

# ***Women Can Do It!***

*A Capacity-Building and Awareness-Raising Project for Women*

## **External Evaluation Report**

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*Finally, the views expressed in this report are my own.*

*Suzanne Williams, Hampton Poyle, Oxfordshire, January 2013*

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## **EXECUTIVE SUMMARY**

### **1. The WCDI Programme**

**WCDI (Women Can Do It) is a training and capacity-building project for women**, initiated in the 1980s by the Norwegian Labour Party (NLP) to promote and strengthen the participation of women in public and political life. Its basis is a training course to build women's self-confidence, gender awareness, and organisational and leadership skills. Through cooperation with Norwegian Peoples' Aid (NPA), WCDI has been introduced to women in 23 countries around the world, beginning with the Western Balkans in 2001. It is currently supported by 8 NPA External Offices.

**A Political project.** While not exclusively used to strengthen women in politics, it is a political project. Initial courses are normally delivered by volunteer NLP women with political experience, as an expression of women-to-women solidarity with countries in the South. Highly relevant to NPA's own core values of solidarity and partnership, the WCDI as supported by NPA is implemented by partner organisations working for social justice, human rights and women's equal participation in countries emerging from conflict and beginning to build democratic institutions. While participants have reported remarkable gains and changes personally and in public and political institutions, and training has brought women from different ethnicities into common cause, the experience of training women from opposing political groups has been mixed.

**Contextually adapted** - The different forms WCDI takes in different countries are determined by national and local contexts, opportunities for action, and the partner organisations. NLP typically provides training for local trainers. The WCDI training courses are valued as highly practical, and adapted, translated and absorbed into training materials and methods in-country, used for a wide range of contexts, and organisations and groups. WCDI training is used pre-election to build the capacity of potential candidates and returning politicians for local and national government; or to strengthen and stimulate community action and leadership around a range of public issues; the most frequently reported were violence against women, girls' education, and women's access to economic benefits.

**- But separate.** The flexibility of the WCDI as a programme is important in complex and changing social and political contexts, but its wide range of forms of implementation has also led to a programme which seems fragmented, and hard to communicate. Because of its shared 'ownership' with the NLP, it is somewhat separated from NPA's mainstream international programme, and fears of the dominance of the labour party persist in some parts of NPA. After 10 years it is time for NPA to consolidate this programme, and bring it into the mainstream of its development work and gender equality goals.

## **2. Summarised Conclusions and Recommendations**

**2.1 The Evaluation's task** was to assess the results of the WCDI programme overall, against its goals to:

- *Strengthen women's participation in political and public life and in decision-making processes that influence social development at local and national levels.*
- *Promote knowledge of women's rights and gender equality to the target groups in the specific countries where WCDI is implemented*

Selected DAC/OECD criteria of Effectiveness, Relevance, Sustainability and Impact were used. Following NPA's own definition of results as '*the changed situation for the target group/organisation/partner after the activities have taken place*', as well as the thinking around Theory of Change (TOC) evaluation approaches, the evaluation focussed on the assessment of change for participants in the WCDI and the extent of influence of the WCDI in bringing about these changes. Evidence was collected through a variety of means, to triangulate results.

Direct attribution of results to the WCDI in most cases was difficult to establish in the absence of baseline data, and in the light of the fact that in all countries WCDI participants were beneficiaries of multiple sources of other training and support. However that WCDI contributed significantly to the desired outcomes is indisputable.

### **2.2 Summary of Main Conclusions**

***Effectiveness of WCDI:*** Over the period of 10 years, the WCDI has demonstrably met its goals to a considerable degree. It now has a proven track record, and has laid the foundations for further development.

**Achievements:** Women who have been through training, both by NLP and local trainers, were motivated to take part in public and political life, and strengthened if they were active already. Whether in relation to elections, taking part in decision-making processes in local and national government, or in community-based or other public organisations, women reported more confidence and success in achieving their aims. Trainees surveyed reported increased understanding of gender equality, and increased confidence and ability to speak out and influence others, as well as participation in a wide range of public actions, as a result of the training and support they received from WCDI. Partners reported motivating more women to stand for public office, and higher levels of elected women, particularly in local government.

**Areas for Improvement.** A key element of the WCDI is to stimulate action post-training. Thus a key indicator of the effectiveness of the WCDI training is the extent to which participants engage in relevant activity post-training, and this is an area where WCDI seems to have been less successful. Fewer than half the trainees from local training engaged in post-training

activities; and fewer than half had post-training support and follow-up. This means that on average across the programme, fewer than half the project's target group take actions as a result of the training intervention. The timeliness of the training was another influential factor – the less timely the training, the less participants seemed to find it usable afterwards.

### ***Relevance to Project beneficiaries, NPA and the NLP***

Achievements: In general, all the stakeholders in the WCDI found it relevant – women trainees, to their own work and to women's needs in their countries, NPA implementing EOs to their country programmes, and the NLP to its concerns and objectives. It is entirely relevant to NPA's International Strategy, although learning from the WCDI could be more effectively shared and promoted within NPA – and NLP trainers felt similarly that their experience could be more effectively used within the labour party. The WCDI training packages and modules are well-suited to their purpose and seem to be easily adapted and absorbed into training programmes and materials in the countries where WCDI is implemented.

Areas for Improvement: Examples of a mismatch between the training delivered and the trainees' needs point to the need for more careful preparation of training to ensure its relevance to particular groups, and more careful selection of trainees, on the part of both NPA and the implementing partners. Training needs analysis is not routinely carried out pre-training, and participants' responses indicated inadequate consideration of their practical difficulties in attending courses. In one case training given to women from an oppressive ruling party regime was found to be ill-judged and out of line with NPA's principles.

### ***Sustainability and wider or long-term change (Impact)***

There was insufficient information from countries where NPA has ceased funding to know whether the WCDI programme continued, and whether the changes brought about by training had been sustained. A few responses from countries where the programme is no longer implemented reported that WCDI trainers are still working. NPA advisers reported that work continues in the Western Balkans, for example, but no survey responses were received from the region. It was also reported to the evaluation that NPA did not prepare partners adequately for phasing out its support in at least one instance (Rwanda). Sustainability of the WCDI project as a whole seems not to be in jeopardy, with 10 country programmes that reported either supporting WCDI currently or planning to do so in the future.

Whether longer-term changes are sustained, or whether they have spread more widely than the immediate beneficiaries of the project, could be ascertained to some extent. Anecdotal evidence suggests that participants in the training where WCDI has been active over time, have changed and developed and grown, sustaining and consolidating their own processes of change. Participants in WCDI also report taking action on (and influencing) public policy (such as domestic violence legislation) and on changing attitudes and perceptions amongst men in

political parties or institutions. Community action of different kinds was widely reported by participants in the WCDI programme. Partner organisations report that where WCDI trainees have been elected to public office this would not have happened without the programme.

These outcomes are always difficult to measure without very detailed assessment processes set up from the start, baseline information for the local project areas, and analysis of all the other contributing factors. Change at the personal level is a long-term process, taking place at different paces for different individuals. NPA will need to set more effective monitoring processes in place to measure these kinds of results longitudinally in the future.

### ***Organisation and Delivery of the Training***

Achievements: The '4-steps cycle' of the WCDI, incorporating TOT, building capacity of partners and local trainers, and promoting post-training activity in which participants employ their learned skills, is a good model. It is mostly followed, and succeeded in building skilled local trainers, and mobilising women to become engaged in public action. The 'experience-sharing' follow-up seminars, supervised by NLP, were useful and valued by participants. Briefing for the NLP trainers pre-training was good, and in most cases the EOs provided good support. Experienced NLP trainers often adapted the course to participants' needs and expectations 'on the hoof', which sometimes worked well, at other times less well.

Areas for improvement: As mentioned above, the follow-up and support of trainees from local training is inadequate, and more than half the trainees do not go on use their skills in activity. Reasons given for this are mostly to do with funding. Similarly, almost one-third of partners did not go on to support local training, again mostly claiming lack of financial resources, as well as the difficulty of finding suitable candidates for trainers. Experience-sharing seminars are not used to their full potential as monitoring and learning opportunities. Preparation for the training (by the NLP) is not always given enough time, and sometimes information flow between the EO and NLP is not adequate for good planning. Reporting and monitoring of the training is not systematic, and consequently learning opportunities are missed.

## **2.3 Summary of Main Recommendations**

### **1. Programme Design**

- That NPA consider establishing a Global Programme for Women's Empowerment and Political Participation within its Democratisation Programme, as a way of consolidating and extending the gains of the WCDI over the past 10 years, and mainstreaming gender in the Democratisation Programme. The WCDI remains central to this programme, but is not the only part. Synergies and partnerships with other similar initiatives are sought.

- That the Global Programme is guided by a clear Theory of Change to be drawn up by the end of 2013, to help maximise its effectiveness, guide choices of specific models of training, prioritise groups of trainees, and assess long-term programme results.
- That a clear and consistent reporting and monitoring system is set up for the Global Programme, building on, revising and clarifying existing WCDI indicators, and feeding into learning and communication on the programme.
- That a learning strategy is put in place for the programme, including involving partners and participants in the programme in more structured peer learning opportunities.
- That both upward and downward accountability of the programme is attended to through adequate support to sustain planned outcomes.
- That the programme retains its primary focus on the empowerment of women.

## **2. Programme Organisation and Delivery**

- That training needs assessment is undertaken as standard for all training, at all levels;
- That reporting of training by NLP trainers to agreed formats is undertaken as standard, as well as reporting by local rapporteurs, to support monitoring and learning;
- That NPA provides consistent support for training, and ensures good translation at training events, and handouts and other materials and manuals for the training are translated for participants ahead of the training;
- That NPA supports partners to carry out systematic monitoring of training, including setting baselines locally;
- That NPA and implementing partners always ensure that training is timely and timing is based on participants' needs and concerns.

## **3. Post-training Follow-up and Support**

- That NPA fully support implementing partners to ensure that post-training activity of trainees takes place and is adequately supported through dedicated funds;
- That funds are made available by NPA so that small grants can be disbursed to enable post-training activities;
- That the 'experience-sharing' seminars are reviewed to become more effective monitoring instruments, and take place more frequently in the early stages of the implementation of the project.

## **4. The Role of the NLP**

- That the volunteer status of the NLP trainers be reviewed, not in order to professionalise but to ensure that sufficient time is built in for preparation and reporting of training.
- That NLP trainers offer longer-term follow-up and support to local trainers to build their skills over time, where other resources are not available in-country.



## **5. Sustainability and Funding**

- That sustainability of the programme be built into implementation from the start, with strategies for learning to feed into partners' future work after the end of funding periods;
- That partners' capacity to sustain the project is built and supported within the funding period;
- That multi-year funding is always in place for training, to support the sustaining of change.

## **1. INTRODUCTION TO THE EVALUATION REPORT**

This report presents the results of an evaluation of a training and capacity-building project for women, *Women Can Do It (WCDI)*. WCDI has been initiated in 23 countries over a period of more than 10 years in a cooperative venture between Norwegian Peoples' Aid (NPA) and the Norwegian Labour Party (NLP), through its Women's Network (NLPWN). WCDI is implemented by NPA in cooperation with partner organizations in the selected countries and over the years 50,000 persons are estimated by NPA to have been reached through the training courses.

The implementation of this project has generated a vast amount of written material, and the English-language (and some in Portuguese, readable to me) documentation submitted to me for review was no doubt just the tip of the iceberg, but nonetheless comprised almost 250 documents. The Inception Report was based on this documentation. This Report draws on new research - face-to-face and distance interviews, survey results and field studies, with reference to the documentation, especially previous evaluations, as relevant. (See Annex C for table of documents reviewed).

Three surveys were carried out with key stakeholders – the NPA Country Offices, the implementing partner organizations, and the trainers and trainees in the programme. Interviews were carried out in Oslo-based stakeholders, NPA staff, and with NLP trainers and coordinators. Country visits were planned to both Cambodia and Angola, but in the event, only Cambodia was visited; some site research in Angola was carried out by NPA-Angola staff.

A huge amount of data was collected. It was a formidable task to present it within a manageable length – inevitably much of the information is relegated to Annexes. The full richness of human experience involved is always reduced in the computation of results, but in order to reclaim some of it a small collection of personal stories collected for the evaluation has been put together in Annex G.

The WCDI is described by some in NPA as a flagship programme, and although this view is not shared by all those I interviewed in NPA, it is a long-standing initiative widely regarded as successful within NPA. It constitutes a mutually beneficial cooperation between NPA and the NLP. It was made clear to me in interviews with NPA staff in Oslo, including the Secretary-General, that NPA values and intends to continue to support the WCDI project. As will be seen in this report, it has generated immense enthusiasm and commitment from participants in many countries, as well as within the NLP Women's Network and amongst NLP trainers.

WCDI was first implemented in the Balkans by NPA in 2001, and while several evaluations of regional or country programmes have been conducted, the WCDI has not been looked at as a single project. No reports of the overall programme were available<sup>1</sup>, beyond the report of an international WCDI conference in 2007, where different country programmes contributed accounts of their WCDI work. There has been no overall analysis to try and establish causal links between the programme inputs and its intended results, nor to generalise from best practice across the board to inform programme continuity. While guidelines exist for implementing country offices, and the WCDI programme goals and implementing framework are clear, the absence of an overall monitoring and reporting system and regular overview reporting presented particular challenges for this evaluation, and in my view, presents a challenge for the WCDI as a whole.

While NPA's decision to evaluate the performance of the project over its 10+ year lifetime was prompted by the need for accountability, it was also prompted by the need for learning, in view of the probable continuity of the project. The key task of this report is therefore to provide guidance for the future of the WCDI, in the light of a critical look at the experiences of the programme as a whole, based on the changes reported by the project's beneficiaries.

The report focuses on the synthesis of results across the countries to fill the gap in overview information and analysis, and some country specificity is inevitably lost. Contextual analysis is of course absolutely crucial to the successful implementation of the WCDI project, and this Report makes recommendations related to a more consistent and rigorous approach to this question of attribution and contribution in relation to assessing the impact of the WCDI.

The timing of the evaluation coincided with a moment of transition within the International department of NPA, including the relocation of the WCDI into a new department, with a new coordinator. The time was right for an evaluation of this kind, but as will be noted in Section 4, below, the timing also presented considerable challenges for the conduct of the evaluation.

The Report comprises:

- An Executive Summary
- A Profile of the WCDI project and some of the questions addressed
- The Purpose and Scope of the evaluation
- Research Methods
- The Findings
- Conclusions and Recommendations
- Annexes with supporting information

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<sup>1</sup> Some Status Reports do, according to the ex-WCDI Adviser, exist in Norwegian

## **2. PROFILE: THE 'WOMEN CAN DO IT' PROJECT**

### **2.1 A Cooperative Venture between NPA and the Norwegian Labour Party (NLP)**

*Women Can Do It (WCDI)* is a training and capacity-building project for women. It is a joint initiative of Norwegian Peoples' Aid (NPA) and the Norwegian Labour Party Women's Network (NLPWN). The training methods and materials were developed by the NLP in the 1980s and have been in use, with some revisions, since then. It is an *inherently political project*, with a strong emphasis on women's participation in political and public life: the training is delivered by NLP politicians and activists, and normally includes an account of women's political struggles for gender equality in Norway. At its core is solidarity between Norwegian women and women in countries of the global South.

It thus falls within NPA's organizational ethos as a solidarity organization – NPA describes itself both as '*the labour movement's organisation for solidarity*' as well as a '*politically independent organisation*'<sup>2</sup>. The NLP trainers work on a voluntary basis, and the NLPWN sees this voluntarism as intrinsic to their involvement – the expression of women-to-women solidarity. As will be discussed below, this voluntarism brings both benefits and constraints.

The NPA/NLP cooperation is regulated by an agreement that set common goals and the project's scope and division of labour. The respective roles of the NPA and the NLP are set out in a 'Procedure Document', the most recent version of which is dated April 2010<sup>3</sup>. The Norwegian Union of Municipal and General Employees (NUMGE), or '*Fagforbundet*', which supports WCDI ('*Kvinner Kan*') in Norway, and in Lebanon, is part of this agreement. The WCDI programme within Norway was not part of this evaluation.

The WCDI in the form supported internationally by NPA is a training programme for women with a one-tier 'cascade' design, within an empowerment and activist framework, implemented in-country in partnership with local organisations. The NLP training package is thus located within a programmatic structure which makes sense in terms of NPA's International Strategy. The NLP trainers run workshops, in cooperation with the NPA External Office and local partners, to train local participants, some of whom become trainers; intended outcomes at this local level are further training with target groups of women, and 'local actions' which include campaigning, advocacy, dissemination of information, and awareness-raising. At this level, the training may no longer be identified with the WCDI as such, but be absorbed in the partner's programme.

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<sup>2</sup> NPA's Statutes Document

<sup>3</sup> 'Procedures Women Can Do It/Kvinner Kan: April 30, 2010. WCDI Adviser, International Department

## 2.2 The Goals of the WCDI

The WCDI's overall goal is:

- ***'to strengthen women's participation in political and public life and in decision-making processes that influence social development at local and national levels.'***

A secondary and key objective is:

- ***'to promote knowledge of women's rights and gender equality to the target groups in the specific countries where WCDI is implemented'.<sup>4</sup>***

In a 2010 NPA document outlining WCDI guidelines and sent to all country offices<sup>5</sup> expands the definition of the WCDI project and elaborates on its aims and objectives, describing it as:

*'a capacity-building and awareness raising project aiming at increasing women's ability as change makers, to be influential in society and seek decision making positions on equal terms as men. WCDI promotes awareness, social activism and networking for women's rights and gender equality. The project motivates women to be active internally in organizations and in public, on local, regional, national or international levels, and form new supportive solidarity structures and networks amongst women from different organizations, trade unions, social classes etc.*

This is a description of a *broad women's empowerment programme*, aiming to equip women with capacities to become effective 'agents of change' in the struggle for gender equality. The evaluation found that the actual results of the WCDI as reported by beneficiaries of the training are consistent with broader women's empowerment interventions – increased self-esteem, confidence in decision-making at both household and social levels, speaking out and taking more active roles in the community, in economic interventions, and in local government or within their institutions. *A key question therefore is whether these empowerment goals are adequately supported post-training.*

The WCDI has thus become something of an umbrella term for a wide range of activities, carried out by partner organisations, which are stimulated by initial WCDI training, but subsequently take different directions. The Angola programme is a good example of this: one of the main WCDI implementing partners has founded a new young women's organisation, which focuses on sexual harassment in schools and colleges.

## 2.3 The WCDI Chameleon ...

One of the challenges of this evaluation proved to be achieving a clear understanding of what the WCDI *actually is*, and how NPA perceives and implements it, and to come to a view of what the most effective shape of the WCDI project should be – or indeed whether it should have a single shape. A survey of the views of implementing country offices revealed that

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<sup>4</sup> Evaluation TOR, see Annex A

<sup>5</sup> Memo 7 2010 to all NPA Program Countries: Guidelines for NPA's Women Can Do It Projects. International Department, 08.June 2010

there was a wide range of perceptions of what the WCDI is, and what direction it should take in the future.

Adaptability to context is undoubtedly a strength, and in the complex post-conflict societies and emerging democracies in which WCDI is often implemented, flexibility is a necessity; but the absence of a clear overall strategy and vision for the WCDI within NPA generates discomfort amongst some of those interviewed in NPA for this evaluation. For example, there is something of a debate within NPA as to whether the WCDI is (or should be) a programme in itself (with a single vision and strategy guiding implementation, monitoring system, budget lines etc), or a training and capacity building tool to be used and adapted within country programmes or projects as appropriate. In practice it takes both forms in different contexts. This has meant that what is known as '*Women Can Do It*' can mean quite different things in different countries.

This need not be problematic as long as country selection is based firmly on context and needs analysis to assess whether the WCDI package is the most appropriate form of training provision in a particular country. At present it seems that the choice of where and how the WCDI should be implemented is somewhat ad-hoc, largely dependent on personal contact and initiative from the Oslo office. Some NPA staff suggested that the selection of countries needs a more strategic approach, in line with NPA and NLP interests and political priorities in the South.

Survey responses from NPA and partner organizations indicate that the decision to implement WCDI in any country is perceived as made jointly with partner organisations, and is not imposed by NPA, although it has also been suggested by an NPA staff member that the introduction of WCDI training to partners may '*constitute an offer they cannot refuse*'.

The WCDI is referred to in different project documents with different emphases – sometimes as a '*women's leadership training programme*' and sometimes as a '*capacity-building and awareness-raising programme*'. In the survey carried of Country Directors' experience and understanding of the WCDI, the 'best description' of the WCDI was almost equally split between '*it is a women's leadership training programme*' and '*it is a general empowerment program for women*' for 70% of respondents, while 20% described it as '*a program to strengthen women's community action*'. The remaining 10% of respondents described it as a program '*to raise gender awareness in the public sphere*'.

A respondent in the Country Director's Survey observed that the WCDI would benefit from '***clear guidance and strategic focus by NPA on WCDI***', and one of the NLP trainers interviewed remarked that '***WCDI can sometimes become everything, a hat or brand for activities that are not connected to the issues WCDI stands for***'.

***The evaluation findings confirm these views, and it is one of the main conclusions of this process that NPA needs to clarify exactly what it expects from the WCDI training, what priority it assigns to support for women’s empowerment and leadership globally, and how these two approaches can be brought together in the most effective and strategic way for women in the countries where NPA works. Clarity of overall purpose is needed in order for the programme’s results to be monitored and evaluated, and for accountability – upward and downward – to be ensured.***

Although the WCDI is something of an anomaly in NPA, it is firmly located within NPA’s international strategy (see Section 5: Findings: Relevance); It is quoted as:

*‘part of NPA’s capacity building directed especially to women working in our partner organizations aiming at supporting women’s empowerment, primarily within our partner organizations and if relevant, partner organizations’ strategic supporters working for gender equality in society. WCDI aims at increased organization skills including networking, advocacy, lobby and mobilization.’*

### **2.3 Design and Implementation**

The WCDI project was designed to have 4 phases, referred to as the ‘4-steps cycle’:

- Training of Trainers (TOT) provided to local trainers by the NLP/NPA and based on the training manual developed for training in the NLP in Norway;
- Seminars, training events and meetings run by the local trainers from the first TOT with local women, using adapted forms of the Norwegian WCDI training manual;
- Actions and activities planned in the seminars and carried out locally by participants;
- Experience sharing for the TOT participants, often with supervision and advice from NLP and/or NPA, in what are known as ‘Experience sharing’ or ‘Evaluation Seminars’.

NPA has guidelines for NLP trainers for conducting and reporting on TOT and evaluation seminars, and where these reports exist, they are useful sources of information and learning – but they are not submitted on a very systematic basis. The steps in the cycle are not implemented in all cases, but the importance of ensuring that the training leads to action is emphasised by NPA. Results from the Survey (Section 5: Findings) showed that post-training engagement in action is more likely to take place when support and follow-up is provided by trainers and partners. The framework functions, but could be tightened up to be more effective.

To implement the WCDI training, NPA identifies suitable partners, or works with existing partners where appropriate, to set the WCDI within programmes whose shape is determined by the partners. The original WCDI training manual may be translated and adapted by the partner organizations as part of NPA support. WCDI material may be absorbed into existing training methods developed by the partners, or form the core of expanded training manuals.

The WCDI implementing partners seek out trainees from a wide range of sectors in civil society (politics, community leadership, rural and urban contexts, the media, universities) as well as from amongst public employees. By the end of 2011, over the 10 years of operation in 22 countries, WCDI is reported by NPA to have trained an estimated 1500 women as local trainers in the TOT sessions, and involved an estimated 50,000 women in local seminars and meetings. 1500 local actions and campaigns were estimated to have been organised as a result of the training.<sup>6</sup>

While quantitative indicators give a picture of the overall reach of the programme, they are not in themselves indicators of the effectiveness of the training in achieving its change objectives. The pressure (from donors) on organisations to report on numbers, especially in training programmes (of courses held, trainees), in other words, quantitatively measurable outputs within the control of the implementers, has been identified in the literature on evaluation as prejudicing the value given to qualitative indicators, measuring changes in attitudes, knowledge, behaviours and awareness.

There has possibly been too great an emphasis on reporting numbers (quantitative indicators) in the WCDI project, and too little on following up, assessing and reporting on the changes brought about by the training sessions for individuals and groups (qualitative indicators). Reports from WCDI partners include outcomes related to inclusion of women in party lists, campaigns carried out, women trainees elected to leadership positions, and community or group mobilisation on specific issues.

Although the documentation shows some confusion between the understanding of outcomes, indicators, objectives, and activities, and results sometimes include all of these, some of the reported outcomes show that changes are undoubtedly taking place, at least partly attributable to WCDI training.

To track and report on these effectively, change indicators need to be refined for WCDI, which entail qualitative assessment as well as quantitative reporting.

## **2.6 The Current Status of Implementation of the WCDI**

In a meeting between WCDI Adviser, NPA staff and myself in Oslo in June 2012, the current status of activity of WCDI programs was summarized under three categories – ‘*active*’, where training and activity is ongoing; ‘*paused*’ where initial training has taken place but there are no current activities, although the project could be resumed with available funding; and ‘*stopped*’, where the NPA no longer provides funding and the status of any ongoing activities is unknown. (see Fig 1, below)

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<sup>6</sup> Terms of Reference, Evaluation of Women Can Do It, 2001-2011, NPA 2012



**Fig. 1: Status of WCDI Projects according to WCDI Adviser, Oslo, June 2012**

<b>ACTIVE – start date</b>	<b>PAUSED – start and paused dates</b>	<b>STOPPED – start and stopped dates</b>
Angola 2003	South Africa 2003-2011	Balkans* 2001 – 2009
Lebanon 2007	Rwanda 2003-2008	Russia 2003 – 2010
South Sudan 2007	Palestine 2007-2009	Belarus 2005 – 2009
Cambodia 2008	Mozambique 2006 -	Moldova 2006 – 2011
Burma 2011	Zimbabwe 2008-2010	Tanzania 2008 – 2009*
	Iraq 2006 -2009	
	Ethiopia 2009 - ?	*6 countries
<b>N=5</b>	<b>N=7</b>	<b>N=10</b>

\* there was no available information on Tanzania

It was decided at this meeting that the evaluation survey would seek data from the 12 'active' and 'paused' countries, while the WCDI Coordinator would personally contact partners from the 'stopped' countries to ask for assistance in distributing questionnaires.

In the evaluation Survey, Partners were asked to give the start and end dates for their implementation of the WCDI programme. The responses are tabulated below, and show that in some of the countries where the programme is considered 'paused' by NPA, some partners continue their training. In others, partners refer to only the time they implemented the programme themselves.

See Table below, Fig. 2

**Fig. 2. Stop and Start years of WCDI according to Partner Survey Responses**

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Angola										
Burma										
Cambodia										
Ethiopia										
Moldova										
Mozambique										
Palestine										
Rwanda										
Sth Sudan										
West Russia										
Zimbabwe										
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012

### **3. THE SHAPE OF THE EVALUATION: PURPOSE AND SCOPE**

#### **3.1 The purpose of the Evaluation as stated in the TOR is:**

***'To assess the main results obtained and challenges met by the WCDI program as whole, since it started in 2001.'***

NPA defines 'results' in its booklet on planning, monitoring and reporting as:

***'the changed situation for the target group/organization/partner after the activities have taken place.'***<sup>7</sup>

Following this usage, the evaluation focuses on the **assessment of changes for the participants** in the training programmes, and the **extent of the influence of the WCDI as a training package** in bringing about these changes.

In the inception phase, the purpose of the evaluation was re-phrased in the language of change:

***'to assess the main changes which have taken place for the target groups as a result of the WCDI program activities, and challenges met by the program since it started in 2001.'***

Assessing a program's results (or outcomes) against its stated aims and objectives and activities is undertaken primarily to address accountability – externally, to donors, beneficiaries and other stakeholders, and internally, to NPA itself. This model, undertaken either after the end of a project or during it, but post-implementation, is *summative*. The main purpose of this evaluation, as agreed with NPA, is *summative*, to address the need for accountability to stakeholders; the secondary purpose is *formative*, to enhance learning to inform the continuing implementation of the program, in current and future sites.

#### **3.2 Scope of the Evaluation**

The scope of the evaluation was trimmed from the original TOR to fit available resources. The potential scope was huge – a summative evaluation of a 10 year project in 22 countries, in the field of complex social processes such as empowerment, rights, and changes in awareness and behaviour, and in complex social and political contexts such as a number of post-conflict countries, required an evaluation team. This was not budgeted for.

Within the set of OECD/DAC evaluation criteria, the evaluation focussed on **relevance**, **effectiveness**, and to some extent, **sustainability**. **Impact** or longer-term and wider changes, was looked at to the extent possible. The evaluation did not look at **efficiency** (in the use of funds), as this would have been a major undertaking in itself, and no overall financial reports were available. The effectiveness of the WCDI training raised questions of attribution and contribution that were explored. The evaluation also looks at some of the

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<sup>7</sup> Observing Change: Results based planning, monitoring and reporting (PMR).NPA 2010.

issues related to delivery and implementation of the programme, as well as challenges to participation as reported by participants, and to the programme as a whole as reported by other stakeholders.

### 3.3 Previous Evaluations.

Evaluations conducted in the **Balkan** countries, **Rwanda** and **Palestine** have focussed mainly on immediate outcomes of the training, as reported by participants in terms of enhanced skills, awareness, and self-confidence, and on some of the local activities undertaken. There is certainly some correlation between women who have attended WCDI training and election results, but as the Balkan Evaluation report points out:

*'the WCDI program is only one among several factors that enables and underpins an increase in the female representation in elected bodies of the region. Measuring the impact of a two-day seminar on the percentage of women in local councils would be futile after only four years of activities.'*<sup>8</sup>

The conclusions of the Rwanda report are similar. It recognizes the immediate outcomes of the project and its effectiveness in meeting its objectives, but also underlines the difficulty of attributing broader changes to the program:

*'while it was difficult to assess impact because of the relatively short period of WCDI implementation and the fact that there were other related programs, there are grounds to conclude that WCDI significantly contributed to the process of empowering women particularly in the domain of leadership and decision-making.'*<sup>9</sup>

A review of WCDI in Palestine<sup>10</sup> underlined some of the obstacles to achieving wider change at the community level:

*'It was indicated, from the interviews, that the community initiatives played a significant role in increasing women's confidence of their community role... However, some of the interviewed women reported that all they have learnt within the project have no practical aspects and remain ink on paper. The reason, from their perception, is the fact that they come from conservative families where many women withdrew from the project due to the pressure imposed by their families. In Gaza strip, imposing Hamas' control over the territory and restricting the freedoms, represent a factor that blocks, and sometimes cancels, women's ability to initiate and work on the community issues... within such circumstances, women's initiatives become just temporary actions that, in the best cases, might achieve small unorganized partial success where such success could not function as the needed basis to move towards creating change.'*

**3.3 Difficulties in Evaluating Training Programmes.** A preliminary scan of the literature on the evaluation of women's leadership training programs revealed that a winning combination of well-collected and relevant baseline data, effective monitoring, and evaluation of the impacts of the program are very rare. A study comparing a number of evaluations observed: *'the majority of LDPs (leadership development programs) evaluate only at the individual or*

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<sup>8</sup> Women Can Do It; Evaluation of the WCDI Programme in the Western Balkans, 2001-2003. Norwegian Institute for Urban and Regional Research (NIBR), NORAD 2005

<sup>9</sup> Evaluation of the Women Can Do It project in Rwanda, Ndayishimye & Bakwatsa, 2007

<sup>10</sup> Women Can Do It Project Analytical Survey for NPA and PWWSD (Palestinian Working Women Society for Development. Waseem Abu Fasha, 2008

*organizational level and that few programs examine the wider impact of these programs on policy or institutions....'*<sup>11</sup>

A report of a study funded by the Kellogg Foundation<sup>12</sup>, on evaluating leadership development programmes, makes the following relevant points:

*'... Almost all interviewees reported an interest in pursuing, or have already undertaken, some type of outcome evaluation. Typically the focus is on short-term outcomes, for example outcomes that occur in the course of the program or by its conclusion. Few programs have developed logic models that link short-term outcomes, long-term outcomes and impact, although some are beginning to think through these relationships.*

*'There is increasing interest among programs to conduct retrospective evaluations that look at outcomes that persist or evolve over time. Still, there are no known well-developed theories of leadership development that are grounded in what is being learned through program evaluation.'*

The WCDI after 10 years could be the subject of such a wider impact study, but this would have to be properly planned and resourced. A Theory of Change would need to be articulated, baseline information would need to be set for policy and institutional change, and monitoring systems set in place. Partners would need support in setting up the necessary frameworks. Should NPA wish to go down this route, the Cambodia programme could be one of the sites for this a few years down the line, as partner organisations have been systematic in their reporting and monitoring, and impacts on national policy and regional and local institutions are being tracked.

From the Documentation Review, and the survey results, monitoring of program outcomes overall for the WCDI has been patchy. The 'evaluation' or 'experience-sharing seminars' could be key monitoring and learning instruments; more investment in these to ensure that they were more systematically carried out and reporting were consistent, using agreed change criteria, would be a valuable addition to monitoring and evaluating the WCDI programme.

*57% of partners surveyed said they had held 'experience-sharing seminars' for trainers, and 80% of the trainers surveyed reported attending at least one such seminar.*

### **3.4 A Theory of Change (TOC) for WCDI?**

A theory of Change could help to guide the program and to make the connections between its activities and desired changes, and assist the project in evaluating its effectiveness in the future. De Ver and Kennedy (2011) cited in Watson, surveying 67 leadership development programs, found that:

<sup>11</sup> Measuring and Evaluating Women's Leadership. Watson, 2012

<sup>12</sup> Evaluating Outcomes and Impacts: A Scan of 55 Leadership Development Programmes. Kellogg Foundation 2002

*' the vast majority (57 out of 67) did not clearly explain 'the processes through which leadership was developed and how this leadership then creates change'. They argue that a 'well-conceived and well-run LDP should, at least, provide rigorous evaluations or impact assessments that validate a program's theory of change; allow for the identification of short-term and long-term impact; and enable the programs to make necessary adjustments when output, outcomes or impact fall short of expectations.'*<sup>13</sup>

While such an impact assessment was beyond the scope of this evaluation, applying these principles rigorously to the WCDI could make a real contribution to the field of understanding the effectiveness of women's leadership training programmes.

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<sup>13</sup> Watson, *ibid*

## 4. RESEARCH METHODS

### 4.1 Research Methods used in the Evaluation:

- **Participative techniques** (face-to-face individual and group interviews, focus group discussions, mini-workshops, distance interviews via Skype)
- A **review of documentation** of the project in all implementing countries;
- An **online survey** of perceptions of Country Directors regarding the WCDI;
- A **questionnaire survey** of implementing partners, trainers who conduct training using WCDI material, and participants in training courses where the WCDI material and methods have been used, distributed to all 'active' and 'paused' countries, and to 2 'stopped' countries;
- **Two country studies** (Angola and Cambodia);
- **'Stories of Change'** were collected to add detail and illustration to the study, but do not form part of the data analysed to assess the WCDI.

Some of the tools and concepts used to guide the research are described briefly below:

#### Fig. 3. The Kirkpatrick Model for evaluating training programmes.

The model, developed in the 1950s, has been adapted in various ways; the basic model is presented below.



*This evaluation has focussed on levels 2 and 3, based on self-assessment surveys and reports from NPA, NLP and partners. Level 4 would require corroborative information from external sources linked to the participants – their families, political parties, local councils, government officials, community members, etc. Level 1 is normally assessed by trainers and partners in post-training feedback, which guides future training but cannot indicate how learning might be retained.*

**Level 1: Reaction: Immediate reaction of participants.** To what extent did the participants find the training relevant, useful, well-conducted, comfortable etc?  
Information sources: post-training feedback forms, questionnaires, verbal reaction immediately after training.

**Level 2: Learning: Post-training outcomes.** To what extent did the participants gain new skills and knowledge as a result of the training?  
Information sources: pre- and post- training test scores, assessments in the workplace or other contexts, reports from other parties.

**Level 3: Behaviour: Intermediate post-training outcomes.** To what extent did the participants change their behaviour in their workplaces, families, parties etc as a result of the training?  
Information sources: completed self-assessment questionnaire, observations and reports from peers and others in their organizations and groups.

**Level 4. Results: Intermediate and longer-term outcomes.** What measurable benefits to the organization (household, family, political party, media etc) resulted from the training, in terms of effectiveness, productivity, output, efficiency etc?  
Information sources: organizational reports, financial reports, interviews with supervisors and peers, clients, constituents etc.

**Fig. 4. Table of Intended Outcomes for WCDI Programme from Key Documents**

The outcomes listed below were derived from the Documentation Review, from a range of documents from different country programmes, WCDI guidelines and publications. The way these outcomes are framed varies considerably from one country to another, according to context: this was an attempt at an amalgam of those which appeared to be common to the programme overall.

Immediate or Short-term Outcomes (6 months – 1 year post-training)	Intermediate or Medium-term Outcomes (1 year+ post-training)	Long-Term Outcomes or Programme Goals
Local trainers have developed new skills through WCDI courses	Local trainers complete 4 -steps cycle, attend experience-sharing meeting	Women's position and influence in public and political life is strengthened
Trainers from TOT seminars conducted WCDI training courses locally	Local trainers continue to conduct training in WCDI after 1 year	Number of women in public and political leadership roles is increased
Participants in local training gained relevant new skills and knowledge	Participants in WCDI have promoted gender equality in their families, communities and workplace	Women have a greater influence on social development in their countries
Participants increased skills and knowledge relevant to their political roles	WCDI Participants have promoted gender equality in their political parties	
Participants have increased motivation to assume decision-making roles in public life	WCDI Participants have run for political office	
Participants in WCDI increased awareness of gender equality issues	Gender awareness is increased in the project's target groups	
Participants in WCDI have increased motivation and capacity to run for political office	Inter-ethnic and cross-cultural cooperation amongst women is increased	
Participants apply their learning by organizing or taking part in public actions	Cooperation amongst women from different sectors of society is increased	
Participants have increased self-confidence	The visibility of gender issues in the media is increased	
Participants shared experience and build new networks	Women's activism in their communities has been strengthened	
Partner organisations developed new skills and networks	Trainees have been elected to political office	

*'local trainers' are those selected for the WCDI TOT courses; 'participants' are all those who participate in WCDI training. The WCDI 'sub-programmes' such as **WCDI in Local Communities, WCDI in Political Parties, Young WCDI, Youth Can Do It, WCDI in Media and Women in Focus** are part of some country programmes. The outcomes listed in the table apply equally to these sub-programmes. For reasons of scope limitation and space, these sub-programmes are not reported on separately.*

**(iii) Attribution and Contribution, Control and Influence**

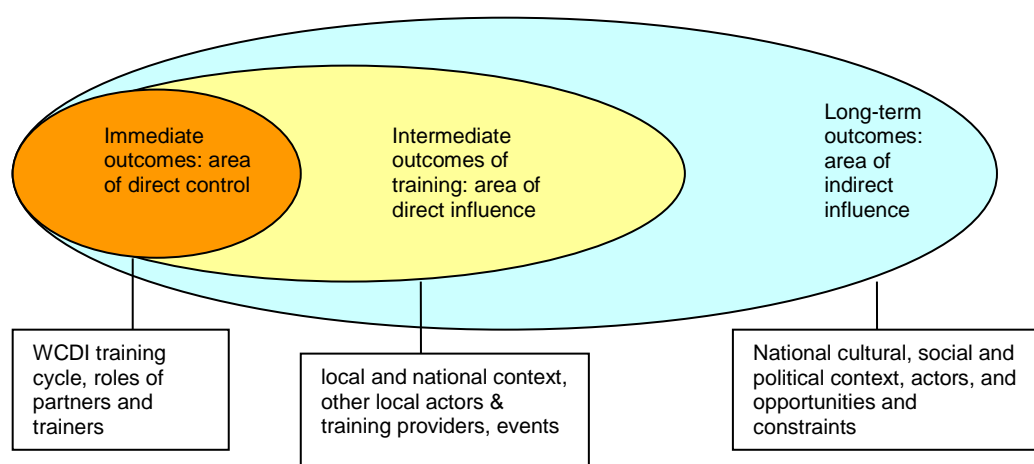
Attribution is a difficult area in any social intervention, and particularly with regard to training, capacity-building and awareness-raising, where multiple visible and invisible influences affect changes in social norms and individual capacities and behaviour. The Evaluation found that the local trainers and the trainees in WCDI projects also had training and capacity-building inputs on similar areas from a number of other international and national organizations and NGOs.

The immediate and short-term outcomes are within the control of the project, and can be measured using both quantitative and qualitative indicators (e.g. no. of trainers who conduct local training; degrees of change in self-confidence, new skills learned)

The intermediate and medium-term outcomes are partly within the control of the project, and considerably influenced by external factors – the media, political parties, cultural and political context, social norms etc. These outcomes are within the area of direct influence of the project, and to assess the level of contribution the WCDI has to these outcomes requires an exploration of the other influencing factors.

The long-term outcomes, or overall objectives of the WCDI, are also outside the control of the project, and likely to be outside its direct areas of influence. The WCDI may have indirect influence over these outcomes/objectives. But the wider context of national or regional cultural, social and political influences determine what the project is able to do, outside its area of direct control. See Ecological model, Fig 2. below

**Fig. 5. Ecological Model of Attribution and Contribution**



The outcomes within the direct control of the WCDI are the only ones which can reliably be attributed to the project itself. The other levels of outcomes, or changes, could only be measured with a contribution analysis which would require secure baseline information and



comprehensive context analysis, and a theory of change for the project, which has drawn out the pathways of change, or results chain. This evaluation analyses measurable change, and reports on estimated contribution to change, brought about by the WCDI training interventions.

**(iv). Qualitative and Quantitative Data, Objective and Subjective Perspectives.**

The data collected by the evaluation is a combination of quantitative and qualitative information, from a mix of objective and subjective sources. Some examples of the kinds of data sources are presented in the table below. (Fig. 3)

**Fig. 6. Sample of Types of Data Source**

	<b>Objective Perspectives</b>	<b>Subjective Perspectives</b>
<b>Quantitative Data sources (e.g.)</b>	Lists of trainers & participants in partner records; No. of training events from partner monitoring records; External evaluations of WCDI	Partner and NPA assessment of levels of learning from post-training evaluations; NPA reports of activities and results; Partner reports of activities and results
<b>Qualitative Data sources (e.g.)</b>	External evaluations of WCDI; WCDI manuals; Local campaign materials, media reports of events, publications	NPA and NLP records of activities and courses; Participant's assessments of the changes they have experienced; Local trainer's assessments of their own experience and the training they conducted; Stories collected from participants

**(v). Criteria, Dimensions of Change, Indicators, Sources of Data**

In the Inception phase, it was agreed that the evaluation focus on outcomes (dimensions of change), as the most appropriate for this project. (see Criteria table in Annex E)

**4.2 Challenges to the Evaluation**

This evaluation faced more than its fair share of challenges. Reorganisation of NPA's International Department meant staff originally assigned to be part of the evaluation team, were no longer available. The Evaluation should have had a new team assigned to it. Injury sustained by me before the Cambodia trip and exacerbated by it meant the Angola visit had to be cancelled. The departure of the project manager from NPA led to a vacuum in the management of the evaluation. Bereavement affected the writing-up period. All these affected the timetable and scope of the evaluation.

## **5. FINDINGS**

***‘The most significant outcome was the participation of women in camp committees, especially as men and women used to consider this post as being for men only. This was very important to all the women who received training.’***  
(respondent from Lebanon)

***‘The training has made women braver and willing to risk taking political roles. Women’s lives cannot avoid politics. Politics is like the air in which all humans need to breathe... Therefore, everyone should participate in politics.’***  
(respondent from Cambodia)

***‘The most significant outcome of the training was that it helped trained women to explore what they are able to do despite the context that held them back. Things like speaking in public, effective communication and being good leaders.’***  
(respondent from Rwanda)

***‘The results of the evaluation survey showed that training participants valued highly the efficiency of the training remarking that it contributed to obtaining new skills, strengthening ties with their colleagues and raising self-esteem. The participants also got experience of taking part in public hearings and experience of appeal to the prosecutor’s office.’***  
(respondent from West Russia)

This section presents the findings of the evaluation from the experience of participants in the programme, local partners and local trainers, as well as from perspectives of NPA staff and NLP trainers, gathered through the surveys, interviews, participative group work and in-country research described in Section 4.

### **5.1 PARTNER AND PARTICIPANT SURVEY OVERVIEW**

NPA managed the distribution of the survey questionnaires. To try and minimise bias, External Offices (EOs) were asked to select respondents by random sampling<sup>14</sup>, and to ensure that returned questionnaires were translated by external translators, and saved to read-only files. All questionnaires were self-administered, but anonymous, to try and mitigate the desire to ‘give the right answer’. Each EO was asked to distribute questionnaires to all WCDI implementing partners, and to 30 WCDI participants, including local trainers.

To avoid confusion in the analysis, ‘participants’ were divided into two categories: ‘*local trainers*’, who were trained in WCDI TOT course, and went on to train others; and ‘*trainees*’ for those who did not do the TOT course and go on to train others as a result. NPA suggested that 15 local trainers and 15 trainees be surveyed from each country. More than this was felt by the ex-NPA WCDI Adviser to put too great a burden on the EOs.

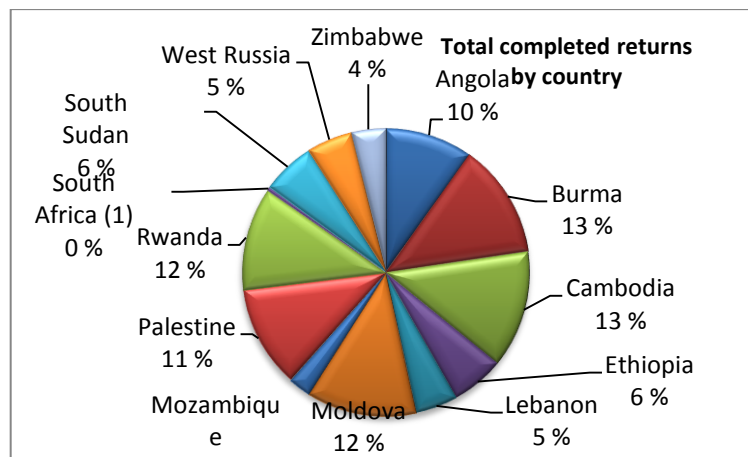
An overall total of **244** questionnaires was returned from **13** countries – 50 from partners, 102 from local trainers, and 92 from beneficiaries. Of a **potential return of 390** participant

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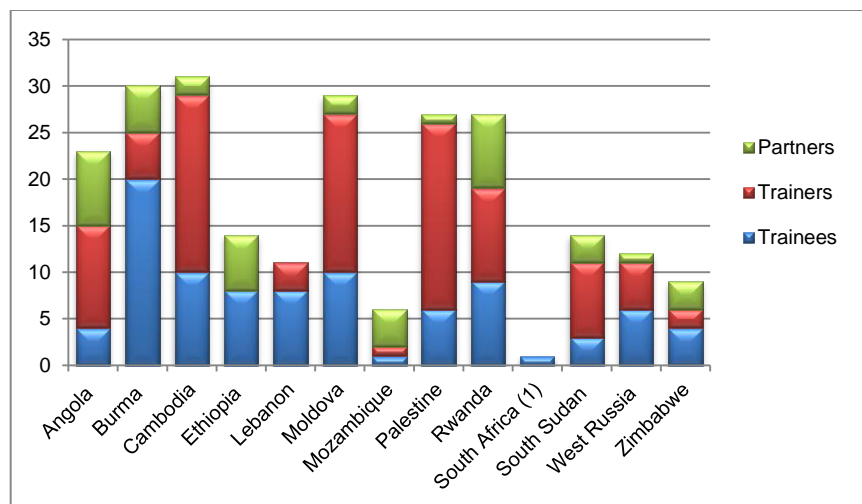
<sup>14</sup> However, from comments from some EOs, it is likely most sampling of respondents was either purposive or cluster (targeting certain individuals or groups) or convenience – those easiest to contact.

questionnaires, 191 questionnaires were returned – **53.0%**. Local trainer questionnaire returns were higher than expected, and trainee returns were lower. This may indicate that trainers are more likely to be members of partner organisations, or to remain in contact with them, thus easier to contact than trainees. It may also indicate the difficulties of keeping track of trainees. But, given that NPA has built into its ‘4-steps cycle’ methodology support to participant activities arising from the training, it was surprising that not more questionnaires were returned from trainees. Of the total number returned, 10 were excluded from the analysis.<sup>15</sup> See Fig.7 and Fig.8, below.

**Fig 7. Spread of Completed Questionnaire Returns by Country**



**Fig 8. Completed Questionnaire Returns by Country and Respondent Type**



<sup>15</sup> 7 from Angola, 1 from Cambodia, 2 from Ethiopia. Exclusion criteria were: less than 50% of all questions answered, and less than 2 sections of the questionnaire completed; or duplication.

Questionnaire distribution did not always run smoothly for different reasons<sup>16</sup>, which became apparent as questionnaires came in. Six countries returned close to the requested number of questionnaires, distributed amongst partners and participants (trainers and trainees) – Angola, Burma, Cambodia, Moldova, Palestine and Rwanda. All other countries returned less than half the requested number.

However, Angola's partner returns exceeded the actual number of implementing partners, due to a misunderstanding about application of the questionnaires. Several members of the same WCDI partner organisations filled out partner questionnaires, and individuals from subsidiary organisations who had WCDI training filled out partner, instead of beneficiary, questionnaires, which meant that many questions were irrelevant to them. This led to almost a quarter of returned questionnaires from Angola being excluded from the analysis for incompleteness. Only one questionnaire was returned from South Africa, due to confusion between the Interview Guide for Stories of Change, and the survey questionnaires. Partner questionnaires were not returned from Lebanon.

Nonetheless, open-ended and closed questions yielded a mix of qualitative and quantitative data which has provided a rich seam of information about the WCDI. It is the first time that there has been an attempt to measure the *levels of change*, or 'distance travelled', by WCDI trainees, across the board. This 'distance travelled' has been correlated with other factors, such as follow-up from partners, support and further training. See *Section 5.2: Effectiveness, below*.

Findings from the surveys (online survey to CDs, and partner and participant surveys), and from interviews and workshops conducted in Oslo and in Cambodia and Angola are grouped here under the OECD/DAC criteria selected in the TOR, with the evaluation questions under each heading of Effectiveness, Relevance, Sustainability, and Impact.

Although this evaluation is focussed on the changes brought about by the WCDI, findings related to the planning, delivery and monitoring of the WCDI project are also reported on. The evaluation questions under each heading as articulated in the TOR are sometimes adjusted to take in additional information. As mentioned above, findings are aggregated to try and give an overall picture, and not reported by country, although qualitative information from participants in country programmes is included to illustrate findings.

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<sup>16</sup> Some NPA staff reported lack of time or human resources in the EO, changeovers in staff, or difficulty tracking down partners; while in other cases there seemed to be misunderstanding of the purposes of the different questionnaires. The departure of the WCDI adviser and consequent gap in coordination of the evaluation at NPA Head Office meant regular checking on the survey process did not happen.

While, as explained above, numbers of persons trained, courses conducted, and number of activities carried out are not indicators of change, some of the figures collected in the Survey are presented in the table below (Fig. 5). However, it must be emphasized that these figures are skewed by the particular countries and partners who responded, and the uneven distribution of responses between countries. The figures are averaged across respondents, which disguises considerable disparities amongst them, due to differences in scale between different partner organisations. However, this gives an overall snapshot of the WCDI programme's training activity in numbers as reflected in the survey.

**Fig 9. Training Figures Averaged across Respondents**

	TOT Organized (P) and attended (T)	Local Training organized (P) and conducted (T)	Local Trainers Trained	Local Trainers still active	Participants in local training	Participants who carried out local actions
Partners' response (P)	5.7	22.2	33	8.2 (25% of trained)	705.4	277.4 (39% of participants)
Trainers' response (T)	4.7	9.8		93% (of respondents)	56.2 (average trained)	90% (of respondents)
Trainees' response					1.8 (courses attended)	48% (of respondents)

## 5.2 EFFECTIVENESS

*Evaluation Questions as per TOR:*

*How effective are the specific elements in the WCDI methodology for strengthening women's participation in politics and public life?*

*Has the WCDI 4-steps methodology been adapted to country specific settings?*

*Has WCDI training led to greater gender awareness in its target groups?*

*Does the delivery and organization of the WCDI training maximise its effectiveness?*

This section will look at effectiveness in relation to:

*5.2.1 Kinds of changes, including in gender awareness, experienced by individual women participants as a result of the WCDI training, including particular elements of it;*

*5.2.2 Context, Attribution and other sources of training and support;*

*5.2.3 The '4-steps cycle';*

*5.2.4 Timeliness and Effectiveness;*

*5.2.5 Planning and Delivery of the WCDI training.*

### **5.2.1: Changes Experienced by Participants in WCDI Training**

There is much reporting of specific and different kinds of changes by the participants in the WCDI. To give a sense of the range of changes attributed to the NLP and local training, I reproduce below some of the responses from local trainers and trainees to the survey question: **What difference did the training make to women's lives?**

***'Beneficiaries from community groups identified with the women's struggle, and worked to get many women from the informal sector involved in the business women's league.'* (Angola)**

***'School girls now clearly know their rights and also how to handle issues such as gender-based violence.'* (Ethiopia)**

***'Women pressured the municipality through meetings and negotiation in a campaign to move the public market, which was successful.'* (Palestine)**

***'Many women who have been trained within the Women Can Do It programme in Ungheni district ran as candidates for the local elections of 2007 and 2011 and were elected as local and district councillors.'* (Moldova)**

***'Women are able to participate in decision-making and realise the importance of education of the girl-child as the right of women and children and sent their girls to school together with boys.'* (South Sudan)**

***'I saw a lot of examples of my colleagues behaving differently than they used to. It particularly concerned public political activity within our organisation.'* (West Russia)**

***'I am not now afraid to express my views in the family and in my community.'* (Zimbabwe)**

*82% of trainees, and 94.1% of local trainers responded to this question*

There is ample evidence in the documentation, and gleaned through the survey, that participants in the WCDI training programme derived a wide range of benefits from it, some of them quite practical and specific, although not always directly related to participation in

political or public life. These changes in behaviour and practice were also explored in the two field study sites, Cambodia and Angola, and some of these are outlined below:

**In Cambodia**<sup>17</sup>, the NGOs COMFREL and AMARA trainees and local trainers in focus group discussions (FGDs) were asked to rate the elements of the training which they had found most relevant, useful and which *changed their attitudes and practice* in their everyday lives and work. Most frequently cited were:

- ***Learning about women's leadership skills***
- ***Learning that women's participation in politics is possible and important***
- ***Learning that gender equality is important in every sphere***
- ***Learning new communication skills***

In Cambodia, participants described the ways they had used skills learned in training (by the partner, AMARA) in Commune Council meetings, in villages and youth groups, to improve their own effectiveness in negotiation and communication, and to persuade and influence others (eg. parents to send their children to school, to tackle incidences of domestic violence), including male members of the councils. While we heard a lot about the extent of male opposition and hostility to women as candidates or members, we also heard about ways in which some of the women managed to silence obstructive men, or insist that information withheld by male colleagues was shared with them.

As is explained in more detail in the Cambodia case study annexed to this report, these results are not directly attributable to WCDI inputs, as AMARA has a long history of training and capacity-building, pre-WCDI, and its own comprehensive training manual, with a strong emphasis on leadership skills, and only a few items in the manual were influenced by the WCDI training package. *Nonetheless, AMARA, and organisations like it, are appropriate and relevant partners for NPA to continue its support to women's political participation and empowerment, with future support from WCDI specifically, if needed.*

**In Angola**, FGDs carried out with beneficiaries and local trainers from GLIF (Women's Leadership Group) identified their most important and useful learning, which not only changed their own practice, but which they imparted to others, as:

- ***Learning about women's leadership skills***
- ***Learning new communication skills***
- ***Learning about HIV/AIDS***
- ***Learning about women and elections***

A participant in one of the FGDs in Angola said:

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<sup>17</sup> See Field Study on Cambodia and Angola, Annex F

*'The 'Women Can Do It' seminar gave me the green light to become a truly political and mature woman in relation to all the work that I do.'*

One FGD in Angola was held with a sub-group of GLIF, young women of school and college age mobilised to address sexual harassment (the 'Glifinhas' or 'Little Glifs'), whose priority issues were sexual harassment and facilitation skills. At this level, changes are attributable to the intervention of GLIF, and the Glifinhas, supported by NPA, but with no direct connection to the WCDI as such.<sup>18</sup> The above example illustrates how the WCDI as a training intervention has been an influence amongst many others on unplanned programme outcomes, and where the changes are attributable to the broader programmatic activities of the partner organisations. In this particular case, GLIF itself emerged from the first WCDI training course carried out by Angolan trainers in 2003.

There are many stories of individual change. Some are included in an annex to this report. Such stories, if collected in sufficient numbers from participants who have been involved in WCDI-related activities over time, and analysed systematically and thematically (using qualitative thematic analysis), could provide insights about WCDI's longer-term impact, and valuable information about its contribution to the processes of change. This was not a feasible exercise for the current evaluation, but as the Coordinator for the WCDI Balkans programme (at the time) pointed out:

*' it would be great to **measure change** from the personal to social level. For the example, this programme changed my personal life, empowered me, educated me, built my capacities, shaped my career... it would be interesting to analyse where the women are now that become politically active in the time of the WCDI programme and how their life developed.'*<sup>19</sup>

### **Measurement of Change in WCDI.**

While not an exact science, changes in attitudes and behaviour can be measured after the elapse of time by participants' retrospective self-assessment. EOs were asked to ensure that respondents to the survey had attended training at least a year prior to the evaluation, so that the measurement of changes went beyond the reactive or immediate response of trainees to training – level 1 of the Kirkpatrick Model presented above, in Section 4. Pre-and Post- tests are carried out by WCDI partners at the time of the training, which are useful for assessing and adjusting training events. For measuring results of training, ideally they would be carried out at intervals – after 6 months, a year, or 2 years, exploring change at individual and organisational levels.

**Retrospective Pre-and post-testing.** Trainees and local trainers were asked to respond to a list of issues derived from the criteria for change identified for this evaluation. They were asked to rate their knowledge, confidence and activity levels at the time of filling the

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<sup>18</sup> See Angola programme write-up, Annex F

<sup>19</sup> Pers. Comm.. via email



questionnaire, and then to think back to the time before training, and rate their levels at that time. As the scale was from 0 to 3, with 0=none, 1=low, 2=quite good, and 3=high, one step represents a qualitative change – from ‘none’ to ‘low’, from ‘quite good’ to ‘high’, for example. The average scores overall were steps of 1.3 for non-trainers, and 1.2 for trainers.

There were no ‘leaps’ of two steps up (from *low* to *high*, or *none* to *good*) but neither were there any (average) incidences of no change at all. The changes or ‘distance travelled’ by local trainers and by trainees (mostly local, some from the NLP) are compared in Fig. 10 below.

**Fig 10. Levels of Change post-WCDI Training for Local Trainers and Trainees**

<i>Self-assessment of changes in knowledge, confidence and activity</i>	<b>Actual Change Local Trainers</b>	<b>Actual change Trainees</b>
1. Understanding of gender inequality in my country	1.2	1.4
2. Ability to communicate gender issues to my peers	1.3	1.4
3. Readiness to speak out in meetings and debates	1.3	1.3
4. Confidence in public speaking	1.3	1.4
5. Level of self-esteem	1.2	1.4
6. Motivation to stand for public or political office	1.3	1.5
7. Influence in my political party on gender issues	1.0	1.3
8. Participation in household decision-making	1.1	1.2
9. Participation in community decision-making	1.1	1.2
10. Ability to publicly denounce gender discrimination	1.2	1.3
11. Participation in campaigning for women’s rights	1.2	1.4
12. Ability to influence local government policies	1.2	1.2
13. Ability to influence the media on women’s rights	1.4	1.2
14. Ability to influence national government policy	1.3	1.1
15. Participation in networks supporting women	1.3	1.4
16. Ability to deal with hostility or resistance	1.1	1.3
17. Readiness to take up leadership roles in my groups	1.4	1.3
<b>OVERALL AVERAGES</b>	<b>1.2</b>	<b>1.3</b>

*Highest levels of change are highlighted in light green, and lowest levels in light pink. The single biggest step change is highlighted in yellow.*

The local trainers generally displayed a higher starting point than beneficiaries, and showed slightly less change; which was not surprising, as trainers are often selected amongst women who have existing skills and knowledge in several of the areas covered by training. Trainees showed a greater degree of change in more areas than trainers, and none of the areas overlapped. The areas of greatest change for local trainers were in relation to *influencing the media*, and *taking up leadership roles in their groups*.

The area of greatest change for trainees (and highest single level of change across both groups) was in the *motivation to stand for political office*.

Changes for trainees at the same level as the highest change (1.4) for trainers were recorded in relation to:

- *Understanding of gender inequality in my country*
- *Ability to communicate gender issues to my peers*
- *Confidence in public speaking*
- *Level of self-esteem*
- *Participation in campaigning for women's rights*
- *Participation in networks supporting women*

What these results show is, that even taking into account all the possible biases in terms of selection of respondents, variations in self-assessment, translation and so on, participants in both WCDI and local training were able to record *specific* changes in their awareness, knowledge and behaviour as a result of the interventions; that the areas of greatest change for trainers and trainees were different, and the 'distance travelled' by trainees was greater than for trainers.

### **What counts as change?**

Although I have tried to give some measurements of change, it is more complex to assign a *value* to individual change. ***Changes that seem trivial to some may be momentous to others.*** Small changes, internalised, may play out much later in specific situations: change takes a long time to be internalised, and can grow over time.

Change is also about belief. A central concept in the Canadian psychologist Albert Bandura's 'social-cognitive theory' is '**self-efficacy**' or self-belief. This often refers to what individuals believe about themselves and what they can do, rather than what their actual capacities are. Bandura says: '*people's sense of motivation, affective states, and actions are based more on what they believe than what is objectively true.*'<sup>20</sup>

One of the strengths of the *Women Can Do It* idea, and the training itself, is that it helps participants *believe* that they can achieve what they aim to achieve. At the level of the NLP training, the Norwegian are themselves inspiring role models and examples of what can be achieved by women. At the level of the local training, it is the actions and support of the local partners which help to generate self-belief in the women who participate. The motivation to act is as important as the action itself. Taking action reinforces the learning, and the self-belief. As this survey found, taking action is one of the indicators of learning effectively. (see below).

In Cambodia, many of the participants interviewed had run for public office (the Commune Councils), as the result of training from COMFREL and AMARA. Some had been elected,

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<sup>20</sup> Bandura, A. *Social Foundations of Thought and Action: A Social Cognitive Theory*, 1986. Cited in Williams, S 'Change-Making: How we adopt new attitudes, beliefs and practices. Insights from the We Can Campaign. Oxfam 2011

some had been re-elected, and some had not been elected. Reasons for election or non-election were varied, depending on the context, the support and the level of opposition from male politicians. These contextual factors were what determined the result, much more than the response of the participant to the training and the impact of the training itself.

Women interviewed used the terms 'braver' and 'dared to' with great frequency. The training and support from the two partner organisations was crucial in sustaining both confidence to act, and motivation to change. As a result of these discussions it could be concluded that a woman's decision to stand for elections is a better indicator of effectiveness of WCDI training than her successful election to office.

### **5.2.2: Attribution and Other Sources of Training and Support**

*How effective were the specific elements of the WCDI method in bringing about the desired change?* The WCDI methodology, as laid out in the NLP training manual and practiced by NLP trainers, is modified and adapted by partners and local trainers. In addition to this, there are in most countries multiple sources of training and support which feed into training methods and effects. In Cambodia and Angola, participants in FGDs (local trainers and trainees) were asked to map out the other sources of training, capacity-building and support they had, highlighting those which focussed on gender and on women's participation. This was also asked of survey respondents. One of the maps of other support can be found in the Cambodia field study report in Annex E, which shows that participants had a wide range of inputs from national and international organizations, including training in women's political participation. Similar results were recorded in group interviews in Angola.

The survey responses echoed this, with a wider range of inputs reported by trainers, than by trainees. Support to trainees tends to be from local and national NGOs, church organizations, and local government bodies. Trainers reported other training from international organizations (eg Tearfund, World Vision, Oxfam, CAFOD, UN Women etc), provincial and national government departments, and a range of national organizations.

**52.5% of local trainers, and 39.3% of trainees reported that they had attended training courses similar to WCDI, run by other organisations. 83.7% of partners said their organisations carried out training for women other than WCDI.**

There will certainly be synergies between the different training interventions of different organizations, and models of the ways in which partners have absorbed WCDI training into their own programmes is a fruitful area to explore further. Sometimes these potential synergies are hampered by the 'silo' mentality of organisations trying to protect their own constituencies. Thus it is important that as part of the context and needs analysis that should happen to determine the countries, and local areas in-country, where WCDI might be most

effective, and most useful, a scan of other similar training interventions, and sources of other support to partners and target groups, should always be conducted.

It is thus unrealistic to attribute the changes reported by participants to particular methodological elements in the WCDI training, especially as local training, developed and delivered by partners and local trainers, is adapted and modified to the context, and influenced by other inputs. However, the evaluation found that a number of elements of the WCDI training package were reported as valuable from different quarters. Cambodian interviewees found the following aspects particularly effective:

- ***The validation of a ‘woman-only’ space***
- ***The highly participative techniques used in the training***
- ***The connection of the global to the local across broad gender issues***

The Director of one of the partner organizations in Cambodia, which had its own comprehensive women’s leadership training manual, developed drawing on multiple training sources in the Philippines, South Africa, India and others, said she found the most ‘*attractive and useful*’ elements of the WCDI were:

- ***The experience of the NLP in electoral campaigning;***
- ***The ‘domination technique’ exercise, which was new;***
- ***The title ‘Women Can Do It’ – a slogan which is non-confrontational***

NPA Country Directors surveyed emphasised the following characteristics:

- ***Adaptability and practicality of the methods***
- ***Importance of the woman-to-woman approach***
- ***Effectiveness in promoting self-esteem***

### **5.2.3: The WCDI ‘4-steps cycle’**

The 4-steps cycle is the way NPA has incorporated the NLP’s WCDI training package into a programmatic form. Beginning with the training by the NLP of local trainers, step 2 is training carried out by the local trainers, step 3 comprises activities planned in the training and carried out by the trainees, and step 4 is an information-sharing or evaluation meeting attended by local partners and trainers, and supervised by one or more NLP trainers. The 4-steps cycle has proven an effective way of creating a pool of trainers (notable in the Western Balkans) and seeking to make the training relevant to local concerns through action: however, some of the elements could do with revisiting and refreshing.

#### **(i) Training of Trainers (TOT)**

The initial training input from the NLP does not always include training of further trainers. In some countries, for example Myanmar, or for some groups, for example the FMJ (Women Journalists Forum), in Angola. only some or none of the trainees intended to carry out further training. In Norway, TOT is not part of the programme. NPA has built this in to be able to

extend and embed the programme, contributing to capacity-building of local trainers to continue to work after the initial training. While in some countries this has seemed to be particularly successful, for example in the Balkans, where trainers reportedly continue to work, in others there have been difficulties in finding suitably experienced or skilled people to train as local trainers.

The Survey returns from partner organizations showed that **62.8%** of them had held TOT for local trainers. The main reasons for not holding TOT courses were reported to be a mixture of (lack of) resources (the obstacle most frequently reported), practical difficulties and wider political and economic conditions. Partners identified the following obstacles to carrying out TOT:

- *Lack of funding*
- *Distance between localities makes it difficult*
- *Moving to another organisation*
- *Delays in funding and changes in schedules due to extraneous factors*
- *Politically motivated violence*
- *Because women need money for transportation and don't have a budget for that*
- *At local level there are no funds to carry on the programme*
- *During winter time it was difficult to find adequate seminar rooms (with heating)*
- *Difficult to find enough qualified women to become trainers*

One respondent gave a concise but eloquent account of the kinds of obstacles faced by partner organisations in some of the countries where NPA works, in response to the question: 'If your organisation decided not to train local trainers, can you give the reasons for this?':

**... 'If funds for training is delayed and also when the training schedule has been affected by national calamities, insecurities, and if government and donor policy does not align with the training.'**

## **(ii) Post-training Activities and Support (steps 2 and 3)**

The Survey found significant differences between local trainers and trainees in the extent to which they carried out activities post-training, and interesting correlations between post-training activities, levels of support from partners, and experience-sharing seminars. Some of these findings were also correlated to the participants' assessment of levels of change reported and tabulated in Fig.10, above.

**The Survey analysis also demonstrated that the trainees who reported having planned and carried out activities showed a higher rate of change (by .5 of a step on average) than those who did not: the trainees who felt they had changed most, were also the most active.**

The table below (Fig.11) compares the extent to which local trainers and trainees carried out activities post-training. Post-training activities in the case of the local trainers are likely to be mostly further training or awareness-raising in their local areas: **93.1%** of local trainers said they had carried out training seminars or courses for other groups in response to the survey.

**Fig.11. Post-training Activities and Support: Trainees and Local Trainers**

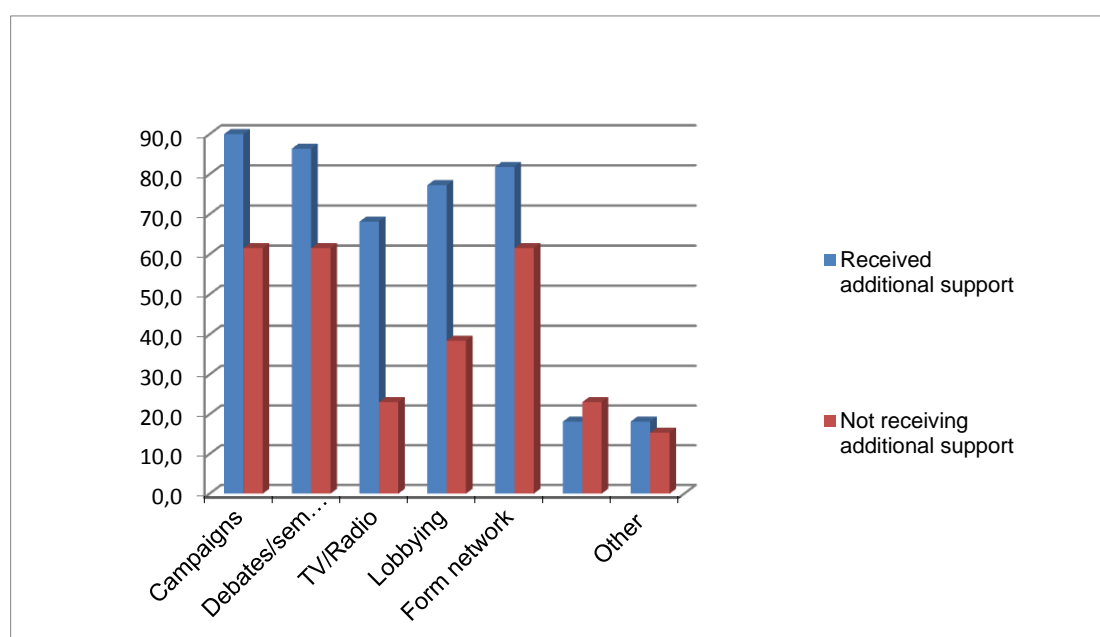
WCDI Participants who:	Trainees	Local Trainers
Planned activities in the training, that they carried out after it	48.3%	90.1%
Got some support for this activity or activities	44.9%	87.1%
Got some follow-up from the trainers or the organisation that organised the training	43.8%	79.2%

The compared responses show a wide disparity between the trainees and the trainers in the extent to which they carried out activities post-training. The low figures – less than half the trainees – correlate with the low levels of post-training support and follow-up reported. Measured by activities and follow-up, it seems that the WCDI programmatically engages the local trainers considerably more than the trainees – the project’s ‘target groups’. This raises questions not only about levels of support, but also relevance of training to the practical needs and capacities of selected trainees.

The Survey also found that there was a correlation between the levels of activities reported by participants in training, and support for them from partners. The data suggest that where WCDI, through partners, provides post-training support, including experience-sharing seminars, the level of activities planned and carried out are higher. See Fig. 12, below.

All the partner organisations in the survey, when asked to comment on obstacles to implementing the WCDI programme, and changes which would make the programme more effective, commented on the need for funding for follow-up, further training and support to initiatives.

**Fig. 12. Percentage of Activities Carried out by Participants who received Support**



### (iii) Experience-sharing or Evaluation Seminars

55.8% of partner organizations reported organizing 'experience-sharing or evaluation seminars', and 87.1% of local trainers reported having attended at least one of them. One of the partner respondents said: *'the seminars or exchange of experience is of great value or significance because through these we can get experience of other groups'*.

Another remarked: *'I think it is necessary and mandatory that trainers have specialized training skills, as well as understanding of experience-sharing. In WCDI programmes the trend of experience-sharing must be started from now onwards.'*

The Final Report on WCDI in the Balkans, where as a pilot programme, the 4-steps cycle was developed in consultation with implementing partners, reported that the evaluation seminars were an important source of learning:

***'The WCDI project has been a learning process for all actors in the process: the NPA, NLPW and the partner organizations. Through the well-planned process of the WCDI implementation with all stakeholders and with yearly meetings: evaluation seminars and the regional conferences, a set of not only achievement but of lessons learned have been devised....NLP supervisors' continuous advice and sharing of experiences through the WCDI TOT's and evaluation seminars and promotion of women's solidarity and support was invaluable..'<sup>21</sup>***

Interviewees in NPA, and trainers from the NLP all agreed that the 'experience-sharing seminars' were an essential part of the follow-up process, but that they were not always sufficiently well-organised, and reporting varied considerably in quality, despite there being clear guidelines from NPA. Follow-up and re-enforcement of training is widely acknowledged to be a key and integral part of the successful embedding of learning, and encouragement of learners: this was acknowledged to be a key area for improvement for WCDI in the future. This point is further elaborated in Section 5.2.5, below.

#### **5.2.4 Timeliness of the Training**

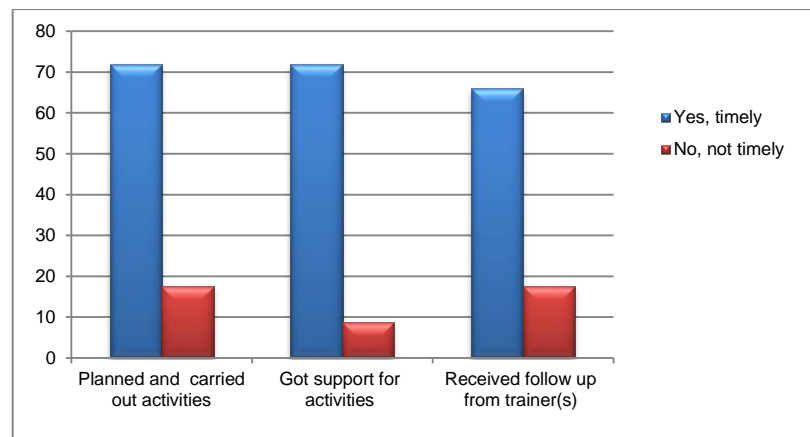
A further factor explored by the evaluation was the importance of timeliness of the training. Principles of adult learning emphasise the importance of timeliness of any learning intervention – adults learn best when the training is practical, relevant and felt to respond to current or immediate needs. The survey explored the question of timeliness of the training (local and NLP), and correlated the positive responses to the question (ie those who felt the training was held at a particularly useful time) with the activities carried out post-training. 57.3% of trainees thought that the training was held at a particularly useful time, and most of these cited elections as the important factor in timing. 85.1% of local trainers felt the training was held at a particularly useful time. The trainees who reported that the training was held at a particularly useful time, also engaged more fully in activities, which were supported and

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<sup>21</sup> Final Report on the Women Can Do It Project in the Balkans 2001-09, NPA

followed up. Fig.13, below, shows a compelling correlation between the timeliness of the training and the level of engagement in WCDI activities, including further action and support.

**Fig 13. Timeliness of Training, and Engagement in WCDI**



The chart shows that **72%** trainees go on to deliver planned activities when the training is held at a particularly useful time; **72%** gain further support for activities and **66%** received follow up support. The timeliness of the training is an important factor in planning, as discussed below in Section 5.2.5.

### **5.2.5: Delivery and Organization of the WCDI**

Good practice principles in the organization and delivery of training are well-established.

Good planning is the key to maximise the effectiveness of the training. Follow-up is the key to embedding and extending the learning. Participative methods, and a combination of knowledge, skills and awareness in the content, is essential to effective training in the area of gender equality and women's empowerment. These principles are outlined in the box below.

#### Good planning involves:

- Identifying the participants and conducting a training needs analysis. Effective training is learner-centred, and tailored to the learners' training needs. The socio-economic and cultural context of the learners must be understood, and inform the training design.
- Communicating clearly the overall purpose of the training, and gathering the expectations of the trainees well before the event so these can be dealt with.
- Selecting trainers who have credibility and relevant skills and experience.
- Designing the training content according to the trainees needs and context, as well as trainees' ability to attend. The duration, timing and location of the training are crucial factors. In some cases it may be necessary to organize childcare to enable women with small children to attend.
- Ensuring that translators, if needed, are well-prepared and well-briefed and understand the content and purpose of the training. All training materials and handouts should be translated beforehand for distribution to the trainees during and after the training.
- Ensuring that the venue and other practical arrangements are in place, and responsibilities for different aspects of the training are clear.
- Clarifying who will report on the training event, what and who the report is for, and to whom it will be distributed.
- Deciding how the training effectiveness will be evaluated, not only immediately afterwards, but after determined periods of time have elapsed.

Follow-up can include further training, re-enforcement of particular skills, knowledge and awareness, mechanisms to support experience-sharing and networking of trainees, mentoring and 'on-the-job' support to trainees in their workplaces, specific tasks, households or communities.

Participatory methods involve a range of techniques which draw on the experience and skills of the trainees, building the introduction of new skills, ideas and knowledge on their own national and local contexts, programmes, concerns and everyday lives.



It was not possible to observe directly any of the training conducted in the WCDI programme, and assessing the particular content of the WCDI manual itself, in its many adaptations for different audiences, translations, and other materials which have drawn on the WCDI materials, would be a gargantuan task, beyond the scope of this evaluation. This section thus focuses on the organizational aspects of the training as reported by participants, the NLP trainers and NPA staff, and assessed against the good practice standards outlined in the box above. Responses to the particular content are reflected in the next section on Relevance.

### **(i) Planning.**

NLP trainers interviewed in Oslo in focus group discussions outlined several areas of strength and weakness in relation to the planning and follow-up of the training they conducted. In general, all agreed that the level of support of the NPA External Office was key to the success of the training. Sometimes this worked very well, at other times less so. The following issues arose:

Needs assessment of participants was often difficult to carry out in advance as there was not always sufficient information about the participants from the External Offices. Sometimes information was sent, but when the trainers arrived different people turned up to the training, raising questions about the selection of the trainees. Most commonly, NLP trainers try and arrive one day ahead and try and carry out a needs assessment on the spot, to adapt the training accordingly. Much adaptation of the training is done 'on the hoof', throughout the process – which can work for experienced trainer-facilitators, but is risky.

Insufficient information about participants, and their skills and knowledge also makes it impossible to assess participants' expectations before the training. This has on occasion led to the mismatch of training and participants' skills and knowledge, and ineffective learning outcomes. The level of communication between the NLP trainers and the EOs pre-training varies considerably.

Briefing on the country context is usually given in Oslo by the NPA WCDI Coordinator and the relevant Country Adviser. This was felt to be satisfactory.

General Preparation. Most NLP trainers felt that they had insufficient time to prepare, mainly because as volunteers, they do this in their own time. This also limits the time they spend in-country pre-training, and after training for debriefing with NPA EO staff, and subsequently, for reporting on the training.

Selection and skills/experience of trainers. NLP trainers always work in pairs, and compatibility of co-trainers is another key success factor. Trainers for a particular assignment are carefully selected by the NPA and NLP WCDI Coordinators, and a relatively

inexperienced trainer is always sent with a more experienced one. Many NLP trainers have experience in multiple countries, have returned to countries they have trained in more than once, and bring their own political skills and experience to the mix. This hands-on political experience and credibility are probably the strongest cards the NLP trainers hold. Survey respondents confirmed that this experience is valued. NLP trainers work together with national trainers sometimes successfully and sometimes less so, depending on the ability of the national trainer and time for joint preparation.

Volunteer or Professional Trainers? The NLP considers the voluntarism of the trainers to be an essential part of the programme, and a demonstration of solidarity and commitment. However, NLP trainers pointed out that it takes up their holiday time, and this does limit the amount of time trainers can devote to an assignment. Voluntarism can also limit demands made on trainers for preparation and reporting. Professionalisation may not be the answer – but there needs to be an adjustment to the way training is delivered which allows for sufficient planning, in particular.

Translation. NLP trainers had had both good and bad experiences of translation. Translators are normally sent material pre-training. Male translators are not suitable, changing the dynamic and proving unreliable in conveying messages correctly.

Practical arrangements and logistics very much depend upon the partner organizations and the level of engagement of the NPA EO. Reflections from some of the NLP trainers' evaluation reports include that the duration of the training, travel arrangements to the venue, opportunity-costs for participants in attending the training, food and accommodation etc all need very careful attention. As an Angolan Survey respondent commented:

*'the majority of women are increasingly affected by poverty and have to struggle daily for the survival of their families. They need to be given appropriate advance warning so they can organize themselves, most importantly in relation to food! When activities are held in the large urban centres, participants get home very late and have to leave early because of the transport and crime given that most live on the outskirts.'*

*NLP trainers interviewed cited some particular experiences: training in Rwanda, Zimbabwe, Balkans as examples of good preparation by NPA; in Iraq, Cambodia and Myanmar where the WCDI basic training fell short of participants' skills levels and expectations; in Mozambique (rural women) as an example of eager learners (but bad translation), and in the West Bank as an example of disinterest from the learners; in South Sudan as a good example of timely training (pre-elections).*

At the other end of the process, and as important to secure the effectiveness of training, is follow-up and support. The correlation between degrees of change and engagement with the objectives of the WCDI to carry out local actions, and the level of support

provided has already been demonstrated in this section. This next section presents briefly the findings from the CD Survey and interviews in Oslo.

***(ii) Follow-up: Support and Monitoring***

Interviewees amongst NPA staff in Oslo and the NLP trainers identified follow-up of the trainees, monitoring and further support as a weakness in the WCDI programme. This is not uncommon in training, and good practice in training design would include not only monitoring of outcomes post-training, but also follow-up training and support to trainees who may face obstacles, or even violence (often from male partners), to using their skills and knowledge in their group contexts. The 'Experience-sharing' or 'evaluation' seminars have already been referred to above as one of the existing follow-up and support mechanisms with potential to be made more effective.

A recent and apparently successful model for coordination of support and follow-up was the creation of a WCDI Steering Committee in Myanmar, whose activities are funded by NPA. A report by an NLP trainer from a 'Review Meeting' in Myanmar in June 2012 commented on the role of the local WCDI Steering Committee, which took on running and chairing the seminar:

*. 'the steering committee had prepared well, and the women were well-prepared and eager to present what they were doing, future plans and ideas ...we communicated well. Monday morning was set aside to discuss and prepare the seminar with the steering committee.'*

The evaluation found that around **44% of trainees**, and between **80% and 87% of local trainers** had received support and follow-up post-training from trainers or the organisation that provided the training. Where the WCDI is embedded in ongoing training activities carried out by the partner organisation, support and monitoring is likely to be strongest – AMARA, in Cambodia, and GLIF in Angola, working intensively on a regional level, are examples of this.

Survey respondents (partners and CDs) raised a number of issues related to follow-up and monitoring. Funding was reported as a major constraint, with the lack of monitoring mechanisms as the other main problem. Some examples of the comments are presented below:

*'The networking must be strengthened seriously. Therefore a review meeting must be held once to discuss the strengths and weakness of each trainer and experience sharing as well as scaling activities must be done. It is not possible to continue training and create awareness as a team without the support of NPA.'*  
(Ethiopia)

*'Lack of running funds for WCDI programme mainly to do more local seminars and local actions; for there were cases of plans designed but cannot be accomplished for lack of financial means, because it is not possible to carry out activities with no money....'*  
(Mozambique)

*'Limited funds ... meaning after the training it was not possible to follow up the progress.'*  
(South Sudan)

Comments from the CD Survey included:

*'More funds (needed) to do the local actions, these steps need more support to become visible and effective to contribute to outcomes.'*

*'The community activities need follow-up and the program has not adequately designed tools that can help women to track results for their own use.'*

*'WCDI is not fully funded by NPA and partners who want to use WCDI are challenged by lack of resources. Monitoring and evaluation are a challenge.'*

## 5.3 RELEVANCE

*Evaluation Questions as per TOR:*

*How relevant is the programme to the needs of women in the programme areas?  
Is the WCDI program in line with the NPA's goals in its International Strategy for 2012-2015?  
Has learning from the WCDI had any influence on other programmes within NPA?*

This section looks at the relevance of the WCDI to the primary stakeholders:

- 5.3.1 The project's beneficiaries;
- 5.3.2 The implementing partners;
- 5.3.3 NPA and the International Strategy
- 5.3.4 The NLP

### ***5.3.1. How relevant is the WCDI training to the needs of women in the programme areas? Is it the right kind of training? Are the right women being trained?***

#### ***Relevance to women's needs in the programme areas.***

At national level, there can be little argument that capacity-building interventions which address women's inequality in the political and public spheres, and which address awareness of gender equality, are relevant to the needs of women – worldwide, women make up only 17% of parliamentarians. While the third Millennium Development Goal (MDG 3) sets indicators, but not targets, for women's representation in politics, some countries have set targets of 30% representation in national parliaments. In the countries where NPA works, the representation of women in national parliaments ranges from 3% (Lebanon) and 15% (Zimbabwe) to 39% in Angola and Mozambique (on a par with Denmark), and 56% in Rwanda. However, these numbers do not mean that women in political leadership positions are able to exert influence and power, and they are commonly marginalised from decision-making by men, and face discrimination. Support and training for women at all levels in the political process remains essential to strengthen their participation and enhance their effectiveness.

While it is important to strive for equal representation at the national level and for interim quotas where they exist, participation in local government structures provides women with crucial experience and opportunities to begin engagement with the political process. It is often at this level that women face the starkest expressions of the social and cultural norms which discriminate against them and constrain them in the household and community. Many of NPA's partner organizations working in countries emerging from conflict and beginning to build democratic institutions, direct their efforts to all of these levels in their work to empower women.

Women's effectiveness in leadership positions at the local level has been shown to lead to benefits to their communities, as exemplified in the Indian research cited below:

***'Research in India found that, where a third of leadership positions in village councils were reserved for women, there was a smaller than average gender gap in school attendance, improved roads and better healthcare.'***<sup>22</sup>

The NPA External Offices supporting the WCDI see it as relevant to the needs of women in the country context. All respondents to the CD survey strongly (60%) or partly agreed (40%) with the statement *'The WCDI addresses the key issues related to women's participation in the country'*, and 90% strongly or partly agreed that *'WCDI addresses the issues strategically within the country context.'* In the box below (Fig. 14), survey returns from local trainers illustrate ways in which training outcomes have been relevant to the national contexts of women, as well as their needs at community and household levels.

**Fig 14. Relevance of WCDI Training Outcomes for women at different levels**

**ANGOLA:** *'Training was provided to women's groups of various social strata, and elected members of the Provincial and Municipal committees, as well as members of bodies from the Ministry of the Interior, Firemen, National Police. A successful training was carried out by GLIF that covered the topics of leadership, gender and development and conflict resolution in Cabinda province...'*

**CAMBODIA:** *'The training has built the capacity of women Commune Councillors, village committees, teachers and activists which helped them to become more successful with their job and to become more active in social activities.'*

**LEBANON:** *'Women's knowledge increased especially related to violence against women and lack of participation in household and political decision-making; and since we are refugees we have started with the household decision-making and demanding to be represented within the camps' popular committees.'*

**MOLDOVA:** *'The majority of the participants at the local seminars have learned how to create alliances, to negotiate and to promote their cause. Within local communities we have encouraged and trained women and young girls to get involved in educational activities and political life...'*

**MYANMAR:** *'Women are more aware about advocacy in order to participate more in country changes. Most women participants requested to learn about detail advocacy topic and women's rights, which showed that ... women are willing to learn their rights and the importance of advocacy work for policy changes of the country.'*

**RWANDA:** *'Trained women were able to exercise their ability which was hidden, the training gave them the opportunity to unhide what they were able to do such as debate and public speech...it is a resource adaptable to different situations to improve women's participation in decision-making at a personal. Household and community level.'*

**SOUTH SUDAN:** *'The WCDI is a significant tool that enhances the capacity of women to prepare them for effective and efficient leadership in all levels of government, private sectors and NGOs.'*

<sup>22</sup> UNICEF, State of the World's Children, 2007, cited in ActionAid, *'Hit or Miss? Women's Rights and the Millenium Development Goals'*, 2010

*WEST RUSSIA: 'After the training women's self-esteem and confidence grew up. At the training courses women were learning to communicate efficiently, to solve problems not emotionally but through dialogue with government authorities. Women's educational level and motivation to study legal issues has risen.'*

*ZIMBABWE: 'As a result [of training] more women came forward as candidates looking for leadership positions in politics and at a community level. A number of women are now willing to take up leadership positions in politics, religious sects, social gatherings, amongst others. This is important because it has helped in women's ability to lobby and advocate for favourable policies.'*

### ***Is WCDI doing the right kind of training?***

WCDI training is highly adaptable, and is normally adapted by partners and trainers to the contexts and lived realities of the trainees, to make it more relevant to their needs. Questionnaire responses suggested that **almost 80% of trainees**, and **just over 80% of local trainers** felt that the training they attended was adapted to meet the needs of participants. Manuals are developed in the relevant languages, and the experience of participants is built into local training. Trainers and trainees have found the participatory techniques effective for learning. The content has been found by trainers and trainees to be relevant to their lives and contexts. **84.2% of local trainers**, and **84.3% of trainees** responded positively when asked whether the training was relevant to their country context.

There have also been examples, some cited earlier in this report, where the training delivered by NLP trainers was not as relevant to the participants' needs as it should have been, for the reasons given – inadequate needs assessment and poor information flow prior to training. Some trainee respondents to the survey commented that there were too many topics to cover in the time, that the courses were themselves too long and tiring, that the language and quality of translation were not good enough, and that not enough materials were translated as handouts for participants to take away with them. In Palestine, WCDI participants recommended a translation of the WCDI manual into Arabic, and more fluency in either English or Arabic during training.

One CD commented: *'Participants have noted that the tool is too formal and they would like it to be not too formal. Training is long and exhausting, participants feel that it needs to be shortened. It does not give enough room for participants to speak about their lived experiences and challenges and related them to the broader context.'*<sup>23</sup>

There are a number of variants of the WCDI 'basic training' module, which have been developed in response to different needs and interests of partner organisations and beneficiaries. 'Youth Can Do It' works with young women and men. 'Young WCDI' targets young women who are members of NGOs or women's organisations, while 'Advanced training' is offered to already experienced local trainers, or specialized groups (for example journalists) on issues such as the media, public advocacy, networking, forming coalitions and

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<sup>23</sup> Return from CD Survey

negotiation skills. 'Women in Focus', for example, provides further exploration of the basic training topics, while adding new ones – negotiation and media skills. A new programme 'Women on Top' has been developed by the NLP, to train women to achieve, and retain, higher leadership positions.<sup>24</sup>

Some survey respondents suggested that WCDI materials should be adapted for illiterate women, and for women of ethnic minority cultures. Others felt it should target women in political parties particularly. Some commented that different approaches are needed for urban and for rural women, and that the economic situation of rural women particularly makes it difficult for them to carry out post-training activities. One CD remarked that the programme doesn't take account of women's economic empowerment, and is often donor-driven.

There is a risk that WCDI training may be seen as a solution to the needs of too wide a range of groups, and that expectations of the training may be beyond what the WCDI is designed to deliver. The WCDI training itself can't be everything to everyone, and this evaluation recommends that the programme would benefit from clearer focus, and playing to its own strengths. These strengths are WCDI training's practicality, its combination of skills and awareness training, the women's space it creates, its focus on women's leadership and public and/or political engagement as well as self-belief, and its promotion of action, networking and experience-sharing. It is essentially about women's empowerment through public and political leadership, and should sustain this focus. A further strength is its adaptability, and this is best done in-country according to contextual factors and specific needs.

### ***Are the right women being trained?***

NPA staff in interviews, and through the CD survey, as well as NLP trainers, expressed the concern that the selection of participants in training is not always carried out effectively. NLP trainers have arrived to find that the course participants are not those planned for, or that the participants have levels of skills and knowledge beyond the level of the training. '*the participants knew it all already*', one NLP trainer remarked of a particular experience. The selection of trainees will depend on the clarity of the objectives of the partner organisation requesting the training, and criteria will vary according to these aims.

Partners listed a number of criteria used to select participants in training – as local trainers, and as participants in local training. The most frequently cited were:

- *Members of community organisations*
- *Community leaders*
- *Potential indicated by NPA*
- *Interest in state-building*
- *Able to read and write*
- *High level of education, university degrees*
- *Political activists*

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<sup>24</sup> Interview with NLP WCDI Coordinator, Oslo



- *Potential to be political candidates*
- *Training and facilitation skills, ability to multiply training (for local trainers)*
- *Working with women*
- *Decision-makers in institutions*
- *Selected through an assessment test*
- *Selected by political parties, government departments*

### ***The Question of Men***

There are ongoing discussions within NPA as to whether men should be included in the WCDI training programmes. NLP trainers interviewed felt strongly that the training is specifically for women, and should remain so. It is stipulated in the agreement that only women should be trainers. Partners interviewed in Cambodia said when men were included in training, the dynamic changed, and women were constrained in speaking out, leading to men often dominating the discussion.

The key components of WCDI – helping women overcome barriers to self-expression, including in public, to organize, to network amongst each other, to campaign and persuade, and enabling women to recognise techniques used commonly by men to dominate interactions, would seem to preclude including men in the training. The solidarity generated by the NLP trainers, as experienced politicians who have themselves fought for gender equality in their political party, with the women participants, is an important part of the programme, both for the NLP and the participants. WCDI partners, NPA staff and NLP trainers emphasised the value and importance of the ‘*women-only spaces*’ offered by the WCDI.

Men and boys are of course key target groups for the trainees to influence, to involve and to engage in public actions and campaigning for women’s rights, as well as to modify attitudes and behaviour relating to violence and domination at the personal and household levels. Post-training work targets the general public, including men and boys, where they are invited to take part in relevant actions to support women’s participation. Most partners surveyed work with both women and men, offering opportunities for NPA to support work with men that would strengthen the effectiveness of the WCDI training programme. Separate programmes – such as Youth Can Do It, referred to above, include men.<sup>25</sup>

There is a broader issue here, which is discussed below, about how the WCDI training work is supported by, or inserted within, NPA’s gender equality work. Men’s opposition to women’s empowerment is well-documented globally, and has been much reported within the WCDI programme. When women are involved in empowerment programmes, work may to be done by the implementing organizations, to raise men’s awareness of women’s rights and gender

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<sup>25</sup> It was beyond the scope and remit of this evaluation to explore changes for men in this programme.

equality and prevent backlash on women. In many countries where NPA works, organizations exist that work specifically with men on women’s rights – such as, for example, ‘One Man Can’ in South Africa, working to involve men in work against violence against women. As part of the country-level analysis for implementing WCDI, opportunities for joint initiatives or synergies with such organisations should be explored.

This should not of course detract from the focus or funding of the programmes targeted to women. The focus on negotiation skills for women within the WCDI adds to women’s strategies to deal with men’s resistance.

### 5.3.2 Relevance to the work of Partner Organisations

Partners were asked to score the relevance of WCDI training topics to their work, on a scale from 1 to 5, with 5 being of the highest relevance, and 1 the lowest. See Fig.15 below.

**Fig. 15. Relevance of WCDI Training Topics to Partners’ Work**

WCDI Topic	Relevance score
Understanding of gender inequality in the country	4.2
Skills for women in public speaking and debate	4.2
Communication and negotiation skills for women	4.2
Campaigning and advocacy	4.1
Networking	4.1
Skills and capacity related to political life	4
Violence against women	3.9
Working with the media	3.8
Conflict resolution	3.6

On average, partners found the WCDI topics relevant to their work, with conflict resolution ranking lowest. This data also suggests that the relevant partners are being selected.

#### **Conflict Resolution and working with opposing political groups.**

Working across political and ethnic divides is complex, and the experience of WCDI has been mixed. The introduction of the WCDI in the Western Balkans following the regional conflict and inter-ethnic violence included the intention to bring women from opposing groups together. The programme was described (*inter alia*) as:

*‘enabling women in the Balkans to become agents of positive social change, and opening the space for women of different ethnic, political and religious backgrounds to cross both psychological and physical barriers in the building of a democratic society.’<sup>26</sup>*

The Final Report on the Balkans programme compiled by NPA affirms that WCDI seminars were multi-ethnic and focussed on issues that transcended ethnic and political boundaries. Particularly in Kosovo, the report states that *‘many participants reported that the WCDI*

<sup>26</sup> Analysis of Women Can Do It Programme, NPA South East Europe (undated)

*seminar was the first opportunity after a very long time they could meet and co-operate with someone from the other ethnic group'.<sup>27</sup>*

The external evaluation of the Balkans programme cited above concludes that the way the WCDI seminars were carried out may have '*had side effects that are conducive to post-conflict reconciliation*' and there could be lessons for WCDI programmes in other post-conflict countries. It points out however that there is no necessary connection between women's empowerment for gender equality and post-conflict reconciliation, and WCDI's focus should be on promotion of the former. It also suggests that:

*'it could be argued that the gender equality issue could perhaps be addressed more efficiently in mono-ethnic settings because the cultural frame of reference would be more similar and the fear of placing one's own ethnic group in an unfavourable light in front of the others would be avoided. In such cases, the objectives of inter-ethnicity and gender equality should be treated in parallel, not together. A similar mechanism is probably at work between political parties.'*

The report also suggests that WCDI contributed to reconciliation on a regional level, but had '*a lot of problems in bringing politicians together at the local level*'. In Cambodia, interviewees in FGDs spoke of the difficulties in establishing trust between women belonging to the opposition and ruling parties, particularly when elected candidates from the ruling party were likely to face fewer obstacles during election campaigning.

An external evaluation of the Southern Africa programme<sup>28</sup> concluded that WCDI has had a significant impact on peasant leaders in Mozambique and in Zimbabwe, and on the growth of women in parliamentary politics across political lines. However, it makes the following observation about working with women in both the opposition and ruling parties.

*'A concern is that the WCDI process in Zimbabwe, aimed at politicians, trained both MDC and ZANU PF women. Clearly in Zimbabwe this could not be viewed as a partisan effort and there is some understanding of this. From a narrow results perspective it clearly illustrates that women's participation in elections increased substantially, which at one level is good. However a deeper concern for NPA should be, should ZANU PF be empowered in any way whatsoever, unless it is tactical and the rationale and the results/gains of this tactic is clear and measurable? After careful consideration including a discussion at a SARP regional staff meeting, this MTE contends that NPA is in contradiction with its international policy and should not be involved in strengthening a party machinery that has got a horrific record of human rights violations and crimes against humanity.'*

When choosing both its partners and trainee groups, WCDI should carefully balance the possibilities and benefits of advancing conciliation and constructive action across party lines, with the hazards of aligning itself with political groups or parties with records of human rights violations. Once in the public domain, of course the techniques and skills taught by WCDI are no longer in NPA's control; but direct training of politicians pre-elections, especially in post-conflict and polarised political environments, needs to be approached with caution.

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<sup>27</sup> NPA: Final Report on the Women Can Do It Project in the Balkans 2001-2009

<sup>28</sup> External Mid-Term Evaluation of Southern African Regional Programme, A. Anthony, April 2011

80% of CDs partly or strongly agreed that '*WCDI is working with the most relevant target groups*' and 75% of CDs agreed or partly agreed that '*WCDI selects the most strategic implementing partners.*' Country Directors were asked to describe the way in which the WCDI was introduced to the country programme. 80% chose '*It was introduced by NPA to existing partners and they requested the training*', and 20% chose '*NPA decided to start WCDI and sought new partners to implement the programme*'. One CD commented that not all partners prioritise political participation.

### **5.3.3 Relevance to the WCDI to NPA's International Strategy 2012-2015**

NPA describes its vision as '*solidarity in practice*'. It aims to '*improve peoples' living conditions and to create a more just society, undertaking political advocacy and practical supportive work.*' This practical work '*shall be based on solidarity, not charity*'. The Strategic Framework describes '*a political approach to development*' whose key planks are democratisation – through the strengthening of organizations and participation - and just distribution of resources. Under its gender equality strategy, NPA '*supports women to confront traditional roles and to participate in organisations and in the public sphere*'.<sup>29</sup>

It is easy to see how the WCDI project fits into this vision and strategy (notwithstanding the example from Zimbabwe, cited above). Initial training from the NLP Women's Network is an expression of solidarity. The WCDI is, as has been described at the beginning of this report, a political project, in which women are trained and supported to challenge their traditional roles and status and take on decision-making, whether at the household, community, institutional or governmental level. The WCDI programme is delivered in partnership with local organizations. All CDs surveyed strongly agreed or partly agreed that '***the WCDI has strengthened implementing partners.***'

#### ***Learning and Influence within NPA***

What is less clear is how – or to what extent – experience and learning from the WCDI project has influenced practice in NPA and contributed to the other part of its gender strategy – '*to integrate a gender perspective in the cooperation with strategic actors, the political advocacy work and in the response to crisis.*'<sup>30</sup> This is related to the point above, about supporting women's rights and empowerment work with a broader gender equality strategy.

A review of NPA's gender equality work in 2010 concluded that:

*'It is not entirely clear as to what position women's empowerment and gender equality have in the NPA goal hierarchy; and there is some confusion about this among staff members. Rather than seeing women's empowerment and gender equality as a secondary goal, and 'side-effect', NPA needs to integrate the women and gender goal with the other goals:*

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<sup>29</sup> NPA International Strategy 2012-2015

<sup>30</sup> *ibid*

*democratisation and participation imply that also women engage in political participation and decision-making*.<sup>31</sup>

NPA had reduced its advisory capacity on gender equality and women's rights from a whole to a half-time position by the end of 2012. Gender mainstreaming remains a very elusive goal in the experience of all development agencies, and is a challenge without dedicated capacity to drive it. There is a potential role for the WCDI to be a source of wider learning for NPA's gender equality work. However, while a specific programme for women's rights, like the WCDI, can inform the broader gender goals of an organisation, it also runs the risk of becoming the *'ticked box'* for all work on women and gender. Instead, WCDI could be one of the drivers for the full integration of women's empowerment in NPA's goals of democratisation and participation, as suggested by the Gender Review cited above. Ideally this would be supported by NPA's gender advisory and WCDI advisor roles.

CDs were asked whether they thought lessons from the WCDI had been influential within NPA. Their responses are tabulated below, in Fig.16.

**Fig.16. WCDI Lessons and Influence in NPA According to Country Directors**

	Very Much	To Some Degree	Very Little	Not at All	Don't know
a. Have lessons from the WCDI over the past 10 years been effectively communicated within NPA?	20%	60%	10%	0	10%
b. Have lessons from the WCDI influenced other projects in your country programmes?	27.3%	63.6%	9.1%	0	0
c. Have lessons from the WCDI influenced policy and programming in NPA as a whole?	18.2%	54.5%	27.3%	0	0

The majority – two-thirds – of respondents thought this had happened *'to some degree'*. Nearly one-third of CDs thought lessons from the WCDI had influenced other projects in the country programme, but fewer than one-fifth though lessons had influenced NPA programming and policy as a whole.

#### **5.3.4 Relevance to NLP**

The WCDI manual was developed to train women within the Norwegian Labour party in the early 1980s. Between 1996 and 1998, the WCDI manual was translated into several eastern European languages, and the NLP introduced the programme into the Western Balkans in 1998. Previous to this, there had been a few projects in Latin America. In 2001 the NLPWN approached NPA to begin a programmatic engagement beyond the existing funding contract, and the programme was initiated in Bosnia and Herzegovina, Serbia, Kosovo and Albania.

<sup>31</sup> Review of the organization of the Gender Equality (GE) work in the International Programme Department, Norwegian Peoples' Aid (NPA); Aasen, B, Norwegian Institute of Urban and Regional Research (NIBR), Oslo, May 2010

NPA had just developed its gender strategy, and this coincided with a new strategy within the NLPWN to address political and organizational support to women's organizations. Support to the WCDI at that time came from the Norwegian Ministry for Foreign Affairs (MFA), and constituted '*part of Norway's foreign policy goals of supporting the development of democracy and institutional capacities, gender equality, inter-ethnic reconciliation and regional co-operation in the Western Balkans.*'<sup>32</sup>

The WCDI programme still has strong foreign policy connections. It is largely funded by the MFA, and by NORAD. The NLP recognises that the women involved in the training gain knowledge and close experience from areas of the world and about people that they would not normally acquire, and feed this back into the party, informing foreign policy. The trainers themselves said in focus group discussions that they thought the party did not take full advantage of their knowledge and experience, and the former coordinator of the WCDI in the NLP suggested that the labour party does not take the WCDI seriously, considering it 'a women's issue.' Nonetheless, it is reportedly seen as an asset to the NLP.

The trainers are drawn from women who have long experience and some position in the Labour Party, a key criterion for selection being that the trainer has valid experience to share. Trainers are often ex-MPs, or officials from local government, including a local Mayor. The knowledge and experience is fed back into the labour party, and also generates interest amongst women to get involved in foreign policy, an area in the party often dominated by men. In some cases the trainers have maintained close contacts with trainee women – such as in South Sudan, after which Sudan Peoples' Liberation Movement (SPLM) women politicians were invited to Norway.<sup>33</sup>

The cooperation between NPA and the NLPWN is very much a two-way street – the NLP gains relevant experience, knowledge and contacts through the programme, and NPA gets experienced trainers with a ready-made package of training skills and materials. There are fears within NPA that the NLP trainers are 'missionaries' for their cause; while, inevitably, the trainers communicate sets of values and practices with which they work, the agreement with NPA prohibits political party work and specific alliance building as part of the programme. Some NPA staff felt that the dominance of the NLP in the WCDI is '*provocative*' in the organisation, and that '*concrete ownership in the NPA HO*' should be asserted and supported.

There is also an issue about ownership of the 'brand' of the WCDI. It has undoubtedly become a successful 'brand' in itself, and some NLP trainers expressed the view that the 'brand' is sometimes used for activities which have little to do with the original principles and goals of WCDI. In Southern Africa, a partner organisation used the 'brand' for its own

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<sup>32</sup> Evaluation of 'Women Can Do It' Programme in the Western Balkans, 2001-2003 (ref); interviews in Oslo with Gender and WCDI Advisers, and NLP WCDI Coordinator, August 2012

<sup>33</sup> From interview with WCDI Coordinator, *ibid*

fundraising activities with other organisations. It seems that there is a discussion to be had between NPA and the NLP about 'ownership' of the WCDI 'brand' and how it fits with the different directions the programmes inspired or initiated by WCDI training take in different countries.

The view was also expressed (by some survey respondents and NPA staff) that there is too great a chasm between the Norwegian trainers and the situation of women in Norway, and the reality of most of the women in the countries where WCDI is implemented, for the training to be relevant and effective. The NLP trainers interviewed felt that in almost all cases, this gap could be overcome by training style, body language, and shared experience as women – as long as the translation was adequate to the task. Also, whenever possible, the NLP trainers work with local counterparts and facilitators in the TOT courses. Of the local trainers surveyed, **52%** had been trained by NLP and local trainers working together, and only **18%** by NLP trainers alone.

## 5.4 Sustainability

*Evaluation questions as per TOR*

*Have the benefits of the WCDI program continued after NPA has ceased funding?  
To what extent have the partner organizations taken over the project successfully?  
What efforts has NPA made to securing the project's sustainability?*

### **5.4.1: Has the WCDI continued where NPA has ceased funding? Have partners taken over the project successfully?**

Insufficient information was received from countries where NPA has stopped funding to examine this question. However, the evaluation found some evidence from the survey responses that some training has continued after the end of NPA funding, and that the benefits of the training continue to be felt by those who took part in it. Partners from Moldova reported that 5 trainers are still working at the local level, on women's leadership, and that **'Women Can Do It in Moldova has become a brand, which means gender equality and women's political participation.'**

Responses from West Russia stated that after the 2010 training, 10 women were elected to social councils, and 2 women were elected to be members of the Regional Duma. There was no indication of whether the programme as such has continued or not.

There were also observations from partners in countries where only one training course was funded, that training was discontinued because of lack of funding and support from NPA (Iraq, Ethiopia, South Sudan). There was also evidence from countries where NPA has ceased funding that the expectation of partner organisations for continuation were not met:

*'The project came from NPA, but it was not clear about its cycles from inception to phasing out. It was therefore difficult for partners to adapt to continue; we hoped NPA as an overall coordinator/leader would continue but the project ended with the involvement of NPA, partners still expecting that the continuation would come from NPA.'*

*Rwanda Survey respondent*

### **5.4.2 What efforts has NPA made to secure the project's sustainability?**

The final report on WCDI in the Balkans suggested that only 1 of the 13 partner organisations reported that they feared no implications for them of loss of funding and support from NPA. No new data was received from Balkan countries for this evaluation, so it is not possible to assess the efforts made by NPA to ensure that the project would be sustainable after the end of the funding. However, staff in NPA suggested that phasing-put of support from the programme was inadequate and poorly executed.

In the CD survey of EOs currently supporting the WCDI, or defined as 'paused' by the ex-WCDI Adviser, 8 out of 10 EOs offices reported that they were currently supporting WCDI and



it was in future programme plans, and 2 that while not supporting it currently they were considering future support.

Without an overall strategy and plan for the WCDI, and decentralised as it is to EO's, the evaluation could not assess the extent to which NPA as a whole will '*secure the project's sustainability*'.

As the ID was undergoing a major reorganization at the time of this evaluation, it is also not possible to say how the WCDI will continue to be supported at the institutional level. It was reported to me that the management of the project would move to a new department, focussed on democracy and campaigning, and that there would be some dedicated capacity in that department for its coordination – probably half-time. Senior managers in the ID, and the Secretary-General, seemed to intend to support the project, but both will seek a more strategic approach to its implementation. This could mean establishing clear criteria for selecting countries where it will be implemented, with a possible priority given to countries in the South where the labour party is interested in building long-term alliances, and to countries where the programme has most potential to succeed. The WCDI could target women in top leadership and decision-making positions.

Institutional sustainability is not however the only aspect of the continuity of training. The real test of sustainability is in the extent to which the trainees experience permanent changes in knowledge, skills and awareness, and are able to put these into practice in their lives and work. The quality, relevance and effectiveness of the training programme itself should be able to ensure this, within a reasonable programme time-frame, which would depend on a case-by-case basis on the particular conditions of the country and the nature of the target groups and individuals.

The only way to find this out is to set up consistent monitoring systems from the beginning and track the changes throughout the programme period.

## 5.5 Longer-Term and 'Wider' Changes

*Evaluation Questions as per TOR:*

*Has the WCDI led to wider changes in women's influence on social and political development in their countries?*

*What unintended results can be attributed to the WCDI program?*

As was stated at the inception phase, exploring long-term and wider changes attributable to the WCDI would have required resources which were not available to this evaluation. There are also inherent difficulties attributing longer-term change to single interventions, such as a specific project, especially in the areas of empowerment and capacity-building, as referred to earlier in this report. The measurement of longer-term or wider changes also presents great challenges, particularly for the partner organisations concerned, which often simply don't have the resources to do this. This is particularly true for training interventions.

*'For instance, women's organizations engaged in building capacity through training and other means, including research and knowledge building, challenging dominant perspectives and discourses, changing public attitudes, playing support roles to other movements or networks, engaging in policy advocacy, shifting public attitudes through campaigns and consciousness-raising with women, etc., all find it quite challenging to show the impact of their work.*

*Consequently, they are compelled to measure their processes, outreach, and outputs (number of training programs held, number of participants, publications, attendance at rallies and meetings, etc.), rather than the results of the process. Many such organizations, especially those working at the global level, have found it very difficult to receive adequate levels of funding since they are asked to demonstrate impact in ways that are untenable for them. We have yet to create effective M&E tools for this critical range of activities and strategies, which is the core work of thousands of women's organizations worldwide.<sup>34</sup>*

The documentation reviewed for this evaluation did not present clear evidence of longer-term change, although it was reported. The only report of a long intervention of the WCDI is the final report on the Balkans programme, summarising 8 years of the project, already cited in this evaluation report. The report refers to individual change and increases in self-confidence and gender awareness, and institutional change in terms of strengthening local women's groups. The report also states that the WCDI *'indirectly contributed to the development of institutional mechanisms for gender equality in the Balkan countries.'*

It reports that: *'WCDI project contributed to networking between women from different political parties, between men and women (politicians and journalists) and had a significant contribution in cross-cultural exchange, especially in the post-conflict Balkan region.'* The report mentions 5 new women's NGOs established as a result of WCDI local actions in Kosovo, and positive effects regionally to bring together women from different ethnic groups and nationalities. However, the report also states that *'On a local level, the organisers of WCDI seminars for local politicians had a lot of problems to bring all of them together.'*

<sup>34</sup> Capturing Change in Women's Realities: A Critical Overview of Monitoring and Evaluation Frameworks and Approaches. Batliwala and Pittman, AWID 2010

All of these assertions of positive impacts are compelling, but none are backed up by any evidence of the kind of monitoring and assessment which would be necessary to measure changes, whether individual or institutional. With adequate support and resourcing, and systems in place from the start, the Balkans programme could have presented a convincing account of a successful women's training and capacity-building project.

The report states that in 8 years of operation, 316 WCDI trainers were trained in 7 Balkan countries, 20,638 women attended in 1,057 seminars and 702 local actions were initiated. What these add up to is that a significant number of women were reached by the programme, and a further unknown number of others reached by them with the programme's message. However, without monitoring of change through this process, it is impossible to assess what the results of all this activity will be on change for women in the longer term.

In the absence of systematic monitoring, anecdotal evidence is often presented. This is also evidence, but needs to be collected systematically, and consistently, over a period of time, to enable analysis. For this evaluation, EOs and partners were asked to collect and send in a small number of stories of change of participants in WCDI. An interview schedule was drawn up for this purpose. However, very few country programmes sent in any stories, too few to contribute to the analysis. Those submitted are collected in Annex G.

In the survey, participants in training were asked to respond to the question *'what difference did the training make to women's lives?'* Some of these responses have already been presented in Section 5.1, Effectiveness, above. Some others are reproduced here, those which are more relevant to longer-term, or wider – and sometimes - unintended changes.

***'Definitely changed women's perspectives on being leaders of their respective societies. Women involved in the Peace Process have been strengthened with confidence and found their role more clearer than before.'***  
(Burma)

***Women have willingness to participate in politics. They dare to raise issues that women are facing. They also dare to claim for their rights both in the household and outside (for example right to participate in politics, land rights, and to be free from domestic violence.)***  
(Cambodia)

***'Women in Kongazchik believe in the future of female leadership and created a council of women.'***  
(Moldova)

***'We channelled the programme to rural communities introducing literacy classes to women engaged in the association.'***  
(Mozambique)

***'Yes, the programme did real change in the way of thinking among the participants, I was from the women who changed their life style. It also changed the point of view of the community on the role of women in the public life.'***  
(Palestine)

***'Survey after the training show women are able to assume leadership and some of the trained women have positions in their locations.'***  
(South Sudan)

***'Women have got more active (aggressive) and tougher.'***  
(West Russia)

***'Women in my community are testifying how they have started their businesses after realising that they can strike balancing acts between their household requirements and income generation.'***

**(Zimbabwe)**

### **Challenges to the WCDI**

The contextual challenges to the WCDI programme – political, social, cultural and economic – are considerable, and impact crucially on the project's ability to achieve longer-term changes. The results brought about by the project often seem a long way from the overall goals, and the project goals may in fact be out of line with the national reality:

A report from Belarus<sup>35</sup> puts it this way:

*'The project has increased skills, confidence and motivation. However, the project objective of women taking on decision-making positions in public life is a complex and long term issue, and represents more an overall development goal, rather than a project objective....'*

The report outlines the immediate outcomes of the project and continues:

*'The actual results are considerable in the current political environment of Belarus. However, the expected results as formulated in the project description, seem in retrospect too ambitious compared with the social and political reality in towns outside Minsk. The need for raising awareness, providing information and supporting women's self-confidence is perhaps deeper than anticipated. The economic downturn has also made it more difficult and challenging to engage women, who according to the survey, complain about too much work, struggling to balance duties at home and at the work place. Thus few women have participated in political campaigns or influenced political decision making directly, given the political regime and a strong tradition of (having to) avoid the political sphere. The profile of the project and the activities are more social.'*

Challenges outlined by respondents to the survey echoed some of these points, and raised a number of others. The table below (Fig.16) attempts to synthesise and summarise the kinds of challenges and obstacles most commonly reported by respondents to the Survey. This is by no means an exhaustive list of all the contextual issues, which appear in project documents, reports and proposals and are part of the country context analysis.

This represents what respondents to the survey (partners, local trainers and trainees) have themselves identified as specific obstacles and challenges to their participation in the WCDI, at different levels, and draws upon interview material from Cambodia and Angola.

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<sup>35</sup> Belarus Program Report 2009

**Fig.16. Survey Respondents' Perceptions of Challenges to participation in the WCDI**

	<b>Political and Socio-economic challenges</b>	<b>Cultural challenges – social norms</b>	<b>Legal, policy, State challenges</b>	<b>Relations with donors and training providers</b>
<b>Individual level – trainees and trainers</b>	Little time after household duties Distance trainees must travel Poverty Illiteracy	Women's low self-esteem Male politicians tried to pressure trainers Male fear of being outnumbered by women in the party Rural culture and customs that favour men Cultural taboos that silence women	Polarised national political environment	lack of funds for activities One-off training – no funding to continue Limited materials Not enough translated handouts
<b>Group or community level</b>		Local customs prevent women's public participation Faith-based groups not used to media and advocacy	Weak political structures	
<b>Organizational level - partners</b>	Concentration of trainers in city	Lack of cooperation from male party politicians to send women to training Patriarchal attitudes in political parties	Political interference, accused of forming political parties	Donor expectations of immediate results Lack of funding for continuity Change requires time, and funding ended too soon

NPA staff and NLP trainers were also asked for their views on the main challenges faced by the WCDI in the future. The responses are grouped under headings as far as possible.

***Funding and Resources (the most frequently cited)***

- Continued lack of a specific WCDI budget line
- Lack of dedicated funds from NPA
- Finding other funders in order to replicate the programme
- Uncertainty caused by funding and lack of sustainability

***Country Context***

- Social and cultural norms that hold women back
- Lack of political space for women
- Lack of opportunities for women to practice their learned skills
- Governmental interference and control of WCDI activities

***Issues related to NPA and partnerships***

- Continued difficulty to find suitable skilled local trainers
- Lack of monitoring and evaluation tools
- Lack of strategic planning
- Programme not adapting to changing local needs

## **6. CONCLUSIONS AND RECOMMENDATIONS**

### **1. CONCLUSIONS**

#### **1.1. Effectiveness**

**1.1.1. Overall, the Evaluation found the WCDI training programme to be effective, in meeting its goals to strengthen women's participation in public and political life.**

Women who have been trained through WCDI have stood for political office, sometimes been elected, and have been active in a range of public positions, in their communities, rural organisations, local organisations and other contexts, such as Camp Committees in Lebanon, and Social Hearing Councils in Angola.

There was evidence from many countries that individual women and organisations that have been part of the WCDI programme have **participated in decision-making processes that influence social development, at local and national levels**. Trainees also reported that their **knowledge of women's rights and gender equality increased** as a result of the training.

Women participants in training reported **increased levels of self-confidence and self-esteem** and ability to speak out in public, and gave a wide range of examples of other positive outcomes of the WCDI programme. Local trainers and trainees recorded positive changes with respect to all the WCDI training topics explored in a process of retrospective self-assessment carried out in the Survey.

**1.1.2. Clear correlations were found between levels of change recorded, timeliness of training, and follow-up and support given to trainees.**

The greater the support and follow-up, and the more timely the training, the greater the engagement of participants in post-training actions, and the greater the degree of change. When training **was not followed up and supported**, and **not delivered at the right time** for participants, **levels of engagement in post-training activity, and levels of change reported, were much lower**. Survey results demonstrated this unambiguously.

**1.1.3. The biggest area of change reported by trainees was in their motivation to stand for public or political office.**

While successful election is an indicator of success, so many other factors influence this outcome, that the **motivation to stand and to engage** in all the activities that standing for election involves, is probably a more reliable indicator of successful training outcomes. It is an indicator that new potential candidates have the confidence and self-belief to come forward.

#### **1.1.4. The level of contribution WCDI has made to the experiences and activities of trainees was difficult to gauge.**

Partner organisations relate to many other actors and almost 84% of them carry out training for women other than WCDI; 53% of local trainers and 39% of trainees had attended training similar to WCDI, from different providers. In Cambodia and Angola, discussions in focus groups revealed that **all trainers and trainees were part of complex webs of exchange and support** from local, national and international organisations, which supported them and influenced them in a range of decisions and actions they carried out. Nonetheless, interviewees identified the WCDI partner organisation as by far the most influential.

Local contexts differ, challenges vary greatly, and conditions change over time. Taking all these factors into account is necessary to determine the success of particular training interventions, and to assess it. While direct causal pathways can't always be drawn between the training inputs and the changes in the lives of women who have attended WCDI training, it is safe to conclude from the evidence gathered in the evaluation that **WCDI partners' programmes have contributed significantly, and sometimes substantially, to women's empowerment and public participation in the project areas.**

### **1.2 Relevance**

#### **1.2.1. The Evaluation found the WCDI training to be relevant to the needs, concerns and policies of its primary stakeholders.**

Implementing NPA External Offices, partners, local trainers and trainees reported that they found the training relevant to women's situation in the country contexts, to their own work, and to women's needs, at household, community and institutional levels. Trainees found the training adapted to their needs, and reported that, with a few exceptions, it met their expectations. Between 75% and 80% of External Offices thought the selection of partners and target groups was relevant and strategic.

**There were some questions** about the selection of local trainers and trainees, and occasions when the training was not well matched to participants' needs. Partners use criteria to a varying extent, and listed them, but also flagged the difficulty of finding suitable local candidates for TOT. In one particular case – Zimbabwe – it was decided that training of the ruling party candidates was not in line with NPA's vision and values.

**Training men.** There do not seem to be convincing arguments for training men within the WCDI core programme, and the evaluation found that one of the most valued aspects of the WCDI approach is the 'women-only' space for learning and sharing experience and skills that it offers. However, male backlash to women's empowerment is always a problem and implementing partners should be encouraged and supported to develop strategies to deal with this, and/or connect with organizations of men working for women's human rights. NPA

should try to establish these links where they exist. Outreach by local trainees involves men and boys as well as women and girls, and adaptations of WCDI (as in Youth Can Do It) trains both men and women.

In some cases reported by NLP trainers there was a mismatch between the NLP training and the trainees, the result of **insufficient communication** (between NPA and the NLP trainers) about the selection of trainees to the trainers, and consequently inadequate tailoring of the training to relevant needs on the part of trainers.

***There are also questions about the selection of countries for WCDI implementation.***

The evaluation found that this selection is dependent on persuasion and country-level decisions, and there are no agreed criteria for it. The programme would benefit from clearer guidance to ensure that selection of countries, as well as partners and trainees, is based on analysis of specific and contextualized needs, other national or regional training providers, as well as opportunities and spaces for women to benefit maximally from the training. As suggested in the section on Recommendations, it may be time to 'mainstream' the work of the WCDI in NPA's international programme.

**1.2.2 The WCDI is a highly relevant programme for the NLPWN.**

Although some NLP trainers felt the labour party could use their experience more, the WCDI experiences reportedly feed into foreign policy development and encourage women to engage with it. Useful contacts between the NLP trainers and women politicians in the south is another windfall for the labour party, and particularly the women's network.

A real strength of the NLP trainers is the relevance of their political experience to WCDI trainees. While there are problems associated with translation – both literal and cultural – it was clear that the **NLP trainers provide inspiration** to individual women, and for further training and development by local partners and trainers of contextualised and translated training materials and methods.

**WCDI has become a successful 'brand'**, and in some countries NPA and/or the NLP trainers thought the 'brand' is used to describe activities no longer very closely related to the original aims of the WCDI. A survey respondent thought NPA needed to assert more 'ownership' of WCDI. Ways of dealing with this include to 'let go' of the brand, and allow it to develop in any direction in any country, or to draw up some kind of 'memorandum of understanding' which governs when a programme should be labelled WCDI and when it is not appropriate.

**1.2.3 WCDI is a close fit with NPA's International Strategy for 2012-2015.**

As a political project with a strong solidarity component, strengthening partnerships and participation in democratisation processes, **WCDI ticks all the boxes**. It is coherent with



NPA's gender equality strategy. However, it is seen by some as a quite separate programme, and something of an anomaly within NPA. Most CD's surveyed thought lessons from the WCDI had only been communicated 'to some degree' within NPA, and just over half thought that WCDI had influenced NPA's policy and programming in NPA. There is scope for greater communication of the WCDI within NPA, and closer integration into NPA's International Programme.

**Partner Capacity-building.** At country level, there were examples of WCDI training given to other partners in the country programme, and influence on other aspects of country programmes; in Angola, WCDI implementing partners have trained women in partner organisations within different parts of the programme, and the programme reportedly has had some influence on Mine Action. Survey respondents stated that WCDI had built the capacity of the implementing partners themselves.

### **1.3 Sustainability**

#### **1.3.1. Insufficient information was received from countries where NPA has stopped funding the WCDI to assess whether the project was sustainable in terms of continuing benefits to participants.**

There were a few responses from participants from Moldova and West Russia that suggested that some training was still conducted, and that women trained in 2010 had been elected to various local and regional governmental positions. There were also responses (from Rwanda) that suggested that partners had not been prepared by NPA to continue after NPA stopped funding, and phasing out plans had not been clear. NPA needs to ensure that when partners have been particularly dependent on NPA funding and support they are ***not only helped to seek other sources of revenue, but also involved in reflection and learning processes that contribute to their work in the future.***

#### **1.3.2 A number of implementing country offices (8) intend to continue supporting the WCDI, and 2 more are considering future support.**

However, the sustainability of the WCDI project seems to be dependent on individual CD decisions to implement it or not. While senior managers in the ID expressed commitment to continuing with the WCDI, there is currently no overall plan in place for its continued support. **All respondents** – CDs, NPA staff, NLP trainers, partners, local trainers and trainees – ***raised the question of more secure funding and resourcing the programme***, particularly for follow-up support to trainee action.

#### **1.3.3 Change is a long-term process.**

The extent to which changes influenced by the WCDI programme will be sustained ***depends on the effectiveness of the training itself, including the follow-up put in place*** and the extent to which the training is part of ongoing partner's programmes. Unfortunately no

questionnaire responses were received from the Western Balkans, which could have provided a good test case for long-term sustainability of changes. If change-monitoring systems had been put in place from the start of implementing WCDI programmes, it would be possible to look at these results after only a few years.

#### **1.4 Wider Change**

##### **1.4.1 The evaluation was not able to triangulate claims that the WCDI partners and trainees had influenced policy or wider change at national or local levels. (e.g. domestic violence legislation, quotas for women parliamentarians).**

However, many WCDI participants reportedly participated in campaigns and advocacy to influence public policy, with successful policy outcomes. Direct attribution at national level is always very difficult to establish and levels of contribution are hard to measure, amongst the very many influences at work. At local level, participants reported that they had been able to influence practice (on violence against women, for example, and attitudes of men) in the community or in local government structures. The offshoot of GLIF in Angola, the 'Glifinhas' reported changing attitudes to sexual harassment in their schools and colleges. Cambodian interviewees reported changing attitudes and behaviour amongst some men in Commune Councils. In many countries, violence against women in different forms was a focus of action reported by participants, including work at the community level directly with violent partners and families affected by domestic violence.

It seems reasonable to conclude that WCDI partners and participants have acquired skills, knowledge and confidence through the programme that have helped them to contribute to wider change. This is easier to establish at local levels. A partner in Cambodia provided figures showing that just under 30% of WCDI trainees whose names were sent to political parties for inclusion on party lists, were listed, and just under 60% of these were elected at Commune level, where they were able – often against considerable opposition – to bring in some changes which benefitted people in their communities.

#### **1.5 Organisation and Delivery**

##### **1.5.1 The structure of the WCDI training – its '4-steps cycle' – is an effective way of going beyond one-off training inputs, and enabling participants in training to use their knowledge and skills.**

Practicing new knowledge and skills is essential to embedding learning, and the extent to which this happens is also an indicator of the relevance of the training to participants' interests and concerns. In many cases it seems to work well.

However, the evaluation found that partners **are not always able to carry out the TOT (62.8% of partners carry it out)**, relating a number of reasons for this, the main one being lack of funding.

Post-training activities were engaged in by **90% of local trainers**, but only **48% of trainees**; **87% of local trainers** but only **45% of trainees** got some support for these activities; and **79% of local trainers** and only **44% of trainees** had follow-up by the organisation that held the training. Partner organisations and participants, as well as CDs surveyed, attributed this lack of support and follow-up mainly to lack of resources. **As the trainees represent the project's target groups, there needs to be more attention to support at this level.**

56% of partner organisations held 'experience-sharing' or 'evaluation' seminars, and there was agreement across partners, trainers, NPA and NLP that these are very important but not always carried out or reported on systematically. Where these seminar reports are thorough, they are very useful, and could become valuable monitoring instruments. **Overall, the 4-steps cycle could be tightened up, and recommendations are presented for this below.**

**1.5.2 The evaluation also found that while the NLP trainers are experienced and skilled trainers, they feel that their time for preparation – and reporting - is limited by the fact that training takes place in their own time.**

More time allocated to preparation and communications with the sponsoring NPA EO, and where possible, directly with the partner organisation, would improve the help to ensure that the training is always appropriate to the participants. More time afterwards to ensure that trainers report on the experience and share it with NPA would support learning within the programme. **NLP values the voluntarism of its trainers: but this may inhibit the amount of time they have available for training, and what NPA can demand of them.**

**1.5.3 Good organisation and support from the EO is key to the success of training delivered by the NLP and partners.**

Trainees' responses to the Survey indicated that distances to travel, danger of travel, location of training in cities, loss of earnings, and other poverty-related issues were obstacles to their participation: these are issues that need to be addressed by partners and by NPA EOs. NLP trainers emphasised that active support of the EO is one of the key elements in running successful training courses.

## **2. RECOMMENDATIONS**

### **Recommendation 1: Consolidating the Programme**

WCDI has a long proven track record of quality training and demonstrable results. However, apart from the initial programme in the Western Balkans, and despite some regional exchanges, and global conferences, the different country or regional programmes do not seem connected and learning between them has not been maximised. WCDI is seen by some in NPA as separate and peripheral. The selection of countries has been somewhat ad hoc. The absence of regular annual narrative reporting (other than donor reports) by country and for the overall programme means that experiences of the programme are not pulled together for communication and learning purposes. Opportunities to enhance the programme are being lost. The accumulated experience of the NLP trainers could be used more effectively. ***There is now a need to consolidate the WCDI programme and facilitate its continuation in a more focussed and strategic way.***

***This evaluation recommends*** that NPA consider the establishment of a *Global Programme for Women's Empowerment and Public and Political Participation*, within its Democratisation Programme, that is wider than the WCDI. To some extent this already exists in some country programmes: but institutionalising it across NPA will be a way of mainstreaming gender in the Democratisation Programme. Each EO would find the most appropriate way of implementing this at country level, and the selection of levels of investment in particular country programmes would be decided against clear criteria, and within a contextual analysis of other in-country or regional training providers as well as WCDI. A more secure funding arrangement is needed to support long-term results of the programme.

WCDI is central to the design of the Global Programme. WCDI training by NLP trainers is called upon as necessary alongside local, national and regional training resources (if available), identified by the EO. The NLPWM, with its long experience and expertise in this area, could also offer non-training support in terms of advice and mentoring to NPA Programme Managers in the design and implementation of such a programme.

### **Recommendation 2: A Theory of Change (TOC) for the WCDI (or Global Programme)**

Donor reporting formats have required the WCDI to come up with an array of indicators, outputs, outcomes and goals and objectives that are confusing, and often confused with each other. A Theory of Change for the programme would help to pull these together into a coherent framework, setting out the kinds of changes that the programme can expect to bring about. It would support a 'new beginning' for the WCDI or Global Programme if NPA takes this on. A TOC is not a fixed blueprint, but a guide, and would be worked with and adjusted at country level. This can be a 'light touch' process and need not require a huge investment of time and resources. Existing logic models work within the TOC.

**This evaluation recommends** that NPA work on a Theory of Change for the WCDI or Global Programme, in conjunction with key partners, the NLP and selected Advisors and Programme Managers, to be completed by the end of 2013.

### **Recommendation 3: Improved Monitoring and Reporting**

The establishment of such a global programme would require coordination in Oslo, as is envisaged to continue for the WCDI, within a new department. Programme design should include enabling the regular reporting and monitoring overall that has been missing from the existing WCDI programme, and facilitate the drawing of lessons to feed into programme quality. This will benefit implementing partners as well as NPA's international programme as a whole, and enable more systematic learning with NLP on the development of materials and strategies. WCDI needs a clear and communicable programme narrative, for internal as well as external uses. A clear reporting and monitoring system is needed for the programme as a whole, and should be put in place for EOs to follow.

**This evaluation recommends** that the new WCDI Coordinator in Oslo is responsible for the regular annual reporting of the WCDI (or Global Programme), as a monitoring and communications tool, within a strategy to enhance learning for WCDI and its stakeholders, as well as providing useful information for proposals to donors, and the NLP. A monitoring system to track change should be designed and rolled out to EOs implementing the programme.

### **Recommendation 4: Consistent Organisation and Delivery of NLP Training**

There are a number of factors that would ensure more consistent quality of training, and enhance training outcomes, for WCDI training delivered by the NLP trainers. These have been shown by the evaluation to be:

- More time and care in the preparation phase, including training needs assessment
- Tailoring training to the specific needs of the participants
- Good support and communication between the NLP trainers and NPA EOs
- Good translation of the training and of training materials to be handed out
- Well-qualified local trainers and facilitators
- Consistent reporting of the training
- Systematic monitoring of training outcomes, in terms of measuring change
- Regular follow-up in the form of more frequent experience-sharing or evaluation seminars
- Where TOT is conducted, the NLP trainers commit to a longer term engagement to build the skills of the local trainers, over several years.

***This evaluation recommends*** that:

- (i) NLP trainers conduct training needs assessment as standard, and offer longer-term support and follow-up to local trainers to develop their training skills over time.
- (ii) NPA EO supports training needs assessment, ensures good translation at seminars and that handout materials are translated ahead of the training.
- (iii) Reporting of the training to agreed formats is done by the NLP trainers as well as an appointed local rapporteur
- (iv) NPA supports partners to carry out monitoring of the training outcomes against qualitative as well as quantitative indicators, conducted at intervals over time (6months, 1 year, 2 years)
- (v) Experience-sharing seminars are redesigned with a stronger monitoring focus, against agreed indicators, and take place at 6-monthly intervals initially, with NLP trainer attendance as appropriate, and financial support from NPA to enable partners to implement these.

#### **Recommendation 6: Prioritise Support and Follow-up to Local Trainees**

***The heart of the WCDI programme is not the training itself, but what it encourages or enables women to do.*** The engagement of women post-training in electoral activity, or work at the community level, or involvement in associations and other civil society organisations, in order to influence wider change with gender equality, is the key goal of the programme. It emerged clearly in the evaluation that the key determining factors of the engagement of trainees in post-training activity is ***support and follow-up from local trainers and implementing organisations.***

Trainees who received support and carried out post-training actions reported higher levels of change as a result of the training. The overall percentage of trainees who engaged in post-training activity was 48%. As this is the WCDI project's target group, ***it is a priority*** that resourcing post-training support is an integral part of NPA support to implementing partners. NPA staff and NLP trainers identified this area as a weakness in the WCDI programme.

***This evaluation recommends*** that funding for WCDI programmes always includes a substantial and adequately funded component for post-training support to trainees' action, and that continuity of trainee engagement is prioritised and supported by partners as an integral part of the WCDI programme.

#### **Recommendation 7: Ensure that Training is Timely**

Timeliness of the training also emerged in the evaluation as a key factor in the engagement of WCDI trainees. The more timely the training, the more they were able to use the learning in post-training activity. Trainees highlighted pre-election training as particularly relevant.

***This evaluation recommends*** that NPA and implementing partners always ensure that training takes place at times that make it most relevant to the needs of the participants, based on analysis of the trainees' needs and concerns, and national and local events.

#### **Recommendation 8: Revisiting the Voluntarism of NLP Trainers**

The NLPWN is committed to maintaining the volunteer nature of the NLP provision of trainers for the WCDI. However this also has its downside, in terms of the amount of time trainers can commit to the preparation, follow-up and reporting of training, and how much of their time NPA can demand. NLP trainers remarked that while delivering the standard basic module of the WCDI was straightforward, the adapted thematic modules are more difficult to deliver and need more preparation. While professionalising the trainers may not be the solution, there may be a compromise where NPA funds part of the trainers' time to ensure that adequate preparation, follow-up and reporting are always carried out.

***This evaluation recommends*** that a discussion take place between NPA and the NLP on the best ways to ensure that the trainers are able to put in enough time for the necessary preparation, follow-up and reporting of the training seminars they carry out.

#### **Recommendation 9: Training is an Ethical Responsibility**

Training is an ethical responsibility on the part of the provider. It is also something that is seldom refused – who would say no to some training? This can lead to the impression that any training is better than none. However, training raises expectations, begins a process of change, and promises results. Development often throws training at problems that are too difficult to solve. The WCDI to date has demonstrated that with sustained involvement, it can bring real changes to the lives of individual women, and support them to try to bring changes in their communities and countries. It should never be a 'one-off' intervention. This implies multi-year interventions, with sustained support and funding, and responsible strategies to ensure that new skills and knowledge are always relevant and embedded in local women's needs and concerns. WCDI already takes a lot of this on board – with a few adjustments and a more strategic approach, it could achieve more. ***All of this needs to be underpinned with committed funding over periods of not less than three years.***

***This evaluation recommends*** that in addition to the measures already suggested for consolidating the WCDI within a broader programme, training is always relevant to the identified problems and target groups, and funding is always provided for multi-year interventions, within clear strategies for ensuring the embeddedness and sustainability of the capacity-building process that it sets in motion.

## **Terms of Reference Evaluation of 'Women Can Do It' - 2001-2012**

### **1. Background and Program Summary**

The Women Can Do It (WCDI) program is a capacity building and awareness raising initiative, and is implemented through a collaboration between Norwegian People's Aid (NPA), the Norwegian Labour Party Women's Network (NLPWN) and local partner organizations in countries where NPA is working.

The core activity of the WCDI is to conduct organizational and political training sessions for women, providing direct training, and training for trainers to provide further outreach of the program. The WCDI training is designed to stimulate and encourage women to carry out post-training activities in their communities and organizations and is often organized through a four-steps project cycle with a clear goal, expected results, activity plan and evaluation of the training and the activities.

WCDI's target groups are women from different parts of society; politicians, students, media, civil society and public employees. To the end of 2011 around 1500 women have been trained as local trainers, around 50 000 women have attended WCDI seminars and around 1500 local actions and campaigns have been organized. A number of national and regional conferences have been organized, and in 2007 a Global WCDI conference with 135 participants from 25 countries was held in Belgrade.

The WCDI was first introduced in 2001 in four countries in the Western Balkans. Based on positive experiences and interest from the target group, the program expanded to other countries from 2003 and had in November 2011 been implemented in 23 countries in Europe, Asia, Africa and the Middle East.

The WCDI has been offered to immigrant women in Norway since 2005.

The cooperation between NPA and NLP is regulated by a written agreement that was revised in 2009. NLP's main responsibility has been to provide qualified trainers for the WCDI seminars and to conduct the training for the seminars both in Norway and abroad. NLP trainers also act as supervisors to locally-trained women.

NPA has been responsible for the planning, implementation and follow up of WCDI in close cooperation with local partner organizations in the relevant countries.

The main donors have been the Norwegian Ministry of Foreign Affairs (MFA) and Norad. The WCDI project in Lebanon has been supported by SIDA and Fagforbundet, and the WCDI in Norway has been funded by the Ministry of Children and Gender Equality, Ministry of Labour and Fagforbundet.

### **2. Aims and Objectives of WCDI**

**The overall aim of the WCDI program is to 'strengthen womens' participation in political and public life and in decision-making processes that influence social development at local and national levels.'**

A secondary and key objective of the program is to '**promote knowledge of womens' rights and gender equality to the target groups in the specific country where WCDI is implemented.**



### 3. Purpose of the evaluation

External evaluations of the WCDI program have been carried out in some countries (the Western Balkans in 2005, Rwanda 2007, Palestine 2009, South Sudan 2009). The overall purpose of this evaluation is to assess the main changes which have taken place for the target groups as a result of the WCDI program activities, and the challenges met by the program since it started in 2001.

Its main purpose is summative - to address the question of accountability, both externally to the donors, beneficiaries and main stakeholders in the program, and internally to NPA. Its key focus will thus be to examine the extent to which the WCDI program has met its stated aims and objectives, through examining how its methodology has contributed to strengthening women's participation in politics and public life in the countries in which WCDI has been implemented over the 10-year period under review.

Both intended and unintended results will be examined. The Evaluation will distinguish between the results and changes which can be directly attributed to the WCDI program, and those to which it can be seen to have contributed.

The Evaluation also has a secondary learning, or formative purpose, which is to look at lessons learned in relation to the training model used, ways in which the model has been adapted in different countries, and different forms the program has taken in different locations, in order to inform future development of WCDI. The Evaluation will also help, in the countries where site visits will be made, to set baselines in local areas in order for the program to measure its results in the future. The Evaluation will also look at the extent to which the WCDI program is aligned to NPA's international strategy for 2012-2015, and make appropriate recommendations.

A third purpose is to bring together documentation of the WCDI program, from all the countries in which it has been implemented, into one site.

### 4. Evaluation Scope and Key Questions

The areas of results that will be explored are the project outcomes at immediate and intermediate levels. The evaluation should describe the main activities that have been carried out, analyse and assess, but not necessarily be restricted to, the following:

- **Effectiveness:** How effective are the specific elements in the WCDI methodology for strengthening women's participation in politics and public life? To what extent is the particular methodology effective in bringing about changes in women's participation? Has the WCDI 4-steps methodology been adapted to country specific settings? Has WCDI training led to greater gender awareness in its target groups?
- **Relevance:** Is the WCDI delivering the right kind of training for the needs of the participants? Is the WCDI program in line with the NPA's goals in its International Strategy for 2012-2015? Is there any added value for NPA beyond the direct project implementation? Has learning from the WCDI had any influence on other programs within NPA? How relevant is the program to the needs of women in the program areas?
- **Sustainability:** Have/will the benefits of the WCDI program continue after NPA has ceased funding? To what extent have the partner organizations taken over the project successfully? What efforts has NPA made to securing the projects sustainability?

- **Impact/long-term results:** Has the WCDI led to wider changes in women`s influence on social and political development in their countries? What unintended results can be attributed to the WCDI program?

## 5. Methodology

The evaluation will include field studies to selected countries and a review of relevant program documents. This will include field visits and interviews with NPA staff, partners and WCDI participants in selected countries, interviews with staff at NPA HO, NLP staff and WCDI trainers . The document review will include WCDI guidelines, proposals, applications and reports to donors, reports from WCDI trainings and conferences and project evaluations.

In order to look at the outcome of the program and the variety of approaches and activities, field visits will be made to countries selected purposively by NPA:

- Cambodia, because of the high number of beneficiaries and variety of activities
- Angola, because of the duration of the project and the creation of three independent NGOs.

A survey will be conducted with all the countries where the WCDI has been implemented over the past 10 years, in order to explore the questions above in the widest possible contexts. Where program staff and partners have moved on, this information may be more difficult to gather, but as broad an overview as possible should be provided.

The evaluation should emphasise a learning aspect and should therefore apply participatory methods that will include various stakeholders, including WCDI participants.

## 6. Evaluation Team

One external consultant will be hired and will be responsible for the data collection, field studies and the writing of the evaluation report. Some funds will be available for research assistance and will be administered by the consultant.

The management of the International Programme Department will have the overall responsibility for the evaluation. A project leader will be appointed to whom the team leader will report. A reference group will be established for this evaluation and will be consulted for comments to the draft report. The reference group will have members from NLP and NPA .

NPA will provide the consultant with the key documents for the document review, making arrangements with the field offices, travel arrangements, and sending out the questionnaires to the offices ensuring that they will be replied to.

## 7. Reporting

An Inception report and work plan shall be submitted to and have the approval from the NPA.. A draft report is to be submitted to NPA for comments. A final report is to be submitted to NPA within two weeks after receiving comments to the draft report. The final report should not exceed 40 pages, including an executive summary. The report shall be written in English.

**8. Implementation, time schedule and reporting:** July - December 2012 (see Appendix 1)

## Annex B: People Interviewed

### Cambodia: List of People Met

Name	Organisation	Position	Interview location	WCDI role
Mr Tang Sunhao	NPA	Country Director	Phnom Penh	NPA
Ms Khim Nina	NPA	Development Program Coordinator	Phnom Penh	NPA
Mr Sok Pitour	NPA	Development Program Coordinator	Phnom Penh	NPA
Ms Seang Horn	Former NPA	Former Development Program Coordinator i/c of WCDI	Phnom Penh	NPA
Ms Sonket Sereyleak	COMFREL	Education and Gender Coordinator	Phnom Penh	Partner
Ms Cheap Sotheary	COMFREL	ADHOC staff Sihanoukville. Teaches human rights & democracy to police etc. Volunteer coordinator & trainer for Comfrel. Former high school maths teacher. 2011 organized training in Takeo Province (2008, 2009)	Phnom Penh	Trainer ToT
Ms Ouch Bo	COMFREL	ADHOC staff Kg Speu Province. Volunteer coordinator & trainer for Comfrel. Worked for Adhoc and Comfrel on human rights before WCDI. Former high school literature teacher. After 2008 ToT provided training in Kg Cham Province (2008, 2012)	Phnom Penh	Trainer ToT
Ms Thaug Hong	COMFREL	First Deputy Chief of Commune in Kg Chhnang Province since before first training. CPP member (2009, 2012)	Phnom Penh	Participant
Ms Pov Ratha	COMFREL	Commune Council Member in Kg Thom Province. Was already on CC in 2008. Following 2008 course became CC member responsible for women's and children's affairs. Now an ordinary CC member but is a leader in her community – women come to her with their problems. SRP member. (2008)	Phnom Penh	Participant
Ms Sa Ny	COMFREL	CC member in Kg Cham Prov. Commune Focal Point (2008)	Phnom Penh	Participant
Ms Maen Syna	COMFREL	Dep. Village Chief in Takeo Prov. (2008)	Phnom Penh	Participant
Ms Sin Samoeurn	COMFREL	Official for Women Affairs in Takeo Prov. (2009)	Phnom Penh	Participant
Ms Kheav Phan	COMFREL	Part of Comfrel's women's network in Takeo Prov. During WCDI training made a plan to set up a women's savings group. 39 women in a village established a savings group and were provided with 15 cows by an NGO, Heifer. Savings group is used as an opportunity to discuss issues such as gender and domestic violence with women. (2009, 2012)	Phnom Penh	Participant
Ms Seng Chantho	COMFREL	First Deputy Chief of Commune & member of Comfrel network in Kg Thom Prov. (2010)	Phnom Penh	Participant
Ms Meas Chanthan	COMFREL	Commune Chief & member of Comfrel network in Kg Chhnang Prov. (2011)	Phnom Penh	Participant
Ms So Narika	COMFREL	Deputy Chief of Prov. Women Affairs Department & member of Comfrel network in Preah Vihear Prov. (2009)	Phnom Penh	Participant
Ms Chhoun Chetana	COMFREL	Commune Chief & member of Comfrel network in Preah Vihear Prov. (2010)	Phnom Penh	Participant
Ms Ung Yok	AMARA	AMARA Executive Director	Battambang	Partner

Khoan				
Ms Hang Chanthy	AMARA	Joined Amara in 2006. Trains women members of councils once a year. (2008,2009)	Battambang	Trainer ToT
Ms Sin Rozet	AMARA	Second Dep. Commune Chief. Sam Rainsy Party WCDI trainer. Has also had training from International Republican Institute, Youth Council of Cambodia, Women for Prosperity, Konrad Adenauer Foundation and SRP (2009)	Battambang	Trainer ToT
Ms Seng Sina	AMARA	Ratanak Commune Council member, <a href="#">Battambang District</a> , <a href="#">Battambang Province</a> . Former commune representative for women and children's affairs (2010, 2011, 2012)	Battambang	Participant
Ms Ny Romdoul	AMARA	Second Dep, Chief of Preaek Luong Commune Council, Aek Phnum District, Battambang Province. Former youth leader with SRP (2008, 2010, 2011, 2012)	Battambang	Participant
Ms Im Vathna	AMARA	Village chief & in charge of general village affairs (3 training courses 2010-12)	Battambang	Participant
Ms Sok Nu	AMARA	Activist of commune SRP & chief of elderly people's organization (3 training courses 2010-12)	Battambang	Participant
Ms Ky Pov	AMARA	Chief of commune Funcinpec Party (5 training courses starting 2003)	Battambang	Participant
Ms Tim Roeun	AMARA	Dep. Village Chief. CPP representative in charge of women and children's affairs (3 training courses 2010-12)	Battambang	Participant
Ms Kim Ratana	AMARA	Member of Commune Council. (8 Amara courses 2008-12 & 1 reflection workshop in 2010)	Battambang	Participant
Ms Kim Sambath	AMARA	Member of Commune Council. SRP trainer. (2 NLP ToT, 1 NLP reflection workshop & 1 Amara course)	Battambang	Participant
Ms Sokh Sony	AMARA	Member of Commune Council. (8 Amara courses 2008-12)	Battambang	Participant
Ms Ngong Sokunthy	AMARA	Member of Commune Council. (2 Amara courses 2012)	Battambang	Participant

Dates within brackets indicate years when training courses were attended.

### Angola – Interviews by Skype and Email

Lucie Piassa, NPA Country Programme Manager, Luanda

Catarina Fernandes, NPA Programme Assistant, Luanda

Helena Zefanias, former NPA Country Programme Manager

Maria Manuela de Sousa Barros, Coordinator of GLIF, Luanda

(FGDs were held in Angola by Lucie Piassa and Catarina Fernandes between 19<sup>th</sup> – 24<sup>th</sup> October, 2012. The names of participants are listed below, but were not interviewed by me)

Name	Organisation	Position	Training – WCDI and NPA	Interview Place
Edvarina Huangabenia	Glifinhas	Administrator	2007	Sumbe, Kwanza Sul
Maria Celeste	Glifinhas	Member	2008	Sumbe, Kwanza Sul

Ana Bela Mauricio	Glifinhas	Member	2010	Sumbe, Kwanza Sul
Teresa Muhongo	Glifinhas	Member	2007	Sumber, Kwanza Sul
Mariquinha Joachim	Glifinhas	Member	2010	Sumbe, Kwanza Sul
Rebeca Donga	Glifinhas	Member		Sumbe, Kwanza Sul
Emilia Susso	Mulheres Politicas	Municipal Secretary	2005	Luanda
Sebastiana Martins	Cassules do Maculusso	Executive Director	Various	Luanda
Sheila Caputo	Flor da Vida	Secretary	2006 and various	Luanda
Carolina Miranda	CNP	Coordinator	Various	Luanda
Amelia de Fatima Dya Kassembe	CNI	Administrative Council	2 trainings, including book workshop	Luanda
Palmira Africano	MPD	Member	various	Luanda
Paula Cardoso	GLIF - Interpol	trainer	NPA training 2004, 2005	Sumbe
Eliza gonsalves	GLIF	Trainer	2004, 2005 GLIF	Sumbe
Biatriz Gonsalves	GLIF	Trainer	2005, 2006 NPA and GLIF	Sumbe
Inacia Eduardo	GLIF, staff of MINFAM, teacher	Trainer	2005, 2006	Sumbe
Josefa de Soares Kiteculo	GLIF founder member	Pensioner, commissioner of CNE	Many trainings through GLIF	Porto Amboim
Marcelina Goncalves Caetano	GLIF	Works with church groups	Various trainings through NPA and GLIF	Porto Amboim
Maria Marcela Azevedo	GLIF	Trainer	Various	Porto Amboim
Ana Lino Solano	GLIF	Member	3 GLIF trainings	Porto Amboim
Lidia Ferramenta	CHOFA	Member – also teacher	2005, 2006 and many others with GLIF	Gabela
Anianhas Mauricio da Silva	CHOFA	Member	Various from NPA and GLIF	Gabela
Lentina Francisco	CHOFA	Member – literacy teacher	Various from GLIF	Gabela
Victoria da Graca	CHOFA	Member	2005 - NPA	

### Interviews in NPA Headquarters, Oslo. August 2012

Monday 20.08	Topic	Place	Attendees
08.00-09.00	Planning meeting	Hordaland	Suzanne, Asgerd
09.15-11.00	Interview	Hordaland	Liv Bremer, Asgerd
12.30-13.00	Interview	Hordaland	NPA Head of International Programme department Orrvar Dalby
13.15- 14.15	Pair interview	Hordaland	NPA advisors, Henrik Stabel ( S Sudan, Trude Falck ( Rwanda, S Sudan)
14.30-14.45	Interview	SG office	NPA Secretary General, Liv Tørres
17.00-18.30	Interview	Hordaland	Liv, Asgerd

<b>Tuesday 21.08</b>			
09.00-09.45	Interview	Hordaland	NPA advisor Ingeborg Moa
10.00-11.00	Interview	Hordaland	NLP Gro Axelsen
13.00-15.00	Pair interview	Hordaland	NPA advisors Eva Haaland ( Moz, SA), Kari Kjærmet ( Balkans)
15.00-	Summing up, docs collection		Suzanne
<b>Wed 22.08</b>			
09.00-09.45	Interview	Hordaland	NPA advisor Inger Sylvia Johannesson ( WCDI in Norway)
10.15-11.30	FGI	Hordaland	NLP trainers: Rina Mariann Hansen, Gry Haugsbakken
12.00-12.40	Interview	SG Office	SG Liv Tørres
13.00-13.30	Interview	NLP	Head of NLP network/Minister of Culture, Anniken Huitfeldt (put off)
14.00-15.00	Discussions		Suzanne, Asgerd
15.15-16.15	FGI interview	Hordaland	NLP trainers: Siri Baastad,(Torunn Skottevik- <i>not present</i> ), Ann Marit Sæbønes, Anne Nyeggen
<b>Thursday 23.08</b>			
09.00-10.00	Interview	Hordaland	Anne Cath da Silva (former regional Director for South Africa, Zimbabwe and Mozambique)
10.30-12.00	Group Interview	Hordaland	NLP Siri Hov Eggen, Lisa Skaret, Kristine Nordenson Kallset, Anne Cathrine Berger
13.20- 14.00	Interview	NLP	NLP Karin Yrvin (former WCDI political advisor)
14.00-14.45	Phone interview	Hordaland	NPA advisor Anna Mørck (postponed)
15.30-16.30	Interview	Hordaland	Soran Coste (former PM Iraqi)
<b>Friday 24</b>			
10.00-10.45	Interview	Hordaland	Sveinung Torgersen
10.45.11.30	Summing up	Hordaland	Suzanne
12.00-13.00	Presentation of findings, issues to clarify etc	Hordaland	Suzanne, Sveinung, Asgerd
13.00-	Further planning	Hordaland	Suzanne, Asgerd

### Annex C1: WCDI Country and Regional Documents Received and Reviewed for Evaluation by Type

Country, Region	Funding Proposals & Plans	Project Reports	Training reports	Evaluation workshop Reports	Programme Evaluations	Manuals, Publications	Partner Profiles, PPT presentations	Misc* Internal, undated	Totals
Albania	3	3	1	1					8
Angola	21	21	2	1	1	2	3	2	53
Balkans		1			1	1		2	5
Belarus	1			1			1	1	4
Bosnia	2	3							5
Cambodia	2	15	4	3			2	1	27
Ethiopia			1						1
Iraq	3	1							4
Kosovo	3	2	2	1					8
Lebanon	1	1		1					3
Macedonia	2	2						1	5
Moldova	2	2		1				2	7
Montenegro	3	2		2				3	10
Mozambique	1		1					2	4
Myanmar	1								1
Palestine			1	4	1			1	7
Rwanda		3			1		5	2	11
Serbia	3	4	2	1					10
South Africa			2					2	4
Sou. Sudan			3					3	6
Sthn Africa		1	2		1		3	2	9
Tanzania							1		1
West Russia	6	9	2	1	1	2	2	7	30
Zimbabwe									0
<b>Totals</b>	<b>54</b>	<b>70</b>	<b>23</b>	<b>17</b>	<b>6</b>	<b>5</b>	<b>17</b>	<b>31</b>	<b>223</b>

\* these include: internal documents, TORs, drafts, training agendas, interviews with partners, undated documents

## **Annex C2: NPA Organizational and WCDI Programme Documents Reviewed**

1. Best Practices. Women Can Do It: First Global Conference. Belgrade, Serbia, 16-18 November 2007. NPA/NLP 2007
2. Partnership Policy. NPA 2009.
3. International Strategy 2012-2015. NPA 2012
4. Observing Change. Results-based Planning, Monitoring and Reporting (PMR). NPA 2010.
5. Guidelines for NPA's Women Can Do It Project. Memo 7, 2010.
6. Procedure Document, Women Can Do It/Kvinner Kan. NPA, April 2010
7. *Women Can Do It!* The Manual for Women Activists. Norwegian Labour Party – Women's Network. July 2007
8. TOR for Trainer at WCDI Seminar, NPA 23.01.2004
9. Guidelines for Trainers' Report of WCDI Experience-sharing Seminar, 2008
10. Review of the organization of Gender Equality work in the International Programme Department, NPA. Aasen, B, Norwegian Institute of Urban and Regional research (NIBR) Oslo, May 2010
11. External Mid-Term Evaluation, Southern African Regional Programme. A.R. Anthony, April 2011



## Annex D: Survey Questionnaires and Stories of Change Guidance

### **'Women Can Do It' Evaluation for Norwegian Peoples' Aid (NPA)**

#### **Survey Questionnaire PARTICIPANTS & TRAINERS**

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Dear Participant in the NPA '*Women Can Do It*' programme,

First, thank you very much for participating in this Survey to help evaluate the '*Women Can Do It*' (WCDI) programme. I hope you find the questions interesting, and useful for your own reflection. Some of the questions will seem more relevant to you than others – this is because the WCDI programme takes many different forms in different countries. But please try to answer them all!

To introduce myself – I am Suzanne Williams, an independent consultant with many years' experience of work on women's rights, gender equality and development issues. I have been asked by Norwegian Peoples' Aid (NPA) to conduct an evaluation of '*Women Can do It*' in all countries where it has been introduced. I am doing this through surveys, interviews, and visits to 2 countries.

The purpose of the evaluation is to help NPA evaluate the results of the training carried out by WCDI, and to learn more – from you - about how it has been working, in order to improve it where necessary. The evaluation will therefore focus on your experiences, as participants in the training courses. This questionnaire is designed to explore what difference, if any, the WCDI training has made in your life and work, and in the organizations and groups you are involved with.

Your thoughts and experience are the key to this evaluation, so please respond to all the questions as clearly and honestly as you can! Your answers will be confidential. I do not ask for your names in the questionnaire.

This should only take you 30 – 40 minutes.

If you are able to answer this questionnaire in English, then please fill it and send it back to me by email to:

[presland47@gmail.com](mailto:presland47@gmail.com)

Thank you very much again, for your time and cooperation.

With best wishes,

Suzanne Williams  
Goukamma Consulting  
Oxford, UK

---

**1. PARTICIPATION IN WCDI TRAINING COURSES.**

*We would like to know something about the WCDI training you have attended, and any other training on similar issues. Please write your answers in the right-hand box.*

PT1. How many training courses run by WCDI have you attended?	
PT2. Which year or years did you attend this course or courses?	
PT3. Were the courses run by: Norwegian trainers? Local trainers? Norwegian and local trainers together?	
PT4. If the training had a specific focus (eg media, elections) what was it? If no specific focus, write ' <i>basic training</i> ' in the box.	
PT5. Did you attend a Training of Trainers (TOT) course?	
PT6. Have you attended other courses similar to WCDI training but run by different organisations? <i>If yes, can you specify which kind of courses, and which organisations run them? If no, just write 'no' in the box.</i>	
PT7. Was the WCDI training held at a time that was particularly useful to you? (eg. before elections) <i>If yes, state why. If no, write 'no' in the box.</i>	

**2. YOUR EXPECTATIONS OF THE TRAINING YOU ATTENDED.**

*Please put a tick in the box which is closest to your experience*

	Yes	To some extent	No
E1. Were you asked about your needs and expectations of the course before the training started?			
E2. Were you informed about the topics of the course before it started?			
E3. Did you feel clear about what you would gain from the course?			
E4. Did the course meet your expectations?			
E5. Did you feel the training was relevant to your country context?			
E7. Was the training adapted to meet the needs of the participants?			
E8. Please use this space to add any comments you have about the training			

### 3. RESULTS FOR YOU FROM THE TRAINING.

*This section explores whether anything changed for you as a result of the training, compared with before.*

*Please put a tick or X in the column under the number that best expresses your level of knowledge, confidence and activity now, and before the training. Fill the left-hand side first for all questions.*

*0 = none, 1 = low, 2 = quite good, 3 = high*

Now				Self-assessment of changes in your knowledge, confidence and activity	Before training			
0	1	2	3		0	1	2	3
				Understanding of gender inequality in my country				
				Ability to communicate gender issues to my peers				
				Readiness to speak out in meetings and debates				
				Confidence in public speaking				
				Level of self-esteem				
				Motivation to stand for public or political office				
				Influence in my political party on gender issues				
				Participation in household decision-making				
				Participation in community decision-making				
				Ability to publicly denounce gender discrimination				
				Participation in campaigning for women's rights				
				Ability to influence local government policies				
				Ability to influence the media on women's rights				
				Ability to influence national government policy				
				Participation in networks supporting women				
				Ability to deal with hostility or resistance				
				Readiness to take up leadership roles in my groups				

### 4. WIDER RESULTS OF THE TRAINING

This section what happened after the training. *Please write a few lines in response to each question in the boxes below.*

<p>R1. Did you plan any activities in the training, that you carried out after it?</p> <p><i>If <b>yes</b>, please write a few lines to describe the activities.</i></p> <p><i>If <b>no</b>, write 'no' in the box and go to <b>R4</b>, below</i></p>	
<p>R2. Did you get some support for this activity or activities? If <b>yes</b>, what kind of support, from who?</p>	
<p>R3. Was there some follow-up with you from the trainers or the organisation that organised the training? Please say what it was.</p>	
<p>R4. What do you think your activities achieved?</p>	
<p>R5. Do you think the training made a difference to women's lives? If yes, can you say what you think the most important difference was?</p>	
<p>R5. Did you carry out training in the WCDI methods after the TOT training? If <b>yes</b>, go to the next section.</p> <p><i>If no, write 'no' in the box, and you are finished!! Thank you very much for your cooperation!</i></p>	

## 5. TRAINING OTHERS.

*This section is to be filled out by those who attended the TOT run by the Norwegian Labour Party trainers, and who went on to train others using the tools learned from WCDI. Please answer a few more questions! Thank you!*

TO1. After the first TOT course, how many:	No.
a. Training seminars or courses did you conduct for other groups	
b. People came to the seminars, on average	
c. Experience-sharing or evaluation seminars did you attend	
d. Further WCDI training courses did you attend (eg advanced, or specific topics)	

<i>Please tick the 'yes' or 'no' box for the questions below:</i>	Yes	No
TO2. Were you a trainer before you did the WCDI TOT?		
TO3. Was the TOT adequate for you to continue training with the WCDI material?		
TO4. Have you contacted the Norwegian trainers for advice since the TOT?		
TO5. Have you been involved with translating the WCDI manual?		
TO6. Have you been adapted the WCDI manual in your local training?		
TO7. Do you use materials from other sources together with the WCDI manual?		
TO8. Are you still training using the WCDI techniques?		
TO9. Have you incorporated WCDI training techniques in other courses?		

TO10. What do you think was the most significant outcome of the training you have conducted with other groups? Please describe briefly, saying why it was significant, and for whom.

Many thanks! Your time has been much appreciated!

**'Women Can Do It' Evaluation for  
Norwegian Peoples' Aid (NPA)**

**Survey Questionnaire for PARTNERS**

---

Dear NPA Partner in the *'Women Can do It'* Programme,

First, thank you very much for participating in this Survey to help evaluate the *'Women Can Do it'* programme. I hope you find the questions interesting and useful for your own reflection. Some of the questions may seem more relevant than others to you, because WCDI takes such different forms in different countries. But please try to answer them all!

To introduce myself – I am Suzanne Williams, an independent consultant with many years' experience of work on women's rights, gender equality and development issues. I have been asked by Norwegian Peoples' Aid (NPA) to conduct an evaluation of *'Women Can do It'* (WCDI) in all countries where it has been introduced. I am doing this through a review of documents and reports, surveys, interviews, and visits to 2 countries.

The purpose of the evaluation is to help NPA to assess and to learn more about the results of the training carried out by WCDI, in order to improve it where necessary. The evaluation will focus on the experiences of the participants in the training courses, and on the role and experience of the NPA partners who have organized and used the WCDI training course.

This questionnaire is designed to explore what difference, if any, the WCDI training has made in your life and work, and in the organizations and groups you are involved with. It also will explore your thoughts and perceptions of how the training courses fit in with your other work.

Your thoughts and experience are the key to this evaluation, so please respond to all the questions as clearly and honestly as you can! Your answers will be confidential, although I do ask for the name of your organization in order to order the data for my analysis. I do not ask for your own names in the questionnaire. The responses to the questionnaire should represent an agreed view of the organization.

This should only take you between 40 minutes and 1 hour.

If you are able to answer this questionnaire in English, then please fill it and send it back to me by email to:

[presland47@gmail.com](mailto:presland47@gmail.com)

Thank you very much again, for your time and cooperation.

With best wishes,

Suzanne Williams  
Goukamma Consulting  
Oxford, UK

## SECTION 1. PARTNER ORGANIZATION PROFILE

Please tell us something about your organization. Write your answers to the questions in the box on the right-hand side

PO1: What is the title of your organization?	
PO2: What is the main purpose and area of work of your organization? Please describe this in a few words.	
PO3. Does your organization work in a local region or area, or at national level?	
PO4. Does your organization work with women, or with women and men?	
PO5. How many staff members are there in your organization?	

## SECTION 2. IMPLEMENTING THE WCDI PROJECT

In this section we are trying to gather some figures about the implementation of WCDI. Please write your answers in the box on the right-hand side

IP1. Which year did your organization start to implement the WCDI programme?	Year: (started)
IP2. Is your organization still implementing the WCDI programme? If no, please put X after No and write which year it stopped. If yes, put X after yes in the box opposite.	Yes: No: Year: (stopped)
IP3. How many TOT courses has your organization carried out? (if none, go to Q IP7)	
IP4. How many local trainers have been trained in TOT courses?	
IP5. How many of these local trainers had previous training experience?	
IP6. How many of these local trainers are still conducting WCDI training?	
IP7. How many local training courses has your organization carried out?	
IP8. How many participants have attended local training courses?	
IP9. How many participants have engaged in local actions and activities planned in the training course?	
IP10. How many of the following kinds of activities/actions that were planned in a training course took place:	
local or national campaigns	
Debates and seminars	
TV, radio or newspaper articles or interviews	
Lobbying local or national politicians	
Formation of a network	
Production of a newsletter or other information leaflets	
Other?	

### SECTION 3: TRAINERS AND PARTICIPANTS IN LOCAL TRAINING

This section will gather information on the participants in the training courses organized under the WCDI programme. *Please put an X in the relevant column below.*

	YES	NO
TP1. Has your organization held WCDI TOT for local trainers? <i>(If not, please tick 'no' and go to Question TP5.)</i>		
TP2. Have the trainers had additional training through WCDI after the first TOT?		
TP3. Have the trainers requested additional training through WCDI?		
TP4. Has your organization held 'experience-sharing' seminars for trainers?		
TP5. Have the WCDI local training courses included planning of activities by the participants for after the training? <i>(if not, please tick 'no' and go to Question TP7)</i>		
TP6. Has your organization supported the activities planned by participants after the training courses?		
TP7. Does your organization carry out training for women other than WCDI?		
TP8. If your organization decided not to train local trainers, can you give the reasons for this?		

TP9. Please use this space to raise any other issues not covered above – for example, specialized training, advanced training, the value of experience-sharing seminars etc.

### SECTION 4. RELEVANCE OF THE COURSE TOPICS

<i>Please rate the relevance of topics of the WCDI training to your organization's work. 1 = lowest highest</i> —————→ <i>5 = highest</i>	1	2	3	4	5
R1. Understanding of gender inequality in the country					
R2. Skills for women in public speaking and debate					
R3. Communication and negotiation skills for women					
R4. Skills and capacity related to political life					
R5. Working with the media					
R6. Conflict resolution					



R7. Campaigning and advocacy					
R8. Networking					
R9. Violence against women					

R10. Please add in the box below any other topics that have been added to the WCDI training curriculum as a result of the feedback of participants, trainers and your organization:

R11. Please list below any translation of the WCDI manual, or new manuals using WCDI material, that your organization has produced:

- 1.....
- 2.....
- 3.....
- 4.....

**SECTION 5. ASSESSMENT OF THE WCDI TRAINING PROGRAMME**

*This section explores your assessment of some aspects of the WCDI programme. Please tick the box that expresses what you think of each statement.*

**SA = Strongly Agree; A = Agree; NA-D= Neither Agree or Disagree; D = Disagree; SD = Strongly disagree**

Part 1	SA	A	NA - D	D	SD
A1. All courses – TOT and local training – are based on assessment of the training needs of participants					
A2. Each training course is adapted to the country context					
A3. The Norwegian trainers are well informed about the situation in our country					
A4. The Norwegian trainers are well informed about the training needs of the participants					
A5. Participants know what to expect from the training courses					

Part 2	SA	A	NA - D	D	SD
A6. WCDI training is most appropriate for women in political parties					
A7. The WCDI training courses have been very successful in getting women to become active in their communities					
A8. The WCDI training courses have been very useful to strengthen women's organizations					
A9. The activities participants organize after the training have been the most important part of the WCDI programme					
A10. WCDI has motivated women to get into politics					
A11. WCDI training is best for highly educated women					
A12. The WCDI training has mainly benefitted a few individual women					
A13. The WCDI programme has directly benefitted women at community level					
A14. The WCDI programme has strengthened our organization					

## SECTION 6. ORGANIZATION OF THE TRAINING

*This section looks at some of the practicalities of the training, and how it is organized*

OT1. Is NPA involved in planning WCDI training courses? <i>If yes How is it done?</i>	
OT2. How the are participants for the TOT courses selected? <i>If there are some criteria, please list them.</i>	
OT3. How are the participants in the local training selected? <i>If there are some criteria, please list them.</i>	
OT4. How do you monitor the activities of local trainers? <i>Please outline any ways you do this.</i>	
OT5. Do you keep in touch with people who have participated in the courses? If yes, how?	

<p>OT6. Do you have a way of documenting the actions and activities of participants after the training? <i>If so, what is it?</i></p>	
<p>OT7. Does NPA work with you in monitoring the WCDI training? <i>If yes, please outline this.</i></p>	

**SECTION 7. FINAL OBSERVATIONS**

FO1. What do you think are the most significant achievements of the WCDI programme? *Please list 3 things and say why they are significant.*

<p>1.</p> <p>2.</p> <p>3.</p>
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FO2. What have been some of the obstacles you have faced in implementing the WCDI programme? *Please list 3 things and say why they have been obstacles to the programme.*

<p>1.</p> <p>2.</p> <p>3.</p>
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FO2. What do you think could make the WCDI more effective? *Please list 3 things and say why you think they would have a positive effect.*

<p>1.</p> <p>2.</p> <p>3.</p>
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Many thanks! Your time has been much appreciated, and your information is very valuable.

## Stories of Change Guidance Notes

NPA is conducting an evaluation of the *Women Can Do It* programme to try and understand what it has achieved. The purpose of collecting stories from participants in the programme is to give them the chance to tell a fuller story of their experience.

We hope to collect stories from people in implementing partner organisations, from trainers and from participants in the local training seminars. They can be people who are still very involved, or who were involved in the past.

This paper is to offer guidelines about the kind of information we hope to collect, who to collect it from, and how to conduct the interviews. Some guide questions are included to help with the interviews. The form on the next page is also a question guide - make sure you complete the details of names and dates etc, and attach it to your write-up.

### 1. Selection of Interviewees. They can be:

- Members of implementing partners who have been closely involved with WCDI
- Women who have been trained by NLP trainers in the WCDI programme
- Women who have participated in training events/seminars run by local partners within the WCDI programme
- From any age group – good to have different ages
- From any location – good to have different locations
- From any profession or occupation – good to have a range of occupations

### 2. Confidentiality.

These stories may be published on NPAs website, so the interviewees should know this and be happy if their names and stories are made public. A photo is not essential, but would be a good addition.

### 3. Topics

The stories are personal, and should include:

- How did she hear about WCDI?
- What motivated her to get involved with WCDI?
- Date she first got involved with WCDI, and if she is still involved
- What she was doing then and what she is doing now
- What difference WCDI made to her life and her work – what changed for her
- What challenges and obstacles she faced when she made these changes

### 4. Interview Technique

- Explain the purpose of the story clearly, and put the person at ease
- Always ask for specific examples when they tell you about something
- Ask follow-up questions – eg. after that, what happened? Then what? What did you think about it? How did you feel?
- Allow someone to tell their story, but keep coming back to the point
- Focus on what changes took place, both on a personal level, and within the person's community, family, household, workplace, organization – that is the most important aspect of the story.
- Take careful notes, and check with the person that you have understood it right!
- **Keep the stories to about 2 or 3 pages in length, no more!**

Story Collection Form.

Interview no: \_\_\_\_\_

Name of Interviewer: \_\_\_\_\_

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

Name of person interviewed: \_\_\_\_\_

Age: \_\_\_\_\_ Occupation: \_\_\_\_\_

1. What is your involvement with WCDI? (partner, trainer, participant in programme – specify)

2. How and when did you get involved with WCDI? What motivated you?

3. What were you doing then (occupation) and what are you doing now?

4. Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?

Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?

Can you give some details and examples of this? What were the other influences that contributed to these changes?

5. Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

6. What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

7. Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

## Annex E: Table of Criteria and Dimensions of Change

Criteria	Dimension of Change	Indicators/Areas of enquiry	Data Sources
<p><b>Effectiveness:</b></p> <p>Has the WCDI strengthened the participation of women in public and political life?</p> <p>Has WCDI training led to greater gender awareness in its target groups?</p>	<p>Changes in the capacity of WCDI trainees in public and political life</p> <p>Changes in the motivation of WCDI trainees to take up decision-making or leadership positions</p> <p>Changes in levels of confidence of WCDI trainees in public life locally and nationally</p> <p>Changes in levels of participation of WCDI trainees in public life</p> <p>Changes in support networks/groups to WCDI trainees standing for public office</p> <p>Changes in media portrayal of women in public life in target areas</p> <p>Changes in family/household attitudes to trainees in public positions</p> <p>Changes in gender awareness in participants and their circles of influence – household, community, workplace, political party</p>	<p>the extent and frequency to which x no. of participants practice skills learned in WCDI +1 year later</p> <p>levels of motivation of participants before and +1 year after training to pursue leadership roles</p> <p>no. of participants active in public and/or political life +1 year later who were inactive before WCDI intervention</p> <p>degree of participation in public life of WCDI participants before and +1 year after training</p> <p>extent to which participants built/belong to new networks set up through WCDI training and initiatives</p> <p>no. and type of relevant activities initiated by women post-training, +1 year later</p> <p>levels of self-confidence of participants before training and +1 year later</p> <p>concrete examples of shifts in attitudes and behaviour on gender-related issues in participants and their circles of influence</p>	<p>Surveys, interviews in visited countries; project documents, partner reports, databases, project records</p>
<p><b>Relevance:</b></p> <p>Is the WCDI delivering the right kind of training for the needs of the participants?</p> <p>Is the WCDI in line with NPA's goals in its international strategy?</p>	<p>Changes in capacity is in line with participants' needs and expectations</p> <p>Changes sought by the training are appropriate to the national context</p> <p>Changes planned by the WCDI are consistent with NPA's goals</p>	<p>Evidence of training content adapted according to pre-training needs assessments</p> <p>Evidence of training adapted after feedback from trainers and participants</p> <p>WCDI objectives set within country strategy and context analysis</p>	<p>Interviews with partners and trainers</p> <p>NLP plans and documents; interviews with NLP; NPA plans and analysis</p> <p>NPA documents; interviews with NPA stakeholders</p>
<p><b>Sustainability:</b></p> <p>Have/will the benefits of the WCDI programme continue after NPA has</p>	<p>Changes in the way the training is managed and funded</p>	<p>Training based on the WCDI model is continued by trainers and partners +1 years after NPA stopped funding</p>	<p>NPA WCDI adviser; Country directors and advisors; partners in</p>

<p>ceased funding?</p> <p>To what extent have partner organizations taken over the project successfully?</p> <p>What efforts has NPA made to securing the project's sustainability?</p>		<p>partners are funded from other sources to continue to training</p> <p>partners have requested NLP support after the end of the project</p> <p>evidence of factors which have kept the programme going (or not)</p>	<p>'stopped' countries; NLP interviews</p>
<p><b>Impact/long-term results:</b></p> <p>Has the WCDI led to wider changes in women's influence on social development in their countries?</p> <p>Have there been any unintended positive and/or negative impacts of the project?</p>	<p>Changes in gender-just policy at the national level</p> <p>unplanned changes in the lives and work of partners, trainers and beneficiaries</p>	<p>WCDI participants initiated or closely involved in designing and implementing successful campaigns for policy change</p> <p>WCDI trainees lobby successfully for policy change &amp; implementation</p> <p>Participants in the WCDI project report unforeseen consequences of their involvement in the project</p> <p>Participants (partners, trainers and trainees) choose to leave the project</p>	<p>Interviews with beneficiaries, partners, NPA CDs, country advisers, other actors</p>

## **Annex F: Country Studies: Angola and Cambodia**

*These Country Studies serve as illustration for the very different ways in which WCDI is implemented in different parts of the world. They are brief, and while some conclusions are presented for each country study, and some specific recommendations for the programme are suggested, the recommendations made for the WCDI in the body of the report apply equally to these programmes.*

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### **WCDI in Angola**<sup>36</sup>

#### **1. Background to the WCDI Programme**

*‘...some of the NLP trainers considered that we never had a WCDI programme in Angola because we started on our own. The first training was conducted by Rede Mulher, an Angolan organization.’<sup>37</sup>*

The WCDI was introduced to Angola by NPA in 2002. From the start, it was taken up and ‘owned’ by Angolan organisations. A well-established Angolan NGO, *Rede Mulher* (Women’s Network), a network of more than 80 women’s organisations, political party women’s groups, trade unions, media organisations and local NGOs, was invited to enter into a partnership with NPA to implement WCDI in Angola, in the province of Kwanza Sul. *Rede Mulher* conducted training in Luanda in 2002. *Rede Mulher* was familiar with the WCDI training package, having received a Spanish translation from a source outside NPA. After several preparatory meetings in 2003, which included discussions with the Ministry of Women and Family Affairs to gain the Ministry’s support, a training course was organized by *Rede Mulher*, with the support of NPA, in Sumbe in Kwanza Sul. The Ministry was the Coordinator of the project and the reference point between *Rede Mulher* and NPA.

The aim of this first course was to select 5 trainers from the invited group of 25 women leaders in political parties and civil society. The selected trainers would be the new trainers in the main topics of the course – leadership and management, women and communication, women and power and conflict resolution. This first training also sought to build self-esteem and self-confidence among the participants and their organisations to carry out campaigning and advocacy activities. It also aimed to set up a support network for the participants, and create solidarity between the women from different organisations.<sup>38</sup> This was the first TOT of the WCDI in Angola, delivered by Angolan trainers. This was followed up in 2004 by one of the NLP WCDI trainers, who trained the five selected women in Sumbe, Kwanza Sul.

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<sup>36</sup> Note: The field trip to Angola was unfortunately cancelled, so the account of the WCDI in Angola is based on documentation, skype interviews with NPA Angola staff and one WCDI partner, FGDs carried out on my behalf, and correspondence with the former NPA Country Adviser and former Angola Programme Manager. It was not possible to assess the work of individual partner organisations without field research.

<sup>37</sup> Former Angola Programme Manager, pers.comm

<sup>38</sup> Relatorio Sobre O Seminario ‘As Mulheres Podem faze-lo!’, 15 – 20 Setembro, Sumbe, Kwanza Sul.



The support to Rede Mulher appears in NPA's proposal for the years 2004-2007 under the programme 'Democratic Rights and Participation'. In NPA's report to NORAD for the period 2008-2011, after the 2008 elections and the 2010 Constitution, it was reported that many of the partner organisations supported had achieved formal recognition, including as members of the government's local structures (at municipal and district levels) for consultation with sectors of civil society, the 'social hearing and consultation' Councils (CACs). One of these organisations is GLIF, (Women's Leadership Group), set up in the wake of the first WCDI training conducted by Rede Mulher. The PMA, (Platform for Women's Action), was formally acknowledged as adviser to the Ministry of Women and Family Affairs, and the FMJIG (Women Journalists' Forum) was appointed to an advisory role to the governor of Luanda on gender issues.

The report states:

*'The programme has been paramount in developing the institutional capacity of its three women's organisations, PMA, FMJIG and GLIF to the extent that all are today formally advising different public institutions on gender issues... NPA partners have played a leading role in strengthening the rights of women. The most important achievement is the new Law against Domestic Violence approved in July 2011. In the period GLIF has developed a youth wing, the Glifinhas ('small Glif's') ... who have, amongst other things, managed to mobilize large numbers of youth and even key provincial government staff to participate in a public march three years in a row (2009, 2010 and 2011), to call attention to the problems of HIV/AIDS and sexual harassment in schools.'*<sup>39</sup>

While the question of attribution remains problematic, as recorded in the body of this report, and the role of the WCDI training specifically cannot be pinpointed, it was a part of the capacity-building of partners who later went on to achieve relevant results, over a period of time. NPA invested heavily in this, most of the training being delivered by NPA staff themselves. The Director of GLIF reports having attended 32 training sessions delivered by NPA staff (see below). Since its inception, GLIF has had both technical and financial support from NPA. In one of the questionnaires, a respondent reports having attended 62 trainings between 2003 and 2012, under the WCDI umbrella.

*'The programme in Angola related to NLP in a resource-based way – when there was a need we would ask for help. For example in October 2004/5 there was a rumour of elections. A programme to support women's participation in the process was started by NPA Angola and technical support was requested to train trainers on the techniques of WCDI for political mobilization.'*<sup>40</sup>

Further training was conducted by two NLP trainers in 2005. NPA was active in supporting women's empowerment in Angola in ways that went beyond the training inspired by WCDI and its model of TOT and participant action. After a conference in Luanda in 2006 in which women from South Africa, Mozambique, Rwanda, Democratic Republic of Congo and Spain came together to share experiences of women's role in public policy-making, a number of

<sup>39</sup> Angola Final Report to NORAD, 2008-11

<sup>40</sup> Former Programme Manager, quoted above

women's groups were formed in Angola to take the work forward. By 2007, apart from the main partners, GLIF and PMA, three other groups were formed in the provinces of Huila, Malanje and Cabinda. In 2008, a project to compile stories of 89 women who had survived 30 years of war in Angola, from 5 provinces, was started with a workshop to train the storywriters. The book "the Book of Peace of Angolan Women – Heroines without Names", was translated into Spanish and has, according to NPA, been used as a training resource. Some of the contributors have sought to expand their writing skills.

The three partner organisations outlined below will be funded until 2013, when the Angola Development Programme will close.

## **2. Partner Organisations: Brief Profiles of GLIF, PMA and FMJIG**

### **2.1 GLIF – Women's Leadership Group**

GLIF is an umbrella group of religious, political and professional organisations based in the province of Kwanza Sul. It was formed after the training organized by Rede Mulher in 2003, and its current director was one of the trainers selected at that event. She describes the beginnings of GLIF:

*'After we were selected, we didn't know what to do. So we 5 got together and got funding for a small pilot project from NPA. We trained with urban and rural women, on the subjects of leadership, communication, empowerment, but at first they didn't know what we were talking about! It was a real struggle to get 20 women to a training ... they would say 'what are you talking about?' But eventually they came to understand and started sending the message around to other groups and organisations.'*<sup>41</sup>

Over the years, GLIF has participated in a large number (32) of WCDI training courses provided by NPA and delivered by NPA staff, as well as other training provided by a range of international and national organisations in Angola; after one of the trainings which took place with NLP trainers in 2004, in preparation for elections, the NLP trainer commented:

*'There was a clear wish to improve women's participation in society from the women, and the situation needs to improve in all areas of life. The women's issues are practically not on the agenda.... The low level of knowledge and ethical stance against sexual exploitation especially concerns me. The same does the silence around HIV/AIDS problems, and women's right to live without violence. On the other hand, this is a society which just has experienced peace and the prospect for doing changes are good...'*<sup>42</sup>

NPA has been the only funder, with moral support, according to the Director, coming from government, political parties, churches, and civil society. GLIF also works closely with the other partners in NPA's women's rights and participation programme, PMA and the FMJIG.

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<sup>41</sup> Interview with Maria Manuela de Sousa Barros, GLIF Director, November 2012

<sup>42</sup> 2004 TOT report, Karin Yrvin, NLP

GLIF's focus is on training and capacity building, and has developed a training package, drawing on the WCDI methods as well as training resources from South Africa, Mozambique and Internet sources. GLIF works on awareness raising of HIV/AIDS, and violence against women. In its 2011 report, GLIF refers to its influence on the members of the CACS in the municipality of Sumbe, a number of training events with local government, the presentation of case studies on domestic violence in 4 municipalities, and further support to the 'Glifinhas', as well as conducting numerous public talks, discussions, and debates related to women's rights.

GLIF's 'youth wing' the 'Glifinhas' (aged from 14 to 20), founded in 2007, works with youth in schools and colleges and market vendors, focusing on sexual harassment.<sup>43</sup> A proposal submitted by Glif and Glifinhas in 2012 outlines 5 objectives: two relating to women's participation in electoral processes and public life in Kwanza, and 3 relating to participation of women in public life in Kwanza Sul; mobilizing women to combat gender-based violence; contributing to the reduction of domestic violence; and mobilizing to combat sexual harassment and abuse against young women.

An evaluation of the 'Women's Participation in Political and Public Life' programme in 2009 by an external consultant,<sup>44</sup> stated:

*'the social intervention of GLIF is also visible, and certain testing and counseling centres were opened as a result of the demands from this group in its work on awareness-raising about HIV/AIDS. Apart from this, in the latest provincial conference on civil society GLIF was nominated Provincial Coordinator of the Civil Society group in Kwanza Sul.'*

The evaluation also commented that in the province of Malanje, the base of NPA's demining programme there was little communication between the provincial Forum for Women's Participation set up with the support (but not funding) of NPA within the Development Programme, and the Demining Programme:

*'the visit to this province permitted the observation that the development programmes and the demining programme function in different universes. The Development Programme is not integrated in the NPA office in Malanje and staff have no idea of the work that the DP is engaged in.'*

It recommended that NPA take steps to encourage more integration and dialogue between the programmes, and the Forum for Women's participation that had successfully tested the adaptation of the WCDI manual. Recent communication with the Angola office suggests that there has been some influence on the Mine Action programme through exposure of Mine Action staff to meetings and conferences on WCDI.

There have been other synergies between programmes, however. GLIF has provided training to another NPA partner, CHOFA (a horticultural cooperative based in Amboim), supported

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<sup>43</sup> A number of 'Stories of Change' of the Glifinhas are collected in Annex G

<sup>44</sup> Avaliacao do Programa de Participacao da Mulher em Angola, Anita de Conceicao, May 2009

under NPA's land and resources programme, with a high number of rural women members. For this training of largely illiterate women, materials drawn from an ActionAid package called 'Reflect' were used, integrating functional literacy with awareness raising and leadership training. GLIF has conducted training for a number of other NPA partners, and stimulated the creation of 'Youth Can Do It' projects in Luanda and Kwanza Sul.

## **2.2 PMA - Platform for Women's Action**

The PMA was founded when Rede Mulher was perceived as being too close to the Angolan ruling party, as a cross-party organization bringing together women from a wide range of developmental organisations and women's groups. It is an advocacy and capacity-building organization, constituted as a:

*'network of organisations that work for the defense and promotion of women's human rights, and gender equality in Angola. It is currently composed of organisations based in Luanda, women's organisations within political parties, women's religious organisations, and networks of women in the municipalities of Viana, Kilamba-Kiaxi and Cazenga, as well as individuals, with a total of about 29 organisations.'*<sup>45</sup>

PMA's mission is to promote gender equality to increase the participation of women in public and political life through capacity building of its members and guidance towards respect, justice, cohesion and responsibility. It has become a highly influential organization within Angola. With NPA support, PMA defined its 4 strategies for the next period as:

1. *Stimulation of debate about the condition of women in Angola through research and dissemination of information;*
2. *Influence on the elaboration and implementation of public policy on gender equality at national and local levels;*
3. *Development of capacity on transformational leadership so that women at every level can exercise their rights and enjoy the benefits of development in the country;*
4. *Development of a functional organization open to all types of women's organisations and individuals who fight for gender equality.*

PMA's plans for 2011-2013 include working with male and female parliamentarians in all parliamentary committees, and with officials in the ministries of Women and the Family, Education and Agriculture, particularly on gender budgeting, as well as broader influencing work on women's rights with government and civil society at national and provincial levels, through training and capacity-building, debate and campaigns and information-sharing.

PMA's assessment of its own achievements in an undated (but post-2008) report includes that it has achieved significant changes at the individual, organizational and political levels. At individual levels, its members have gained experience and learned how to interact across

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<sup>45</sup> PMA Programa Integrado de Lideranca Feminina e Influencia Publica, 2011-2013 Plan, Luanda November 2010

social, political and religious divides. At the organizational level, PMA has become a widely consulted feminist organization, and in the 2011 report outlines a number of 'synergies' with other development actors. It has formal advisory status with the Ministry of Women and Family Affairs (MINFAMU), and has become active in influencing government on gender budgeting.

At the political level, PMA states that it has:

*'influenced outstanding change in the political arena as far as gender perceptions are concerned. Political leaders have adhered to the calls of women in integrating gender equality in the governance structures of political parties. .. the most prominent achievement at this level has been the vertiginous increase of women in parliament and government, With this, basic political conditions for a gender oriented decision-making process have been put in place. Government at various levels has called for the integration of gender in the political and administrative structures. For PMA this is a tremendous change which will set a long term framework to enhance sustainable gender development.'*

After the successes in the 2008 election, PMA also flags up the challenges that remain to Angolan women: and figures published after the August 2012 elections show that the representation of women in parliament actually went down, in spite of all the work and effort of civil society organisations:

*Despite renewed efforts by civil society to push up the numbers of women in SADC parliaments women representation in Angola has gone down. This follows the announcement of results from the August 2012 presidential and parliamentary elections where women's representation went down from 39 % in 2008 to 34.5 %.*

*The elections on August 31 were the third legislative election in Angola's history and the first general election since the new constitution came into force. The new constitution enacted in 2010 established a party list system where citizens vote for a party instead of an individual candidate and the president will be the leader of the winning party's list.*

*In the 2012 legislative elections, five political parties and four party coalitions participated. Five out of the nine parties or coalitions had 30% women in their candidate lists. But none had a woman at the top of their respective party list and therefore no woman presidential candidate.*

*The ruling party led by José Eduardo dos Santos at 46% had the highest number of women on its list. Out of the 31 ministries there are only 8 positions held by women.<sup>46</sup>*

PMA states that it will continue to work with women in public office to overcome the social gap created between power holders and the rest of society: affirming that women in power should become change agents in gender politics.

### **2.3 FMJIG – Women Journalists' Forum for Gender Equality**

The FMJIG is an organisation of women journalists based in Luanda, formed in October 2006 after participating in the 1<sup>st</sup> International Meeting of Women in Angola, 'Participation of Angolan Women in Political Life', convened by NPA and the UN Human Rights office in

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<sup>46</sup> Southern African Gender Protocol Alliance: 'Angola: women's Representation in Parliament goes down'. 2012

Angola. Participants came from 18 provinces in Angola, as well as other countries – Congo, Colombia, Mozambique, Norway, Rwanda, Spain, South Africa and Zimbabwe - 160 participants in all.

As a result of the conference, a group of women journalists got together to form the FMJIG. At this time the FMJIG launched an international media campaign focusing on violence against women, "*Challenging the silence: Media against Gender Violence*", taken up in Angola, Rwanda and the Democratic Republic of Congo. The FMJIG have remained focused on violence against women, working with radio, television and print media to raise awareness. With other Angolan organisations, FMJIG supported the campaign for the law on domestic violence that was adopted in June 2011. FMJIG has subsequently publicised the law and worked to secure access to support and justice for the women who are victims of violence.

The organization continues its efforts to put pressure on the authorities to implement the law effectively, and maintains a vibrant website.

### **3. Focus Group Research**

Field research was carried out by NPA staff with focus groups in Sumbe, Luanda, Porto do Amboim and Gabela. Most participants were members of GLIF and had training from GLIF. The 'Women Politicians' group in Luanda had been trained by NPA staff. Focus group discussions were not conducted with PMA or the FMJIG. The same format for the research as used in Cambodia was applied in Angola.<sup>47</sup> Once again, the fact that the interviews were carried out by NPA staff cannot rule out bias in the kinds of responses received. There were some differences from Cambodia that were not easy to iron out without being present in Angola.

As in Cambodia, the interviewees from GLIF, the Glifinhas, PMA and groups in Luanda, Gabela and Amboim were asked about their other sources of training and support, and the aspects of training that they retained, and were most important and useful in their lives and work. Interviewees reported similar ranges of support and training to those identified in Cambodia, comprising a mix of local, national, international and governmental inputs to training and support.

In Angola, FGD participants came up with a comparable ranking of the most relevant and useful aspects of the training they received (see also main report pp.30 – 31), namely **women's leadership, communications skills, women's political participation**, and specifically in the Angolan context, **HIV/AIDS** and **sexual harassment** – the focus of action of the 'Glifinhas'. In the Glifinhas group, one participant said:

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<sup>47</sup> the field research formats used in Cambodia, which was the first country visited, were sent to the NPA staff in Angola, when the Consultant's visit had to be cancelled. These formats are represented in more detail in the Cambodia country study.

*'the most important for me is sexual harassment because that's the thing that disturbed me most. After the training I got I could understand what was sexual harassment and what was not, what was assault and what was modesty, and now I feel able and strong to work in this area. Now I call myself a Glifinha'.*

The facilitator reported from one of the groups in Luanda (the Women Politicians group):

*'All the participants said that after participating in WCDI training their lives changed a lot. They gained confidence and self-esteem, knowledge about leadership of an organization, how to resolve conflicts in their own lives, and how to speak in public. They now know more about gender equality, which they would not have without the training. They asked that this kind of training be repeated so that they did not forget the themes and refresher training in order to be able to better transmit the messages themselves.'*

#### **4. Main Achievements, Obstacles and Areas for Improvement.**

It is difficult to summarise these, as the Angola programme has taken such varied forms, and has become a wider women's empowerment programme, albeit often – though not always – under the title of Women Can Do It. However, the concerns of the respondents to the Survey are grouped below under these headings, as well as some of the material from the field research and conversations with NPA staff. *Like the Balkans, the Angola programme itself should be the subject of a detailed assessment and final report, to enhance learning in NPA. This should take place during 2013 in order to inform the phasing out of NPA from its Development Programme and consider how the Mine Action programme could be enhanced by the many years of women's empowerment in Angola, and NPA's close involvement with partner organisations with invaluable experience and expertise.*

#### Main Achievements, Most Significant Outcomes and Changes to Women's Lives

Survey respondents were asked to outline these in different sections of the questionnaires. The responses outlined below exemplify the wide range of forms taken by the WCDI.

#### **Some key Achievements Reported by Survey Respondents**

- The first Training of Trainers in 2003.
- The international conference held in Luanda in 2006.
- The exchange of experience between trainers of the WCDI programme and local trainers in terms of improving the intervention of participants in political, economic and social life.
- The exchange of experience between Angola and Norway for the partner organisations in 2011.
- The Peace Anthem of Angolan Women.
- 1,860 participants attended 62 training courses (reported by GLIF).
- Use of the feminist leadership manual completing the components of WCDI to build the organizational capacity of partners and members of PMA.
- Specialised training on gender and leadership for government bodies.
- Capacity building of rural community groups in 7 provinces to address women's issues.

The **most significant outcomes of the training** were reported as being:

- **the range of people reached by the training** – women’s groups from ‘different social strata’ in the Province; members of Provincial and Municipal committees; members of bodies from the Ministry of the Interior; Firemen, national police; churches; schools’ rural communities; women and men from various social backgrounds;
- Building **transformational leadership** and personal development – so that women learned to know themselves.
- Building of **women’s self-esteem and confidence**.
- **Increased knowledge of gender inequality**.
- Learning techniques for **negotiation, lobby and advocacy** and how to put forward our purpose and influence people for change;
- Contribution to **community development**.

When asked to comment on the difference the training made to women’s lives, few respondents filled in the item on the questionnaire. But of those who did, most emphasized the importance of women having the confidence to take part in **decision-making** at the personal level as well in in political and public life. Other important changes mentioned were women’s **participation in elections**, and **access to literacy**, as well as **community action**.

#### Obstacles Encountered

*“One of the biggest obstacles is the lack of support to give continuity, in order to be able to carry out and replicate (the training) to other organisations.”*

Most respondents referred to the **lack of funds**, combined with the practical difficulties of large distances between organisations, especially over 12 provinces, exacerbated by **lack of transport**. In urban areas, where trainers tend to be concentrated, poor public transport and crime makes it difficult for women to attend.

Others mentioned a lack of **transparent management**, and of **organizational capacity** to prepare reports and assessment.

#### Making WCDI more Effective

These were of course linked to the obstacles related above, such as **security of funding**, **better transport** (vehicles) and **transparent management** in the partner organisations. In addition, respondents highlighted the importance of more **publicity and media coverage** to make the programme more visible, and greater involvement of the programme in **the rural areas**. This needs different approaches, adaptation of the trainers, and dealing with the **problems of poverty and illiteracy**.



## **5. Monitoring and Reporting**

Angolan partners described different ways in which they monitored the training, and reported on it. A range of ways of monitoring are used, but there did not seem to be any systematic formats or methods, although all partners said they had monitoring and evaluation meetings with NPA. PMA referred to beginning to use a monitoring tool in 2012, but that it needed adapting and updating.

One partner (GLIF) reported that more experienced trainers were involved in monitoring those less experienced, and sometimes participants were contacted (by telephone, or face-to-face) and asked how the training helped them in their lives. Another (a member of PMA) described a more structured process where monitoring was against the planned results of each training (although how it was done was not described), and the activities of participants in training were followed and supported. Reports were presented in exchanges of experience and conferences. Other means of monitoring were via minutes of meetings, interviews with participants and reporting.

PMA wrote:

*'We [monitor the local trainers] through the results the programme wants to achieve, for example at the level of parliament its envisaged to influence 50% of women deputies so that they know how to include gender in public policy. The aim of this is to strengthen their capacity as well as involve them in civil society activities so that they know better the problems of women and the issues that affect them. The visits and meeting with these groups is to measure the level of knowledge is one way we use to monitor the understanding that they have acquired, apart from the influence they have in the approval of legislation in favour of women.'*

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## **CONCLUSIONS**

Without having visited the programme, it is difficult to reach reliable conclusions about the implementation of WCDI in Angola. As the programme is due to close in 2013, it seems that the most appropriate recommendations would be that NPA ensure that the phasing out of its support is conducted responsibly and in a consultative and planned way. GLIF, in particular, has been highly dependent on NPA funding and support over a long period of time. The NPA staff was operational in the project of women's participation in that they conducted most of the training of partners for the programme themselves. However, GLIF is well established and connected, and PMA is a strong and well-supported organization, although it seems uncertain what effect recent changes in MINFAMU after the 2012 elections may have.

There are a number of things which stand out, even from a distance, about the Angola programme, that are worth highlighting:

- 1. Involvement of NPA Staff.** The high level of involvement of the NPA local staff in direct training and capacity building of the partners. In an external evaluation of the programme cited in this report, the evaluator noted the appreciation of this partnership by the organisations involved. Some remarked on its equality. The FMJIG commented that the exchange and provision of information by NPA was valuable. There were some complaints about administration, such as late disbursement of funds, but apart from this the partners in the women's participation programme recognized the element of solidarity that NPA brought to the relationship. The programme is as much about the engagement of local NPA staff support as it is about WCDI per se.
- 2. A Wide Range of Initiatives.** The effectiveness, or direct contribution of the WCDI as a training package developed by the NLP as such is rather complicated to establish. The WCDI as a set of training methods and approaches was well absorbed in Angola, adapted and taken up by the partners. An Angolan manual drawing on the WCDI amongst other sources has never been completed, but its materials are nonetheless being used. There were three face-to-face trainings by NLP trainers in Angola. However, other initiatives of NPA in conjunction with partners were undertaken under the title of WCDI – the production of the book 'O Livro da Paz da Mulher Angolana', and a visit to Norway by Angolan politicians and NGO representatives in 2012, to observe and learn from Norwegian strategies in local elections. WCDI became a rather elastic title for all these activities.
- 3. Distinctiveness of WCDI Training?** When asked the same question as asked in Cambodia – what was distinctive, or new or different about WCDI training that could not be sourced within the region, the former Programme Manager who was closely involved in the

development of the WCDI programme in Angola from the beginning, and carried out numerous training sessions herself, observed:

*'Southern African countries, because of their political processes, have a lot of resources when it comes to women's participation in political life. Having said that, the use of dominating techniques by the NLP was seen by the programme as an innovative way to look at the constraints for political participation and strategies at the individual level. .. at that time we did an extensive research of participatory methods. WCDI has some principles of participation, however it is very much designed for women who can read and write, who are already active in political life. It is also designed to respond to the Norwegian society and not always the trainers were able to read the context, they just shared their experience. It was fine in the Angolan context as they were not the only resource.'*

4. **Strategic Partnerships.** It seems from reports and interviews that the Angola programme supported strategic partners and helped them grow and develop into the well-established organisations they now seem to be. Whatever the election results at the national level, the amount of mobilization of women to take part in elections, and the levels of self-belief in women's participation, have demonstrably been influenced by these organisations. The role of the WCDI in this was used perhaps as an initial stimulus, and afterwards as an additional injection of new ideas or energy as it was needed.

5. **Exit Strategy.** During this final year of the Development Programme in Angola, a concerted effort should be made to conduct a thorough and participative assessment of the achievements of the three partner organisations supported by NPA for the implementation of the WCDI programme. The report should be in clear and accessible language, and aim not only to contribute to learning about WCDI for NPA itself, but for other implementing organisations in other parts of the world, and importantly, as instruments the Angolan partners can use to leverage funds to continue their work. It should be a key instrument to inform the phasing out of NPA from the Development Programme, and how the Mine Action Programme can be enhanced by the experience and skills of the WCDI partner organisations.

## WCDI in Cambodia

### 1. Background to the WCDI Project 2008 - 2012

The Cambodia country programme adopted the WCDI training project as a result of the invitation from the WCDI Adviser in Oslo to the Cambodia CD to bring partners to the global WCDI meeting in Belgrade in 2007. In the Cambodia final report to NORAD for 2008-11, the WCDI falls within the expected result: *'Participation to the election process will be broadened and improved to international standards'* of which one of the main indicators was the: *'Increase of women participation as elected officials and voters'*.<sup>48</sup>

The first TOT (Training of Trainers) session was run by the NLP trainers in Cambodia in 2008. A further TOT workshop was held in 2009, and reflection/evaluation workshops convened by NPA were held in 2008 and 2012. The 2012 meeting was attended by the Norwegian Minister of Culture and leader of the Norwegian Labour Party Women's Network, and other NLP members and parliamentarians, as well as 4 NPA Cambodia partners (including two partners not currently implementing the WCDI training). At this meeting, the Country Director for Cambodia remarked:

*"NPA is very satisfied with the achievement of our trainees. Until now, some of the women trainees have been promoted to very key positions such as Provincial Deputy Governor, District governor, District deputy governor, and commune councillors. These are key achievements towards women's rights. The uniqueness of the program is we are able to mobilize woman candidates from different political parties, even though they have different beliefs, to come together to enhance capacity and with the same goal to advocate for and promote the rights of women in politics in Cambodia. The project provides an opportunity to share their political views and understanding, and to help to reduce violence between political parties during the election campaign."*<sup>49</sup>

When asked whether there was anything distinctive about the WCDI training package itself, Cambodia office staff told us that they felt WCDI is different from other leadership training programmes, in that it *'goes from the global to the local, and makes connections across broad gender issues'*.<sup>50</sup>

### 2. Partner Organizations: Brief Profiles of COMFREL and AMARA

Two Cambodian NGOs have engaged with the WCDI training project – **COMFREL** (*The Committee for Free and Fair Elections in Cambodia*) and **AMARA** (the name, we were told, is that of the wife of Buddha, before he became the Buddha). While quite different in their approach and coverage in the country, both organisations are clearly focussed in the way

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<sup>48</sup> Cambodia Country Programme Plans 2008-2011, NPA Annex No. 212

<sup>49</sup> WCDI Workshop Report, Phnom Penh, Cambodia 29 February – 1 March 2012

<sup>50</sup> informal meeting with NPA staff

they have used the WCDI training.<sup>51</sup> Both partner organizations have adapted the methods and subject areas of the WCDI training methodology, and absorbed them into their own, already existing, training programmes, priorities, and materials.

Both organisations had been working on women's rights and political participation for a number of years before WCDI training courses were held in Cambodia, and had training inputs from other international NGOs. Both organizations work with their own training manuals that have also drawn on other sources. Both organizations are part of strong networks with other national and international NGOs, and local NGOs, government bodies and CBOs.

Both organizations have multiple sources of support, and have themselves had training, and support for training, from other international and national organizations. This included gender training and training in women's political participation. We also found this to be the case for the participants of the training courses.

The question we had put to NPA staff thus also became a crucial question to partners and to participants in the WCDI training:

***What did the WCDI training add to work already carried out by COMFREL and AMARA? What was new, distinctive or particularly relevant about the WCDI approach and training content? Who are the other training providers? What has been retained from the NLP trainers' input in the partners' current training programmes?***

### **2.1 The Committee for Free and Fair Elections in Cambodia (COMFREL)**

COMFREL is a national, membership-based NGO based in Phnom Penh, working through a provincial network at national, provincial and local (district and commune) levels in Cambodia. Established in 1995 as an election-monitoring organisation, COMFREL, in 1997, mobilised 11,000 volunteer observers covering almost 95% of polling stations.<sup>52</sup> Today, COMFREL works on advocacy, capacity building, voter education, election monitoring and media and communications, providing information and research reports to local and international audiences. COMFREL describes its key areas of work as:

- Rights to Participation
- Fairness and Integrity in Elections
- Democratic Governance
- Gender Political Empowerment<sup>53</sup>

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<sup>51</sup> At the time of the research, only COMFREL was supported by NPA. As the programme is pulling out from Battambang province, AMARA is no longer funded by NPA, but should it expand to other provinces, NPA is likely to fund it again.

<sup>52</sup> COMFREL website, internet research

<sup>53</sup> Survey response, Partner Questionnaire

'Gender political empowerment' refers, according to COMFREL, to '*efforts to ensure equality between women and men in politics and decision-making. In the Cambodian context, gender political empowerment refers to strengthening, promoting, and protecting women's participation in politics through providing equal opportunities and ensuring the equitable representation of men and women as elected officials.*'<sup>54</sup>

COMFREL has **12 core trainers (volunteers)** who have attended WCDI training delivered by the NLP trainers. These trainers carry out one or two local training sessions each year, and organise Forums – larger meetings of between 30 and 100 people at commune or District level, where a range of issues are discussed, such as human rights, gender equality, empowerment, domestic violence - according to the needs and interests expressed by the communes.

COMFREL has also set up a **multi-party network of 20 activists** from amongst its trainees to spread information and raise awareness locally (commune and village levels), including through what COMFREL calls 'Local Learning', short courses (usually half a day) on issues related to gender equality, empowerment and women's participation in politics. This network of activists, COMFREL Women Network of Activists (CWNA), also monitors Commune Council performance and contributes to COMFREL's annual survey. Some members have attended WCDI TOT courses, and others have taken part in COMFREL's radio phone-in programme, called '*Women Can Do It*'.

COMFREL says of its trainees:

*'WCDI's participants never kept their awareness quietly. The participants continued to conduct local/grassroots actions including awareness raising at their workplace. In 2011, CWNA conducted 18 half-day 'Local Learning' sessions on 'Gender and Women's Participation in Politics' to 300 grassroots people, of whom 70% were women.'*<sup>55</sup>

COMFREL is part of a Cambodian network working on women's political participation – the *Committee to Promote Women in Politics* (CPWP). The CPWP is a national network of eight local non-governmental organizations<sup>56</sup>, many of which we were to hear about from the trainers and trainees we interviewed. Forum Syd, the Swedish INGO and previous funder of COMFREL sent trainers to Cambodia in 2005 to carry out gender training and training in women's leadership with its partner organizations, providing capacity-building to gender focal points; other providers of gender training to COMFREL have been World Vision, currently

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<sup>54</sup> COMFREL website, internet research

<sup>55</sup> Survey response, Partner Questionnaire

<sup>56</sup> These organisations are: Silaka (currently the Coordinator of the network), Gender and Development for Cambodia (GAD/C, Women for Prosperity (WFP), Cambodia Development Resource Institute (CDRI), COMFREL, Cambodian Women for Peace and Development (CWPD), Neutral and Impartial Committee for Free and Fair Elections in Cambodia (NICFEC), Women's Media Centre of Cambodia (WMCC)

active across Cambodia, particularly at the District level, and the Australian NGO, International Women's Development Agency (IWDA).

However, according to COMFREL's Gender Coordinator,<sup>57</sup> the WCDI training not only fed into its existing initiatives, but also '*went beyond a gender perspective to focus specifically on women*'. The most important 'added value' to what COMFREL was doing already was that WCDI '*legitimized women-only spaces*'. Other distinctive contributions of the WCDI training package were the topics of public speaking and 'domination techniques' - the latter, she said, '*helps to protect us in our everyday lives*.'

**COMFREL monitors and documents its work systematically**, and uses pre- and post-tests to measure changes in participants' attitudes and knowledge in the local learning sessions. The Gender Coordinator told us that apart from positive changes in trainees' understanding and awareness, there was reporting of attitudinal change in men within the Commune Councils as a result of trainees' increased confidence. In the 2012 Commune Council elections, COMFREL sent 540 names (women who had training from different sources, including COMFREL's WCDI training) trainees to political parties, of which 264 (49%) were selected; 124 of these were elected as Commune Councillors for the new mandate.<sup>58</sup>

## **2.2 AMARA (Cambodian Women's Network for Development)**

AMARA was founded in 1994 by the current Director within the Cambodian women's movement, in preparation for the UN International Conference on Population and Development in Cairo. Now an NGO, AMARA works in advocacy and training in the field of human rights, women's rights, democratic development and gender issues, working with grassroots women, particularly with community leaders and political activists. Like COMFREL, AMARA is part of the CPWP. AMARA's strategy is somewhat less confrontational than COMFREL's, working in a conciliatory way with all political parties, persuading them that letting AMARA carry out training would help them get more of their candidates on the party lists.

AMARA is based in the town of Battambang, in the northeast of Cambodia, and works with communes and villages in Battambang province. The Director, Mrs. Ung Yok Khoan, described AMARA's aim as '*to prepare Cambodian women for change*', with a focus on leadership. With support from a number of international agencies (including Forum Syd, Danchurchaid, Oxfam GB), AMARA has supported women's participation in the emerging political process in Cambodia, beginning with encouraging women to join political parties in

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<sup>57</sup> Ms Sonket Sreyleak, interviewed in Phnom Penh, 17.09.2012

<sup>58</sup> Survey Response, Partner Questionnaire

preparation for the first Commune Council elections in 2002. AMARA's work is provincially based, and intensive in terms of repeat training of its target groups, while COMFREL works at the national level, and seeks to reach a wide audience, though its radio programme and forums, as well as the targeted training.

NPA began funding AMARA in 2001, supporting training for women and men at Commune level in preparation for the 2002 elections, and continued to support AMARA work in leadership, democracy, advocacy, gender and legal rights training. There had thus been a long-standing partnership between NPA and AMARA on capacity-building and women's empowerment by the time WCDI was introduced in 2008.

AMARA has **3 staff trainers** who attended WCDI/NLP training, and currently **8 other trainers** within the ruling and opposition parties. Altogether 12 local trainers have attended WCDI TOT courses, 3 from AMARA and 3 from each of the main political parties (CPP, SRP, Funcinpec). AMARA conducts 3 to 4 local training courses per year, depending on the electoral period, using AMARA's own training manual. The Director works with the trainers (and carries out training herself) to adapt each topic from the manual, and regularly observes the training. The AMARA trainers monitor the training of the political party trainers.

AMARA has sought inspiration and ideas for training from many sources. The director travels widely, and gathers material from organizations in (for example) the Philippines, Australia, and India. We were shown the AMARA training manual, which covers a very wide range of topics, some of which have drawn on the WCDI training package. The Director told us that the only altogether new topic from WCDI was the '*domination techniques*', now adapted – it was a difficult set of ideas for Cambodian women – and included in the AMARA manual. One of the Norwegian Labour Party trainers who had conducted training in Cambodia commented that training in Cambodia had been one of the most challenging of her experience due to the cultural differences between Norway and Cambodia, which played out particularly in body language and modes of expression amongst women.

What then does WCDI bring AMARA? Most attractive aspects of WCDI, according to the Director, were:

- *The Norwegian labour party experience in planning and carrying out electoral campaigns – although language and translation has been a challenge*
- *The 'Domination techniques' exercise*
- *The title 'Women Can Do It' is appealing, peaceful, non-confrontational, enables the idea to be presented to any political party<sup>59</sup>*

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<sup>59</sup> Interview with Director of AMARA, Battambang 19.09.2012



Amara tailors its training to the election timetable, carrying out most training before elections with political activists from different communes. Post-election training is different – the skills most needed by newly elected women are practical administration skills, and learning about delegation and solidarity with other women. AMARA has now decided to focus its efforts on the capacity building of newly elected women, and in preparation for elections, on those seeking re-election.

Common challenges women face are:

- ***Party lists are manipulated: even when women are put on the electoral lists, they are either too near the bottom, and dropped off, or simply taken off the lists at the last minute – the real achievement is to get women at the top of the lists, and make sure they are not taken off by the parties;***
- ***Lack of time (men do not share household duties), lack of income, opposition from men***

The AMARA Director cited the main gains of the training as:

- **Women learned to speak out**
- **Women were able to plan at Commune level**
- **Women learned about networking**

Like COMFREL, **AMARA produces regular and detailed reports**. Its programme, ‘*Strengthening Women in Leadership and Local Governance*’ (SWLLG), puts a strong emphasis on local trainers, and on reinforcing training of the identified PPWCs – Political Potential Women Candidates. Some of the women we met had participated in 8 different training courses with AMARA. The Quarterly Report for January-June 2012 relates a range of activities that supported PPWC who had participated in AMARA’s training:

- *113 women from different political parties were supported and coached in their electoral campaigning (70 campaign activities);*
- *204 elected Female Commune Councillors (FCC) were invited to a review meeting which looked at capacity, performance, and confidence-building for the women in their workplaces.*

### **3. The Cambodian Context: Relevant Data**

#### **3.1 Social and Political Opportunities and Constraints**

Cambodians are struggling with reconstruction and the very recent legacy of devastating war and social trauma, and are faced with the political challenges of what is effectively a one-party and authoritarian State. The State however has a decentralisation policy that sets up local governance structures down to Commune level. This opens up spaces – albeit limited by the social and cultural constructions of history and the de facto concentration of power at the

centre – for some level of public participation in politics at the local level. This level, particularly the Commune Councils, is targeted by NPA's partner organizations, and has indeed become a focus for the interventions of national and international NGOs.

Currently Cambodia is divided into 23 provinces and the capital, Phnom Penh. Each province is divided into districts (srok) and municipalities. Municipalities are divided into quarters (sangkat), and districts into sangkat and communes (khum). In addition, there are groups of villages (phum), although they are not considered formal administrative units.

### Decentralization and Deconcentration<sup>60</sup>

Until quite recently strong control was exerted by the central government which appointed key staff at provincial and district levels, including leaders at the commune, sangkat, and village levels where allegiance to the centre was implied, expected and enforced. However, a commitment to decentralization resulted in the direct election of Commune Councils in February 2002, the first elections of Provincial and District Councils by commune councilors in 2009, and the delegation of the functions of central ministries to the provincial authorities is an on-going deconcentration process.

Although, despite these reform efforts, the governance system in Cambodia remains largely centralized in terms of national plans and policies, Commune Councils provide important spaces for people to participate in governance, and support opportunities for local and international organizations supporting democratization in Cambodia. Both AMARA and COMFREL have put major effort into promoting and strengthening the participation of women in the Commune Councils.

### 3.2. The Position of Women

At the national level, the policy environment in Cambodia is relatively favourable to women's equality. Cambodia ratified the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) in 1992, and the Optional Protocol in 2010. The Constitution guarantees Cambodian women full equality and political rights. The government has taken a number of steps in recent years to increase the participation of women in political decision-making roles, including appointing women as Deputy Governors in all but one of twenty-four provinces and municipalities. In November 2011 women held 26 of 123 seats in national parliament.

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<sup>60</sup> **Decentralization** – Transfer of political and administrative authority for services to subnational, usually elected, local government. **Deconcentration** – Delegation of administrative and implementation authority to lower tiers within a line ministry or to (nonelected) provincial and district authorities. Many within the RGC view decentralisation as anything that has to do with commune administration and authority, while deconcentration has to do with anything related to governance reform at the district and provincial level.

The **Cambodia Millennium Development Goal (CMDG)** on the promotion of gender equality and women's empowerment includes an overall target for the elimination of gender disparities in public institutions. This includes increasing women's representation in the national assembly to 30% and in commune councils to 25% by 2015.

According to a UNDP assessment report on promoting women's political participation in Cambodia<sup>61</sup>, data gathered by the Ministry of Women's Affairs (MoWA) tracks the representation of women in elected office and appointed posts from the 1990s. Numbers of women in appointed commune authorities prior to 2002 was negligible – less than 0.5%. Between 2002 and 2007, the proportion of women commune councillors elected increased by 74% - although this only raises the figure to .68%.

Interestingly, the report attributes this increase to quite specific interventions:

*'The assessment found that specific interventions appear to have contributed (my emphasis) to the 74% increase in numbers of women elected in 2007 commune council elections. This reflected lessons learned from 2002 elections, when it became apparent that targeted lobbying for priority candidate list places for women was needed. Evaluation reports and discussion indicate that a number of activities contributed to the increase:*

- ***Donor supported NGO candidate training***, awareness raising and lobbying of political parties, including that by Committee to Promote Women in Politics (CPWP) members and AMARA. ***In 3 out of 4 provinces where CPWP member NGOs carried out activities, numbers of women elected increased by more than the national average.*** Advocacy to political parties resulted in informal measures to increase numbers of women on candidate lists,<sup>62</sup>
- *Women gained capacity and visibility through institutional experience. Some appointed Commune Council Women and Children Focal Points supported under the UNICEF Seth Koma Program went on to stand successfully as commune Councillors, along with former Provincial Department of Women's Affairs (PDWA) staff;*
- *Awareness raising by different stakeholders, including that by PDWA, and by NGOs, was felt to have contributed to change in attitude among decision makers and to make communities more receptive to women's participation;*
- *Female Councillor Forums encouraged women councillors elected in 2002 to remain in office and helped to increase their capacity.'*

According to this external report, there is a positive correlation between training, awareness-raising and women's empowerment programmes, and the strengthened participation of women in political life in Cambodia.

Since 2007, CCs have been required to create a committee in charge of women and children's affairs (CCWC). Each Commune council should appoint one woman councillor to be in charge of women and children's affairs. If there is no woman councillor, then a woman

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<sup>61</sup> UNDP Cambodia. 'Strengthening Democracy and Electoral Processes in Cambodia. Lessons Learnt And Best Practices In Promoting Women's Participation And Representation In Cambodia. By Lara Griffiths, Electoral Gender Advisor, UNDP 2012

<sup>62</sup> COMFREL is a member of CPWP.

from the commune will be appointed as an assistant to the councillor in charge of women's and children's affairs.

CCWCs are intended to advocate, coordinate, monitor and report, so as to ensure women and children receive appropriate, inclusive and quality services in the social and economic sectors. CCWCs are required to have at least 40% participation of women, which increases the involvement of women from village leadership and commune level in social service delivery.<sup>63</sup>

However, women in Cambodia face formidable obstacles to equality in all areas of life, and even when elected to political office in the council, commonly face hostility, ridicule, marginalisation and exclusion from their male colleagues.

### **3.3. Development Actors**

Cambodia has a large and diverse development aid sector, with numerous active local, national and international NGOs. Many of these organizations provide training, including training in gender and women's rights issues, and trainees reported a range of sources of support and capacity building. Again, this provided opportunities to try and discover the particular contribution of WCDI within a context of multiple providers, and what synergies might be achieved by different forms of cooperation between NPA and other organisations. The Cambodian NGO, *Women for Prosperity* for example, has been a key player in support to women's political participation since the mid-1990s.

## **4. Field Research and Survey Data**

### **4.1 Table of Data sources**

	<b>Objective Perspectives</b>	<b>Subjective Perspectives</b>
<b>Quantitative Data sources</b>	Lists of trainers & participants in NPA, AMARA, COMFREL records; No. of training events from partner monitoring records; Internet research, reports from external agencies; Govt. statistics; records of election results	Partners' and NPA assessments of levels of learning from post-training evaluations; NPA reports of activities and results; Partner reports of activities and results;
<b>Qualitative Data sources</b>	Interviews with AMARA, COMFREL, NPA; participative workshops with training participants; qualitative analysis of survey data	NPA and NLP reports of activities and courses; Participant's assessments of the changes they have experienced; Partners' assessment of the changes in their organizations; Local trainer's assessments of their own experience and the training they conducted; Stories collected from participants

<sup>63</sup> UNDP, op.cit.

## **4.2 Interviews and Workshops**

Interviews and workshops were carried out in Phnom Penh and in Battambang, 291 miles to the northwest of the capital. The field research took the form of interviews and small participatory workshops, involving staff and two trainers and 8 trainees in each organization. Translation was done by NPA Programme Staff Khim Nina and Sok Pitour, which was very efficient and helpful. However that this may have constrained the participants cannot be ruled out. The names of all persons met and interviewed are found in the overall list in Annex B of the main report.

Table of Cambodia Interviewees

Research Format	COMFREL – Phnom Penh	AMARA - Battambang
Interviews	Gender Adviser of COMFREL	Director of AMARA
	2 COMFREL volunteer trainers	AMARA staff debriefing
Participatory workshops	1 <sup>st</sup> workshop: 2 trainees	1 <sup>st</sup> Workshop: 2 trainers – 1 AMARA staff trainer, 1 political party trainer
	2 <sup>nd</sup> Workshop: 4 trainees	2 <sup>nd</sup> Workshop: 2 trainees
	3 <sup>rd</sup> workshop: 4 trainees	3 <sup>rd</sup> Workshop: 4 trainees
		4 <sup>th</sup> Workshop: 4 trainees

***Did the WCDI training add anything to work already carried out by COMFREL and AMARA? Was there anything new, distinctive or particularly relevant about the WCDI approach and training content? Who are the other training providers? What has been retained from the NLP trainers' input in the partners' current training programmes?***

### ***Trainers***

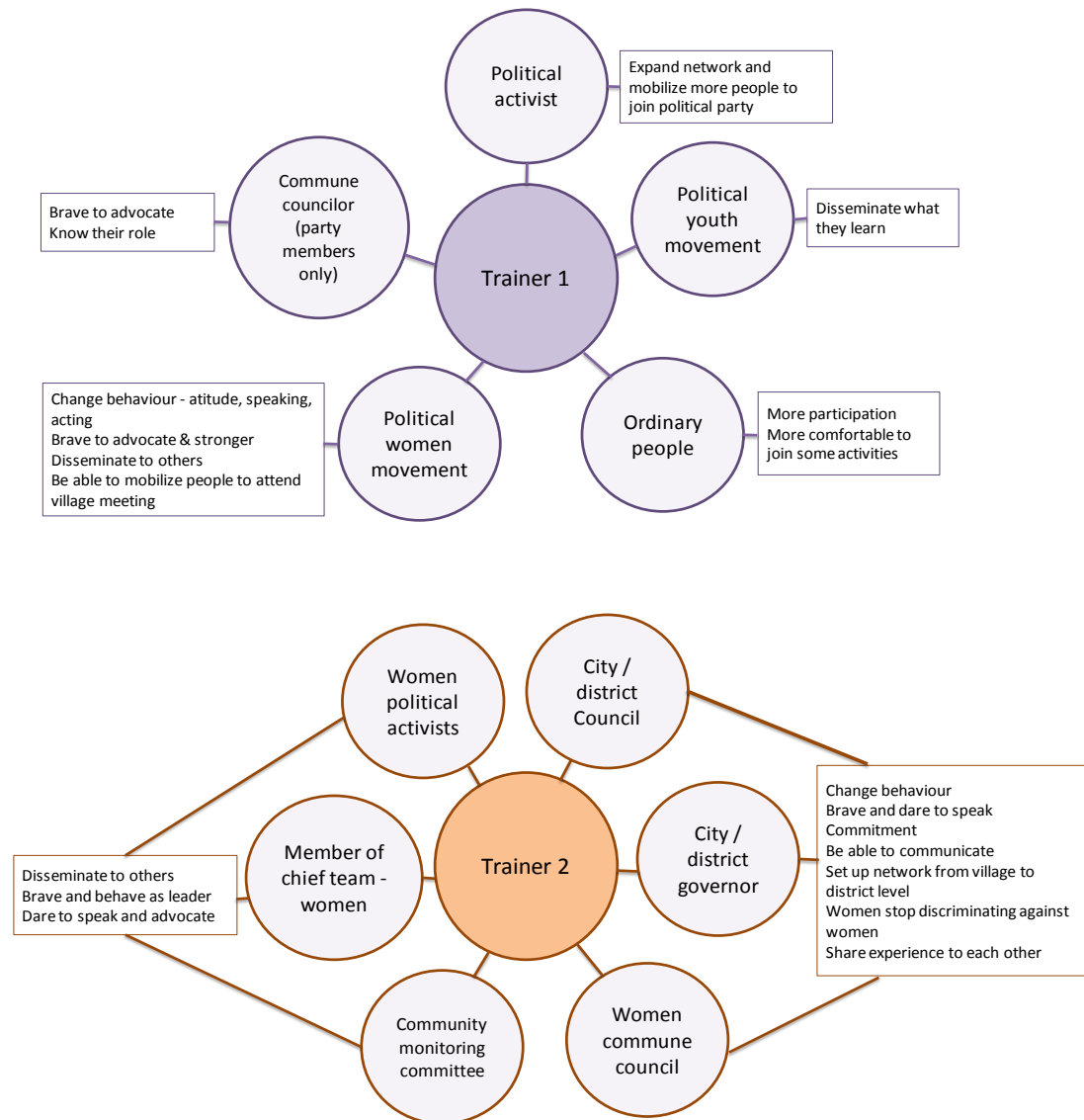
The Trainers in AMARA and COMFREL were asked to identify their other sources of training, and the groups and organizations to whom they provided training (see sample chart of training provision by AMARA, Fig. 1, below).

They were also asked what they had found to be new, and what they had retained from their experience of the NLP/WCDI training in 2008/9. Both sets of trainers echoed the observation of COMFREL's gender adviser – that what was new to them was the **women-only approach** of WCDI, which gave women more freedom to speak. All trainers also said that the **understanding of gender equality and women's role in politics in Cambodia** had been new to them. Two mentioned the '**domination technique**' topic.

They remembered and used the **participative approaches** of the WCDI training, working with the manuals from COMFREL and AMARA and adapting exercises as necessary. One AMARA trainer had had training only from AMARA since 2006; the other, a young political

activist from the SRP, had had numerous training inputs. The COMFREL trainers had had training from various other organizations, and both worked for the human rights organization, ADHOC.

Fig 1: AMARA Trainers



The AMARA and COMFREL trainers worked differently. COMFREL’s trainers are volunteers, working as supervisors of all COMFREL work at the provincial level. They carry out one or two training sessions per year, and a Forum – a shorter meeting at Commune level for anything from 30-100 people. The COMFREL trainers found working with women from different political parties a challenge, but reported that training had a positive effect on their relationships with each other. They reported increased levels of confidence from participants, and that the topics of further training were public speaking, leadership skills, and planning and carrying electoral campaigns.

The AMARA trainers worked with similar groups, although more intensively, and reported similar results, adding increased networking, communication and advocacy skills.

**The SRP trainer, a Deputy Commune Chief, said:**

***'I want to change the concept that women always need men, to that the whole world needs women'.***

### ***Trainee Workshops***

The participatory workshops designed for the field research with participants in local training (the 'target groups') were structured in order to find out what was retained from the original WCDI approach and training content, what had been absorbed and adapted, and what was prioritized and found to be most useful to participants in their lives and work.

Given the number of training inputs that participants in the workshops had from a range of providers, this could not be an exact science. The number of participants interviewed was small, and hardly representative of the range of participants in the training programmes run by COMFREL and AMARA. Nonetheless, there were **consistencies across the groups** in terms of their priorities and concerns, and although none of them knew WCDI by name, it was possible to see how the WCDI training could have contributed to their learning.

The participants were from all the main political parties, and of the 20 participants interviewed, 14 were Commune Councillors, 5 of them Deputy Chiefs, and 2 Commune Chiefs. Two women were representatives of MoWA and two women were village leaders (Chief and Deputy Chief). 2 women were local activists.

Two basic exercises were carried out in the workshops – one which mapped participants' sources of support, training and gender training (see Figs. 2 & 3, below, for an example of one of these), and one which enabled participants to identify their key learning, prioritise the issues and topics, and work (in small groups) on why they selected these issues, and how they used the learning in practice.

Of quite a long list of topics and issues remembered by trainees from their training (usually about 12 topics were listed), the 4 issues that were ranked higher than others most frequently were:<sup>64</sup>

- *leadership skills first*
- *followed by women's participation in politics*
- *gender equality*
- *and communication skills.*

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<sup>64</sup> See also main report, pp.30-31

Participants talked about the importance of **good and responsible leadership** 'a good leader understands others, listens to others and their issues'.

**Use of the Training.**

The women reported a wide range of ways in which they had found the training practically useful in their lives and work. In one group, trainees reported how they had used skills (leadership, communication, gender, advocacy) they learned in **reporting and dealing with cases of domestic violence, divorce and family conflict**. Others used these skills in their work in **Commune Council meetings and negotiation**, and their work as representatives of the MoWA. Trainees also talked about the usefulness of **practical time management skills**, and how to **organize meetings**, agendas and make reports for village or commune events.

There were numerous examples of the practical use of the training, and it was clear that it was not a matter of the number or range of 'local activities' in themselves that were important, but **how** the training helped women in their everyday lives and their political work. The qualitative indicators are more useful indicators of change than the quantitative measures.

Fig. 2. AMARA Trainee Group

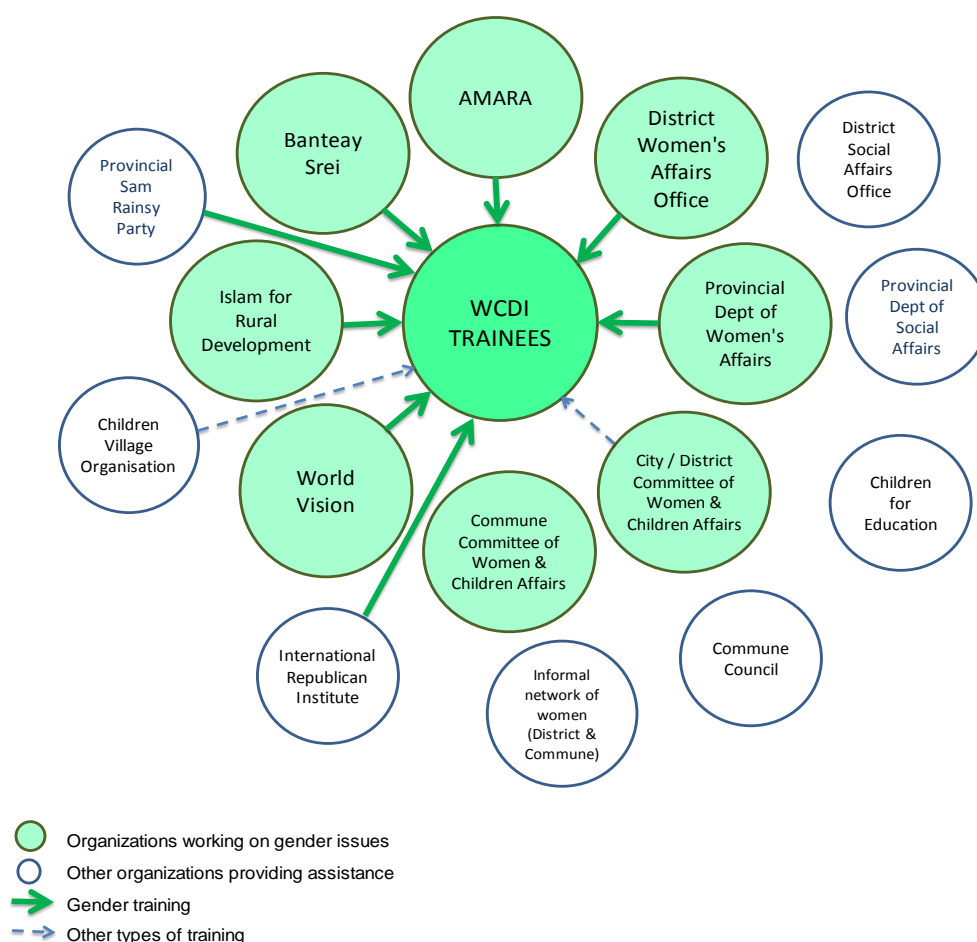
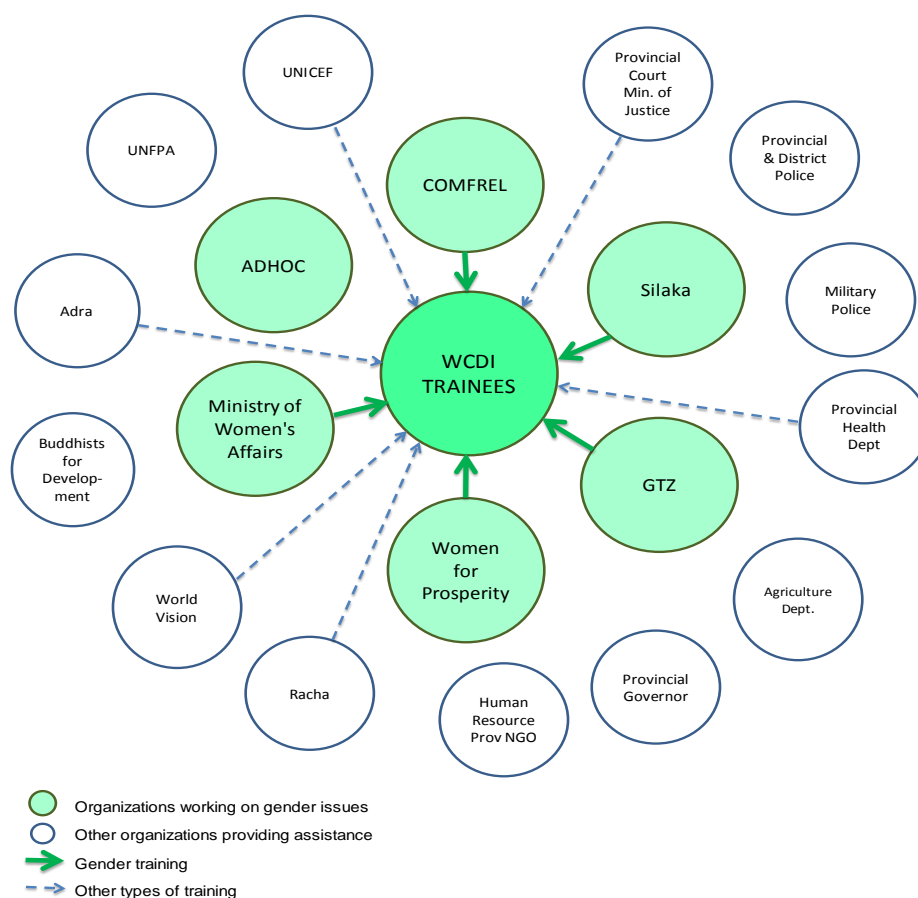




Fig. 3. COMFREL Trainee Group



#### 4.3 Achievements, Obstacles and Areas for Improvement

##### *Key Achievements Reported in Partner Questionnaires:*

- Women trained by WCDI were acknowledged by political parties. In the 2012 Commune Council elections, COMFREL sent 540 female trainee names to the political parties' lists. 264 (49%) were selected, and of these 124 (47%) were elected as Commune Councillors;
- A COMFREL survey showed that 94% of Councillors who had had WCDI training reported more confidence in facing up to Commune Chiefs, and in problem-solving;
- COMFREL's women activists' network (CWNA) has wide outreach, conducting half-day 'local learning' events on gender and women's participation in politics, for up to 300 people at grassroots level;
- Organisations have undergone cultural change, and women have transformed their families, workplaces, communities and society. (AMARA)

**Amongst the most significant outcomes of training reported were:**

- The election of trained women to the Commune Council;
- That men in leadership roles have begun to provide an enabling environment for women's equality;
- That the incidence of domestic violence has reduced;
- That women have become leaders in their communities, speaking in public, taking part in campaigns, and supporting other women to stand for elections;
- That women help other women and solve problems in the community;
- *'For some women who did not win the election, they also have confidence in decision-making and advocate for their rights. For example, when there is domestic violence, rape or threat by the powerful, women dare to make a complaint.'*

**Has the training made a difference to women's lives?**

*'There have been some changes: women become less aggressive, more patient, and know how to prepare themselves (dressing)'*

*'Women have changed from being quiet and shy to be more daring about speaking in public.'*

*'I think there is a difference to women's lives – such as a change in mind-set which means women participate and understand leadership in families and society.'*

*'I have moved up from Deputy Village Chief to be a Commune Councillor.'*

*'The training has helped me to become more aware of the issues women have been facing. Women used to be discriminated against and now have been promoted to the same job as men. Myself used to be a housewife but now I became a leader too.'*

**Obstacles Encountered**

Partners referred to the difficulty of finding women candidates to work with. Women still face opposition from men, and at times resign from their positions under pressure. It can then be difficult to find replacement candidates. This is particularly true for opposition party candidates. Few women stand as opposition candidates as they fear discrimination.

**Making WCDI more Effective**

Several ideas were proposed – that the WCDI documents should have more illustrations, and transmit the messages more visually to less educated women, and that WCDI should be extended to women from indigenous minorities, and adapted appropriately.

It was suggested that both women and men should be trained under WCDI, and that the target beneficiaries should be all female and male leaders of districts, communes and villages.

There should be more local female trainers, one per village.

## **CONCLUSIONS**

1. *The real test of successful adult learning is that the skills taught are relevant to the learners' lives in practical and immediate ways.* It seems clear from the evidence collected in the group workshops and interviews in Cambodia that the training work supported by NPA through AMARA and COMFREL has been relevant, usable and has made a difference to women's participation in politics and public life. Women reported very practical outcomes of the training – being able to stand up to bullying in the Commune Council, being able to participate more effectively in meetings, being able to campaign for election, being able to encourage other women and being able to make decisions.

2. *Standing for election may be a better indicator than winning one.* Women face hostility and resistance from men every step of the way in their road to equality and participation, and sometimes fail to be elected, or resign from their positions in their parties, under pressure. While both AMARA and COMFREL report on numbers of successful candidates, an equally important – if not more important – indicator of the success of the training is that women stand for and campaign for election in the first place. Many factors come into play – like being dropped off the party list – which doesn't necessarily reflect upon the quality of the candidate.

3. *Training is not a solution in itself.* Observations in the questionnaires returned by AMARA and COMFREL point to the difficulty of finding enough women with enough education and confidence to take real advantage of the training. There are suggestions in the questionnaires that the training should be targeted at more women with lower levels of education, and made more accessible with more visual aids; or that more support should be given to women's activity post-training; or that men should be targeted to raise their awareness about women's rights.

4. *A strategic approach ...* The WCDI training in Cambodia has clearly contributed to the good solid work in women's empowerment and leadership training carried out by AMARA and COMFREL. Both of these organizations were already committed to this work, and were appropriate and strategic choices of partnerships. **NPA should continue to support women's strengthened participation in politics and in public life, but consider what other kinds of support should be given to relevant organizations apart from training, to enhance the impact of the training itself.**

## **RECOMMENDATIONS: ANGOLA AND CAMBODIA**

The Recommendations for the WCDI as a whole presented in the main report apply here, of course, but there are some additional points worth highlighting.

The two Country Programmes outlined here were at opposite ends of the spectrum of WCDI support – one, Angola, a long-standing project which has diversified over the years, and while still focussed on training and capacity-building, has become a much wider empowerment programme. The other, Cambodia, is relatively new and much more tightly focussed on training of trainers, and training for elections.

The Development Programme in Angola is going to be wound up at the end of 2013, so the recommendations for Angola at this point must be, as mentioned above, to do with:

1. A properly planned Exit Strategy, including:
  - support to finding other sources of funding;
  - helping partners to pull out lessons from the past 9 years which will help them communicate the programme and leverage funding;
  - carrying out a detailed participatory evaluation during 2013 to gather learning and help partners plan strategically for the years ahead.
  
2. Supporting further focused training and capacity-building needs for partners, based on a clear assessment of current and future priorities – for example, to strengthen newly elected women, and strengthen gender equality goals within the government structures, given that the proportion of women has decreased in the last election.

The Cambodia Programme on the other hand, is in a different position, although NPA will cease funding to one of its WCDI partners, AMARA. AMARA's strength is in its intense regional engagement, over a very long period of time, and its repeated engagement with its trainers and trainees. Both AMARA and COMFREL have had some success in encouraging WCDI trainees to stand for elections, and get some of them elected, but there were also other players, in terms of organisations providing support and training. COMFREL trainers mentioned that they wanted more support, and the COMFREL Gender Adviser commented that they were unable to give the kind of support they wanted to because of insufficient human and financial resources.

AMARA may or may not initiate activities in another province – NPA in Cambodia has said it would continue to support AMARA if this is the case. Failing this, NPA in Cambodia should consider:

1. Increasing the funding to COMFREL, with a view to increasing the intensity of follow-up support, which has been shown in this evaluation to be a decisive factor in the success of training.
2. Building on COMFREL's monitoring and reporting systems and enhancing them to measure results in terms of change, more systematically, and qualitatively. Baseline data should be collected in the local areas where COMFREL is targeting its support, and periodic monitoring of COMFREL's effectiveness should take place in the context of an analysis of the other contributing factors – other providers of training and support.
3. Synergies with these other actors could work to the advantage of the objectives of WCDI and NPA should seek to work together with them wherever possible, sharing information and building joint strategies.
4. Supporting COMFREL or AMARA trainers to work with other NPA partners to stimulate women's leadership and participation in other parts of NPA's Cambodia programme.

## **Annex G: Stories of Change**

Stories of change were returned from 7 countries: Angola, Moldova, Mozambique, Rwanda, South Africa, West Russia and Zimbabwe.

# **STORIES OF CHANGE**

## *From Participants In Women Can Do It*

### **ANGOLA**

#### **THE 'GLIFINHAS' – The Young Women Who Said 'No' To Sexual Harrassment**

It all started in Kwanza Sul province within the framework of the Women Can Do It programme. In 2007 Glif decided to do leadership training with a youth group made up of 18 girls. Once the programme was over, five decided to set up a group and so the *Glifinhas* (Little Glifs) emerged. Together the young girls decided to analyse what were the problems that young girls their age had to deal with most commonly in their day to day lives and they realised that it was sexual harrassment, the main consequences of which are sexually trasmitted diseases, one of them being HIV/AIDS .

So the girls decided to fight harrassment and sexual abuse. They thought about how to draw the attention of society by carrying out mobilizations, training and informing young people, from public bodies and civil society.

And so they had the idea to carry out marches with the aim of raising the attention of a large number of people from all social strata in the province in support of the campaign against sexual harrassment. They also wanted to encourage the victims to denounce cases seeing as harrassment and sexual abuse is rife in practically all of Angola. The victims don't have the courage to talk about this evil that affects society because frequently they even get death threats or threatened with losing their job, or because they are ashamed.

The first march was held in 2009 at a time when it wasn't very easy for civil society organisations to go into the streets in support of a cause because of political fears. But the *Glifinhas* managed to show what was the problem that had led them to carry out the march and mobilize the provincial authorities to allow the march to go ahead, even requesting the authorities' participation. The provincial society supported them en masse as there were about 200 people in the town of Sumbe.

Following the acceptance by all of society the *Glifinhas* went on with the march and in 2010 organised a second one that was more far reaching. This time the march had the active participation of: students, teachers, heads of schools, civil society groups, churches, women policemen, politicians, government officials and ordinary citizens who were interested in the march. When they saw a crowd walking along with banners denouncing these practices and calling for a change in peoples' attitude about sexual harrassment and sexual abuse and HIV/AIDS they joined in and wanted to know more about it.

By 2011 the march had managed to get the coordination of the provincial health department and the management of *Glifinhas* sharing responsibility. The final speech of the march in 2011 was made by Fernanda Cabral, Provincial Vice Governor for Political and Social sector, who committed to institutionalise the march at the level of the province, thus personally acting as godmother to the process.

As a result of holding the marches the number of youth interested in joining *Glifinhas* increased. Previously there were only 5 but currently there are 25 active members. It also encouraged other bodies to hold public marches at provincial level and other civil society

organisations, like the Rede Educação para Todos [Education for All Network], A Rede Juvenil de Luanda [ The Luanda Youth Network ] who also adopted marches for advocacy against sexual harrasment. This resulted in geat reluctance on the part of teachers to harras pupils during the school year, and today people see harrasment as a problem to be overcome and not something that just is a part of our culture.



### ANA BELA ANTONIO MARCOLINO

21 years old, a student at the Polytechnic Institute studying cooling and air conditoning engineering, 11th class.

*'I've been a member of Glifinhas since July 2011. I found out about the unit via my school friend who had already been a member of Glifinhas since 2011. She told me that the group works for womens' rights, as well as training young women so that they can deal with the situations of discrimiation that they suffer in their social and family lives. Hearing this I got interested and tried to understand better from within the group. The first activity in which I took part, was very absorbing in terms of my personal development, and which also enabled me to make new friendships with people I hadn't known before.*

*Being a member of Glifinhas helped me a lot in my relationship with my father. I was a person who could not manage to talk with my father face to face, I was afraid of opening up on various personal topics. My father didn't believe me or in my abilities. The various stories that were shared during the Gabela training on young peoples' family relationships and the importance of communication in the family, as well as the lectures put on by the group in which I took part, helped me to improve my ability to communicate.*

*In August 2011 we held a lecture on abuse and sexual harrasment, with our friends and teachers at the school, I and two friends made the speech on the theme. At the beginning I was very reluctant to talk in front of an audience, I gave it shaking and stuttering as I started to speak, butt then I got more confident and communicated the message as planned. When I returned home I told my father about what had happened and he was very taken by my ability to cope with a large audience to speak about such an important subject. Since this time, living and communicating with him has really improved. Nowadays I manage to talk to my father without any difficulty and I feel he listens to me and appreciates me.*

*I want to carry on in this group for a lot longer, I want to go on and learn more and more to share with my children in the future, and other people in our society.*

*I have three really stong memories of this work with Glifinhas. Such as:*

- *Provincial Conference on sexual abuse and harrasment: I was really affected by the conference because during the discussion three teachers, one of whom was female and two were males, admitted that there was sexual harrasment in School 14th April, and they showed how they are involved in fighting this phenomenon. This openness of the teachers would never have been seen had we not begun open debate on harrasment and sexual abuse at the level of the province.*

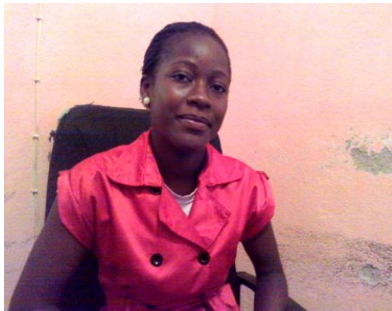
- *Gabela training: it was the first time I took part in such an activity, and it was really easy for me to get to know people I never would have imagined knowing.*
- *Meeting with the management of APN (Sr Ivar, Sra Asgerd, Sra Lucie who was interested in learning and speaking national languages). I was happy to know about their interest in supporting programmes that aim to defend and promote women's rights.*

*My own experience of the problem of sexual harassment happened last year, and fortunately I was already in Glifinha. A teacher tried to seduce me, and when he spoke to me he always held my legs and my arm, making me promises of money to make me accept his request. These conversations happened often, and so we tried to raise this issue in a general way, and this teacher wasn't there, but he found out about our work from the other teachers and he came to see me to see if I was a member of Glifinhas.*

*I told him yes, and he started to explain what I would do if I found myself in a harassment situation. I told him that after the public lecture if there were an identical situation I would denounce the case to the school management. After this conversation I immediately changed my attitude and behaviour towards this teacher. To this day he hasn't bothered me.*

*I'd like to advise other young women to participate in a process that aims at defending and promoting their rights, even if this is done by groups other than Glifinhas.'*

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**MARIQUINHA MORAIS JOAQUIM**  
17 YEARS OLD

*I'm a student at Puniv, doing legal and economic studies, 12th class. I've been a member of Glifinhas since April 2010. It was my father who told me about the existence of this group. Having gone to some of the activities they were doing I decided to join. When I made contact with the group I got keen on the process. I took part in a first training on women can do it, where I gained knowledge on leadership, gender and women's rights.*

*Nowadays I have a broader vision about women, (challenges, opportunities, rights and responsibilities). I feel I've become a more responsible member of society. One thing has really affected me in this process, it's the fact that I'm no longer shy and embarrassed. Before I was very reserved, even at school it was difficult for me to express my opinion or questions on a subject. This was because I was afraid of being humiliated by my class-mates and teachers.*

*I took part in various public events with GLIF, GLIFINFAS and other organisations, which has equipped me to communicate what I think and feel without any hesitation.*

*As for the issue of sexual harassment which is what we work on, last year, 2011, I had an experience with the maths teacher who would telephone me trying to win me over. Initially I thought the teacher had made a mistake, but the situation started to develop, when he tried to do this face to face. I asked him to stop at that, if not I would have to lodge a complaint with the school management, especially as I had a record of the messages he was*



*sending me on my phone. I was only able to defend my self in this way from the teacher because I was informed on the issue, fruit of my participation in the GLIFINHAS process. Apart from being a member of the central unit of GLIFINHAS I am in charge of mobilisation, training and information of the school protection unit at PUNIV.*

*My family has supported my work with the group. The activities such as the march and conferences has really had an effect on me, because we managed to learn and teach other people. With the marches we managed to take the message about HIV/AIDS, sexual harassment etc in an open and wide reaching way, and this activity enabled those people who don't participate in the conferences to follow the work we are developing.*

*Looking at all of this, I believe the future for me as a young woman will be promising. Nowadays I don't accept being excluded from an activity simply because I am a woman.'*

## **GLIF – The Women's Leadership Group.**

### **OLIVIA MARIA VIEIRA LOPES**

*"I have come a long way. Women can also do it".* These words echo the sentiments of Olivia Maria Vieira Lopes. Mrs Olivia Lopes was born and brought up in Porto Amboim where she obtained basic junior secondary school education. Moved by the desire to upgrade her education, her family moved to Sumbe in the late 90s where she continued her studies until she completed senior secondary school.



**Olivia on her office in Sumbe, Kwanza Sul, Angola**

In Sumbe, Olivia became involved in women programmes after attending a workshop organized by NPA in 2000. Together with other women, Olivia was instrumental in founding GLIF (Grupo de Liderança Feminina - Group of Women in Leadership). Olivia became the first Administrator of GLIF. In 2003, Olivia attended a workshop on women's empowerment including communication skills, conflict resolution, gender and human rights among other topics. Thereafter, she was responsible for the preparation of a project proposal for USD 5,000 that trained 125 women trainers in land rights, HIV/AIDS awareness and human rights.

Her improvements in competence and skills encouraged NPA to sponsor Olivia in the trainers course for the National Election Commission of Angola in Luanda. She successfully completed the programme and was employed as Provincial Director of Civic Education; the post that she presently occupies.

*"I am one of the products of NPA programmes", she proudly said. She went on to enumerate 18 other women who have attained high offices as parliamentarians and provincial functionaries. "The NPA programme under Women Leadership and Citizen Participation enabled women to rise to the occasion", Olivia repeated many times. She emphasized that GLIF being supported by NPA has become the main promoter of women in leadership in the province of Kwaza Sul.*

Olivia is married with three children. She hopes to complete her university degree in three years time. For Olivia, women issues are paramount in her life and will continue to support GLIF in quest for gender equality and parity. Her vision is to enable Angola attain “gender equality status” in all spheres of human activity. “What is your motto”, we asked. Olivia responded, “*You cannot do it alone; one needs other women and men to succeed*”.

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## MOLDOVA

Date: 04.10.2012. Place: Ungheni Town, District of Ungheni. Interview with:

### **SVETLANA CIOBANU**

*Executive director of the Regional Centre for Sustainable Development*

**How and when did you get involved with WCDI? What motivated you?**

*‘In 2002 I was selected as trainer by the Political Club of Women -50/50 within the Program Women Can Do It. I wished to gather more knowledge regarding women’s participation in the political and public life of the communities I come from, because one of the main goals of the NGO I am leading since 2001 is encourage women to get involved in the decision making process at local level’.*

**What were you doing then (occupation) and what are you doing now?**

*‘Then, through outreach activities, awareness raising and training I was encouraging partnerships between civil society, business and local public authorities to improve the quality of life for citizens with emphasis on changing attitudes and mentality regarding civic participation and volunteering for entire community.*

*Now, through the activities carried out and different implemented projects, I promote with confidence gender equality and equal opportunities among women and men in political and public life which I consider to be the key of success for a better government at the local and regional levels. ‘*

**Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?**

*I actively participate in the public and political life of the Ungheni District: Starting with 2003 I am the president of the Alliance of Active NGOs for a Sustainable Development “Ungheni Local Pro Agenda 21”, which consists of 159 NGOs from the Ungheni District and which participates through different projects at the improvement of life quality of citizens.*

*Since 2003 I hold the position of district councillor – three consecutive terms; during 2007-2011 I was the president of the council faction, and since 2011 I am the president of the commission for social problems.*

**Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?**

*‘The knowledge and training abilities gained within the Women Can Do It Program allowed me, starting with 2005 up till now, to be the leader of the Study Centre for Women within the Program for Development of Rural Communities through a participative transfer of knowledge, implemented by the National Federation AgroInform.*

*The NGO Regional Centre for Sustainable Development, through the activities and projects implemented, is well known at the local and regional level as a promoter of gender equality within professional career and public life’.*

Can you give some details and examples of this? What were the other influences that contributed to these changes?

*‘Through the Program for Development of Rural Communities through a participative transfer of knowledge, implemented by the National Federation AgroInform, we have trained 145 women in the field of civic participation and volunteering for community, citizen leadership, communication, negotiations, etc., women who now use and successfully apply these knowledge and experience within state and private institutions and organisations which they lead: commercial banks, individual enterprises, limited liability companies which provide services/ food/trade/pharmacy/ agriculture/trade unions/high schools/ kindergartens etc.’*

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

*‘There is a lack of women solidarity and men support in promoting women in public and political life, or this is one of the major problems faced by women in our Moldovan society in general.’*

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*‘The art of communication and negotiations that I have learned within the Women Can Do It Program helped me in convincing more women to act together in order to elect the best women as mayors and local/district councillors and more men to become women’s allies within this process’.*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

*‘I have developed the skills of trainer and leader, as well as the experience of facilitating and coordination of team work. Now I have more confidence in my own forces, thing that I have managed to inspire and develop in women participants at the activities carried out within this Program.’*

Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

*‘I have established long term collaboration relationships with representatives of civil society and local public authorities of first and second levels from the neighbouring districts Nisporeni and Calarasi, as well as from the Central Development Region, by elaborating strategies of promotion and involvement of women in public life and developing together projects for the benefit of our communities.’*

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Date: 16.10.2012. Place: Rezina Town, District of Rezina. Interview with:

**ANGELA URSACHI**

*Deputy – Chief of the Territorial Office of the Orhei (Rezina) District of the State Chancellery.*

How and when did you get involved with WCDI? What motivated you?

*'In 2008, my application was submitted at the proposal of a member of Liberal Party of Moldova, Mrs. Corina Fusu, who is now member of Moldovan Parliament. Only five women from our party were proposed for the Project, among them was I. Probably the first motivation was the fact that somebody has noticed me, I was appreciated, supported and promoted.'*

What were you doing then (occupation) and what are you doing now?

*'At that moment I was local councillor, in 2010 I got the position of Deputy – Chief of the Territorial Office of the Orhei (Rezina) District of the State Chancellery, in 2011 I was elected district councillor but I resigned because of incompatibility of positions.'*

Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?

Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?

Can you give some details and examples of this? What were the other influences that contributed to these changes?

*'The steps that I climbed in the last years I consider great success of my life, and of course a considerable contribution had my participation in the Women Can Do It Programme, because I used the abilities developed, knowledge gathered, advice offered by other trainers and in particular by Mrs. Ecaterina Mardarovici. I dare not to say that I became the most important person in the Liberal Party Team from Rezina District, but for some reasons people who need help, support, promotion they come to me. I am not nervous anymore when calling a person with high position from the Government, Parliament or Party asking for some information, I feel confident.'*

*Maybe it sounds trivial, but why I mention this fact is because in our party team the majority are men who consider themselves brave, experienced and smart, but when it comes to a simple communication by phone I am the one they come to. I understood that for men it is an obstacle when somebody is not answering the call, whereas for me it is something that I can easily get over it, maybe because it happens very rarely. But of course an important role plays the support of the people with high positions.'*

*My husband and my entire family support me in everything, appreciate me when I find the right solutions and solve problems that do not involve us and they don't judge me when I make mistakes or fail to do something. And in such situations you need more support than when you succeed.'*

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*'For every person it is a challenge to become a decision making factor within the community, political party, etc. And more obstacles have to face women on this path. Thanks to Mrs. Mardarovici I learned exactly what and how to face intimidations that are frequently used by men. In order to go through and get over these situations you need not only abilities but also new qualities of intellectual and multilateral development, knowledge in the field of public administration, you need to be up to date with all the amendments of the legislation, and besides all these you need to remember that you are a wife, mother, grandmother. It is very easy to get lost in the job routine.'*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

*'The major change I consider to be the fact that I keep confidence in myself, I have the hope for success even when I am defeated or when I fail. And it is always topical, because nobody is assured. You have to have strength to overcome this, not only in time but also within yourself, it should become an instinct.'*

Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

*'I have met many women who deserve to serve as role models to be followed. Whenever we meet with different occasions, we salute each other and I am very proud that somebody remembered me within this program. I thank everybody who contributed to the implementation of this programme, for us to rejoice the successes achieved as a result of the knowledge acquired from our participation in this programme, and we hope for a new phase of the programme to begin in Moldova.'*

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Name of Interviewer: Allamuradova Tatiana

Date: 8 October 2012. Place: UTA Gagauzia, Comrat, Altin Palace. Interview with:

### **ANNA HARLAMENCO**

*Chairman of the Regional Parliament of UTA Gagauzia*

How and when did you get involved with WCDI? What motivated you?

*'I have become a participant of WCDI program in 2007 and I found the WCDI program in TV show organised by the Centre for Regional Development STABILITY. And I got the idea of gender equality which very sensible for the people living in this region.'*

*'It was great time for the start of female leadership program. This partnership was very productive as I use a lot of techniques of Norwegian Labour Party on gender policy program.'*

What were you doing then (occupation) and what are you doing now?

*'I've been a redactor in newspaper "Capital" in those time and now I'm the chairman at National Assembly "Halk Toplushu" – Regional Parliament of UTA Gagauzia.'*

Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?

Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?

Can you give some details and examples of this? What were the other influences that contributed to these changes?

*'I divorced. And WCDI program give me an example how to move on the promotion of politic changes, to avoid the conflicts, to raise the awareness of mass media, to fight with corruption, to generate cooperation with neighbourhood regions, to forget about hate and so on. Unfortunately WCDI program did not help with improving my personal relations. I started to be more active in promotion of female leadership and during election campaign I faced with a lot of supporting moral and financial as well.'*

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*'In UTA Gagauzia according to statistical data's there are more female and my political platform became suitable for majority of women living here. There was a lot of pressure by political movements not to choose me as a chairman, but the good political program, willing of people and mass media support help to be elected. I learned unbelievable desire to reach gender equality is only one motivation principle to keep the moving forward.'*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

*'As I'm the chairman of the Regional Parliament now I think this is most important change in my personal and professional life. And this power can contribute to promotion of gender equality and leadership skills improvement and of course to motivate others not to lose the desire.'*

Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

*'I would like to thank Norwegian People's Aid for the realisation Women Can Do It program in Gagauzia and all the society that elected me. I want to wish the wealth to all the women participating in female influence increasing. And say I'm with you everytime.'*

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## MOZAMBIQUE

### 2009 Case Studies Mozambique – Women Can Do it



**Women can participate in public life.**

**“I am now in the provincial Assembly”**

After civil war I was one of the beneficiary of NPA`s women activities project in Luenha – Changara district in western Tete Province of Mozambique. In that time I only knew how to work with sewing machine at catholic women center in Luenha. In 2000, selected women and I were invited to participate in NPA`s Organizational Workshop Methodology, very known by “LOT” in Cancune village. After this exercise everything was clear that Women can participate in public

life.

From there we decided to have our association Changara Women`s Development Association (ADEMUCHA), which was legalized in 2005 and supported by NPA through it women project activity and Women Can Do It, which is one tool as part of capacity building: This opened my eyes and I knew that myself as women I can take leadership position and also I have right to candidate for provincial assembly.

In 2008 I started fighting using all learned WCDI tools and techniques, and as a result I was successfully elected in the 28<sup>th</sup> of October, 2009, as a member of the provincial Assembly and I will know represent the Changara District. .

I will encourage all the women in the community to do as I did, to be active in all processes that are going on in your village, To be a successful candidate you need to be strong enough because men are not happy with women who participation in public life.

**Source:** *Mineria Cerejo (on right side ) in the photo.: The president of Changara Women`s Development Association); 42 years old and mother of 5 children, living in Luenha Changara district- Tete Province.*

## RWANDA

### **Dr. Jeanne NYIRAHABIMANA**

*Vice-Rector for Academic Affairs at Institute of Agriculture, Technology and Education of Kibungo (INATEK)*

**How and when did you get involved with WCDI? What motivated you?**

*'I got involved with WCDI in 2007; when SERUKA, association for women which I was leading at that time as president of the board of directors; then was selected as a technical partner in the implementation of WCDI second phase.'*

**What were you doing then (occupation) and what are you doing now?**

*'I was a Lecturer at National University of Rwanda (NUR) and currently, I am the Vice-Rector in charge of academic affairs at the Institute of Agriculture, Technology and Education of Kibungo (INATEK).'*

**Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?**

**Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?**

**Can you give some details and examples of this? What were the other influences that contributed to these changes?**

*'The first time I heard that concept «I said wow! » what women can do? I had been invited to a workshop that was preparing partners to implement WCDI second phase. During my participation, I understood the concept behind WCDI and its main purpose; which is to help women to take up decision making positions by providing them techniques to overcome some obstacles such as lack of self esteem, confidence, etc. I benefited a lot from that experience, because after WCDI many things changed in my life. I realised that as a women who had a chance to study up to PHD level, and developed my career up to university lecturer, I could be more involved in my community and help more people. In 2011 local government elections, I decided to stand as candidate at a local election. I won election and become the president of the Kicukiro District Council in Kigali City.*

*At present, I am one of the top managers of a higher learning institution and member of the Board director of Higher Education Council; I am also the Vice President of Rwandese Association of Local Government Authorities’.*

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*‘Sometimes, I met people who don’t understand how a woman can take decision! But it doesn’t last. Indeed, it is reminiscent of traditional of mind set. Nevertheless, I overcome them by being confident enough and active.’*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

*‘Before WCDI training, I was thinking that I was not made for decision-making position, even if people wanted to see me in those positions. Fortunately, WCDI inspired me to be confident so I dared to apply for positions mentioned above and succeeded. I am sure WCDI helped and still helping me.’*

Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

*‘I would like to help more women, starting from my daughters, to overcome lack of self esteem and show up the best of themselves because where “there is a will, there is a way”. For instance, based on my personal experience and more successful women stories in our country we can confirm that: “Women Can Do It.”’*

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## **SOUTH AFRICA**

Name of Interviewer: Kate Leigh Gardner

Date: 11 September 2012. Place: ACTION Support Centre Telephone Interview

Interview With:

### **RINDAI CHEKERWA**

Age: 25

Occupation: Maternity leave

What is your involvement with WCDI?

Participant on course in 2010

How and when did you get involved with WCDI? What motivated you?

*‘I got involved through the ACTION Support Centre in 2010. At the time I was an intern and I was motivated to take part in the training as I wanted all the experiences I could get.’*

What were you doing then (occupation) and what are you doing now?

*‘At the time I was an intern but after the training I was employed as a programmes officer within the ACTION Support Centre. I have am currently taking time out to have a baby, and finish my studies.’*



Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?  
Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?  
Can you give some details and examples of this? What were the other influences that contributed to these changes?

*'The personal and professional changes that I experienced were the same. Before the training I was very argumentative and did not listen to people when they spoke. After the training I was able to listen to people differently. I was also better able to express myself. I felt confident and empowered in my personal relationships as well as in my work. An example of this was the success of the work I did in Alex. I wasn't afraid to work in a somewhat xenophobic South African community as a Zimbabwean Woman. I was empowered.'*

*The other influence that may have contributed to the changes I experienced within myself was, predominantly, the fact that I was given the chance and the opportunity to take the lead on a project. So I made it happen. Another influence was the Conflict Transformation tools that I had learnt from the workshops I did with the ACTION Support Centre. I think that through their partnership with the NPA and specifically after the WCDI, the ACTION Support Centre has hired more women.'*

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?  
Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*'The challenges that I faced were on a personal level. I experienced a battle with self; a resistance to change regardless of the fact that you know the change is in your favour. However for the most part I was successful in overcoming this challenge. This was largely because of the support I received whilst on the training. Support from family is almost expected but support from strangers, from the women on the training with me, was so encouraging. The environment was very supportive and it allowed me to show my strength when strangers showed their belief in me. The other women gave me the confidence to overcome my challenges. From the training I found the session on speech writing and delivery very beneficial. It helped me to overcome my fears of public speaking and address my challenge of self confidence.'*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

*'The greatest change I experienced was in my ability to deliver and write a speech. Before the training I had a crippling fear of public speaking. On the speech day we had a limited amount of time to prepare a 5 minute speech to be delivered to the participants. During the training I learnt how to get my point across in as few words as possible and to say the speech without falling apart. Since this training my fear of public speaking had been significantly better. The change has remained relevant, significant and life changing to this day.'*

Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

*'This helped women to realise their potential. I thought it was really great and for me it has remained influential. I contacted the NPA office in South Africa to find out how I could be involved further but nobody ever got back to me.'*

## Interview 2

Name of Interviewer: Kate Leigh Gardner  
Date: 11 September 2012. Place: ACTION Support Centre Telephone Interview  
Interview with:

### **SANDISIWE QWENI**

*Occupation: Resettlement Associate with UNHCR*

What is your involvement with WCDI?

Participant

How and when did you get involved with WCDI? What motivated you?

*'I got involved through the ACTION Support Centre in 2010. I was obligated to go but it sounded like an interesting concept and therefore was happy to attend.'*

What were you doing then (occupation) and what are you doing now?

*'In 2010 I was a Project Manager at the ACTION Support Centre and now I work as a Resettlement Associate with UNHCR.'*

Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?

Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?

Can you give some details and examples of this? What were the other influences that contributed to these changes?

*'The changes I experienced were mostly professional. The training empowers women to speak out, be active, take decisions in the home, office and society at large. I felt empowered to speak up about things I wasn't happy with at work and capable to dealing with such situations when they arise. Before this training I had always struggled with the humanitarian environment/ NGO sector. There is pressure to view things in a certain way and I disagreed with that view. I now feel that I have the boldness required to assert my opinion. I no longer feel that I am forced to align with everyone. The training teaches you to articulate your feelings, ideas, values and views.'*

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*'The biggest challenge I had faced was that people don't take you seriously as a women. When I came to ACTION in 2008 there were much more experienced middle level staff that were resistant to change. I wasn't able to influence the situation and landed up leaving the job. The course empowered me enough to know that what I believed was important and to make decisions that have lead me to where I am today. I had the courage to go where I believed things were right for me. I was empowered to change my circumstances.'*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

*'Growing up in a patriarchal society, empowerment of women is extremely important. Often women are reluctant to take the initiative. The training showed women how to*

*take the initiative and act on their knowledge. This is still an extremely important outcome of the programme. ‘*

Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

*‘This is a great programme and should be done everywhere. Future programmes should target young vulnerable women in all sectors of society. All women should be empowered to speak out, take the lead and make the change they want to see. Everyone should know that we don’t need to wait for men to take the lead. Our own ideas are important.’*

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Khanya College.

04 October 2012. Place: Auckland Park, Johannesburg

**MARTHA GONTSE LEGONG**

*Programme Administrative Officer*

What is your involvement with WCDI?

*‘Participant in programme as well as the co-organiser of the event’*

How and when did you get involved with WCDI? What motivated you?

*‘I was working at Khanya College and we were one of the partners that NPA was working with. They approached us to get involved in the programme and I saw it as an opportunity for me to be involved in organising as well as to participate in such a programme.’*

What were you doing then (occupation) and what are you doing now?

*‘I was working at Khanya College as a Coordinator for the Women’s Advice Centre. At the moment I am a Programme Administrative Officer for a grant making organisation- Hivos Local Office in South Africa.’*

Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?

*‘Khanya was tasked to be the organiser of the event and within Khanya that was my role. It was the first time for me to have to organise such an event logistically and programmatically although I didn’t have that much influence on the programme. It enhanced my skills and enabled me to have confidence in planning of an event like that. Due to that I currently do similar work which was motivated by my involvement in the WCDI training and planning, this is in terms of organising the event itself, in terms of the content and programme of WCDI, there hasn’t been much impact.*

*I believe the content of the training had the potential to have some form of impact in my work as well as personal life, however unfortunately due to attending one session; it never had that kind of impact. There were also supposed to be follow up projects that women were supposed to implement and carry out in their respective workplaces and or communities, it was anticipated that these projects were the ones that would illustrate the impact of WCDI, that never happened hence no impact according to me.’*

Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?

*No it never reached that level.*

Can you give some details and examples of this? What were the other influences that contributed to these changes?

N/A

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

*'I never really tried to challenge things in the workplace after the training, I know we spoke a lot about that with other women during the training but it became difficult to implement once we were back in the office.'*

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*'I remember one of the things I wanted to change or contribute towards changing at the time was how to make the workplace a gender sensitive one. i.e. to ensure that the gender policies are in place and being followed and that women are in a safe space in terms of expressing their voices in the workplace and in the work that they do in communities and social movements.'*

*The obstacles were that the social movements were dominated by men and it was difficult to get them to see the struggles from a gender/women's perspective and I never got a platform to discuss on that level, I think it was some of the issues that the Women Advice Centre was going to address, unfortunately I left before that could happen.'*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

N/A

Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

*'As mentioned above, as an organiser I gained some skills, as a participant not that much. The content I felt wasn't really unique to the South African context. As partners we had to adapt to the content instead of the other way round. It's very difficult to talk and implement women's rights and even more difficult to do it with a programme that isn't specifically designed for local women by local women, what works in Norway cannot work in South Africa and perhaps that was one of the reasons why implementation was so difficult. But I will add that it was a good attempt at addressing women's struggles and issues.'*

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## WEST RUSSIA

05.10.2012

**ELENA DOROFYEVA**

Psychologist

What is your involvement with WCDI?

Trainer

How and when did you get involved with WCDI? What motivated you?

*'In 2005. I wanted to learn new techniques of working with women, to obtain experience of training on gender issues, to learn negotiating successfully and presenting myself, to become more confident.'*

What were you doing then (occupation) and what are you doing now?

*'Then I worked as a psychologist at the Centre of social support for families and children. Now I am a member of The Congress of Women of the Kola Peninsula and I take part in various activities of this organisation.'*

Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?

Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?

Can you give some details and examples of this? What were the other influences that contributed to these changes?

*'Due to my participation in the WCDI programme my attitude to women's movement has changed. I've got more self confident, proactive and goal-oriented. I've got skills of debating and standing for my point of view. The change of my stand as a citizen influenced the organization where I worked. We arranged "round tables" and conferences on NGO's issues, prevention of social neglect of children, etc. As a result of my participation in WCDI programme we started the project Woman and Career which was aimed at raising social activity of women, their involvement into public life, self realization in professional life and success in the roles of mother and wife.'*

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*'WCDI programme helped me stand for my rights. Thanks to it I have learnt to convince my opponents and to argue better.'*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

*'Thanks to the programme my point of view on the women's movement has changed. I have understood that with the community support one can solve various problems effectively. Many goals can be achieved much faster if we unite for that.'*

Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

*Thank you very much for the programme Woman Can Do It. We would like it to be continued.*

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**SVETLANA**

*an administrative worker*

What is your involvement with WCDI?  
trainer

How and when did you get involved with WCDI? What motivated you?

*'I got involved in the programme in 2005, it was interesting for me to try the new technique "from woman to woman".'*

What were you doing then (occupation) and what are you doing now?

*I then worked (and I still work) as a director of municipal education institution.*

Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?

Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?

Can you give some details and examples of this? What were the other influences that contributed to these changes?

*'I have got a new life perspective, I have started to understand people better. I have got more arguments to conduct negotiations. And the most important thing I have learnt is living without conflicts. Every time in a difficult situation I tell myself: We don't need a conflict and I am looking for a way out. It helps me a lot in both my professional and personal life.'*

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*'I did not have any problems since the contents of the programme Women Can Do It did not contradict with my views, I just got some new knowledge and used it successfully.'*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

*I have learnt to live without conflicts.*

*'My name is Olga. I am 28 years old now. My profession is a junior school teacher. After graduation from the university I couldn't find a job for a long time. School principals used to decline my applications because I had a small child. I took their decisions calmly, I did not understand that it was the violation of my rights and discrimination. Once my friend invited me to take part in a workshop within the Programme Women Can Do It. It was a training conducted by the trainers from the Congress of Women of the Kola Peninsula.*

*I learnt so many new things for me! Before I didn't even thought that there was discrimination and people used various techniques to dominate over other people. It turned out that a lot of young mothers came were discriminated while trying to get a job. At the training we were*

*trying to find a mode of behaviour and were learning to speak to an employer in the right way. After the training I turned more confident and very soon I got a job at school. Now, when I work with children I try to explain them that we are all different not because we are girls and boys, but just because we are people. And we all have a choice of what to be and what to do.*

*I am sincerely grateful to the Programme Women Can Do It and The Congress of Women. They have opened a new life perspective for me. Now I am not afraid of any hardships.'*

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**05.10.2012. Place: Murmansk**

Interview with:

**OLGA  
Specialist**

What is your involvement with WCDI?

Participant in programme

How and when did you get involved with WCDI? What motivated you?

*'In 2006. The motivation was broadening my outlook and meeting new people.'*

What were you doing then (occupation) and what are you doing now?

*'At that time I worked for a municipal organization and now I work as a specialist for a charity organization.'*

Can you tell me about anything that changed for you because of your involvement with WCDI? Were there any changes in your personal life, your relationships, your role in the community or organization or political party?

Did anything change in your family, community, organisation, political party as a result of your involvement with the WCDI?

Can you give some details and examples of this? What were the other influences that contributed to these changes?

*'Due to the participation in the programme:*

*- I have significantly broadened my outlook*

*- my self-esteem has risen*

*- I have become more tolerant, especially to people of other religious confessions and sexual orientation*

*- my leadership qualities have strengthened*

*The most important thing was understanding that even one person could change a lot in the society if s/he wanted so.'*

Can you talk a bit about the challenges or obstacles you faced when you tried to change things (in yourself or your context) after the WCDI training?

Can you describe some of these obstacles, and whether you overcame them? If so, how did you do this? Was there anything you learned from the WCDI which helped you overcome these obstacles and difficulties?

*There were no particular obstacles.*

What was the most important change in your personal and/or professional life that came out of your participation in the WCDI programme? Is it still important?

*'Largely due to WCDI programme I have changed my job. I left the organization where I was oppressed and disregarded, and where manipulation and discrimination were the norm. Now I am fully satisfied with my new job.'*

Is there anything else you would like to talk about in relation to your involvement with the WCDI programme?

*'I am very grateful to Norwegian women for implementing the WCDI programme. I would be happy to continue my training within the programme.'*

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## ZIMBABWE

The following three women were all interviewed at Wadzanai Centre, a partner of the Women's Trust in Zimbabwe.

interviewed by A. Chonyera on 19.09.2012

### **BETTY BONONO**

Voluntary worker with orphans and people living with HIV/AIDS.

Betty participated in a WCDI programme run by Wadzanai, in 2007. She says:

*"I was not doing anything. Whenever I was chosen by the community I was used to refuse to take posts. I am now never afraid of taking these posts. I am even happier to take the posts that men had.*

*Before I was just a member of clubs where we used to make soap and cakes, but now I am working as a trainer of People living with HIV/AIDS, orphans, vulnerable children, and in a team of Social Services – where elderly are given some cash. I am also selected to be in a Child Protection Committee, where we choose pupils to be helped with school fees.*

*I am now a woman who stands on her own. I don't need to lean on someone. I do not want to wait for my husband for things I can do. The training helped me work with different ages. Because of WCDI I am very active in my party. In my party I have many positions, [including] a behaviour change facilitator.*

*At family level, at first they thought I was going out with other men. To overcome this, I had to involve them in all the activities I did. I continued to work without fear. My husband supported me in everything I did.*

*My most important changes are that I used to be quiet but now I participate in nearly everything done in the community. I bring cash at home to help pay school fees. WCDI is still very very important because a lot of women need this badly. It should be done now and again especially towards elections.*

*Please please those who do this programme should continue, the community needs it.*

*I was afraid of educated people, not knowing that I can compete with them. Because of WCDI I am aspiring to become a Councillor. I will show the community that I can do it.*

*Thanks to Wadzanai for opening our eyes and minds, continue to train and encourage women.*



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Interviewed by Tasiweyi EP, 19.09.2012

### **FLORENCE CHAKARYUKAI**

Community Based Distributor.

Florence participated in a course run by Wadzanai in 2008. She says:

*'I was motivated by the fact that it educated us as women and it restored confidence in me. I was a community-based distributor and I am now a councilor in the Chief's council especially in matters relating to women.*

*I felt and have the feeling that whatever has been said should be done, should be done by everyone despite sex. There should be nothing aligned to men or a woman. Whether in leadership, I can do it despite that I am a woman. I am currently working in the Chief's Council, and work is going on well under my leadership. I am also the treasurer in our party and I even endorsed women's leadership since our society always said women should not take part in politics but I have shown them that I can lead better than men.*

*Men did not want me to be the party treasurer in our district and tried by all means to pull me down.*

*I am now able to do things that I thought my husband should do. I am now taking care of the family but my husband is there and keeps on appreciating the good I am doing. The programme equipped us for the future. For instance in cases of death, I can still go and visit the family.*

*We need more influential leaders because if we die (women in leadership) we need the community to go on. Young women should actively participate because we need more women candidates in Chiminamhora (? Unclear handwriting)*

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Interviewed by A. Chonyera, 19.09.2012

### **MARTHA NHAMBURO**

Housewife and Ward Councilor

*'I was one of the participants in most programmes with WCDI. I participated at village level to national and regional level and was present at the Regional Conference which was held in South Africa in 2010.*

*I got involved with WCDI in 2007. I was motivated to be part of WCDI because I also had interests in being a community leader. Most women including me were ignorant but with the help of programmes initiated by WCDI our spirits were motivated and took a leading role to prove beyond doubt that Women Can Do It.*

*I was a housewife, mother of three daughters. I used to be a small scale farmer and survived by trading. My business was buying and selling things like clothing, kitchen wares and groceries since that time shops were empty. Now I am a Ward Councilor. I won the 2008 elections. I started a CCD (?day care?) centre in my ward. I have interested to see this CCD centre develop into a private school because education is my number 1 priority.*

*For changes, I would start in my personal life. I just feel it that I can do it and that the sky is the limit. I have got the respect which at times I feel credit. Women leaders are now respected because WCDI made me set a good example of a good leader. In my ward we now have more women leaders including traditional. In my party I was selected the provincial chairperson in the Assembly of Women during the congress time in 2011.*

*The most challenge is resource distribution. As a Ward Councilor I am involved in the distribution process of food aid and farming inputs. Because of population growth and shortages everyone expects a share of which sometimes it's impossible. WCDI has helped me a lot because transparency makes everyone have satisfaction. Everything is done in a transparent manner. I hold meetings with the community so that they come up with their own strategy for distributing things without force. Everyone must participate and give views on what he/she thinks is the best way.*

*WCDI must be saluted. I do appreciate the programmes where I was involved and participated. This has changed my personal life. What I thought was a big mountain is nothing when you are capacitated. I now sit in the National Council, the highest decision-making body in our party. I can help even other women to stand up their rights. In my ward women are leaders in developmental programmes. I'm very proud of the results and I still expect more changes. Women in their numbers, participating in the WCDI programmes.*

*So keep on giving women the support so that they take responsibility. Through your programmes I for one have managed to work well with other women who don't belong to my political party. I can work and initiate developmental programmes without discriminating.'*

**Annex H: External References (only those cited in the Report are referenced here)**

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