



FORMATIVE EVALUATION

Community Based Solutions and National Level Grants for Promoting Gender Equality and Engaging Men and Boys

FINAL REPORT

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SHUAA MARRAR

Evaluation Consultant

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EXECUTIVE SUMMARY

Background

In 2018 the UN Women Regional Office for Arab States (ROAS) commissioned a formative evaluation of the community and national level grants under its Sida funded Men and Women for Gender Equality regional programme to identify and better understand innovative and good practices in engaging men and boys to advance gender equality and women's empowerment at community and national level. These grants aimed to support community-based solutions and national actions to promote gender equality based on innovative approaches and South-South exchanges, as well as develop evidence-based advocacy and awareness to address the root causes of gender inequality. This formative evaluation provides findings, conclusions, and recommendations to support learning, knowledge generation, and decision-making with an aim to replicate and/or scale up effective approaches and strategies to advance GEWE in future programming.

The evaluation's **specific objectives** were to:

- a. Assess the **effectiveness** of community-based solutions and national level actions in promoting gender equality and women's empowerment and engaging men and boys;
- b. Analyse how a **human rights-based approach and gender equality principles**, including participation, inclusion, equality, and non-discrimination are integrated in implementation and reach those most marginalized populations;
- c. Assess the extent to which interventions have addressed or contributed to **social transformation**;
- d. Identify **lessons learned, good practices and models, and innovations** of efforts that support gender equality and human rights for replication and scale-up; and
- e. Generate actionable **recommendations** for improving the interventions and replicating and / or scaling effective models.

Evaluation Methodology

The evaluation approach was utilisation-focused, gender responsive and human rights-based based, and integrated elements of a developmental approach. Given the focus of the programme on advancing gender equality and human rights, the formative evaluation had two criteria: *effectiveness in relation to gender equality and human rights* and *social transformation*.

Two rounds of data collection were conducted in three of the four target countries - Lebanon, Morocco, and Palestine¹ with a purposefully selected number of national and community level grantees. Grants were selected based on their potential to generate lessons learned, good practices and innovation; the final sample included two community-based grantees, one national-level grantee, and an umbrella organization working in each country. During each round of data collection, the consultant conducted in-depth interviews, semi-structured group interviews, focus groups, and field observations, in addition to an extensive document review. Emerging findings were discussed and validated with national and community-based organisations after the first round of data collection. In total, the evaluation is informed by the

¹ Egypt due to later start of implementation was included in a separate exercise.

perspectives and insights of 346 stakeholders (182 female and 164 male) both individuals and representatives of institutions.

Programme Context

The Men and Women for Gender Equality Regional Programme was a four-year programme (January 2015 – February 2019) whose overall goal was to enhance gender equality in the Arab States region. The programme addresses gender inequality through a comprehensive approach that is based on a bottom-up intervention strategy which supports communities, grassroots movements and civil society organizations to have an impact on the improvement of women's human rights in the Arab region. The programme has four countries of focus, specifically, Egypt, Lebanon, Morocco and Palestine and is funded by the Swedish International Development Cooperation Agency (Sida).

As part of the programme UN Women supported community and national level actions in the four programme countries of focus. Community led interventions aimed to decrease gender inequalities by addressing their structural causes. Recognizing that one size does not fit all, the programme tested community owned interventions implemented by CBOs working in urban and rural areas across the countries. Interventions included: engaging men in fatherhood and care; working with children and youth through art, theatre, sports, etc, to promote gender equality and male engagement; working with men to prevent gender-based violence, etc. The average budget per CBO was between USD 10,000-20,000 for 6 months to one year of implementation. Grants were managed by umbrella organizations. National level action grants were implemented by national NGOs/INGOs and included national level advocacy for legal reform; working with children and youth in schools to address gender stereotypes and promote male engagement; working in schools to prevent bullying; engaging in the community through theatre to promote positive fatherhoods, etc. The average budget for national grants ranged from USD 50,000-USD 200,000 and covered a period from 9 months – one year.

Key Findings

The following findings are based on the analysis of collected data and the various discussions with community members and other key stakeholders in Lebanon, Palestine, and Morocco:

Finding 1: There is evidence from each country that the program has made progress in promoting gender equality on the individual level, particularly in attitudes. There are also emerging changes in behaviours and power dynamics among family members of direct beneficiaries across the three countries. However, this has not yet translated into behavioural changes at the broader community level.

Finding 2. In all three countries, both national and CBO grantees saw success in engaging men and boys in promoting gender equality and women's empowerment. In some countries, this work has largely focused on first identifying and working with men who already had some degree of gender equitable attitudes and reaching out to them in places where they gather and where they can make a difference or have influence.

Finding 3 - The most effective strategies for promoting gender equality were those that actively engaged the community. The strategies adopted demonstrated an understanding of who were the key groups to work with and the key approaches and entry points for engagement.

Finding 4 - Interventions that focused on increased exposure utilizing multiple entry points in one target location and leveraging community gatekeepers, individuals who have leadership or influential roles in the

community and could influence community attitudes and norms, were more likely to show the highest potential for community-level change.

Finding 5 - The project's only unintended effects were positive and show a high likelihood for sustainable results that will last past the project lifetime.

Finding 6 - Grantees that worked with change-makers in other sectors—particularly teachers and administrators within schools and governmental stakeholders—showed the highest potential for promoting institutional-level change on GEWE.

Finding 7 - CBO grantees reported needing further capacity development towards gender mainstreaming within their own organizations and on-the-job training to further their institutional-level change. They could have also benefited from broader training to support them in future proposal development processes.

Finding 8 - Promoting women's rights as an inherent part of human rights is an effective strategy to integrate gender, diversity, and human rights considerations into an intervention's implementation; however, it also presents challenges in working with some community gatekeepers that influence communal notions of human rights, such as religious and political leaders.

Finding 9 - Evidence suggests that due to short grant preparation timelines, beneficiaries were only consulted to a limited extent during the design phase, however had more substantial involvement in the implementation phase.

Finding 10 - Projects that target change-makers within their communities, particularly youth and community gatekeepers, saw the highest potential for change in social relations and power structures.

Finding 11 - Projects that increased their beneficiaries' exposure to different project activities implemented in a targeted community showed high potential for community-level change.

Finding 12 - Interventions that mobilized community stakeholders within their own communities, while oftentimes not gender transformative, saw success in garnering community-level support for project activities.

Finding 13 - The use of innovative techniques, including positive deviance, arts-based activities, peer groups, and engaging men and boys proved successful in influencing individual-level changes in knowledge, attitudes, and behaviours towards more gender-equitable practices.

Finding 14 - Youth volunteers consistently noted the role of training in influencing a change in their attitudes, propelling them to initiate their own projects.

Finding 15 - The national-level grantees showed the potential for influencing policy level change by leveraging their networks with policy makers and change-makers within both Lebanon and Morocco.

Conclusions

The national and community level grants have allowed UN Women and its partners to experiment with a range of approaches in engaging communities and organizations. The following conclusions have emerged based on the findings of the effectiveness and transformation potential of these grants.

Conclusion 1. Project interventions under the national and community level grants have been effective at promoting change at the individual level and for some, it has been a transformative experience. Key to their success was the use of innovative approaches and the active engagement of the community. Activities were

sometimes considered unconventional in the communities and were creatively adapted to the local contexts, actively engaging the communities. Evidence exists that working with activists and changemakers already active within their communities and tailoring discussions and activities to local contexts were effective strategies for promoting gender equality on the community level.

Conclusion 2. UN Women’s engagement and work at multiple levels – regional, national and local – through the programme has provided a platform to test and exchange learnings on effective strategies to engage men and boys for gender equality. Moving forward it is important to ensure that linkages are strengthened and expanded. Multiple linkages between the national and community-based grants as well as among the CBOs themselves were observed. Nonetheless, systematic learning, cross-fertilization and exchange could strengthen the interventions and would highly inform the planning for the second phase of the programme. As many CBOs used similar approaches—positive deviance, engaging men and boys, and other innovative approaches—with successful results, linkages at the regional level could be fostered to test these strategies’ effectiveness in other locations, and to continue share best practices between CBO/national actors in different locations.

Conclusion 3. Programme efforts to embed gender equality and women’s rights within a broader human rights-based framework have proven to be a successful mechanism for promoting community buy-in and social transformation. It would be important to ensure that the focus on women’s rights (vs. gender equality) does not get lost and that future efforts ensure greater inclusion and participation, particularly of marginalized groups. Placing gender equality within a broader human rights perspective which addresses intersectionality could increase the effectiveness of interventions as the beneficiaries and target groups of the project are subject to multiple forms of discrimination and vulnerabilities that include socio-economic marginalization, refugee status, target for recruitment by military groups, disabilities as well as the gender factors. This would also allow for a greater and more intentional focus on marginalization in the design and implementation of the interventions.

Conclusion 4. There are a number of examples where UN Women and its partners have effectively engaged communities and key community members in efforts to advance gender equality and women’s rights. To promote more sustainable and broader change at the community level, it is necessary to broaden engagement to other groups. As evidenced by the findings, the programme to date has targeted some of the key community members and institutions to promote GEWE. It is necessary to expand the target groups beyond the immediate beneficiaries to include those who have direct influence on the beneficiaries (e.g. teachers, religious and political leaders, parents). Moreover, though both rounds of field visits showed that the projects effectively engaged men and boys in promoting gender equality, feedback from male participants consistently noted that women in their communities—including in their families, at schools, and in their social networks should always be equally engaged in future iterations of the project to sustain community-level change. Just like masculinities, femininities in each of the three target locations have also been formed in a patriarchal society, leaving some women unconvinced of the changes their male relatives and community members have undergone. Male beneficiaries have noted that additional activities targeting women as part of the activities would help increase full community support for gender equality.

Conclusion 5. UN Women through the programme has strengthened the capacities of national and community-based organizations, both institutionally and on gender equality and women’s rights. Moving forward it would be important that these efforts are more systematically followed up with coaching and mentoring where possible. While the potential for institutionalization in national and community-based organizations is large, continuing to build the capacity of organizations who have not traditionally focused

on GEWE is critical to these efforts as well as capacity development on GEWE at the community level to cement these efforts.

Recommendations

The following recommendations are based on the analysis of the data, the findings and conclusions, and discussions with community members and other key stakeholders.

Recommendation 1. UN Women and its partners should expand their engagement strategy to include more segments of the community and multiple stakeholders, influencers and role models who can have significant influence on promoting gender equality and women's empowerment. This would further strengthen and formalize the multiplier effect of its current programming. Future project interventions could further leverage the multiplier effect and intentionally plan for it at the initial stage. Those targeted for broader engagement should include:

- a. **Parents, siblings or even children participants** who show signs of leadership and who are highly enthusiastic about the new concepts and willing to take a larger role in advocating for social change within their communities.
- b. **Young men and women** especially in the age groups of 15 – 20 or 20 – 35 should continue to be targeted with programming and in venues where they congregate.
- c. **Media** should be engaged more strategically, going beyond training journalists to include additional training for other staff especially editors.
- d. **Schools**
 - Staff. Future programming could include as part of the training support to teachers in initiating personal projects inside their schools around gender equality issues. A larger number of teachers need to be targeted from each school and encouraged to form a committee that can work inside the school and with other teachers on project related initiatives and support with pedagogy materials. Skills in mainstreaming gender in education are needed in the future to scale up interventions started with the current projects.
 - Interactive educational materials for working with schools was recommended to introduce students especially in remote areas to innovative materials that might not be easily available. Interactive media and educational materials can also engage teachers and students in the production and thus will strengthen the gender sensitization efforts as an extension to the formal training efforts.
- e. **Religious establishments**. A clear strategy for working with religious establishments could be clarified at the design phase of the different local community initiatives.

Recommendation 2. UN Women and its partners should put greater emphasis on placing interventions within a broader human rights framework in future programming, ensuring that gender equality and women's rights and issues of intersectionality are firmly embedded in that framework. Future projects should include:

- a. An extended inception phase for grantees to conduct community assessments and consultations with potential stakeholders, identifying the key underlying causes of gender inequality that are relevant to those particular communities and reflecting the voice of the beneficiaries within the design of the activities.

- b. Work with women's rights organizations so that working with men and boys is not an isolated approach, but rather part of a holistic human rights-based intervention strategy.
- c. Having specialized staff on board with the necessary training to work with and integrate individuals who suffer discrimination and / or unequal access, due to disability, discrimination based on religion, displacement or ethnicity, etc.

Recommendation 3. UN Women should expand its capacity building of partner organizations and individuals who it is working with on engaging men and boys for GEWE, both in terms of institutional capacity as well as capacity on GEWE. These efforts should include:

- a. Additional gender sensitization, continuous support and coaching for facilitators and volunteers as they are the first point of contact with the direct beneficiaries and the local community.
- b. On the job coaching customized to project objectives.
- c. More advanced gender training and gender sensitization, with more coaching and tools, on how to mainstream gender in the activities during project design for CBOs.
- d. A thorough organizational capacity assessment for potential CBOs for the second phase of the project to assess the extent to which the capacity building and coaching provided to CBOs during the first phase qualifies them for direct funding from UN Women in the second phase or whether there will still be a need for an umbrella organization.

Recommendation 4. UN Women should increase the duration of community-based grants to two years to support and see more meaningful and sustained social change. A second phase should ensure that grants have a clear theory of change linked to the broader programme TOC and stronger monitoring, with closer linkages between national and community-based grants. An average of two years for the community-based grants was repeatedly recommended. During the second phase:

- a. The grants assessed (national and community-based grants) could benefit from a clear simplified theory of change that is clearly linked to the program's theory of change.
- b. Linkages between the national and community-based grants should be increased during the second phase of the programme, focusing as well on cooperation on thematic areas.
- c. Ensure that success stories and individual stories are an integral part of grantee and umbrella organization reporting as they constitute an important basis for monitoring and assessing effectiveness.

Recommendation 5. UN Women and partners should continue to support and expand non-traditional activities to promote GEWE as this has contributed to changing traditional stereotypes. The selection criteria of trainers, experts and volunteers, as the primary interlocutors with the community, would benefit from being made more explicit to ensure that they are fully on board.

1 BACKGROUND

1.1. Introduction

In 2018 the UN Women Regional Office for Arab States (ROAS) commissioned a formative evaluation of the community and national level grants under its Sida funded Men and Women for Gender Equality (GE) regional programme to identify and better understand innovative and good practices in engaging men and boys to advance gender equality and women's empowerment. This formative evaluation aims to provide findings, conclusions, and recommendations to support learning, knowledge generation, and decision-making to inform replication and/or scale up of effective approaches and strategies to advance GEWE in future programming. The intended primary users of the evaluation are UN Women programme management, staff, implementers in the field. Data collection occurred between August and November 2018 in Lebanon, Morocco and Palestine.

1.2. Programme Description and Context

1.2.1 Programme Context

Many countries across the Arab States region have taken strides in the last two decades to advance gender equality and combat discrimination and violence against women. Nevertheless, inequalities in power, influence and access to/control over resources between men and women remain challenges in the region. The region scored the lowest globally on both women's political and economic participation, according to the Global Gender Gap Reports of 2015 and 2016 and as highlighted in the Global Gender Gap Index 2017². Moreover, the region has seen a decrease in gross domestic product and gross national incomes, increases in poverty and youth unemployment, and a widening gap between rural and urban areas and between the rich and poor. While both men and women have been impacted by these macro-economic developments, women remain disproportionately affected due to gender inequalities³. Many women and girls face multiple forms of discrimination and vulnerabilities. The most vulnerable women live in rural areas below the poverty line without formal employment, and many of those are heads of households. Women with disabilities are further marginalised. In this context, with 61% of the data on SDG Gender-Related Indicators not yet regularly produced and with lack of disaggregated data and statistics, concerted efforts are required for evidence-based policy formulation and interventions that ensure that no woman or girl is left behind⁴.

Gender discriminatory social norms that are conducive to violence and unequal practices in families and communities, reinforced through social institutions -- such as faith-based institutions, the media and the education system -- and discriminatory laws and policies form the root causes of gender inequalities. These are exacerbated by conflict and displacement.

Several policies also contribute to and reinforce gender discrimination. The majority of personal status codes confer upon women the status of a dependent and/or minor; considers fathers the sole guardians of their minor children; qualifies a woman's testimony worth half the evidentiary value of a man before a

²Egypt 134th, Jordan 135th, Lebanon 137th, Morocco 136th and Tunisia 126th out of 144 countries
http://www3.weforum.org/docs/WEF_GGGR_2017.pdf

³ Women still have less access, to economic resources, ownership and control over land and other forms of property, inter alia.

⁴ 23 indicators (39 %) are categorized as Tier 1, 17 indicators (29 %) as Tier 2, and 19 indicators (32 %) as Tier 3. Tier I: Indicator is conceptually clear, with an agreed international definition and data are regularly produced by countries; Tier II: Indicator is conceptually clear, with an agreed international definition, but data are not yet regularly produced by countries; Tier III: Indicator for which international standards (concepts and definitions) still need to be developed.

court; deprive women of their inheritance rights and requires women to go to court to obtain a divorce, while a husband can divorce through verbal renunciation.

1.2.2 Programme Description

In 2015, the UN Women Regional Office for Arab States (ROAS) initiated the programme “*Men and Women for Gender equality*” to understand how best to tackle the root causes of gender inequality and address them through a bottom-up approach. This programme, unique to the region, focused on engaging men and boys to achieve gender equality in partnership with women and girls, while also promoting the rights of women in the family by providing alternative interpretations of religious texts. The programme was a three-year (January 2015 – December 2018), USD 10,652,036 programme was implemented in Egypt, Lebanon, Morocco and Palestine, with a regional component. The regional programme was managed by the UN Women Regional Office for Arab States and funded by the Swedish International Development Agency (Sida).

The *Men and Women for Gender Equality* program aimed to contribute to the overall goal of women and men in Arab societies having equal rights and opportunities through three interrelated outcomes (see figure 1):

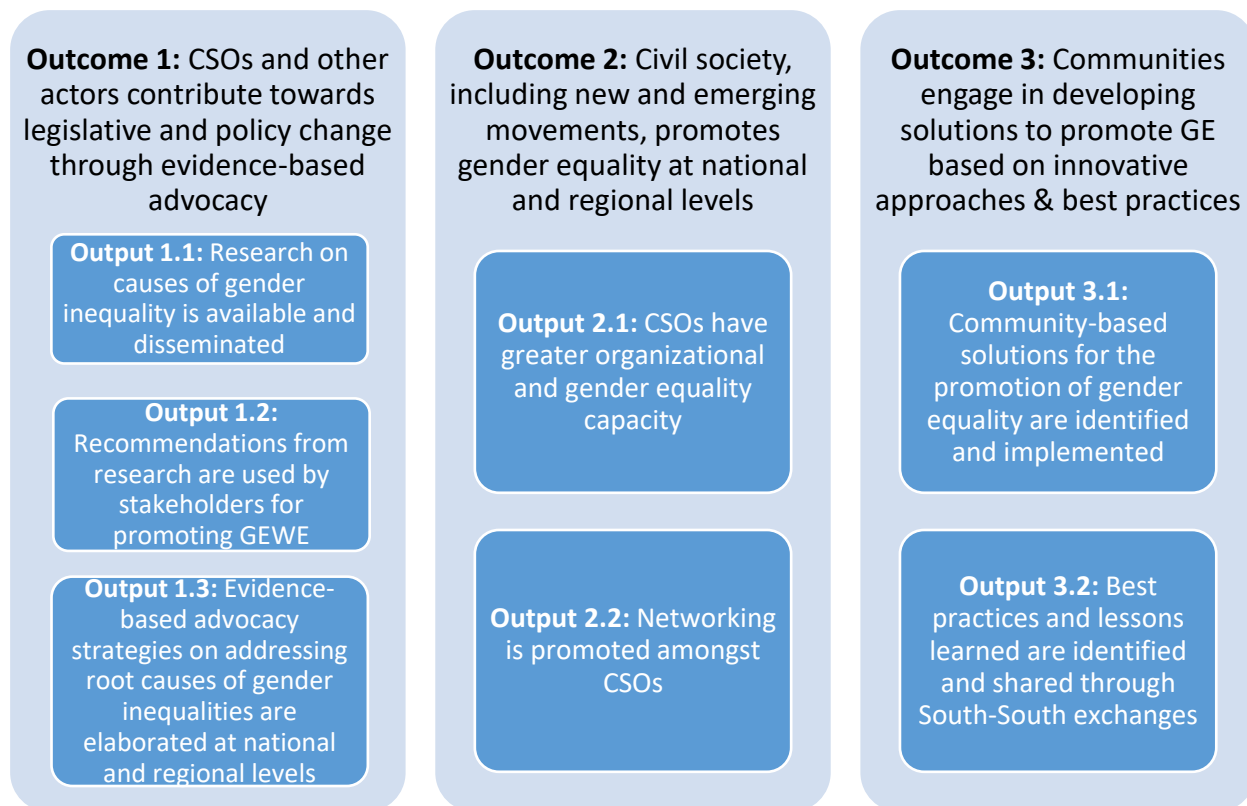


Figure 1: Programme Results Framework

The engagement of men and boys was seen as a key driver of change for advancing gender equality and women’s empowerment and achieving community based social transformation. According to the original

project document, the project was intended “to be a pioneer in testing community owned interventions,” serving as a mechanism for piloting community-based social transformation.

The two pillars of the programme, i.e. a) engaging men as agents of change in preventing violence and in promoting gender equality and b) working with religious and faith-based organisations to transform discriminatory social norms, are included in the UN Women Strategic Plan 2018-2021. The programme is aligned with the UNDAF outcomes of the four countries, as all of them have a strong focus on promoting gender equality and women’s empowerment, both as a cross cutting issue and as part of a human rights-based approach to the implementation of SDG 5.

Programme Grant Structure

This formative evaluation primarily focuses on evaluating outcome 3 - *Communities engage in developing solutions to promote GE based on innovative approaches and best practices*. Under this outcome, between seven (7) and nine (9) community-based organizations (CBOs) per country were provided with subgrants of between USD 10,000 – 20,000 per CBO, to work on engaging men, women, and youth to actively promote gender equality. CBOs were based in both urban and rural communities throughout their respective countries. The time frame for each grant ranged between 6 months to one year. Grants were managed by umbrella organizations in each country. The umbrella organizations’ role was to manage the capacity development component for CBOs, and the grant administration processes for CBOs in each country. Umbrella organizations have three key roles or main functions: 1. Grants Management, 2. Monitoring of Progress and Reporting and 3. Being the Thematic Partner to mainstream gender within the interventions.

Additionally, between one (1) and three (3) I/NGOs working at the national level were awarded a grant in each country (national grants). The average budget ranged from USD 50,000-USD 200,000 to fund 9 months – one year of implementation. More details can be found in ANNEX III on the selected NGOs and CBOs for the current formative evaluation.

Box 1. Leading “Umbrella” national organizations and Community Based Organizations (CBOs)

“Umbrella” Organizations

Leading national organizations who fulfilled the role of coordinating the subgrants scheme in each country. They worked alongside UN WOMEN to implement a competitive, closed subgrant process among each country’s CBOs. They also contributed to improving the technical capacity of implementing CBOs.

National Organizations

Leading national organizations that have received grants for the implementation of larger-scale initiatives that have wider reach and impact in improving gender equality mostly at the national level.

Community Based Organizations

Grass roots organizations based in rural and urban communities who implemented innovative initiatives to reach out to men, women, and youth from marginalized communities.

2. EVALUATION METHODOLOGY

2.1. Evaluation Objectives and Scope

The formative evaluation’s **specific objectives**, based on those defined in the TOR, were the following:

- a. to assess the **effectiveness** of community-based solutions and national level actions in promoting gender equality and women’s empowerment and engaging men and boys;

- b. to analyse how a **human rights-based approach and gender equality principles**, including participation, inclusion, equality, and non-discrimination are integrated in implementation and reach those most marginalized populations;
- c. to assess the extent to which interventions have addressed or contributed to **social transformation**;
- d. to identify **lessons learned, good practices and models, and innovations** of efforts that support gender equality and human rights for replication and scale-up; and
- e. to generate actionable **recommendations** for improving the interventions and replicating and / or scaling effective models.

2.2. Evaluation Methodology

2.2.1 Evaluation Approach

The evaluation adopted a highly participatory and consultative process. The overall approach and methods used ensured the active engagement of the interventions’ key stakeholders including UN Women managers, project coordinators, management and staff of the implementing partners, community stakeholders, key target groups and end beneficiaries.

The evaluation approach was utilization-focused driven first and foremost by the primary users and their intended uses for the evaluation. Primary users were consulted on the key questions for the evaluation and reviewed and validated all key deliverables.

In order to better understand the processes and dynamics around social change, elements of a developmental approach, which supports the development of innovative interventions and adapting them to complex environments, were also integrated. Lastly, a gender-responsive approach, which integrated gender equality and mainstreaming principles into the actual evaluation process and assesses progress towards achievement of gender equality and women’s rights.

A formative evaluation is distinct from a summative or ex-post evaluation in that is typically implemented during the inception or early stages of a project. Rather than measure impact after implementation, formative evaluations aim to increase learning, particularly in informing project implementation and design.

The evaluation integrated elements of developmental approach to allow partners to benefit from ongoing feedback and discussion while they were implementing their projects. Two rounds of data collection were conducted in three of the four target countries - Lebanon, Morocco, and Palestine⁵. The first round was

Box 2. Evaluation Criteria

Effectiveness: (with a focus on HR&GE) – “assessing the way in which defined results were achieved (or not) on HR & GE and whether the processes that led to these results were aligned with HR & GE principles” (e.g. inclusion, non-discrimination, accountability, etc.)

Social Transformation: “the measure of the extent to which the results of the intervention have indeed led to actual transformations in power relations, exercise of rights, attitudes and behaviours and in the capacity of both rights holders and duty bearers to understand and implement a culture that promotes equal rights.

Source: Integrating Human Rights and Gender Equality in Evaluations. United Nations Evaluation Group, 2014.

⁵ Egypt due to later start of implementation was included in a separate exercise.

conducted during August – September 2018 and the second round was conducted in November 2018. The two rounds also aimed at working with the partners to capture emerging changes in power dynamics and relationships in addition to behaviours and attitudes.

With the main focus on understanding the dynamics and effective strategies for promoting gender equality and social transformation, the evaluation focused on two criteria – *effectiveness in terms of promoting gender equality and human rights* and *social transformation*. The field missions aimed to identify the change mechanisms and approaches that have contributed to behavioural and attitudinal change on the individual and community level; as well as to a certain extent, organizational change.

Within the context of the evaluation, effectiveness in advancing gender equality and human rights is assessed on three levels: the individual, community, and organizational/institutional levels. Evidence of *individual level change* refers to stated, observed, or otherwise evidence-based reported change in a person’s beliefs, attitudes, or practices on GEWE. *Community-level change* refers to stated, observed, or otherwise evidence-based reported change on a community-wide scale, including women’s collective action / peer networks, community awareness, attitudes and norms on gender and violence against women, community mobilization on GEWE, again supported by evidence (direct observation, feedback from focus groups or in-depth interviews with community stakeholders, etc.). Actors of community-level change can include **community gatekeepers**, which are people that control community members’ access to resources and can either hinder or support community-based projects, and **community leaders**, who are often informal leaders that use their social networks to serve as agents of change within their own communities.⁶

Organizational/institutional level change refers to the changes observed within an organization or institution itself (in this case, primarily CBOs, national-level grantees, but might also include governmental institutions, religious or educational institutions, and the media). Organizational level change focused on gender mainstreaming within organizations’ grant administration, programming, and functioning (mission, policies, strategic objectives, structure). (Figure 2)

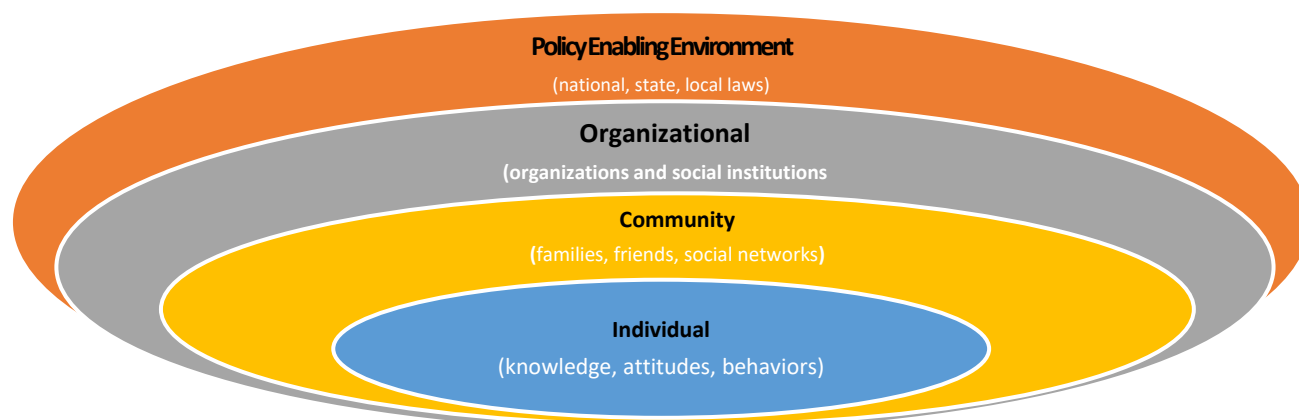


Figure 2: The Social Ecological Model

⁶ Co-operative Innovation Project (2015) *Gatekeepers: The politics of community*, Saskatoon: University of Saskatchewan, available at <https://coopinnovation.files.wordpress.com/2015/12/gatekeepers-cip-final.pdf> (accessed 31 July 2019).

Martiskainen, M. (2017) 'The role of community leadership in the development of grassroots innovations', *Environmental Innovation and Societal Transitions* 22: 78 – 89, available at <https://www.sciencedirect.com/science/article/pii/S2210422416300417#kwd0005> (accessed 31 July 2019).

With respect to social transformation , the evaluation seeks to explore the extent to which the project promoted changes in power relations, a more enabling environment for women and girls to enjoy their rights, and “changes in attitudes and behaviours leading to fairer social relations” among women and men. This evaluation has adopted these definitions throughout its methodology and findings.

2.2.2 Data Collection and Analysis Methods

Inception Phase

The consultant started by conducting an extensive **desk review** (ANNEX V – List of Documents Reviewed) of UN Women program documents as well as the selected national and CBO documents that included the project proposals, log-frames, and progress reports. The Consultant then conducted a detailed **stakeholder analysis for each grant** to identify the main project related duty bearers and rights holders and how they would be included in the evaluation process, based on discussions with the UN Women Project Coordinators and the desk review during the preparatory phase of the evaluation between July – August 2018. Based on these discussions, **field plans and schedules** were developed. The evaluation was guided by the key questions from which an evaluation matrix was developed with sub-questions, indicators, data collection tools and sources. **Evaluation tools** were developed and reviewed and updated for the second round of data collection (ANNEX II – Evaluation Matrix) based on information received and analysed during the first round.

Data collection

The consultant applied a **qualitative methodology** for the data collection during the field missions that included: semi-structured interviews with stakeholders and project staff, focus groups with project partners, facilitators, volunteers, end beneficiaries, observation of ongoing activities and then facilitating a discussion with participants and collection of MSC stories from direct beneficiaries (ANNEX IV - List of Stakeholders Consulted).

The evaluation’s **geographical scope** includes the grants implemented in Lebanon (total 9 grants implemented), Morocco (total 7 grants implemented), and Palestine (total 8 grants implemented). An **evaluation sample** of 3 grants per country was selected; one national grant and 2 community-based grants. Additionally, each field mission included meetings with the umbrella organizations contracted in each country. The meetings with the umbrella organizations aimed at soliciting their feedback and reflections on the achievement of CBO projects objectives, rather than assessing the performance of the umbrella organizations, which is not within the scope of the formative evaluation. As per the TOR, each of the country offices selected the projects to be included in the evaluation. Projects were selected purposively in order to maximize the learnings on innovative and good practices in engaging men and boys to advance gender equality and women’s empowerment at community and national level. The following organizations/grants were selected for the field missions (a description of each organization can be found in ANNEX III):

Table 1: Sampling of Grantees for Round I and Round II Field Missions	
Palestine:	Umbrella Organization: NGO Development Center (NDC) in partnership with Women’s Affairs Technical Committee (WATC)
	National Grant: Palestinian Counselling Center (PCC)
	Community Based Grant 1: Al Ofuq Foundation for Youth Development, in partnership with Future Youth Arms Association “SAED” and We are Good Group.
	Community Based Grant 2: Future Brilliant Association - (Gaza)
Lebanon:	Umbrella Organization: Save the Children International (SCI)
	National Grant: The Lebanese Women Democratic Gathering (RDFL)
	Community Based Grant 1: Abnaa Saida Association
	Community Based Grant 2: Development Action to All People (MUSAWAT)
Morocco:	Umbrella Organization: Quartiers du Monde (QDM)
	National Grant: Association Marocaine pour les Droits des Femmes (AMDF)
	Community Based Grant 1: Ayadi Al Amal Association
	Community Based Grant 2: Maroc Volontaires

Stakeholder selection for each round of field visits was based on a detailed stakeholder mapping prepared during the inception phase. Based on the consultant’s detailed document review and in-depth conversations with UN Women staff, the consultant identified the stakeholder categories for the first round of field visits, which the UN Women Project Coordinator in each country location then contacted based on their availability during the project field mission timetable. Based on the emerging findings from the first round of data collection, the consultant further refined the selection criteria for the stakeholders and evaluation tools to ensure that the second round both built on and validated the findings from the first round of country visits, as well as explored some of the issues from the first round related to GEHR and social transformation in greater detail. Emerging findings were discussed and validated with national and community-based organisations after the first round of data collection.

In total, the evaluation is informed by the perspectives and insights of 346 stakeholders (182 female and 164 male) both individuals and representatives of institutions. Specifically, the evaluation included the following focus groups and interviews in each country for the first and second round of field visits:

Data analysis

Given the programmes work across multiple levels, the analysis of data focused on assessing change on gender equality and social transformation across the different levels of the social ecological model. Data was triangulated across the different stakeholders and validated through follow-up discussions with stakeholders.

2.2.3 Ethics

The consultant adhered to strict ethical protocols throughout the two rounds of data collection. First and foremost, evaluators ensured that the process maintained independence, impartiality, credibility and accountability. The consultant followed the United Nations Evaluation Group's Norms and Standards for Evaluation throughout the conduct of this evaluation, and the obligation of evaluators to adhere to the ethical principles for evaluation, namely intentionality, conflict of interest, interactions with participants, evaluation processes and products, and discovery of wrongdoing. Specifically, the consultant ensured that informed consent was obtained from all respondents prior to their participation in the interviews, focus groups or discussions. If they wished to do so, respondents were able to terminate their participation in the interviews and focus groups at any stage.

2.2.4 Evaluation Constraints and Limitations

There are limitations in conducting formative evaluations, including that evaluation findings can only provide early indications rather than measure medium and longer-term human rights and gender equality related outcomes and impact and social transformation.

In addition, data collection for the evaluation occurred during the last six months of the project and multiple activities were concluded already at the time of the first round of data collection. In addition, the second round of data collection coincided with the end of the year activities for all partners including those of the UN Women project, which added pressure on the project partners who were dealing with competing demands. In general, more time and resources on the ground are needed for conducting formative evaluations. The in-country field missions were short and limited to one consultant for 5 working days per round of data collection due to budget and time considerations. More time and resources on the ground would have allowed for interaction with more stakeholders. The limited field mission time also meant that last minute cancellations were difficult to compensate for due to the tight field schedule.

Lastly, the national and community-based grants that were selected for the formative evaluation were intended to provide the greatest learnings in terms of the interesting work that was being conducted on the ground on GEWE and engaging men and boys. What can be learned from these experiences is not necessarily representative of all the grants implemented. Given that the formative evaluation is being conducted on pilot projects, the selection mix was useful for showing promising practices and to inform a potential second phase of the UN Women program.

To counter these limitations, the consultant intensified the meetings in the second round by working with the country offices as early as possible to identify the key categories and stakeholders to be interviewed in the second round including those who were not met during round I and seemed to play an influential role. In addition, the consultant attended many of the ongoing activities conducted by the project partners at the time of the field missions that included debates on legal reform, film screening, university students' parliament in local universities and evaluation workshops. These additional events allowed the consultant to make more observations and benefit from the additional formal and informal discussions held around these events.

3. FINDINGS

3.1. Effectiveness on Advancing Gender Equality and Human Rights

3.1.1 Evidence of Progress on Promoting Gender Equality

To what extent has there been progress on promoting gender equality as a result of the interventions, at individual, community and organizational levels?

Finding 1: There is evidence from each country that the program has made progress in promoting gender equality on the individual level, particularly in attitudes. There are also emerging changes in behaviours and power dynamics among family members of direct beneficiaries across the three countries. However, this has not yet translated into behavioural changes at the broader community level.

Grants funded through the programme have shown clear evidence of promoting change in attitudes towards gender equality on the individual-level and indications of promoting gender equality on the family / household level in each of the three countries. The programme provided support to both new and existing programmes to promote gender equality and women’s rights on a number of issues. In Lebanon, UN Women’s collaboration with The Lebanese Women Democratic Gathering (RDFL) supported their existing “Young Aroos” (“Young Bride”) campaign on social media, which saw a swift and positive reaction from the community towards promoting women’s rights to be protected from child marriage. RDFL created a Facebook page and Instagram profile, where they would post stock photos of child brides daily, prompting viewers to call a hotline if they supported “young brides.” According to in-depth interviews with RDFL senior staff, within two hours of posting the first photo they received 200 calls, shutting down the hotline, which was staffed by a well-known Lebanese journalist. Of those 200 calls, RDFL staff estimated that only about 10% were calling to voice their support for what they saw in the photo, while the other 90% of calls expressed outrage and disgust for the page’s seeming promotion of child marriage. After a week of posting photos daily, RDFL revealed the campaign and its objectives on national television, and then held a press conference attended by UN officials, Ministers, and political party representatives about the need to pass legislation prohibiting child marriage. RDFL has strategically included the Young Aroos campaign within the overall framework of their policy-level work, creating mutually reinforcing support from the community and policy-makers for new laws protecting girls from marriage. Furthermore, a focus group with mothers of children beneficiaries of the Abnaa Saida project showed a shift in norms away from child marriage. On average, mothers married before the age of 18—with one participant noting marrying at 14—however they note that they are now encouraging their daughters to marry later and continue their education.

During the focus group, mothers expressed that gender roles are changing for the next generation of children, in part due to the activities of Abnaa Saida that strategically promote gender equality by implementing activities that targeted both parents and children. Interviews with Abnaa Saida senior staff explained that working with children is, in their opinion, the best method for promoting change in the family structure because many fathers see their masculinity reflected in their sons, giving the younger generation a larger role in day-to-day household decision-making and therefore the potential to influence their parents.

Mothers during the focus group confirmed this finding; one of the mothers noted that her son’s involvement with the project opened a discussion about gender roles that helped her to think about her

life in a new way. Another mother noted that she and her daughter participated in the Association's activities together, one of the only opportunities she has to speak as an equal. Furthermore, mothers noted that their daughters are freer than their mothers were at their age (in terms of mobility, autonomy and decision-making), indicating that targeting younger generations is an effective strategy for promoting gender equality on the community-level. Not only do mothers encourage their children's participation, but they have asked Abnaa Saida to increase their activities targeting children and mothers to sustain this change.

Finally, AMDF in Morocco showed evidence of promoting gender equality across multiple levels of the socio-ecological model (individual and institutional) through its Students' Parliament organized at the Faculty of Law, Economics, and Social Sciences at University Hassan II in Casablanca. Though many of the students had a background in human rights and gender equality principles, one male participant, who is a government representative, noted how his views had changed after the project workshops:

"I started to see things in a different way. For example, I started to believe that there is no need to make a distinction between the boy and girl just because they were born as such."

– Male university student participating in the Students' Parliament, as part of AMDF project, Morocco

Working with key individuals, and changing their attitudes has the potential to promote change at the organizational level. Students presented their individual research projects on the legal gaps in Morocco in protecting women's rights, including the lack of protection for female victims of domestic violence, sexual harassment, and physical violence, sexual harassment at universities, and the lack of laws criminalizing marital rape. During closing ceremonies, the Dean of the University affirmed the role of academic institutions in empowering young leaders to hold the government accountable, saying:

"It is a national debate. It is our duty, as teachers and university, to host these social discussions at the university. It is our duty to raise the awareness and educate the future generations. We should not only educate them. Rather, we should also consolidate the positive social values and work and follow up with the youth. I express the willingness of the university to participate, effectively, in the trainings that advocate women's rights."

– Male Dean, University Hassan II of Casablanca, partner of AMDF project, Morocco

The university's continued engagement in supporting the empowerment of university students to continue to research, obtain training, and formulate policy recommendations on GEWE demonstrates the project's effectiveness in promoting potential sustainable strategies for advancing gender equality on the individual and institutional levels.

3.1.2 Evidence of Engaging Men and Boys

To what extent have the interventions been able to engage men and boys in addressing gender equality and women's empowerment?

Finding 2. In all three countries, both national and CBO grantees saw success in engaging men and boys in promoting gender equality and women's empowerment. In some countries, this work has largely focused on first identifying and working with men who already had some degree of gender equitable attitudes and reaching out to them in places where they gather.

The engagement of men and boys for GEWE has been central to the programme at both national and community level. UN Women and its partners worked to identify and engage men and boys, both key influencers and those in the broader community, through a range of approaches, including redefining masculinity and femininity through art, positive deviance, and promoting psycho-social wellbeing.

Some grantees started by reaching out to men and boys who already held more gender equitable attitudes to serve as facilitators and volunteers in order to adopt a more ‘accelerated’ strategy. Serving as the first point of contact for other males in the community, it was critical that they be fully convinced of the importance of gender equality and women’s rights. For example, in Morocco, Ayadi Al-Amal engaged men and boys from within their environments—as school administrators, teachers, parents, and students—which was a highly effective mechanism for creating lasting individual and community level change.

Redefining masculinity and femininity

Maroc Volontaires in Morocco have very well captured the concepts of masculinities and applied a creative modality of targeting youth interested in media and arts to transform and redefine masculinities and femininities through their media and artistic work and then present it back to the community, engaging young men both in the creative process and in the discussion around the depiction of masculinity and femininity in the work produced. In Lebanon, RDFL is engaging men and youth especially those in decision making positions to become positive influencers to support the promotion of gender equality through the national campaign against child marriage. In Palestine, positive deviance was a well-received technique by male beneficiaries, causing multiple male beneficiaries of the project to report feeling regret, apologize to their wives and children for not participating more fully in promoting all family members’ wellbeing, and expressing that they had previously acted selfishly. Further, men in focus groups noted that they appreciated that projects targeted them specifically, noting that if their wives or daughters had participated in a women’s empowerment projects, men would have been less likely to accept human rights and gender equality principles. For example, one male participant from Tequa told evaluators during a focus group that if his wife had participated in a similar project and tried to implement changes in their lives, he would not have accepted them. Rather, his participation in open conversations with other men during the project created a space where he did not feel judged, which he saw as necessary to affect change within his family.

Importantly, though RDFL was working to advance national legislation against child marriage, the project also affected individual-level change through the mobile van activity, which prioritized women’s voices on the individual level by inviting female speakers—both community members and local stakeholders, such as party representatives, mayors, and local municipality representatives—to speak to local community attendees in public spaces. This included a 16-year-old girl publicly speaking about delaying her marriage and completing her education, and a woman who was married early and divorced, speaking about the difficulties that her marriage caused herself and her five daughters. She notably contacted RDFL after hearing about their campaign and carries weight in the community as a local activist. She runs local arts classes that promote human rights and gender equality, even reaching international fora by exhibiting her students’ work at Harvard University. Qualitative data confirmed that these discussions affected individual-level change for male participants by utilizing informal settings to have open, non-judgmental conversations with other men. Further, the national-level grant engaged local youth activists in political parties that indicated the potential for institutional-level change, as youth activists now hold debates within their political parties on the themes of women’s rights:

“The training I attended with RDFL is very important. We regularly hold debates within our parties for the youth members and we raised the issues advocated by the campaign in those debates. Also, in our internal party elections, we demanded more representation of women within the representative committees and we managed to increase the number of women in those committees.” – Female Youth Activist trained through the RDFL project, Lebanon

Some women while recognizing the importance of focusing on men and boys as allies to promote gender equality and women’s rights expressed the need to strengthen a broader community-based approach.

3.1.3 Evidence of the Most Effective Strategies

What have been the most effective and successful strategies in promoting gender equality across target communities? What is the potential for replication and scale of these interventions?

Finding 3 - The most effective strategies for promoting gender equality were those that actively engaged the community. The strategies adopted demonstrated an understanding of who were the key groups to work with and the key approaches and entry points for engagement.

(1) working with men and boys at the individual-level as change-makers and appealing to positive notions of masculinity that promote men as allies of both community and family wellbeing; (2) positive deviance, or focusing on the positive effects of changing one’s behaviour; (3) peer groups, which allowed beneficiaries an open, non-judgmental space to exchange experiences and viewpoints with others in their peer group to then teach others about positive effects of changing their behaviour; (4) utilizing non-traditional methods, including art, sports, and plays, as a key entry point to engage children and youth in practicing gender equality on the individual level and to promote self-reflection on gender roles within the family, school, and in society; (5) designing project interventions to respond to key community needs—such as those for after-school care, youth employment, or sports activities—and mobilizing primary beneficiaries to teach and benefit secondary beneficiaries; (6) promoting individual-level change by drawing causal links between promoting gender equality and improving other social problems, such as avoiding child marriage to reduce the divorce and maternal death rates and improving family’s economic situations, and promoting father’s non-stereotypical roles by highlighting the benefits to their children’s education; (7) recruiting youth volunteers that are active in their community, that serve as examples of gender equality principles in practice, and whom are motivated to participate to advance their professional experience; (8) targeting religious institutions as actors for community-level change; (9) funding national-level actors who have the established networks and track record of promoting women’s rights and scaling up their activities.

For example, Ayadi Al Amal’s project showed that training teachers is a very effective mechanism for sustaining change on the institutional and individual levels. Further, working within educational systems rather than as an isolated project was very effective in both gaining community buy-in and active participation from beneficiaries and stakeholders. Meanwhile, Maroc Volontaires and AMDF showed evidence of effectiveness by targeting youth, universities and schools, artists and art institutions to both create individual-level change amongst actors in the art sphere while also promoting community-level change through the increased production, dissemination and discussion of art that promotes gender equality to indirect beneficiaries.

Finding 4 - Interventions that focused on increased exposure utilizing multiple entry points in one target location and leveraging community gatekeepers, individuals who have leadership or influential roles in the community and could influence community attitudes and norms, were more likely to show the highest potential for community-level change.

A key factor influencing these strategies' success is the scope and scale of the implementation in a location. The CBOs showing the most potential for community-level change utilized an "increased exposure" tool, by which beneficiaries were exposed to project activities from multiple entry points. For example, Al-Ofoq Foundation in Palestine saw success in targeting teachers, parents, and students from the same two schools in the West Bank, increasing the likelihood that the effective strategies listed above will mutually reinforce each other. Notably, the community-based grantees in Lebanon both identified the need to further integrate their programming with community leaders, mostly educational institutions and to a certain extent with religious institutions given the high control the state imposes on religious institutions and mosques. By working with community gatekeepers, CBOs can ensure that gender equality and human rights principles messaging is reinforced through multiple communal entry points. This mechanism has proven effective in other country contexts, as well as within Lebanon as shown through the national grantee. The success of the mobile van activity—which strategically targeted community-level stakeholders in film screening discussions with community members—shows that this modality can be "scaled down" to community-based grantees in their future work.

3.1.4 Evidence of Unintended Effects of the Interventions

What were the unintended effects, if any, of the intervention?

Finding 5 - The projects only unintended effects were positive and show a high likelihood for sustainable results that will last past the project lifetime.

Notably, the only unintended effects of the intervention noted by projects staff and beneficiaries in each of the target locations were overwhelmingly positive. For example, AMDF aimed to hold 5 training sessions for university students, but due to popular demand conducted 10. Further, the Equality Van activity implemented by Ayadi Al-Amal in Morocco attracted 150% of its intended target beneficiaries, increasing the project's exposure amongst community members. Additionally, a senior female staff member of Musawat in Lebanon reported during the second round of field missions that she will run for the local Mukhtar seat in Tripoli, Lebanon. She is the only female candidate (on a list with 11 men), who is running independently. Further, she is the youngest woman in Lebanese history to run for this seat. Additionally, male adult beneficiaries of the Future Brilliant Association in Gaza are launching an initiative that will continue after the project ends to collect national-level data on indicators of child marriage and female dropout rates in schools. The men are approaching the Higher Judicial Council, the Ministry of Social Affairs, and the Ministry of Education to collect this data, which they will use to begin opening conversations with secondary school administrators, extending the project's reach to the educational sector. Together, these examples show that the different projects were effective in creating positive impacts outside of their expected results, which have the potential to increase the project's sustainability and impact past the grant lifetime. Also, in Palestine, the local youth council formed by the local municipality of Teqou where Al Ofuq implemented its project used to have 10 male members and one female member only. After the project's intervention, a new youth council was formed. The council included 4 female members who were very active in the local community. This encouraged more females to participate in the youth council's activities

and for the first time, activities that specifically target women and girls were introduced. It should be noted that Teqou is a remote location in a conservative tribal community where women and girl’s participation in public activities was very limited. Another example from Teqou is the formation of parent’s council at Al Khansaa school and this was the first parent’s council ever formed. The new parent’s council included 5 mothers and 6 fathers. The noticeable change was that fathers have become actively involved in supporting the school’s activities and contributing to improving the educational environment through volunteering. The interviewed school counsellor indicated that fathers have become more involved in following up on their children’s education and academic progress as it used to be the mothers only who used to follow up with the school. She also noted that this might have had a positive effect on decreasing the level of violence inside the school.

3.1.5 Evidence of Institutional-Level Change for Organizations

To what extent has participation in community and national-level grants contributed to institutional change for participating organizations, particularly with respect to increased measures to enhance gender equality within the organization and expanded networks?

Finding 6 - Grantees that worked with change-makers in other sectors—particularly teachers and administrators within schools and governmental stakeholders—showed the highest potential for promoting institutional-level change on GEWE.

Grantees across the three countries worked with individuals in key institutions, particularly school staff, to reach a broader audience and try to affect lasting institutional change.

Ayadi Al Amal in Morocco successfully integrated gender and human rights concepts into reading projects, securing the support of the educational system, particularly teachers. Training teachers was a particularly successful approach to both change institutional practice and encourage harmonization between what children are learning on their own and in school. Multiple teachers started their own initiatives after the trainings aiming to expand the training topics into practical activities to students—both widening the beneficiary base and creating new spheres for practicing gender equality. The school director has confirmed that these initiatives will be incorporated into further annual plans for the school and individual plans for the teachers. As one teacher noted:

“After the training, I noticed that our school does not have enough sports teams for girls. I worked with the school administration on establishing the first girls football team in the school. They are still not at a professional level as that will need more resources form the school to ensure their training; however, in one of the occasions they played a friendly match and it was the first time that the school students saw a new role for girls’ sports.” – Female teacher participating in the Ayadi Al Amal project, Morocco

Similarly, AMDF used pre-existing entry points—namely arts in schools and human rights clubs that existed before the project—as the location to create the equality clubs, hosted by the human rights clubs. In so doing, the project once again discussed gender equality and women’s rights in the context of human rights. AMDF showed considerable success in forming a network of senior academics, school administrators, and teachers to serve as trainers at the beginning of the project. This group planned the training activities, reviewed progress, and developed strategies for scaling up the project to the national level. One of the schoolteachers participating in the training produced a video about violence in schools, also tackling GBV

and gender discrimination issues in their film. AMDF also worked with university students to organize debates in their universities to prepare for the Student Parliament on sexual harassment which will be held towards the end of the project. Additionally, interviews with AMDF senior staff during the second round of field visits showed that the Student Parliament activity was able to bring diverse decision-makers (from the university, the justice branch, professors, lawyers, and human rights activists) together to discuss policies against sexual harassment within the university. This shows high potential for institutional-level change as a result of the project.

Similarly, CBO grantees in Palestine showed how partnerships can be leveraged to contribute to institutional change among wider networks: (1) Memoranda of Understanding signed between Al-Ofoq Foundation and the Women's Affairs Commission to serve as a gender specialist, and with the Municipality of Tequa to implement further activities together targeting youth; (2) parents participating in the Al-Ofoq Foundation project founded a mixed-gender Parents' Council at the local school in Dura, the first of its kind to include fathers in the educational sector; (3) the Municipality of Tequa sponsored a group of girls from the local school to travel to an exhibition in Egypt, to serve as an example for the community in promoting women's empowerment; (4) a participant from Dura working in the media sector created a radio program promoting women's rights as a result of the project; (5) Al-Ofoq Foundation adopted a new institutional policy to enhance the number of women in their Board and their General Assembly in March 2018, a first-time initiative to promote gender equality in both the organization's beneficiaries (of which 80% are female) and administration; (6) Al-Ofoq Foundation has created partnerships both with Al-Quds University in Abu Dis to help train young men and women for employment (with the agreement stipulating that 50% of beneficiaries be women), as well as with the People's Alliance for People with Disabilities, which harmonizes with Al-Ofoq's mandate to empower women and promote women's rights in remote and marginalized areas; (7) Future Brilliant Association successfully created institutional partnerships by pairing with health organizations to prevent genetic diseases arising from child marriages to first-generation relatives; (8) Future Brilliant Association was also able to leverage their experience during the project to integrate into other coalitions for the promotion of women's rights (most notably a partnership with Euro-Med); (9) Al-Ofoq Foundation adopted the peer group strategy piloted during this grant in another project aiming to combat drug abuse in partnership with the Anti-Narcotics Police; (10) Future Brilliant Association has launched a project to coordinate with the Higher Judicial Council, Ministry of Social Affairs, and Ministry of Education to gain vital statistics for future programming; (11) PCC created institutional-level partnerships with educational institutions as a part of their project, integrating both treatment and prevention of bullying into school counsellors' work.

Each of these results indicates both potential sustainability for project results, as well as necessary synergies between actors in different sectors to promote human rights and gender equality principles from a holistic approach. These synergies and institutional capacity building are necessary steps to build upon project successes in future iterations of the programs, and to continue to provide multi-pronged institutional support for beneficiaries. Particularly, this institutional strength is important to continue community-level change, so that community members receive similar messages from institutions from the government, the educational sector, the health sector, the religious institutions, and others.

A key challenge to influencing institutional-level change through CBO projects in Lebanon was revealed during the second round of field visits. Abnaa Saida reported wanting to work with teachers in schools to further the impact of their project. However, training teachers requires permission from the Ministry of Education, which is a long and difficult process, particularly for small community-based organizations.

However, interviews with senior staff during the second round of field visits showed that CBOs were effective in creating institutional level change by forming multiple new partnerships as a result of the project. Abnaa Saida reported creating partnerships with religious organizations, sports clubs, UN agencies, and other service providers in the Old City; for example, Islamic Relief now refers their beneficiaries to Abnaa Saida as a result of the partnership formed during the project. CBO partners working with Musawat highlighted the value of their partnerships during a focus group, recommending that networks between Musawat and their partners become formalized; many of Musawat's partners recommended forming a round table or a forum to increase synergies between the different organizations.

The national grantee, RDFL, showed potential for influencing institutional-level change in other organizations and sectoral actors through the impressive level of networking with national actors through their project. RDFL created a coalition of 57 different organizations in Lebanon from multiple sectors to promote policy-level change, including academics, media personnel, members of political parties, and CBO and development workers. Further, RDFL provided training to media professionals to increase their awareness and capacities to effectively report on child marriage and other women's rights issues, resulting in tangible change on the institutional level by promoting changes to terminology used in reporting on GBV and child marriage issues. As one beneficiary of the trainings noted during a focus group:

"I was able to discuss this issue with my editor in chief and talked to my colleagues to highlight the issue of child marriage in our coverage. Also, we became more careful with the terminology we use, after the training, I use the word 'survivor' instead of 'victim' when I talk about GBV or child marriage. However, we report to people in higher positions than us and it is important to engage the media institution and not only the individual journalists." – Male Journalist trained through the RDFL project, Lebanon

RDFL further secured the sponsorship of the Lebanese Ministry of Health in its campaign, using their logo on official campaign posters and hanging them in Ministry of Health-sponsored health clinics, which can potentially be built to promote longer-term partnerships necessary for institutional change within Lebanese government branches.

Finding 7 - CBO grantees reported needing further capacity development towards gender mainstreaming within their own organizations and on-the-job training to further their institutional-level change. They could have also benefited from broader training to support them in future proposal development processes.

In terms of the capacity development provided to CBOs, grantees in Lebanon noted that training topics could have been more integrated with UN Women grant application procedures to be more effective. For example, some training related to UN Women application and budget forms during the PCM training could have been beneficial for grantees to gain technical support and knowledge for future proposal development processes. The trainings on innovative approaches, particularly on how to engage men and boys in gender equality filled a key gap in CBO institutional knowledge; however, could have been longer to achieve more long-term results; as one member of Abnaa Saida noted:

"The training on masculinities was transformative. Our perspective on gender issues, GBV and the root causes for this in the society became clear to us and we now know how to address it through our activities. We still need more training in these areas and support from the project to strengthen our own and our organizational capacity in these issues." – Male Facilitator with the Abnaa Saida project, Lebanon

However, the training's effect on institutional-level change is already apparent, as grantees noted that they had more organizational sensitivity to the images and language used for project promotional materials, ensuring that each corresponded with gender equality principles used in the training. Particularly, the training from the umbrella organization, SCI, was very effective in strengthening the grant management and gender equality themes, as the Gender Specialist contracted at the beginning of the project worked closely with CBOs in the design phase of the project to holistically incorporate gender mainstreaming into the project components and provided on-the-job training to CBOs. However, the Gender Specialist left midway through implementation and was not replaced, ending a key factor in institutional support. CBOs confirmed that the grants management procedures put in place by SCI—including timely reporting, compliance, and follow-up—were effective in increasing institutional capacity and project success. Further, the networking and learning exchange opportunities provided by SCI proved to be an effective basis for continued institutional-level change amongst CBOs, however more resources are needed to actually implement these changes in each CBO.

Simultaneously, grantees noted multiple ways in which the capacity development component of the UN Women grant could have been strengthened to better build their peer to peer approaches and positive deviance *before* grant design and implementation. According to interviews with the umbrella organization in Palestine, NDC, this includes integrating capacity development into on-the-job training (meaning providing continuous support to grantees during the grant implementation period, including guidance for issues that arise during implementation), rather than more stand-alone trainings that do not have an explicit follow-up component, and ensuring that the staff who do attend capacity development trainings are the ones who are actually working on the project activities with beneficiaries. As many of the approaches are new for CBOs, ensuring they are able to translate theory into practice is essential for ensuring results. Further, the UN Women-led information sessions on innovative approaches (such as positive deviance, peer groups, engaging men and boys, and non-traditional methods) could have been held *before* CBOs submitted their project proposals, giving CBOs time to design their projects holistically utilizing innovative approaches.

A key mechanism for influencing institutional-level change for CBOs in Morocco was the training and on-the-job support during the design phase provided by QDM. Maroc Volontaires has incorporated more female youth into their board and General Assembly as a result of the training with QDM. Further, the training provided to board and staff created a cadre of in-house trainers, who were then mobilized to work directly with visual artists, actors, theatre directors, and journalists. QDM was effective in bringing its own network of CBOs to the mapping process; further, QDM helped initially screen CBOs that were already using innovative approaches, including masculinities and the promotion of human rights, helping to streamline the grants process given the short timeline for implementation. The training QDM provided to CBOs in the fields of gender sensitization and masculinities proved to be transformative; two CBO managers even became trainers with QDM then providing training to other CBOs, showing a large multiplier effect on the institutional level. Further, QDM helped CBOs to secure other funding for their projects, helping long-term sustainability. According to qualitative feedback, CBOs relied heavily on QDM for continued grants management; when two QDM staff faced health issues and could no longer continue providing support, the grants administration aspect of the umbrella organization weakened significantly.

3.1.6 Evidence of Incorporation of Gender, Diversity, and Human Rights

To what extent has gender, diversity, and human rights considerations been integrated into the intervention’s design and implementation?

Finding 8 - Promoting women’s rights as an inherent part of human rights is an effective strategy to integrate gender, diversity, and human rights considerations into an intervention’s implementation; however, it also presents challenges in working with some community gatekeepers that influence communal notions of human rights, such as religious leaders.

Both rounds of country visits found that the community-based grants showed a high potential for promoting gender equality principles by promoting them as an integral part of a wider human rights framework. Supporting this finding, focus groups with audience members of the Musawat project in Lebanon found that project beneficiaries believe that increasing gender equality in their community will have a positive effect on other human rights, such as the rights of children. One male audience member stated that if children are raised in homes where there is more equality between men and women, they are more likely to become resilient and able to overcome challenges in their communities. One of the male volunteers with the Musawat project noted during focus groups that his positive view towards men’s increasing participation within the home is linked to the overall development of society, showing further correlation between gender equality and a positive benefit on other human rights issues within society:

“Ever since I started participating in this program, I feel that my understanding of a man’s role in the household has grown... This change is important to me because I think it could contribute to the development of society.” – Male volunteer with the Musawat project, Lebanon

According to interviews with Musawat and Abnaa Saida senior management, this approach allowed for greater community buy-in. Building upon this, the projects can more strategically harmonize their project activities in sectors that targeted populations (including youth) are already active in, such as places where they gather to engage in hobbies, or places where they look for work. By mainstreaming gender equality within these spheres, youth will be more engaged and can put social transformation principles into practice in locations they are already seek out.

Further, interviews with CBO staff showed that applying a human-rights approach to their project implementation had positive effects on the organizational level. For example, Abnaa Saida leadership reported that they had experience implementing projects promoting women’s rights, such as a project advocating against early marriage project that utilized a child’s and women’s rights approach. However, these projects did not connect violations of women’s rights with negative effects on the society as a whole. Now, Abnaa Saida designs and implements projects that harmonize gender equality interventions with other societal issues. Abnaa Saida has adopted a new approach to designing projects, by first choosing a societal issue facing the residents of the Old City of Saida, and then discussing the gendered effects of this issue. Recently, staff used this approach to design a new project aiming to implement cultural activities for young men and women that will focus on promoting gender equality and human rights principles as an early childhood intervention.

The second round of field visits highlighted an important factor in promoting human rights and gender equality principles in the Lebanese context, namely the various religious leaders of Lebanon’s 16 recognized religious communities that an organization must work with to influence community-level change. As one

senior staff member of Musawat explained during an in-depth interview, due to the mixed demographics of Tripoli, the organization has to work with Muslim, Christian, and other religious leaders and approach each differently about human rights and gender equality topics. During the second round of field visits, the evaluation team had the good fortune of meeting with the Head of the Shari'a Courts in Tripoli in his home, which helped to reveal the challenges in working with religious leaders. Though he spoke quite openly about the need for religious leaders to espouse gender equality, his interpretations of the Qur'an still relied on patriarchal notions of gender roles. This highlights one of the key challenges for CBOs to advocate for human rights and gender equality principles amongst religious leaders in society. In-depth interviews with senior RDFL staff exposed another element to working with religious leaders: some political parties and their representatives will not support implementing a national minimum age of marriage because they benefit from child marriages. For example, staff noted that some political factions are against instituting a national age of marriage because they need more soldiers—so they need girls to marry earlier and produce future soldiers. Within the Lebanese context, religious institutions' large roles in both shaping social norms and policy creates added complexities for CBOs and NGOs working to promote human rights and gender equality principles.

Similar to Lebanon, promoting women's rights as part of human rights is an effective strategy for influencing communal social norms about stereotypical roles for men and women. Artists felt that speaking out against gender-based violence, GBV, or other "women's rights" topic was more convincing when portrayed as a violation of human rights. As one AMDF beneficiary said:

"Prior to my participation in the theatre production, I knew very little about women rights and also I was a shy person and would not think of engaging in a public debate. After my participation in the project, I am now convinced that women rights are human rights and I can play a role in promoting that." – Female student participating in the AMDF project, Morocco

Interviews with senior staff of Ayadi Al-Amal found that by discussing women's rights within the overall framework of human rights allowed teachers more flexibility in the types of books they use as part of their project's literacy activities. For example, teachers discuss with their students' different types of social issues that affect them all, and then try to analyze each from a gendered lens.

Further, there is evidence indicating that the intervention supported rights-holders to claim their rights, a key indicator of empowerment. As is noted further in Section 3.2 below, male beneficiaries in Gaza have organized to petition various Gazan Ministries to collect statistics on the rates of child marriage and school-aged children's dropout rates in their communities.

Lastly, the first round of country visits showed that each project effectively promoted the adoption of human rights and gender equality principles amongst both development actors and beneficiaries. Primarily, the projects' focus on engaging men as change-makers and engaging their active participation in teaching others these same principles showed high potential for long-lasting change on the individual, family, and community levels. Particularly, this was possible because many of the projects relied on non-traditional, more effective mechanisms—peer groups, art therapy and role-play, and others mentioned above—to engage men in practicing human rights and gender equality principles beyond a solely theoretical approach. For example, interviews with Future Brilliant Association in Gaza showed that by empowering men through a space to build their self-confidence, leadership skills, and public speaking skills, they were more likely to

see themselves as well-equipped advocates for gender equality. In order to continue the project successes, multiple participants noted wanting to continue these active approaches in future project iterations.

3.1.7 Evidence of Target Populations' Participation in the Intervention

To what extent have the target population(s) participated in the development and implementation of the interventions in a meaningful manner?

Finding 9 - Evidence suggests that due to short grant preparation timelines, beneficiaries were only consulted to a limited extent during the design phase, however had more substantial involvement in the implementation phase.

Multiple beneficiaries noted having influence over decision-making during the implementation phase. For example, senior staff from Abnaa Saida in Lebanon reported tailoring craft activities to those that the children responded to the most, while male beneficiaries of the Al-Ofoq project in Palestine were able to incorporate suggested activities after successfully conducting a meeting between the two fathers' groups in Tequa and Dura for a mutual exchange. According to Al-Ofoq senior staff, this meeting was vital for the male participants as they exchanged ideas in an open, safe space, and was entirely a beneficiary-led activity. Further, interviews with senior staff of RDFL in Lebanon and project beneficiaries showed that the project was successful in incorporating their beneficiaries into project activities, such as Um Noor, a previous beneficiary who is now working with RDFL in different projects. This indicates that many projects meaningfully engaged their beneficiaries in project implementation.

When asked about which beneficiaries were not involved during the design and implementation phases, grantees from all three country contexts noted that they did not have the institutional resources to include some key stakeholders. For example, interviews with Abnaa Saida staff noted that they did not have the in-house expertise to fully engage beneficiaries with disabilities into their project design. Ayadi Al Amal in Morocco noted that due to the short preparation phase, they were not able to fully engage students and teachers in the project design. Rather, they chose beneficiaries based on their previous engagement with the CBO. Further, Al-Ofoq Association in Palestine noted that though they had success in engaging the local municipality in Tequa, they were not able to in Dura (in a different governorate), due to their resistance to the project's ideas.

Further, evidence from the first round of field visits in Palestine showed that beneficiaries were also consulted during the design phase. Many men noted that their involvement in the design phase of the projects helped secure their "buy-in" to the project's necessity, assisting them to feel like they are actively participating in projects to further community and family well-being. While many men felt that their participation in the projects were critical to their individual behavioural change, they also noted that future iterations of the projects should include more women as part of a broader community-based component in promoting gender equality on the family and community levels. Some grantees in Lebanon and Morocco reported during the second round of field visits that due to the quick project design phase, they were not able to fully engage beneficiaries in the design phase of their projects. However, senior staff members from Abnaa Saida in Lebanon reported that they had previously conducted a focus group with mothers of children who participate in the Association's activities, which they used to design their project. QDM noted during in-depth interviews with senior staff that some of the community-based grants in Morocco already

had a comprehensive knowledge of their beneficiary’s needs and constraints, which they used to create successful project proposals.

3.2. Social Transformation

3.2.1 Evidence of Changes in Social Relations and Power Structures

To what extent did the processes and activities implemented during the intervention focus on promoting changes in social relations and power structures?

Finding 10 - Projects that target change-makers within their communities, particularly youth and community gatekeepers, saw the highest potential for change in social relations and power structures.

The project’s original Theory of Change aimed to engage men and boys for gender equality as a key change mechanism to achieve social transformation on the community level. Particularly, engaging men and boys is envisioned as a crucial step to creating “community-owned” interventions, or changes that can be said to have originated within the community rather than imposed from outside. This evaluation found through in-depth focus groups that in Lebanon, as in other countries, one of the most successful strategies leveraged for community level change was targeting male and female youth volunteers who already embody a commitment to human rights and gender equality principles and who are already active within their environments. Further, the incentives for volunteering for advancing their own professional experience is a useful tool to secure volunteers’ active participation in the project. Abnaa Saida saw success in recruiting volunteers who were looking for opportunities to make a positive contribution to their communities, and who are also looking for professional experience to prepare them for entering the job market. Many of these volunteers are already active in their communities, adding additional potential for long-term community change by tapping into these sources of activism. Further, the projects included female volunteers who study non-stereotypical fields in university, serving as a positive example of both women in leadership and women in traditionally “male” roles. By increasing the number of women in leadership positions, the project shows an indication of changing community-level norms around women’s roles. Particularly in a location like Saida’s Old City, which focus groups with mothers, Abnaa Saida staff, and volunteers confirmed is a place where women have limited mobility outside of the home and are traditionally expected to play a larger role in the private sphere rather than the public one, an increase in women’s visibility, access to public spaces, and participation in social groups is an important indication of a change in women’s social roles. Additionally, community-based grants successfully integrated their projects with community needs. For example, Abnaa Saida’s sports activity is one of the only options for children to engage in sports in the area. In promoting girls’ participation in sports as part of broader activities, the project filled an essential community need while also utilizing the space to promote gender equality principles.

However, a gap identified during the first round of country visits confirms that community-based projects in Lebanon will need to further engage community gatekeepers—including Imams, judges, university administrators and professors, secondary school teachers, media actors and local celebrities—to influence community-level change. Particularly, one mother of a child participant in a community-based grant noted that children in the community attend sermons at the mosque three times a week, which is an important space for disseminating values to young people. Further, the mosque serves as one of the most important community spaces for attracting both male and female participants serving as a key site for further social

transformation activities. However, the second round of field visits clarified the operational challenges in working with some community gatekeepers. For example, in-depth interviews with Abnaa Saida found that to work effectively with local community leaders, the organization would have to work directly with Dar Al-Eftaa in Lebanon, the umbrella organization working with Imams across the country, who routinely provide the topics and directions for weekly sermons. This indicates that though the grantees are community-based, to effectively work with community gatekeepers may require forming partnerships with national-level institutions. Further, working with religious-based discourses on human rights and gender equality promotion may necessitate working with other types of organizations—including Islamic or religious feminist organizations and academic institutions—that can facilitate feminist interpretations of religious discourse.

Both community-based and national-level grantees in Morocco showed positive indications of influencing community-level change by increasing community stakeholder involvement in their project implementation. For example, Ayadi Al Amal successfully included parents, teachers, and students in their project activities to mainstream the themes promoted by the projects and ensure support in the home from parents. One teacher trained as a part of the project is now encouraging parents—of both genders—to become more active in their children’s educational attainment. This is possible because the project also included educational sector stakeholders in its project to create mutually reinforcing positive action from multiple stakeholders. During the second round of field visits, teachers benefitting from the project highlighted a striking example of the changes in the society as a result of the project. One teacher reported during a focus group that after attending the training focusing on gender and gender stereotyping in class, he was inspired to apply these concepts in practice by starting a girls’ soccer team at the school. Many of the mothers were not convinced of the idea, so the teacher visited each of his female students’ homes, speaking with their parents and persuading them to allow their daughters to participate in the girls’ soccer team. He even committed to driving team members’ to and from soccer practice, and the parents decided to allow their daughters to participate. The girls’ soccer team went on to win a prize; now the school has four girls’ soccer teams due to the success of the first. Here, the teacher’s initiative after the training in promoting his female students’ non-stereotypical activities showed positive indications in changing the society’s acceptance of new gender roles.

Maroc Volontaires similarly is working in a focused strategy by targeting youth interested in different media and Art domains to change the traditional gender stereotypes and bias. Their focus is influencing the media and artistic community that will eventually reflect a positive change at the society level. During the second round of field visits, in-depth interviews with senior staff showed that the arts show proved successful in attracting a wide audience, with some audience members approaching the artists offering collaboration on future art projects tackling the same theme. Other community members provided feedback to the artists about their work, both developing the artists’ abilities to reach community members and gain their active participation in analyzing and engaging with the work. Many of the artists reported in focus groups that they thought the high levels of community engagement were due to the fact that community members were asked to comment on the art, not themselves. This created a valuable distance from which community members could reflect on gender roles presented in the various works, showing a potential for change in communal norms on gender roles. Meanwhile, AMDF worked with three local universities, art teachers and arts, human rights, and citizenship clubs at high schools to train students in gender equality and gender sensitive artistic production, resulting in conducting the first students debate in the Faculty of Law, Economics and Social Sciences at University Hassan II of Casablanca. The student

parliament reviewed 10 different laws from a gender perspective and presented the needed amendments under intensive support, supervision and coaching from AMDF. The student parliament was attended by the faculty's dean, academic deputies, professors and over 200 students. It has marked a beginning of such activities within the university. The informal discussions held with the faculty members after the event, showed strong commitment and enthusiasm by the faculty to continue its collaboration with AMDF to hold similar activities for students. In addition, AMDF held photo exhibitions at the national level, and visual arts exhibitions and theatre plays that won national awards. In addition to achieving national-level visibility, this modality also achieved individual change, with many students describing the transformative aspects of the intervention in terms of developing life skills (like public speaking, increased confidence and self-esteem, and having a purpose in life). Though the reactions to these exhibitions were mixed, they created an ongoing dialogue and amplified voices calling for gender equality on the community level. This example provided a clear evidence of the transformative effects that feminist organizations can have on the beneficiaries due to the accumulated and long experience. The students were enthusiastic to continue committing for similar initiatives by AMDF and wanted to take on more responsibilities to promote gender equality within their universities.

There is strong evidence to suggest that the community-based grants in Palestine affected change on the community levels in Tequa, Bethlehem Governorate and Dura, Hebron Governorate in the West Bank, and in the villages of Absan and Khuzaa, in the Khan Younis Governorate of the Gaza Strip. Particularly, this is because CBOs targeted beneficiaries who already held power within patriarchal social structures—namely men and representatives of religious institutions—and who therefore have influence over other members of the community, albeit without fundamentally challenging patriarchal structures.

Feedback from field visits show that community-level change is directly related to the project's integration of community leaders and gatekeepers, particularly local government officials and religious institutions, in the project activities. For example, the Future Brilliant Association in Gaza engaged 20 different Muslim clerics (imams, sheiks, and mukhtars) in the target locations in project activities, many of which routinely approved of child marriages in their communities on the basis of religious justification. Male participants in the project noted that they discussed the issue of child marriage directly with these clerics, using positive deviance to highlight the economic, social, and health benefits of delaying early marriage, and relying on the Islamic value of family, resulting in one mukhtar from the largest family in Absan declaring that he would not approve of any future requests for marriages between participants under the age of 18. Respondents participating in the Al-Ofoq Association project in Dura similarly noted that imams who successfully completed project activities gave Friday sermons preaching women's rights and the need for gender equality, even posting messages from the trainings onto their Facebook pages.

In addition to creating buy-in amongst community gatekeepers, the community-based grants effectively created community change through a multiplier effect. Consistently, focus group feedback and interviews with secondary beneficiaries noted that men who had been targeted through the different interventions used their positions as heads of family to open discussions with their wives, brothers, children, and other family members to promote different human rights and gender equality principles targeted through the project. In Gaza, male beneficiaries of the project noted that after opening discussions with their family members, it is now their wives and daughters who are reaching out to extended family members to dissuade them from child marriage. The qualitative data found that this was possible because the interventions did not threaten communal notions of masculinity, rather they appealed to prevailing notions of men as the head of the family, men as supporters of their wives' and children's wellbeing, and notions

of men as ensuring their children's better opportunities for the future. Due to this approach, the direct beneficiaries were able to multiply effect to other secondary target groups within their communities. While this multiplier effect proved to be an effective mechanism to promote discussion amongst family and community members on gender equality principles, it does not necessarily transform the power relations within society, rather capitalizes on existing patriarchal structures to promote discussion on gender equality. The second round of field visits showed that in the West Bank, school administrators with the Al-Ofoq Foundation project are now reporting that their schools have lower rates of classroom violence, both from students and teachers. The school administrators reported during a focus group that they credit the lower rates of violence from the lessons children are now learning from their parents about violence, respecting others, and working together, lessons their fathers learned through project activities. Similar to the community-based grants in Morocco, Al-Ofoq was able to influence beneficiaries through two separate entry points, parents and schoolteachers, who are each part of influencing a child's perception of gendered norms within society.

Notably, national grant interviewees raised the need for more community-level awareness through mass media campaigns, trainings, and coalition building, to prepare the community for large-scale change.

Finding 11 - Projects that increased their beneficiaries' exposure to different project activities implemented in a targeted community showed high potential for community-level change.

The second round of country visits revealed that the community-based grants' relative successes in promoting changes in social power relationships are dependent on the size and scope of the intervention location. Where interventions concentrated multiple activities within multiple beneficiaries in one community, there was more emerging evidence for social transformation. For example, focus groups with male and female youth volunteers working with Abnaa Saida's project showed that volunteers have brought their younger siblings, their mothers or other female relatives, or friends to Abnaa Saida's offices and encouraged them to participate in activities as a result of their engagement with the project. One mother interviewed during a focus group noted that while she is the one to raise her children inside her home, Abnaa Saida is the one to raise her children outside of the home. Senior staff elucidated that because Saida's Old City is quite small—roughly 1,000 residents—Abnaa Saida's role in the community has become quite influential and draws many participants. Further, the Association's beneficiaries reported during focus groups having high exposure, as many had siblings or friends who could also indirectly benefit, indicating a higher potential to contribute to changes in social power relations.

In contrast, the other community-based grant from Lebanon chosen for this evaluation, Musawat, implemented their activities in six different locales, including Palestinian and Syrian refugee camps and a locale called Jabal Hussein in Tripoli, in which a road running down the mountain perfectly splits its Sunni and Alawite residents. According to focus groups with senior Musawat staff during the second round of field visits, the plays were very influential in promoting individual-level change in attitudes and behaviour, but insufficient to have the potential to promote changes in power relations on the social level. Further, the project only conducted one play in each location, lasting an hour due to limitations in securing a large enough venue. This modality reflects stretching the project activities too thin by trying to cover more locations and diverse target groups instead of following a focused strategy of concentrating on less locations and better understanding the root causes of gender inequality within that context and plan the project activities that are responsive to those parameters that make the interventions more relevant. Based

on the qualitative data from both of the community-level grants in Lebanon during the second round of field visits, this evaluation has found that by increasing levels of exposure by concentrating project activities amongst one group of beneficiaries, there is more potential for community-level change in social power relations.

Finding 12 - Interventions that mobilized community stakeholders within their own communities, while oftentimes not gender transformative, saw success in garnering community-level support for project activities.

The national-level grant in Lebanon, RDFL, showed indications of influencing community-level change through its mobile van activity, in which films were screened in local communities and local stakeholders—including political party representatives, mayors, local municipality workers, the police, academics, lawyers, and local activists—were invited to participate in community discussions after the screenings. In addition to attracting large numbers of local community members, the discussions proved an effective forum for solidifying community gatekeeper support for rallying audiences to engage deeper with the topic. Further, group interviews with a journalist and youth political party member working with RDFL during the second round of field missions found that by empowering people within the community, RDFL has the potential to create further community-level change. For example, a member of a youth political party noted that before the project, she considered herself a social activist but not a feminist. After participating in the project, she asserted that “being a feminist is a responsibility,” and has launched multiple interventions within her community to promote gender equality. She noted working with Wikathon to create a lexicon of terms in Arabic about gender and sexual equality, aiming to make gender discussions more accessible to a wider audience. She also noted that her mother is a social activist in Southern Lebanon who wanted to run in the local elections. Her family forbade her from running, however the local Sheikh threatened to expel her family from the political party if they did not allow her to run. So, she and four other women ran for local seats, garnering between 1,000 and 1,500 votes amongst an electorate of 7,000. Lastly, the youth political party member noted that she is launching a debate club within her party, which will debate different topics including feminist ones. Additionally, the youth journalist interviewed reported that since participating in the project, she has increased her reporting on under-reported gender issues, such as women running in local elections and the challenges they face and cases of child marriage in the refugee camps for multiple different media outlets. RDFL’s strategy of working with leaders who are already active within their communities shows a high potential for sustainable community-level change, as these actors have both the enthusiasm and capacities for influencing community-led notions of gender roles and social norms.

Further, the second round of country visits highlighted the success of “mobile van” activities similar to those implemented by RDFL in Lebanon. Senior staff from Ayadi Al-Amal reported during in-depth interviews that they saw success in organizing community-based “Equality Caravans” in 10 locations with the partnerships of 10 local institutions. At each institution they hosted two workshops, led by a male and a female facilitator, on the concepts of gender and what gender equality means. Though Ayadi Al-Amal targeted 300 students, they managed to reach 470 male and female students. In-depth interviews with senior staff revealed that the high turnout was likely due to community members’ access to the site without having to travel long distances or stay out past dark (a commonly-cited issue of concern to female participants, according to senior staff interviews); rather students were able to participate in their own schools. While not a gender transformative approach, this shows a gender-responsive mechanism that facilitates women and girls’ access to project activities without challenging the norms that prohibit their participation. Similar

to the community-level grants in Lebanon, Ayadi Al-Amal's ability to target students within their own schools, with the active participation of local institutions, helped to engage students in conversations about gender and gender equality that have the potential to influence community-level change in conceptions of social power relations.

3.2.2 Evidence of Changes in Knowledge, Attitudes, and Behaviours

Do the results of the intervention point to the beginning of changes in knowledge, attitudes, behaviours, social relations, and power structures among its stakeholders?

Finding 13 - The use of innovative techniques, including positive deviance, arts-based activities, peer groups, and engaging men and boys proved successful in influencing individual-level changes in knowledge, attitudes, and behaviours towards more gender-equitable practices.

The qualitative feedback showed an indication of change on the individual level as a result of the community-based grants in Lebanon. Particularly, the positive deviance/positive parenting approach was shown to be very effective for individual-level change, as adult men who engage in this modality consider themselves a part of a new generation of men, particularly new fathers. As one man said during a focus group with project beneficiaries:

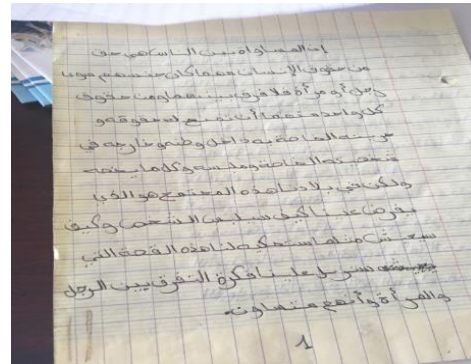
"I usually participate in the home chores; however, I never went out to hang the laundry so that my neighbors or any of my relatives will not see me doing that. Now, after participating with Musawat and going through the discussions with forum theatre I am more comfortable showing that I participate in the home chores and publicly state my opinion that it is not the responsibility of the women and girls only, men can and should participate."
– Male beneficiary of the Musawat project, Lebanon

For younger beneficiaries, change stories were noted amongst beneficiaries participating in non-traditional activities, including sports, plays, music, and theatre activities. Many young boys resisted participating in a mixed-gender sports team, however by doing so they not only learned about girls' capabilities, but also set an example for the rest of society that boys and girls can work together. Further, mothers of participants noted that their participating children started asking their mothers and teachers questions about gender discrimination. However, as one mother noted, her children did not want to participate in the activities initially until she convinced them. This shows that though the CBO projects affected individual-level change, other gatekeepers in individuals' families, schools, and societies are necessary to sustain this change on the individual level.

The first round of country visits showed that both national and community-based grants in Morocco achieved demonstrable change on the individual level. Ayadi Al Amal showed particular success by targeting young students who are still forming their ideas about gender roles and masculinities and femininities to include readings and books promoting gender equality into educational systems. Evidence of this change is the written stories from students, who produced stories and drawings of how they see gender equality. One of the stories written by a male student in grade 5 stated:

"Gender equality is a human right. Men and women are equal and there should not be discrimination based on their gender. They are equally entitled to their personal freedom inside and outside the country. However, it is the society that imposes discrimination and

assigns roles and even specific costumes deemed appropriate for men and women”. – Male Student Participant with Ayadi Al Amal Society, Morocco.



Also, as the President of Ayadi Al Amal said about these students:

“Some children exceeded our expectations in terms of how they now perceive equality and how they express it in their writings.” – Female President of Ayadi Al Amal Society, Morocco

The school is now working to produce these stories into a book, which they plan to distribute to students and libraries in other local schools, in order to promote long-term sustainable change for new students in the future. Maroc Volontaires similarly used a multiplying impact affect, working both to capacitate male and female artists to better work in ways that broke gender stereotypes and to create content that contributes to human rights and gender equality principles. Particularly, participants noted that the topic of redefining masculinities was particularly effective, as one male student noted:

“Through my involvement with the project, I now integrate the concepts and definitions of masculinities in my work with adolescents and many of the social or psychological problems they face including violence; whether as perpetrators or victims, require a better understanding and redefining these fundamental concepts in our society.” – Male student participating in the Maroc Volontaires project, Morocco

AMDF similarly saw success in targeting artists through trainings on gender equality principles. One particularly effective strategy was utilizing AMDF’s connections to attract high-level artists, educational experts, teachers, media personnel, and activists to give the trainings even higher credibility. One participant demonstrated the training’s impact on his work:

“I come from a conservative background. After engaging with the project and the theatre production, I started to question these restrictions and stereotypes imposed on women. I now have the technical tools and the theatre to convey my opinion and contribute to changing these views.” – Male participant in the AMDF project, Morocco

Each of these projects utilized innovative methods, including using renowned artists to create art that promotes gender equality and reading and storytelling with students, particularly by working within pre-existing educational and art systems to affect individual-level change.

The first round of country visits in Palestine has shown that multiple modalities implemented by the community based and national grantees successfully affected change on the individual level. Qualitative data from the first round of country visits showed multiple examples of these modalities affecting change in individual-level behaviors and viewpoints. One man participating in the Al-Ofoq Foundation project in

Tequa told the story of his daughter's education and how his participation in the project changed his involvement in it. After his daughter had struggled with a school assignment, his daughter's teacher instructed her to study at home with her mother to improve her marks. Based on his knowledge from the trainings and peer groups, her father approached the teacher and asked why she didn't ask his daughter to seek support from both her parents. His objections resulted in the school arranging a meeting between all of the teachers, highlighting the importance of fathers assisting their children in their educational advancement. This helped pave the way for the development of the mixed-gender Parents' Council at his daughter's school, the Al-Khanssa School in Tequa. Notably, the school previously had a Mother's Council, however the establishment of the Parents' Council served to solidify fathers' responsibility and active participation in advancing their children's education.

In Gaza, multiple male participants in the project were so convinced by the trainings and peer groups advocating against child marriage that one pursued an international certificate in social work from Morocco to gain the academic qualifications to continue to advocate against child marriage in Gaza, while multiple others noted that they used the information gained through their involvement in the project to prevent child marriages within their families and in their communities. These stories of individual-level change were notably confirmed by indirect beneficiaries. The daughter of one of the male participants in the Future Brilliant Association project told her story to the consultants, in which she was married at the age of 17 and had to stop her secondary education. She described that her family had seven daughters and used her marriage as a way to decrease financial burden on the family. Since her father participated in the project, he has changed his views regarding his daughter's marriage, and is now supporting his daughter who married at the age of 17 to continue her education. The second round of field visits revealed that male adult beneficiaries of the project have undertaken an initiative to obtain statistics from the Ministry of Social Affairs, Ministry of Education, and the Higher Judicial Council on rates of child marriage and girls' dropout rates to begin holding meetings with secondary school administrators in Gaza. This indicates the individual-level change for male beneficiaries.

Interviewees from PCC noted that many participants were initially hesitant to engage in conversations about bullying with their female peers, and that mixed therapy groups initially perpetuated stereotypical gender roles—boys would lift and move furniture in discussion locations, while girls would clean the location—however after participating in multiple sessions that used different modalities, like sports and arts therapy, young men and women began working together to complete tasks. Young men reported that their perceptions of their female peers had changed, and that they now viewed young women as incredibly smart, capable participants in affecting community-level change.

Finding 14 - Youth volunteers consistently noted the role of training in influencing a change in their attitudes, propelling them to initiate their own projects.

Though volunteers noted that the trainings were highly advanced in terms of the gender equality and human rights principles and concepts they learned, they would have benefitted from a longer training time, as many of the gender mainstreaming, masculinities, child rights, and particularly facilitation techniques for working with children in interactive educational methods were new to them and they needed more time to engage with the tools and theories in order to effectively implement them. As volunteers worked with children in summer camps over three months, they reported needing further thematic support on how to mainstream gender and the values of equality within everything they do at the summer camp.

Specifically, volunteers reported needing more tools and it was also observed that they themselves still needed more advanced and in-depth knowledge of the gender concepts and aspects of equality to be able to advocate for changing the traditional or negative stereotypes and to be able to extend the message beyond the direct activity. Particularly, volunteers highlighted during focus groups that the training was not long enough to transfer theory into practice:

“When we first attended the gender training, there was a lot of clash in the point of view of participants and the facilitators. These subjects are totally new to us and require profound change of perspective. Many positive changes were observed by the end of the training; however, there is still a pressing need for more training, knowledge and tools in these areas.” – Male Volunteer with Abnaa Saida project, Lebanon

Another participant noted that the topics were too theoretical and academic, and as volunteers are the primary point of contact between Abnaa Saida and the project beneficiaries (in this case primarily children, however also their parents as indirect beneficiaries), they needed more tools to practically counter the entrenched patriarchal social norms in the surrounding community. As one participant in the trainings noted during focus groups:

“We need support on how to make these topics operational and put them into practice, including tools and activities specifically designed for working with children, parents, and other categories.” – Female participant in the Abnaa Saida project, Lebanon

Importantly, though RDFL was working to advance national legislation against child marriage, the project also affected individual-level change through the mobile van activity, which prioritized women’s voices on the individual level by inviting female speakers—both community members and local stakeholders, such as party representatives, mayors, and local municipality representatives—to speak to local community attendees in public spaces. This included a 16-year-old girl publicly speaking about delaying her marriage and completing her education, and a woman who was married early and divorced, speaking about the difficulties that her marriage caused herself and her five daughters. She notably contacted RDFL after hearing about their campaign and carries weight in the community as a local activist. She runs local arts classes that promote human rights and gender equality, even reaching international fora by exhibiting her students’ work at Harvard University. Qualitative data confirmed that these discussions affected individual-level change for male participants by utilizing informal settings to have open, non-judgmental conversations with other men. Further, the national-level grant engaged local youth activists in political parties that indicated the potential for institutional-level change, as youth activists now hold debates within their political parties on the themes of women’s rights:

“The training I attended with RDFL is very important. We regularly hold debates within our parties for the youth members and we raised the issues advocated by the campaign in those debates. Also, in our internal party elections, we demanded more representation of women within the representative committees and we managed to increase the number of women in those committees.” – Female Youth Activist trained through the RDFL project, Lebanon

Finding 15 - The national-level grantees showed the potential for influencing policy level change by leveraging their networks with policy makers and change-makers within both Lebanon and Morocco.

The project showed considerable indicators of a possible policy-level change through the national grant mechanism. Though RDFL has been working to demand legal reform against child marriage in Lebanon

before the UN Women grant, RDFL scaled up and further rolled out the #NotBefore18 campaign as a result of UN Women funding. RDFL directly engaged with decision makers at the national level, leading the coalition that drafted and submitted a law preventing child marriage to members of the Lebanese Parliament. The coalition first targeted MP Elie Keyrouz, then the National Committee for Women's Affairs (a committee formed by Parliament and headed by the First Lady), of which RDFL is a member. As a result of the work with the committee, the draft law was referred to the Management and Justice Committee in Parliament, the responsible body for reviewing proposed draft laws. Though the elections in 2015 resulted in new committee members, RDFL is actively connecting with these members to push the draft law through the committee. Another MP, Ghassan Mukhaibar, proposed a similar law, however with exceptions allowing for child marriage. Though RDFL agrees with parts of the law, they are still advancing their version of the draft law which criminalizes child marriage. So far, RDFL has secured the support of three of the ten new committee members.

The first round of field visits concluded that there is no evidence that any of the grantees in Morocco nor Palestine affected policy-level change, however as none incorporated this into their project designs, this is to be expected. However, during the second round of field visits, AMDF university student beneficiaries reported during a focus group that as part of the activity's closing ceremony, some students indicated the potential for presented their research and proposals for policy-level change in Morocco to government stakeholders. This included discussing the government's responsibility for enacting laws that protect women's rights, indicating the potential for policy-level change. This will require additional support, coaching and mentoring from AMDF to engage the gender transformed students and the government officials in debates around these laws as part of AMDF ongoing advocacy activities for legal reform.

4. GOOD PRACTICES AND LESSONS LEARNT

- *Establishing partnerships with national institutions* including universities, schools, national Art institutes and artistic groups proved to be effective for reaching more people through a multiplier effect, scalability and longer-term sustainability.
- The *promotion of women's rights as human rights* was an effective strategy applied by a number of project partners and was found relevant to local contexts especially when project interventions were designed to tackle root causes of gender inequality in a certain community such as the right to education to tackle child marriage, the right to participation to tackle discrimination between boys and girls in participating in community activities, outdoor activities or certain types of sports, and freedom of expression and choice promoted through artistic and theatre activities to tackle issues of participation and traditional gender stereotypes that impose more restrictions on women and girls in the community.
- *Evidence based advocacy* through data collection and research commissioned by the project made the effects of local and national campaigns stronger.
- *Engaging men and boys* in promoting gender equality was found relevant to local contexts, especially when positive and negative masculinities were well understood by the partner organizations and creatively promoted through arts and community-based activities. At the same time, this strategy needs extensive capacity building, coaching and thematic mentoring to ensure that the messages conveyed through the grants and project activities do not give more power to men over women's rights, voice or space.
- *Targeting children, adolescents and youth* proved to be effective in ensuring change in perceptions and behaviours at an early stage of the life cycle given that they are going to be the adults, community leaders and potentially the change agents in their communities. Evidence collected from the current formative evaluation show that children, adolescents and youth had effects on their own families and their immediate surroundings in changing views, roles and in negotiating for more participation in community-based activities. This is especially effective for the female youth and girls interviewed during the field visits.
- There seems to be a direct *connection between participatory planning and implementation of activities with the success of the grants* in achieving their objectives. The current project did not allow for sufficient design and participatory planning with the communities due to time limitations. However, it was noticed that the grantees who had strong relations with the local communities achieved more effective results despite the time pressure as their participatory planning of the detailed activities enabled them to modify or adapt the project activities to the needs and suggestions they gathered from the direct beneficiaries, facilitators and volunteers. Future similar projects could benefit from a longer design period and an inception phase where communities are engaged and consulted, and needs are assessed and identified at the outset of the project implementation.
- The more *creative the implemented activities were*, the more responsive the audience was and the higher likelihood the activities were effective in achieving the objectives. The various creative methods applied by the project partners that included arts, media, interactive/forum theatre, positive deviance and peer-to-peer approaches. These approaches seem to provide access to wider

audience and sometimes to audience that is not reachable through conventional or traditional outreach activities.

- *Feminist organizations* proved to be the most effective in providing transformative gender sensitization and training. This was evident among the youth and professionals trained by the feminist organizations in comparison to the youth facilitators and volunteers who received orientation through the TOT modality. Future similar projects could give the feminist organizations a bigger role in providing the gender training to the CBOs and especially to the facilitators and volunteers who are considered the front line working directly with the projects' stakeholders and beneficiaries.

5. CONCLUSIONS

Engaging men and boys for gender equality and women’s empowerment is seen as a critical component of achieving sustainable and transformational change on this agenda. The national and community level grants have allowed UN Women and its partners to experiment with a range of approaches in engaging communities and organizations. The following conclusions have emerged based on the findings of the effectiveness and transformation potential of these grants.

Conclusion 1

Project interventions under the national and community level grants have been effective at promoting change at the individual level and for some, it has been a transformative experience. Key to their success was the use of innovative approaches and the active engagement of the community.

All of the grants assessed successfully used innovative approaches to mainstream and promote gender equality within their activities. These activities, which were sometimes considered unconventional in the communities and were creatively adapted to the local contexts, actively engaged the communities and promoted change at the individual level in terms of attitudes and behaviours.

Ample evidence exists that working with activists and changemakers already active within their communities was an effective strategy for increasing gender equality on the community level. For example, Um Noor working with RDFL is a woman who previously received services from RDFL and is now an integral part of working with other Syrian refugee women in her community to access services, advocate against child marriage, and promote gender equality. Further, Musawat in Lebanon effectively worked with facilitators from each of their six project locations who were able to tailor their discussion with male beneficiaries on gender equality to the local context. This strategy is an effective model for deepening impact and creating sustainability based on increased community buy-in.

Conclusion 2

UN Women’s engagement and work at multiple levels – regional, national and local – through the programme has provided a platform to test and exchange learnings on effective strategies to engage men and boys for gender equality. Moving forward it is important to ensure that linkages are strengthened and expanded.

Multiple linkages between the national and community-based grants as well as among the CBOs themselves were observed. A systematic learning, cross-fertilization and exchange could strengthen the interventions and would highly inform the planning for the second phase of the program. Furthermore, partner organizations of multiple CBOs have requested more formalized partnerships from the start of the project in order to increase their inputs into the project design, strategies, and provide feedback on beneficiary needs.

As many CBOs used similar approaches—positive deviance, engaging men and boys, and other innovative approaches—with successful results, linkages at the regional level could be fostered to test these strategies’ effectiveness in other locations, and to continue share best practices between CBO/national

actors in different locations. In addition, the project had demonstrable effect at the organizational level for many CBOs that have adopted gender sensitive objectives and approaches. There is emerging evidence of changes in certain communities that used community gatekeepers, and in projects that took advantage of a “multiplier effect” to engage communities through multiple entry points. However, in order to ensure these emerging changes, activities will need to be scaled up in the future.

Conclusion 3

Programme efforts to embed gender equality and women’s rights within a broader human rights-based framework have proven to be a successful mechanism for promoting community buy-in and social transformation. It would be important to ensure that the focus on women’s rights (vs. gender equality) does not get lost and that future efforts ensure greater inclusion and participation, particularly of marginalized groups. Continuing to build the capacity of organizations who have not traditionally focused on GEWE is critical to these efforts, as well as potentially building in longer and more participatory inception phases.

Qualitative evidence and feedback indicated that integrating gender equality and women’s rights within a broader human rights-based framework was a successful mechanism for creating community buy-in. Future iterations of the projects can scale up this approach to create further success in promoting women’s rights within a wider HRBA framework. The interventions implemented could benefit from a wider Human Rights Framework that promotes women’s rights as an integral element of overall human rights. Placing gender equality within a broader human rights perspective which addresses intersectionality could increase the effectiveness of interventions as the beneficiaries and target groups of the project are subject to multiple forms of discrimination and vulnerabilities that include socio-economic marginalization, refugee status, target for recruitment by military groups, disabilities as well as the gender factors that are added to the mix. This would also allow for a greater and more intentional focus on marginalization. While some of the projects worked with more marginalized groups, e.g. disabilities, etc. this was more based on the CBOs being embedded in their communities and therefore having knowledge of the different groups. Nonetheless, a longer participatory inception phase could ensure greater inclusivity and participation in a more systematic and robust manner in the design, approach and implementation.

Given that many of the local initiatives have been undertaken by partners who are not originally feminist organizations, the concept of gender equality still needs to be further reinforced at the community and organizational levels. Many community members still seem to be at the borderline of being personally convinced while at the same time being influenced by more traditional local norms; they have adopted the principle of equality but with exceptions and compromises. Accordingly, without a strong gender intervention and continuous sensitization during the implementation of the grants, the beneficiaries who have still not yet fully internalized more gender equal norms, can revert to their old ways of thinking. At the institutional level, especially among the not originally feminist partner organizations, evidence of integrating gender equality within their approaches was observed and with potentially more support and coaching, these approaches are likely to become part of the organizational culture and programming modalities.

Conclusion 4

There are a number of examples where UN Women and its partners have effectively engaged communities and key community members in efforts to advance gender equality and women’s rights. To promote more sustainable and broader change at the community level, it is necessary to broaden engagement to other groups.

As evidenced by the findings, the programme to date has targeted some of the key community members and institutions to promote GEWE. It is necessary to expand the target groups beyond the immediate beneficiaries to include those who have direct influence on the beneficiaries. For example, targeting boys and girls proved to be transformative for many of the them; however, without targeting the parents, schoolteachers and in some places the local mosque Imams they go to, the effect of the project will remain less effective.

Moreover, though both rounds of field visits showed that the projects effectively engaged men and boys in promoting gender equality, feedback from male participants consistently noted that women in their communities—including in their families, at schools, and in their social networks should always be equally engaged in future iterations of the project to sustain community-level change. Just like masculinities, femininities in each of the three target locations have also been formed in a patriarchal society, leaving some women unconvinced of the changes their male relatives and community members have undergone. Furthermore, male beneficiaries have noted that additional activities targeting women as part of the activities would help increase full community support for gender equality.

Field missions also highlighted the key role that religious institutions and Imams play in the day to day life of the community members. Each country will need to develop its detailed strategy for working with the religious institutions depending on the margin of freedom of expression provided to the Imams and judges. In Lebanon, Dar Al-Eftaa is the supervising institution and the Friday sermon is provided written for the Imams and thus the Imams can only accommodate discussions of issues outside the sermon in their informal chats and meetings in the mosque and only on topics they will deem appropriate or relevant. This is the same for Morocco and to a certain extent in Palestine. The training of project coordinators and CBOs staff and probably the facilitators and volunteers on some of the religious and legal interpretations of the rights they advocate for would be useful to ensure that they are not shut down by the community members who would immediately use religion as the excuse for refusing the gender equality issues raised.

Discussions with SCI and CBOs revealed that participatory planning at the design phase of the project was limited due to the short timeframe of the grants. Accordingly, community assessments and consultations with the potential stakeholders, identifying key underlying causes of gender inequality that is relevant to those particular communities and reflecting the voice of the beneficiaries within the design of the activities was done with a very limited scope. Future similar programming should consider a longer inception phase after the initial design phase to allow for these participatory and inclusive consultations. From the consultant’s observations many key stakeholders and potentially successful implementation strategies could have been identified during this inception phase.

Conclusion 5

UN Women through the programme has strengthened the capacities of national and community-based organizations, both institutionally and on gender equality and women's rights. Moving forward it would be important that these efforts are less theoretical and followed up with coaching and mentoring where possible. While the potential for institutionalization in national and community-based organizations is large, further capacity development on GEWE particularly at the community level will be central to cementing these efforts.

All CBO representatives and staff interviewed highly appreciated the capacity building offered by the UN Women at the beginning of the programme. Capacity building was a mix of institutional development, e.g. financial management, HR and volunteer management as well as content related aspects of the programme. including gender sensitization, masculinity, advocacy, communications, etc. For the institutional aspects, many indicated that these trainings remained general, not customized to the requirements of the UN Women grant application, financial management, M&E and reporting. For the theoretical trainings, many indicated that they were too short and not sufficient to ensure a complete understanding of the concepts and their applications; especially within the local contexts. During the field missions, it was noticed that in addition to the CBO staff who attended the trainings, the facilitators and volunteers play a major role in implementing the activities with the direct beneficiaries and thus they are the first and, in many times, they are the main point of contact with the beneficiaries. Facilitators and volunteers indicated that they have received training or orientation from the project staff at the beginning of their work, but that they need ongoing support, coaching with additional tools and a more in-depth knowledge of the gender concepts to be able to integrate them properly in the activities they facilitate, answer critical questions they have been receiving from the participants in the activities or non-participants from the local community including parents or relatives of the participants, influential figures or community activists.

National grants in particular showed potential for institutionalization due to access to decision makers and well-established networks at the national level. Some of the CBOs also showed potential for institutionalizing the work, although they will need immediate funding to sustain the initiatives started with the current project.

6. RECOMMENDATIONS

The following recommendations are based on the analysis of the data, the findings and conclusions, and discussions with community members and other key stakeholders.

Recommendation 1

UN Women and its partners should expand their engagement strategy to include more segments of the community and multiple stakeholders, influencers and role models who can have significant influence on promoting gender equality and women's empowerment. This would further strengthen and formalize the multiplier effect of its current programming.

Future project interventions could further leverage the **multiplier effect and intentionally plan for it at the initial stage**. National **scalability and institutionalization of the project activities** is very possible by the national NGOs especially through their work with universities, national government institutions and their access to big networks of professional trainers, academics and media professionals. The project activities can be replicated in other universities and schools and institutionalization through working with faculties and graduating students in art faculties on productions that promote gender equality is also possible and part of the future planning that AMDF is currently undertaking.

Almost all beneficiaries, children and adults, are part of a web of relationships that go beyond the individual and without working with the extended web, it is difficult to ensure social change at the community or policy levels. The most successful projects targeted multiple actors who can influence community norms— including parents, teachers, students, and community leaders. Future similar interventions, need to account for this analysis and ensure that the **interventions at the design phase take the influencers into account** and target them with suitable interventions that will have multiplier effect, ensure sustainability and promote social change at the community level and not only at the individual level. Participating youth emphasized that this could be an influential tool that reaches a larger number of youth and men in the society and promotes positive messages that the community usually accepts. Those targeted for broader engagement should include:

- f. **Parents, siblings or even children participants** who show signs of leadership and who are highly enthusiastic about the new concepts and willing to take a larger role in advocating for social change within their communities. The community-based organizations can play an important role in providing a space for after school programs and extracurricular activities, as there is demand and most importantly, they are usually trusted by the local community. Future similar grants can encourage the CBOs to consider these after school programming that were demanded by the parents.
- g. **Young men and women** especially in the age groups of 15 – 20 or 20 – 35 should continue to be targeted with programming and in venues where they congregate. This should include increased consultation with young men and young women on how they would like to be engaged on promoting gender equality.
- h. **Media** should be engaged more strategically, going beyond training journalists, which has proven effective in terms of sensitizing journalists on gender equality and masculinities to include additional

training for other staff especially editors. Interventions promoting gender equality through media and art need to be sustained in future interventions and scaled up or institutionalized through working with Art and Media faculties where students can work on personal projects and spread the message to other students within their universities and also beyond that in the society after they graduate with gender sensitization.

i. Schools

- Staff. Working with teachers and school directors can have a multiplier effect as they have access to and influence over a large number of students. In addition, the openness of the school directors to new initiatives is key as they are the decision makers. Future similar programming could include as part of the training support to teachers in initiating personal projects inside their schools such as drama projects, art exhibitions, reading or writing competitions, sports teams etc around gender equality issues. A larger number of teachers need to be targeted from each school and encouraged to form a committee that can work inside the school and with other teachers on project related initiatives and support with pedagogy materials. Skills in mainstreaming gender in education are needed in the future to scale up interventions started with the current projects. Multiple feedback from the country visits indicated that to effectively work with teachers, grantees may need to work with the Ministry of Education to approve training curricula.
 - Interactive educational materials for working with schools was recommended to introduce students especially in remote areas to innovative materials that might not be easily available. Interactive media and educational materials can also engage teachers and students in the production and thus will strengthen the gender sensitization efforts as an extension to the formal training efforts. Children stories are an interesting area for promoting gender equality messages especially in countering the negative gender and social stereotypes that some fairy tales have promoted. One of the suggestions is to target professional children story and book writers and work with them on developing more materials that promotes gender equality, human rights, non-discrimination, combating violence and changing the traditional stereotypes and printing these stories, asking the writer to read the stories in schools and work with the teachers on how to creatively conduct classroom based activities on these stories and enhancing school libraries with such materials will be a good investment in the future sustainability of the interventions. Further, programming within schools can also use a complimentary approach of using fatherhood as an entry-point to promote gender equality.
- j. Religious establishments.** A clear strategy for working with religious establishments could be clarified at the design phase of the different local community initiatives. The training of project coordinators and CBO staff and probably the facilitators and volunteers on some of the religious and legal interpretations of the rights they advocate for would be useful to ensure that they are not shut down by community members who would immediately use religion as the excuse for refuting the gender equality issues raised.

Recommendation 2

UN Women and its partners should put greater emphasis on placing interventions within a broader human rights framework in future programming, ensuring that gender equality and women's rights and issues of intersectionality are firmly embedded in that framework.

Future interventions would benefit from being more firmly placed within a broader human rights framework as project beneficiaries and target groups are subject to multiple forms of discrimination. Future projects should include:

- d. An extended inception phase for grantees to conduct community assessments and consultations with potential stakeholders, identifying the key underlying causes of gender inequality that are relevant to those particular communities and reflecting the voice of the beneficiaries within the design of the activities.
- e. Work with women's rights organizations so that working with men and boys is not an isolated approach, but rather part of a holistic human rights-based intervention strategy. A feminist approach to engaging men and youth is important to ensure bringing on board the right allies and conveying the right messages for promoting gender equality that do not reinforce existing power structure and power relations between men and women in the society.
- f. Having staff on board with the necessary training to work with and integrate individuals who suffer discrimination and / or unequal access, due to disability, discrimination based on religion, displacement or ethnicity, etc. The role of these staff is key, and they need to be very well equipped with gender equality and human rights knowledge and skills.

Recommendation 3

UN Women should expand its capacity building of partner organizations and individuals who it is working with on engaging men and boys for GEWE, both in terms of institutional capacity as well as capacity on GEWE. These efforts should include:

- e. Additional gender sensitization, continuous support and coaching for facilitators and volunteers as they are the first point of contact with the direct beneficiaries and the local community.
- f. On the job coaching customized to project objectives. Coaching should include a greater emphasis on grants management and narrative and financial reporting. While the principles and the theoretical aspects can still be provided in centralized trainings, more weight should be given to on the job training. Many CBOs' organizational capacity is still weak and although they are strong in field work, the institutional narrative and financial reporting requirements of grants are still difficult for the CBOs to fulfil. Accordingly, any future grants mechanism to CBOs will need on the job coaching and accompaniment when developing their grants applications, narrative and financial reporting. This will entail the need for more resources to be allocated by UN Women and/or the umbrella organizations.
- g. Increased gender training and gender sensitization and how to mainstream gender in the activities during project design. CBOs need further coaching and more advanced training and tools to continue to mainstream gender equality and design gender sensitive interventions.

- h. A thorough organizational capacity assessment for potential CBOs for the second phase of the project to assess the extent to which the capacity building and coaching provided to CBOs during the first phase qualifies them for direct funding from UN Women in the second phase or whether there will still be a need for an umbrella organization.

Recommendation 4

UN Women should increase the duration of community-based grants to two years to support and see more meaningful and sustained social change. A second phase should ensure that grants have a clear theory of change linked to the broader programme TOC and stronger monitoring, with closer linkages between national and community-based grants.

Although the projects implemented during the current phase were effective in terms of promoting gender equality, the short timeframe of the grants limited their effects to short-term individual and some organizational changes. Additional time would allow initiatives to engage a wider number of people around the direct beneficiary or target groups; especially the most influential ones such as the parents, peers, teachers and religious figures in the community. Longer grants may yield more evidence of community-level change. An average of two years for the community-based grants was repeatedly recommended. During the second phase:

- d. The grants assessed (national and community-based grants) could benefit from **a clear simplified theory of change** that is clearly linked to the program's theory of change. Although, the objectives, type of activities and target groups are clear and well developed, the grants would also benefit from an extended stakeholder analysis, clarification of the anticipated effects on the target groups and the best approaches to reach these that theories of change analysis at the design phase could help with. This will keep the grants more focused on the intended results.
- e. **Linkages between the national and community-based grants** should be increased during the second phase of the programme. These linkages do not need to necessarily involve grants management but focus on cooperation on thematic areas. This could be mutually beneficial as national NGOs usually partner with and work through local CBOs and national NGOs may have more resources than CBOs, which could sustain some of the project activities beyond the direct funding. Partnership of CBO and national NGOs should be included during the design and inception phases of the project to increase harmonization.
- f. Ensure that success stories and individual stories are an **integral part of grantee and umbrella organization reporting** as they constitute an important basis for monitoring and assessing effectiveness. Currently, the narrative reporting does not seem to reflect the full picture, especially the qualitative effect of the interventions. Future similar programming needs to ensure a clear M&E framework and data collection tools as well as thorough documentation and data collection that feed into analytical narrative reports by the umbrella organizations

Recommendation 5

UN Women and partners should continue to support and expand non-traditional activities to promote GEWE as this has contributed to changing traditional stereotypes. The selection criteria of trainers, experts and

volunteers, as the primary interlocutors with the community, would benefit from being made more explicit to ensure that they are fully on board.

Non-traditional activities, such as sports, especially when girls and boys play in mixed teams or when girls play in non-traditional sports such as football and volleyball among others, especially with youth and student groups have contributed to changing traditional stereotypes. Given the sensitivity of some of the work, ensuring trainers, experts and volunteers are convinced and committed to the programme goal is key to programme effectiveness. To ensure this:

- a. Selection criteria for trainers and experts should be made explicit.** These are role models and activists themselves; they have high technical skills and their interventions had a visible and direct effect on the work of CBOs and outcomes of their activities.
- b. Volunteers with progressive mentalities and previous activism within their communities** should be selected where possible. This approach when used seemed to enhance project interventions and experienced male and female volunteers became important change agents during and beyond the project interventions. Ensuring a well-designed incentive package during the design phase can enhance their commitment and ensure that those who were trained by the projects will remain committed to the program. Moreover, country visits showed that attracting female community activists to participate as youth volunteers, enabled beneficiaries to see positive examples of female leadership and increased buy-in to future activities. This can be scaled up during the next phase of the project.

7. ANNEXES

ANNEX I – Terms of Reference

Re advertisement - Formative Evaluation of Community Based Solutions and National Level Grants for Promoting Gender Equality and Engaging Men and Boys

Advertised on behalf of:



Location:	Home based with travel to Lebanon, Morocco and Palestine
Application Deadline:	04-Jun-18 (Midnight New York, USA)
Type of Contract:	Individual Contract
Post Level:	International Consultant
Languages Required:	Arabic English French
Expected Duration of Assignment:	6 Months

Background

Central to achieving gender equality are community driven and owned interventions. UN Women through its regional Men and Women for Gender Equality programme supports communities and national level organisations to develop their own innovative and experimental solutions towards promoting gender equality. These are informed by the International Men and Gender Equality Survey (IMAGES) MENA, a nearly 10,000-person (men and women) study by UN Women, Promundo, and local research partners conducted in Egypt, Lebanon, Morocco and Palestine, designed to take a holistic look at the perceptions and attitudes of men and women in the region. This study explored many of the stereotypes commonly associated with men, women, boys, and girls in these countries, and highlighted pathways to equality. <https://imagesmena.org/en/>. The community based organization also benefitted from a 6-9-month long capacity building and mentoring process, including on gender, masculinities and the engagement of men and boys in gender equality.

UN Women ROAS is seeking the services of one international consultant to conduct a formative evaluation of the community based solutions and national level grants components of its Men and Women for Gender Equality Regional Programme in Lebanon, Morocco and Palestine with an aim to understanding and assessing approaches to promoting gender equality and engaging men and boys.

The main purpose of this formative evaluation of the community based solutions and national level grants components of the Men and Women for Gender Equality Programme implemented by CSOs is to provide findings, conclusions and recommendations to support learning and knowledge generation, as well as decision-making through a better understanding of effective strategies to address gender equality and the engagement of men and boys at community level. The formative evaluation will be conducted between July and November 2018 and inform a potential second phase of the programme.

Duties and Responsibilities

1. Programme description

Men and Women for Gender Equality

The Men and Women for Gender Equality Regional Programme is a four-year regional programme whose overall goal is to enhance gender equality in the Arab States region. More specifically, the programme intends to contribute to the following:

- Understanding the root causes of gender inequality in order to develop evidence-based advocacy and awareness raising tools;
- Strengthening the capacities and networks of GEWE civil society organizations, with a particular focus on the sustainability of new and emerging movements;
- Developing community based solutions to promote gender equality based on innovative approaches and South-South exchanges.
-

The programme seeks to address gender inequality through a comprehensive approach that is based on a bottom-up intervention strategy which supports communities, grassroots movements and civil society organizations to have an impact on the improvement of women's human rights in the Arab region.

The programme has four countries of focus, specifically, Egypt, Lebanon, Morocco and Palestine. Funded by the Swedish International Development Cooperation Agency (Sida), the programme was initiated in January 2015 and will end in December 2018.

The programme is managed by a Regional Programme Manager (PM) supported by four Project Coordinators at the country level. The PM is reporting to UN Women's RO Deputy Regional Director and is responsible for the implementation of regional activities, ensuring linkages of the Programme across participating countries in close coordination with the Project Coordinators.

The National Project Coordinators are responsible for providing day-to-day technical assistance, mentoring, and support to the implementing partners. They build on strategic partnerships and work in collaboration with governments, and other key stakeholders to ensure profiling and sustainability of the programme. The Project Coordinators reports to the Country Directors with a dotted line to the PM (except for Lebanon where the Project Coordinators reports to the PM). The Program Managers and the Project Coordinators are supported by Programme Associates, who provide day to day administration and programme support. A regional a monitoring and evaluation consultant and a communication consultant also supports the programme. The Programme Manager and the Project Coordinators also work in close collaboration with UN Women's regional and country teams including by the Regional Evaluation Specialist. The consultant will work in close collaboration with the Programme Manager, the Project Coordinators the Regional Evaluation Specialist and the Regional Monitoring and Evaluation consultant.

Community and National Level Grants

As part of the programme UN Women supports community and national level actions in the four programme countries of focus. These community led interventions aim to decrease gender inequalities and address their structural causes. Recognizing that one size does not fit all, the programme is testing community owned interventions and those include engaging men in fatherhood & care: working with children and youth through art, theatre, sports, etc, to promote gender equality and male engagement; working with men to prevent gender based violence, etc. The average budget is between USD 10.000-20.000 per CBO, and these organisations are working in urban and rural communities in different parts of their respective countries. The time frame for each grant is in-between 6 months to one year. The grants are managed by umbrella organizations.

The national level action grants are implemented by national NGOs/INGOs and include national level advocacy for legal reform, working with children and youth in schools to address gender stereotypes and promote male engagement, working in schools to prevent bullying, engaging in the community through theatre to promote positive fatherhoods, etc. The average budget is in between USD 50.000-USD 200.000 and covers a period from 9 months – one year.

1. Evaluation purpose, objectives and scope

Evaluation purpose and objectives

The **main purpose** of this formative evaluation of the community and national level grants components of the Men and Women for Gender Equality Programme implemented by CSOs, is to provide findings, conclusions and recommendations to support learning and knowledge generation, as well as decision-making through a better understanding of effective strategies to address gender equality and the engagement of men and boys at community and national level. The formative evaluation is expected to assess different models with the aim of identifying those best placed for replication and / or scale.

The primary intended users of the formative evaluation are:

1. CBOs implementing the community based grants;
2. UN Women and Sida;
3. Partner organizations supporting the community based organizations; and
4. National partners implementing the national level grants.

The developmental evaluation approach will also allow communities to benefit from ongoing feedback to improve the projects.

Assessing these solutions in real time as they are implemented will allow UN Women, its partners and communities to:

- better understand system dynamics, interdependencies, and the complex nature of social change;
- have feedback, generate learnings, support direction or affirm changes in direction in real time to strengthen interventions; and
- identify successful strategies and models for replication and scale-up.

The specific objectives of the formative evaluation are:

1. to assess the effectiveness of community based solutions and national level actions in promoting gender equality and women's empowerment and engaging men and boys;
2. to analyse how a human rights approach and gender equality principles, including participation and inclusion and equality and non-discrimination are integrated in implementation;
3. to assess the extent to which interventions have addressed or contributed to social transformation;
4. to identify lessons learned, good practices and models, and innovations of efforts that support gender equality and human rights for replication and scale-up; and
5. to generate actionable recommendations for improving the interventions and replicating and / or scaling effective models.

Key Evaluation Questions

Effectiveness

- To what extent has there been progress on promoting gender equality as a result of the interventions, at individual, community, organizational and national level?
- To what extent have the interventions been able to engage men and boys in addressing gender equality and women's empowerment?
- What have been the most effective and successful strategies in promoting gender equality across target communities? What is the potential for replication and scale of these interventions?
- What were the unintended effects, if any, of the interventions?
- To what extent has participation in community and national level grants contributed to institutional change for participating organizations, particularly with respect to increased measures to enhance gender equality within the organization and expanded networks?

Gender Equality and Human Rights

- To what extent has gender, diversity and human rights considerations been integrated into the interventions design and implementation?
- To what extent have the target population(s) participated in the development and implementation of the interventions in a meaningful manner?

Social Transformation

- To what extent did the processes and activities implemented during the intervention focus on promoting changes in social relations and power structures?
- Do the results of the intervention point to the beginning of changes in knowledge, attitudes, behaviours, social relations and power structures among its stakeholders?

Evaluation Scope

The formative evaluation will focus on the community and national level grants in three countries, specifically, Lebanon, Morocco and Palestine.[1] Three interventions will be selected per country for assessment. As a formative evaluation the exercise will be integrated into the interventions from an early stage. While the Men and Women for Gender Equality Programme was launched in January 2015 and will end in December 2018, the community based interventions and advocacy grants were launched in 2017. Lebanon, Morocco and Palestine interventions have already begun in mid to late 2017. The assessment will take place from mid to end of 2018, but will look at the entire period of the implementation of the interventions. To assess and understand the process of change at community level, the exercise will include two site visits to the same community over this period.

Given that limited implementation period under assessment, the formative evaluation will likely only be able to assess progress on GEHR in the short to medium term. The adoption of a developmental approach which actively engages stakeholders in the evaluation of the interventions will also mean that the exercise is not purely external. However, the presence of an external evaluator will provide an external and experienced perspective to guide, facilitate and assess the process and the data.

[1] Egypt will not be included in the assessment as it has not yet begun implementation of the community based grants.

2. Evaluation approach

With the aim of testing and understanding how change happens at the community level, UN Women is commissioning a formative evaluation. As a formative evaluation the exercise contribute to greater learning on what works and does not work and in so doing, will contribute to continuously improving the interventions.

UN Women will adopt an evaluation approach which is: (i) developmental - supporting 'the development of innovation and adaptation in complex environments', (ii) utilization focused – driven by the priorities and needs of the intended users and intended uses of the exercise, and (iii) and gender responsive – integrating gender equality mainstreaming principles within the actual evaluation process. In adopting these approaches, the process will be highly participatory with a focus on empowerment approaches. Community members will be involved in assessing progress.

The evaluation should use a range of participatory methods. These can include, depending on the nature of the intervention: focus groups discussions, direct observations, interviews, mapping, citizen report cards, most significant change, and photographs and video. The evaluator will work with communities to lead and facilitate this process.

The exercise will include the below phases:

- **Inception:** consultations between the evaluation consultant and evaluation management group, desk review of relevant programme documents, stakeholder mapping, inception meetings with the reference group, finalization of evaluation methodology and inception report;
- **Conduct:** Data collection and analysis;
- **Reporting:** Presentation of preliminary findings, draft and final reports.

Methods

The evaluation methodology should include:

- A wide range of data sources;
- Data collection methods and analysis (e.g., appreciative inquiry, most significant change case study, survey, interviews, focus groups, observation, site visit, etc.) that address gender equality and human rights issues; the evaluator will elaborate on the final rationale for selection and their limitations;
- Participatory tools for engagement of stakeholder groups and a plan for inclusion of women and individuals and groups who are vulnerable and/or discriminated against in the consultation process;
- A plan on how protection of subjects and respect for confidentiality will be guaranteed;
- Measures to ensure data quality, reliability[1] and validity[2] of data collection tools and methods and their responsiveness to gender equality and human rights; for example, the limitations of the sample (representativeness) should be stated clearly and the data should be triangulated (cross-checked against other sources) to help ensure robust results; and
- Sample selection based on clear reasoning and justification for sampling methodology selected.

[1] **Reliability** is consistency in results using the same method (i.e. if the same survey is instituted several times it should give you similar results each time).

[2] **Validity** refers to the accuracy of data collection tools; in other words, whether the tools are collecting the information they are intended to collect or measuring the right construct.

3. Time frame and expected deliverables

The proposed timeframe for the evaluation is July to November 2018. The proposed time frame and expected products will be discussed with the evaluation consultant and refined in the inception report. The Regional Office reserves the right to ensure the quality of products submitted by the external evaluation Consultant and will request revisions until the product meets the quality standards as expressed by the UN Women Independent Evaluation Service.

Deliverable	Description	Due date
Inception phase		
Inception Report (including two rounds of revision)	Based on inception phase activities the inception report will present a refined scope, a detailed outline of the evaluation design and methodology, evaluation questions, and criteria for the selection and approach for in-depth desk review. The report will include an evaluation matrix and detailed work plan. A first draft report will be shared with the Regional Office and, based upon the comments received, the evaluation Consultant will revise the draft. The revised draft will be shared with reference group for feedback. The evaluation Consultant will maintain an audit trail of the comments received and provide a response on how the comments were addressed in the final inception report.	13 July 2018
Data collection phase		
Presentation and brief of preliminary findings per country (round 1)	A PowerPoint presentation detailing the emerging findings of the evaluation and a 3-5-page brief per country based on the first round of data will be shared with the EMG for feedback. The revised presentation and briefs will be delivered to the reference groups for comment and validation. The structure of the brief will be determined in consultation with the UN Women. The evaluation Consultant will incorporate the feedback received into the draft report.	3 August 2018
Presentation and brief of preliminary findings per country (round 2)	A PowerPoint presentation detailing the emerging findings of the evaluation and a 3-5-page brief per country based on the second round of data will be shared with the EMG for feedback. The revised presentation will be delivered to the reference groups for comment and validation. The evaluation	26 October 2018

	Consultant will incorporate the feedback received into the draft report.	
Analysis and reporting phase		
Draft Report (including two rounds of revision prior to the final report)	A draft synthesis report will be shared with the EMG for initial feedback. The draft report should also include country specific briefs. The second draft report will incorporate EMG feedback and will be shared with the reference group for identification of factual errors, errors of omission and/or misinterpretation of information. The third draft report will incorporate this feedback and then be shared with the reference group for final validation. The evaluation Consultant will maintain an audit trail of the comments received and provide a response on how the comments were addressed in the revised drafts. The second draft of the evaluation report should include an Executive Summary.	16 November 2018
Final Report	The final report will include a concise Executive Summary and annexes detailing the methodological approach and any analytical products developed during the course of the evaluation. The structure of the report will be refined in the inception report.	30 November 2018

Key Evaluation Guidance Documents (Click for hyperlink)

- Integrating Human Rights and Gender Equality in Evaluations
- Integrating Human Rights and Gender Equality in Evaluation – towards UNEG Guidance
- Norms and Standards for Evaluation in the UN System
- UN Women Tool 14: Quality criteria for evaluation reports
- UNEG Code of Conduct for Evaluation in the UN System
- UNEG Ethical Guidelines
- UNEG Quality Checklist for Evaluation Reports

4. Management of evaluation

The process will be managed by an evaluation management group comprised of UN Women Regional Evaluation Specialist who is a staff member of UN Women’s Independent Evaluation Services, the Men and Women for Gender Equality Regional Programme Manager, Programme M&E Specialist, and Country Programme Coordinators. The UN Women ROAS is responsible for the management and quality assurance of this evaluation. The UN Women Independent Evaluation Service (IES), through the Regional Evaluation Specialist (RES) for the Arab States, will 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[1]. The Regional Evaluation Specialist, working closely with the Programme M&E Specialist, will have the primary responsibility for coordinating the evaluation process. Country Programme Coordinators and the Programme M&E Specialist will provide support in identifying key stakeholders. The consultant will be responsible for their own travel and logistics.

While there will be ongoing input from and feedback to the communities, the establishment of a small reference group will help to ensure that the evaluation approach is robust and relevant to staff and stakeholders, and make certain that factual errors or errors of omission or interpretation are identified in evaluation products. The reference group will provide input on key evaluation deliverables, including the presentation of preliminary findings and the draft report. It will be composed of EMG members, as well as key partners and civil society, including CBOs involved in the project.

[1] United Nations Evaluation Group, UNEG Ethical Guidelines, accessible at: http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=102 and UNEG Code of Conduct for Evaluation in the UN system, accessible at: http://www.uneval.org/papersandpubs/documentdetail.jsp?doc_id=100

Competencies

Core Values

- Respect for Diversity;
- Integrity;
- Professionalism.

Core Competencies

- Awareness and Sensitivity Regarding Gender Issues;
- Accountability;
- Creative Problem Solving;
- Effective Communication;
- Inclusive Collaboration;
- Stakeholder Engagement;
- Leading by Example.

Please visit this link for more information on UN Women’s Core Values and Competencies: <http://www.unwomen.org/-/media/headquarters/attachments/sections/about%20us/employment/un-women-employment-values-and-competencies-definitions-en.pdf>

Required Skills and Experience

The consultant should have extensive experience in participatory research and evaluation, as well as experience in gender analysis. The consultant must sign the “Evaluation consultant’s agreement form,” based on the UNEG Code of Conduct and Ethical Guidelines for Evaluation in the UN system.

The consultant will be responsible for delivering the key evaluation products. In close collaboration with the Regional Evaluation Specialist, s/he will be responsible for the conceptualization and design of the evaluation, the coordination and conduct of the site visits and the shaping of the findings, conclusions and recommendations of the final report based on the data and input of stakeholders.

Education

- Master’s degree in social sciences, preferably development, gender.

Experience

- At least 8 years practical experience in conducting research and evaluations of community based interventions, using approaches which are gender and human rights responsive, utilization and empowerment focused. Experience in evaluating advocacy related interventions is an asset;
- Substantial professional experience (at least 5 years) related to using mixed methods, particularly innovative and participatory research and evaluation approaches. Experience in using a developmental evaluation approach is an asset;
- Experience and knowledge on gender equality and women's empowerment and the human rights based approach, gender mainstreaming, gender analysis and the related mandates within the UN system and particularly that of UN Women's.

Language

- Fluency in Arabic and English, for Lebanon and Palestine;
- Fluency in Moroccan Arabic dialect is a requirement for Morocco, as well as French.

Technical qualification evaluation criteria

The contract will be awarded to the technically qualified consultant who obtains the highest combined score (financial and technical). The points for the Financial Proposal will be allocated as per the following formula:

$(\text{Lowest Bid Offered}) / (\text{Bid of the Consultant}) \times 30$ * "Lowest Bid Offered" refers to the lowest price offered by Offerors scoring at least 49 points in technical evaluation.

Technical Evaluation Criteria Obtainable Score: (70 points)

- Master's degree in social sciences, preferably development, gender; (7 points)
- At least 8 years practical experience in conducting research and evaluations of community based interventions, using approaches which are gender and human rights responsive, utilization and empowerment focused. Experience in evaluating advocacy related interventions is an asset; (28 points)
- Substantial professional experience (at least 5 years) related to using mixed methods, particularly innovative and participatory research and evaluation approaches. Experience in using a developmental evaluation approach is an asset; (14 points)
- Experience and knowledge on gender equality and women's empowerment and the human rights based approach, gender mainstreaming, gender analysis and the related mandates within the UN system and particularly that of UN Women's; and (14 points)
- Language Qualifications - Fluency in Arabic and English, for Lebanon and Palestine, Fluency in Moroccan Arabic dialect is an asset for Morocco, as well as French. (7 points)

Financial/Price Proposal evaluation: (30 Points)

- The total number of points allocated for the price component is 30.
- The maximum number of points will be allotted to the lowest price proposal that is opened/evaluated and compared among those technical qualified candidates who have attained a

minimum of 49-point score in the technical evaluation. All other price proposals will receive points in inverse proportion to the lowest price.

Submission of application

Interested candidates are requested to submit the following documents:

1. Cover letter;
2. P11, downloaded from the following link - <http://www.unwomen.org/en/about-us/employment>, including contact information for 3 references;
3. Personal CV;
4. Financial proposal - Daily rate;
5. Examples of two evaluation reports for evaluations conducted by the applicant.

The financial proposal shall specify the daily rate. Per diem and travel costs for any required domestic travel will be paid separately.

The above-mentioned documents (Cover letter, UN Women P11, Personal CV, evaluation reports and financial proposal) should be merged in a standalone file including all them, since the online application submission does only permit to upload one file per application. Incomplete submission can be a ground for disqualification.

Selected candidates will need to submit prior to commencement of work:

1. Copy of the latest academic certificate.
2. A statement from a medical doctor of “good health and fit for work”.

Note:

In July 2010, the United Nations General Assembly created UN Women, the United Nations Entity for Gender Equality and the Empowerment of Women. The creation of UN Women came about as part of the UN reform agenda, bringing together resources and mandates for greater impact. It merges and builds on the important work of four previously distinct parts of the UN system (DAW, OSAGI, INSTRAW and UNIFEM), which focused exclusively on gender equality and women's empowerment.

UN Women is applying fair and transparent selection process that would take into account both the technical qualification of Consultants as well as their price proposals. The contract will be awarded to the candidate obtaining the highest combined technical and financial scores.

UNDP is committed to achieving workforce diversity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply. All applications will be treated with the strictest confidence.

ANNEX II – Evaluation Matrix

Table 4: Evaluation Matrix						
	Questions	Sub-Questions	Indicator Data	Collection Methods	Data Sources	Assumptions
Effectiveness	1. To what extent has there been progress on promoting gender equality as a result of the interventions, at individual, community, organizational and national level?	<p>1.1 To what extent have the grantees empowered and engaged the rights holders in the project activities on each the individual, community, organizational, and national levels? What worked in engaging rights holders, and what did not work (I.e. what excluded sub-groups of rights-holders)?</p> <p>1.2 What are the emerging indications of the projects' realization of human rights and gender equality promotion? Are the results equitably distributed amongst the targeted rights holders (including those who are most marginalized?)</p>	<p>1. Qualitative data on how grantee actions have engaged and rights holders on each level of the socio-ecological model</p> <p>2. Qualitative data on project's results towards GE & HR on the individual, community, organizational, and national level</p>	<p>1. Document analysis; semi-structured interviews with rights-holders</p> <p>2. Semi-structured interviews with stakeholders and rights-holders analyzed using the MSC and case studies technique</p>	<p>1. Field visit interview reports (Questionnaires 4, 3, 6, and 7)</p> <p>2. Field visit interview reports (Questionnaires 1, 2, 3, 4, 6, 7)</p>	
	2. To what extent have the interventions been able to engage men and boys in	2.1 In which ways did the program engage men and boys? What was the added value	1. Percentage and sub-groups of men and boys directly involved in	1. Document analysis; semi-structured interviews	1. Project documents; field visit interview reports	1. Information has been included in reporting

<p>addressing gender equality and women's empowerment?</p>	<p>of engaging men and boys? 2.2 What was the effect of men's engagement in the project on their behaviors and attitudes, and changes in relationships?</p>	<p>project activities; qualitative feedback about how men and boys were engaged 2. Qualitative feedback from men and boys on the level and nature of their engagement in the project and its effect on them</p>	<p>2. Semi-structured interviews; case studies analyzed through the MSC technique</p>	<p>(Questionnaires 1, 3) 2. Field visit interview reports (Questionnaires 1, 2, 3, 6)</p>	<p>2. Male beneficiaries are willing to discuss their engagement in the project activities</p>
<p>3. What have been the most effective and successful strategies in promoting gender equality across target communities? What is the potential for replication and scale of these interventions?</p>	<p>3.1 What are the key factors that drive changes in behavior and attitudes, and the corresponding barriers? How were these identified and dealt with? 3.2 How adaptable are the change mechanisms for these interventions? 3.3 Are there examples of innovation in these approaches?</p>	<p>1. Qualitative data from project staff and stakeholders</p>	<p>1. Semi-structured interviews</p>	<p>1. Field visit interview reports (Questionnaires 1, 4, 3, 6)</p>	
<p>4. What were the unintended effects, if any, of the interventions?</p>	<p>4.1 To what extent did project activities lead to outputs or results not defined in the project documents? Were these positive or negative? How did</p>	<p>1. Evidence of outputs not accounted for; qualitative data on changes to project context (either</p>	<p>1. Document analysis; semi-structured interviews</p>	<p>1. Field visit interview reports (Questionnaires 1, 2, 4, 6); project documents</p>	<p>1. Data on unintended results has been reported on</p>

		<p>staff and participants react and respond to these results?</p> <p>4.2 Which, if any, changes in the project context affected achievement of planned results?</p>	external or internal)			
	<p>5. To what extent has participation in community and national level grants contributed to institutional change for participating organizations, particularly with respect to increased measures to enhance gender equality within the organization and expanded networks?</p>	<p>5.1 What improvement in organization's capacities with regard to promoting GEWE have been sustainably achieved? Was it intended or unintended?</p>	<p>1. Qualitative data on increase in various gender-related indicators</p>	<p>1. Document analysis; qualitative data from local CBOs and national grant recipients</p>	<p>1. Pre- and Post-Capacity Building results; semi-structured interview reports (Questionnaires 1, 4, 6)</p>	
Gender Equity & Human Rights	<p>6. To what extent has gender, diversity and human rights considerations been integrated into the interventions design and implementation?</p>	<p>6.1 Did the intervention implementation build the capacity of rights holders and duty bearers?</p> <p>6.2 Were there systematic and appropriate efforts to include various groups of stakeholders, including those who are most likely to have their rights violated?</p>	<p>1. Percentage of planned activities that directly incorporate gendered considerations</p> <p>2. Qualitative data on the project's effect on rights holders and duty bearers, inclusion of stakeholders, and project design.</p>	<p>1. Document analysis, semi-structured interview</p>	<p>1. Project documentation; interview reports (Questionnaire 1, 4, 6, 7)</p>	

		6.3 Was the intervention designed in such a way to reduce the underlying causes of gender inequality and discrimination?				
	7. To what extent have the target population(s) participated in the development and implementation of the interventions in a meaningful manner?	7.1 To what extent were target populations engaged during the project development? 7.2 To what extent were target populations involved in the implementation of the project?	1. Number of recommendations from target groups adopted into project design 2. Percentage of activities involving target populations in implementation or management 3. Qualitative data from target population on their involvement in the project design and implementation	1. Documents analysis, semi-structured interviews with project staff and target populations 2. Documents analysis, 3. Semi-structured interviews with project staff and target populations	1. Project documents; field visit interview reports (Questionnaires 1, 2, 6) 2. Project documents; 3. Field visit interview reports	1. Data has been collected and reported on
Social Transformation	8. To what extent did the processes and activities implemented during the intervention focus on promoting changes in social relations and power structures?	8.1 To what extent were the activities planned and implemented to target populations together (direct and indirect beneficiaries)? (Husbands and wives, fathers and children, etc.)	1. Percentage of community-based grants that included activities for interdependent populations (ex. fathers and children) 2. Qualitative data on how social or familial roles have	1. Document analysis; semi-structured interviews with CBO staff 2. Focus groups with project beneficiaries	1. Project documentation; field visit interview reports (Questionnaire 2, 3) 2. Focus group reports (Questionnaire 2, 3)	

		8.2 To what extent did activities include target groups on the basis of their position within the family or society (as mothers, as fathers, etc.)	changed as a result of the project			
	9. Do the results of the intervention point to the beginning of changes in knowledge, attitudes, behaviors, social relations and power structures among its stakeholders?	9.1 What evidence of social change/transformation can be captured at the individual, community or structure levels? 9.2 Examples that illustrate emerging dynamics of change (i.e.: relationships, attitudes, power dynamics, etc.)	1. Case studies and testimonials collected from the field missions.	1. Document analysis of case studies documented so far, media productions; focus groups with project beneficiaries	1. Project documentation; field visit interview reports (Questionnaire 2, 3)	

Round I Questionnaires:

Questionnaire 1: Semi-Structured Interviews with Community Based Grant Recipients

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process. The consultant and attending UN Women staff will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement.

1. **Evaluation Question:** Please provide me with an overview of your organization and how did you hear about the UN Women project? Was this your first partnership with UN Women?
2. **Evaluation Question:** Prior to this project, to what extent did your organization have GEWE and HRBA as part of its mandate, objectives and programs?
 - In your opinion, to what extent you will incorporate gender equity measures and engaging men and boys- and networking promoted through the project, into your work beyond the project lifetime?

3. **Evaluation Question:** How effective was the capacity building:
 - The capacity building component preceded the grants? In your opinion was this an effective approach compared to providing the capacity building during the grants implementation? Why (*discuss pros and cons of each modality*)?
 - Regarding the capacity building, there has been capacity building on institutional aspects (project management, financial etc) and the upcoming UN Women program related aspects (masculinities, gender, advocacy, campaigning etc), from your experience what was the rationale for each? Which aspects were the most effective?
 - What ongoing support you have been receiving from the Umbrella Organization or UN Women?

4. **Evaluation Question:** Could you tell me more about the process your organization went through during the project's design phase to choose the best method (e.g. positive deviance, peer-to-peer approach, innovation, arts, trainings, etc.) of achieving the change you wanted to create in your community?
 - Why did you choose this method?
 - What were the main challenges faces using this method, and
 - How did you overcome them?

5. **Evaluation Question:** In your opinion, what was the project's effect on men and boys that were engaged directly in your project activities?
 - Could you tell me a story about the most significant change you saw in male participants' behavior, attitudes, or relationships?
 - What are the advantages and challenges you faced with regards to targeting and engaging men and boys? How did you overcome them?
 - At the Community level? Where the participants able to influence their surroundings and their communities in anyway? How?
 - At the Policy level? Were there any changes that took place at the policy level local or national as a result to the project interventions?

6. **Evaluation Question:** In your opinion, how effective is this method in your context?

7. **Evaluation Question:** Evaluating the above-mentioned approaches, what were the least successful approaches/strategies applied that you observed? What did you or the CBOs do about them?

8. **Evaluation Question:** In terms of community buy in, could you tell me about the process of engaging target groups in the design phase of the project? Particularly, how were men and women targeted differently by the project?
 - Elaborate on which groups of men and which groups of women did you consult with at the design phase?

9. **Evaluation Question:** Were there any positive or negative changes that resulted from the project that you didn't anticipate or plan for? Could you give me an example?

10. **Evaluation Question:** In your opinion, what impact did the project have on your organization’s ability to incorporate gender equity and take advantage of the increased local networks?
 - How useful have these measures been in other programming outside of the UN Women grant?
 - Could you give me specific examples?

11. **Evaluation Question:** In your opinion, what worked particularly well in this project in terms of achieving the planned change on the individual and community level? In the best-case scenario, how would these modalities be improved upon, or scaled up to achieve more impact?

Questionnaire 2: Focus Groups with National Grants and CBO Project Beneficiaries

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process. The consultant and attending UN Women staff will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement.

The consultant will introduce herself and will ask the participants to introduce themselves quickly (name, age, occupation, etc). Note: the questions will be further adapted to the activities and beneficiaries of each project during the field visits.

Questions for male and female participants in focus groups:

1. **Evaluation Question:** Tell me about your engagement with the project:
 - Is this the first time you participate in a community-based initiative/organization?
 - If not, for how long have you been participating?
 - Do you know about the UN Women project “Men and Women for Gender Equality”?

2. **Evaluation Question:** How would you rate your involvement in the project?
 - What particular activities have you been engaged with?
 - What was the frequency of your participation?
 - Was there anything different or new in your participation in this project? If yes, what was it?
 - How much did you feel that the organization worked to engage you in the activities?
 - Do you feel that this was a particularly effective way to engage you? Was it imposed in anyway?

3. **Evaluation Question:** How did relationships within your family between men and women (husbands and wives, fathers and daughters, sons and daughters, mothers and sons, etc.) change as a result of the project? Could you give us an example?
4. **Evaluation Question:** In your opinion, how effective was the project in promoting gender equality and engaging men and boys to address gender equality and women's empowerment? Why do you think so?
5. **Evaluation Question:** Describe a story that illustrates the most significant change in your community that resulted from the project, in relation to men, women's (youth included), promotion activities for gender equality?

Questions for male participants in focus groups:

6. **Evaluation Question:** How did you feel you changed after your participation in the project?
 - What specifically about the project impacted you?
 - Why do you think this was significant to you?
7. **Evaluation Question:** Could you tell us about how your relationships with the women in your life (wife, mother, daughter, sister, colleagues, or peers) change after your participation in the project? Why do you think it changed? How did this change happen?
8. **Evaluation Question:** was there any broader change that affects your life, future outlook, perceptions, beliefs etc that resulted from your participation in the project?

Questions for female participants in focus groups:

9. **Evaluation Question:** How did your (husband's, son's, brother's, friend's) participation in the project affect them? Could you give me an example?
10. **Evaluation Question:** Could you tell us about how your relationships with the men in your life (father, son, brother, colleagues, or peers) change after their participation in the project? Why do you think it changed?
11. **Evaluation Question:** In your opinion, what was the most significant change that you saw in men's attitudes towards women's empowerment and gender equality? Could you tell me a story about it?
12. **Evaluation Question:** was there any broader change that affects your life, future outlook, perceptions, beliefs etc that resulted from your participation in the project?

Questionnaire 3: Semi-Structured Interviews and Focus Groups with Community Gatekeepers, Stakeholders and National and CBO Project Indirect Beneficiaries

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process. The consultant and attending UN Women staff will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement.

1. **Evaluation Question:** Tell me about your engagement with the project:
 - How did you hear about or who approached you?
 - What role did you play in the project?
 - Were you involved in such activities / causes prior to your engagement in this project?
 - What information, orientation or discussions you had with the partner organization prior and during your participation in the project?
2. **Evaluation Question:** What motivated you to participate/get engaged?
 - In your opinion, what are the implications of not tackling the issues that the projects have advocated for in your local context?
 - How do you assess the approaches and messages that the UN Women and their partners are trying to convey through this project?
 - Do you think engaging men and boys in GEWE is an effective approach in promoting social change?
3. **Evaluation Question:** In your opinion, what is the most significant change you've seen in the lives of men and women engaged in the project activities? Could you tell us a story?
4. **Evaluation Question:** Have you heard of any examples in your community of relationships between men and women changing after the project intervention? In your opinion, what is the impact of the project on relationships between different community members?
5. **Evaluation Question:** In your opinion, what worked really well in this project and what did not work?
 - What are your thoughts and recommendations for improving the effectiveness and impact of this project?

Questionnaire 4: Semi-Structured Interviews with National Grant Recipients

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process. The consultant and attending UN Women staff will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement.

1. **Evaluation Question:** Please provide me with an overview of your organization and how did you hear about the UN Women project?
 - Was this your first partnership with UN Women?

2. **Evaluation Question:** Prior to this project, to what extent did your organization have GEWE and HRBA as part of its mandate, objectives and programs?
 - In your opinion, to what extent you will incorporate gender equity measures and engaging men and boys- and networking promoted through the project, into your work beyond the project lifetime?

3. **Evaluation Question 1.1:** Could you tell me about the process of engaging stakeholders (including government actors, interest groups, and other advocacy-based organization, or others) in the project design and implementation?

4. **Evaluation Question 3.2:** Could you tell me more about the process your organization went through during the project’s design phase to choose the best method (e.g. advocacy campaigns targeting specific laws, awareness raising, etc.) of achieving the change you wanted to create in your community? Why did you choose this method?

5. **Evaluation Question 3.2:** Could you tell me more about the process your organization went through during the project’s design phase to choose the best method relevant to your project’s particular target groups (e.g. positive deviance, peer-to-peer approach, innovation, arts, trainings, etc.) of achieving the change you wanted to create in your community?
 - Why did you choose this method?
 - What orientation and ongoing support did you receive from UN Women?
 - What were the main challenges faces using this method, and
 - How did you overcome them?

6. **Evaluation Question 3.2:** In your opinion, how effective are these methods in your country?
 - How effective are these tools for working with your particular target groups?

7. **Evaluation Question 2.2:** In your opinion, what was the project’s effect on men and boys that were engaged directly in your project activities?
 - Could you tell me a story about the most significant change you saw in male participants’ behavior, attitudes, or relationships?
 - What are the advantages and challenges you faced with regards to targeting and engaging men and boys? How did you overcome them?
 - At the Community level? Where the participants able to influence their surroundings and their communities in anyway? How?
 - At the Policy level? Were there any changes that took place at the policy level local or national as a result to the project interventions?

8. **Evaluation Question:** Evaluating the above-mentioned approaches, what were the least successful approaches/strategies applied that you observed? What did you or the CBOs do about them?
9. **Evaluation Question:** How did you complement the interventions you have been doing with the UN Women project from other projects or resources?
10. **Evaluation Question 4.1:** Were there any changes that resulted from the project that you didn't anticipate or plan for? Could you give me an example?
11. **Evaluation Question 5.1:** In your opinion, what impact did the project have on your organization's ability to incorporate gender equality (and male engagement) and take advantage of the increased local networks?
 - How useful have these measures been in other programming outside of the UN Women grant?
 - Could you give me specific examples?
12. **Evaluation Question 3.2:** In your opinion, what worked particularly well in this project in terms of achieving the planned change on the individual and community level?
 - In the best-case scenario, how would these modalities be improved upon, or
 - Scaled up to achieve more impact?

Questionnaire 5: Semi-Structured Interviews with Umbrella Organizations

(SCI – Lebanon, NDC – Palestine and QDM – Morocco)

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process. The consultant and attending UN Women staff will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement.

1. **Evaluation Question:** Could you tell me about the role that your organization played since the start of the project *(get a comprehensive overview)*?
 - Role in the mapping of CBOs that took place at the outset of the program?
 - Role in the capacity building provided during the first year? (what specific trainings were provided to the CBOs)
 - Role in the selection of the CBOs?
 - Monitoring, reporting and ongoing support to grantees?
2. **Evaluation Question:** Within your role as an umbrella organization, how would you assess the effectiveness of the following aspects:
 - How did the mapping of CBOs inform approaching the CBOs to attend the capacity building program and potentially receive grants?

- What criteria did you use for selecting the CBOs for the capacity building? (*geographic, innovation, youth/grassroots etc*)?
 - The capacity building component preceded the grants? In your opinion was this an effective approach compared to providing the capacity building during the grants implementation? Why (*discuss pros and cons of each modality*)?
 - Regarding the capacity building, there has been capacity building on institutional aspects (project management, financial etc) and the upcoming UN Women program related aspects (gender, advocacy, campaigning etc), from your experience what was the rationale for each? Which aspects were the most effective?
3. **Evaluation Question:** From your knowledge of the selected CBOs, were GEWE and HRBA part of the organizational mandate, programming and project implementation?
- In your opinion, to what extent did the CBO recipients of the grants incorporate gender equity measures and engaging men and boys- and networking promoted through the project into their organizational structures beyond the project lifetime?
4. **Evaluation Question:** In terms of the grants management, what gender expertise do you have on board or have specifically mobilized for the project?
- How did you ensure gender sensitive implementation of the project activities in terms of the gender sensitization to project staff and volunteers, content of artistic and media activities carried out by the CBOs etc.
5. **Evaluation Questions:** Targeting men and boys and engaging them in GEWE is relatively a new approach that UN Women has recently adopted and many of the project interventions experimented and piloted this:
- From your experience with the project interventions so far, how effective is this approach?
 - What are the advantages and the main challenges faced within your context with regards to engaging men and boys?
6. **Evaluation Question:** The UN Women has introduced new approaches for engaging men and boys in GEWE through this program (Peer-to-Peer Approach, Positive Deviance Approach, MSC, Focused interventions versus Leaving no one behind approach, targeting CBOs and emerging social and youth movements etc):
- What support or orientation did you receive as an umbrella organization from UN Women on these approaches?
 - How did you convey these approaches to grantees and ensured that the grants applications incorporate these approaches?
7. **Evaluation Question:** Evaluating the above-mentioned approaches, what were the most significant changes you observed at the following levels:
- **Individual/participant level, especially men and boys?** Can you provide me with specific examples?
 - **Community level?** Where the participants able to influence their surroundings and their communities in anyway? How?
 - **Institutional level?** At the level of the practices of the partner CBOs?
 - **Policy level?** Were there any changes that took place at the policy level local or national as a result to the project interventions?

8. **Evaluation Question:** Evaluating the above-mentioned approaches, what were the least successful approaches/strategies applied that you observed? What did you or the CBOs do about them?

9. **Evaluation Question:** Were there any changes in the local context that affected implementation or that were not planned? Could you give me an example? What was the reaction from project staff or participants to these unexpected changes (*positive or negative*)?

10. **Evaluation Question:** As the umbrella organization:
 - Do you hold regular meetings with the grantees?
 - What is the main purpose of these meetings?
 - What learning do you track or exchange in those meetings?
 - Are these documented and shared?
 - How do they feed into the progress reporting?
 - What MSCs do you track and document?
 - Is there a pre and post assessment? How are you applying it and when are you going to review the results?

11. **Evaluation Question:** What are the key lessons learnt so far (*including reflections on the partnership with UN Women*):
 - What would you change/suggest changing in the short run or until the end of the project in December 2018?
 - What would you suggest for the medium term and future similar programming?

Questionnaire 6: Semi-Structured Interviews with UN Women Staff

1. **Evaluation Question:** Give me an overview about your role in the project?
 - When did you start/get engaged with it?
 - How do you divide the roles and responsibilities between you and the Umbrella organization with regards to the community-based grants?

2. **Evaluation Question:** In your opinion, how would you evaluate the role of the umbrella organizations in effective project implementation? Why?
 - Role in the mapping of CBOs that took place at the outset of the program?
 - Role in the capacity building provided during the first year? (what specific trainings were provided to the CBOs)
 - Role in the selection of the CBOs?
 - Monitoring, reporting and ongoing support to grantees?

3. **Evaluation Question:** Within your role as the Project Coordinator, how would you assess the effectiveness of the following aspects:
 - How did the mapping of CBOs inform approaching the CBOs to attend the capacity building program and potentially receive grants?
 - What criteria did you use for selecting the CBOs for the capacity building? (*geographic, innovation, youth/grassroots etc*)?
 - The capacity building component preceded the grants? In your opinion was this an effective approach compared to providing the capacity building during the grants implementation? *Why (discuss pros and cons of each modality)?*
 - Regarding the capacity building, there has been capacity building on institutional aspects (project management, financial etc) and the upcoming UN Women program related aspects (gender, advocacy, campaigning etc), from your experience what was the rationale for each? Which aspects were the most effective?

4. **Evaluation Question:** From your knowledge of the selected national grantees and the CBOs, were GEWE and HRBA part of the organizational mandate, programming and project implementation?
 - In your opinion, to what extent did the national grantees and the CBO recipients of the grants incorporate gender equity measures and engaging men and boys- and networking promoted through the project into their organizational structures beyond the project lifetime?

5. **Evaluation Question:** In terms of the grants management, what gender expertise did the Umbrella organizations have on board or have specifically mobilized for the project?
 - How did you/they ensured gender sensitive implementation of the project activities in terms of the gender sensitization to project staff and volunteers, content of artistic and media activities carried out by the CBOs etc.

6. **Evaluation Questions:** Targeting men and boys and engaging them in GEWE is relatively a new approach that UN Women has recently adopted and many of the project interventions experimented and piloted this:
 - From your experience with the project interventions so far, how effective is this approach?
 - What are the advantages and the main challenges faced within your context with regards to engaging men and boys?

7. **Evaluation Question:** The UN Women has introduced new approaches for engaging men and boys in GEWE through this program (Peer-to-Peer Approach, Positive Deviance Approach, MSC, Focused interventions versus Leaving no one behind approach, targeting CBOs and emerging social and youth movements etc):
 - What support or orientation did you / UN Women provide to the Umbrella Organizations and consequently to grantees on these approaches?

8. **Evaluation Question:** Evaluating the above-mentioned approaches, what were the most significant changes you observed at the following levels:
 - **Individual/participant level, especially men and boys?** Can you provide me with specific examples?

- **Community level?** Where the participants able to influence their surroundings and their communities in anyway? How?
 - **Institutional level?** At the level of the practices of the partners (national and CBOs)?
 - **Policy level?** Were there any changes that took place at the policy level local or national as a result to the project interventions?
9. **Evaluation Question:** Evaluating the above-mentioned approaches, what were the least successful approaches/strategies applied that you observed? What did you or the partners do about them?
10. **Evaluation Question:** Were there any changes in the local context that affected implementation or that were not planned? Could you give me an example? What was the reaction from project staff or participants to these unexpected changes (*positive or negative*)?
11. **Evaluation Question:** Do you as UN Women or the umbrella organization:
- Hold regular meetings with the grantees?
 - What is the main purpose of these meetings?
 - What learning do you track or exchange in those meetings?
 - Are these documented and shared?
 - How do they feed into the progress reporting?
 - What MSCs do you track and document?
 - Is there a pre and post assessment? How are you applying it and when are you going to review the results?
12. **Evaluation Question:** What are the key lessons learnt so far (*including reflections on the partnership with the umbrella organization, national and CBO grants*):
- What would you change/suggest changing in the short run or until the end of the project in December 2018?
 - What would you suggest for the medium term and future similar programming?

Round II Questionnaires:

Questionnaire 1: Semi-Structured Interviews with CBO Grant Recipients

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process with further elaboration on the objectives of the second round and the key aspects it will cover. The consultant will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement.

Integration of Gender Equality and Human Rights (GEHR):

1. **Evaluation Question:** as a result to implementing this project and the partnership with UN Women, to what extend has your organization incorporated principles of Gender Equality and Human Rights in its Structure and Programming? (provide specific examples). *Note: the consultant might need to further explain what is meant by each concept to remind the participants (see definitions above):*
 - In your opinion, to what extent you will incorporate these principles into your work beyond the project lifetime?
 - Can you provide specific examples?

2. **Evaluation Question:** To what extend has the design, implementation and monitoring of the grants been participatory:
 - Which stakeholders did you engage and found most influential? Why?:
 - The direct beneficiaries? Their family and surrounding community members?
 - Influential community figures: teachers, activists, Imams, volunteers, etc
 - Formal and national institutions: ministries, municipalities, schools, MPs, universities?
 - How were they involved in decision making? What do you think could be done to enhance inclusion?
 - Which stakeholders you did not engage and realized that in a similar future programming you should engage them? Why?
 - What efforts were made to include and engage vulnerable social groups (*Note: ask the participants to define these first from their contexts as vulnerability changes from one context to another. Examples include: ethnicity, race, age and disability.*)

3. **Evaluation Question:** to what extent did the interventions support the empowerment of rights holders to know and claim their rights and duty bearers to respect, protect and guarantee these rights?
 - Provide specific examples from your interventions/projects?

4. **Evaluation Question:** now that the projects are completed/nearing completion, what kind of feedback are you hearing from direct or indirect beneficiaries about the project?
 - Is there demand for similar activities, or are new approaches necessary?

Effectiveness of Applied Approaches:

5. **Evaluation Question:** Depending on the type of intervention, activities you implemented, which of the following approached you applied and found most effective:
 - Peer-to-Peer approach,
 - Fatherhood and positive parenting?
 - Engaging youth as agents of change, break the intergenerational cycle of GBV and gender discrimination?
 - Work with the Media?
 - Partnership with formal institutions (health, education etc)?

- Partnership with universities?
- Sports?
- Arts?
- Other?
- Why did you choose this method?
- What aspects of this method you found most effective? (examples)
- What were the main challenges faces using this method, and
- How did you overcome them?

6. Evaluation Question: In your opinion, what was the project’s effect on men and boys that were engaged directly in your project activities?

- Could you tell me a story about the most significant change you saw in male participants’ behavior, attitudes, or relationships? Why do you consider this change significant?
- How replicable do you think this change is amongst other men in your community?
- What are the advantages and challenges you faced with regards to targeting and engaging men and boys? How did you overcome them?
- At the community level, what evidence did you see of changes in structural inequalities or power relations between community members? Could you tell me more?
- At the Policy level, were there any changes that took place at the policy level local or national as a result to the project interventions?

Social Transformation (at individual and community levels):

7. Evaluation Question: Towards the end of your project with the UN Women, what would you consider the main results/outcomes of your activities (what did you achieve)?

- How effective were your interventions in changing perceptions of gender inequality among your target groups? (*note: further adapt this question to the main target groups of each CBO*)?
 - At the individual level?
 - At the community level?
- How effective were your interventions in increasing knowledge and awareness of gender equality?
- To what extent were the processes and results of the intervention able to break traditional discriminatory patterns / power relations and dynamics?
 - Can you give examples of those patterns from your interventions?

8. **Evaluation Question:** In order to achieve social transformation at a scale that would go beyond just the individuals who participated, that is change at the community level, what needs to be done?
- What would be the most effective strategies for that?
 - Are there any prospects for institutionalizing your interventions so that change is cumulative, systematic and continuous?

Moving Forward (Sustainability, Key Lessons Learnt, Institutionalization, Discussion and validation of Round I Key Findings and Recommendations):

a. Sustainability:

Evaluation Question: How are you intending to sustain the results you have achieved?

- What are the opportunities?
- What are the challenges?

Evaluation Question: What unintended results did you achieve (if any)?

- Where these unintended results significant enough that you are planning to maintain or expand in the future?

Evaluation Question: What thematic capacity building and technical support you think you still or would need to sustain and expand on the results you have achieved?

b. Key Lessons Learnt:

Evaluation Question: what are the key lessons learnt that you would repeat or include in a similar future project?

Evaluation Questions: what are the key lessons learnt that you will make sure not to repeat or include in future similar programming?

c. Institutionalization:

Evaluation question: what aspects of your intervention do you think can be institutionalized, scaled up through partnerships or sustained through becoming part of larger systems (such as the educational system, health system, legal reform, universities, national institutions etc)

d. Recommendations:

Evaluation Question: Discussion and Validation of Round I Key Findings: when we met during Round I, we have discussed several aspects of the implementation of the community-based grants through your projects and interventions. I would like to discuss and validate the following key findings of Round I to inform the recommendations of Round II.

Note: Refer to key recommendations in ANNEX I.

Evaluation Question: any other recommendations?

Questionnaire 2: Focus Groups with National Grants and CBO Project Beneficiaries

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process. The consultant will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement.

The consultant will introduce herself and will ask the participants to introduce themselves quickly (name, age, occupation, etc). Note: the questions will be further adapted to the activities and beneficiaries of each project during the field visits.

Integration of Gender Equality and Human Rights (GEHR):

13. **Evaluation Question:** In what ways did you participate in the interventions and at what stages?

- Were you consulted or involved in any of the following and how:
 - In the design phase of the project,
 - In decision-making during implementation on content or type of activity,
 - In monitoring of the project's progress and/or its outcomes,
 - In providing suggestions for modification or change etc.
- Do you feel that you were treated fairly during all activities as a part of the project? At any point, did you feel that you were discouraged from participating because of your gender, ethnicity, race, religion, age, or disability?
- In your opinion, do you feel that there are other people who were discouraged from participating because of their gender, ethnicity, race, religion, age, or disability?

Effectiveness of Applied Approaches:

14. **Evaluation Question:** In your opinion, what were the most innovative approaches that the project applied and you found most effective in promoting gender equality and engaging men and boys to address gender equality and women's empowerment? Why do you think so? *(note: depending on the type of project, prompting examples of positive deviance, media, arts etc can be provided).*

Social Transformation:

15. **Evaluation Question:** Now that the project has ended, what would you consider the lasting change that happened to you as a result to your participation:
- Do you consider it significant and why?
 - If yes, how did it affect your relationship with your surrounding including family members, peers and community members?
 - Did you advocate any of these to your peers, family members or community members (if yes, why? If no, why?)
16. **Evaluation Question:** to what extent did the interventions support the empowerment of rights holders to know and claim their rights and duty bearers to respect, protect and guarantee these rights?
- Do you feel empowered as a result to your participation in the project? How?
 - Do you feel empowered enough by the project to demand and claim your rights from the duty bearers affecting your life?
 - Do you feel challenged in any way as a result to your participation in the project or as a result to changing your perspective of gender equality? Within your family or community? Explain.
17. **Evaluation Question:** Describe a story that illustrates the most significant change in your community that resulted from the project, in relation to men, women's (youth and children included), promotion activities for gender equality?
- Why do you consider this change significant in your community?
18. **Evaluation Question:** To what extent do you think the project's activities were able to break or change discriminatory patterns or power dynamics (relating to you, or within your family or within your community)?
- Can you give examples of those patterns?

Moving Forward (Sustainability, Key Lessons Learnt, Institutionalization, Discussion and validation of Round I Key Findings and Recommendations):

19. **Evaluation Question:** Now that the project has ended, how likely are you to participate in a similar project in the future? Why?
- What forums are available to you?
 - How do you intend to reflect what you gained from the project in these forums?
 - What support or coaching do you need in that regard?
20. **Evaluation Question:** In order to sustain or scale up this intervention, what do you think would be the most effective strategies?
- What stakeholders need to be engaged? Why?
 - What role can you play?

Questionnaire 3: Semi-Structured Interviews and Focus Groups with Stakeholders (Media, Academics, National Representatives, Community Leaders, Indirect Beneficiaries)

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process. The consultant will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement. Note: This questionnaire is meant to be adaptable to whatever indirect beneficiary or stakeholder.

6. **Evaluation Question:** In what ways did you participate in the interventions and at what stages?
 - What motivated you to participate/get engaged?
 - Is this your first engagement in such activities / causes or this is an extension to previous engagements? What are they?
7. **Evaluation Question:** Were you consulted or involved in the design phase, decision-making during implementation, monitoring or evaluating outcomes, etc.
 - What information, orientation or discussions you had with the partner organization prior and during your participation in the project?
8. **Evaluation Question:** Do you think engaging men and boys in GEWE is an effective approach in promoting social change? Why?
9. **Evaluation Question:** In your opinion, what worked really well in this project and what did not work? Why?
10. **Evaluation Question:** To what extent do you think the project's activities were able to break or change discriminatory patterns or power dynamics?
 - In the local communities?
 - At the national level?
 - Can you give examples of those patterns?
11. **Evaluation Question:** Which other community stakeholders do you think should have been incorporated into the project?
 - In your opinion, were there any people discouraged from participating because of their gender, ethnicity, race, religion, age, or disability?
12. **Evaluation Question:** In your opinion, what are the implications of not tackling the issues that the projects have advocated for in your local context?

13. **Evaluation Question:** In your opinion, what is the most significant change you've seen in the lives of men, women, youth and children engaged in the project activities? Could you tell us a story? Why do you consider this to be the most significant change?
14. **Evaluation Question:** What are your thoughts and recommendations for improving the effectiveness and impact of this project?
- For improving the engagement of stakeholders?

Questionnaire 4: Semi-Structured Interviews with National Grant Recipients

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process. The consultant and attending UN Women staff will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement.

Integration of Gender Equality and Human Rights (GEHR):

1. **Evaluation Question:** Prior to this project, to what extent did your organization mainstream GEWE and HRBA principles in your project implementation and overall grant administration? *Note: the consultant might need to further explain what is meant by each concept to remind the participants (see definitions above):*
- In your opinion, to what extent you will incorporate these principles into your work beyond the project lifetime?
 - Can you provide specific examples?
2. **Evaluation Question:** Could you tell me about the process of engaging stakeholders (including government actors, interest groups, and other advocacy-based organization, or others) in the project implementation?
- Looking back, how do you think this process could have been improved?
 - Which stakeholders you did not engage, and you think should be engaged in future similar programming?
 - How were the programme's approaches inclusive (participatory or consultative) of stakeholders at the level of your implementation? How were they involved in decision making? What do you think could be done to enhance inclusion?
 - Which groups of stakeholders were not included? Why?
 - What efforts were made to include and engage vulnerable social groups?
 - Which groups contributed to the evaluation and which groups benefitted?
3. **Evaluation Question:** to what extent did the interventions support the empowerment of rights holders to know and claim their rights and duty bearers to respect, protect and guarantee these rights?

- Provide specific examples from your interventions/projects?

4. **Evaluation Question:** Now that the projects are completed/nearing completion, what kind of feedback are you hearing from direct or indirect beneficiaries about the project? Is there demand for similar activities, or are new approaches necessary?

Effectiveness of Applied Approaches:

5. **Evaluation Question:** Towards the end of your project with the UN Women, what would you consider the main results/outcomes of your activities (what did you achieve)?

- How effective were your interventions in changing perceptions of gender inequality among your target groups? (*note: further adapt this question to the main target groups of each CBO*)?
- How effective were your interventions in increasing knowledge and awareness of gender equality?
- How transformative do you think your interventions were and what is the evidence of such transformation (give specific examples)?

6. **Evaluation Question:** Depending on the type of intervention, activities you implemented, which of the following approached you applied and found most effective:

- Peer-to-Peer approach,
 - Fatherhood and positive parenting?
 - Engaging youth as agents of change, break the intergenerational cycle of GBV and gender discrimination?
 - Work with the Media?
 - Partnership with formal institutions (health, education etc)?
 - Partnership with universities?
 - Sports?
 - Arts?
- Why did you choose this method?
 - What aspects of this method you found most effective? (examples)
 - What were the main challenges faces using this method, and
 - How did you overcome them?

7. **Evaluation Question:** In your opinion, what was the project's effect on men and boys that were engaged directly in your project activities?

- Could you tell me a story about the most significant change you saw in male participants' behavior, attitudes, or relationships? Why do you consider this the most significant change?

- What are the advantages and challenges you faced with regards to targeting and engaging men and boys? How did you overcome them?
- At the Community level? Where the participants able to influence their surroundings and their communities in anyway? How? Did this change last?
- At the Policy level? Were there any changes that took place at the policy level local or national as a result to the project interventions? What progress has been made since the last round of field visits?

Social Transformation (at individual and community levels):

8. **Evaluation Question:** In order to achieve social transformation at a scale that would go beyond just the individuals who participated, that is change at the community level, what needs to be done?
- What would be the most effective strategies for that?
 - Are there any prospects for institutionalizing your interventions so that change is cumulative, systematic and continuous?

Moving Forward (Sustainability, Key Lessons Learnt, Institutionalization, Discussion and Validation of Round I Key Findings and Recommendations):

a. Sustainability:

Evaluation Question: How are you intending to sustain the results you have achieved?

- What are the opportunities?
- What are the challenges?

Evaluation Question: What unintended results did you achieve (if any)?

- Where these unintended results significant enough that you are planning to maintain or expand in the future?

b. Key Lessons Learnt:

Evaluation Question: what are the key lessons learnt that you would repeat or include in a similar future project?

Evaluation Questions: what are the key lessons learnt that you will make sure not to repeat or include in future similar programming?

c. Institutionalization:

Evaluation question: what aspects of your intervention do you think can be institutionalized, scaled up through partnerships or sustained through becoming part of larger systems (such as the educational system, health system, legal reform, universities, national institutions etc)

d. Recommendations:

Evaluation Question: Discussion and Validation of Round I Key Findings: when we met during Round I, we have discussed several aspects of the implementation of the community-based grants through your projects and interventions. I would like to discuss and validate the following key findings of Round I to inform the recommendations of Round II.

Note: Refer to key recommendations in ANNEX I.

Evaluation Question: any other recommendations?

Questionnaire 5: Semi-Structured Interviews with Umbrella Organizations

(SCI – Lebanon, NDC – Palestine and QDM – Morocco)

(Brief introduction by the consultant on the Formative Evaluation Objectives and Process. The consultant will provide any clarifications requested by the interviewees on the objectives and process). This is to ensure the buy in and encourage active engagement.

Integration of Gender Equality and Human Rights (GEHR):

1. **Evaluation question:** From your experience working with the CBOs in this project, to what extent did the CBO recipients of the grants incorporate gender equity measures and engaging men and boys- and networking promoted through the project into their organizational structures or programming beyond the project lifetime?
 - Which specific gender equality and human rights principles have you seen institutionalized in grantees as a part of the project?
2. **Evaluation Question:** How were the programme’s approaches inclusive (participatory or consultative) of stakeholders at the level of your implementation? How were they involved in decision making? What do you think could be done to enhance inclusion?
 - Which groups of stakeholders were not included? Why?
 - What efforts were made to include and engage vulnerable social groups?
 - Which groups contributed to the evaluation and which groups benefitted?
3. **Evaluation Question:** How would you improve the capacity building component for future grants? Why?
 - How would you improve/contribute to the continuous coaching and support to grantees regarding thematic topics (gender equality etc)
 - In your opinion, what kind of ongoing support is needed after the project lifetime?

Effectiveness of Applied Approaches:

4. **Evaluation Questions:** Targeting men and boys and engaging them in GEWE is relatively a new approach that UN Women has recently adopted and many of the project interventions experimented and piloted this:
 - From your experience with the project interventions so far, how effective is this approach?
 - What are the advantages and the main challenges faced within your context with regards to engaging men and boys?

5. **Evaluation Question:** The UN Women has introduced new approaches for engaging men and boys in GEWE through this program (Peer-to-Peer Approach, Positive Deviance Approach, MSC, Focused interventions versus Leaving no one behind approach, targeting CBOs and emerging social and youth movements etc):
 - What remaining gaps do you see?
 - Which do you think are the most effective? Why?

6. **Evaluation Question:** Evaluating the above-mentioned approaches, what were the most significant changes you observed at the following levels:
 - **Individual/participant level, especially men and boys?** Can you provide me with specific examples? Why do you consider this the most significant change?
 - **Community level?** Where the participants able to influence their surroundings and their communities in anyway? How? Why do you consider this the most significant change?
 - **Institutional level?** At the level of the practices of the partner CBOs? Why do you consider this the most significant change?
 - **Policy level?** Were there any changes that took place at the policy level local or national as a result to the project interventions? In your opinion, how significant is this change?

Moving Forward (Sustainability, Key Lessons Learnt, Institutionalization, Discussion and Validation of Round I Key Findings and Recommendations):

a. Sustainability

Evaluation Question: In your opinion, what are the necessary change mechanisms to ensure long-term sustainability of community-based projects that aim to achieve social transformation on both the individual and community levels in your context? Which long-term obstacles exist to achieving sustainable social transformation?

b. Key Lessons Learnt

Evaluation Question: What are the key lessons learnt so far?

Evaluation Question: What would you recommend for phase II of the program?

c. Institutionalization

Evaluation Question: In your opinion, what are the key challenges that community-based organizations face in institutionalizing GEHR in their programming and administration? What steps need to be taken to ensure this institutionalization?

Evaluation Question: Which recommendations would you give to community-based organizations who aim to harmonize their interventions within larger socio-political systems (the legal system, advocacy efforts, health or education system, etc.)? Which approaches have you seen used successfully to integrate community-level change within larger institutional-level change?

d. Recommendation

Evaluation Question: Discussion and Validation of Round I Key Findings: when we met during Round I, we have discussed several aspects of the implementation of the community-based grants through your projects and interventions. I would like to discuss and validate the following key findings of Round I to inform the recommendations of Round II.

Note: Refer to key recommendations in ANNEX I.

Evaluation Question: any other recommendations?

Questionnaire 6: Semi-Structured Interviews with UN Women Staff

13. **Evaluation Question:** Within your role as the Project Coordinator, how would you assess the effectiveness of the following aspects:

- The capacity building component preceded the grants? In your opinion was this an effective approach compared to providing the capacity building during the grants implementation? Why (*discuss pros and cons of each modality*)?
- Regarding the capacity building, there has been capacity building on institutional aspects (project management, financial etc) and the upcoming UN Women program related aspects (gender, advocacy, campaigning etc), from your experience what was the rationale for each? Which aspects were the most effective?
- What would you change if you could to improve the capacity development aspect?

14. **Evaluation Question:** From your knowledge of the selected national grantees and the CBOs, were GEWE and HRBA part of the organizational mandate, programming and particularly project implementation?
- In your opinion, to what extent did the national grantees and the CBO recipients of the grants incorporate gender equity measures and engaging men and boys- and networking promoted through the project into their organizational structures beyond the project lifetime?
 - Which specific gender equality or human rights principles were incorporated? Can you give us an example?
15. **Evaluation Questions:** Targeting men and boys and engaging them in GEWE is relatively a new approach that UN Women has recently adopted and many of the project interventions experimented and piloted this:
- From your experience with the project interventions so far, how effective is this approach?
 - What are the advantages and the main challenges faced within your context with regards to engaging men and boys?
16. **Evaluation Question:** The UN Women has introduced new approaches for engaging men and boys in GEWE through this program (Peer-to-Peer Approach, Positive Deviance Approach, MSC, Focused interventions versus Leaving no one behind approach, targeting CBOs and emerging social and youth movements etc):
1. What support or orientation did you / UN Women provide to the Umbrella Organizations and consequently to grantees on these approaches?
17. **Evaluation Question:** Evaluating the above-mentioned approaches, what were the most significant changes you observed at the following levels:
2. **Individual/participant level, especially men and boys?** Can you provide me with specific examples? Why do you consider this the most significant change?
 3. **Community level?** Where the participants able to influence their surroundings and their communities in anyway? How? Why do you consider this the most significant change?
 4. **Institutional level?** At the level of the practices of the partners (national and CBOs)? Why do you consider this the most significant change?
 5. **Policy level?** Were there any changes that took place at the policy level local or national as a result to the project interventions? How significant do you consider this change?
18. **Evaluation Question:** During the first round of country visits, we heard from CBOs in each context that they had seen success in engaging men and boys by appealing to prevailing views of men and protectors/allies of the family's and community's wellbeing with impressive results in terms of mobilizing men to advocate against child marriage, to become more involved in their children's education, and to discuss the need for equal partnership in the home. In your opinion, how do these findings link to the promotion of gender equality principles? Is it necessary to transform masculinities if appealing to prevailing notions achieves the same results?

19. **Evaluation Question:** We also heard that some grantees working on the national level felt that advocating for legislative change had the unintended effect of promoting patriarchal systems, as men are disproportionately represented in the legislative system. In your opinion, how can national actors better advocate for change on the policy level without promoting patriarchal structures?
20. **Evaluation Question:** we also heard from multiple beneficiaries that further iterations of the project should include interventions specifically targeting women or women and men together to change notions of femininity, while continuing to provide interventions that engage men and boys targeting new masculinities. In your opinion, would a successful next phase of the project include interventions specifically targeting women? Why or why not?
21. **Evaluation Question:** Many of the projects saw success using the same innovative approaches—including positive deviance, engaging youth actors, and targeting religious leaders—across the different country contexts. In your opinion, how can these successful approaches be scaled up on the regional level?
22. **Evaluation Question:** Evaluating the above-mentioned approaches, what were the least successful approaches/strategies applied that you observed? What did you or the partners do about them?
23. **Evaluation Question:** Were there any changes in the local context that affected implementation or that were not planned? Could you give me an example? What was the reaction from project staff or participants to these unexpected changes (*positive or negative*)?
24. **Evaluation Question:** Do you as UN Women or the umbrella organization:
- What MSCs do you track and document?
 - Is there a pre and post assessment? How are you applying it and when are you going to review the results?
25. **Evaluation Question:** What are the key lessons learnt so far (*including reflections on the partnership with the umbrella organization, national and CBO grants*):
- What would you change/suggest changing in the short run or until the end of the project in December 2018?
 - What would you suggest for the medium term and future similar programming?

ANNEX III – Stakeholder Matrix

Qualitative Data Collection in Lebanon for First & Second Round Field Missions:				
Role in the Project	Grantee Project	Participants	Data Collection Method	Date
Community Based Grant Recipients	MUSAWAT	1 female senior staff member	Semi-Structured Interviews	August 14, 2018
		2 female senior staff members	Semi-Structured Interviews	November 14, 2018
	Abnaa Saida El Balad	1 male senior staff member	Semi-Structured Interviews	August 15, 2018
		4 board members (3 females and 1 male)	Semi-Structured Interviews	November 13, 2018
Community Based Grant Partners	MUSAWAT	2 male staff members of University Graduates Association in North Lebanon and Youth Spirit Organization, and 1 male volunteer	Group Semi-Structured Interviews	August 14, 2018
CBO Project Beneficiaries	MUSAWAT	12 male and female youth volunteers	Focus Group	August 14, 2018
		13 male and female participants in forum theatre plays	Focus Group	November 14, 2018
		7 representatives of Musawat partner CBOs in Tripoli	Focus Group	November 14, 2018
		3 male facilitators	Group Interview	November 14, 2018
		1 Sharia Judge	Key Informant Interview	November 14, 2018
	Abnaa Saida El Balad	8 male and female facilitators and volunteers (20 – 30 years old)	Focus Group	August 13, 2018
		Four trainers (3 men 1 woman)	Group Semi-Structured Interview	November 13, 2018
		13 males and female facilitators and volunteers (20 – 30 years old)	Focus Group	November 13, 2018
		8 male and female children (6 – 12) participants	Focus Group	August 13, 2018
		1 mother of two participants	Focus Group	August 13, 2018
		9 mothers of children beneficiaries	Focus Group	November 13, 2018
	National Grant Recipient	RDFL	4 female senior staff members	Group Semi-Structured Interview

		3 female senior staff members	Key Informant Interview	November 15, 2018
National Grant Stakeholders	RDFL	3 female and male journalists	Group Semi-Structured Interview	August 16, 2018
		1 female journalist	Key Informant Interview	November 15, 2018
		1 female youth member of a political party; 1 female volunteer	Group Semi-Structured Interview	August 16, 2018
		1 female youth member of a political party; 1 female volunteer	Group Semi-Structured Interview	November 16, 2018
Umbrella Organization	Save the Children International in Lebanon	5 female senior staff members	Semi-Structured Interview	August 13, 2018
		12 male and female representatives of UN Women partner CBOs in Lebanon	Focus Group	November 15, 2018
		2 female and 1 male senior staff members	Semi-Structured Interview	November 16, 2018
UN Women	Project Coordinator & Program Associate	Jumanah Zabaneh and Radwa Tarek	Semi-Structured Interview and De-briefing	August 13, 2018
		Jumana Zabaneh	Semi-Structured Interview and De-briefing	November 15, 2018
CRTDA Event on Nationality Law	CRTDA Team and UN Women Project Coordinator	Attending the event, notes and observations	Event	November 15, 2018

Qualitative Data Collection in Morocco for First and Second Round Field Missions:				
Role in the Project	Grantee Project	Participants	Data Collection Method	Date
Community Based Grant Recipient	Ayadi Al Amal Association	4 female and 1 male Ayadi Al Amal senior staff members (2 female 2 male)	Group Semi-Structured Interview	September 12, 2018
		2 female and 1 male Ayadi Al Amal senior staff members	Group Semi-Structured Interview	November 28, 2018
	Association Maroc Volontaires	3 male and female senior staff members of Maroc Volontaires	Semi-Structured Interview	September 12, 2018
		1 female and 1 male Maroc Volontaires senior staff members	Group Semi-Structured Interview	November 29, 2018

CBO Project Beneficiaries	Ayadi Al Amal Association	4 male and female teachers participating in the program	Group Semi-Structured Interview	September 12, 2018
		6 male and female teachers participating in the program and one male school principal	Focus Group	November 28, 2018
		2 male volunteers	Group Interview	November 28, 2018
		3 female school student beneficiaries of project activities	Group Interview	November 28, 2018
	Association Maroc Volontaires	3 male and female trainers and volunteers	Focus Group	September 12, 2018
		5 male and female beneficiaries of the project		
		8 male and female beneficiaries of the project	Focus Group	November 29, 2018
CBO Project Indirect Beneficiaries	Association Maroc Volontaires	1 male theater director/actor	Focus Group	September 12, 2018
		1 male theater director/actor and final event supervisor	Key informant Interview	November 29, 2018
National Grant Recipient	Moroccan Association for Women's Rights (AMDF)	2 AMDF male and female senior staff and 1 female board member	Semi-Structured Interview	September 14, 2018
National Grant Stakeholders and Beneficiaries	AMDF	8 male and female trainers participating in the project	Focus Group	September 14, 2018
		5 male and female volunteers and beneficiaries of the project		
		8 male and female university students beneficiaries of the project	Focus Group	November 30, 2018
Umbrella Organization Gender Mainstreaming Partner	Quartiers du Monde (QDM)	2 female senior staff members of QDM	Group Semi-Structured Interview	September 10, 2018
		2 female senior staff members of QDM 3, and 1 Gender Expert	Group Semi-Structured Interview	November 27, 2018
UN Women	Project Coordinator and Project Assistant	Zineb Chebihi; Entissar Al Mokhtar and Nicola Musa	Semi-Structured Interview and de-briefing meeting	September 10, 2018 and September 14, 2018

		Zineb Chebihi; Entissar Al Mokhtar	Semi-Structured Interview and de-briefing meeting	November 30, 2018
QDM	QDM Closing Event with CBO Partners	Attending event, notes and observations	Attending the closing event of CBO partner presentations	November 29, 2018
AMDF	AMDF Team and University Faculty Members	Attending event, notes and observations	Attending the Student Parliament	November 27, 2018
	AMDF Team and Educational Academy of Casablanca	Interviews and attending event, notes and observations	Attending the closing event at the educational academy of Casablanca	November 30, 2018

Qualitative Data Collection in Palestine for First and Second Round Field Missions:				
Role in the Project	Grantee Project	Participants	Data Collection Method	Questionnaire
Community Based Grant Recipient	Al-Ofoq Foundation for Youth Development	3 male and female senior members of al-Ofoq Foundation	Semi-Structured Interview	August 13, 2018
		4 male and female senior members of al-Ofoq Foundation	Semi-Structured Interview	November 8, 2018
	Future Brilliant Association Gaza	1 male senior staff member of Future Brilliant Association	Semi-Structured Interview	August 19, 2018
		2 male senior staff members of Future Brilliant Association	Semi-Structured Interview	December 2, 2018
CBO Partner Organizations	Al-Ofoq for Youth Development	2 male and female senior members of Future Youth Arms Forum (SAED) 2 male and female members of Fina Al Khair	Semi-Structured Interview	August 25, 2018
CBO Partner Stakeholders	Al-Ofoq Foundation for Youth Development	1 male Director of the Municipality of Tequa, one of the project implementation sites	Semi-Structured Interview	August 18, 2018
		4 male and female community stakeholders (including the Chairman of the Youth Council, 2 teachers, and 1 member of the Women's Council in Tequa	Group Semi-Structured Interview	August 18, 2018

		4 female and male stakeholders including representative of Tqou municipality, local political activist, head of the girls' school and head of youth club.	Group Semi-Structured Interview	November 17, 2018
		5 female and male members of Beni Canaan, Miftah Organization, Al Dura Municipal Rehabilitation Program, and the Cultural Heritage Forum and one male Educational Guide	Group Semi-Structured Interview	August 25, 2018
		6 female and male members of Beni Canaan, Miftah Organization, local school, Al Dura Municipal Rehabilitation Program, and the Cultural Heritage Forum and one male Educational Guide	Group Semi-Structured Interview	November 18, 2018
National Grant Recipient	Palestine Counselling Center (PCC)	3 male and female senior members of PCC staff	Semi-Structured Interview	August 7, 2018
		2 female senior members of PCC staff	Semi-Structured Interview	December 2, 2018
		6 PCC Program Counsellors	Group Semi-Structured Interview	September 8, 2018
		3 PCC Program Counsellors	Group Semi-Structured Interview	December 2, 2018
National Grant Stakeholder and Beneficiaries	Palestine Counselling Center (PCC)	3 male and female representatives of Dar Al Hikma School in Jerusalem (1 female school principal and 1 female deputy)	Group Semi-Structured Interview	November 8, 2018
		1 female principal of Anata School	Key Informant Interview	November 21, 2018
		7 male and female youth beneficiaries who took initiatives	Focus Group	November 21, 2018
CBO Project Beneficiaries	Al-Ofoq Foundaion for Youth Development	7 male beneficiaries of the trainings helping men's roles as educational models	Focus Group	August 25, 2018
		9 male beneficiaries of the trainings helping men's roles as educational models in Dura	Focus Group	November 11, 2018

		4 male and female children beneficiaries who participated or whose fathers participated; 2 wives of beneficiaries	Focus Group	August 25, 2018
		7 male beneficiaries of the trainings helping men's roles as educational models in Teqou	Focus Group	November 17, 2018
	Future Brilliant Association Gaza	8 fathers participating in workshops (37 and older)	Focus Group	August 19, 2018
		8 male youth participants in the program (15 – 18)	Focus Group	August 19, 2018
		1 male stakeholder	Semi-Structured Interviews	August 20, 2018
CBO Project Indirect Beneficiaries	Future Brilliant Association Gaza	1 daughter of a male project beneficiary; 1 male stakeholder; 3 wives of beneficiaries (Al Ofoq)	Semi-Structured Interview	August 20, 2018
Umbrella Organization and Gender Mainstreaming Partner	NGO Development Center (NDC) – West Bank & Gaza	4 male and female senior staff members	Group Semi-Structured Interview	August 12, 2018 (Gaza) August 7, 2018 (WB)
		1 male and 1 female staff members	Group Interview	November 29, 2018 (Gaza)
	Women's Affairs Technical Committee (WATC) – West Bank and Gaza	2 female senior staff members	Group Semi-Structured Interview	September 11, 2018 (Gaza) August 7, 2018 (WB)
		2 female senior staff members	Group Semi-Structured Interview	November 29, 2018 (WB) November 30, 2018 (Gaza)
UN Women	Project Coordinator	Hadeel Abdo	Semi-Structured Interview	August 25 th , 2018

Description of Participating Organizations:

Palestine

NGO Development Center (NDC): UN Women has contracted NDC to manage the CBO grants in the West Bank and Gaza (8 in total, 4 in the West Bank and 4 in Gaza). In the first year of the program, NDC conducted a mapping of community-based organizations and emerging social movements that have been working on GEWE. The mapping was conducted by NDC during the first year in the West bank and Gaza. After that, a capacity building component was started that targeted the CBOs and social movements mapped. Not all of them were willing to participate; however, a good number of CBOs and emerging social movements and youth groups participated in the capacity building. The CB was implemented over almost a year and provided trainings in institutional aspects such as project management, procurement, financial

management, etc and also thematic aspects relating to the content of the upcoming UNW program such as gender, masculinity, advocacy, communications, etc. After the capacity building component, the national and CBO grants were announced. In Palestine, the NDC announced the CBO grants, received the proposals and formed a review committee composed of NDC technical staff and also UNW and WATC. NDC has proposed to UNW to hire a gender consultant to accompany the CBO grants. However, UNW preferred having a specialized gender/feminist organization on board to provide continuous and timely support to the CBOs for mainstreaming gender within the grants, accompany the CBOs and provide coaching on gender issues as needed. Accordingly, a partnership was initiated between NDC and WATC was established at the beginning of the grants component.

Palestinian Counselling Center (PCC): PCC is the national grant selected for evaluation in Palestine. It is one of the oldest and well-established specialized NGOs with headquarters in Jerusalem and branches in Ramallah, Nablus and Qalqyia and has around 40 staff members. The intervention focused on the theme of “breaking the cycle of violence” and had a special focus on “bullying”; an initiative that PCC has focused on in Palestine and also had some regional expertise in this area. It has targeted youth at risk or violence and also the perpetrators of violence and worked on both therapeutic and preventive approaches. For the perpetrators of violence and the bullies, the focus is to provide them with alternative tools to violence where they can express themselves, their anger, protect themselves and use the energy in a more positive direction. The theory of change for this is that breaking the cycle of violence at the early age will decrease the number of perpetrators of violence in the future. GBV is at the heart of this theory as women and children are usually the victims of violence.

Al-Ofoq Foundation for Youth Development Future Brilliant Association

Lebanon

Save the Children International (SCI): Save the Children International in Lebanon was contracted by UN Women to be the umbrella organization. When the UNW announced the call for application from umbrella organizations, it coincided with SCI new strategy of mainstreaming gender in all their programming. Also, their main target group is the children and thus it was a good opportunity for them to integrate gender aspect in their work with children. As an well-established international organization, SCI have effective organizational capacity assessment and grants management systems. In addition, SCI has 3 offices in Beirut, Akkar and Al Biqaa and thus had the geographical capacity to cover different locations.

The Lebanese Women Democratic Gathering (RDFL): RDFL is one of the strong national feminist organizations established in 1979 with a strong reputation and high credibility among national and local stakeholders. It is considered one of the well-established and experienced women organization and enjoys the membership and participation from different political and religious backgrounds and thus able to reach different sections and geographical locations of the Lebanese society. The organization is also able to attract local activists and volunteers that extend their work within the local communities. RDFL’s project with UN Women focused on the National Campaign of “# Not Before 18” to raise public awareness and demand legal reform against child marriage as there is no national law against early marriage in Lebanon. RDFL is one of the very first organizations that has been advocating against early marriage and GBV as a result to early marriage and thus were experienced in this area.

Abnaa Saida Association: Abnaa Saida is one of the oldest and only community-based organizations in the Old City of Saida, established in 2005 by a woman named Um Rida. Accordingly, the association enjoys high

credibility amongst the residents of the Old City and many parents and siblings of the children participants have been and still participate in the association's activities. They are very well integrated within the community and able to attract a big number of volunteers from all over Saida; especially from the Old City. Over the years, the association has cooperated with many national and international organizations on issues relevant to the community needs and priorities and thus accumulated a long experience in community work. Their activities vary between fun days for children, awareness campaigns to encourage education, field trips, sports clubs, peer to peer initiatives for raising adolescents and youth awareness against drugs and sexually transmitted diseases among others, hosting and initiating many art activities including theatre that addressed issues of violence, aggression among young men and thus the UNW project themes were very relevant to the objectives of the association and was found to be a good opportunity to engage the association with addressing masculinities and promoting gender equality.

Development Action to All People (MUSAWAT): Musawat is one of the two CBOs selected for the evaluation in Lebanon and it is based in Tripoli. The CBO works in what is considered hot security areas and works with the communities where the majority are Syrian and Palestinian refugees. These areas are usually conservative and local frictions and clashes regularly occur on the basis of ethnicity, origin and political affiliation. Although they are a CBO themselves, Musawat enjoys a big network of other CBOs and youth groups in the areas it is operating and implements all its activities through partnership with these CBOs and youth groups. The advantages of such a model is of course the wide network and access to different target groups and coverage of a wider geographical area. The shortcoming might be the sustainability and institutional set up of the organization. The project they initiated with UNW is "Increasing Men and Boys engagement in house work through theatre". It targets 300 men and male youth who will attend 6 theatre plays following the forum theatre where the themes are related to the project idea trying to change the traditional roles and increasing the fathers' role in parenting and house work.

Morocco

Quartiers du Monde (QDM): QDM is a French NGO operating in Morocco and was contracted by UNW as the umbrella organization. The main role of QDM is to provide the three main functions of: 1. Grants management, 2. Monitoring and reporting and 3. Thematic partner for gender integration and sensitization. It should be noted that QDM is a feminist organization and had experience working with CBOs prior to UN Women project.

Association Marocaine our les Droits des Femmes (AMDF): The Moroccan Association for Women's Rights (AMDF), created in April 1992, is a well-known and highly credible feminist advocacy association. It works for the promotion of equality between men and women, and fights against all forms of violence and discrimination against women. The project submitted to UN Women is an extension to AMDF's ongoing work in addressing gender inequalities, advocacy and awareness raising. It was implemented through actions related to advocacy and awareness and education, targeting public policies and Moroccan citizens, especially men and boys. The different actions will address the issue of gender inequality and GBV through the questioning and highlighting of the importance of masculinities in the construction of power relations between genders.

Ayadi Al Amal Association: Ayadi Al Amal is a relatively young CBO that was established 3 years ago by a group of active social workers, school teachers and university students. It should be noted that Fageh Ben Saleh area is considered remote, poverty and vulnerability is high, conservative and tribal society and incidents of GBV are prevalent. Accordingly, Ayadi Al Amal is providing services to people who are in need of such social services that are not accessible in these areas. The core of Ayadi Al Amal's project is academic,

which encourages the reading habit among school students of 5th and 6th grades and making it a daily habit. The innovative aspect of the project idea is the selection of the reading materials that promote gender equality and human rights aspects. The CBO is highly trusted by the local community and most importantly the formal educational system and has strong relations with the education district office and school directors in the area that facilitated their access to the teachers and students without any difficulties.

Maroc Volontaires: Maroc Volunteers is a relatively young and emerging youth CBO that was established in 2014. Despite the young age, the CBO is comprised of highly active youth who are university graduates and university students as well as professionals who are also very active in their fields and many are highly talented and artists themselves. The project idea they submitted to UN Women aims at promoting gender equality and positive masculinity through arts. The main objectives and activities of the project focused on raising the awareness and sensitizing young and talented artists about the role of art in promoting gender equality and the risks of patriarchal thought in their practices in the artistic field.

ANNEX IV – List of Stakeholders Consulted

Round I:

UN Women Team:
1. Lena Karlsson, Project Manager
2. Mona Selim, Regional Monitoring and Evaluation Manager
3. Nicola Musa, Monitoring and Evaluation Specialist
4. Jumana Zabaneh, Project Coordinator in Lebanon
5. Hadeel Abdo, Project Coordinator in Palestine
6. Zineb Chebihi, Project Coordinator in Morocco
7. Radwa Tarek, Program Associate
Palestine – Representatives of Umbrella Organization, National and Community Based Grants:
8. Ghassan Kasabreh, Director of NDC
9. Alaa Ghalayini, NDC Gaza Manager
10. Azhar Bseiso, Projects Manager, NDC Gaza
11. Afaf Zibdeh, UN Women Project Focal Point in West Bank Women’s Affairs Technical Committee (WATC)
12. Nadia Abu Nahleh, UN Women Project Focal Point in Gaza Women’s Affairs Technical Committee (WATC)
13. Rana Nashashibi, Director of PCC
14. Reema Awad, Director of Development Department, PCC
15. Basel Ishtayeh, Public Relations Officer, PCC
16. Mohammad Fararjeh, Executive Director, Al Ofuq
17. Ruba Asad, Projects Manager, Al Ofuq
18. Ibrahim Suleiman, Project Coordinator, Al Ofuq
19. Haitham Aby Teir, Project Coordinator, Brilliant Future Association
Palestine – Focus Group Participants, Al Ofuq - West Bank
20. Ali Abu Zneed, Beneficiary
21. Jihad Abu Zneed, Beneficiary
22. Abed Al-Hakim Al-Namoura, Beneficiary
23. Mohammad Abu Arqoub, Beneficiary
24. Yousef Amrou, Beneficiary
25. Hassan Khalaf, Beneficiary
26. Faez Suweiti, Beneficiary
27. Othman Reyan, Peer Group Member
28. Ibtisam Al-Zeer, Wife of Beneficiary
29. Samia Ktlou, Wife of Beneficiary
30. Safaa Al-Masri, Wife of Beneficiary
31. Khaled Amrou, Child Beneficiary

32. Basma Amrou, Child Beneficiary
33. Rua'a Khalaf, Child Beneficiary
34. Yaqeen Khalaf, Child Beneficiary
35. Mohammad Al-Badan, President of Youth Council, Tequa
36. Mohammad Abu Mafrah, Teacher in Tequa
37. Murad Al-Khatib, Teacher in Tequa
38. Dunia, Member of the Board of Directors of the Women's Council
39. Mohammad Abu Fardeh, Fina Al-Kheir, Partner of Al Ofuq
40. Manar Al-Natsheh, Volunteer, Fina Al-Kheir, Partner of Al Ofuq
41. Dunia Masalma, Al Dura Municipal Rehabilitation Program, Stakeholder
42. Sameer Al-Zeer, Beni Canaan Organization, Stakeholder
43. Yousef Nassarman, Beni Canaan Organization, Stakeholder
44. Amin Khalaf, Director of Future Youth Arms Forum, Partner of Al Ofuq
45. Maysoon Al-Sharha, Cultural Heritage Forum, Stakeholder
46. Beyan Rajoub, Miftah Organization, Stakeholder
47. Wael Al-Aqilee, Educational Guide
48. Tayseer Abu Mafrah, Mayor of Tequa Municipality
Palestine – Focus Group Participants, Brilliant Future Association - Gaza
50. Muslim Salim Al-Najjar, Beneficiary
51. Ahmad Hussein Al-Shuwaf, Beneficiary
52. Osama Ahmad Abu Teer, Beneficiary
53. Nabeel Shehdeh Qadeeh, Beneficiary
54. Luay Ibrahim Al-Najjar, Beneficiary
55. Wael Khaleel Abu Ismail, Beneficiary
56. Musa Ahmad Abu Taimeh, Beneficiary
57. Mohammad Munir Abu Daqqa, Pioneers Group
58. Ahmad Amr Abu Teer, Pioneers Group
59. Ahmad Jamal Mohammad Al-Najjar, Pioneers Group
60. Bara'a Bassem Abu Taimeh, Pioneers Group
61. Kamal Kaamal Al-Najjar, Pioneers Group
62. Fadi Yassar Qadeeh, Pioneers Group
63. Mohammad Tayseer Mohammad Qadeeh, Pioneers Group
64. Wi'am Hesham Abu Farhaneh, Pioneers Group
65. Khawla Abu Rajeela, Daughter of a Male Beneficiary (Ahmad Abu Rajeela)
66. Wael Abu Ismail, Project Management Specialist, Indirect Beneficiary/Stakeholder
67. Hesham Abu Teer, Executive Director and Project Manager, Brilliant Future Association
68. Muslim Al-Najjar, Director of Brilliant Future Association
Palestine – Focus Group Participants, Palestinian Counselling Center (PCC) – Jerusalem
69. Rana Nashashibi, Director of PCC
70. Reema Awad, Director of Development, PCC

71. Basel Ishtayeh, Public Relations Officer, PCC
72. Sereen Al-Almi, Head of the Treatment Department, PCC
73. Alham Maswida, Social Specialist – Preventative Program, PCC
74. Bara Sarhan, Psychologist – Therapeutic Program, PCC
75. Hassan Faraj, Psychologist – Therapeutic Program, PCC
76. Reema Tarzi, Program Guide, PCC
77. Farah Druza, Program Guide, PCC
Lebanon – Representatives of Umbrella Organization, National and Community Based Grants:
78. Sulaima Mahini, Area Manager, SCI
79. Farah Srouf, Project Officer, SCI
80. Hiba Sabbah, MEAL Coordinator, SCI
81. Farah Shatilla, Financial Coordinator / Support, SCI
82. Alia Awada, Advocacy Communications and Media Manger, SCI
83. Saraa Hifnawi, Project Manager, Musawat
84. Mohammad Shafaati, UN Women Project Coordinator, Abnaa Saida
85. Rula Shihabeddin, Head of Programs, RDFL
86. Rula Zueiter, Director of Al Biqaa Branch, RDFL
87. Hayat Mershad, Head of Communications and Campaigns, RDFL
88. Roua Dandachi, Media Campaign Coordinator, RDFL
Lebanon – RDFL Participants and Stakeholders
89. Mona Yacoub, Journalist
90. Mostafa Raad, Journalist
91. Zahraa Dirani, Journalist
92. Mira Maknaf, Youth Leader, Progressive Political Party
93. Rawda Mathloun (Um Nour), Volunteer from Beir Elias
Lebanon – Focus Group with Musawat Participants, Stakeholders and Volunteers
94. Osama Al Ali, Volunteer with Musawat in Nahr El Bared Refugee Camp
95. Ghassan Al Husami, President of University Graduates Association in North Lebanon – Tripoli, a partner of Musawat
96. Ahmad Al Hammad, Director of Youth Spirit Association, Partner of Musawat
97. Jana Fadda, Volunteer
98. Norma Karam, Volunteer
99. Hala Ali, Volunteer
100. Ahmad Abdel Karim. Volunteer
101. Samer Hamoudi, Volunteer
102. Ghaida Hamoudi, Volunteer
103. Zahra Ibrahim, Volunteer
104. Najah Qado, Volunteer
105. Kathreen Ahmad, Volunteer
106. Hala Wannous, Volunteer

107. Nour Al Khateeb, Volunteer
108. Zein Shamali, Volunteer
Lebanon – Focus Group with Abnaa Saida Participants, Stakeholders and Volunteers
109. Ghada Salem, a Mother of Two Participants with Abnaa Saida
110. Rayyan Bairouti, Facilitator
111. Najah Afifi, Facilitator
112. Rawan Lahib, Facilitator
113. Aseel Hamada, Facilitator
114. Hawraa Maree, Facilitator
115. Maryam Kawtharani, Facilitator
116. Jamal Bernawi, Facilitator
117. Mostafa Afifi, Facilitator
118. Rasha Ali, Trainer
119. Loay Hadeeth, Trainer
120. Dalal Sadeeq, Trainer
121. Bilal Miree, Trainer
122. Wael Abdalla, Trainer
123. Mohammad Al Abed, Beneficiary
124. Wafaa Khaizaran, Beneficiary
125. Kareem Gharaballi, Beneficiary
126. Hala Deemas, Beneficiary
127. Maha Deemas, Beneficiary
128. Fatema Mostafa, Beneficiary
129. Malak Al Saleh, Beneficiary
130. Nour Bseisi, Beneficiary
Morocco - Representatives of Umbrella Organization, National and Community Based Grants:
131. Ada Bazan, QDM President
132. Carine Troussel, QDM Project Manager
133. Wafaa Al Khelifi, Project Officer, QDM
134. Rachida Tahiri, RBM and Gender Expert
135. Najat Al Razi, AMDF Board Member and UN Women Project Supervisor
136. Omaima Hammad, Project Coordinator, AMDF
137. Khadija Al Rathani, Board Member, AMDF
138. Noura, President of Ayadi Al Amal Society
139. Financial Manager of Ayadi Al Amal Society
140. Wafaa, Ayadi Al Amal
141. Ayoub, Project Coordinator, Ayadi Al Amal
142. Hasan Warmesjan, Director of a School in Faqih Ben Saleh
143. Rabea, Teacher at a School in Faqih Ben Saleh
144. Saeda, Teachers at a School in Faqih Ben Saleh

145. Abdulrazeq Burnaker, Teacher at a School in Faqih Ben Saleh
146. Achak Abdelhakim, President of Maroc Volontaires
147. Houda, Teasurer, Maroc Volontaires
148. Abdelgader, Member of Maroc Volontaires
149. Nabil Al Mansouri, Actor or Theatre Director
Morocco - Focus Group with AMDF Participants, Stakeholders and Volunteers
150. Abdelrahim Al Marouni, Trainer
151. Fawziya Myaser, Trainer
152. Nadia Fares, Trainer
153. Al Fatimi Al Marouni, Trainer
154. Mohammad Abu Al Qasem, Trainer
155. Rehab Mizyati, Trainer
156. Anjakhout Seder, Trainer
157. Belkrodas Abdelhadi, Trainer
158. Al Mahdi Yaminah, Volunteer
159. Ahmad Sahwat, Volunteer
160. Marwan Duwa, Beneficiary
161. Maryam Hawa, Beneficiary
162. Ayman Fakir, Beneficiary
163. Reem Al Suwati, Beneficiary
Morocco - Focus Group with Maroc Volontaires Participants, Stakeholders and Volunteers
164. Nabil Mansouri, Trainer and Volunteer
165. Omaima Abu Zeid, Trainer
166. Abdelqader Didi, Beneficiary
167. Shaima Abu Radwan, Beneficiary
168. Wafaa Qasoumi, Beneficiary
169. Amine Mabshour, Volunteer and Film Maker
170. Salma Saed, Beneficiary
171. Shaima Fakkar, Beneficiary
172. Hatim Jarir, Project Coordinator
173. Al Masoudi Soufiane, Deputy President of Maroc Volontaires

Round II:

UN Women Team:
1. Lena Karlsson, Project Manager
2. Mona Selim, Regional Monitoring and Evaluation Manager
3. Nicola Musa, Monitoring and Evaluation Specialist
4. Jumana Zabaneh, Project Coordinator in Lebanon

5. Hadeel Abdo, Project Coordinator in Palestine
6. Zineb Chebihi, Project Coordinator in Morocco
7. Radwa Rarek, Program Associate
Palestine – Representatives of Umbrella Organization, National and Community Based Grants:
8. Alaa Ghalayini, NDC Gaza Manager
9. Azhar Bseiso, Projects Manager, NDC Gaza
10. Afaf Zibdeh, UN Women Project Focal Point in West Bank Women’s Affairs Technical Committee (WATC)
11. Nadia Abu Nahleh, UN Women Project Focal Point in Gaza Women’s Affairs Technical Committee (WATC)
12. Bushra Hamayel, M&E Department, PCC
13. Nisreen Ghazaleh, M&E Department, PCC
14. Sereen Alami, Program Counsellor, PCC
15. Elham Maswadeh, Program Counsellor, PCC
16. Baraa Sarhan, Psychologist, PCC.
17. Mohammad Fararjeh, Executive Director, Al Ofuq
18. Ruba Asad, Projects Manager, Al Ofuq
19. Ibrahim Suleiman, Project Coordinator, Al Ofuq
20. Manar Al Natsheh, Field Coordinator, Al Ofuq
21. Musallam, Director of Brilliant Future Association
22. Haitham Aby Teir, Project Coordinator, Brilliant Future Association
Palestine – Focus Group Participants, PCC – Jerusalem
23. Hala Halabi, Beneficiary
24. Zeinab Zarou, Beneficiary
25. Mohannad Shreim, Beneficiary
26. Shaker Qaoud, Beneficiary
27. Yosef Wahbeh, Beneficiary
28. Ahlam Joulani, Beneficiary
29. Rawand Natsheh, Beneficiary
Palestine – Focus Group Participants, Al Ofuq - West Bank
30. Atef Iqtaeit, Principal of Taha Al Rajaei Basic School in Dura, Stakeholder
31. Ameen Khlaf, Sawaed El Ghad Forum in Dura, Stakeholder
32. Ali Abu Zneid, Abnaa Canaan Society for Heritage in Dura, Stakeholder
33. Dunia Masalmeh, Dura Municipality Rehabilitation Program, Stakeholder
34. Abdel Hakim Al Nammoura, Abnaa Canaan Society for Heritage in Dura, Stakeholder
35. Bayan Al Rjoub, Miftah Association in Dura, Stakeholder
36. Tayseer Abu Mifreh, Director of Tqou Municipality, Stakeholder
37. Rihab Al Shaer, Principal of Al Khansaa School in Tqou, Stakeholder
38. Fuad Suleiman, Fatah Secretary in Tqou, Stakeholder
39. Mohammad Al Badan, Head of Youth Club in Tqou

40. Mohammad Abu Arqoub, Beneficiary
41. Yosef Nassar, Beneficiary
42. Hasan Khlaf, Beneficiary
43. Yosef Awadeh, Beneficiary
44. Jihad Abu Zneid, Beneficiary
45. Ameen Khlaf, Beneficiary
46. Hasan Abu Hleil, Peer Beneficiary
47. Bassam Faqqouseh, Peer Beneficiary
48. Fuad Khlaf, Peer Beneficiary
49. Murad Abu Mifreh, Beneficiary
50. Mohammad Abu Mifreh, Beneficiary
51. Mohammad Al Badan, Beneficiary
52. Zaki Al Emour, Beneficiary
53. Fuad Suleiman, Beneficiary
54. Sumayah Aby Mifreh, Beneficiary
Palestine – Focus Group Participants, Brilliant Future Association - Gaza
55. Musallam Salem, Ambassador Beneficiary
56. Luai Al Najjar, Ambassador Beneficiary
57. Wael Ismail, Ambassador Beneficiary
58. Musa Abu Tiema, Ambassador Beneficiary
59. Mohammad Ahmad, Ambassador Beneficiary
60. Ahmad, Adolescent Beneficiary
61. Weam, Adolescent Beneficiary
62. Mohammad, Adolescent Beneficiary
63. Musa, Adolescent Beneficiary
Lebanon – Representatives of Umbrella Organization, National and Community Based Grants:
64. Nadia Mohammad, Area Manager, SCI
65. Farah Srour, Project Officer, SCI
66. Alfonse Aryout, Child Rights Governance Coordinator
67. Alia Awada, Advocacy Communications and Media Manger, SCI
68. Saraa Hifnawi, Project Manager, Musawat
69. Reina Faitrouni, Financial Officer, Musawat
70. Sara Al Bitar, Board Member, Abnaa Saida
71. Eman Mansour, Board Member, Abnaa Saida
72. Belal Merhi, Board Member, Abnaa Saida
73. Rayan Batrouni, Voulnteer, Abnaa Saida
74. Sara Al Outa, Project Coordinator, RDFL
75. Amal Morqus, RDFL Branch Manager in Tripoli
76. Rula Zueiter, RDFL Branch Manager in Al Biqaa
Lebanon – RDFL Participants and Stakeholders

77. Zahraa Dirani, Journalist
78. Mira Maknaf, Youth Leader, Progressive Political Party
79. Rawda Mathloun (Um Nour), Volunteer from Beir Elias
Lebanon – Focus Group with Musawat Participants, Stakeholders and Volunteers
80. Mustafa Ameen, Facilitator
81. Waleed Abdel Rahman, Facilitator
82. Mahmoud Shaheen, Facilitator
83. Ghazi Kanjou, Youth Spirit Association, Partner CBO
84. Ali Berrou, Youth Spirit Association, Partner CBO
85. Alaa Yousef, Youth Spirit Association, Partner CBO
86. Mahmoud Shaheen, Nabe' Association, Partner CBO
87. Jan Hajjar, Cross Arts Cultural Center
88. Barrak Sabeih, Cross Arts Cultural Center
89. Fadwa Suleiman, Forum Theatre Audience
90. Hala Wannous, Forum Theatre Audience
91. Mohammad Rabaa, Forum Theatre Audience
92. Ahmad Abdel Karim, Forum Theatre Audience
93. Ramouna Habib, Forum Theatre Audience
94. Hasan Shamali, Forum Theatre Audience
95. Ghazi Kamanjou, Forum Theatre Audience
96. Issa Asi, Forum Theatre Audience
97. Ali Berrou, Forum Theatre Audience
98. Etab Ibrahim, Forum Theatre Audience
99. Mutaz Saadeddin, Forum Theatre Audience
100. Onfuwan Ali, Forum Theatre Audience
101. Sameer Sana, Forum Theatre Audience
102. Abdel Munem Al Ghazzawi, Sharia Judge in Tripoli
Lebanon – Focus Group with Abnaa Saida Participants, Stakeholders and Volunteers
103. Ahmad Miaari, Volunteer
104. Najah Al Afifi, Volunteer
105. Rawan Al Laheeb, Volunteer
106. Rasha Ali, Volunteer
107. Maryam Kawtharani, Volunteer
108. Hawraa Marie, Volunteer
109. Jamal Bernawi, Volunteer
110. Ghana Issa, Volunteer
111. Aseel Hammadi, Volunteer
112. Eman Marie, Volunteer
113. Bilal Marie, Volunteer
114. Zayyan Batrouni, Volunteer

115. Itaf Dahshar, Volunteer
116. Manal Abu Ghazaleh, Mother of Child Beneficiary
117. Mona Ali, Mother of Child Beneficiary
118. Aya EL Baba, Mother of Child Beneficiary
119. Amal Tibeh, Mother of Child Beneficiary
120. Faten Al Shami, Mother of Child Beneficiary
121. Hiba Batrouni, Mother of Child Beneficiary
122. Ghada Salem, Mother of Child Beneficiary
123. Saleema Banto, Mother of Child Beneficiary
124. Nour El Monjed, Mother of Child Beneficiary
Lebanon – Focus Group with CBO Participants in SCI Evaluation Workshop
125. Joyce Zaghleit, President, LYN
126. Mahmoud Shorari, Coordinator, Al Jalil
127. Zahraa Berjawi, Volunteer, Fe-Male
128. Maryam Khodari, Coordinator, Fe-Male
129. Hussein Sharari, Manager, Al Jalil
130. Hussam Bodiab, Active Member, YDO
131. Yosra Saabi, Trainer, YDO
132. Valia Hassanieh, Active Member, YDO
133. Fatema Dada, Bioard Member, Midal
134. Sara Al Bitar, President, Abnaa Saida
135. Elaf Dahshaneh, Volunteer, Abnaa Saida
136. Saraa Dinnawi, Project Coordinator, Musawat
Morocco - Representatives of Umbrella Organization, National and Community Based Grants:
137. Carine Troussel, QDM Project Manager
138. Wafaa Al Khelifi, Project Officer, QDM
139. Najat Al Razi, AMDF Board Member and UN Women Project Supervisor
140. Omaima Hammad, Project Coordinator, AMDF
141. Noura, President of Ayadi Al Amal Society
142. Hasan, Financial Manager of Ayadi Al Amal Society
143. Wafaa Jalil, Ayadi Al Amal
144. Achak Abdelhakim, President of Maroc Volontaires
145. Houda, Treasurer, Maroc Volontaires
146. Nabil Al Mansouri, Actor or Theatre Director
Morocco - Focus Group with AMDF University Student Beneficiaries
147. Abdelaziz Bohusein, Beneficiary
148. Lawena Majdaleen, Beneficiary
149. Abdelhamid Dakrima, Beneficiary
150. Jawwal Ibrahim, Beneficiary
151. Salma Azzeh, Beneficiary

152. Maryam Hawwad, Beneficiary
153. Taaza Kro, Beneficiary
154. Shaima Daam, Beneficiary
Morocco - Focus Group with Maroc Volontaires Participants and Volunteers
155. Wafa Qassoumi, Beneficiary
156. Mada Saklees, Beneficiary
157. Khaled Al Alqawi, Beneficiary
158. Shaimaa Shakkar, Beneficiary
159. Kawthar Mzeil, Beneficiary
160. Othman Tibraas, Beneficiary
161. Salma Saklees, Beneficiary
Morocco – Focus Group with Ayadi Al Amal Beneficiaries
162. Freesan Mohammad, Teacher
163. Haddadi Abdelwahid, Teacher
164. Abdelsamad Bregghi, Teacher
165. Ghuzlan Atqawi, Teacher
166. Asisa Yasni, Teacher
167. Aya Shaiboob, Teacher
168. Abdelkarim Qasdari, School Principal
169. Osama Wibdi, Volunteer
170. Mohammad Al Yamani, Volunteer
171. Shaima Fannouni, Student
172. Sara Entaje, Student
173. Hidara Mahjoubeh, Student

ANNEX V – List of Documents Reviewed

1. Terms of Reference (ANNEX I)
2. Approved *Women for Women and Men for Women: Towards Positive Change* project document (2015)
3. *Women for Women and Men for Women: Towards a Positive Change* First Progress Report to the Government of Sweden (January 2015 – December 2015)
4. *Women for Women and Men for Women: Towards a Positive Change* Second Progress Report to the Government of Sweden (January 2016 – December 2016)
5. *Women for Women and Men for Women: Towards a Positive Change* Third Progress Report to the Government of Sweden (January 2017 – December 2017)
6. Men and Women for Gender Equality Policy Brief (March 2017)
7. Men and Women for Gender Equality draft project document (June 2018)
8. *Understanding Masculinities: Results from the International Men and Gender Equality Survey (IMAGES) – Middle East and North Africa* final report (May 2017)
9. Project documentation from 9 selected projects in Lebanon (3 projects), Morocco (3 projects), and Palestine (3 projects)

ANNEX VI – Programme Results Framework

GOAL			
Women and men in Arab societies are given equal Rights and opportunities to live a life free of violence, and to engage, equally, as active citizens in their communities and countries			
Outcomes	Outcome 1: CSOs and other actors contribute towards legislative and policy change through evidence-based advocacy	Outcome 2: Civil society, including new and emerging movements, promotes gender equality effectively at national and regional levels.	Outcome 3: Men, women and youth participate more actively in promoting GE
Outputs	<p>Output 1.1: Research on causes of gender inequality is available and disseminated (IMAGES and women’s rights in Islam)</p> <p>Output 1.2: Recommendations from research are used by stakeholders for promoting gender equality and women's empowerment</p> <p>Output 1.3: Evidence-based advocacy strategies on addressing root causes of gender inequalities are developed and/or revised at the national and regional levels.</p>	<p>Output 2.1: CSOs have greater organizational capacity and GE capacity</p> <p>Output 2.2: Networking is promoted among CSOs</p>	<p>Output 3.1 Community-based solutions for the promotion of gender equality are identified and implemented</p> <p>Output 3.2 Best practices and lessons learned are identified and shared through South-South exchanges.</p>
Key Assumptions	<p>Political environment is conducive to change in legislation and policies Research environment is enabling; Communities are accessible for the perception surveys and the Security situation is enabling</p> <p>Counterparts accept/endorse the research findings</p>	<p>There are sufficient CSOs to be involved in the capacity-building and the mentoring</p> <p>CSO willingness to participate in training sessions</p> <p>CSOs willing to mentor and partnerships are sustainable</p> <p>CSOs are interested to network with other organizations</p>	<p>Community buy-in</p> <p>CSOs capable to deliver; CSOs are committed to implementing community-based solutions; CSOs willing to take on new ideas; There are sufficient innovative community-based projects proposed for grants</p> <p>Community-based solutions have a duplication potential</p>

	Counterparts accept/endorse the research findings		
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