LEARNING REVIEW

JUNE 2019

A REVIEW OF OXFAM'S PROJECT - CREATING SPACES TO TAKE ACTION ON VIOLENCE AGAINST WOMEN & GIRLS

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LIST OF ABRIEVIATIONS

CAT	Capacity Assessment Tool
CAT4EVAWG	Capacity Assessment Tool For Ending Violence Against Women and Girls
CDC	Community Discussion Centers
CEFM	Child, Early and Forced Marriage
CC	Child Club
CS	Creating Spaces (project)
DV	Domestic Violence
GAC	Global Affairs Canada (formerly DFATD)
GBV	Gender-Based Violence
FGDs	Focus Group Discussions
HH	Household
HHS	Household Survey
ICRW	International Center for Research on Women
KIIs	Key Informant Interviews
LM	Logic Model
MEAL	Monitoring, Evaluation, Accountability and Learning
MTLR	Mid Term Learning Review
NGO	Non-Governmental Organization
OCA	Oxfam Canada
P2P	Peer-to-Peer Mid-Term Learning Review Process by Partners
PIP	Project Implementation Plan
PMF	Performance Measurement Framework
RBM	Results-Based Management
SRHR	Sexual, Reproductive & Health Rights
TOC	Theory of Change
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
UNICEF	United Nations Children's Fund
VAWG	Violence Against Women and Girls
WRO	Women's Rights Organization

GLOSSARY

The CS project uses the following definitions to guide the work.[1]

Influencers: This term is used to simplify references to 'religious, community, private sector and political leaders' and other leaders who act as custodians of customs, practices and social norms ('norm-setters') within communities who shape expectations about appropriate behavior and who as duty bearers have the power to support implementation of formal and informal laws and rules.

Youth: The project follows the UN definition of 'youth' as young women and men ages 15-24.[2]

Adolescence: The project follows the UN definition of 'adolescence' as ages 10-19.[3]

Child: The UN Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood below this.[4] The project follows country specific definitions.

The project uses the globally recognized terminology '**Child Early and Forced Marriage' (CEFM).** There are no universally agreed upon definitions for 'early' or 'forced' marriage; inception phasemapping studies determine the situation specific to each project country.

VAWG and GBV: The terms violence against women and girls (VAWG) and gender-based violence (GBV) are often used interchangeably. VAWG and CEFM are both expressions of GBV. GBV, however, also includes violence against men, boys, and sexual minorities or those with gender non- conforming identities. While violence against these other groups is often rooted in the same gender inequalities and harmful gender norms, Creating Spaces will focus on VAWG, since it is the most prevalent form of GBV in the project countries.

Survivors and/or victims: As these terms are contested concepts, the project proposes using the terminology '**women and girls who experience violence**' while at the same time opening up discussion around the notion of the journey from 'victim' to 'survivor'. The term 'survivor' is important because it recognizes the agency of women and the individual recovery and healing process, while the notion of 'victim' reminds us of the structural and systemic nature of VAWG.[5]

Women's Rights Organization (WRO): For the purposes of the project, the term WRO refers to autonomous organizations led by women whose mission is to advance women's rights.

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[1] Taken from CS Project Theory of Change
[2] https://www.unfpa.org/sites/default/files/resource-
[3] Ibid.
[4] http://www.unicef.org/crc/files/Guiding_Principles.pdf
[5] See https://www.opendemocracy.net/5050/rahila-gupta/victim-vs-survivor-feminism-and-language

1. Executive Summary

1.1   PROJECT DESCRIPTION

"Creating Spaces to Take Action on Violence Against Women and Girls" (Creating Spaces) is a five-year project (2016-2021) being implemented by Oxfam and focusses on reducing violence against women and girls (VAWG), and the prevalence of child, early and forced marriage (CEFM) in six countries in Asia (Bangladesh, India, Indonesia, Nepal, Pakistan and the Philippines). The overall project framework is built around <u>three interconnected Intermediate Outcomes</u>:

> **Outcome 1:** Strengthened engagement of key religious, community, private sector and political actors and youth in advancing women's leadership, women's rights and in reducing violence against women and girls.

> **Outcome 2:** Greater access to support services and economic opportunities for women and girls affected by violence and early and forced child marriage

> **Outcome 3:** Increased use of innovative knowledge, including best and emerging practice, and accountability systems to end violence against women and girls

These three Intermediate Outcomes aim to support a holistic and integrated approach to transformative change, and ultimately lead to the project's Ultimate Outcome - **Reduce violence against women and girls and child, early and forced marriage in Bangladesh, India, Indonesia, Nepal, Pakistan and Philippines.**

1.2   LEARNING REVIEW

In October 2018, Oxfam Canada hired an external consultant team to conduct a mid-term learning review of the *Creating Spaces* project. The main purpose of this learning review was to:

1.   To assess the performance of the project to date; and,
2.   To identify key learning and provide recommendations to improve implementation and enable the project to achieve optimal results.

The following table shows the methods used for data collection and analysis for the learning review.

Data collection tool/ process	Data Source	Sample	Data Analysis and Interpretation
Desk Review	Project Reports and key documents	A total of 27 documents were reviewed.	Information in project documents was organized and synthesized according to the key learning questions. Oxfam Country teams and partners engaged in a separate peer-to-peer mid-term learning review process (MTLR), which focused on specific project learning questions.[6] The five MTLR reports from county teams were a key input to the desk review (India, Nepal, Philippines, Indonesia and Bangladesh) and the.[7]
Online Survey (Using Google Forms)	Staff involved in the CS Project	39 staff completed the survey from seven countries.	An online survey (using Google forms software) was sent out to Oxfam staff involved in the CS project in January 2019, to collect quantitative and qualitative feedback on project results and learning and to inform follow-up interviews with country teams.
In-person Focus Group Discussion	Oxfam Canada Staff involved in the Project	6 Oxfam Canada staff engaged in a three-hour focus group discussion	A focus group discussion was held with Oxfam Canada staff. Results from Oxfam Canada's staff responses to the online survey were shared back and discussed to draw out key learnings and issues.
Online Semi-structured Interviews with Oxfam Country Teams	Oxfam Country Team staff involved in the Creating Spaces Project	27 Oxfam staff from Bangladesh, India, Pakistan, Philippines, Nepal, and Indonesia.	In February 2019, eight on-line interviews were held with Oxfam country teams. An interview guide was created to guide the discussion.

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[6] The tools and methods varied by country, and included a literature reviews, focus group discussions (FGD), key informant interviews (KII), 'I" stories collection, Most Significant Change methodology (MSC) and household surveys (HHS).

[7] Two of these country-led MTLR processes (the India and Nepal Oxfam country reports) had a lot of learnings identified in them, and analysis to draw from that has helped to shape and inform this report. The MTLR reports from the Philippines, Indonesia and Bangladesh (Bangladesh did not undertake a HH survey in time) were more limited in their scope, and articulation of key learnings/lessons. Pakistan did not conduct an MTLR report. The availability of information generated from the country-level MTLR process directly influenced the scope of this report and has weighted results and findings more heavily towards India and Nepal.

Kathmandu Learning Event	Oxfam staff and partners involved in the CS project	Oxfam Staff and partners attended the learning event	Following the interviews, some initial data analysis was carried out by the consultant team, and these preliminary findings were presented by Oxfam Canada to participants at an annual all-country learning event held in Kathmandu, Nepal in March 2019.

1.3 KEY FINDINGS

Learning Questions: Has the engagement of actors and youth in advancing women's leadership, women's rights and in reducing violence against women and girls been strengthened?

CS activities have shown strong evidence of increasing key influencers capacity to enact, change and implement laws and policies that reduce VAWG and support women's rights. Building stakeholders' capacity on existing laws and policies through training, workshops and roundtables on legal frameworks, and engaging in advocacy at the national level, has shown to be effective in advancing policy change (although training on legal frameworks in Indonesia appeared to be less successful). Considerable progress has been made over the past two and a half years in establishing legislation and policies to counter VAWG and CEFM (both formal and informal), however as can be expected, implementation of these laws will take more time.

Workshops and trainings on norm modeling and women's rights and leadership provided though the CS project helped shift attitudes and behavior by influencers (in particular youth).[8] The CS training provided under the project taught through community and youth/child groups has helped challenge the normalization of violence against women and successfully opened up spaces for discussion around taboo topics such as VAWG, marital rape and CEFM in the public sphere.[9] Project reporting and the country MTLRs show key influencers have improved awareness and understanding of women and girl's rights and entitlements after participating in CS training and initiatives, and in turn, there are examples in all countries of influencers putting awareness into action, and modeling behavior that supports social norms to prevent VAWG and CEFM.[10] Oxfam staff noted that youth have increased their engagement in women's rights and social norm change more than any other key actor,[11] and their sustained engagement in CS activities has led them to actively address gender-biased attitudes, norms, behaviors and in some cases, local laws.[12] In many cases youth have proven to be important and effective influencers at both the household and community level, and have been actively discussing information from CS trainings with their parents and siblings, gradually leading to gender norm shifts at the household level (including girl's schooling, sharing of household work and reducing VAWG).

Although Pillar 1 appears to be mostly on track given the mid-way point of the project, increased awareness around women's rights and CEFM is yet to be reflected across all project locations (particularly in relation to women's economic and sexual rights within the household),[13] and some key influencer groups (i.e. male community influencers in India and religious leaders) have shown more limited change in behaviour to actively counter VAWG and CEFM. In India the MTRL noticed limited change in the behavior and actions of community influencers (particularly males) and raised an important question as to whether there needs to be a minimal level of awareness and interest of community influencers in VAWG and women's rights to be engaged with the project.[14]

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[8] Workshop participants provided positive feedback on norm modelling workshops, particularly in Nepal (100% provided positive feedback), Bangladesh (87%), India (83%), and less so in Indonesia (59%). CS Annual Report PMF Year 3, Reporting of this feedback was not sex or age disaggregated so it is difficult to assess how CS activities have affected participants differently. There is no feedback from workshop participants from the Philippines or Pakistan.

[9] Respondents to the survey and interviews from all countries; India MTLR

[10] Evidence from reports, the MTLRs and interviews with Oxfam staff

[11] 63% of respondents observed a significant increase in youth engagement over the project period to date, and 21% observed a modest increase. Online Oxfam staff Survey 2019. Respondents from every Oxfam country team noted significant increases in engagement of youth, with Oxfam India noting the most significant change. Religious leaders and some key male community leaders were slower to model positive behavior.

[12] All countries online survey and interviews with country teams

[13] Evidence from reports, the MTLRs and interviews with Oxfam staff. For example, survey results from the MTLR in the Philippines show there is generally more awareness about VAWG and women's rights among respondents, however, there are a significant number of respondents with a neutral (or undecided) stance on key statements about women's rights and VAWG, especially in Maguindanao, one of the project areas. Moreover, women's sexual rights are not yet clearly defined and understood by both sexes; sexual consent is "considered" within domestic relationships; however, men and women have opposing views on the sexual rights attributable to women. Philippines MTLR

[14] Partners observed that there has been limited change in the behavior and actions of male community influencers so far. Though they seem to be aware of the need to counter VAWG and CEFM, many male influencers deny the existence of VAWG and child marriage in their areas and are rather passive in countering the issues. Finding from India MTLR

RECOMMENDATIONS FOR PILLAR 1

Target Key Influencers More Strategically: Several country teams noted a challenge around targeting too many overall influencers (too wide a scope for project resources available), a lack of clear vision for what was expected of these stakeholders once they were engaged in the project, and a need to keep stakeholders motivated.

- ➡ Host a wider conversation with Oxfam country offices and partners on how influencers have been selected under the CS project and what has been useful to date.[15]
- ➡ Strategically target fewer overall key influencers, with more focused efforts and expected impact. Each country team could refine their targeting of the different change agents with partners and identify specific actions and clarify what results are expected by key actor.
- ➡ Revise interventions with religious leaders to be more frequent and focused to gain their support and design activities to specifically address the religious groups, recognizing that working on attitudinal change with religious leaders often requires longer time frames and reinforcement of messages.[16]
- ➡ Develop and build upon linkages with human rights ministries at federal, provincial, district and union council level.[17]
- ➡ Boost motivation of key influencers to take action on VAWG and CEFM by providing project recognition or awards (where appropriate).
- ➡ Include elected women representatives as community influencers as they may be able to connect more with women and bring attention to issues of VAWG and CEFM more effectively in public spaces.
- ➡ Invite motivated influencers to regional workshops, roundtable discussions where they are informed on the latest developments on VAWG and CEFM and get more involved.[18]

Update & Adapt Training provided by the CS project to better Tailor Content to Audience: CS trainings are experienced differently by participants, and influenced by people's multiple identities (gender, age, ethnic, religious, economic, cultural) and their social locations in hierarchies of power and privilege.

- ➡ Oxfam Country teams and partners should reflect on how intersectionality plays out in their different communities when the CS trainings are given and contextualize/update the curriculum where needed, in order to make sure that the most marginalized (such as tribal and Muslim women and girls are not left behind or adversely affected).
- ➡ Address the continued gender norm preference for a male child over a female child which is common to many members of the women's collectives.[19] Partner reports from India suggest that this is a critical issue which needs to be discussed as part of the CS curriculum on VAWG.
- ➡ Adjust advocacy/info-graphic materials to contain not only the CS concepts but also explain these in the context of Islam (where appropriate) to make them more relevant to the communities.
- ➡ In India (and likely other CS countries) the issue of bigamy, polygamy, live-in and extra marital relationships are often accepted as part of the culture, and so not perceived as a violation of women and girl's rights. Relevant Oxfam country teams and partners should consider how to appropriately incorporate discussions on harmful gender-based social practices into trainings and workshops.

Encourage a Larger CS Discussion amongst Oxfam Country Teams and Partners around the Framing of CEFM: It has proven useful to frame CEFM to policy makers in economic or developmental terms, but Oxfam must be careful to ensure a focus on the rights of women and girls is not lost. Framing the advocacy campaign around CEFM on the importance and value of girls' education and negative implications of teenage pregnancy has been shown to be a useful strategy in the Philippines for moving the advocacy movement forward. However, taking a health-focused approach explicitly, while potentially successful in the short-term for motivating influencers, can detract focus from a rights-based approach grounded in social justice. "On the one hand, framing it as gender-based

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[15] The India Oxfam team and partners recommended to "choose community influencers with care, based on their knowledge of the issues and relevant legislation on countering VAWG and CEFM and their motivation to be positive role models." India MTLR

[16] Bangladesh and Pakistan raised the issue of more strategic engagement with religious leaders however, this recommendation may be relevant to other country teams.

[17] Bangladesh and Pakistan raised the need for developing better linkages, however this may be relevant to other country teams.

[18] Recommendation in India MTLR

[19] Evidence from reporting shows this is a strong norm preference from women's collectives in India, and very likely occurs in other countries across CS as well.

violence in and of itself alienates the target audience of the intervention, an audience culturally and historically marginalized. The advocacy is seen as an imposition of 'western' values on traditional norms, and thus may be poorly received. On the other hand, framing CEFM from an impact perspective – as a practice that can result in adverse consequences such as unwanted pregnancies – draws attention away from the harmful asymmetrical power relations."[20] Discussing key strategies and successes around the appropriate framing of CEFM is a valuable discussion for CS project implementers (Oxfam officers and partners) to have.

- ➡ Host a CS discussion across countries/partners to share ideas and learnings around the framing of CEFM.

Build on Progress made with Youth (particularly Girl's) Leadership:[21] Youth,
particularly adolescent girls, were noted to have a higher inclination and determination for positive gender norm change and played a role as influencers within their households. It is therefore important that youth engagement (particularly female youth) is increased in countries where youth leadership results are already strong (i.e. India), and youth engagement is strengthened in countries where youth engagement results are more limited (i.e. Pakistan). While the India MTLR directly reflected this trend, it will be useful to follow-up on this point with other CS teams.

- ➡ Increase engagement of youth, particularly in countries where youth outreach was more limited (i.e. Pakistan) and catalyze cross-learning between countries that have seen strong results on youth engagement.
- ➡ Document how some partners (i.e. in India) have engaged with schools and colleges to reach out to a wider pool of young people and share strategies across the program.
- ➡ Plan to address migration of boys for seasonal work and drop-out of men and boys from the groups in the CS projects outreach/mobilization strategy.
- ➡ Include sports, training on use of social media and other vocational skills for both boys and girls in order to attract younger stakeholders. Linkages may need to be made with other networks and institutions for this.
- ➡ Ensure vocational skills training transcends gender stereotypes, particularly for girls (i.e. not just tailoring and teaching but also computer skills training).
- ➡ Explore opportunities for group members (within CDCs, child clubs, etc.) to assume leadership positions in community and public entities such as school management committees, health post management committees, community forest users' groups etc. so that they can use their leadership skills in practice.[22]

Improve Partner and Community Mobilizers Capacity to address deep-rooted gendered prejudices: In India, a gap was identified in the capacity of some local partners and community mobilizers to effectively motivate, and catalyze positive change in their group members and local influencers, with regard to adopting positive gender norms and countering VAWG and CEFM.[23] In particular, they struggled to address deep-rooted gendered prejudices in women and men (i.e. preference for sons over daughters, acceptance of inferior status of women at home and spending more on son's education than daughters).

- ➡ Provide more direct training/guidance to partners and community mobilizers in India (and other project locations where relevant) on how to effectively address deep-rooted gendered prejudices (i.e. practical advice on how to address preference for sons over daughters, acceptance of inferior status of women at home and spending more on son's education than daughters). The details of how to develop training provided under the CS project should be discussed with Oxfam teams and partners. It would also be useful to review other NGO guides/training materials that contain similar methodologies.

> **Learning Questions:** Has access to support services and economic opportunities for women and girls affected by violence and early and forced child marriage improved?

Evidence shows the project has had a modest, yet important, increase in access to support services for women and girls; outreach of support services in rural areas has been improved (some examples of this include mobile health and legal services in Bangladesh) and in India a unique and successful community level mapping exercise was initiated (the Community Score Card Initiative), which has improved both

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[20] Oxfam Philippines knowledge product on Lessons and Reflections on Promoting SRHR and Addressing VAWG in the Philippines, Year 3 Annual Report.

[21] Some findings from India MTLR

[22] Nepal MTLR

[23] Finding from India MTLR

access and quality of support services. In India and Bangladesh CS trainings, exchange visits and the financial and capacity building support provided to organizations was well received and trainings were reported to contribute to improving access to support services (in India). Training on gender sensitivity and psycho-social support provided to service providers (in Philippines), along with learning exchanges with government officials, also effectively initiated a shift towards improved quality of services available in CS project areas.

CS activities were also shown to be successful in improving the economic skills and knowledge of women and girls, and there is evidence their skills are starting to be put into action. Early indicators show that the direct entrepreneurial support provided to women and girls has translated into some women taking on new livelihood initiatives, however it is too early to assess how many women and girls will go on to create viable and profitable businesses.

Linking women to various government supported programs (livelihood programs, local microfinance/savings groups) and actively engaging government in women's economic needs and rights was an effective strategy for increasing access to economic training and livelihood opportunities in some countries and has likely boosted longer-term impact of the project (although the overall scope of women engaged and linked with services was limited). There are stories of women receiving valuable inputs from government agencies and new enterprises starting in India, Bangladesh, Nepal and Philippines. Furthermore, the project shows evidence in Nepal of valuable economic knock-on effects due to CS activities success in building community member's voice and agency, resulting in CDCs *initiating* collaboration and engagement with government offices for economic support.

There are also signs workshops with key influencers have started to create an enabling environment for women's economic rights (particularly in Bangladesh and India). In India in particular these workshops (which have engaged over 1,000 women and men) shifted support for women's economic engagement and provided a base of supporters who promote women's economic rights and potential. Evidence also shows that boys and young men engaged in the CS project trainings have promoted positive gender norms regarding women's right to education and paid work within their family and the local community.

As Pillar 2 has currently been designed, some progress has been made in two years of implementation, however, the overall limited scope and scale of economic activities under Pillar 2 (i.e. limited amount of resources invested, limited number of countries implementing activities) has meant that Pillar 2 was not originally designed to have a significant impact on women's economic independence and resilience. There is a question as to whether the overall limited package of economic support provided by the CS project is doing enough to help build women and girls' economic independence and resilience, and to address the enabling environment for women to be successful - unequal gendered power dynamics that infringe on women's rights within the economic sphere, including negative social norms that continue to limit women's participation in economic activities, their ability to keep and control income, and maintain women's care burden and gendered work roles.[24]

RECOMMENDATIONS FOR PILLAR 2

Clarify the Project's Economic Engagement Strategy: Currently the CS project's activities around economic engagement have raised concerns as to whether they are translating into viable and sustainable economic opportunities for women and girls – both in terms of scale (limited number of women reached) and in terms of the quality and sustainability of the economic opportunities provided (both directly through the CS project and indirectly through government linkages). So far, evidence shows that the economic support to women in several countries has been limited to "surface level" support and will require more strategic, rights-based and resourced engagement to make a lasting impact.
- ➥ Reflect on the possible links with the WEE strand of Oxfam engagement work, while also recognizing the limited resources and scope for revision mid-way through the project.
- ➥ For those countries with limited band-with and capacity to effectively implement Pillar 2, re-think whether resources could be better utilized directed towards other activities.
- ➥ Consider whether providing assets/capital for women to start enterprises would be strategic (for some country teams and partners). A gap highlighted by several staff from different countries was the lack of seed money for real economic opportunities. "Right now, we link them up with other services, but we aren't providing any assets or tangible support whereas they can start their small business. This is a gap." Oxfam Nepal Staff (Online Survey and Interview).
- ➥ Consider supporting women in business planning for those who are actively involved in livelihood activities.[25]

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[24] Several project staff questioned whether Pillar 2 was doing enough during the online survey and follow-up interviews
[25] Finding supported by Bangladesh MTLR

Prioritize Women's Rights and Gender Justice in Economic Programming: There is an indication that CS Pillar 2 economic activities did not always strongly reflect women's rights and were at risk of having a limited (unsustainable) impact. In particular, the strategy of linking women to government schemes and the economic training provided by the CS project tended to respond to the immediate needs of women (more income) but in the process didn't always address the longer-term goals of women's empowerment (more decision-making power in the household, control over own income, more equal division of labour, reducing women's care burden).

➡ Update the training to prioritize women's rights (not just economic rights) and ensure economic training is accompanied by re-enforcement of positive gender norms that empower women (related to women's mobility, decision making power in the household, and control over money they earn).

➡ Improve integration of women's rights and control over income into community groups (women's, men's and boy's groups) and CDC discussions. This also involves promoting positive masculinity and norms.[26]

Address and Track resistance from Family members around Women's Economic Engagement:
Evidence from the country-led MTLRs shows there is resistance from family members around women's engagement in economic activities.[27] Providing women with economic opportunities, without effectively addressing the deeply rooted prescribed gender roles and relations of power, could raise conflict and tensions at the household level.[28]

➡ Since economic rights training for key stakeholders was seen as a difference-maker in India, it would be useful to increase and roll-out further workshops in other countries to raise the awareness of local stakeholders and women and girls on the importance of supporting women's economic rights. Address the low ratings from stakeholders that have participated in women's economic rights training in Pakistan and Nepal.

➡ Track if and how economic programming within the CS project contributes to or reduces VAWG (potentially as part of the annual reporting process). It would also be valuable to understand more about the extent to which CS livelihood generation interventions have supported survivors of violence in exiting the cycle of violence.

Integrate Issues of Women's Care Burden into CS trainings Under Pillar 1 and 2: In all countries prominent attitudes persist that view women's primary role as being in the domestic sphere, which can influence women and girl's ability to effectively participate in economic activities (as well as acting as a barrier to their social and political empowerment).[29] Some Oxfam Staff noted during the online survey and interviews, that the issue of women's care burden was not being adequately addressed.

➡ Hold discussions with partners on how the project can better address women's unequal burden of care through CS activities and trainings.

Build Community Groups Capacity in Promoting Service Provision and Accountability: CDCs in Nepal and community groups in India have proven to be effective community structures with notable influence. Well established and functioning community groups within the project may be able to take on more systematic efforts in sharing information about services, monitoring delivery and quality and helping to report and discuss agreed actions toward improving outreach and quality of those services.[30] These groups can also play a role in ensuring local level policies, plans and programs include provisions to put an end to harmful social norms such as VAWG and CEFM.

➡ Formalize and Strengthen Community Development Committees in Nepal. It may be strategic for CDCs to seek more formal recognition (i.e. Municipality/Rural Municipality's formal recognition as women's rights groups and strategic partners in Nepal) so that their say in local government plans and policy making is strengthened.[31]

> **Learning Question**: Has there been an increased use of innovative knowledge, including best and emerging practice, and accountability systems, to end violence against women and girls?

Activities related to increasing use of innovative knowledge are in early stages (as expected in the project life cycle) (i.e. research and innovation fund initiatives) or have yet to be ramped up in most countries and therefore key learnings, best practices and results are more limited than the other two

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[26] Finding from India MTLR

[27] MTLRs

[28] Women's economic engagement can contribute to raising and also lowering the risk of domestic violence (or have no affect at all).

[29] "The recognition, reduction, redistribution and sharing of care responsibilities, as well as other forms of unpaid work (e.g. collecting firewood), are essential to addressing 'time poverty' and allowing women the space to engage in paid work but also to network, organize, participate in policy and decision making or rest." - A Feminist Approach to Women's Economic Empowerment; HOW CANADA CAN LEAD ON ADDRESSING THE NEGLECTED AREAS OF WEE, Oxfam Canada, January 2019

[30] Finding from the India MTLR

[31] Nepal MTLR finding

Outcomes of the project Pillars. Oxfam staff noted that facilitating linkages and alliances and building capacity of organizations were two of the most successful activities in the CS project in generating knowledge to end violence against women and girls. The collective power of alliances and networks (facilitated and supported by the CS project) was highly effective in influencing and campaigning against violence and child marriage and has led to valuable change in local and government policy and legislation. The organizational capacity self-assessment tool (Capacity Assessment Tool for ending VAWG or CAT4EVAWG) has also been very useful in facilitating reflection, identifying gaps in organizational programming for VAWG and CEFM and tailoring capacity strengthening. There has been a strong level of buy-in and ownership over the tool from partners and the tool appears to have helped to increase the capacity of partner CSOs and WROs to deliver effective, transparent and accountable programs that contribute to reducing VAWG and prevalence of CEFM (particularly in India and Nepal).

Valuable learning is happening within countries (between partners and Oxfam teams and community groups and CS stakeholders), and in some specific cases, across country teams (i.e. during the annual learning events). Partner learning reviews and exchanges were seen as useful for sharing innovative knowledge, insights, and practices and the peer-to-peer mentoring and exchanges to support learning also received positive feedback by a high percentage of participants. The recent peer-to-peer Mid-term learning review undertaken by several countries (except Pakistan due to government research restrictions) also stands as a valuable example of strengthening partners capacity to undertake and lead evaluative learning reviews. Country teams and partners are creating valuable and important training modules and knowledge products, and there are opportunities to further package and share learnings both within and across country teams and partners.

To date, the Innovation fund has had limited success in catalyzing new innovations for VAWG and CEFM, and the flexible, responsive design originally envisioned has not been capitalized on by partners. However, the two partners that did receive funding (in Nepal and Bangladesh) are showing valuable efforts and results; for example, in Bangladesh, the funds were used to raise awareness of the importance of girls' education through engaging School Management Committees, partners and girls in a series of debates and a team competition. A review and next steps are underway for improving the Innovation fund vision, strategy, process and roll-out and it is expected that this will operate more effectively in future. While promising, the creation of ICTs for monitoring social services are still in early stages in Bangladesh and India and therefore it is not possible to assess their effectiveness at this point.

RECOMMENDATIONS FOR PILLAR 3

Expand Knowledge Sharing Between Different Oxfam Teams: Country teams and partners are creating valuable and important training modules, however learning and sharing of these modules seems to be limited, particularly across the project. In many cases, Oxfam country teams seemed unaware of the research and knowledge products or innovations being initiated in other countries.[32]

- Host regular (Quarterly) coordination calls between Oxfam country teams enabling every country team to share their best practices, interesting research or success; Other Oxfam projects have utilized this model and it's been reported to be useful.[33]
- Hold quick focused one-off webinars led by different country teams on specific innovations and methodologies to share key practices across the project to those interested. Oxfam Country offices should consider taking the lead on cross-country team communication and organize themselves to share learnings.
- Generate Knowledge products (i.e. 3-4-page briefs) on specific best practices/innovations and share them across country teams and externally. Consider hiring an outside consultant to ensure this gets documented and disseminated in a timely fashion.
- Consider revising the Oxfam Canada GAC reporting template for partners to report back to Oxfam Canada on both section 4 on Outcomes "highlights of Outcomes Achieved" and Section 6 "Lessons Learned" in Annual reports in order to better capture *higher level outcomes* and key *lessons learned* from country teams' perspectives. This could include revising the reporting template to include clearer instructions, examples and facilitated exercises for staff reflection on learnings. If done right, it can provide an important opportunity for partners to reflect on lessons semi-annually and implement and course-correct for improved programming.
- Share the country CS training resources that have been developed with all country teams and partners.

Increase Knowledge Sharing at the Country Level: Country teams have struggled to find the time to effectively lead, manage and report on learning processes; for example, several countries were delayed in completing the country-led MTLR processes, and the quality and level of completion differed significantly

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[32] Interviews with Oxfam Teams
[33] Oxfam India Team (Interview)

across the different countries. It was reported that Oxfam Country teams (and partners) are also struggling to re-package research products for different audiences that have been completed (for example the baseline survey, research on reproductive health).

➡ Consider whether added human resources (i.e. outside support or a dedicated learning officer) are needed to achieve Pillar 3 and the learning objectives under the project. Learning takes time and dedicated incentives, and staff that are already challenged with the daily tasks of project management and implementation will have limited bandwidth to take on further responsibilities and deliverables.

➡ Consider hiring local level consultants to help support knowledge product packaging of key research that has been undertaken to date. The **Philippines** team hired a consultant to do this recently, and this approach may be an important value-add moving forward for country teams that have limited bandwidth to take on new initiatives.

➡ Revisit and strengthen the communication and knowledge sharing strategy at the country team level in order to define outreach and learning internally and externally with planned activities and budget. This should include bbetter documentation of the change stories and strategic and planned sharing with policy influencers. Some partners (Indonesia) also noted low visibility of the Oxfam CS project at the national level; especially when compared to other organizations working on child and forced early marriage.

➡ Create scope within the CS project for capacity building of country teams; particularly around documenting lessons learned, data analysis and learning from data. Teams need more guidance on how to improve and strengthen learning and dissemination.

➡ Create an Annual learning event within countries that engages an external audience for sharing results and learning with other stakeholders and influencers/link more closely with Oxfam VAWG programming. It was reported that there is limited coordination and learning between NGOs at the local level that are engaging in similar VAWG and women's rights programming (i.e. Care) and broader campaigns (Enough Campaign).

➡ For those Country teams and partners with the current capacity and time, consider undertaking more action research around key project issues – access to support services and areas not being adequately addressed by the project – women's care burden and sexual rights.

Roll-out the Feminist MEAL Strategy: The MEAL Strategy notes an aim to "empower stakeholders to analyze the change process and ensure ownership and sustainability."[34] To enable local partners and community stakeholders to play a more active role in monitoring, documenting and engaging in learning networks in the context of VAWG and CEFM, some steps could be taken:

➡ Build the capacity of Oxfam teams and local partners in gender-sensitive data analysis, documentation and understanding *how* to learn from data.

➡ Build the capacity of local partners and adolescent girls, boys, and youth in written, photo and video documentation (potentially using Most Significant Change Process or Photo Voice) which could be shared through social and web-based media with other project partners across the program and wider networks such as Girls not Brides, Sheroes, and StoryCenter's Silence Speaks initiative.[35]

➡ Integrate partners' and community leaders' concerns in planning/adapting learning and M&E activities for the next final evaluation (i.e. more time, finances, skills training for capacity building – particularly for those Oxfam teams or partners that will need more support and up-front planning).

> **Learning Question:** What promising/innovative practices have emerged through project implementation?

Interactive Voice Response (IVR) for Support Services in Bangladesh

An interesting initiative for improving access to support services is being tested in **Bangladesh** where the project is collaborating with a mobile company to establish a local Interactive Voice Response (IVR) as a potentially valuable innovation for boosting access to support services through better information. The available support services for women were mapped at the local level and a scoping study on economic opportunities completed; based on the research findings, local level services were categorized, and a platform is in the development stage which aims to more easily share resources to local communities. The project envisions the system as key to ensuring greater access to information in rural areas where communication and availability of services is limited.

Gender Awareness Raising workshops for Service Providers in Bangladesh

The MTLR in Bangladesh found that gender awareness raising and positive norms modelling workshops for service providers increased empathy of the staff, and this in turn helped boost access for women to support

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[34] CS MEAL Strategy
[35] Finding from India MTLR - https://www.girlsnotbrides.org/ ; https://sheroes.com ; https://www.storycenter.org/ss-about

services. The intense face-to-face interactions between service provider staff and women and girls that have faced violence catalyzed awareness and motivation to deliver more effective services.[36]

Community Score Card (CSC) Initiative in India

In India Oxfam and partners supported a unique community level mapping exercise called the Community Score Card (CSC), which has been successful in improving both access and quality of support services. The Community Score Card (CSC) was designed by the CS project in India and implemented in Year 2 and 3 of the project. The tool was designed for mapping domestic violence and child marriage in communities and assessing the delivery of services by the government functionaries. The tool captured the perspective of a community on how they see violence within their community, and how women learn about and access support services and aimed to empower the community to demand and facilitate change actions to promote women's rights. The findings from the CSC were shared with service providers to encourage shared learning and promote further accountability and outreach

Oxfam India staff noted the Score Card has been an effective tool for informing the community of their perceptions on gender norms, and increasing awareness, accountability and transparency between the community members and service providers. The CSC was viewed as an important tool to develop social accountability of local communities on gender-based violence and after roll-out, service providers were observed taking further actions and negotiating more support for women. [37]

Film Appreciation Model in India

In India the CS project supported a research study assessing the effect of Bollywood films on gender and identity on Indian youth. Based on the findings, a tool called the film appreciation model was designed to support students from different universities and colleges in analyzing and understanding media studies and deconstructing gender stereotypes. The findings of the study were widely disseminated through the Feminism of India website, which ran a 6-week campaign 'Unstereotype Cinema,'which gained significant traction.[38] The project is also working with the film industry (i.e. the Mumbi film festival) to promote films that portray women with agency and change how the film industry is portraying women.

The Film Appreciation Model is an innovative CS project activity that has potential for wider impact outside of just the Oxfam India team. The India country team noted there have been a lot of lessons and best practices from designing this model. It would be useful to document and share learnings from the model, to assess whether other country teams could learn and implement a similar approach. There may be an opportunity to develop a film engagement strategy for the CS project and roll this out as a similar campaign across the country offices.

Strategic Engagement with Religious Networks and Alliances in Indonesia

In Indonesia a strategic effort was made to build networks with interfaith religious leaders and institutions that are expects in religious texts. This enabled partners to obtain additional knowledge and experience from these interfaith groups and provided a connection and entry point for influencing fundamentalist groups, as these interfaith religious figures were able to directly engage with fundamentalist groups.

Forum Theater in Nepal

Forum Theater[39] in Nepal has been highly instrumental in spreading positive messages at school, family and community levels and in raising awareness on the causes of VAWG and CEFM. In Nepal, over 290 forum theater performances took place (in Year 2 and 3). Child Clubs and the Community Discussion Centers (CDCs) used Forum Theatre as an effective tool for promoting community discussions on issues of VAWG and CEFM and prompting actions against it. The Mid-Term Evaluation from Nepal notes that Forum Theatre has been an effective element of the CDC's success in preventing child marriages, settling local cases of domestic violence and increasing awareness around girl's treatment during menstruation.

Establishing Youth & Child Clubs in Bangladesh and Nepal

Peer-to-peer learning through the establishment of Youth Groups and Child Clubs (CC) contributed significantly to enhancing youth members' awareness, confidence and leadership skills, as well as to the campaign against CEFM and VAWG, especially at the school level. The youth and child groups supported by CS project provided adolescents with the opportunity to hone their life-skills, expand and strengthen their social networks, and become agents of change in their own communities.[40]

Political Mapping in the Philippines

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[36] Bangladesh MTLR
[37] India MTLR, India Staff Interviews and Online Survey
[38] India MTLR
[39] The aim of forum theatre is to explore real practice scenarios in a way that empowers students to rehearse solutions and change the outcome of a scenario for the better. It is a form of interactive drama.
[40] Bangladesh MTLR and Nepal MTLR and Year 3 Report

In the Philippines one partner has been conducting political mapping of different influencers' knowledge and attitudes towards ending child marriages targeting national policy makers through a survey. Results from the survey have yet to be discussed and analyzed; but there is potential for it to be a useful practice for identifying key entry points for strategic engagement. If this tool proves useful, it may be useful to a) potentially adapt to the local level in Philippines in order to provide a more localized view of how local leaders and influencers perceive child marriage and b) share the tool within the CS project country teams to build on best practices

2. Project Overview

2.1   PROJECT DESCRIPTION

Creating Spaces is a five-year project (2016-2021) funded by Global Affairs Canada (GAC) and the Canadian public. The project aims to reduce violence against women and girls (VAWG) and child, early and forced marriage (CEFM). The project is implemented in six countries: Bangladesh, India, Indonesia, Nepal, Pakistan and Philippines, with 25 in-country partners approximately half of which are women's organizations. The project aims to reach 219,717 direct beneficiaries that include women, men, girls and boys.

The overall project theory of change revolves around three pillars:
- **Pillar 1 – Prevention: Engaging key community actors to support and promote positive gender norms**: Strategies and activities for this program pillar target influencers (religious and community leaders, political leaders, and private sector), youth/adolescents and women and girl community leaders, with the desired outcome of strengthening their engagement to advance women's leadership and rights, and to reduce VAWG and CEFM.
- **Pillar 2 – Response: Supporting women and girls who have experienced violence**: Strategies and activities in this pillar target women and girls who have experienced violence, including CEFM, along with staff of key institutions (civil society organizations (CSOs), especially women's rights organizations (WROs), state and private sector) that offer either social and legal support services or economic opportunities, with the desired outcome of improving access by these women and girls to such services.
- **Pillar 3 – Sustainability: Building knowledge and capacity of institutions and alliances to influence change**: Strategies and activities in this pillar target supporting capacity development of partner CSOs, especially WROs, and supporting national and regional, networks and alliances. The desired outcome is to support increased use of innovative knowledge, including best and emerging practice for response, prevention, and accountability mechanisms, to end VAWG and CEFM

The three Pillars also support three interconnected project Intermediate Outcomes:

Outcome 1: Strengthened engagement of key religious, community, private sector and political actors and youth in advancing women's leadership, women's rights and in reducing violence against women and girls.

Outcome 2: Greater access to support services and economic opportunities for women and girls affected by violence and early and forced child marriage

Outcome 3: Increased use of innovative knowledge, including best and emerging practice, and accountability systems to end violence against women and girls

These three Intermediate Outcomes aim to support a holistic and integrated approach to transformative change, and ultimately lead to the project's Ultimate Outcome - **Reduce violence against women and girls and child, early and forced marriage in Bangladesh, India, Indonesia, Nepal, Pakistan and Philippines.**

Underpinning the CS project are **10 Guiding Principles** that shape Oxfam's approach to changing negative attitudes, social norms and behaviors in relation to VAWG. Building on Oxfam's previous experience of working to shift power relations, the project's Theory of Change (TOC) takes **a non-linear view of change**, recognizing that work to reduce VAWG and CEFM

> **Box 1: Oxfam's 10 Guiding Principles for Working on VAWG**
>
> 1. Promote transformative change in social norms
> 2. Respect and promote the rights of women and girls
> 3. Promote women and girls' empowerment and leadership
> 4. Do no harm
> 5. Ensure context-specific and inclusive analyses
> 6. Promote multi-sectoral approaches and partnerships
> 7. Ensure access to quality support services
> 8. Seek meaningful engagement of strategic stakeholders
> 9. Promote learning and innovation
> 10. Ensure accountability on gender equality

is likely to provoke backlash or attempts to push back or reverse previous gains – and these results must be anticipated and managed. The TOC also builds on Oxfam's belief that **southern-based CSOs are key**

agents in determining the direction of change in their own societies. Thus, building the capacity of the CS project's partners to work effectively to reduce VAWG and CEFM is key to the long-term sustainability of project results and, therefore a central component of the implementation strategy.

2.2 PROJECT SCOPE

CS is being implemented in select target areas within each of the six countries, in collaboration with 25 local partner organizations. The project locations are as follows:

Bangladesh	•141 villages in 11 sub-districts across the districts of Netrokona, Mymensingh, Dinajpur, Faridpur and Tangail
India	•100 villages across 5 districts in the states of Bihar, Uttar Pradesh, Jharkhand, Odisha and Chhattisgarh
Indonesia	•30 villages in 17 regencies/cities across the provinces of East Java, West Java, West Nusa Tenggara and South Sulawes
Nepal	•20 villages across the districts of Banke, Rautahat, Dailekh and Bautadii
Pakistan	•208 villages in 12 districts across the provinces of Sindh and Punjab
Phillippines	•6 municipalities in the provinces of Lanao del Sur and Maguidanano within the Autonomous Region of Muslim Mindanao.

2.3 PROJECT PARTNERS

Oxfam Canada (OCA) is overall responsible for the management of *Creating Spaces*. As part of this role, OCA provides strategic leadership to Canadian and country-based teams, oversees financial management, and is accountable to GAC for delivering results. Project implementation is carried out in close collaboration with teams of Oxfam staff based in each of the six Oxfam country offices where project activities are taking place. In the context and language of the global Oxfam Confederation, OCA is the 'Partner Affiliate' for Creating Spaces, supporting Country Offices managed by Oxfam International to implement project interventions in each of the six countries. The partners engaged in the implementation of CS in each country are as follows:

Bangladesh	**5 PARTNERS:** Pollisree, Bangladesh Nari Progati Sangha (BNPS), Unity for Social and Human Action (USHA), Population Services and Training Centre (PSTC) and, WE CAN Alliance
India	**5 PARTNERS:** Astitva, National Alliance of Women, Lok Swar, Sakhiree Mahila Vikas Sansthan, Nivedita Foundation
Indonesia	**4 PARTNERS:** LPH APIK Makassar, SANTAI – Yayasan Tunas Alam Indonesia, Koalisi Perempuan Indonesia, and Yayasan Kesehatan Perempuan
Nepal	**5 PARTNERS:** Everest Club Dailekh, Social Awareness Concerned Forum, Mahila Uthan Samaj, Rural Development Centre, and Child Workers in Nepal Concerned Centre
Pakistan	**2 PARTNERS:** Aurat Foundation and Sindh Development Society
Philippines	**4 PARTNERS**: Al-Mujadilah Development Foundation, United Youth in the Philippines (UnYPhil), Women, Philippine Businesses for Social Progress (PBSP), and Philippine Legislators Committee on Population and Development

3. Learning Review

3.1 PURPOSE OF THE LEARNING REVIEW

In October 2018, OCA hired an external consultant team to conduct a mid-term learning review (MTLR) of the *Creating Spaces* project. The main purpose of this learning review is:

3. To assess the performance of the project to date; and,

4. To identify key learning and provide recommendations to improve implementation and enable the project to achieve optimal results.

More specifically, the review involves:
- ▶ An assessment of project performance as it relates to the achievement of results, effectiveness, women's rights and innovation and learning - drawing from select project documents and a synthesis and analysis of data generated by each of the countries;
- ▶ A brief assessment of the performance of Oxfam Canada (OCA) as Partner Affiliate, and the quality of partnership / relationship between it and country teams (NB. findings are compiled in a separate report);
- ▶ Identification of lessons, promising practices and innovation;
- ▶ With reference to the above - the development of specific recommendations related to project design and implementation to improve performance, and the utilization of findings.

3.2   KEY LEARNING QUESTIONS & REPORT STRUCTURE

As a first step in carrying out the learning review, in November/December 2018 the consultant team created a **learning review matrix** alongside Oxfam Canada that outlined key learning questions to frame their analysis. Three major themes were identified for the learning review, and each had associated learning questions that were outlined in the learning matrix. These include:

Achievement of Results/Effectiveness/Women's Rights:[41] This component looked at what progress has been made to date towards the achievement of results at the intermediate outcome level in each country. The following learning questions were identified related to this theme.

1. Has the engagement of key religious, community, private sector and political actors and youth in advancing women's leadership, women's rights and in reducing violence against women and girls been strengthened?
2. If yes, to what extent?
3. Has the Creating Spaces project contributed to this change?
4. If yes, how?
5. What are the main obstacles/challenges in engaging influencers and securing more active support and participation?
6. How could the project better address these/recommendations?
7. Has access to support services and economic opportunities for women and girls affected by violence and early and forced child marriage improved?
8. If yes, to what extent?
9. Has the Creating Spaces project contributed to this change?
10. If yes, how?
11. What barriers still exist for women and girls to effectively access support services and economic opportunities?
12. How can the project best address them moving forward/recommendations?
13. Has there been an increased use of innovative knowledge, including best and emerging practice, and accountability systems, to end violence against women and girls?
14. If yes, to what extent?
15. Has the Creating Spaces project contributed to this change?
16. If so, how?

Innovation and Learning:[42] This component looked at what promising or innovative practices and learning are coming out of project implementation.

17. What promising/innovative practices (ex. methods, strategies, technologies, etc.) have emerged through project implementation?
18. Which ones have had the most impact in terms of results?
19. How could the Innovation Fund most effectively scale innovative practices and leverage lessons learned?
20. What are the main obstacles/challenges in promoting innovation and generating and disseminating project learning, insights and evidence?
21. How could the project better address these challenges/recommendations?

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[41] Effectiveness measures the extent to which an activity achieves its purpose, or whether this can be expected to happen on the basis of the outputs.

[42] For Global Affairs Canada, development innovation includes new or improved business models, policy practices, approaches, technologies, behavioral insights or ways of delivering products and services that benefit and empower the poorest and most vulnerable people in developing countries.

22. What are the most important lessons learned so far? (What has/is working well? What has/is not working so well?)
23. Has Oxfam been able to adjust/adapt to changes in country contexts (i.e. political/security, etc.) as the project progresses?

Oxfam Canada's performance as the Partner Affiliate on the project: This component looked at how OCA is perceived in their role as Partner Affiliate of the CS project and the quality of the relationship between OCA and each of the Oxfam country teams. Learning questions and findings of this aspect of the learning review can be found in a separate document entitled "Rapid Assessment of Oxfam Canada as Partner Affiliate, June 2019".

<u>Report Structure</u>

Since the majority of the learning questions, and the data available from the desk review, links directly to the three project outcomes, the first section of the report is structured around the three project outcomes. The section focusing on Outcome 1 (Engagement of Key Actors) covers the learning questions 1 – 5. The section focusing on Outcome 2 (Support Services and Economic Opportunities) covers the learning questions 7 – 11. The section focusing on Outcome 3 (Innovation & Best Practices) covers the learning questions 13 – 20. Question 17/18 (focused on promising practices) and question 22 (lessons learned) was used as a cross-cutting question across all Outcomes. Question 23 (related to Oxfam's ability to adjust and adapt to changes in country context) was dropped from the online survey/interview process in order to keep the survey/interviews process manageable for respondents. There wasn't enough available information in documents (or time) to adequately assess each Oxfam Country Offices' ability to adjust/adapt to change in country context as the project progressed, therefore this question was not covered in the review. However, the ability of Oxfam Canada (as Lead's Affiliate) to be flexible and adaptable to country contexts and their needs (including changing contexts) was included in the "Rapid Assessment of Oxfam Canada as Partner Affiliate, June 2019."

Questions 6, 12 and 21 focused on recommendations are covered in the recommendations section at the end of the report. Recommendations have been organized into two categories: key takeaways that the CS project can implement in the remaining years, and recommendations for new Oxfam programming.

3.3 LEARNING REVIEW DESIGN AND METHODOLOGY

After creation of the learning matrix, the following data collection tools and processes were carried out:

Table 1: Data Collection Tools, Data Source, Sampling and Data Analysis and Interpretation Process

Data collection tool/process	Data Source	Sampling	Data Analysis and Interpretation
Desk Review	CS Project Reports and other key project documents	Reviewed project proposal documents, reports and other reports. A total of 27 documents were reviewed.	Information in project documents was organized and synthesized according to the key learning questions. Information was compared across different project documents to triangulate findings and was also used to inform the other data collections tools for primary research. See Annex E for list of documents reviewed. Oxfam Country teams and partners also engaged in a separate peer-to-peer mid-term learning review process (MTLR), which focused on specific project learning questions. The tools and methods varied by country, and included a literature reviews, focus group discussions (FGD), key informant interviews (KII), 'I" stories collection, Most Significant Change[43] methodology (MSC) and household surveys (HHS).[44]

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[43] This is a form of participatory monitoring and evaluation involving the collection of significant change stories emanating from the field level, and the systematic selection of the most significant of these stories by designated project stakeholders and staff.

[44] In Nepal 165 households were surveyed, with equal ratio of women and men above the age of 18. The overarching aim of the study was to contribute to a better understanding on whether peer-to-peer/CDCs collective learning leads to women's increased leadership on addressing harmful social norms to end VAWG and CEFM. In Indonesia quantitative questions (for Intermediate Outcome indicators) were focused to direct beneficiaries using House-Hold (HH) surveys. Qualitative questions (for Learning Questions) were used including FGDs with religious leaders, community leaders, youth groups, influencers, partner organizations and Key Informant Interview (KII) with government officers. In Indonesia sample respondents were selected from direct beneficiaries (household level). With 90% confidence level and a margin of error 10%, the sample of respondent is 260 households. Respondents were selected using systematic random sampling from the sample framework. In India a survey was administered by the partners to a randomly selected sample of 40 beneficiaries in each of the 5 project states. Two survey questionnaires, adapted from the baseline study, were used for data collection, covering 3 specific intermediate outcomes as envisaged in the Programme

			Reports from the MTLR from five countries (Nepal, India, Indonesia, Philippines and Bangladesh) were reviewed and findings integrated into this report.[45]
Online Survey (Using Google Forms)	Staff involved in the CS Project	49 Oxfam staff involved in the Creating Spaces Project were asked to fill out the survey. 39 staff completed the survey from seven countries, providing an 80% response rate. Diverse perspectives were represented in the survey responses; staff from gender to finance to program staff participated.	An online survey (using Google forms software) was sent out to Oxfam staff involved in the CS project in January 2019, to collect quantitative and qualitative feedback on project results and learning based on the first two and a half years of implementation and to inform follow-up interviews with country teams. [46] The survey contained demographic questions, and 18 quantitative and 21 qualitative questions. Response were stored in electronic form on secured servers using google forms. Answers were downloaded into Excel and analyzed using Excel pivot table function. The aggregate results of the survey were made available to staff participating during the meeting in Kathmandu in early March and reflections documented and shared back. The aim was to provide a space for staff to share their experience honestly, with the goal of documenting lessons and insights in order to craft recommendations for improving the project for the remaining time period. The survey took between 0.5 – 1.5 hours to complete and participation was voluntary. See Annex D for online-survey tool.
In-person Focus Group Discussion with Oxfam HQ Staff	Oxfam Canada staff involved in the CS Project	6 Oxfam HQ staff engaged in a three-hour focus group discussion	A focus group discussion was held with Oxfam Canada staff. Results from Oxfam Canada's staff responses to the online survey were shared back and discussed to draw out key learnings and issues. Learning review questions were also reflected upon. Discussion notes were taken and used to inform this report.
Online Semi-structured Interviews with Oxfam Country Teams	Oxfam staff involved in the CS Project	27 Oxfam country team staff were engaged in semi-structured interviews from Bangladesh, India, Pakistan, Philippines, Nepal, and Indonesia. (lasting between 1-1.5 hours)	In February 2019, **interviews** were held with small groups of people from each of the six country teams to follow-up on the initial survey results.[47] Eight on-line interviews were held with Oxfam country teams. An interview guide was created to guide the discussion. Prior to the focus group discussion, data was reviewed and analyzed from the country team's online survey responses. These responses were then used as a basis for discussion and further probing was used to dive deeper into key trends and findings. The results of the discussions were integrated into the Katmandu presentation and this report. The process involved: 1. Reviewing online survey results for the country before the interview; taking notice of anything that required more information, stood out, gaps, etc. 2. During interviews: - First 20 minutes on Oxfam Relationship - Second 15 minutes on anything that came up from the online survey - last 10 minutes on any feedback (open space) for respondents to share See Annex D for Semi-Structured interview protocol
Kathmandu Learning Event	Oxfam staff and partners involved in	Oxfam Staff and partners attended the learning event	Following the interviews, some **initial data analysis** was carried out by the consultant team, and these preliminary findings were **presented** to participants

Monitoring Framework (PMF) document. 5 field missions were conducted including discussions with partners and FGDs, KIIs and discussion of MSC stories with project stakeholders. In Bangladesh the study team applied qualitative research method using 56 FGDs, KIIs, 108 KIIs, 30 I-stories and document review. In Philippines a total of 338 individual respondents were covered in the survey, of which 186 (55%) were direct beneficiaries and 152 (45%) were indirect beneficiaries. Most of the respondents were female 207 or 61% of the total and the remaining 131 or 39% were male. A total of six (6) FGDs were conducted, with each group consisting of 6-10 community members.

[45] It is important to flag that two of these country-led MTLR processes (the India and Nepal Oxfam country reports) had a lot of learnings identified in them, and analysis to draw from that has helped to shape and inform this report. On the other hand, the MTLR reports from the Philippines, Indonesia and Bangladesh (Bangladesh did not undertake a HH survey in time) were more limited in their scope, and articulation of key learnings/lessons. The Philippines also completed an outcome mapping exercise. Pakistan did not conduct an MTLR. The availability of information generated from the country-level MTLR processes directly influenced the scope of this report and has weighted results and findings more heavily towards India and Nepal.

[46] The online survey questions relevant to the assessment are provided in Annex D.

[47] The interview questions relevant to the assessment are provided in Annex D.

	the CS Project		at an annual all-country learning event held in Kathmandu, Nepal in March 2019 – many of whom had also participated in the online survey and interview process. Further discussions were held to discuss the findings, and notes taken, and feedback integrated into this report.

All available data was coded and analyzed by the consultant team and a draft report was created. Feedback on the report was provided to the consultant team by OCA, and a final report was crafted and submitted to OCA. For more information on the approach and methodology taken, please see Annex B.

3.3   LIMITATIONS OF THE LEARNING REVIEW

⇒ **Limitations to the participatory design and process:** Country teams were not involved in the design of the learning matrix or the key learning questions or data collection tools; with more time and up-front planning, it may have been more useful to have country teams play a role in designing and informing the consultants' terms of reference, workplan and tools.

⇒ **Desk Review Limitations:** The central methodology used for the learning review was a desk review of existing documentation. While useful (particularly the Mid-term reports conducted by country teams and partners), documentation mainly showcased *what* changes happened in the project and it was more difficult to ascertain *why*, and moreover, lessons learned. The online survey and interview process were given minimal time allocation (due to time saved for the desk review) and needed to also include questions on Oxfam Canada as Lead Affiliate (data which informed a separate internal report for Oxfam), therefore there was limited opportunity to fully explore the learning questions in depth with Oxfam staff (and several were not able to be discussed directly at all). The process may have yielded richer insights and shared learning had more frequent feedback sessions been scheduled between staff and the consultants around key learning questions, findings and recommendations. In particular, while recommendations have been extrapolated from the information available, they have not been directly reviewed or discussed with staff teams or partners. This process should happen in order to flush out, validate recommendations and next steps.

⇒ **Timing and Sequencing of the Learning Review:** The online survey and interviews were required to be completed prior to undertaking the majority of the desk review, therefore there wasn't the opportunity to review the key learnings highlighted in the country-led MTLR reports, and then re-engage country teams around some of the outstanding questions, issues and learnings. It would have been more useful for learning purposes had the interviews and the online survey been held *after* the review of the country-led MTLR reports. This would have enabled us to better contextualize the questions asked during the online survey and interviews, and dive deeper into the key issues emerging in the country-led MTLR processes. The country-led MTRL process was also greatly delayed, resulting in the individual country reports being provided to the consultant team past original deadlines (causing inefficiencies in report writing and delaying the consultant-led report submission).

⇒ **Addition of new learning theme:** The review of Oxfam Canada as lead Affiliate of the Creating Spaces Project was tagged on to the review during the planning phase. Adding this component, while it was important, tended to take time away from other learning questions; this component was also one-sided and it may be more useful in future if this component is able to assess the partnership *between* Oxfam Canada and country teams, rather than focusing only on Oxfam Canada's role. This may be something useful to continue to assess moving forward.

⇒ **Missing information and data:** The desk review relied on the information available and reported on in semi-annual and annual reports, and in particular on the country-level MTLR reports – especially for the lessons learned, key challenges and innovation section. In some cases, these reports were missing details and did not include the expected reporting against indicators. The scope and detail of the reports (particularly in the MTLR reports) also varied country to country. Due to Government restrictions on research undertaken by NGOs operating in Pakistan, Creating Spaces has been unable to conduct the Household Survey (HHS) that was designed to provide midline comparisons for intermediate and immediate outcomes. This made it difficult to assess key results and learning in Pakistan in particular.

⇒ **Incomplete indicator data:** Some Indicators were used and interpreted differently across country teams and they were not collected or reported on according to the frequency in the PMF. Mid-term data was not collected for several indicators nor by all countries, and the data that was collected was not easily comparable to the baseline, therefore in some cases it was difficult to draw comparisons. The questions asked during the baseline also didn't always link well to the project indicators. In some cases, reporting against indicators also had questionable data reporting (i.e. highly improbable data calculations and reporting).

⇒ **Low Target setting**: In several cases the targets across indicators for different countries seemed very low. For example, indicator 1200.3 for" % of women and girls accessing economic opportunities" the India baseline reported 3% are accessing economic opportunities. The Year 5 target for India is a 5% increase. A 5% increase of 3% is the Target for Year 5 is 3.15%. That means by year 5 it's expected that 3.15% of women and girls will be accessing economic opportunities.[48] This made it not useful to compare against targets.

⇒ **Non-verified data:** Information and data provided in reports for the desk review has not been verified by the consultants writing this report (i.e. sample sizes, data collection tools, or data analysis (raw data) for the reports and mid-term peer-to-peer evaluation) therefore any statistics provided in the reports were taken at face value.

⇒ **Uneven participation:** Oxfam staff engaged in the online survey and focus groups discussions to varying degrees; some country teams provided a lot of in-depth information and detailed responses, while other country teams provided more limited answers. This made it difficult to understand the full picture of change across different country teams and has influenced the examples and evidence provided in this report. Participation in the online interviews was affected by a) size of country teams (for example there are more dedicated project staff in Nepal compared to the Philippines); b) experience with the project (i.e. the Indonesia team had new staff on board with limited background in CS programming; c) other competing work priorities of country teams, and d) time zones (interviews needed to be held early morning Asia time, equating to very late at night EST); resulting in not everyone being available.

⇒ **Limited time for interviews:** The number of focus groups discussions with county teams were limited to one (on in some cases two) per country, and the time was limited, due to the resources for the review. Therefore, not all questions could be covered during the interview process, and interviewers had to select the most important information to cover in the given time frame.

⇒ **Anecdotal Evidence:** Evidence provided during the online survey and interviews is anecdotal evidence and relies heavily on Oxfam Staff's personal testimony. The examples cited and evidence provided through these methods have not been verified and may be subject to cognitive bias and will not represent the full scope of change. Also, while there was a high response rate (80%) for the online survey, 20% of those targeted for the survey did not respond and therefore this report is missing their perceptions and contributions.

⇒ **Language:** Online survey and follow-up group interviews were done in English, which could have resulted in more limited reporting and engagement in the survey process, and more possibility for misinterpretation by the interviewers.

⇒ **Bias:** Quantitative questions in the online survey for staff, and in the HHS, included questions that required answers using a Likert scale, which can lead to surveyors' bias. There are also chances of respondents not being able to appropriately rate the statements on a continuum from strongly agree to strongly disagree.

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[48] There are similar issues for "% of women and girls reporting satisfaction with quality support services" and with "% of partners who use best practices to improve linkages."

4. Results and Findings

Outcome 1: Strengthened Engagement of Key Actors in Advancing Women's Leadership, Women's Rights and Reducing Violence Against Women and Girls

The Challenge

Gender inequality is at the root of VAWG and CEFM and is expressed in deeply entrenched individual *attitudes and behaviours*, *social norms* and *cultural practices*. Gender-biased attitudes, behaviours, norms, and practices are reinforced and modeled by many "influencers," and harmful attitudes and social norms toward women and girls are so strong they often prevail over formal laws and policies in shaping behavior.

The CS Solution

The first Intermediate Outcome of the CS project (Outcome 1) is designed to strengthen the engagement of key influencers—such as religious and community leaders, political leaders, and private sector actors), as well as youth and women leaders—to advance women's leadership and women's rights and to reduce VAWG and CEFM. This intermediate outcome focuses on three areas: **contributing to policy changes**, **social norm change**, and **advancing women's leadership**.

Learning Questions: Has the engagement of key religious, community, private sector and political actors and youth in advancing women's leadership, women's rights and in reducing violence against women and girls been strengthened? If yes, to what extent? Has the Creating Spaces project contributed to this change? If yes, how?

Key Activities to Strengthen Engagement of Key Influencers

Since the project started, the following key activities have been implemented across the six countries in order to strengthen the engagement of key influencers in advancing women's leadership, women's rights and in reducing violence against women and girls:[49]

Creating & Supporting Groups
- 662 local community groups have been supported through capacity building.
- 624 youth and child groups/clubs have been formed and supported.

Workshops, Events & Training on Norm Modeling, Women's Rights & Leadership
- 598 workshops have been held on raising awareness on women's rights and positive norm modelling with influencers (including youth).
- 494 trainings/workshops have been conducted with 'change agents' to engage them in a process of critical reflection around women's rights and CEFM;
- 578 workshops have been held with women and girls to empower them to advocate for their rights.
- 171 community-level decision-making events and meetings have been attended by women and girls.
- 70 exchange visits and linkages between influencers and youth have been coordinated.
- 16 communications materials have been developed targeting influencers, youth and children.
- 11 practical tools and/or training materials have been developed to raise awareness on gender equality and promote positive individual norm modelling for influencers; youth; men and boys.
- 5 practical tools and leadership training materials have been developed for women and girls.
- 11 communications materials that highlight individuals' capacities to act to prevent VAWG/CEFM have been developed.

Media Engagement & Social Marketing
- 388 mass media campaigns have been implemented, or civil registries supported.
- 312 edutainment and social marketing materials have been designed and implemented.

Advocacy and Lobbying
- 179 advocacy and lobbying events and meetings have been undertaken by partners with influencers, intermediaries or other key stakeholders regarding public policy development, revision and/or implementation. Meetings with CSOs and legislators as well as Thematic Working Group meetings have been held to develop plans and strategies for legislative lobbying. Training for legislative and congressional staff; high impact events inside the House of Representatives; and person-to-person advocacy has also been carried out; as well as bill drafting and submission of position papers during committee hearings.
- 152 trainings, workshops and roundtables have been held with key influencers on legal frameworks related to VAWG and CEFM. A wide range of stakeholders have been engaged, including police, lawyers, youth leaders, MPs, religious leaders, and representatives from Lawyers Associations, to discuss legal frameworks on child marriage Acts and relevant laws to address VAWG.
- 117 recommendations have been made to duty bearers as a result of advocacy and lobbying.

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[49] Numbers taken from the CS Year 3 Annual Report PMF

➥ 13 practical/technical tools and legal training curricula have been developed for influencers to improve standards/laws for implementation. Some of the training modules include modules on Gender in Islam, Pre-Marriage Counselling, and Student Leadership on VAWG and CEFM.

Key Results: Strengthened Engagement of Key Actors in Advancing Women's Leadership, Women's Rights and Reducing Violence Against Women and Girls

CS activities have shown strong evidence of increasing key influencers capacity to enact, change and implement laws and policies that reduce VAWG and support women's rights. Building stakeholders' capacity on existing laws and policies through training, workshops and roundtables on legal frameworks, and engaging in advocacy at the national level, has shown to be effective in advancing policy change (although training on legal frameworks in Indonesia appeared to be less successful). Considerable progress has been made over the past two and a half years in establishing legislation and policies to counter VAWG and CEFM (both formal and informal), however as can be expected, implementation of these laws will take more time.

Across the project the training provided to influencers on legal frameworks received positive feedback: In Year 3 of the CS project 86% of influencers trained provided positive feedback in **Bangladesh**, 98% in **India**, 75% in **Indonesia**, 75% in **Nepal** and 70% in **Pakistan**.[50] In **India**, 83% of political influencers trained through the CS project reported improved knowledge and skills to influence laws focused on women's rights and VAWG/CEFM (Year 3), up from 70% in Year 2.[51] Training on legal frameworks in **Indonesia** were less successful; it is concerning that only 23.7% of influencers reported improved knowledge and skills to undertake work on formal policy frameworks on the minimal age for girls and boys to get married (Year 3).[52] More support is needed to ensure key influencers are absorbing training and supported with the capacity to effectively participate and influence laws to reduce VAWG and CEFM.

There is ample evidence across the project that these new skills built through the CS project have been put into action by key influencers: 122 public declarations and actions were made by political influencers supported under the CS project to end VAWG and CEFM, and in support of women's rights and leadership over the past 2 years.[53] In **India** local key influencers have taken resolutions to end VAWG and CEFM in their villages and are raising awareness against violence and discrimination. For example, the village-level governing institution in a community in Odisha has passed a resolution that VAWG will have negative sanctions.[54] Indian youth have also been active in advocacy, campaigns and social media initiatives supported by the CS project and have started creative campaigns to prevent child marriage.[55]

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[50] CS All Country PMF Year 3 2019
[51] CS Annual Report Year 3; All Country PMF Year 3 2019. The data was not disaggregated by different types of "influencers" therefore it was difficult to assess change between different influencers (i.e. did men increase knowledge or have different understandings vs. women or girls?). Data was not directly compared to baseline and India and Indonesia were the only countries to report on the expected indicators.
[52] Number of influencers trained *reporting improved knowledge, skills and capacity to undertake work on formal policy frameworks* / total number of influencers trained.
[53] 93 in Bangladesh, 8 in India and Indonesia, 7 in Pakistan, and 6 in Nepal. Public declarations and actions are *positive statements/ speech/ announcements/support made or actions (such as affirmative actions taken to reduce VAWG/CEFM by influencers)* taken verbally, in writing or by actions/initiatives implemented by influencers on reducing VAWG and/or CEFM.
[54] India MTLR
[55] India MTLR

Young representatives from these groups have begun to engage in lobbying work with legislators at the national level.

Despite the low ratings on the trainings in **Indonesia**, there were important political wins reported. Strategic influencing by women's rights organizations, including one of the CS project partners, has resulted in the Constitutional Court amending the restriction of marriage age from 16 years old for girls to above 18 years old. Changes to local regulations at the district and village levels to eliminate child marriage were also cited as direct results of CS project advocacy.[56] The Oxfam country team is now shifting its strategy to support socialization of the law at different levels. Political influencing in Indonesia by CS partners has also led to changes in the government's education curriculum; the education agency of Makassar now implements an integrated curriculum that includes how important it is to prevent child marriages.

In **Nepal** a national event hosted by project partner CWIN successful engaged the Minister of Women, Children, and Senior Citizens to champion a new child protection policy that was produced by CS project stakeholders. Facilitators trained by the project as 'change agents' were also officially recognized by the Nepali government and have been engaged further to operate as resource persons and mediators to address CEFM and VAWG beyond the project scope.[57] Apart from workshops and political lobbying, youth engagement through Forum Theater and CDC engagement have been effective methods in Nepal for mobilizing momentum for political change. Youth in Nepal are using Forum Theatre as an effective tool for raising public awareness on harmful social norms and shifting legal awareness around VAWG and CEFM (there is more information about this in the Learning and Promising Practices section below). The CDCs are also lobbying the Local Government (LG) to incorporate provisions for ending VAWG and CEFM, and women's rights and entitlements in upcoming laws, policies and programs.[58]

In **Bangladesh**, successes were achieved through engaging district level judges, advocates, and police officials in capacity building workshops. After participating in CS workshops, action plans were drafted collaboratively by key influencers to take action on VAWG and CEFM incidences and many attendees committed to be more gender-sensitive in investigation and reporting processes.[59] CS partners in the **Philippines** focused their advocacy efforts on the development of a bill on preventing early marriage, which was filed and formally received by the House of Representatives. The 14 national legislators engaged by the CS project partners all expressed support to the proposal to amend the existing code of Muslim personal laws to reflect the CS project's advocacy position on ending child marriages. Implementing partners in the Philippines also indicated active participation of government agencies in the project's advocacy initiatives and in monitoring the number of child marriages.[60]

In **Pakistan**, capacity building sessions on effective local accountability were held with hundreds of community members. Meetings focused on accountability mechanisms, to be revamped after the elections as new parliamentarians and elected representatives will take up office. Participants worked on strategies to re-engage with the newly elected local leaders/councilors on efforts to improve community referral mechanisms to reduce VAWG and develop better reporting mechanisms.[61] Women

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[56] Indonesia MTLR
[57] Year 3 Annual Report
[58] Nepal MTLR
[59] Year 3 Annual Report
[60] Philippines MTLR
[61] CS Year 3 Semi-Annual Report

parliamentarians shared that the CS training on legal frameworks has given them insight to review the laws and identify the issues present in these laws.[62] Policy makers in Punjab and Sindh have shown their commitment towards ending VAWG and CEFM. Key influencers have spoken out in their respective assemblies for women's rights and presented resolutions and bills, including: a call to attention for effective implementation of the Sindh Child Marriages Restraint Act, a resolution that agrarian women laborers must be recognized as industrial laborers and they must be given all the rights and facilities through amending labor laws, a bill to raise the minimum age for marriage of girls, and a call attention notice to demand a Domestic Violence law. [63]

Workshops and trainings on norm modeling and women's rights and leadership provided though the CS project helped shift attitudes and behavior by influencers (in particular youth).[64] The CS training taught through community and youth/child groups has helped challenge the normalization of violence against women and successfully opened up spaces for discussion around taboo topics such as VAWG, marital rape and CEFM in the public sphere.[65] Project reporting and the country MTLRs show key influencers have improved awareness and understanding of women and girl's rights and entitlements after participating in CS training and initiatives, and in turn, several influencers are modeling behavior that supports social norms to prevent VAWG and CEFM.[66] Oxfam Staff noted that youth have increased their engagement in women's rights and social norm change more than any other key actor,[67] and their sustained engagement in CS activities has led them to actively address gender-biased attitudes, norms, behaviors and in some cases, local laws.[68] In many cases youth have proven to be important and effective influencers at both the household and community level, and have been actively discussing information from CS trainings with their parents and siblings, gradually leading to gender norm shifts at the household level (including girl's schooling, sharing of household work and reducing VAWG). However, in some countries increased awareness around women's rights and CEFM is yet to be reflected across all project locations (Philippines) and in practice within the household (Nepal), and with regard to intimate relationships, in particular.[69] There has also been slower change around women's sexual rights.[70]

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[62] CS Year 3 PMF Pakistan

[63] CS Year 3 PMF Pakistan

[64] Workshop participants provided positive feedback on norm modelling workshops, particularly in Nepal (100% provided positive feedback), Bangladesh (87%), India (83%), and less so in Indonesia (59%). CS Annual Report PMF Year 3, Reporting of this feedback was not sex or age disaggregated so it is difficult to assess how CS activities have affected participants differently. There is no feedback from workshop participants from the Philippines or Pakistan.

[65] Respondents to the survey and interviews from all countries; India MTLR

[66] Evidence from reports, the MTLRs and interviews with Oxfam staff

[67] 63% of respondents observed a significant increase in youth engagement over the project period to date, and 21% observed a modest increase. Online Oxfam staff Survey 2019. Respondents from every Oxfam country team noted significant increases in engagement of youth, with Oxfam India noting the most significant change. Religious leaders and some key male community leaders were slower to model positive behavior.

[68] All countries online survey and interviews with country teams

[69] Nepal MTLR

[70] Evidence from reports, the MTLRs and interviews with Oxfam staff

In **Nepal** the MTRL found that stakeholders who participated in CS activities are more aware of the issues affecting women and girls, and the causes of VAWG and CEFM.[71] KIIs and qualitative change stories from the Nepal MTLR shows evidence of shifts in men's attitudes towards women and girls, and increased awareness, leadership and confidence among women to challenge the status quo and claim their rights, especially in the public sphere.[72]
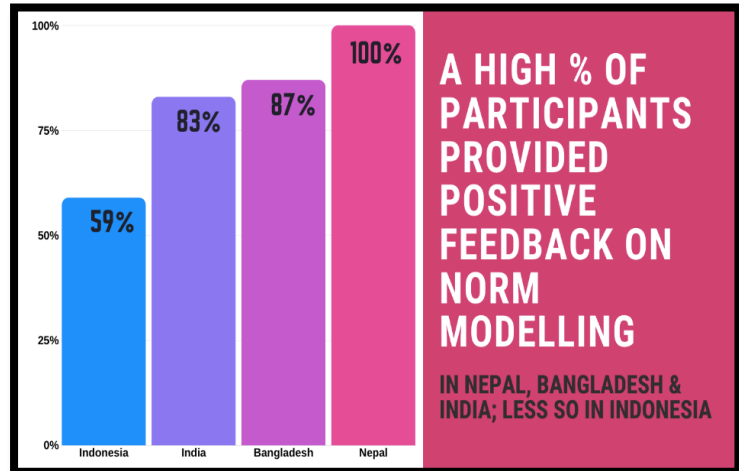
There is also evidence of the CDCs influence in **Nepal** broadening much farther than the original project scope. Community members have organized 45 campaign events covering non-CDC households that have in turn reached approximately 9,000 women and men so far. Religious leaders, teachers and police personnel joined women from the CDCs in the door to door campaigns, briefed family members about the need for ending VAWG and CEFM and provided information materials produced as part of the CS project.[73]

Overall there has been a large shift in views on CEFM in **Nepal;** 55% of respondents surveyed at baseline compared to 91.3% at mid-term agree that boys and girls should get married only after they reach 20 years of age. There is also evidence of a shift in awareness on the legal age for boys and girls to get married; at baseline 55% of respondents knew the legal age of marriage, and this awareness skyrocketed to 93% in Banke, 85% in Rautahat and 98% in Dailekh by the halfway point of project implementation.[74] However, this increased awareness around women's rights and CEFM is yet to be reflected in practice within the household, and with regard to intimate relationships, in particular.[75] There has also been a concerning back-tracking on views around some sexual rights in Nepal: for example, there has been an increase in the percentage of community members who currently think that if a girl or women is raped, it is adultery committed by the victim (12% at baseline compared to 28% at mid-point).[76]

In the **Philippines** the CS project has been effective in raising awareness on the impact and implications of VAWG, particularly through the provision of CS knowledge products provided to local partners, which enabled influencers to learn specific strategies in dealing with prevalent norms related to CEFM and VAWG.[77] Symposiums, school events and the direct support provided to women and girls in media and communications was also effective; Women and girls were aided in developing advocacy plans to support the campaign to end CEFM, supporting House Bill No. 8440; this training was then put into

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[71] Nepal MTLR - In the Nepal peer-to-peer evaluation "I" stories documented with participants and Findings from KIIs conducted during the MTLR
[72] Reported in Nepal MTLR
[73] Nepal MTLR
[74] The level of awareness among the respondents in the three districts was reported as (Banke-93.4%, Rautahat - 84.9% and Dailekh – 98.1% against the baseline data – overall 55%) denotes an important change in perceptions. Nepal MTLR.
[75] Nepal MTLR
[76] Nepal MTLR
[77] KIIs during Philippines MTLR

action where they spoke with high-level government stakeholders, engaged with legislators in a press conference and discussed how to end CEFM.[78]

"My key insight so far has been the critical role of active and organized engagement of women/girls and other community members with local leaders/influencers, policy-makers, and service providers towards shaping beliefs, norms, and policies around VAWG and CEFM and in claiming or demanding their rights."
-Oxfam Staff Philippines (Online Survey)

Survey results from the MTLR in the **Philippines** show there is generally more awareness about VAWG and women's rights among respondents,[79] however, there are a significant number of respondents with a neutral (or undecided) stance on key statements about women's rights and VAWG, especially in Maguindanao, one of the project areas. A high percentage of respondents agree that both girl's and boy's consent are important prerequisites in arranging their marriage[80] yet there are still mixed views from community members on early child marriage: close to 50% of respondents <u>disagree</u> that it is acceptable for both girl's and boy's to get married at the age of 16; yet the remaining percentage are neutral (30%) or agree it is acceptable (20%). The MTLR also notes that the gap in women's ability to address VAWG; 72% of respondents believe that women or girls have the right to ask for intervention from the community when they are being forced to marry, yet only 37% said that girls can do something when they are being forced to marry.[81] Moreover, women's sexual rights are not yet clearly defined and understood by both sexes; sexual consent is "considered" within domestic relationships; however, men and women have opposing views on the sexual rights attributable to women.[82]

Key Influencers in **India** and **Indonesia** have also shown improved awareness and understanding of girl's rights and entitlements (73% of influencers in Indonesia and 72% in India, up from 51% in Year 2 for India).[83] This has included demonstrating positive change on views on gender equality and support on girls' rights to education, employment, choice about marriage, sexual and reproductive health rights.[84] 95% of influencers in India and 72% in Indonesia can now identify and understand different forms of VAWG and CEFM.[85]

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[78] Year 3 Annual Report
[79] Results showed that it is unacceptable for either the husband or wife to verbally abuse and/or intimidate their spouses, as most of the male and female respondents disagreed or strongly disagreed with the survey statements at an average of 93%. Almost all respondents in both provinces (96%) disagreed or strongly disagreed that specific forms of physical violence against their spouses e.g., tying them up, hitting them while restrained, and locking them up were acceptable. Philippines MTLR
[80] A proportion of 94% female and male respondents agreed that such consent from girls/women prior to any marriage arrangements is important. Same with boy/men, 92% of the total respondents agreed that consent from boy/men prior to marriage arrangements is important.
[81] In Philippines the geographic context and sex of respondent has shown different results
[82] For example, among the respondents, only 115 or 34% agreed that wives have the right to refuse sexual intercourse with their husband without giving any particular reason.
Philippines MTLR
[83] Number of influencers and youth trained who agree that girls have rights to education, employment, choices about marriage, sexual and reproductive health rights and so forth / total number of influencers and youth reached.
[84] Indonesia MTLR
[85] Number of trained influencers and youth who can recognize and understand what constitutes VAWG and/or CEFM and its prevalence / total number of influencers and youth trained. Photos from Indonesia and Year 3 Annual Report; Dolly Kumar, 14, in Purkazi Block India, is part of Oxfam Canada's Creating Spaces project. Credit: Atul Loke / Oxfam

> *"Spectacular change has happened in the case of youth… With the youth, the investments have been maximum and that is showing in the results, particularly the desire for change in adolescent girls" - Oxfam India Staff (Online Survey)*

In **India** it was reported that adolescent girls have been most receptive to the teachings of the curriculum and use them pro-actively for change at family and community level.[86] There are examples of tribal girls in Chhattisgarh that have had the courage to resist public harassment by local men and threatened to take police action against them. Adolescent girls in Bihar and Jharkhand have also managed to resist early marriage and convince their parents to let them study further. During focus group discussions (FGDs), several boys' and girls' groups in other areas talked about how they stopped cases of child marriage and DV in their community.[87] Oxfam staff also reported through the online survey that there is a growing understanding that boys need to engage in discussion and advocacy around women's rights in order to achieve lasting solutions. Perspectives of young men have changed towards life and their families. Male youth have started sharing caring work with their mothers and sisters and many male youth leaders pledged to support education of girls starting within their own family; similar pledges have been taken to stop or resist "eve-teasing".[88] These young men served as positive role models for other men and boys in their local community to internalize positive social and gender norms too.[89] However there was also countering evidence whereby some project partners found a tendency in members of male youth groups to display a deep-rooted macho attitude and behaviour with respect to VAWG, where they see themselves

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[86] India MTLR
[87] MTLR India
[88] Eve teasing is a euphemism used throughout South Asia, which includes (but is not limited to) India, Pakistan, Bangladesh and Nepal, for public sexual harassment or sexual assault of women by men.
[89] India MTLR

as 'protectors' of the women in their family and community and male youth are "not averse to using physical violence to 'correct' behavior of women".[90]

Community perspectives are also starting to shift. Partners in **India** reported that there is now recognition amongst community groups that VAWG takes different forms such as physical abuse, sexual abuse, verbal abuse, emotional abuse and economic abuse; there is also an increased recognition by community groups that CEFM and VAWG are crimes punishable by law.[91] There are also multiple examples of community members taking action to address VAWG and CEFM; for example, members of a women's group in Abdalpur, U.P, resisted physical violence at home, and also convinced their family members about the importance of continuing their daughters' education, resulting in 15 adolescent girls resuming their education in a secondary school.[92] The *Community Perspective Index (CPI)* [93] in **India** shows that there has been a positive shift in community perspectives on VAWG and CEFM, and women's rights and leadership, from a 0.57 CPI score to a 0.74 score – demonstrating an aggregate positive shift in the views of community members on these issues (India has achieved their target).[94] India is the only country so far that has reported on the CPI.

In **Bangladesh** CS project interventions (i.e., trainings, dialogue and other forms of engagement) with adolescents and youth groups have contributed to empowering girls to make informed decisions about their own marriages and are enabling young boys to take a stand and participate in efforts to prevent child marriages.[95] Youth are "initiating conversations and gradually opening up previously closed spaces for discourse and debates."[96] Youth Group/Child Club (CC) members and other school children are actively discussing VAWG issues and CEFM at school, taking oaths to prevent child marriage and sharing their learnings inside and outside the home environment.[97] With support from youth, the project's community groups in Bangladesh are showing signs of engaging whole communities in the shift of social norms around VAWG and CEFM. CS community groups are mobilizing community members to support women experiencing violence and consequently are being recognized as informal authorities on preventing VAWG and CEFM.[98] Now that community mechanisms to prevent and respond to VAWG have been strengthened there are new opportunities arising for the project to explore how to link community level actions to national and regional campaigns.[99]

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[90] India MTLR

[91] India MTLR

[92] India MTLR

[93] "Perspectives of beneficiaries" is a quantitative indicator that reports on findings in *changes in attitudes, norms and behaviours* amongst influencers and the greater community on VAWG and CEFM and women's rights and leadership. This is measured using the *Community Perspective Index* (CPI). 66 statements were designed on various areas such as rights and values around 'household expenditure', 'work and education', 'marriage', 'intimate relationships', 'health and nutrition', and 'family and friends'. Respondents were given a 5-point agreement-disagreement Likert scale. During analysis, these 66 statements were further reviewed and reduced to 50 statements of which half were identified as positive and half as negative. The positive statements were averaged (average ranges from 1 to 5) and the score of the negative statements were also averaged (average ranges from -1 to -5). To obtain the final score, the positive and negative scores were totaled, resulting in a composite of communities' 'social attitude, norm and behavior' or 'composite perspective index' (CPI).

[94] CS Year 3 Annual Report PMF

[95] Bangladesh MTLR

[96] Bangladesh MTLR

[97] Bangladesh MTLR

[98] Bangladesh MTLR

[99] Bangladesh MTLR

> *"When any incident of violence happens in the community, we can now come together and catalyse action."*
> *-Male member of a youth group in Bangladesh (Bangladesh MTLR)*

Partner staff in **Pakistan** conducted field visits and follow-up on trainings and workshops that show that children and youth have emerged as key influencers who are aware of their rights and have the confidence needed to stop violations of their rights. [100] Celebrities in project areas were also engaged to help mobilize public opinion on women's rights through local newspapers and videos, which received widespread coverage.[101]

> **Spotlight: Religious Leaders Taking Initiative against VAWG and CEFM**
> Religious leader engagement was observed by Oxfam staff to have had the least change over the project period. Keeping them engaged in CS initiatives has been a slow, sensitive and complex process (particularly in Pakistan). Oxfam staff reported some backlash and rigidity around change from religious leaders, however, there have been some important wins as well. Staff in **Bangladesh, India, Indone**sia and **Philippines** observed religious leaders taking initiative to stop VAWG and CEFM, noting they have begun supporting youth and community members to raise awareness and engage villagers and other influencers within their communities. In some cases, religious leaders have taken oaths to end CEFM in their communities and have included anti-child marriage messaging in their preaching (**India, Indonesia**). In Indonesia it was noted that due to the CS project religious leaders have influenced changes in child marriage dispensation policies. Implementing partners in the Philippines noted increases in the number of local religious groups involved in advocacy efforts on CEFM/VAWG. In India certain caste society leaders have begun including women into their traditional decision-making structures and have passed resolutions to end child marriage.

> *"Age old traditions block the minds of the older generation. As the religious leaders have been the keepers of the traditions, there is unwillingness to implement whatever they have learned."*
> *- Oxfam India Staff (Interview)*

While there was clear evidence from the CS project around advancing women's rights and reducing VAWG (both through legal and norm change), it was more difficult to ascertain from the information available the impact the CS project has had around advancing women's leadership. There were specific activities to target and support women's leadership; workshops on women's rights and leadership for key influencers (including women and girls) and ones held specifically with women and girls to empower them to advocate for their rights, practical tools and leadership training materials developed for women and girls, engagement of women and girls in legal roundtables and policy advocacy, and engaging

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[100] Year 3 PMF, Pakistan
[101] Year 3 PMF, Pakistan

women and girls in community-level decision-making events and meetings[102]; However, there was more limited reporting and monitoring around how these activities have *translated* into furthering women's advocacy, voice and decision-making power – for example – has there been a shift in women's voice and agency (in addition to attendance) within the community-level decision-making events and meetings? Have women and girls played an important leadership role within the groups established under the CS project, and if so, has this increased sense of agency enabled women and girls to engage in further informal or formal leadership/decision-making roles within their communities? The MTLR in Nepal showed evidence of the CDC model enabling women to shift into further leadership positions within local community and political structures, however, this was the only country that reported on it, and it wasn't a formal project indicator.[103]

> **Learning Questions:** What promising/innovative practices have emerged through project implementation? Which ones have had the most impact in terms of results? What are the most important lessons learned so far?

The following section includes key promising/innovative practices that were implemented through the CS project. Some practices are specific to certain countries, while others have been applied across multiple countries.

Positive Norm Modeling

Positive norm modelling through gender equality and leadership workshops and trainings with key influencers had a significant impact on shifting attitudes, norms and behaviours (reported by all country teams). Oxfam staff and partners reported positive norm modeling shifted views around early marriage (particularly for youth) and contributed to a reduction in the number of early marriages (Nepal, Bangladesh, India and the Philippines).

Establishing Youth & Child Clubs in Bangladesh and Nepal

Peer-to-peer learning through the establishment of Youth Groups and Child Clubs (CC) contributed significantly to enhancing youth members' awareness, confidence and leadership skills, as well as to the campaign against CEFM and VAWG, especially at the school level. The youth and child groups supported by CS project provided adolescents with the opportunity to hone their life-skills, expand and strengthen their social networks, and become agents of change in their own communities.[104]

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[102] It is noted that there are also many other CS activities (i.e. positive norm modelling, targeted media engagement, etc.) that contribute to advancing women's leadership more broadly by transforming power relations and structures within the CS project.

[103] 893 women and adolescent girl members of CDCs are serving in various capacities in local public entities such as school management committees, community forest user group executive committees, health post management committees, women's development committees and cooperatives. Reporting around these new leadership positions in Nepal didn't provide information on whether these positions have been valuable and important for women and girls (increasing their confidence or influence in the community/being worth their effort and energy).

[104] Bangladesh MTLR and Nepal MTLR and Year 3 Report

Young Women Telling their Stories in Philippines

Supporting young women to share their stories in the Philippines has been a useful strategy for creating a personal connection for political actors on the issues of CEFM. In the Philippines the Outcome Mapping exercise revealed that when young people verbalized their concerns during the press briefing during the International Day of the Girl Child, "more legislators became aware and open to advocating against CEFM. The media also became more interested to CEFM after hearing actual experiences from young women who experienced the negative consequences of CEFM."[105]

Training on VAWG and CEFM Using Different Methods

Using different communication channels and methods to target specific audiences has proven to be a successful approach to training on VAWG and CEFM; Partners have used community theatre and songs (to engage less educated women and men), quiz contests, social media, Forum Theatre (in Nepal) and sports (when targeting youth).[106]

Forum Theater in Nepal

Forum Theater[107] in Nepal has been highly instrumental in spreading positive messages at school, family and community levels and in raising awareness on the causes of VAWG and CEFM. In Nepal, over 290 forum theater performances took place (in Year 2 and 3). Child Clubs and the Community Discussion Centers (CDCs) used Forum Theatre as an effective tool for promoting community discussions on issues of VAWG and CEFM and prompting actions against it. The Mid-Term Evaluation from Nepal notes that Forum Theatre has been an effective element of the CDC's success in preventing child marriages, settling local cases of domestic violence and increasing awareness around girl's treatment during menstruation.

Targeted Media Engagement

National level engagement with media and other influential bodies (in Bangladesh, India and Pakistan) and designing and implementing edutainment and other social marketing activities and materials for advocacy/campaigns has shifted behaviours amongst youth, community members and key influencers around VAWG and CEFM (in particular the Film Appreciation Model in India – which is described in more detail later on in the report). In Nepal Key informant Interviews (KIIs) carried out as part of the MTLR process indicate that a weekly radio program is significantly contributing to building public awareness and knowledge on different aspects of VAWG and CEFM.

> *"Social marketing has been the most successful activity in changing behaviors towards women and girls and saying no to early marriages." – Oxfam Pakistan Staff*

Community Discussion Centers (CDC) in Nepal

The MTLR in Nepal found that the Community Discussion Centre (CDC) approach has been highly effective in enhancing women's leadership and community awareness about CEFM and VAWG. CDC members showed increased understanding of and commitment to women's and girls' education and numerous women CDC members have become leaders in their communities. The Nepal team also

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[105] CS Outcome Mapping Philippines
[106] India MTLR
[107] The aim of forum theatre is to explore real practice scenarios in a way that empowers students to rehearse solutions and change the outcome of a scenario for the better. It is a form of interactive drama.

reported that the CDCs have been engaged in a form of participatory action research, whereby field staff have become researchers and are engaged in assessing the CDC model 'in action,' to determine if it's the most effective social mobilization tool and to document the results.

Contextualizing Domestic Violence in India

The MTLR in India found that contextualizing and addressing VAWG, alongside other local issues such as unemployment, alcoholism, child trafficking or caste-based discrimination, helped mobilize and strengthen engagement of community stakeholders and catalyzed collective actions against recurring VAWG. For example, in Bihar the local partner found that addressing caste-based discrimination among community stakeholders, where members of higher caste groups refuse to share meeting and dining space with lower caste members, has been an important prerequisite to building strong community stakeholder groups.[108]

Engaging Multiple Actors within the Family

In India and Pakistan some CS partners have found that engaging with multiple family members has been an effective strategy to maximize positive social and gender norm change and catalyze the shift from awareness to action. When multiple family members have been engaged in CS project groups (for example, the mother is in a women's group, the son is in a youth group and the daughter is in an adolescent girls/women's group) the internalization of norm change and women's rights has been successful and *"the change action has been visible"* as compared to when only one family member is engaged in CS activities.[109] For example, in Odisha, India when an adolescent girl and her parents were members in the girls, women's and men's collectives respectively, it was easier for her to convince her parents against her early marriage and to let her continue her studies. Similarly, in Pakistan, engaging all family members in different project activities and delivering the same gender norm messaging and women's rights modeling has also been highly successful in promoting change.

Multi-Stakeholder Discussions in Nepal

Multi-stakeholder discussions organized as part of the CS project in Nepal operated as a useful platform for newly elected local government representatives to build relationships with partners, and increased awareness on the current issues affecting women and girls. They also enabled government representatives to better understand the roles of the CDCs and the CS project in addressing VAWG and CEFM issues, and moreover mobilized collective action. The participants of the discussions included government officials, representatives of child clubs, cooperatives, political parties, religious leaders, journalists and representatives from newly elected government bodies.[110]

Working as a Coalition in Indonesia

Lobbying efforts have been boosted by working as a coalition – through collective engagement between CS partners and with other organizations in Indonesia. The country team reported that working with organizations outside of the project that have a common interest and goal has had a significant impact in successful advocacy for influencing the new law on early marriage. "The power and possibility of working as a network or coalition - has a significant impact." Oxfam Indonesia Staff team

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[108] India MTLR
[109] Online Survey
[110] Nepal MTLR. During FGDs with CDC members in Nepal it was learnt that the

Strategic Selection of Influencers in Indonesia

Targeting the right key influencer with the right message at the right time can result in huge wins for the gender justice agenda. In Indonesia a CS partner that leads a coalition of Indonesian CSOs (called the Alliance of 18+) were successful in meeting with the President to discuss CEFM and its effects on Indonesian youth. As an outcome of that meeting, the President went on to encourage the immediate ratification of government regulations on preventing child marriage.[111]

Using Data and Evidence

Using evidence-based information in advocacy and engagements with local leaders and influencers has been an effective strategy for norm change. CS partners noted that sharing data and evidence on the high rates and negative impacts of child marriage has been a successful strategy for influencing and building commitment of religious leaders and higher-level government officials. For example, in India, the Philippines and Indonesia, teams report that doing so has helped to personalize the issue for influencers and motivate them towards action. It also proved useful to build counter narratives and provide solid evidence to religious leaders to shift perceptions, in cooperation with targeted campaign strategies (Indonesia). In the Philippines local government staff and influencers appreciated the value in documenting best practices and success stories and noted that this provides a good bases for enhancing and developing policies of the regional government related to VAWG.[112]

Framing key Advocacy messages Differently for Different Audiences in the Philippines

Framing the advocacy campaign around CEFM by focusing more on the importance and value of girls' education and negative implications of teenage pregnancy, as opposed to a prohibition on child marriage has been a useful strategy in Philippines for moving the advocacy movement forward. However, it has raised larger questions around the most effective and strategic way to frame CEFM and the real tension between a rights-based versus a health-focused approach. "On the one hand, framing it as gender-based violence in and of itself alienates the target audience of the intervention, an audience culturally and historically marginalized. The advocacy is seen as an imposition of 'western' values on traditional norms, and thus may be poorly received. On the other hand, framing CEFM from an impact perspective – as a practice that can result in adverse consequences such as unwanted pregnancies – draws attention away from the harmful asymmetrical power relations."[113]

Youth Building Relationships with Adult-Female Change Makers in Bangladesh

To address backlash to gender-norm change, Bangladesh youth noted that building collaborative relationships with adult female change-makers has supporting them to better reach out to diverse groups of stakeholders who are otherwise not inclined to listen to their perspectives (due to their age and standing in society); and the relationship has provided them with constructive guidance and mentoring in leadership, which is enabling youth to lead effective anti-child marriage campaigns on their own.[114]

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[111] Year 3 Annual Report
[112] Philippines, India and Indonesia MTLR, Annual Reports
[113] Oxfam Philippines knowledge product on Lessons and Reflections on Promoting SRHR and Addressing VAWG in the Philippines, Year 3 Annual Report.
[114] Bangladesh MTLR

> **Learning Question:** What are the main obstacles/challenges in engaging influencers and securing more active support and participation?

Youth Facing Resistance to Norm Change

Youth have faced resistance when challenging deep-seated gender norms, and actions taken against CEFM have in some cases increased backlash, violence and frustration from the wider community.[115] Youth have reported frustration due to their inability to convince adult decision-makers that they are credible actors who can contribute valuable skills, perspectives and opportunities on the issue of VAWG and CEFM, due to their age and standing in society.[116] The Bangladesh MTRL noted that in some cases, "Youth and passion is a disadvantage as sometimes, due to lack of constructive guidance from adults, their actions are driven by emotion which leads them to address symptoms of CEFM rather than tackling root causes."[117] Consequently, youth sometimes experience backlash or verbal violence - in terms of threats to their person and their family's security, furthering diminishing their social "standing" from the viewpoint of older community members.

"Youth sometimes attempt to stop a wedding at the last minute without considering the consequences for the girl or her family. In certain religions, there are huge social repercussions for the bride in case of failed weddings. Such attempts enrage community members and put the youths at risk. – KII Police Officer (Bangladesh MTLR)

Youth Migration

Youth that have been recruited into youth groups in some cases have migrated for economic or other reasons, making it difficult to sustain youth group leadership and recruit new members and orient them effectively (as highlighted in the India MTLR Report). Especially in tribal areas in India, seasonal migration of young men and boys for work reduces their engagement in community level project interventions.[118] While this was reported to have occurred in India, this is a challenge that likely pertains to multiple countries.

Addressing Diversity in the Local Context

Contextual diversity between the project areas has made it difficult to replicate good practices from one area to another, putting pressure on local partner organizations' capacity to tackle gender norms and practices that are relevant to the different stakeholder groups in each community. For example, partners in Jharkhand, India indicated the need for the local partner to be more aware of tribal customs

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[115] This was reported specifically in India and Bangladesh, but likely pertains to other country contexts as well. MTLR India, MTLR Bangladesh, Online Survey
[116] Bangladesh MTLR
[117] India MTLR
[118] India MTLR

that encourage child marriage in order to effectively design activities to address the issue of CEFM in that particular area.[119]

Continually Involving Influencers

Many partners face challenges in continually involving political influencers in their campaigns to promote positive social and gender norms that counter VAWG and CEFM. The reasons cited for this are the deep-rooted patriarchal norms embodied by many political influencers; the lack of cooperation between different (support) service providers and government functionaries; the frequent transfer of government officers; and the lack of time for partners to follow up and develop contact with the influencers after initial rapport.[120]

Changing Political Structures and Civic Space

The changing political scenario and new governance structures (particularly in Nepal, Pakistan, the Philippines and Indonesia) requires ongoing coordination with local level governments and elected representatives. In some countries, sustaining the interest of key political leaders within the CS project activities has been difficult as their interest varies with the changing of officials and political agendas. For instance, political developments related to the formation of a new autonomous regional government in Muslim Mindanao while seen as an important opportunity for change, has impacted ground-level conditions in project sites in the Philippines, including the readiness of key actors to carry out and continue advocacy work on CEFM and VAWG.[121] The shrinking of civil society space has also been noted as a key challenge for the Philippines and the Pakistan country teams. In Indonesia, following general elections in April 2019, the partners had to conduct another review and sensitization of political leaders, and staff noted that it has been challenging to keep on top of the changing political landscape.[122]

Denial of VAWG by Community Influencers in India

The MTLR in India revealed that some male influencers such as teachers and local and state government functionaries seem to adhere to gender-biased social norms when discussing VAWG and child marriage and addressing cases of VAWG. For example, most of the male Key Informants interviewed during the MTLR process denied incidence of child marriage in their areas, and cited VAWG as being extremely rare although statistics and comments from other community stakeholders proved otherwise. A key issue highlighted is their lack of understanding of how gender interacts with class, ethnicity, age, or religion to fuel VAWG and CEFM. Furthermore, public functionalities such as police and village chiefs were not aware of how to effectively address cases of VAWG and CEFM when women asked for support.

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[119] India MTLR
[120] India MTLR
[121] Online Survey, Philippines Staff member
[122] Indonesia MTLR

Outcome 2: Greater Access to Support Services and Economic Opportunities for Women and Girls Affected by Violence and CEFM

The Challenge

In the project countries, many of the support services to women who have experienced violence are of low quality or difficult to access, and at the same time, many women who have experienced violence are unaware of the services available to them, do not know how to access them, or are afraid of accessing them for fear of stigma and backlash. Women in the six CS project countries also lack access to economic opportunities, a crucial factor in empowering women and preventing violence from re-occurring.

The CS Solution

The second intermediate outcome is designed to support women and girls who have experienced or are at risk of experiencing violence or CEFM to access quality support services and increase their participation in economic activities. The focus is to empower women and girls to access support services, increase support service providers' capacity on service delivery and gender sensitivity; develop women's marketable skills and/or entrepreneurship skills; and link them to mentors and initiatives that improve access to income generating activities.

Learning Questions: Has access to support services and economic opportunities for women and girls affected by violence and early and forced child marriage improved? If yes, to what extent? Has the Creating Spaces project contributed to this change? If yes, how?

Key Activities to Improve Access to Support Services & Economic Opportunities

Activities to **improve access to support services** for women and girls varied significantly by country; India and Nepal and Pakistan focused activities on workshops with women and girls to build their confidence, leadership skills and capacity to self-advocate, whereas Bangladesh focused more on direct financial support to current service providers and undertaking exchange visits and linkages to learn best practices around service provision. More limited activities took place in the Philippines due to political instability, and Indonesia did not implement Pillar 2.

Since the project started, the following activities have been undertaken:
- ▶ 888 workshops and trainings with women and girls were held across the program to build their confidence, leadership skills and capacity to self-advocate to access support services.
- ▶ 28 training/workshops were held for support service providers on gender awareness raising and positive norms modelling.
- ▶ 22 service providers were targeted for technical/financial assistance. Discussions in Bangladesh and India were undertaken to identify key strategies identifying support service providers for capacity development. In the Philippines CS implementing partners conducted visits to centers providing support to women and girls who have experienced violence to understand how advanced case management is being conducted and how other interventions could be developed for GBV cases.[123]
- ▶ 17 support service organizations were financially assisted. Financial support was provided to support shelters, psycho-social, legal aid, other etc. Oxfam India helped set up Women Support Centres (WSC) through two of the partners in the CS project.
- ▶ 13 exchange visits and linkages were undertaken to learn about best practice examples of safe spaces and psycho-social support.
- ▶ 6 mapping research exercises were undertaken to map and identify gaps for existing support services.
- ▶ 1 support service provider received technical capacity building.
- ▶ Communication materials were developed about available support services for women and girls and women were linked with organizations and support providers.
- ▶ Leadership and capacity building materials were developed for women and girls.[124]

Activities to **build access to economic opportunities** for women and girls occurred mostly in Pakistan, India and Bangladesh. In the Philippines there were challenges in the provision of economic support to VAWG victims in communities due to staff transition of one key partner. In Nepal activities were delayed in order to better adjust and contextualize the training to the needs of women, and further activities are planned for Year 4. Within the project framework the aim was to facilitate women's access to economic opportunities, and there was limited provision for economic inputs, capital or seed money for women or girls to start enterprises.

Since the project started, the following activities have been undertaken:
- ▶ Over 80 different economic and livelihood opportunities were identified for women and girls who have experienced violence or CEFM.
- ▶ 785 women and girls were supported on enterprise development or other income generating activities. Women were trained in a number of areas such as soap making, organic manure creation, foot mat making, and poultry production.
- ▶ 338 workshops were held to raise awareness of local stakeholders and women and girls on the importance of supporting women's economic rights.
- ▶ 151 mentorship linkages were created between women and girls and successful entrepreneurs.
- ▶ 39 workshops/trainings were held with women and girls who have experienced violence/CEFM to improve their capacity to access economic and livelihood opportunities.

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[123] Philippines MTLR
[124] Year 3 CS Semi-Annual Report

Key Results: Greater Access to Support Services for Women and Girls affected by Violence and CEFM

Evidence shows the project has had a modest, yet important, increase in access to support services for women and girls; outreach of support services in rural areas has been improved (for example through mobile health and legal services in Bangladesh) and in India a unique and successful community level mapping exercise was initiated (the Community Score Card Initiative), which has improved both access and quality of support services. In India and Bangladesh CS trainings, exchange visits and the financial and capacity building support provided to organizations was well received and trainings were reported to contribute to improving access to support services (in India). Training on gender sensitivity and psycho-social support provided to service providers (in Philippines), along with learning exchanges with government officials, also effectively initiated a shift towards improved quality of services available in CS project areas.

Results from the online survey show the majority (54%) of staff noted there has been a <u>modest</u> increase in access to support services for women and girls affected by violence and early/forced-child marriage in

project areas over the past three years, and 22% noted a <u>significant</u> increase (the majority of staff from India noted a significant increase). Staff reported women have shown greater awareness on their rights and opportunities for accessing support after CS activities, and some countries reported an increase in reporting of cases, and increased coordination with local government entities around access to justice and preventing CEFM.[125]
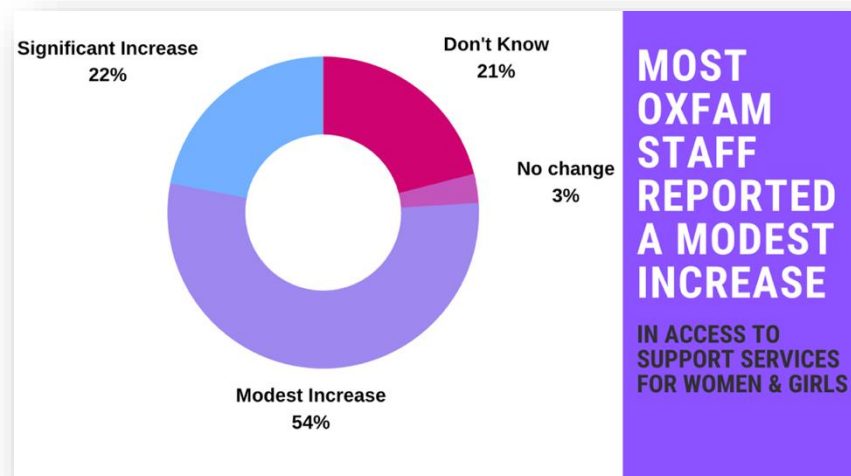
Trainings carried out with women and girls to increase awareness of their rights was generally effective, exchange visits to learn about support services were highly appreciated, and the financial and capacity building support provided to partners was well received. Trainings carried out in **India** were seen to be generally effective in increasing women and girls' awareness of their rights and their knowledge on how to seek support: 77% of women and girls surveyed (in Year 3) in India reported an increased awareness of their rights and knowledge of how to access support services.[126] Exchange visits to learn about best

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[125] Oxfam Online survey and staff interviews
[126] Bangladesh MTLR/India MTLR/Cumulative PMF Year 3 - Number of women and girls reached *reporting on increased awareness of their rights, and who know how to access support services* / total number of women and girls reached.

practices on support services were also highly rated by participants; 100% of participants in **India** and 80% in Bangladesh reported a positive learning experience. The financial and capacity building support provided to service providers in **Bangladesh** and **India** (shelters, psycho-social, legal aid, Women's Support Centers) was reported to have improved access to support services in underserved areas.[127] A high percentage of staff from the different service providers also gave a positive rating on the CS financial and capacity building support provided.[128] 100% of staff within support service providers in **India**, and 95% in **Bangladesh**, gave positive feedback on the financial assistance received.[129] 82% of staff from the support service providers in India that received gender sensitivity training also provided positive feedback.

The MTLR in **Bangladesh** found that the project is contributing to women and girls safely accessing adequate and appropriate support services including health and legal services.[130] In Year 3 the project funded nine providers to deliver mobile health and legal aid clinics to bring services directly to communities, reaching 1,130 people. This enabled women and girls to access services that were not normally available to them. Evidence form the MTLR showed that women and girls have become more aware of their rights and gained the agency needed to access assistance when experiencing violence, and the knowledge of how to help end violence against other women and girls in their community. Women are also building on the relationships established with service providers during the CS trainings to ensure better services for women and girls in their communities and community groups are providing safe platforms in which women/girls (who may be VAWG survivors or at risk of VAWG) have accessed information, counselling, skills training and peer support. [131]

In **India**, Oxfam and partners initiated a unique community level mapping exercise called the Community Score Card (CSC) and supported two women support centers in India (in Odisha and Chhattisgarh). The Score Card was seen to lead to an improvement in awareness and access to NGO-led support services for women in CS project areas; a comparison of baseline and midline survey results shows 44% of women surveyed at baseline have demanded or used public institutions to access services, as compared to 73% at mid-line.[132] Oxfam support provided to the two support centers has contributed to an increase in women accessing the centers and an improvement in the quality of the support provided.[133] Since the start of the CS Project, the two centers have experienced a 40% increase in the number of women accessing services (86 more women have received services).[134] At baseline, 32% of women and girls that accessed support reported satisfaction with the quality of support services provided.[135] In Year 3, 100% of women reported satisfaction with the quality of services they received through the two CS supported women support centers (well exceeding the Year 5 target). [136]

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[127] Oxfam Online survey

[128] It was not possible to assess ratings on the technical capacity building in Pakistan.

[129] This is the number of support service provider staff assisted who provides a positive rating divided by the total number of support service provider staff.

[130] Bangladesh MTLR

[131] Bangladesh MTLR

[132] Year 3 Annual Report, India.

[133] The scorecard initiative was seen to lead to an improvement in access to NGO-led support services for women in CS project areas; a comparison of baseline and midline survey results shows 44% of women surveyed at baseline have demanded or used public institutions to access services, as compared to 73% at mid-line. Year 3 Annual Report, India.

[134] CS Year 3 Annual Report: 214 women were receiving services at the start of the project and now 300 women have received services.

[135] At baseline, women and girls from the different CS communities were interviewed and were not necessarily targeted for support under the CS project.

[136] Data is from Year 3 Annual Report PMF. Number of beneficiaries interviewed *who accessed support services reporting on high level of satisfaction with the overall quality of services* / total number of beneficiaries interviewed. In Year 3 a sample of 25 survivors giving feedback

In **Nepal** the CS advocacy partner (Child Workers in Nepal (CWIN)) facilitated the use of help lines, which helped to increase coordination and cooperation among CDC members, survivors of VAWG and CEFM and vulnerable women and girls, the police, child protection committee and other government entities concerned.[137] A "Yellow" pages guide to services was also developed by the project, which has increased community members' awareness of relevant services and organizations working on VAWG and social support. The **Nepal** MTLR, also reports an important decline in actual incidents of domestic harassment and violence against women: 55% of female respondents were yelled, cursed at and insulted by their husbands at baseline, compared to less than 25% at midpoint.[138] It also appears that an increased number of VAWG cases are being registered with the police in Nepal, thereby indicating growing awareness and confidence among survivors and their supporters. In Nepal Community Development Committees and Child Clubs reported stopping 87 child marriage in the last two years[139].

However, in some CS project areas in **Nepal** it was also noted that women who seek help face the potential of harassment and stigmatization from both inside and outside their families. The MTRL in Nepal highlighted that women in CS project areas are often *not* accepted back by families once they step out of the house and report violence, and this can limit the frequency of women reporting violence.[140]

In **Pakistan** it was reported through the online survey that gains have been made in the project's use of campaigns to promote women's access to government hot lines and promotion of apps for tracking complaints on violence and harassment, however limited reporting data from Pakistan (due in large part to government restrictions) meant it was not possible to assess whether this approach has been effective, and discern lessons learned.[141]

In the **Philippines**, training on gender sensitivity and psychosocial processing provided to service providers and learning exchanges with government officials were seen by staff to have helped to initiate a shift towards improving the quality of services available to women in CS project areas.[142] Community members and influencers also noted during the country MTLR process that they observed that incidences of VAWG, specifically CEFM and sexual, psychological and verbal abuses against women, have decreased in their communities as a result of CS interventions.[143]

While Oxfam partners in **Indonesia** are not implementing activities on support services under Outcome 2, due to community demand, a community-led mapping exercise was carried out by two CS partners (KPI and LBH APIK Makassar). This community-initiated process identified gaps and recommendations in

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through a real-time feedback app developed by the project showed 100 percent positive feedback on the services provided. The survey included questions on points such as: level of comfort accessing services, how fast referrals were made, and whether the counselling was provided in a conducive environment. Because the sampling was different between the baseline and the mid-line, it's difficult to directly compare these figures.

[137] Nepal MTLR

[138] Almost one quarter of the surveyed women in Banke (26.7%), Rautahat (26.7%) and Dailekh (18.5%) stated that they were yelled, cursed or insulted by their husbands during the last 12 months. The number of women aged 18-49 interviewed who report experiencing violence / total number of women interviewed aged 18 – 49. Violence includes (but is not limited to) physical violence (including sexual violence), emotional/psychological violence, and economic violence perpetrated by intimate partners and/or someone other than an intimate partner.

[139] Nepal MTLR

[140] Nepal MTLR

[141] In Pakistan the project engaged 18 government-run support service institutions in Sindh and Punjab and supported survivors of violence in Dar-ul-Amans (shelter homes) and Bint-e-Hawa (old age homes where families often leave survivors of violence) through awareness-raising and mental support activities. However, there was limited information available on the successfulness of the strategies employed in Pakistan or lessons learned around support provision.

[142] Year 3 Annual Report, Philippines

[143] Philippines MTLR

services that were reviewed at a public consultation and shared with service providers to improve quality support.

While gains have been made, the overall limited scope and scale of activities directed towards improving support services, along with limited time for project implementation, has meant that at mid-point gaps remain in service provision, awareness around support services and procedures to address VAWG and CEFM, and the enabling environment for women to effectively seek out and utilize services and support. In the online survey, all countries noted a critical lack of support centers and programs for assisting women and girls who have experienced violence and CEFM, particularly at the rural level and in conflict-affected villages (Philippines).[144] It was reported that women need to travel to urban centers (often alone) to find support, and even when there are local support services and NGOs that offer shelters, there remain significant barriers. The support centers that do exist are often chronically underfunded, understaffed and poorly equipped to carry out effective outreach and support.[145]

The MTLR in **Nepal** illuminated the gap that still exists in women's ability to seek support, particularly in certain project locations; At Year 3 in the project, 78% in Banke, 49% in Dailekh and 54% in Rautahat stated that when a woman is physically assaulted or abused by her husband, she is able to seek support from family/friends, community members or community organizations for help.[146] In **India,** the MTRL reported that many potential influencers are still not aware of support services and procedures to address VAWG and CEFM.[147] For example, in Chhattisgarh and Odisha, the MTLR noted that the police staff was not aware of the Protection of Women against Domestic Violence Act (PWDVA), and despite the existence of several parallel structures to address VAWG, most survivors were getting little to no support from them. "Survivors are often referred to Family Counseling Centers, where staff are not trained on feminist counseling and push aggrieved women to reach compromises with little improvement for their situation."[148] Women also lack the information and awareness around available services in some areas, translating into limited demand.[149]

The **Philippines** MTLR noted there are still significant gaps in provision of support services. The MTLR reported that 25% of respondents agreed (or were uncertain) that female victims of domestic assault and abuse do not try to access help. The MTLR suggested that this might be attributable to the limited availability of support services to women/girls who have experienced gender-based violence, particularly in Maguindanao where there was a higher percentage of respondents who agreed women do not try to get help (42%).[150] Partners in the Philippines observed that most of the government supported VAWG help desks are still not able to maintain comprehensive or detailed records of cases. Apart from funds required to expand the reach and improve the quality of existing VAWG services, the local officials in the Philippines also cited the need for better coordination among different local actors to avoid duplication of efforts and waste of resources.[151]

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[144] Online survey

[145] Online survey and interviews

[146] Nepal MTLR; Note this data was not disaggregated by female/male respondent nor was there any available comparison to baseline, so it is difficult to assess further

[147] India MTLR

[148] India MTLR

[149] India MTLR, Annual Reporting Year 3

[150] Philippines MTLR

[151] Philippines MTLR

Key Results: Greater Access to Economic Opportunities for Women and Girls affected by Violence and CEFM

Evidence shows the project has had a modest impact on increasing women and girls' access to economic opportunities. CS activities have shown to be successful in improving the economic skills and knowledge of women and girls and there is evidence their skills are starting to be put into action. There are also signs project activities have started to create an enabling environment for women's economic rights (particularly in Bangladesh and India) through workshops with key influencers. In India in particular these workshops (which have engaged over 1,000 women and men) shifted support for women's economic engagement and provided a base of supporters who promote women's economic rights and potential. Evidence also shows that boys and young men engaged in the CS curriculum have promoted positive gender norms regarding women's right to education and paid work within their family and the local community. However, as to be expected after two years of project implementation, women are not in a position to have their economic rights fully materialized within the household.

Oxfam staff reported a modest change occurring in women and girls' access to economic opportunities, with no staff saying there have been any significant increases in access.[152] Staff from **Bangladesh** and **India** in particular indicated that the CS project has contributed to the modest positive changes in economic opportunities and in some specific cases women have been successful in building economic independence.
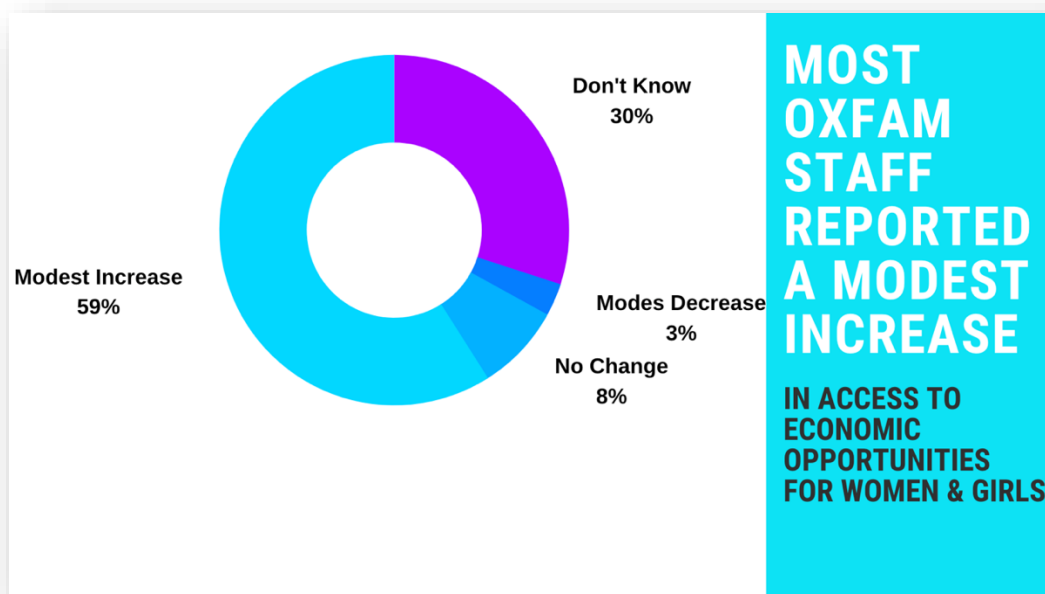
CS economic trainings have shown to be successful in improving the economic skills, knowledge and confidence of women and girls, and moreover, helped to shift support for women's economic

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[152] Online survey

engagement. In **Bangladesh** trainings for women and girls who have experienced violence were highly rated; 95% of women and girls trained to access economic opportunities in Bangladesh provided positive feedback on the training (data from Year 3).[153] In **India**, 85% of women and girls that received enterprise development training (Year 3) reported increased knowledge, skills and confidence to participate in economic activities.[154] CS Workshops held for key stakeholders in order to support and promote women's economic rights were also rated highly; In **India** 98% of stakeholders trained on women's economic rights provided positive feedback on the training, and 92% in **Bangladesh**.

In **India** in particular these workshops (which have engaged over 1,000 women and men) shifted support for women's economic engagement and provided a base of supporters who promote women's economic rights and potential. Feedback from a survey of women (76 women) indicates that 94% have experienced increased support from families and communities.[155] The MTLR in India also supported this finding, reporting that boys and young men engaged in the CS curriculum have promoted positive gender norms regarding women's right to education and paid work within their family and the local community. Boys and young men are helping share the household work with their female family members, earning a livelihood in the process, and giving the women more time for other activities. The Oxfam **Pakistan** Team noted gains have been shown in mobilizing national level support for issues of women's economic empowerment and women's rights through the larger national presence of partners.[156] In **Pakistan**, after organizing a training session with the State Bank of Pakistan to create awareness on women's economic empowerment and benefits of savings, a group of women and girls opened free Easy Accounts (an alternative for those not using bank accounts) and were assigned to share their learnings. Furthermore, talks are underway to collaborate further with the State Bank to increase access to these Easy Accounts across all project sites.

Early indicators show that the direct entrepreneurial support provided to women and girls has translated into some women taking on new livelihood initiatives however it is too early to assess how many women and girls will go on to create viable and profitable businesses.

In **India** since CS inception, 794 women have been provided with enterprise development support through the project, out of which by Year 3, 131 (16%) started livelihood activities. CS foresees significant movement on this target in Years 4 and 5 as more women are trained in enterprise skills and receive mentorship and financial supports.[157] Furthermore, women have reported increases in their monthly earnings from their livelihood activities, such as mushroom cultivation in Odisha; beauty services in Jharkhand; and both poultry cultivation and foot mat making from sabai grass in Bihar.[158] The India MTLR noted that women from the CS collectives that have taken on grass-mat weaving are now earning a valuable income and talks are underway with a local agricultural college and government

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[153] This is the sample number of stakeholders trained who provides a positive rating divided by the total number of stakeholders surveyed. Bangladesh was the only country to report on this indicator.

[154] Number of women and girls trained reporting increased knowledge, skills and confidence towards employment and/or entrepreneurship **/** total number of women and girls trained. Although Pakistan did report on this indicator in the Year 3 Annual Report PMF, the figures could not be verified, therefore they are not included here.

[155] CS Year 3 Annual Report, India

[156] Oxfam Pakistan Staff, Oxfam Online Survey

[157] This data only looks at women who have received targeted support from CS and measures actual start-up of livelihood activities. Start-up of livelihood activities is a more difficult level of economic activity to achieve than is simply accessing some type of economic support.

[158] Year 3 Annual Report, India. For example, women in Odisha reported monthly incomes ranging from INR 3000 to 15,000 per month (approximately 60 to 300 CAD). This year, partners also helped women link to markets, which was reported to have helped increase sales.

functionaries to let women cultivate grass on barren land in the village. Other women have also been encouraged by these successes and motivated to start their own businesses.

In **Bangladesh** by the end of Year 3, it was reported that a total of 27 women and girls are carrying on new entrepreneurial activities. The majority of these women were supported to start small businesses manufacturing sanitary pads and arranging block batik.[159]

"The women and girls who experienced violence were vulnerable as they were dependent on their male partner and family. After joining the project initiatives, they are now aware about their rights and participated in skill development initiatives. After that they have started business initiatives/entrepreneurship and are becoming self-dependent considering their economic engagement. They are also supporting their family." Oxfam Staff Bangladesh (Interview)

Linking women to various government supported programs (livelihood programs, local microfinance/savings groups) and actively engaging government in women's economic needs and rights was an effective strategy for increasing access to economic training and livelihood opportunities in some countries and has likely boosted longer-term impact of the project (although the overall scope of women engaged and linked with services was limited). There are stories of women receiving valuable inputs from government agencies and new enterprises starting in India, Bangladesh, Nepal and Philippines. Furthermore, the project shows evidence in Nepal of valuable economic knock-on effects due to CS activities success in building community member's voice and agency, resulting in CDCs _initiating_ collaboration and engagement with government offices for economic support.

In **India** strong linkages were established with government departments (particularly in Year 3), resulting in government agencies engaging more closely with women's collectives and providing inputs for different initiatives.[160] Two collectives in India reported taking on leases for dairy farming and vegetable cultivation. Some members from women's collectives (supported by a CS partner) have also submitted business plans and received funding from the state agricultural department, boosting their confidence and inspiring others in the process.[161]

In Year 3 in **Bangladesh** members from CS community and youth groups were engaged in workshops, alongside government representatives, to generate momentum for improving their economic and livelihood conditions and build business connections and contacts; this led to women being linked with the Women's Affairs Office in order for them to receive further support and technical guidance. A separate set of roundtable meetings held with women by another partner in Faridpur also served as an opportunity to build community entrepreneurial connections between community members around similar business ideas and skills.[162]

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[159] Year 3 Annual Report, Bangladesh. Other countries did not report on women starting up livelihood activities.
[160] Year 3 Annual Report, India
[161] Year 3 Annual Report, India.
[162] Year 3 Annual Report, Bangladesh

In the **Philippines** engaging government and making visible issues of women's needs around economic opportunities with different government agencies has been a valuable strategy for longer-term impact. The project has been working to engage the Ministry of Social Welfare on targeting girls as primary beneficiaries for their sustainable livelihoods programming with some success.[163] Partners supported 181 women and girls to access greater economic opportunities through skills and livelihoods training in partnership with the Technical Education and Skills Development Agency (TESDA). While in early stages, so far 92 participants have received capital inputs (through partner PBSP) to support their economic enterprises. The CS project also worked closely with the Department of Social Welfare and Development, resulting in an additional 22 women receiving capital investment.[164]

In **Nepal** there is important evidence of economic knock-on effects occurring outside the direct scope of the project due to the increased agency of community groups. CDC members in Nepal approached local elected officials and government line agencies seeking access to public services. CDC members developed good rapport with the district livestock office, the district agricultural development office, health posts, cooperatives and ward and municipality offices and as a result approximately 1,200 CDC facilitators and members received life skill, leadership and vocational training.[165] Further collaboration resulted in 92 CDC members starting up goat farming; 33 women and adolescent girls also received sewing machines from local government to start tailoring enterprises.[166]

The overall limited scope and scale of economic activities under Pillar 2 (i.e. limited amount of resources invested, limited number of countries implementing activities) has meant that Pillar 2 was not designed to have a significant impact. As it has currently been designed, some progress has been made in two years of implementation. However, issues have been raised by Oxfam staff around whether the overall limited package of economic support provided is doing enough to help build women and girls' economic independence and resilience, and to address the enabling environment for women to be successful - unequal gendered power dynamics that infringe on women's rights within the economic sphere, including negative social norms that continue to limit women's participation, control over resources, and create unequal divisions of labor.

There is an indication that the economic activities supported under the CS project did not always strongly reflect women's rights nor address women's longer-term strategic needs. In particular, the strategy of linking women to government schemes and the economic training provided by the CS project tended to respond to the immediate needs of women (more income) but in the process didn't always address the longer-term goals of women's empowerment (more decision-making power in the household, control over own income, more equal division of labour, reducing women's care burden). The MTLR in India revealed that for most partners there has, as yet, been limited progress on linking women's group members to alternative livelihood generation schemes that are <u>viable</u>. Some of the schemes

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[163] Philippines MTLR
[164] CS Year 3 Annual Report, Philippines Report
[165] Nepal MTLR
[166] Nepal MTLR

offered in India did not get much interest from women participants, either because they increased the work burden of women or because women had no control over the money that was to be earned.[167] **Furthermore the economic livelihood support provided and the CS project training was not combined in a comprehensive training to help women assert decision-making power in the household or promote women gaining control over their income.**[168] **As a result, many women receiving the livelihood training in India said they continued to face domestic violence at home, had no control over the money they earned and had no decision-making power in the family.**[169]

"There is sometimes a disconnect between economic opportunities and providing rights-based approaches and the awareness of rights and access to justice. Economic opportunities must be involved and based/immersed into a rights-based approach"
- Oxfam Canada Staff (Online Survey)

Learning Questions: What promising/innovative practices have emerged through project implementation? Which ones have had the most impact in terms of results? What are the most important lessons learned so far?

The following section includes key promising/innovative practices that were implemented through the CS project. Some practices are specific to certain countries, while others have been applied across multiple countries.

Gender Awareness Raising workshops for Service Providers in Bangladesh

The MTLR in Bangladesh found that gender awareness raising and positive norms modelling workshops for service providers increased empathy of the staff, and this in turn helped boost access for women to support services. The intense face-to-face interactions between service provider staff and women and girls that have faced violence catalyzed awareness and motivation to deliver more effective services.[170]

Mentorship Matters in Bangladesh

Creating mentorships and linkages with technical experts to support women and girl-led enterprises was reported to have an important motivational effect on women in Bangladesh.[171]

Economic Rights training changed minds in India

Undertaking workshops/training to raise awareness of local stakeholders and women and girls (public and private) on the importance of supporting women's economic rights was seen to shift community

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[167] Others were reported to fail due to political and communal volatility in the area. India MTLR
[168] India MTLR
[169] India MTLR (pg 21).
[170] Bangladesh MTLR
[171] Bangladesh MTLR

mindsets and support to women's economic engagement. *"The sessions on economic rights have helped the community understand the economic contribution of women and therefore accepted that they should benefit accordingly."* Oxfam India Staff (Online Survey)

Interactive Voice Response in Bangladesh

An interesting initiative for improving access to support services is being tested in **Bangladesh** where the project is collaborating with a mobile company to establish a local Interactive Voice Response (IVR) as a potentially valuable innovation for boosting access to support services through better information. The available support services for women were mapped at the local level and a scoping study on economic opportunities completed; based on the research findings, local level services were categorized, and a platform is in the development stage which aims to more easily share resources to local communities. The project envisions the system as key to ensuring greater access to information in rural areas where communication and availability of services is limited.

"We have already tested the system in the field. Communities are very happy to get the system. Sometimes information is very important as they don't know where to go and this enables them to go to service providers directly rather than relatives or family." - Oxfam Bangladesh Staff (Online Survey)

Community Score Card (CSC) Initiative in India

In India Oxfam and partners supported a unique community level mapping exercise called the Community Score Card (CSC), which has been successful in improving both access and quality of support services. The Community Score Card (CSC) was designed by the CS project in India and implemented in Year 2 and 3 of the project. The tool was designed for mapping domestic violence and child marriage in communities and assessing the delivery of services by the government functionaries. The tool captured the perspective of a community on how they see violence within their community, and how women learn about and access support services and aimed to empower the community to demand and facilitate change actions to promote women's rights. The findings from the CSC were shared with service providers to encourage shared learning and promote further accountability and outreach

Oxfam India staff noted the Score Card has been an effective tool for informing the community of their perceptions on gender norms, and increasing awareness, accountability and transparency between the community members and service providers. The CSC was viewed as an important tool to develop social accountability of local communities on gender-based violence and after roll-out, service providers were observed taking further actions and negotiating more support for women. [172]

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[172] India MTLR, India Staff Interviews and Online Survey

"Women say violence doesn't happen in our communities it happens in other countries. The Community Scorecard has been very important as it was implemented in a manner that other villages were very interested. It did not remain within the collectives only, other villages also wanted to respond. Other villages started contributing to the discussion and to the change."
Oxfam India Staff (Interview)

Learning Question: What key challenges are emerging related to access to support services and economic opportunities?

Community Organizations lack understanding of gender issues

In India community organizations such as *Khap Panchayat* in Uttar Pradesh, play an important role in local governance and settlement of community disputes including cases of VAWG, in the absence of specific support services for survivors of DV. The India MTLR revealed that these organizations lack critical understanding of gender and empowerment issues, often discriminate against minorities and women, and tend to force women survivors into unfair compromises where there is no real relief for them.[173]

Kick back on Reporting of Violence in Nepal

In some CS project areas in Nepal, it was noted that women who seek help face the potential of harassment and stigmatization from both inside and outside their families. The MTRL in Nepal highlighted that women in CS project areas are often *not* accepted back by families once they step out of the house and report violence, and this can limit the frequency of women reporting violence.[174]

Sensitivity of working with Survivors in Pakistan

Working with survivors of violence is very sensitive, particularly for the Pakistan country team. Confidentiality, security and literacy issues has made it a challenge to connect survivors with economic opportunities and it has proven difficult to track and monitor the effectiveness of the economic support and service provision. The Pakistan team noted the difficulty in being able to record and share personal stories from survivors on their experiences facing violence due to confidentiality and the sensitivity of exposing individual stories. This has caused a conflict for the Pakistan team to be able to track stories of change for reporting and communications purposes.

Identifying Livelihood Options

The India MTLR found that there is a lack of information on economic opportunities for survivors of VAWG specifically, and poor information sharing between different agencies, especially at village level (government, private-sector, CSO). Identifying sustainable livelihood options for the women's collectives

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[173] India MTLR
[174] Nepal MTLR

was found to be time consuming by local partners, and they said it diverted them from the core interventions of the CS project.

Outcome 3: Increased use of Innovative Knowledge, including Best & Emerging practice, and accountability systems to end violence against women and girls

The Challenge

The baseline study and PIP revealed that Oxfam's partners often work reactively, with insufficient resources, and require ongoing support and capacity building to ensure that they are able to offer quality services. There is also a lack of communication and coordination among these organizations, and a lack of capacity to undertake rigorous research and backstopping to ensure their legitimacy and accountability. The need to identify and integrate into strategic networks and alliances was echoed by all project partners, particularly the need to work within networks to create pressure on governments to bring about policy change.

The CS Solution

The project's third intermediate outcome is designed to strengthen the work under the first two intermediate outcomes, as well as to improve knowledge generation and management, support innovation, and strengthen the capacity of partners. This outcome focuses on generating research to enable informed decision making by partners implementing the interventions; supporting partners in building networks/alliances; supporting partners to undertake innovative interventions or research in responding to VAWG and CEFM locally; and building the capacity of partners to improve their organizational and operational processes particularly around VAWG and CEFM.

Learning Questions: Has there been an increased use of innovative knowledge, including best and emerging practice, and accountability systems, to end violence against women and girls? If yes, to what extent? Has the Creating Spaces project contributed to this change? If so, how?

Key Activities to Increase use of Innovative Knowledge & Accountability Systems

Strategies and activities for this pillar targeted partner CSOs, especially women's rights organizations, and national and regional networks and alliances. The desired outcome was to support the increased

use of innovative knowledge, including best and emerging practice for response, prevention, and accountability mechanisms to end VAWG and CEFM. Broad strategies for Pillar 3 include:
- Convening and facilitating linkages and alliances
- Organizational capacity building, specific to elimination of violence against women and girls
- Research, including participatory action research
- Synthesis and dissemination of knowledge and learning (internal/external digital platforms)
- Methodology development of ICTs for real time feedback loops to monitor social services and (formal and informal) policy implementation

Since the project started, the following activities have been undertaken:

Knowledge Generation & Learning
- An Innovation Fund was designed, under Immediate Outcome 1310 and managed by Oxfam Canada. The innovation fund consists of small grants given to implementing partners, disbursed through the Oxfam country teams annually starting in Year 3. The fund has two broad purposes: first, to generate evidence on what works in violence against women and girls programming and second, to strengthen the capacity of local partners, particularly women's organizations, to deliver such programming.
- As part of encouraging cross-learning, annual learning events were organized by Oxfam Canada at the end of each project year (quarter 4) starting Year 2. The overall objective of the learning events are to provide country teams and implementing partners an opportunity to present their research, share work undertaken and allow Oxfam Canada to provide updates on regional or multi-country research.
- 23 peer-to-peer mentoring and exchanges to support learning and accountability across the program was undertaken.
- In Bangladesh a real-time feedback loop for monitoring social services was researched, developed and tested (see section around promising practices under Outcome 2 for more information).
- 1 digital platform was launched to support knowledge exchange and learning on the response and prevention of VAWG and CEFM.[175]

Alliance Building:
- 53 new strategic alliances were formed so far to strengthen and address VAWG and CEFM.[176]
- 98 workshops were organized for alliance building and strengthening and 34 partner and local influencing organizations were actively engaged in the workshops.

Organizational Capacity Building
Oxfam Canada developed a new organizational capacity self-assessment tool (Capacity Assessment Tool for ending VAWG or CAT4EVAWG) for organizations working on VAWG and CEFM [177] under the Creating Spaces project. Through the project Oxfam supported partners in undertaking facilitated self-assessments in order to support them in their core capacity development. The tool included assessment items related to the three "project" strategies, namely community mobilization, support services and

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[175] Year 3 Annual Report PMF
[176] Number of national, regional or global strategic alliances formed or existing alliances strengthened on addressing VAWG and/or CEFM.
[177] The new tool is based on its previous Capacity Assessment Tool (developed under the Engendering Change project) and the Violence Against Women (VAW) Self-Assessment Tool developed by International Center for Research on Women (ICRW).

advocacy for addressing violence against women and girls and three "organizational" strategies i.e. structures and processes for gender justice; partnerships and linkages, and; resilience and sustainability. The individual capacity building needs of each partner were identified, and a capacity building plan crafted to support partners in addressing the gaps.

- 29 workshops were held to assess organizational capacity and draft action plans using the CAT4EVAWG tool and 24 partner organizations participated in workshops to assess their organizational capacity using the CAT4EVAWG tool.
- 20 partners were supported financially and/or technically for capacity building.

Research
- 5 initiatives were undertaken by beneficiaries using evidence-based research.[178]
- 5 scoping research was undertaken on existing national/regional networks and alliances working to prevent VAWG and CEFM (1 in each country).
- 10 formative and summative research was completed, and 7 workshops were held to validate and disseminate findings.
- 4 Research projects were implemented to generate evidence on key themes to address VAWG/CEFM.

Key Results: Increased use of Innovative Knowledge and Accountability Systems to end VAWG

To date, the Innovation fund has had limited successes in catalyzing new innovations for VAWG and CEFM, and the flexible, responsive design originally envisioned has not been capitalized on by partners. However, a review and next steps are underway for improving the Innovation fund vision, strategy, process and roll-out and it is expected that this will operate more effectively in future. While promising, the creation of ICTS for monitoring social services are still in early stages in Bangladesh and India and therefore it is not possible to assess their effectiveness at this point. Valuable learning is happening within countries (between partners and Oxfam teams), and in some specific cases, across country teams (i.e. during the annual learning events). Partner learning reviews and exchanges were seen as useful for sharing innovative knowledge, insights, and practices and the peer-to-peer mentoring and exchanges to support learning also received positive feedback by a high percentage of participants. The recent peer-to-peer Mid-term learning review undertaken by several countries (except Pakistan due to government research restrictions) also stands as a valuable example of strengthening partners capacity to undertake and lead evaluative learning reviews. Country teams and partners are creating valuable and important training modules and knowledge products, and there are opportunities to further package and share learnings both within and across country teams and partners.

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[178] Number of initiatives (these include advocacy, campaign, lobbying, contribution to op-eds, contribution to formal and/or informal policy improvements or implementation and so forth) undertaken by beneficiaries such as influencers including women leaders, WROs or other community-based organizations based on evidence-based research undertaken by the project implementing partners.

Oxfam staff noted that facilitating linkages and alliances and building capacity of organizations were two of the most successful activities in the CS project in generating knowledge to end violence against women and girls. The collective power of alliances and networks (facilitated and supported by the CS project) was highly effective in influencing and campaigning against violence and child marriage and has led to valuable change in local and government policy and legislation. The organizational capacity self-assessment tool (Capacity Assessment Tool for ending VAWG or CAT4EVAWG) has also been very useful in facilitating reflection, identifying gaps in organizational programming for violence against women and early forced child marriage, and tailoring capacity strengthening. There has been a strong level of buy-in and ownership over the tool from partners and the tool appears to have helped to increase the capacity of partner CSOs and WROs to deliver effective, transparent and accountable programs that contribute to reducing VAWG and prevalence of CEFM (particularly in India and Nepal).

Innovation Fund

The original intention of the fund was valid - to finance partners' emerging and pioneering ideas and needs related to women's rights, VAWG and CEFM, outside of the scope of the logic model and traditional project activities. To date 2 partners are currently implementing initiatives funded by the Innovation Fund (one in Nepal and one in Bangladesh). There was expected to be six funded in Year 3. Due to delays and challenges in implementing the Innovation Fund there have been no quality innovative products or services that have been delivered by CSOs/WROs funded through the Innovation Fund and no reporting has been done yet on the associated indicators. However, the two partners that did receive funding (both in Nepal and Bangladesh) are showing valuable efforts and results; for example, in **Bangladesh**, the funds were used to raise awareness of the importance of girls' education through engaging School Management Committees, partners and girls in a series of debates and a team competition.

While just in early stages, the experiences so far from partners and staff on the process and success of the Innovation Fund has been mixed; some partners are in the early stages of utilizing the funding (Nepal/Bangladesh) and for others funding was delayed or partners did not apply as per the guidelines; in Pakistan a partner that was expected to receive funding had to be phased out from the project, and in other countries partners did not apply. While one Oxfam country team viewed the Innovation Fund application process as an "empowering" experience for partners (India), most teams expressed confusion around the purpose, intention and scope of the fund. Several partners were challenged by the application process as it proved difficult for them to generate novel ideas to fund (notably Philippines partners). Communication gaps occurred around when activities could be started and completed, and some partners noted it took too long to receive the funds after applying.[179] A review and next steps are already underway for improving the Innovation fund vision, strategy, process and roll-out.

Creation of Digital Platforms and ICT's for monitoring social services

The development of ICTs for real time feedback loops to monitor social services and (formal and informal) policy implementation has occurred so far in Bangladesh and India, yet both are in early stages. At the end of Year 3, Bangladesh completed the launch of the Interactive Voice Response System (IVR), enabling community members to call for information on health, legal and financial services in their

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[179] Oxfam Online Survey, Oxfam Staff Interviews in India, Pakistan, Nepal

district and access information on cost, opening times, and location. India has also developed a MIS mechanism for tracking service provision at their women's support centers, and the findings are being integrated to ensure user needs are being met.

Knowledge Generation, Learning & Dissemination

Valuable learning is happening within countries (between partners and Oxfam teams), and in some specific cases, across the country teams (i.e. through the annual learning event). Partner learning reviews and exchanges were seen as useful for sharing innovative knowledge, insights, and practices and overall, the peer-to-peer mentoring and events to support learning were rated positively by a high percentage of participants. [180]
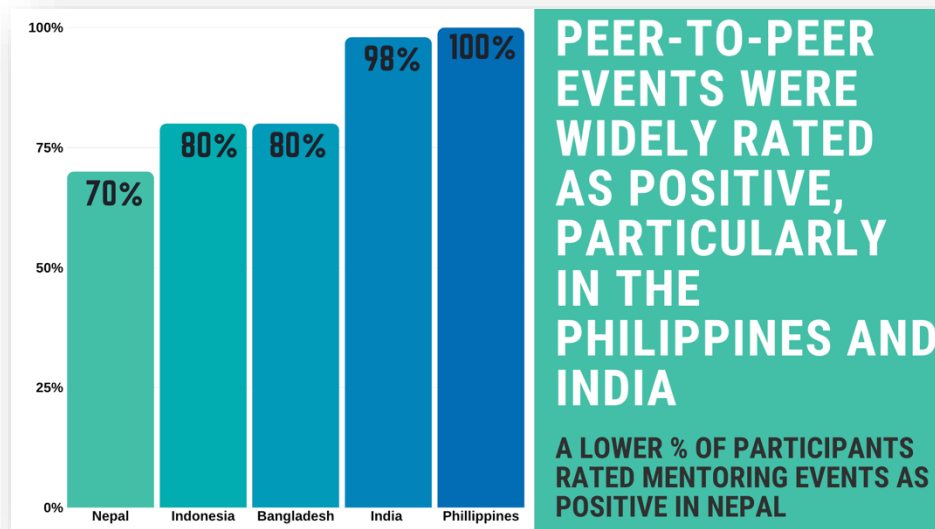
Most countries reported strong knowledge sharing and engagement occurring between local partners; however, Indonesia was the exception. The MTLR in **Indonesia** pointed out that partners there implement activities independently with limited cross-learning and collaboration for larger impact.[181] The comment was made that "some partners are not even really aware of how they fit into the bigger Creating Spaces project."[182] The Indonesia country team has also been challenged by their lack of human resources to act as a bridge among partners who are all working on VAWG and early child marriage issues.

The recent peer-to-peer Mid-term learning review undertaken by several countries (except Pakistan due to government research restrictions) also stands as a valuable example of strengthening partners capacity to undertake and lead evaluative learning reviews (see more below under the Promising Practice Section). Two regional learning events were organized so far by the project, which has boosted learning across Oxfam country teams and partners. Feedback from the online survey, interviews and after-event feedback survey show these events have been well received, and have created connections

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[180] This is the sample number of participants who participated in peer-to-peer learning events who provide a positive rating divided by the total number of participants surveyed.
[181] Indonesia MTLR
[182] Indonesia MTLR, Online survey

between Oxfam country teams.[183] Feedback also noted that these events are only Annual and are restricted to a few key project staff. One critique has been that there has been limited scope for senior management to engage in the learning events, and they have sometimes felt alienated from the project. It was also repeatedly noted by Oxfam country teams that there is limited discussions or communications across Oxfam country offices operating with the CS project.[184]

Documenting Learning
Oxfam Project documents demonstrate a clear and detailed upfront commitment to knowledge and learning. The Project Implementation Plan (PIP), the MEAL strategy and the CS project Feminist Knowledge System are all concise and well-thought out documents that articulate the impetus and the means and methods for monitoring, evaluation, accountability and learning within the project. Learning is viewed as "an important driver throughout the project cycle to foster accountability, improve programming based on monitoring and evaluation and add to the global knowledge base on ending VAWG, CEFM and promoting women's rights and entitlements."[185] Roles and responsibilities are also well defined within these documents. There was also a very detailed and concise communications strategy detailed in the PIP; however, it wasn't clear in follow-up reports whether and how these key documents were put into practice – particularly the Feminist Knowledge System and the Communications Strategy.

Efforts are being taken by Oxfam country teams and partners to capture and document their learning around specific initiatives. Research projects were carried out in four countries (Bangladesh, India, Nepal and Philippines) in Year 3 and findings are expected to be disseminated and shared in Year 4. One further cross-country research project is expected in Year 4 and 5, led by OCA. Oxfam **Philippines** is currently in process of drafting a learning brief on their VAWG and SRH projects which aims to cull key insights from implementation of the CS project and what this means for related programs.[186] In **India** a training module has been developed focusing on positive norm modelling for adolescent boys.

Facilitating Linkages and Alliances
The collective power of alliances and networks (facilitated and supported by the CS project) was highly effective in influencing and campaigning against violence and child marriage and has led to valuable change in local and government policy and legislation. Using a rating scale from 1-5 (one being not useful at all and five been highly useful as a strategy), over 60% of Oxfam staff rated the facilitation of linkages and alliances (along with capacity building of organizations) - as a 4 or 5 (very useful). This ranking was generally consistent across the different country teams.[187]

The scoping studies carried out on national/regional networks and alliances in Year 2 have paved the way for countries to carry out national workshops and explore synergies with key alliance for advocacy and campaigning on VAWG and CEFM. In **India** several significant relationships have been built and strengthened through the CS project; Oxfam India's role in the Committee to Review the Prohibition of

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[183] In year 2 it was reported that 100% of participants provided positive feedback on the annual learning event and in year 3, 85% provided positive feedback (against a target of 70%). Online survey and Focus group Discussions with Oxfam Teams.
[184] Online survey, Interviews with Oxfam Teams
[185] Oxfam Feminist Knowledge System
[186] Online survey
[187] Oxfam Online Survey 2019. Note that no reporting was done on the perspectives (on a scale of 1 to 5) of partners and influencers on their engagement with strategic alliances (an expected indicator for the immediate outcome). Perspectives of partners and influencers was meant to be a qualitative indicator that reports on their view, level of satisfaction and overall value add gained in engaging with strategic alliances.

Child Marriage Act - Odisha for example has influenced the process and supported action plans to address child marriage. In **Pakistan**, the establishment of "Women's Alliance Pakistan" was a huge win and represented the culmination of ten years of work by CSOs, including Oxfam and the Aurat Foundation (a CS partner), to bring together women's leadership groups in the country. This alliance represents a valuable contribution the CS project has made to sustaining the drive towards reducing VAWG in Pakistan. The Alliance will operate as the common voice in advocacy work to empower women in rural areas, build decision-making capability and ensure women's voices are heard by state institutions.[188] In **Bangladesh,** Oxfam and its national partner formed two new alliances, a National Lawyers Forum and a National Journalists Forum, which are working towards tackling VAWG and CEFM through their sector channels, including ensuring proper reporting and monitoring of VAWG and CEFM. In the **Philippines** the project is collaborating with existing alliances working on the issues of VAWG and CEFM, in order to drive forward campaigning for the passage of the bill preventing CEFM.

"Partnerships and alliances have been instrumental in pushing initiatives forward. The CS project has been instrumental in revealing hidden narratives about child marriage, strategies in shifting social norms on gender, amplifying community voices on gender issues which tend to not be picked up by national media or heard by key legislators."
- Oxfam Philippines Staff (Online Survey)

Organizational Capacity Assessment Tool

The CAT tool was seen by the vast majority of staff to have been very useful in facilitating reflection, identifying gaps in organizational programming for violence against women and early forced child marriage, and tailoring capacity strengthening. Several country teams noted a strong level of buy-in and ownership over the tool from partners and noted that staff have been using and adapting it for other projects.

"The capacity assessment tool has helped the partners understand their own perspectives too power and how power is challenged within their own organisations. This is important for organisations to deepen their role in challenging the limited attention to women's rights in communities." - Oxfam Country Staff India (Online Survey)

There is evidence that the tool has helped to increase the capacity of partner CSOs and WROs to deliver effective, transparent and accountable programs that contribute to reducing VAWG and prevalence of CEFM, however overall reporting against the expected indicators is limited.

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[188] Annual Report Year 3

- 100% of partner organizations in Bangladesh, India and Nepal adopted the recommended action plan based on their ICRW/CAT organizational assessment. Pakistan and Philippines saw 50% adopt the recommendations and no Indonesia partners have reported so far.[189]
- 89% of partner organizations in India, and 100% in Nepal reported an improvement on their ICRW/CAT organizational capacity score. Although reporting does not say by how much capacity has improved or in what areas. [190] No other country reported so far.
- 89% of partner organizations in India provided positive feedback on the effectiveness of CAT to improve their VAWG/CEFM related programming.[191] No other partners reported on this indicator.
- The percentage of partner organizations supported reporting on satisfaction and effectiveness of financial/technical assistance provided was not able to be determined, although it was an indicator.[192]

Staff reported during the online survey and interviews that the organizational capacity building provided to partners has enabled them to integrate CEFM and VAWG awareness-raising in their outreach and support to communities and government partners. In the **Philippines**, partners have integrated women's rights sessions into the Family Development Sessions (FDS) for beneficiaries of the national government's social protection/cash grant program and have shown improved capacity in their advocacy support to local groups of women.[193]

> **Learning Questions:** What promising/innovative practices have emerged through project implementation? Which ones have had the most impact in terms of results? What are the most important lessons learned so far?

The following section includes key promising/innovative practices that were implemented through the CS project. Some practices are specific to certain countries, while others have been applied across multiple countries.

Film Appreciation Model in India

In India the CS project supported a research study assessing the effect of Bollywood films on gender and identity on Indian youth. Based on the findings, a tool called the film appreciation model was designed

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[189] Number of partner CSOs and WROs who have started implementing the recommendations listed in the action plan at the end of their previous workshop on organizational assessment using the CAT4EVAWG **/** total number of partners assessed using CAT4EVAWG tool. All partners need to implement the action plan.

[190] Number of CS implementing partners who were assessed using the ICRW/CAT tool that report on improvement on the organizational capacity score from prior assessment **/** total number of CS implementing partners assessed using the Capacity Assessment Tool (CAT). The improvement in score will be measured for both programme and organizational strategies. For program strategies, the partners need to show improvement in sub-strategies in which they had scored 3 or lower. For sub-strategies in which the partners had scored 3 or lower, there needs to be an improvement in score for at least 50% of the sub-strategies. For organizational strategies, the partners need to show improvement in score for strategies they had scored 3 or lower.

[191] Perspectives of partners is a qualitative indicator that reports on their view, level of satisfaction and overall value add gained using the CAT tool and the action plan to improve their organizational capacity to improve on VAWG/CEFM programming.

[192] The number of partner organizations supported reporting on satisfaction and effectiveness of financial/technical assistance provided to improve their organizational capacity and implement the draft action plan based on the CAT4EVAWG tool

[193] Philippines MTLR

to support students from different universities and colleges in analyzing and understanding media studies and deconstructing gender stereotypes. The findings of the study were widely disseminated through the Feminism of India website, which ran a 6-week campaign 'Unstereotype Cinema,'which gained significant traction.[194] The project is also working with the film industry (i.e. the Mumbai film festival) to promote films that portray women with agency and change how the film industry is portraying women.

The Film Appreciation Model is an innovative CS project activity that has potential for wider impact outside of just the Oxfam India team. The India country team noted there have been a lot of lessons and best practices from designing this model. It would be useful to document and share learnings from the model, to assess whether other country teams could learn and implement a similar approach. There may be an opportunity to develop a film engagement strategy for the CS project and roll this out as a similar campaign across the country offices.

"We are looking at how young people are viewing the films, and also how films are being made and trying to intervene at both ends." Oxfam India Staff
Oxfam Country Staff India (Online Survey)

Political Mapping in the Philippines

In the Philippines one partner has been conducting political mapping of different influencers' knowledge and attitudes towards ending child marriages targeting national policy makers through a survey. Results from the survey have yet to be discussed and analyzed; but there is potential for it to be a useful practice for identifying key entry points for strategic engagement. If this tool proves useful, it may be useful to a) potentially adapt to the local level in Philippines in order to provide a more localized view of how local leaders and influencers perceive child marriage and b) share the tool within the CS project country teams to build on best practices

Interactive Voice Response (IVR) for Support Services in Bangladesh

An interesting initiative for improving access to support services is being tested in **Bangladesh** where the project is collaborating with a mobile company to establish a local Interactive Voice Response (IVR) as a potentially valuable innovation for boosting access to support services through better information. The available support services for women were mapped at the local level and a scoping study on economic opportunities completed; based on the research findings, local level services were categorized, and a platform is in the development stage which aims to more easily share resources to local communities. The project envisions the system as key to ensuring greater access to information in rural areas where communication and availability of services is limited.

Interactive Mobile-Based App for Feedback on Support Services in India

In **India** the project team developed a mobile-based application to collect, retain, and analyze the feedback on the support services provided to survivors of VAWG and CEFM. Although in early stages yet, this tool is expected to help identify gaps in services and promote further accountability and action.[195]

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[194] India MTLR
[195] CS Annual Survey Year 3

The Community Perspective Index

As part of the household survey process during the MTRL in countries, the CS project created a composite indicator called the *Community Perspective Index* (CPI) [196] that reports on findings in *changes in attitudes, norms and behaviours* amongst influencers and the greater community on VAWG and CEFM and women's rights and leadership. 66 statements were designed on various areas such as rights and values around 'household expenditure', 'work and education', 'marriage', 'intimate relationships', 'health and nutrition', and 'family and friends'. The project has so far used the Index in India, the Philippines, Nepal and Indonesia and this Index reflects the MEAL Strategy's aim to "empower stakeholders to analyze the change process and ensure ownership and sustainability."[197]

Strategic Engagement with Religious Networks and Alliances in Indonesia

In Indonesia a strategic effort was made to build networks with interfaith religious leaders and institutions that are expects in religious texts. This enabled partners to obtain additional knowledge and experience from these interfaith groups and provided a connection and entry point for influencing fundamentalist groups, as these interfaith religious figures were able to directly engage with fundamentalist groups.

Peer-to-Peer Learning

The recent peer-to-peer Mid-term learning review undertaken by several countries (except Pakistan due to government research restrictions) stands as a valuable example of strengthening partners capacity to undertake and lead evaluative learning reviews. Some country reports produced valuable and insightful assessments and recommendations for next steps of the project (many of which are integrated into this report) and showcased the learning happening within country teams and partners, and with project participants.

> What key **challenges** are emerging related to innovation and learning?

Time & Reflective Capacity

One of the main challenges is the limited time and reflective capacity of Oxfam staff and partner staff. Staff are heavily engaged in executing activities, and documentation of best practices and of results are learning and documenting is not prioritized. Finding sufficient time in order to work with partners to identify and develop innovations and ideas has also been challenging.[198]

Limitations of the CAT Tool

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[196] "Perspectives of beneficiaries" is a quantitative indicator that reports on findings in **changes in attitudes, norms and behaviours** amongst influencers and the greater community on VAWG and CEFM and women's rights and leadership. This is measured using the *Community Perspective Index* (CPI). 66 statements were designed on various areas such as rights and values around 'household expenditure', 'work and education', 'marriage', 'intimate relationships', 'health and nutrition', and 'family and friends'. Respondents were given a 5-point agreement-disagreement Likert scale. During analysis, these 66 statements were further reviewed and reduced to 50 statements of which half were identified as positive and half as negative. The positive statements were averaged (average ranges from 1 to 5) and the score of the negative statements were also averaged (average ranges from -1 to -5). To obtain the final score, the positive and negative scores were totaled, resulting in a composite of communities' 'social attitude, norm and behavior' or 'composite perspective index' (CPI).

[197] CS MEAL Strategy

[198] Online Survey

The Pakistan country team found the CAT tool less useful due to the lack of objectivity and tendency to misuse the tool through the self-assessment process, the perceived complexity by partners and its limitation in scope (i.e. focused on VAWG and CEFM only as oppose to other organizational capacity areas).

Delays and Struggles to Effectively Document Learning

Country teams have struggled to find the time to effectively lead, manage and report on learning processes; for example, several countries were delayed in completing the country-led MTLR processes, and the quality and level of completion differed significantly across the different countries. It was reported that Oxfam Country teams (and partners) are also struggling to re-package research products for different audiences that have been completed (for example the baseline survey, research on reproductive health).

Sharing Learning Across the Project

Country teams and partners are creating valuable and important training modules, however learning and sharing of these modules seems to be limited, particularly across the project. In many cases, Oxfam country teams seemed unaware of the research and knowledge products or innovations being initiated in other countries.[199]

Common Platforms for Knowledge Sharing

Further efforts to catalyze learning across the project were initiated by Oxfam Canada (i.e. Whats app group, Facebook group, initial attempts at a common program management/sharing platform i.e. basecamp). However, these investments from OCA have received mixed feedback and support from country teams and partners, mostly due to the lack of time (due to implementing activities) and incentives for utilizing the platforms. There has to be clear incentives and worth-while trade-offs to learning across teams, which include new relationships (boosted social capital), improved efficiencies around planning, implementation or greater impact of activities.

Limitations on Tracking and Reporting on Change

The MEAL Strategy rightfully notes that "given the weakness of the evidence base on VAWG and CEFM, it is only by identifying, monitoring and evaluating the accuracy of assumptions about 'what works and why' that the programming will be strengthened in the future. This will also help us learn how change happens and how interventions can contribute positively and negatively to social transformation."[200] Overall CS project reports demonstrate strong evidence of reporting on activities, delays are identified, and achievements by country are detailed and clearly articulated. However, it was more difficult to assess reporting against indicators and their associated targets vs. baseline, both at a country and programmatic level. In some cases, it was stipulated in project reporting documents (for example the Performance Measurement Framework (PMF) Excel worksheet) how certain CS activities have led to or contributed to the specific expected outcomes. This was particularly the case for reporting on how policy and advocacy work has influenced formulation or laws on VAWG and CEFM. However, many of the indicators were not reported on by all countries, based on the PMF and based on the CS Monitoring, Evaluation and Learning (MEAL) strategy. This has been due to a number of issues; time constraints, resource and capacity issues, restrictions on data collection (Pakistan), and likely limitations around ease of data collection, analysis and data aggregation. Some critical indicators were not effectively reported

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[199] Interviews with Oxfam Teams
[200] Oxfam Canada MEAL Strategy

on; for example, 1100.2 Perspectives of beneficiaries on VAWG and CEFM, and women's rights and leadership. Moreover, all indicators lacked disaggregation, which would have provided much more valuable insight into differences of opinions and understandings between women and girls, men and boys. More could also be done by country teams to crystalize key learnings in project semi-annual and annual reports. The Year 3 Annual report was a good example of country teams starting to detail more concrete and practical learnings related to implementing the three Pillars of the project.

Recommendations

The recommendations listed below have been derived from the consultant's findings, and also incorporate some direct suggestions from Oxfam teams.[201] The final list of recommendations need to be reviewed, validated and discussed with Oxfam teams and partners as part of the larger learning process.

> **Learning Question**: What are the recommendations to improve future programing?

Ensure critical pathways of change (in TOC) and core activities are being implemented Across the Project: There is a significant variation in the scope, scale and modality of activities under Pillar 1 and Pillar 2; the project is implemented through diverse implementation modalities and approaches and the roll out of activities under all Outcomes of the project are widely different from country-to-country. While it is essential that strategies and activities are customized to each country context (given that CS operates across significantly different cultural, social and political contexts), the highly flexible and customized approach risks a piece-meal, pick-and choose approach to the TOC. The huge variation in implementation across the project raises questions as to why certain seemingly important outputs, outcomes, and TOC Pillars are left off the agenda in some countries. For example, youth engagement varied significantly; no youth exchanges are planned for in Philippines (when youth is a critical influencer group for CS and 70 exchanges have been carried out by the rest of the countries so far).[202] The number of workshops targeted in different countries to support women and girls to empower them to advocate for their rights also varied significantly; up until year 3, 507 workshops have already been conducted in Nepal, and only 1 has been planned for and held in India. Pillar 2 in particular has widely different activity implementation. With multi-country projects, it is important to have best practices, methodologies and critical activities that are expected to lead to project outcomes (and transformative change) that all countries implement.

Strategic Selection of Local Partners: The Indonesian country team noted the need for more diversity and strategic selection of partners when working on VAWG programming. When choosing partners to support CS activities, they partnered with conventional women's rights organizations, as oppose to faith-based organizations. The staff team noted that working with at least one faith-based organization (i.e. a Muslim FBO) may have provided a stronger entry point for understanding, targeting and engaging with traditional and religious leaders on VAWG and CEFM.

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[201] Recommendations were provided during the online survey and the interview process

[202] Others include: Number of workshops with "change agents" – 494 have been carried out by other countries and 0 planned for in India. Number of local community groups targeted and supported (overall 662 have been supported across the program with only 6 in the Philippines). There have been 171 local decision-making events and meetings attended by women and girls across the program, yet Philippines carried out 3 meetings and India carried out none (with none planned for).

Engage Youth Early: VAWG programming should consider targeting activities and outreach (particularly around norm change) to those in both teens and also those in early adolescence (age 10 to 14). Research shows that early adolescence (age 10 to 14) is a pivotal period of rapid development where important social knowledge is gained, lifelong behaviors are established, beliefs and attitudes are shaped, and the foundation is built for adulthood.[203] "This period offers a window of opportunity for program interventions to help shape the life trajectories of boys and girls and to improve the future physical and economic health and well-being of entire communities." New programs should consider different targeting approaches in order to work with both teenagers and young adolescents (i.e. those under 14).

> **Learning Question**: What are the key takeaways for CS in order to improve project implementation for the remainder of the project?

RECOMMENDATIONS FOR PILLAR 1

Target Key Influencers More Strategically: Several country teams noted a challenge around targeting too many overall influencers (too wide a scope for project resources available), a lack of clear vision for what was expected of these stakeholders once they were engaged in the project, and a need to keep stakeholders motivated. In India in particular, the MTRL noticed limited change in the behavior and actions of community influencers (particularly males) and raised an important question as to whether there needs to be a minimal level of awareness and interest of community influencers in VAWG and women's rights to be engaged with the project. [204]

- ➡ Host a wider conversation on how influencers have been selected under the CS project and what has been useful.[205]
- ➡ Strategically target fewer overall key influencers, with more focused efforts and expected impact. Each country team could refine their targeting of the different change agents with partners and identify specific actions and clarify what results are expected by key actor.
- ➡ Revise interventions with religious leaders to be more frequent and focused to gain their support and design activities to specifically address the religious groups, recognizing that

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[203] Population Council research has shown that from ages 15-19, too many adolescent girls experience a rapid confluence of negative events, including school dropout, marriage, violence, and early birth, that can see their lives go off track. Intervening early in those formative years between ages 10-14 has more potential to positively impact their lives and put them on a powerful path.
https://www.popcouncil.org/research/investing-when-it-counts-reviewing-the-evidence-very-young-adolescents

[204] Partners in India observed that there has been limited change in the behavior and actions of male community influencers so far. Though they seem to be aware of the need to counter VAWG and CEFM, many male influencers deny the existence of VAWG and child marriage in their areas and are rather passive in countering the issues. Finding from India MTLR

[205] The India Oxfam team and partners recommended to choose community influencers based on their knowledge of the issues and relevant legislation on countering VAWG and CEFM and their motivation to be positive role models. As a recommendation within their MTLR they put forward the need to monitor whether influencers had internalized positive norms *before* engaging them in achieving the project objectives. It would be useful to explore this further with the India country team and share learnings with other Oxfam county teams. India MTLR

working on attitudinal change with religious leaders often requires longer time frames and reinforcement of messages.[206]

➡ Develop and build upon linkages with human rights ministries at federal, provincial, district and union council level.[207]

➡ Boost motivation of key influencers to take action on VAWG and CEFM by providing project recognition or awards (where appropriate).

➡ Include elected women representatives as community influencers as they may be able to connect more with women and bring attention to issues of VAWG and CEFM more effectively in public spaces.

➡ Invite motivated influencers to regional workshops, roundtable discussions where they are informed on the latest developments on VAWG and CEFM and get more involved.[208]

Share and Further adopt the Strategy of targeting different family members in CS Activities:
Some CS partners in India and Pakistan have found that encouraging more than one member of one family to join the CS community groups is an effective strategy to encourage internalization of positive social and gender norms, leading to transformative change at individual, family and community level.

➡ Assess whether engaging with the family as a unit for multiple interventions is a worthwhile project-wide strategy to share and adopt for other partners within India and Pakistan, and whether other countries that are engaging with groups (for example Nepal) would benefit from this approach.

Engage and Build Coalitions:
Partners and Oxfam country teams need to continue to engage in advocacy with other networks to counter deep-rooted social norms.

➡ Now that the project is mid-way through, it may be a good opportunity to link the project activities to other regional or global campaigns around VAWG and CEFM.

Continue to Build Skills of Community Mobilizers:
Several MTLR reports noted the importance of building awareness in women about different forms of VAWG, especially mental, emotional and sexual violence and violence due to economic deprivation.[209] It was reported that women are especially reticent to talk about sexual violence openly and the India MTLR noted specifically that further skill-building needed to happen for community mobilizers to adequately create safe spaces for women to share.

➡ Improve on the training provided to community mobilizers in order to improve their communication and facilitation skills so that they are effective in creating safe spaces for women to discuss issues and experiences around violence.[210]

Update & Adapt Training provided by the CS project to better Tailor Content to Audience:
CS trainings are experienced differently by participants, and influenced by people's

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[206] Bangladesh and Pakistan raised the issue of more strategic engagement with religious leaders however, this recommendation may be relevant to other country teams.

[207] Bangladesh and Pakistan raised the need for developing better linkages, however this may be relevant to other country teams.

[208] Recommendation in India MTLR

[209] Indonesia, India, Philippines MTLR

[210] This was a finding from the India MTLR but may be applicable to other countries.

multiple identities (gender, age, ethnic, religious, economic, cultural) and their social locations in hierarchies of power and privilege. The MTLR in India reported that Muslim minority groups face a constant threat of communal violence, and Muslim women and girls in particular face triple discrimination (gender, religion, economic).[211]

- Oxfam Country teams and partners should reflect on how intersectionality plays out in their different communities when the CS trainings are given and contextualize/update the curriculum where needed, in order to make sure that the most marginalized (such as tribal and Muslim women and girls are not left behind or adversely affected).
- Address the continued gender norm preference for a male child over a female child which is common to many members of the women's collectives.[212] Partner reports from India suggest that this is a critical issue which needs to be discussed as part of the CS curriculum on VAWG.
- Adjust advocacy/info-graphic materials to contain not only the CS concepts but also explain these in the context of Islam to make them more appropriate to the communities.
- In India (and likely other CS countries) the issue of bigamy, polygamy, live-in and extra marital relationships are often accepted as part of the culture, and so not perceived as a violation of women and girl's rights. Relevant Oxfam country teams and partners should consider how to appropriately incorporate discussions on harmful gender-based social practices into trainings and workshops.

Sustain Student Wins: There have been many important gains in building youth agency and leadership through clubs and school groups and it will be important to sustain the wins.

- Encourage school administrations that are hosting Youth/Child clubs/groups to endorse CS school-activities; this is already starting to happen in Nepal, which has enabled CC activities to become part of the regular school activities, ensuring their sustainability beyond the project scope.
- Consider specific follow-on activities for engagement of student leaders post-schooling.

Encourage a Larger CS Discussion amongst Oxfam Country Teams and Partners around the Framing of CEFM: It has proven useful to frame CEFM to policy makers in economic or developmental terms, but Oxfam must be careful to ensure a focus on the rights of women and girls is not lost. Framing the advocacy campaign around CEFM by focusing more on the importance and value of girls' education and negative implications of teenage pregnancy has been shown to be a useful strategy in Philippines for moving the advocacy movement forward. However, taking a health-focused approach explicitly, while potentially successful in the short-term for motivating influencers, can detract focus from a rights-based approach grounded in social justice. Discussing key strategies and successes around the appropriate framing of CEFM is a valuable discussion for CS project implementers (Oxfam officers and partners) to have.

- Host a CS discussion across countries/partners to share ideas and learnings around the framing of CEFM.

Review and Re-Explore the CS Theory of Change: One important consideration for the CS project Theory of Change (TOC) are women and girl's education. Education plays a role particularly in Outcome 1 (advocacy on ending child marriage) and Outcome 2 (economic empowerment). Limited

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[211] Some of these recommendations were noted in the MTLR in India and in Philippines

[212] Evidence from reporting shows this is a strong norm preference from women's collectives in India, and very likely occurs in other countries across CS as well.

educational opportunities for girls is a key contributing factor in girls' early child marriage. It may also be useful for the project to consider stronger advocacy and outreach for girls' education in particular countries (i.e. advocacy with Education Departments for local government to support girls with scholarships, support for transportation, school supplies, safe environment) and support systems (school teachers, guidance counsellors, parents) to shift societal support towards girls' schooling.

➧ Hold review session to revisit CS project TOC to assess assumptions, what's missing, and whether it is valuable to incorporate women and girl's access to education more prominently.

Build on Progress made with Youth (particularly Girl's) Leadership:[213] Youth,

particularly adolescent girls (in India), were noted to have a higher inclination and determination for positive gender norm change and played a role as influencers within their households. It is therefore important that youth engagement (particularly female youth) is increased in countries where youth leadership results are already strong (i.e. India), and youth engagement is strengthened in countries where youth engagement results are more limited (i.e. Pakistan).

➧ Increase engagement of youth, particularly in countries where youth outreach was more limited (i.e. Pakistan) and catalyze cross-learning between countries that have seen strong results on youth engagement.

➧ Continue to provide leadership training to youth to develop strong influencers and role models from within the community.

➧ Document how some partners (i.e. in India) have engaged with schools and colleges to reach out to a wider pool of young people and share strategies across the program.

➧ Plan to address migration of boys for seasonal work and drop-out of men and boys from the groups in the CS projects outreach/mobilization strategy.

➧ Include sports, training on use of social media and other vocational skills for both boys and girls in order to attract younger stakeholders. Linkages may need to be made with other networks and institutions for this.

➧ Ensure vocational skills training transcends gender stereotypes, particularly for girls (i.e. not just tailoring and teaching but also computer skills training).

➧ Explore opportunities for group members (within CDCs, child clubs, etc.) to assume leadership positions in community and public entities such as school management committees, health post management committees, community forest users' groups etc. so that they can use their leadership skills in practice.[214]

Better prepare and support youth in Overcoming Backlash to Gender Change:
While youth can be important and effective influencers at household and community level, they also face resistance when challenging deep-seated gender norms, and their actions taken against CEFM have in some cased had wider negative implications.[215]

➧ Provide stronger support to partners in order for them to better prepare and guide girls and boys groups in their messaging towards their community when countering GBV and CEFM. Also support better sensitization within communities to build up youth's voice and place within the community.

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[213] Some findings from India MTLR
[214] Nepal MTLR
[215] MTLR India, MTLR Bangladesh, Online Survey

Improve Partner and Community Mobilizers Capacity to address deep-rooted gendered prejudices:

In India, a gap was identified in the capacity of some local partners and community mobilizers to effectively motivate, and catalyze positive change in their group members and local influencers, with regard to adopting positive gender norms and countering VAWG and CEFM.[216] In particular, they struggled to address deep-rooted gendered prejudices in women and men (i.e. preference for sons over daughters, acceptance of inferior status of women at home and spending more on son's education than daughters). The MTLR in India outlined how weak capacity in this regard has undermined some of the project outcomes. While this was highlighted as a key issue in India, it may be a relevant challenge for other country teams as well.

➥ Provide more direct training/guidance to partners and community mobilizers in India (and other project locations where relevant) on how to effectively address deep-rooted gendered prejudices (i.e. practical advice on how to address preference for sons over daughters, acceptance of inferior status of women at home and spending more on son's education than daughters).

Improve Tracking on women and girl's Leadership:

While there was clear evidence from the CS project around advancing women's rights and reducing VAWG (both through legal and norm change), it was more difficult to ascertain from the information available the impact the CS project has had around advancing women's leadership. There were specific activities to target and support women's leadership; workshops on women's rights and leadership for key influencers (including women and girls) and ones held specifically with women and girls to empower them to advocate for their rights, practical tools and leadership training materials developed for women and girls, engagement of women and girls in legal roundtables and policy advocacy, and engaging women and girls in community-level decision-making events and meetings[217]; However, there was more limited reporting and monitoring around how these activities have *translated* into furthering women's advocacy, voice and decision-making power – for example – has there been a shift in women's voice and agency (in addition to attendance) within the community-level decision-making events and meetings? Have women and girls played an important leadership role within the groups established under the CS project, and if so, has this increased sense of agency enabled women and girls to engage in further informal or formal leadership/decision-making roles within their communities? The MTLR in Nepal showed evidence of the CDC model enabling women to shift into further leadership positions within local community and political structures, however, this was the only country that reported on it, and it wasn't a formal project indicator.[218]

➥ Improve tracking on women and girl's leadership within the project. While it is likely to late in the project to adjust the PMF, some questions around women's leadership could be added to the endline to ensure learning around this strategic focus.

RECOMMENDATIONS FOR PILLAR 2

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[216] Finding from India MTLR

[217] It is noted that there are also many other CS activities (i.e. positive norm modelling, targeted media engagement, etc.) that contribute to advancing women's leadership more broadly by transforming power relations and structures within the CS project.

[218] 893 women and adolescent girl members of CDCs are serving in various capacities in local public entities such as school management committees, community forest user group executive committees, health post management committees, women's development committees and cooperatives. Reporting around these new leadership positions in Nepal didn't provide information on whether these positions have been valuable and important for women and girls (increasing their confidence or influence in the community/being worth their effort and energy).

Build-up Community Groups Capacity in Promoting Service Provision and Accountability: CDCs in Nepal and community groups in India have proven to be effective community structures with notable influence. Well established and functioning community groups within the project may be able to take on more systematic efforts in sharing information about services, monitoring delivery and quality and helping to report and discuss agreed actions toward improving outreach and quality of those services.[219] These groups can also play a role in ensuring local level policies, plans and programs include provisions to put an end to harmful social norms such as VAWG and CEFM.

➽ Formalize and Strengthen Community Development Committees in Nepal. It may be strategic for CDCs to seek more formal recognition (i.e. Municipality/Rural Municipality's formal recognition as women's rights groups and strategic partners in Nepal) so that their say in local government plans and policy making is strengthened.[220]

Work with Village Councils to improve Support Services at the Local Level: Within communities, the village council (or religious leaders) are often the first point of contact for women facing violence, and there may be an opportunity for the CS project to more directly educate and build their capacity in order to improve local support for women and girls facing violence. This is happening to some extent in several countries already, however, it would be useful to expand this work and make the approach and plans for engaging with village councils more explicit.[221]

➽ Expand and make more explicit the approach and plans for working with local structures (i.e. village councils) or local religious leaders to sensitize them and support existing community structures to be more accessible and supportive to women's needs.

Consider Training Local Women and Girls in Informal Dispute Resolution: Across the CS project there are different examples of women and girls' groups that have been involved in informal resolution of VAWG cases and child marriage; Oxfam India has also worked with *nyay panchayats* (informal village-level courts run by women) to resolve cases related to VAWG.

➽ Consider whether it would be useful and appropriate for CS women's groups to be trained in informal resolution of VAWG and CEFM (this is particularly relevant to India).

Improve information and training for key influencers on available support services and procedures to address VAWG and CEFM. While important gains have been made in India around awareness raising and direct support to two service providers, the India MTRL notes that many potential influencers are still not aware of support services and procedures to address VAWG and CEFM.[222] For example, in Chhattisgarh and Odisha, the MTLR noted that the police staff was not aware of the Protection of Women against Domestic Violence Act (PWDVA), and despite the existence of several parallel structures to address VAWG, most survivors were getting little to no support from them. "Survivors are often referred to Family Counseling Centers, where staff are not trained on feminist counseling and push aggrieved women to reach compromises with little improvement for their situation."[223]

➽ Improve information and training for key influencers and government functionaries on support services and gender-sensitive procedures for addressing VAWG and CEFM.

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[219] Finding from the India MTLR
[220] Nepal MTLR finding
[221] MTLR India
[222] India MTLR
[223] India MTLR

Consider wider value of VAWG Data: There is some valuable information being collected through the CS project on VAWG and service provision, in particular through the quantitative and qualitative MTLR data collection processes.

➡ Consider using and re-packaging some of the VAWG-related data to share with local government to promote informed advocacy, planning, and implementation of services.[224]

➡ In line with the CS project's MEAL strategy, the data could also be made available to community members and local women's groups to promote accountability.[225]

Clarify the Project's Economic Engagement Strategy: Currently the CS project's activities around economic engagement have raised concerns as to whether they are translating into viable and sustainable economic opportunities for women and girls – both in terms of scale (limited number of women reached) and in terms of the quality and sustainability of the economic opportunities provided (both directly through the CS project and indirectly through government linkages). So far, evidence shows that the economic support to women in several countries has been limited to "surface level" support and will require more strategic, rights-based and resourced engagement to make a lasting impact.

➡ Reflect on the possible links with the WEE strand of Oxfam engagement work, while also recognizing the limited resources and scope for revision mid-way through the project.

➡ For those countries with limited band-with and capacity to effectively implement Pillar 2, re-think whether resources could be better utilized directed towards other activities.

➡ Consider whether providing assets/capital for women to start enterprises would be strategic (for some country teams and partners). A gap highlighted by several staff from different countries was the lack of seed money for real economic opportunities. "Right now, we link them up with other services, but we aren't providing any assets or tangible support whereas they can start their small business. This is a gap." Oxfam Nepal Staff (Online Survey and Interview).

➡ Consider supporting women in business planning for those who are actively involved in livelihood activities.[226]

Prioritize Women's Rights and Gender Justice in Economic Programming: There is an indication that CS Pillar 2 economic activities did not always strongly reflect women's rights and were at risk of having a limited (unsustainable) impact. In particular, the strategy of linking women to government schemes and the economic training provided by the CS project tended to respond to the immediate needs of women (more income) but in the process didn't always address the longer-term goals of women's empowerment (more decision-making power in the household, control over own income, more equal division of labour, reducing women's care burden).

➡ Update the training to prioritize women's rights (not just economic rights) and ensure economic training is accompanied by re-enforcement of positive gender norms that empower women (related to women's mobility, decision making power in the household, and control over money they earn).

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[224] Collections of best practices and success stories, according to government stakeholders in Philippines, were requested in order to provide a good bases for enhancing or developing policies of the regional government related to VAWG.
[225] Philippines and India MTLR
[226] Finding supported by Bangladesh MTLR

➡ Improve integration of women's rights and control over income into community groups (women's, men's and boy's groups) and CDC discussions. This also involves promoting positive masculinity and norms.[227]

Address and Track resistance from Family members around Women's Economic Engagement:
Evidence from the country-led MTLRs shows there is resistance from family members around women's engagement in economic activities.[228] Providing women with economic opportunities, without effectively addressing the deeply rooted prescribed gender roles and relations of power, could raise conflict and tensions at the household level.[229]

➡ Since economic rights training for key stakeholders was seen as a difference-maker in India, it would be useful to increase and roll-out further workshops in other countries to raise the awareness of local stakeholders and women and girls on the importance of supporting women's economic rights. Address the low ratings from stakeholders that have participated in women's economic rights training in Pakistan and Nepal.

➡ Track if and how economic programming within the CS project contributes to or reduces VAWG (potentially as part of the annual reporting process). It would also be valuable to understand more about the extent to which CS livelihood generation interventions have supported survivors of violence in exiting the cycle of violence.

Integrate Issue of Women's Care Burden into CS trainings Under Pillar 1 and 2:
In all countries prominent attitudes persist that view women's primary role as being in the domestic sphere, which can influence women and girl's ability to effectively participate in economic activities (as well as acting as a barrier to their social and political empowerment).[230] Some Oxfam Staff noted during the online survey and interviews, that the issue of women's care burden was not being adequately addressed.

➡ Hold discussions with partners on how the project can better address women's unequal burden of care through CS activities and trainings.

Build Partner's Capacity in Economic Programming Where Needed:
In India effective implementation of Pillar 2 has been affected by partners experience and capacity around economic empowerment programming. During the MTLR in India some partners reported more limited progress on the creation of sustainable livelihood options, in part, due to lack of experience in economic programming.[231]

➡ Build partners' capacity in economic programing where needed (and integrate into CAT process).

RECOMMENDATIONS FOR PILLAR 3

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[227] Finding from India MTLR

[228] MTLRs

[229] Women's economic engagement can contribute to raising and also lowering the risk of domestic violence (or have no affect at all).

[230] "The recognition, reduction, redistribution and sharing of care responsibilities, as well as other forms of unpaid work (e.g. collecting firewood), are essential to addressing 'time poverty' and allowing women the space to engage in paid work but also to network, organize, participate in policy and decision making or rest." - A Feminist Approach to Women's Economic Empowerment; HOW CANADA CAN LEAD ON ADDRESSING THE NEGLECTED AREAS OF WEE, Oxfam Canada, January 2019

[231] The partner in Jharkhand was given a very low score, indicating that the CS project strategy on economic empowerment needs a major revision for their context whereas the local partner in Odisha (NAWO) was considered to be more successful due to their previous experience in developing successful livelihood generation options for community stakeholders. India MTLR pg. 26

Update and Revise the Innovation Fund Vision and Process: To date, the Innovation fund has had limited successes in catalyzing new innovations for VAWG and CEFM, and the flexible, responsive design originally envisioned has not been capitalized on by partners. Oxfam will need to reframe the Innovation Fund to ensure its well defined, strategic and useful.

- Host a workshop on what innovation means within the CS program; create a clear guideline, with definitions on what "innovation" means and discuss/engage with partners.
- Simplify the process for application and proposal development for the Fund and extend timelines for implementation.
- Build the capacity of partners to develop, articulate and formulate their ideas for the Fund.
- Redefine the scope and focus of the Innovation Fund to consider:
  - Funding the documentation, dissemination/scale-out/up of a project innovation that are promising/already working well.
  - Funding the investment in capacity building as identified through CAT exercises.
  - Providing partners with access to (immediate) responsive funding in order for them to mobilize, influence, advocate or react to issues or events surrounding VAWG and CEFM.
  - Using the fund to strengthen the capacities of partners in generating and disseminating knowledge (i.e. enable funds for participation in conferences so that partners and Oxfam could share learning from the project).[232]
  - Funding multi-country innovations. There is an opportunity for the fund to support partners applying across countries in order to foster a cross-learning experience (for example, Pakistan and Bangladesh partners could apply together to mutually implement or scale an innovation).
- Oxfam Canada could engage with other projects that are implementing innovation funds to share learnings on what model has worked well, what could be improved, and explore further funding opportunities for scaling-out/up innovations tested under the CS project.[233]

Expand Knowledge Sharing Between Different Oxfam Teams: The CS project has developed some notable training modules, research, and innovative approaches that have shown an improvement in VAWG and CEFM prevention and response including the Capacity Assessment tool, the Film Appreciation Model and the Community Score Card (CSC) Initiative (India). However, learning and sharing of these products is limited, particularly across the project. In many cases, Oxfam country teams were unaware of the research and knowledge products or innovations being initiated in other countries.[234]

- Host regular (Quarterly) coordination calls between Oxfam country teams enabling every country team to share their best practices, interesting research or success; Other Oxfam projects have utilized this model and it's been reported to be useful.[235]
- Hold quick focused one-off webinars led by different country teams on specific innovations and methodologies to share key practices across the project to those interested. Oxfam Country

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[232] Several county teams noted during the online survey and interviews that they would like to do more around engagement in knowledge sharing events and that there are no funds to do so, and that the Innovation Fund currently won't fund attending conferences/participation in events.

[233] There may also be some valuable opportunities for scaling-up and out innovations that have been tested under the CS project. Note that MCIC has just launched an innovation fund (FIT) that may allow Oxfam partners to gain access to further funding.

[234] Interviews with Oxfam Teams

[235] Oxfam India Team (Interview)

offices should consider taking the lead on cross-country team communication and organize themselves to share learnings.

➡ Generate Knowledge products (i.e. 3-4-page briefs) on specific best practices/innovations and share them across country teams and externally. Consider hiring an outside consultant to ensure this gets documented and disseminated in a timely fashion.[236]

➡ There is so far limited information on testing CS innovations for scale-up/out and moreover, how the innovations would fare given different conditions or context. The project could help address this by supporting more studies or research that looks specifically on factors affecting success and replication of CS promising practices.

➡ Consider revising the Oxfam Canada GAC reporting template for partners to report back to Oxfam Canada on both section 4 on Outcomes "highlights of Outcomes Achieved" and Section 6 "Lessons Learned" in Annual reports in order to better capture *higher level outcomes* and key *lessons learned* from country teams' perspectives. This could include revising the reporting template to include clearer instructions, examples and facilitated exercises for staff reflection on learnings. If done right, it can provide an important opportunity for partners to reflect on lessons semi-annually and implement and course-correct for improved programming.

➡ Share the country CS training resources that have been developed with all country teams and partners.

Increase Knowledge Sharing at the Country Level:

Country teams have struggled to find the time to effectively lead, manage and report on learning processes; for example, several countries were delayed in completing the country-led MTLR processes, and the quality and level of completion differed significantly across the different countries. It was reported that Oxfam Country teams (and partners) are also struggling to re-package research products for different audiences that have been completed (for example the baseline survey, research on reproductive health).

➡ Consider whether added human resources (i.e. outside support or a dedicated learning officer) are needed to achieve Pillar 3 and the learning objectives under the project. Learning takes time and dedicated incentives, and staff that are already challenged with the daily tasks of project management and implementation will have limited bandwidth to take on further responsibilities and deliverables.

➡ Consider hiring local level consultants to help support knowledge product packaging of key research that has been undertaken to date. The **Philippines** team hired a consultant to do this recently, and this approach may be an important value-add moving forward for country teams that have limited bandwidth to take on new initiatives.

➡ Revisit and strengthen the communication and knowledge sharing strategy at the country team level in order to define outreach and learning internally and externally with planned activities and budget. This should include bbetter documentation of the change stories and strategic and planned sharing with policy influencers. Some partners (Indonesia) also noted low visibility of the Oxfam CS project at the national level; especially when compared to other organizations working on child and forced early marriage.

➡ Create scope within the CS project for capacity building of country teams; particularly around documenting lessons learned, data analysis and learning from data. Teams need more guidance on how to improve and strengthen learning and dissemination.

➡ Create an Annual learning event within countries that engages an external audience for sharing results and learning with other stakeholders and influencers/link more closely with Oxfam VAWG

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[236] In particular it would be useful for Oxfam country teams to share the methodology and CS training materials used for gender norm change by different county teams and partners (i.e. in India a training module has been developed focusing on positive norm modelling for adolescent boys)

programming. It was reported that there is limited coordination and learning between NGOs at the local level that are engaging in similar VAWG and women's rights programming (i.e. Care) and broader campaigns (Enough Campaign).

➡ For those Country teams and partners with the current capacity and time, consider undertaking more action research around key project issues – access to support services and areas not being adequately addressed by the project – women's care burden and sexual rights.

Roll-out the Feminist MEAL Strategy: The MEAL Strategy notes an aim to "empower stakeholders to analyze the change process and ensure ownership and sustainability."[237] To enable local partners and community stakeholders to play a more active role in monitoring, documenting and engaging in learning networks in the context of VAWG and CEFM, some steps could be taken:

➡ Build the capacity of Oxfam teams and local partners in gender-sensitive data analysis, documentation and understanding *how* to learn from data.

➡ Build the capacity of local partners and adolescent girls, boys, and youth in written, photo and video documentation (potentially using Most Significant Change Process or Photo Voice) which could be shared through social and web-based media with other project partners across the program and wider networks such as Girls not Brides, Sheroes, and StoryCenter's Silence Speaks initiative.[238]

➡ Integrate partners' and community leaders' concerns in planning/adapting learning and M&E activities for the next final evaluation (i.e. more time, finances, skills training for capacity building – particularly for those Oxfam teams or partners that will need more support and up-front planning).

Track backlash and resistance to the change process:

➡ Given the value of Oxfam's non-linear view of change within the TOC and explicit recognition that attempts to reduce VAWG and CEFM are likely to provoke backlash or attempts to push back or reverse pervious gains, it could be useful for OCA to adjust the Semi-Annual/Annual Reporting template to encourage partners to reflect and track backlash/resistance, and moreover strategize and share learnings on how to overcome it.

Improve Tracking and Reporting on Change: Overall CS project reports demonstrate strong evidence of reporting on activities, delays are identified, and achievements by country are detailed and clearly articulated. However, it was more difficult to assess reporting against indicators and their associated targets vs. baseline, both at a country and programmatic level. Many of the indicators were not reported on by all countries as expected, based on the PMF and based on the CS Monitoring, Evaluation and Learning (MEAL) strategy. Some critical indicators were not effectively reported on; for example, 1100.2 Perspectives of beneficiaries on VAWG and CEFM, and women's rights and leadership. Moreover, indicators lacked disaggregation (gender/age/influencer), which would have provided much more valuable insight into differences of opinions and experiences between women and girls, men and boys. This has been due to a number of issues; time constraints, resource and capacity issues, restrictions on data collection (Pakistan), and likely limitations around ease of data collection, analysis

[237] CS MEAL Strategy
[238] Finding from India MTLR - https://www.girlsnotbrides.org/ ; https://sheroes.com ; https://www.storycenter.org/ss-about

and data aggregation. In several cases the targets across indicators for different countries also seemed very low.[239]

➡ Review targets to ensure they appropriately reflect the change expected.

➡ Provide more support and resources for partners for proper and timely data collection and reporting.

➡ Although the CS project is already challenged by timely and accurate reporting based on the Performance Measurement Framework, it would be useful to think about whether disaggregating data based on age and potentially other variables, for a select number of indicators, would be feasible. Some indicators should at least be disaggregated based on sex, as currently it is not possible to tell with the data that has been reported whether there was a difference in opinions for males and females – this is particularly relevant for questions on income, spending, views on sexual rights, etc. In some cases, disaggregation is essential to understanding what change happened for who (for example indicator 1121.2 which assess the percentage of influencers, youth, men and boys that report positive feedback on norm modelling workshops).

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[239] For example, indicator 1200.3 for" % of women and girls accessing economic opportunities" the India baseline reported 3% are accessing economic opportunities. The Year 5 target for India is a 5% increase. A 5% increase of 3% is the Target for Year 5 is 3.15%. That means by year 5 it's expected that 3.15% of women and girls will be accessing economic opportunities. There are similar issues for "% of women and girls reporting satisfaction with quality support services" and with "% of partners who use best practices to improve linkages." This made it not useful to compare against targets.

ANNEX A: LEARNING REVIEW TERMS OF REFERENCE

The main purpose of the learning review is:

1. To assess the performance of the project to date; and,
2. To identify key learning and provide recommendations to improve implementation and enable the project to achieve optimal results.

More specifically, the review includes:

➡ An assessment of project performance as it relates to achievement of results, effectiveness, women's rights and innovation and learning - drawing from select project documents and a synthesis and analysis of data generated by countries;

➡ A brief assessment of the performance of Oxfam Canada as Lead Affiliate, and the quality of partnership / relationship between it and country teams;

➡ Identification of lessons, promising practice and innovation;

➡ With reference to the above - the development of specific recommendations related to project design and implementation to improve performance, and the utilization of findings.

Deliverables:

1. Detailed learning review work plan;
2. A matrix including the learning questions, methodologies and means of verification;
3. Data collection protocols/tools developed for the consultancy;
4. A summary of findings for external audience;
5. A detailed final documentation (in a format to be agreed with the consultant), of the:
   a. Purpose of the learning review and the key learning questions
   b. Design and methodology of the midterm learning review
   c. Limitations of the midterm learning review
   d. Findings and analysis (from the consultant's review and country midterm reviews)
   e. Conclusions and recommendations

ANNEX B: LEARNING REVIEW METHODOLOGY

Approach: For the learning review considerations were taken to employ a gender-sensitive and utilization-focused approach. These include:

- The consultants utilized methods that aimed to facilitate participation and inclusion. During the data collection tool design, information and feedback was sought from Oxfam staff to inform tools, processes and help define what data should be collected.
- A flexible methodological approach took into consideration the constraints and challenges of the informants and context; this included making adjustments in terms of the timing of skype calls and discussions, and providing different feedback formats (online survey, email and focus group discussion).
- Recognizing that group dynamics, subject matter, gender, and culture among others can greatly influence how effectively and inclusively information is gathered. Efforts were made to ensure opportunities to share both individually and in a group format; and focus group discussions were designed to ensure safe space for sharing.
- The learning review used mixed qualitative and quantitative methods. Interview notes between the consultants were shared and reviewed to validate findings between different country teams. Information was also shared and cross-referenced between the online survey and the focus group discussions and validated at the Katmandu learning event.
- Designing the data collection tools, feedback sessions and the report with the goal of enhancing the likely utilization of both the findings and of the process itself to inform decisions and improve Oxfam's performance.

Table 2: Online Survey Respondents by Gender and Country

As outlined in the *table* below, a total of 39 people (26 women and 13 men) responded to the online survey, which represents an 80% response rate (approximately).

	Survey respondents - Female	Survey respondents - Male	Survey respondents - Total	Percentage Total
Bangladesh	3	3	6	15.4%
Canada	3	2	5	12.8%
India	6	2	8	20.5%
Indonesia	4	0	4	10.3%
Nepal	2	2	4	10.3%
Pakistan	4	1	5	12.8%
Philippines	4	3	7	17.9%
Total	**26**	**13**	**39**	**100%**

Diverse perspectives were represented in survey responses – ranging from Directors (7.7% of respondents); to project Managers/Coordinators and Monitoring, Evaluation and Learning staff (each representing 23.1% of respondents); to Project (20.5%) and Finance Officers (5.1%); and Gender specialists (10.3%). Just over 10% of respondents indicated their job title as 'Other.'

As shown in *Table 2* below, a total of 26 people (21 women and 5 men) participated in the interviews, all of whom had previously filled in the online survey.

Table 3: Interviewees by Gender and Country

	Interviewees – Female	Interviewees – Male	Total Number of Interviewees (Group)
Bangladesh	1	0	1
Canada	4	2	6
India	6	1	7
Indonesia[240]	4	1	5
Nepal	2	0	2
Pakistan	3	0	3
Philippines	1	1	2
Total	**21**	**5**	**26**

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[240] One of the women interviewed from Indonesia was the former *Creating Spaces* Project Coordinator; she was interviewed separately from the four (3 women; 1 man) Oxfam Indonesia staff who are currently involved with *Creating Spaces*.

Data Quality: Specific quality control measures for data collection, input and analysis were put in place. These measures included:

- ✓ Creating a Learning Review Matrix, which included key learning questions and data collection protocols for gathering that information;
- ✓ Triangulating findings across data sources (project documents, online survey, focus group discussions and learning event in Katmandu);
- ✓ Holding regular feedback sessions between the two consultants and Oxfam to establishing clear questionnaire and focus group protocols and guidelines;
- ✓ Holding an in-person focus group on data collected with Oxfam staff to debrief on the process, assess results and share and triangulate findings;
- ✓ Using google forms for data-entry and interfaces (e.g. drop-down menus, automatic calculations, negative acceptance of impossible values) in order to minimize data entry errors in the online survey.

Ethics: Consent was sought from staff participating in the online survey and online interviews, and participants were informed on the purpose of the learning review and were free to decide whether to participate or not. The potential participants were informed of their right not to participate or discontinue participation at any time of the interview or not to answer any question asked. The online survey was also set-up to enable questions to be left unanswered (no mandatory questions) to respect participants agency. It was also clarified that there are no right or wrong answers, and that it was a safe space to discuss learnings on the CS project, and that difference of opinions within teams was also ok. The semi-structured interviews were conducted in a non-judgmental manner. Confidentiality of the information given by the participants was ensured. All care was taken to keep their identities confidential and only relevant aggregate results were used to support the research, and any quotes taken did not identify individuals specifically.

ANNEX C: LIST OF INTERVIEWEES

Country	Country team
NEPAL	• Renuka Gurung • Aarati Sharma • Astha Rijal
PAKISTAN	• Hajera Pasha • Saleema Munir • (possibly Ajmal Elahi connected in from the field)
BANGLADESH	• Gita Adhikary • Pushpita Saha • Nazmun Nahar
INDIA	• Rukmini Panda • Dhiraj Anand • Akshaya Biswal • Julie Thekkudan • Megha Kashyap • Urmimala Sengupta • Sushmita Goswami • Sanghamitra Mishra
PHILIPPINES	• Randee Cabaces • Catherine Gordo
INDONESIA	• Ishma Soepriadi • Monica Azzahra • Siti Khoirun Ni'mah • Roy Panjaitan • Yuni Kurniyatiningsih (previous project coordinator)
CANADA	• Karoline Kemp • Matt Stenson • David Salter • Anja Kessler • Rotbah Nitia

ANNEX D: QUESTIONNAIRES, INTERVIEW GUIDES & TOOLS

Oxfam Online Learning Review Survey Questions

Oxfam Canada has hired us (a consultant team) to conduct a learning review of the Creating Spaces Project. As part of this process, we are conducting a survey with staff who are involved in the project in order to ask you some questions about the Creating Spaces Project.

We will use this information to document results and lessons on implementation, and to inform our follow-up interviews with country teams. Your response will be completely anonymous and stored in electronic form on secured servers. There are no risks from participating. Please note that we are interested in your opinions and that there are no right or wrong answers. If you do not want to answer some questions, you do not have to. The aggregate results of this survey will be available to you and will be shared back with you during the meeting in Kathmandu in early March.

Our aim is to provide a space for you to share your experience honestly, with the goal of documenting lessons and insights in order to craft recommendations for improving the project for the remaining time period. Lessons learned could also help to inform future Oxfam programming.

The survey will take about 1 - 1.5 hours to complete and your participation is voluntary, but we hope you will participate in this survey as we value your opinion and want to provide you with a space to share your knowledge and perspectives.

If you have any questions or concerns about the survey, you can contact me directly at paulanicolerichardson@gmail.com.

Demographic Questions:
- My country office is…?
- My position is … ?
- My gender identity is …?

Reflecting on Oxfam Canada's role as Partner Affiliate and their relationship with Country Teams

Oxfam Canada would like to better understand how well they have performed to date as Partner Affiliate for the Creating Spaces project and the quality of the relationship and support provided to Country Teams. Your views will be kept confidential and we encourage honest answers.

1. In the context of the Creating Spaces project, how would you rate Oxfam Canada on the following issues? (from very poor/poor/fair/good/very good/don't know)
   - Overall project management
   - Communication with country teams
   - Providing appropriate training to country teams
   - Being flexible and adaptable to country team's needs
   - Providing timely finance disbursements to country teams

2. On a scale from 1-5 how supported do you feel by Oxfam Canada? (Country Teams only)
3. Please explain why you chose the rating above (Country Teams only).
4. What forms of support from Oxfam Canada have been most useful to date?
5. What additional support from Oxfam Canada would allow Country Teams to better manage the project and partners?
6. Is there any other feedback you would like to share about Oxfam Canada's role as Partner Affiliate on this project?

Engagement of Key Actors in advancing Women's Leadership, Women's Rights and in Reducing Violence Against Women and Girls

7. Please indicate if changes have occurred in the engagement of key actors in advancing women's leadership, women's rights and the reduction of violence against women and girls, over the past three years in project implementation areas. (significantly decreased their engagement, modestly decreased their engagement, no change, modestly increased their engagement, significantly increased their engagement, don't know)
   - Key religious leaders

- Community leaders
- Private sector
- Political actors
- Youth

8. What evidence or examples can you give?
9. Do you think the Creating Spaces project has contributed to these changes? If so, which project activities do you think have been most successful in strengthening the engagement of key actors?
10. What are the main obstacles/challenges in engaging key actors and securing more active support and participation?
11. What do you think the project can do to improve engagement of key actors in advancing women's leadership, women's rights and in reducing violence?

Greater access to support services and economic opportunities for women and girls affected by violence and early and forced child marriage

12. What changes (if any) have occurred in access to support services for women and girls affected by violence and early and forced child marriage over the past three years in project implementation areas?
    - There has been a significant decrease in access to support services for women and girls
    - There has been a modest decrease in access to support services for women and girls
    - There has been no change
    - There has been a modest increase in access to support services for women and girls
    - There has been a significant increase in access to support services for women and girls
    - Don't know

13. What changes (if any) have occurred in access to economic opportunities for women and girls affected by violence and early and forced child marriage over the past three years in project implementation areas?
    - There has been a significant decrease in access to economic opportunities
    - There has been a modest decrease in access to economic opportunities
    - There has been no change
    - There has been a modest increase in access to economic opportunities
    - There has been a significant increase in access to economic opportunities
    - Don't know

14. What evidence or examples can you give (on changes to access to support services and economic opportunities)?
15. Do you think the Creating Spaces project has contributed to these changes? If so, which project activities do you think have been most successful in increasing access to support services and economic opportunities for women and girls?
16. What barriers still exist for women and girls to effectively access support services and economic opportunities?
17. What do you think the project can do to improve access to support services and economic opportunities for women and girls?

Increased use of innovative knowledge to end violence against women and girls

Broad strategies for this outcome include:
- Organizational capacity building, specific to elimination of violence against women and girls
- Research, including participatory action research
- Synthesis and dissemination of knowledge and learning (internal/external digital platforms) (ex. best and emerging practice)
- Methodology development of ICTs for real time feedback loops to monitor social services and (formal and informal) policy implementation (ex. accountability systems)
- Convening and facilitating linkages and alliances

Innovation includes new or improved business models, policy practices, approaches, technologies, behavioral insights or ways of delivering products and services that benefit and empower the poorest and most vulnerable people in developing countries (Global Affairs Canada)

18. What changes (if any) have occurred in the use of innovative knowledge to end violence against women and girls in the past three years?
19. What evidence or examples can you give and why are they innovative to you?
20. Do you think the Creating Spaces project has contributed to these changes? If so, which project activities do you think have been most successful in promoting innovation?
21. On a scale of 1-5, to what extent do you feel the following project activities have been successful in generating useful knowledge to end violence against women and girls? (1 (not at all/2/3 (somewhat useful)/4/5 (very useful)/project activity hasn't happened yet/don't know)
    - Organizational capacity building, specific to elimination of violence against women and girls
    - Research, including participatory action research

- Synthesis and dissemination of knowledge and learning (internal/external digital platforms) (ex. best and emerging practice)
- Methodology development of ICTs for real time feedback loops to monitor social services and (formal and informal) policy implementation (ex. accountability systems)
- Convening and facilitating linkages and alliances

22. Will you continue to use the Capacity Assessment Tool after the project has been completed (why or why not)?
23. What would you like to see done with the Innovation Fund given the challenges with its implementation so far? How could it be successful?
24. What other innovative approaches are being supported/implemented by the Creating Spaces project (for example related to project management, practices, technologies, etc.)?
25. What are the challenges in promoting innovation and generating and disseminating project learning and how could the project better address these challenges?
26. What could the project do better to increase innovation to end violence against women and girls?
27. What has been the most surprising, interesting or important learning for you over the past three years, in relation to the Creating Spaces project?

End of Survey

Thank you very much for your time and energy. We appreciate your opinion and what you share with us matters.

28. Is there anything else you would like to share with us about the Creating Spaces project?

Interview Questionnaire Protocol and Questions

This form is to be used to take notes during interviews with staff in Oxfam Country Offices

Welcome and introductions.
"Oxfam Canada has hired us (a consultant team) to conduct a learning review of the Creating Spaces Project. As part of this process, we first conducted a survey with staff who are involved in the project in order to ask you some questions about the Creating Spaces Project. This is a follow-up interview that will allow us to talk more about your responses. We will use this information to document results and lessons on implementation. Your response will be completely anonymous, and my notes will not identify anyone in particular. There are no risks from participating. Please note that I am interested in your opinions and that there are no right or wrong answers. It's also ok if there are differences of opinions within your team. The aggregate results of the survey and the interview process will be available to you and will be shared back with you during the meeting in Kathmandu in early March. Our aim is to provide a space for you to share your experience honestly, with the goal of documenting lessons and insights in order to craft recommendations for improving the project for the remaining time period. Lessons learned could also help to inform future Oxfam programming. This interview will take about 1 hour to complete. We value your opinion and want to provide you with a space to share your knowledge and perspectives. Do I have your permission to proceed?" Yes – continue/No – stop interview.

Interview Process:
- Review online survey results for the country before the interview; take notice of anything that you want more information on, that stands out, that seems strange, etc.
- During interviews:
  - First 20 minutes on Oxfam Relationship
  - Second 15 minutes on anything that came up from the online survey
  - last 10 minutes on any feedback (open space) for them to share

Interview Questions (to be asked based on online survey responses from country teams)
- The country office is…
- The number of Female Staff present for Interview
- The number of Male Staff present for Interview

Reflecting on Oxfam Canada's role as Lead Affiliate and their relationship with Country Teams
1. Tell me more about what forms of support from Oxfam Canada have been most useful to date.
2. 2. Tell me more about what additional support from Oxfam Canada would allow Country Teams to better manage the project and partners
3. 3. Is there any other feedback you would like to share about Oxfam Canada's role as Partner Affiliate on this project?

Engagement of Key Actors in advancing Women's Leadership, Women's Rights and in Reducing Violence Against Women and Girls

4. What can the project do to improve engagement of key actors in advancing women's leadership, women's rights and in reducing violence?

5. What can the project do to improve engagement of key actors in advancing women's leadership, women's rights and the reduction of violence against women and girls.

Greater access to support services and economic opportunities for women and girls affected by violence and early and forced child marriage

6. What the project can do to improve access to support services and economic opportunities for women and girls?
7. What can the project do to improve access to support services and economic opportunities for women and girls affected by violence and early and forced child marriage?

Increased use of innovative knowledge to end violence against women and girls

8. Notes on the Innovation Fund and how it could be successful.
9. How can Oxfam improve on generating and disseminating project learning?
10. Notes on innovation and learning
11. What has been the most surprising, interesting or important learning over the past three years, in relation to the Creating Spaces project?

End of Survey
"Thank you very much for your time and energy. We appreciate your opinion and what you share with us matters."

12. Notes on anything else staff would like to share with us about the Creating Spaces project.
13. PERSONAL NOTES on overall interview process/team dynamic/feeling on whether team had conflicting views or similar views

## ANNEX E: LIST OF DOCUMENTS & BIBLIOGRAPHY USED

List of Documents Reviewed:

1. Theory of Change Document
2. Logic Model
3. Baseline Summary Report Updated Oct 2018
4. Project Implementation Plan
5. Guidance Note on Counting Beneficiaries
6. Feminist Knowledge System to Reduce Violence Against Women and Girls
7. Guidance Note on Research and Evaluation Ethics
8. Monitoring, Evaluation, Accountability and Learning (MEAL) Strategy
9. Year 1 Semi-Annual Report
10. Year 1 Annual Report
11. Year 2 Semi-Annual Report 2017 – 2018
12. Year 2 Annual Report 2017
13. All countries PMF Year 2
14. Year 3 Semi-Annual Report
15. Year 3 Semi-Annual Report PMF
16. Year 3 Annual Report
17. Year 3 Annual Cumulative PMF
18. CS pamphlets and infographics (by country)
19. Annual workplan Year 1 and Year 2 and Year 3
20. CS Country Summary Mid Term Learning Review Dec 2018
21. CS Mid-Term Learning Review Scope of work for Philippines, Bangladesh, Pakistan, India, Indonesia, Nepal,
22. CS MTR Report Nepal
23. CS MTR Report India
24. CS MTR Report Indonesia
25. CS MTR Bangladesh Feb 2019
26. CS MTR Philippines Report
27. CS MTR Philippines Outcome Mapping Exercise Nov 2019

Paula Richardson: Ms. Richardson is a Monitoring, Evaluation and Learning (MEL) Specialist with a passion for using data to make a difference. She has 15+ years managing complex projects and spearheading cutting-edge monitoring, evaluation and learning systems, tools and technology for programs in Africa, Asia and the Caribbean (ranging from $2–$20 Million in budget). She is the go-to person for mobile data collection/cloud-based storage and analysis, with core expertise in Food Security, Sustainable Economic Development/Market Development, Gender and Organizational Development. She specializes in making monitoring and evaluation user-friendly, user-driven and gender-sensitive and is committed to using MEL to listen deeply and advancing methods that elevate local voices and perspectives. Ms. Richardson is a seasoned trainer and facilitator (50+workshops conducted) with expertise in Logic Models and Performance Measurement Frameworks, designing quantitative and qualitative data collection tools, data management and storage systems, data analysis and interpretation of results and institutionalizing monitoring, evaluation and learning systems within organizations. She has award-winning research and writing skills with proven ability in Results-Based Management and reporting. Ms. Richardson has worked and consulted for high-impact organizations including Nutrition International and the African Development Bank, USC Canada (past MEL Manager), the Canadian Hunger Foundation (past MEL Manager), Canadian Feed the Children, Vets Without Boarders, World University Services of Canada (WUSC), Save the Children, Well Grounded, Aga Khan Foundation Canada, Plan International, Humber College and Well Grounded. Ms. Richardson is the current Monitoring, Evaluation and Learning (MEL) Program Lead for Salanga, where she coaches organizations to identify key metrics, craft useful and gender-sensitive data collection tools and implement software for better data storage, analysis and learning. She has MEL work experience in Ethiopia, Ghana, Kenya, Zimbabwe, Mozambique, Vietnam, Bangladesh, India, Cambodia, Sri Lanka, Barbados, Grenada, Jamaica and Guyana.

Emily Wilson: Ms. Wilson currently works as an independent consultant with expertise in organization development, gender analysis, evaluation, facilitation and communications. She is an Associate with Gender at Work and has other clients for whom she is providing a range of services: for example, she is currently conducting a review of twenty-five years of work on gender equality for a global education union network; and is also providing communications support to a GAC-funded project focused on School-Related Gender Based Violence. Prior to work as a consultant, Ms. Wilson was Executive Director at Well Grounded, a small organization based in Central Africa that provides organization development and capacity strengthening support to African civil society groups. During the six years that Ms. Wilson worked at Well Grounded, she designed and facilitated various processes to support the development of local organizations and networks. In late 2017, she was an Advisor for an evaluation carried out for an Africa-wide network of women's organizations working on environmental issues. She also designed and oversaw implementation of Well Grounded's internal Learning Strategy and led on development of a Monitoring and Evaluation System.
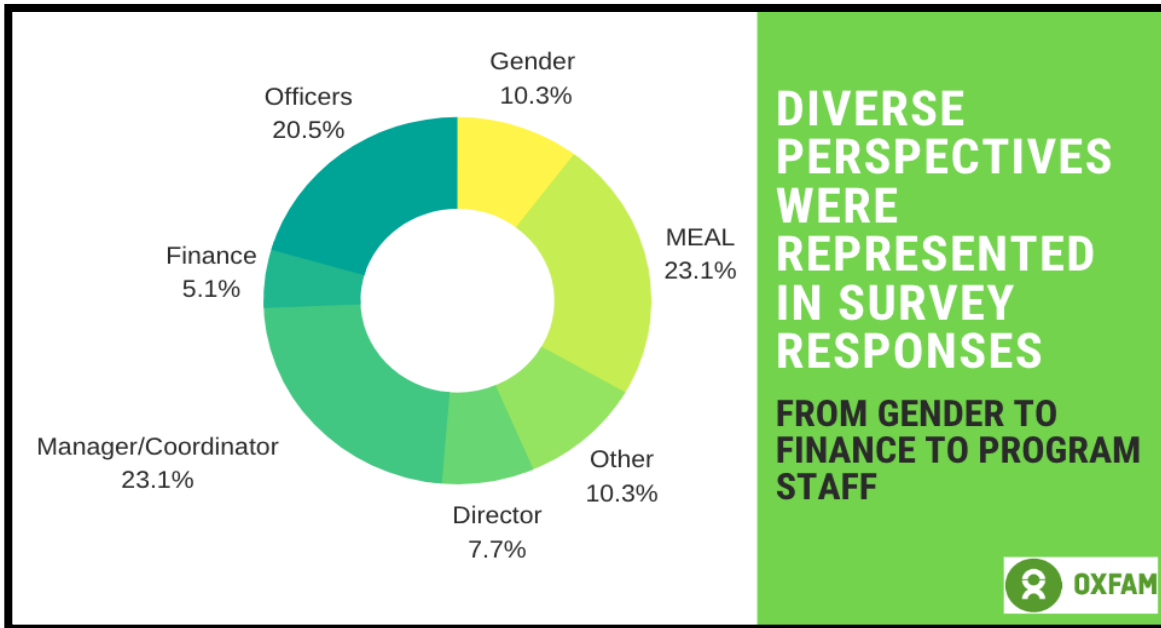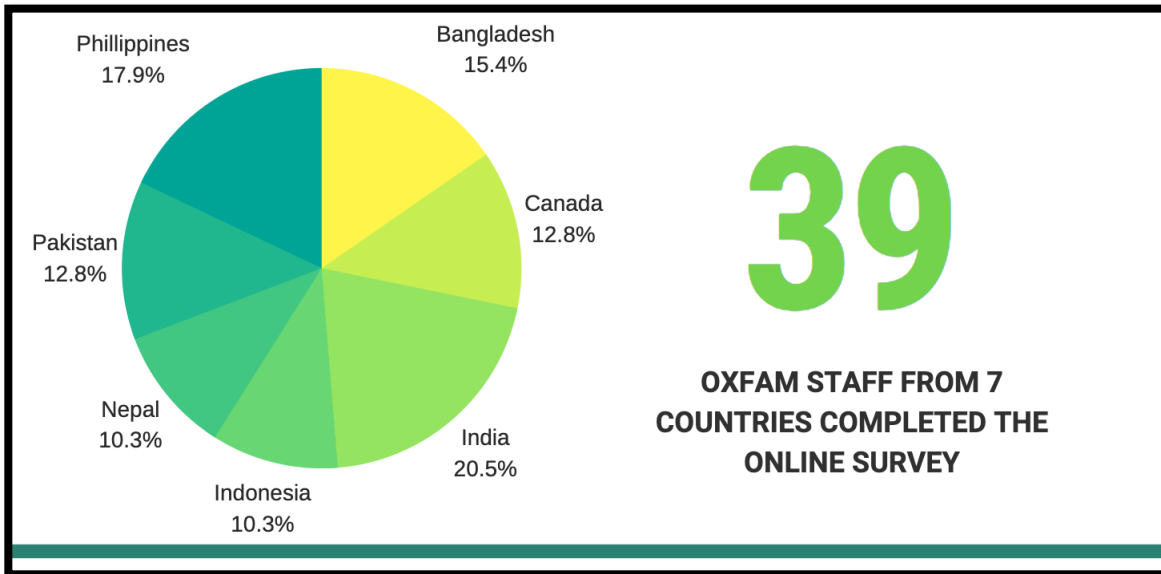
ANNEX H: IDEAS FOR PUTTING LEARNING INTO ACTION

The following is a list of ideas for further dissemination and learning from the Mid-Term Learning review findings.

1. **Divide the report into smaller focused reports;** (i.e. create one short report focused only on the promising practices another on the key recommendations). These could be circulated/shared with partners across the project.

2. **Create a feedback loop with other departments in your organization.** Create a short report that can be shared with the fundraising/business development or communications team.

3. **Create a short policy brief from some of the learnings and share with local government/networks.** It may be useful to do this starting with each countries peer-review process findings.

4. **Build a review of the key learnings into OCA's next travel to country Offices. Findings should be debriefed, validated and discussed with country teams.**

5. **Present some of the key learnings at your next Oxfam staff meeting.**

6. **Hold a discussion with any program managers starting up new projects (Oxfam's business development team also) and share learnings.**