	9. How is cost effectiveness monitored?	Monitoring mechanisms put in place	✗		✗		
	10. What human resources have allocated to the project and are they adequate?	Adequacy of human resources for the project	✗	✗	✗	✗	
	11. What the financial resources to achieve the intended objectives?	Adequacy of financial resources	✗	✗	✗	✗	
	12. What are the views of stakeholders on the quality and adequacy of interventions?	Views of stakeholders on the quality and adequacy of interventions		✗		✗	
	13. To what extent were activities implemented according to annual workplans or agreed timelines?	Alignment of activities to the annual workplan	✗	✗	✗	✗	
	14. What challenges were experienced that undermined timely delivery?	Challenges causing delays	✗		✗	✗	
	15. What actions were put in place to address/ mitigate effects of delays?	Actions taken to address delays or mitigate the effects of delays	✗		✗		
	16. What measures were put in place to support integrating	Measures put in place	✗		✗		

Evaluation Criteria	Sub-Evaluation Questions	Probes	UN Women staff	Donor	CSO and academia IPs	Other project stakeholders	Other UN agencies
	human rights, gender equality, and the needs of disabled and young women?						
	17. Was resource allocation equitably distributed for these aspects?	% resource allocated for human rights and disability Perceptions on equity in resource allocation	✗		✗		
Effectiveness	18. Were the indicators in the results framework sufficient to measure change?	Missing indicators	✗	✗	✗		
	19. What monitoring systems were in place to monitor achievement of project outcomes?	Monitoring systems in place	✗	✗	✗		
	20. Were data from monitoring system used to inform decisions that improve project effectiveness?	Evidence of use of data from monitoring system for project improvement	✗	✗	✗		
	21. To what extent did the project meet its targets?	% targets met Reasons for achieving and not achieving targets	✗	✗	✗	✗	
	22. What results were achieved in each of the four outcomes?	Results achieved in each of the four outcomes	✗	✗	✗	✗	
	23. Were the approaches used to engaged males result in increased male participation in WLER?	Effective approaches for engagement of males	✗	✗	✗		
	24. Has male engagement resulted increased support for WLER in targeted communities?	Perceptions on increased male participation in WLER Support for WLER by men	✗	✗	✗		

Evaluation Criteria	Sub-Evaluation Questions	Probes	UN Women staff	Donor	CSO and academia IPs	Other project stakeholders	Other UN agencies
	25. What results can be observed in targeted communities as a result of the engagement of males?	Results achieved through male engagement	✗	✗	✗		
Sustainability	26. What opportunities exist for adoption of interventions promoted by the project?	Opportunities for scaling up interventions promoted by the project	✗	✗	✗	✗	✗
	27. How have LGAs, CSOs, UN agencies considered adopting and scaling up project interventions	Plans by LGAs, CSOs and UN agencies to scale up project interventions	✗		✗	✗	✗
	28. Which interventions are likely to be scaled up?	Interventions likely to be scaled up	✗		✗	✗	✗
	29. To what extent is the project owned by national stakeholders (LGAs, Parliament, government ministries and agencies)?	Evidence of ownership by national stakeholders (contribution, leadership etc.)	✗	✗	✗	✗	
	30. Is there sufficient capacity among national stakeholders to carry on the activities?	Capacity of national stakeholders Approaches to build capacity	✗	✗	✗	✗	
	31. What approaches increased ownership and capacity?	Approaches to build ownership	✗		✗	✗	
	32. What practices have changed among national partners for gender equality and LNOB?	Organisational practices that have changed	✗		✗	✗	
	33. What organisational policies have changed in support of gender equality and LNOB?	Organisational policies that have changed	✗		✗	✗	
Gender equality and LNOB	34. What measures are in the project design for gender equality and LNOB?	Measures put in place	✗		✗		
	35. To what extent are LNOB principles implemented by all partners during implementation?	LNOB principles not implemented by all partners Challenges experienced in implementing LNOB	✗		✗		

Evaluation Criteria	Sub-Evaluation Questions	Probes	UN Women staff	Donor	CSO and academia IPs	Other project stakeholders	Other UN agencies
	36. What are the barriers and facilitating factors for implementing gender equality and LNOB principles?	Barriers for implementing gender equality and LNOB principles Facilitators for implementing gender equality and LNOB principles	✗		✗		
	37. How were challenges addressed?	Actions taken and their success	✗		✗		
	38. Which groups have the WLER project successfully reached, and which groups may require additional targeting in future phases?	Groups reached by WLER Groups with limited reach	✗		✗		
Questions for Phase 2 design	39. Which areas were less effective (interventions and geographies)?	Areas less effective	✗		✗		
	40. How could the project improve the less effective?	Solutions for improving less effective areas	✗		✗		
	41. What new approaches are required for the project to meet emerging priorities and needs?	New approaches needed to address emerging priorities	✗	✗	✗	✗	
	42. What partnerships maybe required?	Partnerships required	✗	✗	✗	✗	
	43. What strategic decisions need to be made in the Phase 2 project?	Strategic decision for phase 2	✗	✗	✗	✗	
	44. What are the advantages and disadvantages of the options?	Advantages of each option Disadvantages of each option	✗	✗	✗	✗	

6.1.2 Annex 6.2: KII and FGD guides district and community level interviews

KII guide DDE, SWOs, CDOs

Relevance

1. Are the interventions addressing a priority need for women and girls – including those with disabilities?
2. What new needs or priorities have emerged among different categories of women and girls?
3. What can be done to address these new needs and priorities?

Coherence

4. What added value does the WLER project have to initiatives by your districts and other partners supporting gender equality in this district?
5. Are there platforms available to help coordinate gender equality and women's empowerment (GEWE) interventions in the district? Which ones and they functional)?

Efficiency

6. In your opinion were the interventions of the WLER of sufficient quality to effect change? Why do you say so?
7. In your opinion were the interventions adequate to effect the desired change of increased women's leadership and economic rights?

Effectiveness

8. What results have you seen from implementation of the WLER project? **PROBE: across all four outcomes.**

Sustainability

9. Has the district or other CSOs in the district adopted or considered adopting and scaling up WLER project interventions? Please explain and provide examples.
10. Is there sufficient capacity in the district to carry on the activities in the absence of WLER? Why do you say so?
 - a. What needs to be done to build sustainability
11. What practices have changed in the districts in support of gender equality and women with disabilities?
12. What organisational policies have changed in support of gender equality and women with disability?

Questions for Phase 2 design

13. Which areas were less effective (interventions and geographies)?
 - a. How could the project improve the less effective?
14. What new approaches are required for the project to meet emerging priorities and needs?
 - a. What partnerships maybe required?
15. What strategic decisions need to be made in Phase 2 project?
 - a. What are the advantages and disadvantages of the options?

KII guide Land Officers

1. Can you describe your role in the consultations and workshops held during the project's inception phase?
2. From your perspective, how did land officers' inputs shape the strategic interventions of the project?
3. The project mentions instances where young women and girls approached land officers for guidance. Can you share your experience in providing information on land ownership rights to women? **(Only for Dar es Salaam) PROBE: Common questions from beneficiaries, especially girls and young women.**
4. How do you see your role in increasing awareness of land rights among women and other marginalized groups such as women living with disabilities?
5. The project supported Certificates of Customary Rights of Occupancy (CCRO) issuance to women and gender-responsive Village Land Use Plans. From your technical perspective, what worked well in ensuring women's inclusion in these processes? **(Only in Tandahimba)**
6. What challenges remain in promoting women's land ownership and participation in formal land governance processes?
 - a. What can a project like WLER do to support this?
7. What measures are needed to strengthen LGA support for women's land rights beyond this project?
8. In your view, how can land officers best support gender equality in land governance moving forward?
9. What support would they need?

KII guide Legal officers

1. Can you describe your participation in the initial consultations and workshops for the WLER project?
 - a. Probe: What issues were discussed? How did legal officers contribute to shaping project strategies or objectives?
2. From your perspective, how did land officers' inputs shape the strategic interventions of the project?
3. The project supported by-law development and review at LGA level. Can you share your role in facilitating this process?
 - a. **PROBE: Which by-laws have been prioritized? How have women's rights and participation been integrated?**
4. What challenges have you encountered in introducing or revising by-laws that address women's leadership and economic rights?
5. In your view, how receptive are community leaders and LGA officials to adopting gender-responsive by-laws?
6. From a legal officer's perspective, what should be prioritized to sustain the gains of the WLER project?
7. How can LGAs and legal departments ensure that women's land, leadership, and economic rights are protected beyond project support?
8. What partnerships or capacity-building efforts would strengthen the legal department's contribution to gender equality in the future?

KII guide O&OD focal persons

1. Can you briefly describe the O&OD process in your district and your role as the focal person?
2. How is O&OD applied in planning and budgeting within your LGA? **PROBE: Village/mtaa meetings, Ward Development Committees, endorsement, implementation.**
3. From your experience, what are the main strengths of O&OD in ensuring community participation in planning?
4. What gaps have you observed in terms of women's participation and influence in the O&OD process? **PROBE: Representation on planning committees, decision-making roles, addressing women's priorities (e.g., unpaid care, GBV, economic empowerment. Explore work of GGTNs).**
5. How do existing O&OD guidelines and tools address (or fail to address) gender and inclusion?
6. What challenges do you face in ensuring women's voices and priorities are captured in local development plans?
7. How has the WLER project supported your work in making O&OD more gender-responsive? **PROBE: Training on Gender Mainstreaming (GM) and Gender Responsive Budgeting (GRB); collaboration with TGNP, LGTI Hombolo, and PO-RALG.**
8. Have you noticed changes in how community facilitators or LGA staff now approach O&OD planning and budgeting after project interventions? **PROBE: Attention to unpaid care, clean cooking, women's land rights, economic justice.**
9. How have you applied gender-responsive budgeting principles in O&OD processes at the district level?
10. What specific steps should be taken to ensure that O&OD continues to integrate gender equality and women's rights beyond the project?
11. How can collaboration between LGAs, NGOs, and national-level bodies (like PO-RALG) be strengthened to institutionalize gender-responsive O&OD?
12. From your perspective, what advice would you give to improve the O&OD process to better address discriminatory norms and community-level barriers for women?
13. If you had to highlight one key achievement and one key challenge in making O&OD gender-responsive under WLER, what would they be?

KII guide Procurement officers

14. From your perspective, how does the Public Procurement (Amendments) Act 2016 guide your work on inclusive procurement at district level?
15. Can you describe your role in ensuring that 30% of procurement opportunities are set aside for women, youth, older people, and persons with disabilities? **PROBE: Examples of how this has been applied in your district.**
16. What strategies or measures have been taken in your district to ensure women benefit from the 30% set-aside in practice? **PROBE: Outreach, training, simplified tendering, engagement with women's groups.**
 - a. How has the WLER project supported you?
17. Have you seen women actively participating in tenders?
 - a. If not, what are the main barriers preventing women from fully utilizing these opportunities? **PROBE: Awareness, capacity, access to capital, complexity of procedures.**
18. How do you track and report on the implementation of the 30% procurement set-aside at district level?
19. What challenges have you encountered in ensuring this commitment is implemented consistently? **PROBE: Differences between policy guidelines and practice, gaps in enforcement, low compliance in some regions.**
20. What additional support is needed to strengthen women's access to public procurement opportunities? **PROBE: Training, simplified processes, mentorship, policy enforcement.**
21. What recommendations would you give to UN Women, LGAs, and other partners to make inclusive procurement more effective and sustainable?

KII guide CDO 10% loans and CDO small businesses

1. Can you briefly describe your role for me?
2. How are you supporting women access to loans for their business or business support?
3. What challenges are women facing in accessing these loans/business support?
 - a. What about women with disabilities?
4. What support have you received from the WLER project to support greater access by women to these loans/ business support?
5. Over the course of the past three years what changes have you observed in women's access to loans or business support?
 - a. Why is this so?
6. Looking to the future what should a new WLER project need to do to enhance women's access to loans and business support? **PROBE: individual capacity, home environment, community environment**

FGD guide male allies and influencers

General

What motivated you to be a male champion for gender in your community?

What support did you receive from the WLER project to support you in your role?

Relevance

1. What challenges are you addressing in your role as male champions/influencers?
2. When you consider women's participation in leadership what are the main barriers that women face in the home and in the community? **(ANSWER SEPARATELY FOR EACH ONE) – FOR ALL EXPLORE/PROBE ISSUES OF GBV, UNPAID CAREWORK, PERCEPTIONS ON ABILITY**
 - a. In the home?
 - b. In the community?
3. Do the interventions of the project address these significant challenges sufficiently for you? Why?
4. When you consider women's participation in economic activities what are the main barriers that women face in the home and in the community? **(ANSWER SEPARATELY FOR EACH ONE) – FOR ALL EXPLORE/PROBE ISSUES OF GBV, UNPAID CAREWORK, PERCEPTIONS ON ABILITY**
 - a. In the home?
 - b. In the community?
5. Do the interventions of the project address these significant challenges sufficiently for you? Why?
6. Coming back to your work as male champions/influencers, what challenges do you face in your work?
 - a. How can these be addressed?

Efficiency

7. When you look at what the project did to support you to increase male support for women's leadership and political participation, was this the best way? **[REMINDE THE RESPONDENTS ABOUT THE ACTIVITIES THEY MENTIONED AT THE BEGINNING OF THE INTERVIEW]**
 - a. Why do you say so?

Effectiveness

8. How has participation in the project helped you as an individual?
 - a. Why do you say so?
9. When you consider the past and now, have you seen an increased role of men in supporting women starting their own businesses? **PROVIDE EXAMPLES**
 - a. What about from your partners/husbands? **PROVIDE EXAMPLES**
 - b. Why is this so?
10. When you consider the past and now, have you seen an increased role of men in supporting women participation in leadership? **PROVIDE EXAMPLES**
 - a. What about from your partners/husbands? **PROVIDE EXAMPLES**

b. Why is this so?

The future

In a future project what should be done to ensure more women participate in economic activities?

In a future project what should be done to ensure more women participate in leadership?

FGD guide male from model families

General

Can you tell me a little about your family and how decisions are usually made in your household?

Before joining this project, how did you and your wife normally make decisions about money, work, and family matters?

Effectiveness

1. How do you see the role of women in leadership positions (in the home, community, or business)?
 - a. In the home
 - b. In the community
 - c. In business
2. Has this view changed since you joined the project?
3. What do you think about women:
 - a. contributing to household income
 - b. owning property?
4. Has your thinking changed in any way?
5. How do you feel when your wife participates in:
 - a. meetings, trainings, or
 - b. community leadership roles?
6. Can you share examples of decisions you and your wife now make together that you used to make alone?
7. Have there been changes in how money or resources are managed in your household since the project started?
8. Do you encourage your wife to pursue: **FOR EACH QUESTION ASK** Why or why not?
 - a. leadership roles,
 - b. economic opportunities?
9. Have you taken on any new roles at home (e.g., childcare, household work) to support your wife's participation in leadership or economic activities?
10. What positive changes have you noticed in your family since you started practicing joint decision making?
11. What challenges, if any, have you faced when trying to share decisions with your wife?
12. How have other men in your community reacted to these changes in your household?

Sustainability

13. Do you think these changes in your household will continue after the project ends?
 - a. Why or why not?
14. What additional support do you think men like you need to continue supporting women's leadership and economic rights?
15. What advice would you give to other men about joint decision making with their wives?

The future

Looking back, what has been the most important lesson for you as a husband from this project?

If you could suggest one improvement to the project, what would it be?

In a future project what do you think should be done to improve joint decision making in households like yours?

What else needs to be done to help men support their wives take up leadership positions in the community and in business.

FGD guide males in the community

1. What are your views on women's participation in leadership? What is good about it?
 - a. Participation as elected officials of a political party
 - b. As a committee member in the community
2. What are your views on women's participation in leadership? What is bad about it?
 - a. Participation as elected officials of a political party
 - b. As a committee member in the community
3. What are your views on women contributing to household income independent of their husbands and owning property? What is good about it?
 - a. Participation as elected officials of a political party
 - b. As a committee member in the community
4. What are your views on women contributing to household income independent of their husbands and owning property? What is bad about it?
 - a. Participation as elected officials of a political party
 - b. As a committee member in the community
5. Have you been engaged by male champions? **[EXPLAIN THAT MALE CHAMPIONS ARE MEN THAT SPREAD MESSAGES OF THE IMPORTANCE OF WOMEN PARTICIPATING IN LEADERSHIP AND ECONOMIC ACTIVITIES. FOR MEN TO SUPPORT THEIR PARTNERS AND ALLOW THEM WHEN OPPORTUNITIES ARISE]**
 - a. How?
 - b. In your opinion were the messages resonating with you? Why do you say so?
6. When you consider the past and now, have you seen an increased role of men in supporting women starting their own businesses? **PROVIDE EXAMPLES**
 - a. What about from your partners/husbands? **PROVIDE EXAMPLES**
 - b. Why is this so?
7. When you consider the past and now, have you seen an increased role of men in supporting women participation in leadership? **PROVIDE EXAMPLES**
 - a. Why is this so?

The future

In a future project what should be done to ensure more women participate in economic activities?

In a future project what should be done to ensure more women participate in leadership?

FGD guide model families (households with joint decision making)

Relevance

1. How were you selected as a model family, and what did that mean to you?
2. What expectations were placed on you as a model family?
3. How did your household feel about being seen as a role model for others?

PROBE: Did men, women, and children in your household feel the same way about this role?

4. How have you shared your experiences with other families?
5. What methods have you used to influence other families (e.g., dialogues, meetings, home visits, demonstrations)?
6. What reactions did you get from other families when you shared your practices?

PROBE: Were there cases of resistance, skepticism, or support from others? How did you deal with them?

Efficiency

7. Was the support you received from the project sufficient to change your household practices? Why do you say so?
 - a. What other support would have wanted?

Effectiveness

8. What positive changes have you seen in your household and in your community since the model families were created?
9. What challenges have you faced in being a role model?
10. What lessons have you learned about changing attitudes and practices on women's rights and equality?

Sustainability

11. Do you think the changes in your family and community will continue after the project ends? Why or why not?
12. What further support do model families need to sustain and expand their role in promoting women's rights?
13. What advice would you give to other families who are starting to make similar changes?

The future

In a future project what should be done to ensure more families become model families?

FGD guide traditional leaders

1. Traditionally, how were women viewed in leadership and decision-making in your community?
 - a. Participation as elected officials of a political party
 - b. As a committee member in the community
2. What roles were women expected to play in economic activities in the past?
3. How do you personally view women's participation in community leadership and household decision making today?
 - a. Probe: What has influenced any changes in your views? (e.g., project trainings, exposure to examples, community dialogues).

Relevance

4. What are the main barriers that still limit women's leadership and economic participation in your community?
5. How do cultural traditions, religious beliefs, or economic pressures affect women's rights?
6. What challenges do you, as a traditional leader, face in promoting changes that support women's leadership?
7. If you could suggest three things to strengthen women's leadership and economic rights in your community, what would they be?

Effectiveness

8. Since being involved in this project, how has your own attitude toward women's leadership and economic rights changed?
9. Have you spoken publicly in support of women's leadership or women's economic empowerment? **Please give examples.**
10. What actions have you personally taken to challenge negative norms or practices that limit women's participation? **PROBE: Examples could include supporting women in councils, encouraging men to share decision making at home, or resolving disputes in favour of women's rights.**
11. What resistance, if any, have you faced from community members, elders, or peers when supporting women's participation?
12. From your perspective, have community attitudes toward women's leadership and economic rights changed? How?
13. Have you noticed changes in how women participate in:
 - a. local meetings, committees, or
 - b. economic groups or businesses?

PROBE: Are women speaking more, being elected/selected for roles, or starting businesses?

Sustainability

14. Do you think these changes in attitudes and practices will continue after the project ends?
Why or why not?
15. What additional support do traditional leaders need to keep promoting women's leadership and economic rights?

FGD guide Grassroots Gender Transformation Networks (GGTNs)

General

1. In your own words, what is the purpose of the GGTN in your community?
2. How do you describe the role of the GGTN to community members and leaders?

PROBE: What issues does the GGTN prioritize in your area (e.g., unpaid care work, GBV, women's leadership, budget accountability)?

Effectiveness

Social accountability

3. How does the GGTN ensure community voices are included in decision-making processes?
4. Have you engaged with local government officials to demand accountability or budget allocations for women's priorities?

PROBE: Can you share examples of how GGTN advocacy has led to changes (e.g., services, policies, resources)?

5. What challenges have you faced in holding leaders accountable?

Action research and micro action planning

6. What participatory action research activities has the GGTN conducted in your community?
7. How were micro action plans developed, and what issues did they focus on? **PROBE: Have these action plans led to tangible results? Please share examples.**

Gender transformative change

8. What activities has the GGTN carried out to raise awareness on gender equality and women's empowerment in your community?
9. Can you give examples of discriminatory norms or practices the GGTN has challenged?
10. What challenges has the GGTN faced in mobilizing the community or advocating for women's leadership and rights?
11. Have you encountered resistance from traditional leaders, community members, or local authorities? **PROBE: How have you dealt with backlash or resistance when pushing for change?**

Sustainability

12. How do you see the role of the GGTN evolving in the next 2–3 years?

13. What would help the GGTN become more sustainable and effective (e.g., resources, partnerships, recognition by authorities)?

The future

In a future project what should be done to strengthen the role of GGTNs?

FGD guide women entrepreneurs

General

What support have you received from the WLER project to help you start or improve your business?

When did you receive this support? From whom did you receive it?

Relevance

1. What are the most significant challenges you and other women face in starting and operating businesses? **(ANSWER SEPARATELY FOR EACH ONE) – FOR ALL EXPLORE/PROBE ISSUES OF GBV, UNPAID CAREWORK**
 - a. Do the interventions of the project address these significant challenges sufficiently for you? Why?
2. Are there any new bottlenecks that you or other women are facing starting or doing your businesses?
 - a. What are these?
 - b. How best do you think they can be resolved?
3. Do the interventions of the project address these significant challenges sufficiently for you? Why?
4. On a scale of 1-10 how important is the relationship with your partner starting and operating a business? Why **[PROBE WHAT IS IMPORTANT IN THAT RELATIONSHIP]**
5. On a scale of 1-10 how important are the attitudes of men in the community towards women's participation in economic activities in you starting something that generates money as a woman? Why do you say so? **[PROBE WHAT IS IMPORTANT IN THAT RELATIONSHIP]**
6. Are there any new bottlenecks that you and other women are facing in participating in economic activities?
 - a. What are these?
 - b. How best do you think they can be resolved?
7. What were the interventions that worked well to advance women's participation in economic activities and how could they be elevated in the successor Joint Program after the WLER?
8. What else do you think needs to be done to help more women participate in economic activities in your community?
 - a. Why do you say so? **(ASK FOR EACH ACTION RECOMMENDED)**

Efficiency

9. When you look at what the project did to increase number of women operating businesses was this the best way? **[REMIND THE RESPONDENTS ABOUT THE ACTIVITIES THEY MENTIONED AT THE BEGINNING OF THE INTERVIEW]**
 - a. Why do you say so?

Effectiveness

10. What have been the most important changes brought about by the project for you?
 - a. Why do you say so?
11. As women business owners were these changes sufficient to improve the operation of your business?
 - a. Why do you say so?
12. When you consider before the project and now, do you see any differences in how men:
 - a. treat their partners? What are the differences. **PROVIDE EXAMPLES**
 - b. perceive women who earn their money independent of their partners? What are the differences. **PROVIDE EXAMPLES**
13. When you consider the past and now, have you seen an increased role of men in supporting women starting their own businesses? **PROVIDE EXAMPLES**
 - a. What about from your partners/husbands? **PROVIDE EXAMPLES**
 - b. Why is this so?

The future

In a future project what should be done to ensure more women participate in economic activities?

FGD guide women in leadership and Jukwa la Wanawake (local government)

General

What support have you received from the WLER project to help you contest or participate in leadership positions?

When did you receive this support? From whom did you receive it?

Relevance

1. What are the most significant challenges you and other women face in competing or getting elected for leadership positions and decision-making including in: **(ANSWER SEPARATELY FOR EACH ONE) – FOR ALL EXPLORE/PROBE ISSUES OF GBV, UNPAID CAREWORK**
 - a. politics (councillors),
 - b. village, mtaa and vitongi and the community?
2. On a scale of 1-10 how important is the relationship with your partner to take on a leadership role? Why
3. On a scale of 1-10 how important are the attitudes of men in the community towards women's leadership in you taking up a leadership role? Why do you say so?
4. Do the interventions of the project address these significant challenges sufficiently for you? Why?
5. Are there any new bottlenecks that you and other women are facing in increasing their participation in politics and leadership and decision-making?
 - a. What are these?
 - b. How best do you think they can be resolved?
6. What were the interventions that worked well to advance women's leadership and how could they be elevated in the successor Joint Program after the WLER?
7. What else do you think needs to be done to help more women participate in leadership and decision making in the community and in the district?
 - a. Why do you say so? **(ASK FOR EACH ACTION RECOMMENDED)**

Efficiency

8. When you look at what the project did to increase the number of women in leadership (councillors, community etc) was this the best way? **[REMINDE THE RESPONDENTS ABOUT THE ACTIVITIES THEY MENTIONED AT THE BEGINNING OF THE INTERVIEW]**
 - a. Why do you say so

Effectiveness

9. What have been the most important changes brought about by the project for you?
 - a. Why do you say so?
10. As aspiring women leaders were these changes sufficient to increase your potential to participate in politics and leadership?
 - a. Why do you say so?
11. When you consider before the project and now, do you see any differences in how men:
 - a. treat their partners? What are the differences. Provide examples.
 - b. perceive being led by women? What are the differences . Provide examples.

12. When you consider the past and now, have you seen an increased role of men in supporting women's participation in leadership in your communities? Provide examples
- a. What about from your partners/husbands? Provide examples
 - b. Why is this so?

The future

In a future project what should be done to ensure women participate in leadership in this

- community
- as councillors.
- at the district including

FGD guide women with disability entrepreneurs

General

What support have you received from the WLER project to help you start or improve your business?

When did you receive this support? From whom did you receive it?

Relevance

1. What are the most significant challenges you and other women with disabilities face in starting and operating businesses? **(ANSWER SEPARATELY FOR EACH ONE) – FOR ALL EXPLORE/PROBE ISSUES OF GBV, UNPAID CAREWORK, PERCEPTIONS ON ABILITY**
 - a. Do the interventions of the project address these significant challenges sufficiently for you? Why?
2. Are there any new bottlenecks that you or other women with disabilities are facing in starting or doing your businesses?
 - a. What are these?
 - b. How best do you think they can be resolved?
3. Do the interventions of the project address these significant challenges sufficiently for you? Why?
4. On a scale of 1-10 how important is the relationship with your partner starting and operating a business? Why **[PROBE WHAT IS IMPORTANT IN THAT RELATIONSHIP]**
5. On a scale of 1-10 how important are the attitudes of men in the community towards women's participation in economic activities in you starting something that generates money as a woman? Why do you say so? **[PROBE WHAT IS IMPORTANT IN THAT RELATIONSHIP]**
6. On a scale of 1-10 how important are the attitudes of people in institutions towards you starting or operating your business? Why do you say so?
7. Are there any new bottlenecks that you and other women with disabilities are facing in participating in economic activities?
 - a. What are these?
 - b. How best do you think they can be resolved?
8. What were the interventions that worked well to advance women with disabilities' participation in economic activities and how could they be elevated in the successor Joint Program after the WLER?
9. What else do you think needs to be done to help more women with disabilities participate in economic activities in your community?
 - a. Why do you say so? **(ASK FOR EACH ACTION RECOMMENDED)**

Efficiency

10. When you look at what the project did to increase number of women with disabilities operating businesses, was this the best way? **[REMINDE THE RESPONDENTS ABOUT THE ACTIVITIES THEY MENTIONED AT THE BEGINNING OF THE INTERVIEW]**

- a. Why do you say so?

Effectiveness

11. What have been the most important changes brought about by the project for you?
 - a. Why do you say so?
12. As women with disability business owners were these changes sufficient to improve the operation of your business?
 - a. Why do you say so?
13. When you consider before the project and now, do you see any differences in how you are treated during procurement or getting loans?
 - a. Participation in procurement of goods and services
 - b. Getting loans to improve your business
 - c.
14. When you consider the past and now, have you seen an increased role of men in supporting women starting their own businesses? **PROVIDE EXAMPLES**
 - a. What about from your partners/husbands? **PROVIDE EXAMPLES**
 - b. Why is this so?

The future

In a future project what should be done to ensure more women participate in economic activities?

IDI guide for male influencers/allies

This guide will be administered to male allies/champions/influencers

1. Why did you decide to be a male champion/influencer in the community?
2. What challenges have you faced in your role?
 - a. How do you think these can be overcome?
3. Are you seeing a change in men's attitudes and behaviours towards women's participation in leadership and economic activities?
 - a. What changes have you seen?
 - b. What can you attribute this too? Explore role of the project.
4. Are there beliefs or social norms that have been stubborn to change?
 - a. Which ones and why?
5. Which groups of men have been the most difficult for you? Why?

IDI guide for women beneficiary of cookstove

This guide will be administered to women who were beneficiaries of cookstoves in Singida.

1. Can you describe how you use the improved cookstove in your daily life?
2. How has it changed the amount of time you spend collecting fuel?
 - a. Have you been able to use the saved time for other activities? **PROBE: Income generation, rest, community participation, children's education.**
3. How has it changed the time you spend cooking?
4. Has the improved cookstove changed how your family sees your work in the home?
5. How do your husband/partner and children perceive the cookstove?
6. Have you experienced any challenges in using or maintaining the cookstove?
7. Has the improved cookstove influenced your role in decision-making at home? If so, how?
8. What do you like most about having the improved cookstove?
9. What improvements would you suggest for the cookstove project?
10. Would you recommend it to other women in your community? Why or why not?

IDI guide for women in leadership and Jukwa la Wanawake (local government)

This guide will be administered to women in community banks (VICOBAAs), entrepreneurs, and cooperatives.

1. What inspired you to go into the business?
2. Did you face any difficulties in your journey: what were they? **Explore: community (from men and women), in the home, and individually (confidence, knowledge) etc.**
3. When you look at the challenges you faced in your journey, has it become easier for women to start a business now than before?
 - a. Why would you say so? **Explore the effect of project interventions.**
4. Are there other new challenges you are beginning to see that could affect women's ability to own a business?
 - a. Which ones?
 - b. How can women be helped to overcome these challenges?
5. What would other women in the community need to do to be like you?
6. What support do women need to help become businesspersons like you?
7. Anything else you would like to say?

IDI guide for women in model families

This guide will be administered to women from model families.

1. Since becoming a model family, how has decision-making about land, livestock, or other productive resources changed?
2. How is household income now shared or managed between husband and wife?
3. How have responsibilities for childcare, cooking, cleaning, or caring for the sick changed in your family? **PROBE: Can you give examples of tasks that your husband is doing now that he did not do before?**
4. Have there been any changes in how conflicts, especially around money or resources, are resolved in your home?
5. Do women in your household now have more say in family or community decisions? In what ways?
6. How do men in your family support women (including women with disabilities) to participate in leadership or community roles? **PROBE: Can you share an example of a woman from your family who has taken on a new leadership or economic role since joining the initiative?**
7. What changes have you seen in your household on sharing unpaid care and domestic work between your husband and you?
8. What support do other families need to be like your family?
9. Anything else you would like to say?

IDI guide for women in leadership and Jukwa la Wanawake (local government)

This guide will be administered to women councillors, women leaders at the village, mtaa and kitongoji levels.

1. What inspired you to become a leader in this community?
2. Did you face any difficulties in your journey to be leader: what were they? **Explore: community (from men and women), in the political party (for councillors), in the home, and individually (confidence, knowledge) etc.**
3. When you look at the challenges you faced in your journey, has it become easier for women to be in leadership now than before?
 - a. Why would you say so? **Explore the effect of project interventions.**
4. Are there other new challenges you are beginning to see that could affect women's participation in leadership?
 - a. Which ones?
 - b. How can women be helped to overcome these challenges?
5. What would other women in the community need to do to be like you?
6. What support do women need to help become leaders like you?
7. Anything else you would like to say?

FGD guide women who were not successful in elections

1. What inspired you to want to become a leader in this community?
2. Did you face any difficulties in your journey to be leader: what were they? **Explore: community (from men and women), in the political party (for councillors), in the home, and individually (confidence, knowledge) etc.**
3. When you look at the challenges you faced in your journey, has it become easier for women to be in leadership now than before?
 - a. Why would you say so? **Explore the effect of project interventions.**
4. Why do you think you failed to become a leader?
 - a. Has not being elected/chosen affected your desire to be a leader in the future? Why do you say so?
5. What would be required to support you be elected?
6. Are there other new challenges you are beginning to see that could affect women's participation in leadership?
 - a. Which ones?
 - b. How can women be helped to overcome these challenges?
7. What support do women need to help them become aspiring leaders like you?
8. Anything else you would like to say?

The future

In a future project what should be done to ensure women participate in leadership in this

- community (village, mtaa and vitongi)
- as councillors
- at the district

6.1.3 Annex 6.4: Outcome Harvesting Workshop Package

Project: Empowering Women and Girls in Leadership, Economic Opportunities, and Decision-Making at Local Levels

Duration: 1 Day (08:30 – 16:30)

Participants: GEWE coordination group, UN Women staff, LGAs,

Facilitators: Lead evaluator, rapporteur/note-takers.

Section 1: Workshop Programme

Time	Session	Objectives	Methods/Facilitator
08:30 – 09:00	Registration and coffee	Arrival and networking; distribution of agenda and materials	Registration desk, informal networking
09:00 – 09:30	Opening session	Welcome remarks: outline objectives of the workshop and introduce Outcome Harvesting approach Workshop objectives: • Identify and document key outcomes from the project • Understand project contributions and external influences • Draw lessons for sustainability and Phase II	Plenary; UN Women/Partner representative
09:30 – 10:30	Session 1: Identifying outcomes	Brainstorm observed changes in • Women's leadership & decision-making • Economic opportunities (including for women with disabilities) • Transforming discriminatory norms & male engagement • Addressing unpaid care work & gender-responsive policy/action plans Participants write outcomes on cards (1 change per card)	Plenary brainstorming; facilitator guidance
10:30 – 11:00	Tea Break	Refreshments and networking	Break
11:00 – 12:30	Session 2: Group work – refining outcomes	Refine outcomes (who changed, what changed, where, when) and select priority outcomes	Group discussions in four thematic areas; facilitators support

Time	Session	Objectives	Methods/Facilitator
		Participants split into 4 thematic groups: 1. Women's leadership & decision-making 2. Economic empowerment (including disability inclusion) 3. Social norms & male engagement 4. Unpaid care work & gender-responsive policies Tasks: • Refine outcomes (who changed, what changed, where, when) • Select 3–5 key outcomes per group for deeper analysis • Prepare to present in plenary	
12:30 – 13:30	Lunch	Break for lunch	Lunch break
13:30 – 14:30	Session 3: Substantiating Outcomes and contributions	Analyze project contributions, external influences, and evidence for selected outcomes. Discuss areas where project was less effective, and whether new approaches, tools, or partnerships should be considered. Each group discusses: • How did the project contribute? • What other actors/factors influenced the outcome? • What evidence supports this outcome (reports, minutes, testimonies, data)? Groups document enablers, barriers, and any unintended outcomes In addition to linking outcomes to contributions, groups will discuss: • How can the project improve upon areas that were less effective in this phase? • Should new approaches, tools, or partnerships be considered to meet evolving needs?	Group work; documentation on flipcharts
14:30 – 15:15	Session 4: Plenary sharing and clustering	Share refined outcomes, cluster into categories (policy, practice, participation, behavior) Each group presents their refined outcomes	Group presentations; facilitated plenary

Time	Session	Objectives	Methods/Facilitator
		- Facilitator clusters outcomes into categories: policy, practice, participation, behavior - Identify cross-cutting themes (e.g., persistent patriarchal attitudes, role of mentorship, male champions, improved data use)	
15:15 – 15:30	Tea Break	Refreshments and networking	Break
15:30 – 16:15	Session 5: Lessons learned and recommendations	Discuss strategies that worked, gaps, and recommendations for sustainability and scaling up. Groups/plenary to answer additional questions: - Are there strategic choices (Option X or Y) that should shape the design of Phase II? - Which groups have been successfully reached, and who may need additional targeting (e.g., young women, rural women, women with disabilities, men)? - What opportunities exist for replicating or scaling up good practices?	Plenary discussion; facilitator moderation
16:15 – 16:30	Closing Session	Summarize validated outcomes, lessons, and next steps for evaluation and Phase II	Closing remarks; donor/UN Women

Facilitator's Detailed Guidance

General facilitation principles

- Ensure the process is **participatory, inclusive, and safe**. Use the “do no harm” principle and encourage respectful dialogue.
- Pay attention to **power dynamics**: encourage women, youth, and persons with disabilities to speak up and ensure their voices are heard.
- Use **simple, clear language**; avoid jargon. Translate or interpret where necessary.
- Capture **outcomes neutrally** — avoid attributing outcomes to the project too early. First focus on “what changed,” then analyse “who contributed” and “how.”

Session-by-Session Facilitation Notes

Session 1: Identifying outcomes (09:30 – 10:30)

Facilitator Role:

- Explain what an **outcome** is: “a change in behaviour, relationships, policies, practices, or participation of a social actor (individual, group, or institution).”
- Give project-relevant examples:
 - *“A local council adopted a gender-responsive budget plan.”*
 - *“Men in X district started participating in childcare as a result of awareness activities.”*
- Ask participants to think about **changes they have observed** in their communities, councils, or organizations since the project began.
- Write outcomes on cards (1 per card). Collect and cluster them on the wall/board.

Session 2: Group work – refining outcomes (11:00 – 12:30)

Instructions to Groups:

- Each group is assigned one theme (Leadership; Economic Empowerment; Norms & Male Engagement; Unpaid Care Work & Policies).
- From the brainstormed outcomes, pick 3–5 **most significant or relevant outcomes**.
- For each outcome, answer:
 1. **Who changed?** (actor: individual, group, or institution)
 2. **What changed?** (policy, practice, behaviour, relationship)
 3. **When and where did the change occur?**
- Use flipcharts to document outcomes in the format:
 1. *Actor + Change + Evidence + Date/Location*

Facilitator Role:

- Visit each group, ensure they are writing outcomes clearly and not mixing “outputs” (activities) with “outcomes” (changes).
- Encourage specificity (e.g., “20 women elected into council committees in Singida in 2023” is stronger than “more women in leadership”).

Session 3: Substantiating outcomes and contributions (13:30 – 14:30)

Instructions to Groups:

For each selected outcome, discuss and write down:

1. **Contribution:** How did the project contribute? (training, mentorship, policy support, advocacy, grants, etc.)
2. **Other Influences:** What other actors/events contributed (e.g., political reforms, donor support, community campaigns)?

3. **Evidence:** What evidence exists to verify this outcome? (meeting minutes, policy documents, reports, testimonies, statistics).
4. **Barriers:** Were there challenges in achieving or sustaining this change? (e.g., patriarchal norms, lack of resources).
5. **Unintended results:** Were there any unexpected changes?

Encourage groups to not only validate outcomes but also **reflect critically**:

- *“Where did the project fall short or struggle to produce change?”*
- *“Would different approaches (new tools, partnerships, delivery mechanisms) have been more effective?”*

Facilitator Role:

- Remind groups to be honest about both **positive and negative/unintended outcomes**.
- Encourage them to think about **external contributions** — the project is rarely the only factor.

Session 5: Lessons learned and recommendations (15:30 – 16:15)

Instructions to Groups/Plenary:

- Based on the outcomes, discuss:
 1. **What worked well?** (e.g., mentorship, regional GEWE coordination groups, disability inclusion strategies).
 2. **What needs improvement?** (e.g., stronger male engagement, more targeted support for young women leaders).
 3. **What should be scaled up in Phase II?** (e.g., care work pilots, mentorship networks, gender data systems).
- Each group proposes 3–4 recommendations.

Guide plenary discussions towards **future-oriented learning**:

- *“Which strategies/options should Phase II prioritize?”*
- *“Are there groups we unintentionally excluded or reached less effectively?”*
- *“Where do we see opportunities to replicate or scale up?”*

Facilitator Role:

- Capture recommendations on flipcharts.
- Emphasize **action-oriented language** (“Expand mentorship networks,” not “Mentorship is important”).
- Summarize recommendations into **strategic directions** for Phase II.

Group Discussion Guidance Notes (Handout for Groups)

When Identifying Outcomes:

- Think of **changes** (not activities).
- Be specific: Who changed, what changed, when, and where?
- Write each outcome as a full sentence (Actor + Change).

When Substantiating Outcomes:

Ask yourselves:

- How did the project contribute?
- What other actors/events contributed?
- What evidence can verify this change?
- What helped the change happen? (enablers)
- What made it difficult? (barriers)
- Were there unintended or unexpected results?

When Drawing Lessons:

- What approaches worked best?
- What gaps or challenges remain?
- What should be sustained, replicated, or scaled up?
- What new strategies are needed for Phase II?

6.2 Annex 6.5: Field Plan

Date	Region	District	Activity	Stakeholders	Sample-size	Responsible	Logistics and resources
30-Aug-25			Training of research team	3 high-level researchers from Tanzania		Ngoni Marimo	Online training of team members on the tools and results workshop programme and expected outputs.
31-Aug-25			Departure to various regions for data collection	All 6 members of the research team plus drivers		Theresa Marimo	Ensure vehicles and drivers are secured. Communication with UNW regional coordinators and field assistants (intepreters) prior to arrival in the regions
1-Sep-25	Arusha	Regional Level	Outcome harvesting workshop	Invite as per your discretion. We need persons that are able to inform discussions on the performanc eof the WLER project in Arusha region. Please note text in the logistics and resources.	Max 20 participants	Ngoni Marimo	Secure venue for workshop, lunch and travel. Ensure communication with all stakeholders. For ward development officers and community level facilitators only those in the urban areas or close rural areas that do not need reimbursement for transport or require accomodation.
2-Sep-25		Arusha City Council	KIIs District level and Community FGDs	District KIIs DED/Land and Legal officers District Community Development Officers Districts Social Welfare Officers Planning Officers (GRB) FGDS (Baraa) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBA)s Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives (women with and	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs

				without disability include young women)			
3-Sep-25		Arusha City Council	Community FGDs mop-up and IDIs	FGDs (Murieta) Male allies/community influencers Households with joint decision-making Traditional Leaders 2 IDIs Woman in local or traditional leadership Woman in politics e.g councillor	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
4-Sep-25		TRAVEL	TRAVEL	TRAVEL TO 2ND DISTRICT			This day can also be used as a mop up.

4-Sep-25		Monduli DC	KIIs District level and Community FGDs	District KIIs DED Land Officers Legal officers District Community Development Officer District Social Welfare Planning officer (GRB)	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs
5-Sep-25		Monduli DC	Community FGDs and IDIs	FGDs (Sepeko) Male allies/community influencers Households with joint decision-making Traditional Leaders 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor	2 IDIs 4 FGDs		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
6-Sep-25		Monduli DC	Community IDIs mop ups	3 IDIs (Sepeko) Woman in VICOBA entrepreneur Woman in a household with improved decision making Male allies/community influencer	3 IDIs (one person per IDI)		Data collection and consolidation of notes
7-Sep-25		TRAVEL	TRAVEL TO DAR ES SALAAM	TRAVEL TO DAR ES SALAAM			

1-Sep-25	Singida	Regional Level	Outcome harvesting workshop	Invite as per your discretion. We need persons that are able to inform discussions on the performance of the WLER project in Singida region. Please note text in the logistics and resources.	Max 20 participants	Tz Researcher 1	Secure venue for workshop, lunch and travel. Ensure communication with all stakeholders. For ward development officers and community level facilitators only those in the urban areas or close rural areas that do not need reimbursement for transport or require accommodation.
2-Sep-25		Singida MC	KIIs District level and Community FGDs	District KIIs DED/Land and Legal officers District Community Development/Social Welfare FGDS (Mandewa) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBA)s Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. (women with and without disability include young women)	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs
3-Sep-25		Singida MC	Community FGDs mop-up and IDIs	FGDs (Majengo) Male allies/community influencers Households with joint decision-making Traditional Leaders 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
4-Sep-25		TRAVEL	TRAVEL	TRAVEL TO 2ND DISTRICT			

4-Sep-25		Ikungi DC	KIIs District level and Community FGDs	District DED Land and Legal officers District Community Development Officers District Social Welfare Officers FGDS (Mungaa) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBA) Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. (women with and without disability include young women)	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs
5-Sep-25		Ikungi DC	Community FGDs mop-up and IDIs	FGDs (Minyunge) Women with disabilities in VICOBA Male allies/community influencers Households with joint decision-making Traditional Leaders 2 IDIs Woman in local traditional leadership Woman beneficiary of improved cooking stove	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
6-Sep-25		Ikungi DC	Community IDIs mop ups	3 IDIs Woman in VICOBA entrepreneur Woman in a household with improved decision making Male allies/community influencer	3 IDIs (one person per IDI)		Data collection and consolidation of notes
7-Sep-25		Ikungi DC	TRAVEL TO DAR ES SALAAM	TRAVEL TO DAR ES SALAAM			

1-Sep-25	Lindi	Regional Level	Outcome harvesting workshop	Responsible parties (TTGNP, TUSONGE CDO, ADD International, TADIO) - 5 Ward Development Officers- 2- 4 Community level facilitators (LGA officers etc.) - 2-4 Land and legal officers - 2 Regional Administrative Secretaries and the Regional Community Development Officers (WLER Project Regional Coordinators) - 4 UNW regional WLER officers- 1	Max 20 participants	Tz Researcher 2	Secure venue for workshop, lunch and travel. Ensure communication with all stakeholders. For ward development officers and community level facilitators only those in the urban areas or close rural areas that do not need reimbursement for transport or require accomodation.
2-Sep-25		Lindi MC	KIIs District level and Community FGDs	District KIIs DED/Land and Legal officers District Community Development/Social Welfare FGDS (Mchinga) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBAs) Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. Young women (18–24)- in and out of school	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs
3-Sep-25		Lindi MC	Community FGDs mop-up and IDIs	FGDs (Ng'apa) Women with disabilities in VICOBAs Male allies/community influencers Households with joint decision-making Traditional Leaders 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
4-Sep-25		TRAVEL	TRAVEL	TRAVEL TO 2ND DISTRICT			

4-Sep-25		Ruangwa DC	KIIs District level and Community FGDs	District KIIs DED/Land and Legal officers District Community Development/Social Welfare FGDS (Mandawa) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBA) Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs
5-Sep-25		Ruangwa DC	Community FGDs mop-up and IDIs	FGDs (Nachingwea) Women with disabilities in VICOBA Male allies/community influencers Households with joint decision-making Traditional Leaders 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
6-Sep-25		Ruangwa DC	Community IDIs mop ups	3 IDIs (Nachingwea) Woman in VICOBA entrepreneur Woman in a household with improved decision making Male allies/community influencer FGDs Men in the community	3 IDIs (one person per IDI)		Data collection and consolidation of notes
7-Sep-25		TRAVEL	TRAVEL TO DAR ES SALAAM	TRAVEL TO DAR ES SALAAM			

1-Sep-25	Mtwara	Regional Level	Outcome harvesting workshop	Responsible parties (TTGNP, TUSONGE CDO, ADD International, TADIO) - 5 Ward Development Officers- 2- 4 Community level facilitators (LGA officers etc.) - 2-4 Land and legal officers - 2 Regional Administrative Secretaries and the Regional Community Development Officers (WLER Project Regional Coordinators) - 4 UNW regional WLER officers- 1	Max 20 participants	Tz Researcher 3	Secure venue for workshop, lunch and travel. Ensure communication with all stakeholders. For ward development officers and community level facilitators only those in the urban areas or close rural areas that do not need reimbursement for transport or require accomodation.
2-Sep-25		Mtwara MC	KIIs District level and Community FGDs	District KIIs DED/Land and Legal officers District Community Development/Social Welfare FGDS (Naliendele) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBA)s Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. Young women (18–24)- in and out of school	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs
3-Sep-25		Mtwara MC	Community FGDs mop-up and IDIs	FGDs (Chuno) Women with disabilities in VICOBA Male allies/community influencers Households with joint decision-making Traditional Leaders 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
4-Sep-25		TRAVEL	TRAVEL	TRAVEL TO 2ND DISTRICT			

4-Sep-25		Tandahimba DC	KIIs District level and Community FGDs	District KIIs DED/Land and Legal officers District Community Development/Social Welfare FGDS (Tandahimba) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBA) Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. Young women (18–24)- in and out of school	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs
5-Sep-25		Tandahimba DC	Community FGDs mop-up and IDIs	FGDs (Luagala) Women with disabilities in VICOBA Male allies/community influencers Households with joint decision-making Traditional Leaders 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
6-Sep-25		Tandahimba DC	Community IDIs mop ups	3 IDIs (Luagala) Woman in VICOBA entrepreneur Woman in a household with improved decision making Male allies/community influencer FGDs Men from model families	3 IDIs (one person per IDI)		Data collection and consolidation of notes
7-Sep-25		TRAVEL	TRAVEL TO DAR ES SALAAM	FGDs (Terat) Women with disabilities in VICOBA Male allies/community influencers			

1-Sep-25	Pwani	Regional Level	Outcome harvesting workshop	Responsible parties (TTGNP, ADD International, TADIO) - 5 RAS, RDO, RPO, RSWO, REEO, Regional Election Officer (??), Ward Development Officers- 2- 4; CDOs, DLOs, CDO (10% loans for women, VICOBA), Community level facilitators (LGA officers etc.) - 2-4 Land and legal officers - 2 Regional Administrative Secretaries and the Regional Community Development Officers (WLER Project Regional Coordinators) - 4 UNW regional WLER officers- 1	Max 20 participants	Tariro Mukupe	Secure venue for workshop, lunch and travel. Ensure communication with all stakeholders
2-Sep-25		Kibaha TC	KIIs District level and Community FGDs	District KIIs Land and Legal officers District Community Development Officer/Social Welfare O&OD focal person (GRB and gender mainstreaming), District Procurement Officer (women with disability - facilitating inclusion of WwD in procurement at the local level) Planning Officers (GRB) FGDS (Pangani) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBA)s Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. Young women (18–24)- in and out of school GGTNs platforms (TGNP) (social accountability for gender... some	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs

				success e.g. child care centre; - WLER organised and capacity)			
3-Sep-25		Kibaha TC	Community FGDs mop-up and IDIs	FGDs (Mukuza) Women with disabilities in VICOBA Male allies/community influencers Jukwaa la Wanawake (political participation in local government) Traditional Leaders 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
4-Sep-25		Kibaha TC	TRAVEL	TRAVEL TO 2ND DISTRICT			

4-Sep-25		Chalinze DC	KIIs District level and Community FGDs	District Land and Legal officers District Community Development Officer/Social Welfare O&OD focal person (GRB and gender mainstreaming), District Procurement Officer (women with disability - facilitating inclusion of WwD in procurement at the local level) Planning Officers (GRB) FGDS (Vigwaza) Young women (18–24)- in and out of school Women with disability	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs
5-Sep-25		Chalinze DC	Community FGDs mop-up and IDIs	District Land and Legal officers District Community Development Officer/Social Welfare O&OD focal person (GRB and gender mainstreaming), District Procurement Officer (women with disability - facilitating inclusion of WwD in procurement at the local level) Planning Officers (GRB) FGDS (Vigwaza) Young women (18–24)- in and out of school Women with disability	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
6-Sep-25		Chalinze DC	Community IDIs mop ups	3 IDIs (Ubena zomoza) Woman in VICOBA entrepreneur Woman in a household with improved decision making Male allies/community influencer	3 IDIs (one person per IDI)		Data collection and consolidation of notes

7-Sep-25		TRAVEL	TRAVEL TO DAR ES SALAAM	TRAVEL TO DAR ES SALAAM			
1-Sep-25	Dar es Salaam	Regional Level	Outcome harvesting workshop	Responsible parties (TTGNP, TUSONGE CDO, ADD International, TADIO) - 5 RAS, REEO, RCDO, RPLO, RSWO Ward Development Officers- 2- 4 Community level facilitators (LGA officers etc.) - 2-4 Land and legal officers - 2 Regional Administrative Secretaries and the Regional Community Development Officers (WLER Project Regional Coordinators) - 4 UNW regional WLER officers- 1	Max 20 participants	Consolata Sulley	Secure venue for workshop, lunch and travel. Ensure communication with all stakeholders
2-Sep-25		Illala MC	KIIs District level and Community FGDs	District KIIs DED/Land and Legal officers District Community Development/Social Welfare CDO (in charge of loans for small businesses - Machinga complex) CDO (10% loans - VICOBAs) FGDS (Vingunguti) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBAs) Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. Young women (18–24)- in and out of school	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs

3-Sep-25		Illala MC	Community FGDs mop-up and IDIs	FGDs (Illala) Women with disabilities in VICOBAs Male allies/community influencers Households with joint decision-making Traditional Leaders 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor Woman who were not successfully elected	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance
4-Sep-25		Illala MC	TRAVEL	TRAVEL TO 2ND DISTRICT			
4-Sep-25		Temeke DC	KIIs District level and Community FGDs	District KIIs Legal officers District Community Development/Social Welfare FGDS (first ward) Women in various leadership positions (traditional, local, political etc.) Women in Village Community Banks (VICOBAs) Entrepreneurs, in cooperatives and those benefiting from economic empowerment initiatives. Young women (18–24)- in and out of school GGTNs (social accountability for gender)	2 KIIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs
5-Sep-25		Temeke DC	Community FGDs mop-up and IDIs	FGDs (second ward) Male allies/community influencers Traditional Leaders Women entrepreneurs 2 IDIs Woman in local traditional leadership Woman in politics e.g councillor	2 IDIs 4 FGDs (each FGD with 8-10 participants)		Ensure refreshments for FGDs and any special considerations for PWD including transport and caregiver allowance

6-Sep-25		Temeke DC	Community IDIs mop ups	3 IDIs Woman in VICOBA entrepreneur Male allies/community influencer	3 IDIs (one person per IDI)		Data collection and consolidation of notes
7-Sep-25		TRAVEL	TRAVEL TO DAR ES SALAAM	TRAVEL TO DAR ES SALAAM			