

Global Poverty Action Fund
PROJECT COMPLETION REPORT
PROJECTS ENDING BY MARCH 2016

GPAF PROJECT COMPLETION REPORT		
SECTION 1: BASIC INFORMATION		
This information is needed to update the Fund Manager's records		
1.1	Grant Holder Organisation Name	Women for Women International (UK)
1.2	Grant Holder Organisation Address	32-26 Loman Street, London, SE1 0EH
1.3	Project partner(s) <ul style="list-style-type: none"> List implementation partners. Highlight any changes to partners. For multi-country projects, please indicate which partner is in which country 	1. Women for Women International – DRC 2. Women for Women International
1.4	Project Title	Improving livelihoods for 6,000 marginalised women in DRC and supporting their access to land
1.5	GPAF Number	GPAF-IMP-042
1.6	Countries	Democratic Republic of Congo (DRC)
1.7	Location within countries	South Kivu
1.8	Project Start & End Dates	Start: 01/04/2013 End: 31/03/2016
1.9	Reporting Period	From: 01/04/2015 To: 31/03/2016
1.10	Total project budget	£1,369,114
1.11	Total funding from DFID	£858,063
1.12	Financial contributions from other sources Please state all other sources of funding and amounts in relation to this project. Sources should be listed in brackets, e.g.: £75,000 (ABC Foundation)	Total £511,051 List all contributions £511,051 (WfWI unrestricted income) £ £
1.13	Date report produced	20 June 2016

1.14	Acronyms Please try not to use too many acronyms, and explain all that you do use e.g. <i>CHW – Community Health Worker</i> .
Acronym	Explanation
ASOP	Action Sociale et d'Organisation Paysanne
DRC	Democratic Republic of Congo
GER	Guichet d'Economie Rurale
IFDP	Innovation et Formation pour le Développement et la Paix
IITA	International Institute for Tropical Agriculture
KPI	Key Performance Indicator
LDF	Levain des Femmes du Sud-Kivu
MEP	Men's Engagement Programme
M&E	Monitoring and Evaluation
P4P	Purchase for Progress
RDI	Rural Development Inspectorate
WfWI	Women for Women International
VSLA	Village Saving and Loan Association

SECTION 2: SUMMARY, PROGRESS AND RESULTS (Up to 6 pages)		
2.1	PROJECT SUMMARY (max 12 lines)	
	<p>a. In your own words please describe your project, its context, who has benefitted from it and how and what overall change has been achieved.</p> <p>Through this project, Women for Women International (WfWI) has enabled 5,836 of the poorest and most disenfranchised women in South Kivu (DRC) to increase their income, to improve their knowledge of, and confidence to act upon, their rights, and to work together to improve their livelihoods. They each participated in a 12-month programme of business, vocational and life skills training designed to enable them to improve their individual and their families' income, health and education. They learnt agribusiness skills and how to work together in group businesses, allowing them to earn a sustainable income. WfWI also trained 150 male community leaders on women's rights and value in the community ("Level 1" training), who trained a further 1,625 male community members ("Level 2" training), in order to create an enabling environment for the women. Finally, WfWI carried out advocacy, based on findings from participatory research, to raise awareness of and tackle the issues inhibiting women's access to land in South Kivu.</p> <p>b. Please provide a couple of direct quotations from beneficiaries that illustrate how the project intervention has improved their lives.</p> <p>One participant, Neema Cirazi Naster, told us about how her situation has improved through the project: "The training has transformed my life. The household financial management and savings are the two themes that have helped me a lot. I was making money but I had no notions of management and savings... I'm also a member of a VSLA group. I chose and followed agribusiness for vocational training; with our VSLA membership fees we rented a field in which we have sown beans, cassava and maize. At harvest we will sell our products to colleagues who are in agricultural marketing. These various groups I belong to widen my circle of contacts with other people and we help each other".</p> <p>In addition, a focus group in Makobola community revealed the changes that have taken place in gender dynamics and household work division following the project:</p> <ul style="list-style-type: none"> • "Never in our village would a husband help his wife with the housework. Now, men help their wives with housework, farm work, carrying firewood, fetching water. They can talk too with their wives and laugh together." • "In our village, we are surprised to see the village chief fetching water for his family, people take it for a dream because it is new." 	
2.2	PROGRESS SINCE THE PERIOD COVERED BY THE LAST ANNUAL REPORT	
	a. What are the dates of this final reporting period?	1 April 2015 – 31 March 2016
	b. Please outline progress during this final period and any significant challenges (max 10 lines)	
	<p>During the final reporting period, we were pleased to complete social and economic empowerment training for the last cohort of 2,000 women, to train 50 male leaders and engage 625 further male community members, as well as to begin implementing advocacy activities with our three local partners and networks of women advocates. Based on lessons learned from previous participants, in the final period we adapted the agribusiness training curriculum for women, splitting it into three components – production, processing and marketing – rather than just focusing on production. We believe this increased focus on transforming their agricultural goods into higher-value products and on selling techniques will improve the long-term outcomes for participants. Key challenges that we have worked to address were community management of the mills (purchased in Year 2) and effective ways of working with our advocacy partners (see section 2.5 and 2.7 for details).</p>	
	c. Have there been any significant changes in relation to the following?	<i>Mark Y or N</i>
	i. Project design	Y
	ii. Partner(s)	Y
	iii. Context	N
	iv. Availability of match-funding (where relevant)	N

d. Provide a brief explanation of what changed and why:					
<p>We have built upon our men's engagement and advocacy work by introducing some additional community dialogue meetings. In particular, we organised meetings between the women's advocacy networks in each community and men who had taken part in Level 2 of the men's engagement programme (MEP) so that they could exchange ideas and work jointly on addressing issues relating to women's access to land in their communities. In addition, we evolved the MEP by organising "couples dialogue" workshops, whereby couples (either including women from the empowerment training or men from the MEP) who are dealing with domestic violence would come together in a group session to discuss their problems, find solidarity and support, and identify actions they could take to improve their relations. "Model" couples, who had worked through their problems and made improvements to their relationships also took part, to provide some advice and inspiration to participants. Sessions were facilitated by WfWI Life-Skills trainers or Level 1 MEP participants, who then also carried out home visits to the couples to follow-up, further encouraging them to stick to their planned improvement actions.</p> <p>With regards to partners, in the final year of the project, we stopped direct project work with one of the four local advocacy partners – Action Sociale et d'Organisation Paysanne (ASOP). This was because our strategy had been to integrate project activities into their own action plans (due to limited funding to initiate new/extra activities with them), and unfortunately this partner no longer had enough funding from other sources to continue activities in the project's target community. We have continued to liaise and share information with them.</p>					
2.3	RELEVANCE TO CONTEXT				
	Please explain what you did to ensure that the project interventions continued to respond to the priorities and needs of the target population and any change in context. To what extent did your GPAF project remain relevant in the context where you are working?				
<p>We feel confident that our GPAF project did remain relevant to the context within which we were working in South Kivu, DRC, throughout the three-year period. Overall, South Kivu remains a very challenging and dangerous place to be a woman. The United Nations Development Programme's 2015 Human Development report ranked DRC as one of the states with lowest level of human development for another year (176 out of 188 countries, a slight increase on the 186 ranking in 2014), whilst DRC is one of 10 countries making up 60% of global maternal deaths. Sporadic armed violence has continued to plague communities in South Kivu throughout the project period, with women still being targeting by sexual violence. Furthermore, intimate partner violence rates in DRC are among the highest in the world.</p> <p>We kept abreast of the priorities and needs of the target population in a number of ways:</p> <ul style="list-style-type: none"> • We carried out baseline and endline surveys with a sample of participants each year, which included demographic information at baseline and gave us a picture of challenges women were facing. For example, at baseline, on average 60% of participants reported that they had never received any formal education, 64% could not read or write, and 52% reported having no knowledge of reproductive health, nor of their human and legal rights. • We carried out a participatory research project on women's access to land. The findings confirmed that marginalised women are not able to rely on what little formal protections exist (e.g. the constitution) for their land rights and instead are governed by customary or informal laws that tend to reinforce discriminatory gender norms and prevent them from accessing adequate land. • We gathered feedback from participants in a number of other ways, as outlined in section 5. <p>Findings from these information sources continued to reinforce the need for our project, although we did make adaptations based on feedback as it progressed, for example to our advocacy activities, men's engagement approach and agribusiness curriculum.</p>					
2.4	EQUITY (GENDER & DIVERSITY)				
	Did the project contribute to equity – i.e. equitable poverty reduction and the empowerment of men, women, girl and boys and relevant marginalised groups to participate in decisions that affect them at the local and national level and start to equalise their life chances? <i>(Mark with an "X" in the appropriate box)</i>				
	Yes	X	No	To some extent:	

	<p>a. Please explain your response in the space below, including reference to the gender and other power relations encountered by the project, and any socio-economic analysis undertaken:</p>
<p>As has been outlined in the context sections of our original proposal and annual reports, the communities in which WfWI has worked for this project are strongly patriarchal, with engrained inequity between opportunities for men and women. Women have not been able to own or inherit land, have had fewer opportunities to earn an income, less access to education, limited participation in decision-making, and have been subjected to high levels of violence. Our project has directly targeted many of these issues and as outlined in Annex A, we have seen positive results in terms of women's improved participation in decision-making, income levels, and access to land.</p> <p>In particular, we have seen positive results with regards to equity emerge from our men's engagement and local advocacy activities. Our internal evaluation of the MEP found that more men are beginning to accept the idea of sharing inheritance with their daughters and registering land in the names of their wives. Men are showing more openness around their wives participating in community events. They are also demonstrating more willingness to share household tasks between male and female family members. With regards to girls' education, we are aware of two cases where male participants have supported this: in Makobola, a male leader who participated in our Level 1 MEP training created a school for girls who were not otherwise participating in any education; meanwhile in Rambira, a group of men carried out awareness raising in a remote village, which led to more girls going to school. Our "couple's dialogue" sessions, described in section 2.3, have also directly addressed gender based violence, and anecdotally, we have seen positive results from these for a number of couples.</p> <p>The quotes below outline some specific examples of actions taken by male and female participants:</p> <ul style="list-style-type: none"> • "Before I was living as the head of my wife in the house. My wife could not say anything or even sit beside me or another man. But now I involve her in decision making in the household and she is healthy and fulfilled" (member of Bushushu men's discussion group); • "I am the second wife of my husband. As I am not legally recognised, I asked him to buy me a field that will help me with my children. He did it and all documents are in my name." (woman in Bushushu); • "I have six daughters. One of them, the eldest, was pregnant when she was still at school. I paid for her to go back to school, which was unimaginable before." (member of Makobola men's discussion group); • "I have 10 children. I shared my field with them without discrimination." (member of Makobola men's discussion group). <p>Finally, although WfWI does not yet have systems developed to gather data on those with disabilities, we do try to accommodate disabled participants when possible. For example, in Kiliba, one of our graduates and advocacy network members who is disabled, has gone on to be nominated as a local leader.</p>	
	<p>b. What has the project done to ensure that it was designed, implemented and monitored in such a way that gender needs and issues were addressed or mainstreamed, and that it delivered and tracked improvements in the lives of women and girls? What analytical tools did you use, if any, to do this? <i>(Please refer to the guidance referenced on page 4)</i></p>
<p>The root of our project design and implementation is to deliver improvements in the lives of women and their families, and all activities we have carried out were working towards this goal. In order to monitor this, we carried out pre- and post-training surveys with male and female participants separately to garner reported changes, and gathered regular feedback from both the women and men in our target communities, as outlined in section 5. We have used this feedback to understand perspectives from both women and men in the communities where we work and to adapt implementation accordingly.</p>	
	<p>c. What steps did the grant holder and implementing partner(s) take to support the principles of equity, diversity and inclusion through:</p> <ul style="list-style-type: none"> i) organisational policies and practice, including the staffing profile of the project? ii) promoting inclusion skills and competencies within the organisation? <p>Please respond particularly with reference to gender and disability.</p>
<p>As noted in our previous reports, WfWI is an equal opportunities employer. In DRC, we encourage</p>	

female candidates and take care that selection committees integrate men, women and staff at different grades. We have men and women at all levels, as trainers, field staff and coordination staff. In total, the DRC country office has 23 male and 22 female staff. The organisation does not discriminate on the basis of gender, disability, religion, race or tribe; but considers competency, gender balance and passion to deliver on the job. Globally, WfWI is guided by a vision of a world where all members of communities have full and equal participation, and as such, respect for diversity is central. We have organisational policies relating to anti-discrimination and disability, which strongly outline that we will not tolerate any discrimination on the basis of protected characteristics. As an organisation focused on working with women and marginalised groups, our staff respect diversity and are skilled and experienced in taking an inclusive approach to all their work. We accept all eligible marginalised women onto training, including those with disabilities and try to ensure they can participate as fully as all other participants.

2.5 KEY RESULTS AND ACHIEVEMENTS FROM THE OUTSET OF THE PROJECT

Please provide a heading and summary of the three most significant project results or achievements over the whole project period (up to 10 lines each). This section provides you with an opportunity to tell the story of the project's success and what you are most proud of. Please be as specific as possible in describing the target groups; how many citizens benefited (men/women; girls/boys); and how they have benefitted. Make it clear where the results and achievements were made in coalition or partnership with other, non-project actors. Where possible please with particular reference to the objectives of the GPAF.

1. Women are now working collectively for their economic empowerment. We are pleased to see the extent to which women participants have seized the opportunity to form groups to save, access credit and earn income together. As of the end of the project period 125 business groups are operational, consisting of 2,735 women. Since adapting the agribusiness training to cover the broader value chain, we have seen final year business groups form that focus on one stage of agricultural production, processing or marketing. With regards to VSLA, since introducing the concept to participants in Year 2, over 1,000 women have joined a VSLA group. Collectively they have saved almost £13,000 and 558 have seized the opportunity to access credit so far.

2. Men in project areas are showing a greater openness towards women's rights, including their access to land. Overall, we have reached 1,775 men through the project and have seen how their new knowledge is already affecting others in their family and community. Our internal evaluation of men's engagement activities found that opinions are starting to change among male participants on issues that were traditionally discriminatory towards women. For example: women were previously excluded from discussions about their daughters' dowries, but now more women are participating in these decisions; there are a number of anecdotes from men who are now considering, or have already confirmed, inheritance for women in their family as well as men; in the past only boys were entitled to education, but now girls' rights to education are also being recognised; and in the past women were not allowed to speak when a man was speaking, but their voices are starting to be recognised.

3. A network of grassroots women advocates has been formed. This project is the first time WfWI has purposefully engaged in grassroots advocacy training and support, and we are therefore proud of the progress made in a short time, as well as the lessons learnt. Although we soon discovered that our planned way of collaborating with the four local advocacy organisations would not be the most effective, we agreed on ways to integrate our joint priorities and have maintained fruitful relationships with them. The women's advocacy network, meanwhile, which was not foreseen as a major part of the strategy, has proven an excellent way to engage empowerment training participants/graduates, build their confidence and communication skills, and provide them with a forum to work together for community-level change. These women now deeply believe in themselves and their efforts – they have seen changes in local leaders' attitudes towards women's land access and are keen to continue advocacy beyond the project.

a. Please list key factors that contributed positively to your overall achievements

We believe that the following factors have contributed positively to overall project achievements:

- Relevance of the project to the needs encountered in the intervention area.
- Ownership of the project by the beneficiaries, the community and the local authority, for example by participating in all activities and providing free space where WfWI could hold training sessions, carry out agricultural demonstrations and install the mills.

- Working with other organisations for complementary technical support (e.g. for advocacy and business/cooperative training).
- Good support and coordination between key actors.
- Continuous learning and adjustment of strategies and activities, for example: adjustment of training methodology in agribusiness (introduction of value chain approach and supporting women in business groups to give them practical training); training of women advocacy network members; and the introduction of joint discussions between male leaders and women advocacy network members.
- Regular follow-up by the country office staff and support from WfWI's UK office.

b. List key challenges or factors which impacted negatively on progress and how they were addressed

We experienced a number of challenges to the advocacy component of the project. For example, as noted above, because we did not ring fence funding for our local advocacy partners to implement any substantial activities, we needed to fit in with plans and projects they already had in place. This made monitoring the activities more difficult, as each partner had their own action plans and monitoring frameworks in place. We worked around this by holding regular meetings with the partners to discuss plans and progress. In addition, we had not planned to do any significant training with women to develop their advocacy knowledge and skills. We soon learnt from the participants that this would be important and were able to accommodate a two-day workshop on the basic principles of advocacy and on developing action plans, helping them to create networks. In future, we would do more detailed training on this. Finally, it is worth noting that the local culture is still a real challenge to women being able to take action in their communities. We have sometimes found that local authorities want to take the lead on certain activities instead of the women, and in other cases that women are better listened to when men or WfWI staff accompany them. These kinds of attitudes will take longer to change, but will not prevent us from continuing advocacy work.

With regards to men's engagement activities, in two project sites we faced resistance to change from some traditional chiefs. We tried to include some traditional chiefs in the Level 1 training, but as the numbers targeted for training were fairly small, others did not take part. In future, we will carry out more dialogue with all relevant chiefs to ensure they understand the issues involved in our training.

Finally, from an implementation perspective, one of the other key challenges we faced throughout the whole project period was turnover of staff. Many of the project staff in WfWI's DRC office have changed throughout the three years, and recruiting the best possible replacements has taken time, creating prolonged vacancies in key positions. Yet despite some delays in the first year, we have generally managed this successfully, by sharing responsibilities amongst other staff and adapting activities and plans as needed.

2.6 UNINTENDED (POSITIVE) OUTCOMES

Were any unintended outcomes that have been observed as a result of your project implementation during the project period? Please list and explain below.

We are aware, anecdotally, of a range of instances where participants in the programme have gone on to make greater contributions to their communities in ways we had not foreseen. For example:

- Women who are members of the advocacy network have occasionally been used as intermediaries in conflicts over land after members of the community have come to them to ask for help.
- In Makabola, the Chief has nominated two women as advisers to the council.
- At two project sites, after Level 1 MEP trainees ran men's discussion groups, nearby communities came and asked male leaders to facilitate discussions in their community as well.
- After hearing about the couple's dialogue sessions, some other couples who had not been involved in the activity originally - but who also had difficulties - went to those trained in the MEP for advice.

In addition, some of the men's discussion groups (Level 2 of the MEP) have initiated the practice of VSLA activities within their groups, after seeing the women in their communities practice VSLA. This is helping them to continue discussing topics linked to women's rights at the same time as they improve their economic situation through the VSLA approach.

2.7	UNINTENDED (NEGATIVE) CONSEQUENCES																		
	Did project implementation lead to any unintended negative effects during the project period? Please list and explain below.																		
<p>At the end of the second year of the project we purchased mills for each site. Project participants were nominated to form management committees and received training on using the mills as well as management skills. However, in one community, the management of the mill has not run smoothly; there has been disagreement between the women involved, which has also led to some disillusionment amongst other community members around the strength and validity of the management committee. We are working with them to try to resolve these issues, and in future would provide training and support for a longer period of time before handing over the management of similar assets.</p> <p>We have had one report of a participant's husband hitting her because she came back with more money than usual after participating in a VSLA – he thought that she had earned the money through prostitution. Following the attack, he ran away, but was later arrested. In future we will make sure women's relatives are better aware of these activities so they are not a surprise. We were distressed to hear of this case, but believe it was an isolated incident; WfWI trainers have close relationships with participants – as soon as the trainer for this community heard about the incident through other participants, she visited the woman in hospital to find out more and offer support.</p>																			
2.8	PROJECT LOGFRAME																		
	<p>a. On the basis of your project implementation experience, do you consider there to be any key aspects of your project which have not been sufficiently captured in your project logframe (such as hard-to-measure qualitative results)? (mark box):</p> <table border="1"> <tr> <td>Yes</td> <td>X</td> <td>No</td> </tr> </table>			Yes	X	No													
Yes	X	No																	
	If yes, please use the space below to explain.																		
<p>The newer activities brought in to complement the project in Years 2 and 3, such as VSLA and the couple's dialogue sessions, have not been captured in the logframe. This is mainly because we did not plan them from the start, and then carried them out as pilots. In addition, some of the social empowerment aspects of the training programme may not have been fully captured in the logframe, such as women's involvement in household and community decision-making.</p>																			
	<p>b. Did any of the assumptions underpinning your logframe or wider 'theory of change' come under challenge? Please explain what happened and, broadly, the impact.</p>																		
<p>One of the assumptions in the logframe was: "Social, political, and local factors are amenable to women gaining access to land". This has not always been the case, since discrimination against women gaining access to land is deeply engrained in the target communities. Although project participants now have much greater confidence and skills to access land, their culture remains a constraining factor and may continue to prevent them having meaningful land access (e.g. to larger plots) and ownership. The advocacy component of the project has been very important in this regard, but these kinds of changes are longer term and will require sustained effort.</p>																			
2.9	RISK MANAGEMENT & MITIGATION																		
	With reference to the project's risk management matrix, please use the table below to describe the main risks you faced during the project period and how you dealt with them.																		
<table border="1"> <thead> <tr> <th>Which risks materialized in the project period? Describe briefly.</th> <th>Was the risk anticipated? Yes / No / To some extent</th> <th>What action did you take to address the risk? Briefly explain.</th> <th>Was this action sufficient? Yes / No / To some extent</th> </tr> </thead> <tbody> <tr> <td>1. Local protests in Bushushu meant that life skills training had to be put on hold for two weeks.</td> <td>To some extent</td> <td>Training was postponed to avoid any risk to participants or trainers, and sessions were organised later to make up the lost time.</td> <td>Yes</td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				Which risks materialized in the project period? Describe briefly.	Was the risk anticipated? Yes / No / To some extent	What action did you take to address the risk? Briefly explain.	Was this action sufficient? Yes / No / To some extent	1. Local protests in Bushushu meant that life skills training had to be put on hold for two weeks.	To some extent	Training was postponed to avoid any risk to participants or trainers, and sessions were organised later to make up the lost time.	Yes	2.				3.			
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2.																			
3.																			

SECTION 3: VALUE FOR MONEY (Up to 2 pages)

See introductory section on page 4 for guidance and resources on Value for Money

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| 3.1 | Economy: Buying inputs of the appropriate quality at the right price. What policies and practices have been followed by the project to ensure that funds were used to purchase inputs economically? What did the project do to drive down costs whilst maintaining the necessary standards of quality? Include references to the use of any relevant unit cost benchmarks. (DFID considers inputs to include staff, consultants, raw materials and capital to produce outputs.) |
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Please explain and provide examples:

WfWI has followed its procurement policy throughout the project period for all required inputs, including: training materials, agribusiness supplies, and consultants. The core principles of our procurement policy are to obtain price quotations, reviewing them against clear criteria and justifying the vendor choice; provide for open competition where appropriate; ensure adequate segregation of duties in the request, review, approval, and payment processes; adhere to approved Delegation of Authority Limits; and clearly document the process.

Specific examples of economies made in the final year include: significant savings (£4,361) on training centre rent/utilities due to negotiating the free use of facilities provided by the communities; having staff volunteer to do some translation of the film voiceovers to avoid paying for external translation; securing lower rates than planned for contracted business skills trainers; and making savings (£853) on international travel, by researching a wide range of options and organising travel in advance.

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| 3.2 | Efficiency: Converting inputs to outputs through project activities. What steps have you taken during the project to ensure resources (inputs) were used efficiently to maximise the results achieved, such as numbers reached or depth of engagement? Include references to the use of any relevant cost comparisons (benchmarks) at the output level (e.g. standard training cost per trainee) and any efficiencies gained from working in collaboration with others. |
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Please explain and provide examples:

Throughout the project we have tried to ensure that all resources were used to their maximum capacity. For example, our trainers have done much more than just lead training sessions – they provided guidance and advice to women upon request on the breadth of topics covered through the curriculum, they carried out home visits to check on participants who might be facing particular challenges within their families, and they connected women with other services and networks, multiplying the effect of our support. A basic analysis of the budget, shows that the average training cost per woman trainee is approximately £202; meanwhile the average increase in income of each woman at graduation is approximately £13.47 per month, which implies that the investment of the training would be recouped by women's increased earning in roughly 15 months. (Note, this calculation does not reflect assets or any of the social or health gains of the training).

As well as working in collaboration with our local advocacy partners and benefiting from their expertise, we have also benefited from working in partnership with two other local actors: Guichet d'Economie Rurale (GER) and International Institute for Tropical Agriculture (IITA) on agribusiness and business development training. In both cases, as we are working with them on various projects, they provided some aspects of support to this project free of charge (e.g. by reviewing our training module and supporting training in food processing).

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| 3.3 | Effectiveness: Project outputs achieving the desired outcome on poverty reduction. To what extent do you consider the project to have achieved the anticipated changes for beneficiaries and target groups? How well did the outputs of the project work towards the achievement of the outcome? |
|------------|---|

Please explain:

Based on the final results reported against the project targets shown in Annex A, we believe that our project has achieved the majority of anticipated changes for beneficiaries. Specifically, 99% of all programme graduates reported an increase in income; 97% reported access to land at graduation, and 92% of graduates reported having enough food for at least six months of the past year. These results, along with the achievement of the vast majority of our output targets, suggest that our project outputs did successfully work towards our planned outcomes. Furthermore, our external evaluation report found that, "Focus groups discussions with beneficiaries and field observations confirm the results that have been reported. Women testify of the knowledge they have gained and the economic activities they were able to develop because of the project".

3.4	Have there been or do you anticipate multiplier effects from this project? Multiplier effects include leveraging additional funds, longer term or larger scale implementation or replication of approaches and results. Where additional project funds were secured, how were they used to enhance delivery? In the PCR, we are particularly interested in assessing the potential and likelihood of scale up or replication.
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Please explain and provide examples:

As noted last year, men involved the men's discussion groups have begun to take actions beyond just their households. For example, in Kiliba, men carried out an awareness campaign, negotiations and discussions in the community to make a case for reducing the local administration's wedding registration fees, so that more couples could be formally married and women's rights protected. As a result, the administration did reduce the fees, and we are aware of 24 couples that went on straight away to register their marriages. In Makobola, men began an advocacy campaign on inheritance for girls and women. They are targeting clan chiefs, who are influential leaders and protectors of tradition, and will continue this beyond the project.

In our last annual report, we noted possible opportunities for collaboration with two government projects. Unfortunately, the P4P project will no longer be implemented in South Kivu, however plans are still underway for development of the "agro-industrial parks" and we are maintaining contact with the World Food Programme and Food and Agriculture Organisation who are supporting this.

With regards to VSLA groups, based on the positive feedback and results we have seen to date, we plan to replicate the sensitisation and support on these for an increasing number of women in future. We are also pleased to have observed VSLAs being replicated by other community members in the target areas, who had not participated in WfWI's project, and we foresee this happening further in future as well.

Finally, it is worth noting that during the final year of the project, WfWI was successful in securing a new five-year grant from the Netherlands Ministry of Foreign Affairs, for our work in DRC, Nigeria and Afghanistan. The new project will build significantly on lessons learnt from the men's engagement and grassroots advocacy approaches that we have taken through this DFID-funded project, as well as allow us to continue working with three of the same local advocacy partners.

SECTION 4: SUSTAINABILITY (Up to 1 page)							
4.1	What have you done to ensure that project outcomes - positive changes to peoples' lives - will be sustained beyond the lifetime of the GPAF grant?						
<p>WfWI emphasises a range of techniques through our training programmes to improve sustainability, such as saving, budgeting and working in groups. A number of our activities have also been designed in a way that allows them to be continued by participants beyond the project. For example:</p> <ul style="list-style-type: none"> • Business groups bring women together who have similar interests and ambitions, and provide more protection from economic shocks or personal crises. We provided training on management and conflict resolution to promote sustainability, although deeper support to business groups is also an area for development. Of the 50 groups formed by Year 1 and 2 women, 49 are still operating. • VSLAs are organised and run by participants, with all the rules of the groups created by them, thereby leading to higher retention rates than traditional informal saving groups. All of the 15 VSLAs formed in Year 2 continued into a second saving cycle (after graduating from the WfWI programme). • The women's advocacy networks are another example of groups led by the women themselves. Women have told us that they will continue advocacy on access to land in their communities, as well as on other issues important to them, such as gender based violence and high tax rates. At the root of advocacy is the aim to make long-term changes to the environment in which participants operate, therefore the original inclusion of these activities in the project was part of our sustainability strategy. • We have developed the MEP to increase sustainability. Rather than asking Level 1 male leaders to provide one-off step down training to male community members, we formed men's discussion groups, facilitated by the leaders for at least four months, which are creating networks of men with knowledge of women's rights. Per section 3.4, some men have already taken action. We believe the connections made between the men, and between them and women advocates, will reinforce their learnings. <p>We have also continued to cooperate with the Rural Development Inspectorate (RDI) of the Ministry of Agriculture and the Ministry of Gender. We participate in taskforces run by the Ministry of Gender, whilst the RDI has provided training and support to business groups formed by participants. In future, we expect women will continue benefiting from RDI support in their process of acquiring cooperative status.</p>							
4.2	If the project has introduced new or improved services that need to continue beyond the life of the grant, what have you done to ensure the sustainability of the services?						
N/A							
4.3	Which elements of the project rely on continued funding ?						
<p>The project, as it was planned for 6,000 women participants, was completed in March 2016 and does not rely on continued funding. However, there are aspects of it that we would like to continue or provide follow-up on. For example, the VSLA cycles started quite late in Year 3, so continued support from WfWI to the 30 groups is needed, particularly on sharing funds at the end of the cycle. The 76 business groups/pre-cooperatives that have formed need additional support in developing their business plans and eventually registering. With regards to advocacy, we have identified a need to provide more training to women in the local advocacy networks and would like to continue organising mixed meetings between these networks and the men's discussion groups so they can become better established and take action.</p>							
4.4	Have you secured future funding? (check appropriate box)	Yes		No		Work in progress	x
4.5	What do you consider to be the main risks to sustainability beyond the end of the project? How likely are these to occur and what would be their impact?						
<p>We believe the main risks to sustainability beyond the end of the project are:</p> <ul style="list-style-type: none"> • Not having sufficient resources to carry out the follow-on support outlined in section 4.3 is a medium-level risk, which could slightly reduce the sustainability of those aspects of the project. • Instability around the upcoming elections could cause displacement or create tension between villages. This could damage relationships and networks developed through the project. Whilst there is high likelihood of instability, we hope it will not be severe enough to cause large-scale displacement. • Natural disasters, like the floods experienced in Bushushu, may cause displacement and damage to people's property/crops. We believe there is a medium to high probability of future natural disasters, and in the more serious cases, these could damage some participants' livelihoods. 							

SECTION 5: PROJECT ACCOUNTABILITY TO STAKEHOLDERS (Up to 1 page).

DFID is particularly interested in project mechanisms to enable project beneficiaries to provide feedback to project managers, and project responses to it. The purpose of beneficiary feedback is to maintain accountability to the people who the project is designed to assist or empower, and to ensure the relevance, effectiveness and sustainability of the intervention. The questions below aim to enhance understanding of the use of beneficiary feedback mechanisms within the GPAF portfolio.

5.1 Method: What feedback do you seek from primary beneficiaries, how have you collected this information and when?

As noted in our last report, we typically collect feedback from our participants in the following ways:

- Internal assessments: baseline questionnaires (for a sample of women) allow us to understand the situation and needs of participants before activities begin; and endline questionnaires identify changes women have experienced.
- During the 12-month training, at the end of each life skills module, reviews are carried out with each group by trainers. These are used to guide any adjustments to training and communication methods.
- Case studies of participants are gathered regularly by their trainers and help us understand how they are putting what they have learnt into use and what areas of their lives the programme is benefitting.
- Home visits are conducted by trainers from time to time (approximately 7 home visits per month by each trainer) to check on changes in the women's lives as they go through the programme.

During the reporting period, we have also carried out two additional exercises to gather feedback:

- An internal evaluation of the men's discussion groups to learn about: the relevance of the subjects discussed; the type of actions carried out by men to support women's rights; and the effects of the messages shared on the community and on women participants in the programme.
- A learning exercise focused on the effectiveness of our agribusiness curriculum. Based on feedback from focus group discussions in Year 2, we adapted the curriculum to cover processing and marketing of agricultural products, as well as just production techniques. Upon implementation in Year 3 we carried out pre- and post-tests with a sample of women to verify its usefulness to them.

5.2 Challenge:
a. What challenges did your project face in **collecting** feedback from its primary beneficiaries?

We have found that when we attempt to collect feedback from those not currently taking part in training with us (e.g. graduates) they expect some kind of compensation. This seems to be a culture quite deeply ingrained in the project's target area. It is not necessarily a challenge, but can create budget issues if not planned for in advance, and more broadly, as noted in our external evaluation, risks building dependency upon external actors. We are discussing internally how best to address this issue in future.

b. What challenges did your project face in **acting upon** beneficiary feedback?

Our most common challenge in responding to feedback is not having the financial or human resources to be able to act upon it. For example, men's discussion group members requested a community office space for meetings and advocacy work. We explained that WfWI uses training venues provided for free by the community, so we would not be able to pay for a venue for them.

With regards to past requests from women for more literacy/numeracy support, we have contacted other organisations to seek support, but so far have not found any with sufficient resources. We have also tried to adapt numeracy training to make it more relevant for businesswomen. An issue raised frequently by women has been around high taxes. One of our partners (SOFAD) has worked with a group of businesswomen from Burundi and DRC, including members of our Kiliba advocacy network, to raise awareness amongst the authorities, informing them which taxes are legitimate and which not. In future, we may build upon this in other sites by uniting women from different business groups to jointly advocate.

5.3 Change: If you made any significant change to project design and / or delivery as a result of beneficiary feedback, please describe it here.

We have made a number of changes to the project design based on feedback, specifically:

- We purchased mills in response to women's request and to promote a value chain approach.
- We integrated VSLAs in response to participants' feedback that they needed better access to credit.
- We adapted the agribusiness curriculum to include production, processing and marketing.

SECTION 6: LEARNING (Up to 2 pages)

Please identify the top 5 lessons you have learnt from this project, including from things which have not gone well and innovative approaches. Be specific and clear in describing the lesson and in explaining how you applied learning to improve project delivery or wider organisational practice.

Provide each area of learning with a descriptive title and an explanation. By way of illustration, these could include:

- **innovation** – how could models tested by the project be replicated or scaled up?
- **equity and gender** – did you learn about approaches to reducing inequalities, working to challenge power dynamics; participation in decision-making?
- **capacity building** – have you learnt how to enable civil society to address poverty or negotiate or claim their rights? What worked well?
- **monitoring and evaluation** – what have you learned about measuring results, successful tools and methods, demonstrating achievement?
- **empowerment and accountability** – what enhances these processes? How have you overcome resistance or indifference?
- **design** – did original assumptions about what would work to deliver outputs or outcomes need to be changed? How did you know? What did you do?
- **organisational constraints** – did you encounter difficulties due to organisational culture, practice or capacity which you had to address?

	Learning (Provide both a title and an explanation)	How did this lead to changes or improvements in the way you (i.e. grant holder or partner) have worked?
1.	A value chain approach to agribusiness is important , to increase women's incomes and provide them with another source of income generation whilst waiting for harvest. By transforming their crops into higher-value products (e.g. turning cassava into cassava-flour), women are able to earn more from their yield.	Previously our training had only focused on production techniques, but through the learning component of this grant we developed our curriculum to include processing and marketing of agricultural produce as well.
2.	VSLAs are popular among our target communities and have better retention rates than traditional saving circles . We have found that other community members have gone on to create their own VSLAs. They have asked for information from the women we have trained, who have agreed to organise informal training for other VSLAs that are being created.	Following our pilot of the VSLA methodology during Year 2, we continued to offer training to a larger number of project participants in Year 3. In future, we plan to incorporate VSLAs as a key aspect of our standard programme approach in DRC.
3.	Mixed leadership in advocacy is more effective . We have found that when the women's advocacy networks and men's discussion groups advocate together on an issue, it is more likely to create change. For example, in Bushushu there was a family with only girls, and others were trying to deny them their inheritance; our mixed group (i.e. men and women) intervened and the girls were able to secure their inheritance.	During the final year of the grant we have proactively tried to encourage collaboration between the women's and men's networks by organising discussion sessions between them. They have focused on particularly complex issues, such as inheritance. We intend to continue this approach in our future advocacy work.
4.	The provision of significant community assets requires careful planning and	In future, we would take more time to test, evaluate and then roll out the provision of similar assets,

	piloting. As the installation of the mills in Year 2 was done quite quickly, we were not able to pilot the installation and management processes in one community first, before rolling out to others. Given the challenges faced in ensuring transparency and accountability of these assets to the communities, we would definitely recommend this in future.	and ensure the more training and support is given to those managing them.
5.	Local partnerships should be governed by clear sub-grant agreements to ensure accountability. As noted previously, we found that our original strategy for working with local partners was not appropriate for the context, as our partners were required to fit these project activities within their existing activities and plans (funded by other sources).	In future, we will prepare clear sub-grants with partners that have a clear budget and project remit. We will negotiate objectives in advance and agree set activities that they will implement.
Are there any other lessons (up to 3) which you have learned that you think may be particularly useful for other partners, grant holders, the fund manager or for DFID? Please describe them and explain their wider relevance below.		
<ul style="list-style-type: none"> • • • 		

SECTION 7: REQUIREMENTS OF GRANT ARRANGEMENT (Up to 1 page)

7.1 Responses to Due Diligence Recommendations

Please use the space below to comment on any actions taken during this final period in response to any Due Diligence recommendations not implemented by the time of the last report.

We have no remaining Due Diligence recommendations. Details of how we implemented each of the recommendations were included in our final Year 1 (November 2014) report.

7.2 Use of DFID logo

Clause 58 of your original Grant Arrangement commits you, unless agreed otherwise, to explicitly acknowledge DFID's support through use of DFID's UK Aid logo in all communications with the public or third parties about your project. Please outline the ways in which you have done this during the reporting period.

As well as continuing to display the UK Aid logo on the entrance signs at each of our project training centres and on women's training materials, we have also included it on male leader's training materials, completion certificates, and on the mill-houses at each site. In addition, it is worth noting that WfWI's research on women's access to land in eastern DRC conducted through this project appeared in LEGEND's "Land Policy Bulletin" in February 2016, as well as in a blog here: <https://landportal.info/blog-post/2016/02/%E2%80%9C-woman-tractor%E2%80%9D-how-can-eastern-drc%E2%80%99s-women-gain-control-over-land-rather-simply>

SECTION 8: EVALUATION CONCLUSIONS AND RECOMMENDATIONS (Up to 2 pages)

8.1 Please enter key conclusions / recommendations from the Independent Final Evaluation report – and the project management responses

Evaluation Conclusions/ Recommendations	Your response
1. WfWI's programme is strongly focused on women empowerment. For a next phase it is recommended to progress the approach from women empowerment to gender equality. In fact, men continue to stay behind different WfWI related interventions as both beneficiaries and agents of change. Increasing their involvement in addressing gender issues would contribute in to making the gender agenda inclusive and thus conducive to economic growth.	WfWI's vision is to create a world in which all women determine the course of their lives and reach their full potential. We believe that focusing on women's empowerment is working towards the goal of gender equality by addressing the inequality and discrimination that women face. Having tested an increasing range of activities to engage men on gender equality as well, we now recognise that it is also integral to work with men to achieve this vision, and therefore intend to continue and expand our men's engagement activities in future.
2. Assisting men and women with a special attention accorded to women in facilitating their access to needed skills, knowledge, mentorship and finance would play a vital role in accelerating their advancement at individual, household and community levels. This corresponds to the core training programme of WfWI, which is recommended to continue.	We intend to continue running our year-long social and economic empowerment programme for women in DRC. Our holistic approach includes the provision to women of knowledge, skills, mentorship and finance – and the particular emphasis through this project on mentoring group businesses and introducing VSLAs are contributing towards more sustainable outcomes. We believe this can be strengthened and will continue to make adaptations to improve it, but also agree that it is important to continue providing special attention to women's skills, knowledge and access to services and decision making forums.
3. Furthermore, the gender equality approach requires involvement of women and men. It is therefore recommended to increase the involvement of men in the programme. This can be by expanding the MEP as well as by developing more training activities for women and men jointly. Synchronising the MEP with women empowerment training is an opportunity for joint activities.	We agree that it is very important to continue working with both women and men. Whilst we do aim to train a larger number of men in future, this is towards supporting women's rights and gender equality, which will remain the focus of our work. We therefore do not intend to invite men along to the women's core empowerment training, as we believe it is correctly tailored to women's needs, and that it could damage the strong networks and solidarity built up amongst women. As noted by the evaluators, there are still many barriers preventing women from having equal skills and knowledge to men; we find that women having a sense of solidarity is crucial to them being able to work together to gradually shift these. However, we will organise more joint activities with women and men together, building on the couples' discussions groups and network dialogues that we began through this project.
4. Apart from expanding the MEP it is also recommended to increase its monitoring. With only one dedicated staff the MEP is currently understaffed.	We agree on the importance of increasing monitoring of our MEP, particularly the newer components. We are currently developing monitoring systems for these, which will be coordinated by DRC M&E staff. Funds permitting, we also plan to add another staff member to the MEP team in DRC.
5. It is recommended to increase the	We plan to adjust our approach of local leader

	involvement of local authorities and traditional leaders. More local leaders could be enrolled in the MEP and their role in lobby and advocacy can also be increased.	selection for the MEP. Initially our field staff was responsible for identifying these leaders. In future we will invite all leaders in a concerned community, to discuss, define selection criteria, and then select themselves the leaders who will take part in Level 1 training. Lobbying will be introduced in their training module and they will also be facilitators for community discussions or couples' dialogues.
6.	It is recommended to further develop a WfWI strategy for lobbying and advocacy. It is recommended to improve the partnership with local lobbying and advocacy NGOs and to develop joint actions.	Through a new five-year project funded by the Netherlands Ministry of Foreign Affairs (2016-20), WfWI plans to continue our partnerships with three local advocacy organisations. We are improving upon our approach by budgeting greater amounts for partners' activities; discussing and agreeing activity and monitoring plans from the outset; and ensuring joint, annual advocacy strategy supported by all actors.
7.	It is recommended to make improvements in the operation and management of the mills well before any formal handing over. It is recommended to improved transparency in management of the mills and to clarify issues of ownership.	We recognise the challenges faced in the management of the mills and are very keen to improve this. We have recently organised refresher training on management and good governance for all of the mill management committee members. Meetings were also conducted with local authorities, male leaders involved in the MEP and women members of management committee to identify the best way of using the mills for the whole community's benefit. Selection committees were created, tasked with defining criteria for selection of the business groups to which the mills ownership will be transferred.
8.	It is recommended to better prepare graduating groups for continuation without WfWI. It is recommended to expand the value chain approach for agriculture and business, as has been introduced by the project. Marketing and finance are seen presently as the weakest links in the chain.	The grant included an internal learning component, which allowed us to reflect on our agribusiness curriculum with participants (through focus group discussions and surveys). This led us to the same conclusion of needing to expand the value chain approach. As such we developed our agribusiness curriculum in the final year of the project to improve the value chain approach, by splitting it into three components – production, processing and marketing – rather than only focusing on production. We have also brought in VSLAs to support access to finance. We will continue to monitor these new programme components and expand upon them further in future as required to meet participant's needs.
9.	For the family planning subject in the life skills training it is recommended to expand beyond spacing of children. It is recommended also to look at the number of children families can sustain.	We feel that the manner in which this subject is addressed must respect personal choice. Our training aims to raise women's awareness of the problems that can occur in families (including the financial implications of having many children and its impact on their health and education), so they can decide themselves on the number.
8.2	Please use the space below for any further comments on the Independent Final Evaluation (IFE) report, or the IFE process.	

ANNEX A: OUTCOME AND OUTPUT SCORING GUIDANCE

Please read the instructions on this page carefully and complete all sections

Before working on this section, please complete the relevant indicator 'achieved' boxes on your 'Reporting Logframe' (which should be based on the most recently approved version of your logframe).

SCORING

ANNEX A asks you to score performance against your Outcome and Outputs making a judgement based on the actual achievements compared to expected results as indicated in the logframe targets. Use the five-point scoring system below to rate your achievement of results.

Score	Description of Score
A++	Output/outcome substantially exceeded expectation
A+	Output/outcome moderately exceeded expectation
A	Output/outcome met expectation
B	Output/outcome moderately did not meet expectation
C	Output/outcome substantially did not meet expectation

REPORTING PERFORMANCE

- Complete what has been 'achieved' under each outcome and output indicator in your **logframe**
- Within this section of the document (**Annex A**), provide an overall score against the outcome and each output.
- Provide an **explanation** for each outcome and output score describing the progress, or the barriers to progress, made against the outcome or output indicators in the reporting year. Do not simply describe activities.
- Back up statements of progress/achievements with references to **evidence** that can be checked if necessary. **Be as specific as possible, avoiding general references like 'project monitoring records'**. Examples could include 'field training reports and attendance records completed at the end of each wave of training', 'sample survey of heads of household in two villages from each of the project locations, February 2015', 'local district exam results, verified through teacher focus groups, July 2014.' Cross refer to section A7 to avoid repetition as necessary.
- Comment on the **strength of evidence** provided. Consider for example: how well samples represent the reference population; the extent to which the measure reflects the specific contribution of this project; triangulation of data; absence of bias; and the balance between qualitative and quantitative data. See [BOND Quality of Evidence Guidelines](#)
- Be sure to complete the final section (A.7) on **methodological tools**.

BENEFICIARY DATA

Annex A also asks you to disaggregate **beneficiary data at the Outcome level**. It is this data, consolidated in Annex B, which DFID uses to assess the numbers of people **benefitting** from GPAF projects.

DFID is also interested in finding out about **the number of people engaged** by the project at **Output level**, and the nature of their engagement. The delivery of the outputs is considered as the means of achieving the desired changes to the lives of the beneficiaries identified at the outcome level. Although many of those engaged at output level will experience positive changes (e.g. to skills, awareness or improved capacity), for the purposes of this GPAF progress reporting, they are not defined as beneficiaries.

ANNEX A: OUTCOME AND OUTPUT SCORING

(Up to 12 pages).

OUTCOME

A.0.1 Outcome: write in full your project outcome statement in the box below

6,000 socially-excluded women in South Kivu have increased income and better access to land.

A.0.2 Outcome Score: Please provide an **overall outcome score** (A++ to C)

A+

A.0.3 Justify the score: The score is based on an aggregate of actual achievement against all outcome indicator targets in the logframe. Please explain how you determined this score.

All indicators under this outcome have exceeded their target.

A.0.4 For each of the indicators:

- write the outcome indicator in full, as included in the most recently approved logframe;
- state the target and report against it; and
- provide a narrative explanation of any over or under achievement.

Indicator 1: Percentage of women who report an increase in income at graduation.

One hundred percent of sampled Year 3 graduates reported an increase in income at graduation. This statistic represents participants who were sampled at both enrolment and graduation (n=265). A combined total of over 99% of sampled Year 1, Year 2, and Year 3 graduates reported an increase in income at graduation, exceeding the March 2016 target of 80% of Year 1, Year 2, and Year 3 programme graduates.

Indicator 2: Average increase in income at graduation (target increase of \$4 a month at graduation).

Ninety-seven percent of sampled Year 3 participants reported an increase of at least \$4 from graduation to enrolment. Sampled Year 3 participants reported an average monthly income of \$22.40 at enrolment and \$32.16 at graduation*, representing an average increase of \$9.76. This exceeds the March 2016 target of \$4 a month.

This indicator may have exceeded its target due to the introduction of VSLA and the initiation of small agribusiness activities to raise women's revenue. The indicator target was developed prior to the introduction of this programme approach, in which gains from agribusiness activities are realised during the programme. Thus, personal income at graduation is seen to have increased by more than double its target.

**Reported income at graduation excludes a \$10/month stipend.*

Indicator 3: Percentage of women engaging in the programme who have access to land at graduation (using land that is rented or owned by themselves or shared with households and/or community).

Ninety-eight percent of sampled Year 3 graduates reported having access to land at graduation, up from 88% at enrolment. A combined total of 97% of sampled Year 1, Year 2, and Year 3 graduates reported having access to land at graduation, exceeding the March 2016 target of 70% of Year 1, Year 2, and Year 3 programme graduates.

Anecdotally, it is believed that with the increase in revenue from VSLAs and small agribusiness activities, many women were able to rent more land. This, coupled with high reported access to land at

enrolment, may explain the achievement of this indicator beyond its target.

Indicator 4: Percentage of women who report that they have enough food for at least 6 months of the past year (at graduation).

Ninety-eight percent of sampled Year 3 graduates reported having had enough food for themselves and their families over the past six months, up from 28% at enrolment. A combined total of 92% of sampled Year 1, Year 2, and Year 3 graduates reported having enough food over the past six months, exceeding the March 2016 target of 50% of Year 1, Year 2, and Year 3 programme graduates.

We believe that women's increased income (above target rates) has helped to increase the quantity and quality of family meals consumed, enhancing the effects that a stipend and nutritional planning training would have on food security as well, and thereby leading to the over-achievement of this indicator.

Indicator 5: Number of cooperatives established (Given prevailing insecurity in Eastern DRC, cooperatives are defined as a group of women working together for economic means and are pursuing legal recognition of their entity at the local level).

Year 3 participants established 76 cooperatives. Year 1, Year 2, and Year 3 participants have established a combined total of 186 cooperatives, of which 125 cooperatives are currently operational, exceeding the March 2016 target of 15 cooperatives.

In consideration of our definition of a cooperative, we have counted as cooperatives all business groups formed as part of the WfWI programme. Thus, this indicator far exceeds the March 2016 milestone.

A.0.5 Disaggregate the number of citizens benefitting from this outcome. Describe briefly who they were and how they benefited . Adult = 18 years and above; Child = below 18 years.

Adult Male	Adult Female	Child Male	Child Female	Total	How many of the total given are people with disabilities (if known)?	Brief description (e.g. farmers)	Change/improvement (e.g. income increased)
	1,958			1,958	Unknown	Marginalised, impoverished women living in rural areas in South Kivu, DRC.	Beneficiaries reported increased average income, improved access to land, improved food security, increased in participation in cooperatives.

A.0.6 State the evidence used to measure the progress described and comment on its strength. Please refer to the [preceding guidance on Annex A](#) on how to complete the section effectively.

Self-reported baseline and endline data are gathered from a sample of programme participants at enrolment and graduation. The sample is drawn using random cluster sampling with proportional allocation to ensure sample representativeness. Data are gathered electronically by enumerators via face-to-face interviews using a standardised questionnaire that assesses social, economic, and health outcomes and provides primarily quantitative, but also qualitative data. These data are cleaned and analysed using Stata statistical software. Although WfWI recognises the limitations of self-reported data, one of its strengths is its ability to provide an intimate depiction of women's lives from their perspective.

With respect to the indicator 5, these data are monitored and gathered by the relevant in-country staff through face to face interviews and included in monthly training reports.

Beyond the project logframe requirements, WfWI-DRC staff regularly conduct focus groups and collect

case studies from programme participants. These qualitative stories provide a richer set of information about women that is useful to assess potential programme impact and to communicate programme success to supporters.

OUTPUT 1

A.1.1 Output 1 Write in full

Women in South Kivu have greater understanding and knowledge of their rights and fundamental life skills for improved livelihoods.

A.1.2 Output 1 score (A++ to C)

A+

A.1.3 Justify the score: The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.

All indicators under this output have surpassed their target.

A.1.4 For each of the indicators (add extra rows if required):

- write the indicator in full, as included in the most recently approved logframe;
- state the target and report against it; and
- provide a narrative explanation of any over or under achievement.

Indicator 1.1: Number of women who complete rights education and life skills training.

1,958 Year 3 participants completed rights education and life skills training. A combined total of 5,836* Year 1, Year 2, and Year 3 participants completed rights education and life skills training, exceeding the March 2016 target of at least 5,700 Year 1, Year 2, and Year 3 participants.

**This figure includes two women not counted in our Year 2 annual report.*

Indicator 1.2: Percentage of women who improved their knowledge of rights at graduation.

One hundred percent of sampled Year 3 participants reported an improvement in knowledge of their human and legal rights at graduation, per self-assessments at enrolment and graduation. A combined total of 97% of sampled Year 1, Year 2, and Year 3 graduates reported improving their knowledge of rights, surpassing the March 2016 target of 90% of Year 1, Year 2, and Year 3 programme graduates.

Indicator 1.3: Percentage of women who participate in decision-making on household finances at graduation.

One hundred percent of sampled Year 3 participants reported participating in decision-making on household finances at graduation, up from 54% at enrolment. Since the last report, WfWI identified a data quality issue that caused this indicator to be erroneously calculated in previous programme years.

Please note that the figures on this indicator for DRC have now been corrected for a translation error between English and Kiswahili that affected all questions with 'Yes-No-N/A' response options in the period March 2014-October 2015 (Electronic Data Collection was rolled out in DRC in March 2014, when this issue seems to have arisen). The questions on participation in household decision-making were among those affected, and the figures presented in this report have been corrected for this error and re-computed. They therefore are the correct figures to use for all past cohorts and replace results on these indicators in past reports.

Upon correction and recalculation, WfWI finds that over 99% of Year 1 graduates and 94% of Year 2 graduates reported participating in decision-making on household finances, contrary to previously reported figures. A combined total of 99% of sampled Year 1, Year 2, and Year 3 graduates reported participating in decision-making on household finances at graduation, surpassing the March 2016 target

of 80% of Year 1, Year 2, and Year 3 programme graduates. The WfWI M&E team continues to conduct data quality training with staff to ensure that similar issues are avoided in the future.

A.1.5 Disaggregate the number of citizens engaged with this output. Describe briefly who they were and how they were engaged. Adult = 18 years and above; Child = below 18 years.

Adult Male	Adult Female	Child Male	Child Female	Total	How many of the total given are people with disabilities (if known)?	Brief description	Nature of engagement
	1,958			1,958	Unknown	Marginalised, impoverished women living in rural areas in South Kivu, DRC.	2,000 participants were enrolled in social and economic empowerment training; 1,958 completed the training.

A.1.6 State the evidence used to measure the progress described and comment on its strength. Please refer to the [preceding guidance on Annex A](#) on how to complete the section effectively.

Self-reported baseline and endline data are gathered from a sample of programme participants at enrolment and graduation. The sample is drawn using random cluster sampling with proportional allocation to ensure sample representativeness. Data are gathered electronically by enumerators via face-to-face interviews using a standardised questionnaire that assesses social, economic, and health outcomes and provides primarily quantitative, but also qualitative data. These data are cleaned and analysed using Stata statistical software. Although WfWI recognises the limitations of self-reported data, one of its strengths is its ability to provide an intimate depiction of women's lives from their perspective.

With respect to indicator 1.1, attendance data are gathered weekly by life skills trainers and are reported electronically to WfWI-US, where attendance data are tracked and stored within a central database. After six absences, participants are automatically dismissed from the programme. This approach allows WfWI to systematically record and track attendance quickly and accurately.

Beyond the project logframe requirements, WfWI-DRC staff regularly conduct focus groups and collect case studies from programme participants. These qualitative stories provide a richer set of information about women that is useful to assess potential programme impact and to communicate programme success to supporters.

WfWI conducted a data validation exercise in April 2016 in which a small sample of endline surveys were re-administered by an independent research firm in order to compare results and examine ways in which to improve WfWI's data collection procedures. The results of this study indicate areas for improvement in the data collection protocol, such as the use of female data collectors for female participants, as well as improvements to the wording of questions to elicit more accurate responses. WfWI is currently incorporating the recommendations of this study into a revision of its M&E manual and survey forms.

Output 2

A.2.1 Output 2 Write in full:

Women in South Kivu have increased knowledge and skills in agribusiness and a basic understanding of managing a business.

A.2.2 Output 2 score (A++ to C)

A+

A.2.3 Justify the score: The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.

All indicators for this output surpassed their target.

- A.2.4** For each of the indicators (add extra rows if required):
- write the indicator in full, as included in the most recently approved logframe;
 - state the target and report against it; and
 - provide a narrative explanation of any over or under achievement.

Indicator 2.1: Number of women who complete business skills training and vocational skills training in agribusiness.

1,965 Year 3 participants completed business and vocational skills training. A combined total of 5,851 Year 1, Year 2, and Year 3 participants completed this training, exceeding the March 2016 target of 5,700 Year 1, Year 2, and Year 3 participants.

Indicator 2.2: Percentage of women who report gaining skills in agribusiness at graduation.

Over 99% of sampled Year 3 graduates trained in agribusiness reported gaining new skills in this vocational track. Though this data was not available for Year 2 participants, a combined total of 99% of sampled Year 1 and Year 3 graduates reported gaining skills in agribusiness at graduation.

Indicator 2.3: Percentage of women who report using agribusiness skills gained during training to earn an income (at graduation).

One hundred percent of Year 3 graduates sampled at graduation reported that they were using the agribusiness skills gained during vocational training to earn an income. A combined total of 99% of sampled Year 1, Year 2, and Year 3 graduates reported using these skills to earn an income at graduation, exceeding the March 2016 target of 65% of Year 1, Year 2, and Year 3 graduates. We believe this indicator exceeded its target due to women's access to credit through VSLAs and the reinforcement of small agribusiness activities during the programme.

A.2.5 Disaggregate the number of citizens engaged with this output. Describe briefly who they were and how they were engaged. Adult = 18 years and above; Child = below 18 years.

Adult Male	Adult Female	Child Male	Child Female	Total	How many of the total given are people with disabilities (if known)?	Brief description	Nature of engagement
	1,965			1,965	Unknown	Marginalised, impoverished women living in rural areas in South Kivu, DRC.	2,000 participants were enrolled in business skills and vocational skills training; 1,965 completed the training.

A.2.6 State the evidence used to measure the progress described and comment on its strength. Please refer to the [preceding guidance on Annex A](#) on how to complete the section effectively.

Self-reported baseline and endline data are gathered from a sample of programme participants at enrolment and graduation. The sample is drawn using random cluster sampling with proportional allocation to ensure sample representativeness. Data are gathered electronically by enumerators via face-to-face interviews using a standardised questionnaire that assesses social, economic, and health outcomes and provides primarily quantitative, but also qualitative data. These data are cleaned and analysed using Stata statistical software. Although WfWI recognises the limitations of self-reported data, one of its strengths is its ability to provide an intimate depiction of women's lives from their perspective.

With respect to indicator 2.1, attendance data are gathered weekly by life skills trainers and are reported electronically to WfWI-US, where attendance data are tracked and stored within a central database. After six absences, participants are automatically dismissed from the programme. This approach allows

WfWI to systematically record and track attendance quickly and accurately.

Beyond the project logframe requirements, WfWI-DRC staff regularly conduct focus groups and collect case studies from programme participants. These qualitative stories provide a richer set of information about women that is useful to assess potential programme impact and to communicate programme success to supporters.

Output 3

A.3.1 Output 3 Write in full

Women in South Kivu acquire basic knowledge of co-operatives informing their decision to better organise themselves.

A.3.2 Output 3 score (A++ to C)

B

A.3.3 Justify the score: The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.

While the number of women who complete training in basic cooperative development falls short of its target, the number of groups supported to develop cooperatives far exceeds its target.

A.3.4 For each of the indicators (add extra rows if required):

- write the indicator in full, as included in the most recently approved logframe;
- state the target and report against it; and
- provide a narrative explanation of any over or under achievement.

Indicator 3.1: Number of women who complete training in basic cooperative development.

1,981 Year 3 participants completed training in basic cooperative development. A combined total of 5,268 Year 1, Year 2, and Year 3 participants completed this training, below the March 2016 target of 5,700 Year 1, Year 2, and Year 3 participants. This indicator was not achieved due to a transition that occurred in Year 2, in which cooperative training was incorporated into the core programme rather than kept separate. During the transition, some women were trained in cooperative development with a view to disseminating information to their respective groups. As a result, fewer women than targeted completed the cooperative development training in Year 2. Once the training was fully incorporated into the core programme by Year 3, the target of 1900 women trained in Year 3 was exceeded.

Indicator 3.2: Number of women groups supported to develop cooperatives by graduation.

76 groups of Year 3 participants were supported to develop cooperatives by graduation. A combined total of 186 groups of Year 1, Year 2, and Year 3 participants were supported to develop cooperatives by graduation, exceeding the March 2016 milestone of at least 15 groups of Year 1, Year 2, and Year 3 participants. In consideration of our definition of a cooperative (a group of women working together for economic means and are pursuing legal recognition of their entity at the local level), we have counted as cooperatives all business groups formed as part of the WfWI programme. Thus, this indicator far exceeds the March 2016 milestone.

A.3.5 Disaggregate the number of citizens engaged with this output. Describe briefly who they were and how they were engaged. Adult = 18 years and above; Child = below 18 years.

Adult Male	Adult Female	Child Male	Child Female	Total	How many of the total given are people with disabilities (if known)?	Brief description	Nature of engagement
	1,981			1,981	Unknown	Marginalised, impoverished women living in rural areas in South Kivu,	2,000 participants were enrolled in training in basic cooperative development;

						DRC.	1,981 completed the training.
A.3.6	State the evidence used to measure the progress described and comment on its strength. Please refer to the preceding guidance on Annex A on how to complete the section effectively.						
<p>With respect to indicator 3.1, attendance data are gathered weekly by life skills trainers and are reported electronically to WfWI-US, where attendance data are tracked and stored within a central database. After six absences, participants are automatically dismissed from the programme. This approach allows WfWI to systematically record and track attendance quickly and accurately.</p> <p>With respect to indicator 3.2, these data are monitored and gathered by the relevant in-country staff through face to face interviews and included in monthly training reports.</p> <p>Beyond the project logframe requirements, WfWI-DRC staff regularly conduct focus groups and collect case studies from programme participants. These qualitative stories provide a richer set of information about women that is useful to assess potential programme impact and to communicate programme success to supporters.</p>							

Output 4	
A.4.1	Output 4 Write in full
Increased awareness of women's rights, including right to land access and ownership among 1,650 male community members, legal, and religious leaders in the target areas.	
A.4.2	Output 4 score (A++ to C)
A	
A.4.3	Justify the score: The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.
Indicators 4.1 and 4.2 have been met or exceeded, whilst Indicator 4.3 has fallen slightly below its target.	
A.4.4	For each of the indicators (add extra rows if required): a) write the indicator in full, as included in the most recently approved logframe; b) state the target and report against it; and c) provide a narrative explanation of any over or under achievement.
Indicator 4.1: Number of male community, traditional, and religious leaders trained in women's rights.	
Fifty male community, traditional, and religious leaders were trained in women's rights. A combined total of 150 male leaders have been trained in Year 2 and Year 3, meeting the March 2016 target of 150 male leaders trained.	
Indicator 4.2: Number of men each MLP trainer has trained following completion of programme.	
Following completion of the Men's Leadership Programme, MLP trainers trained a total of 625 men in women's rights. A combined total of 1,625 men have been trained by MLP trainers following the completion of the programme in Year 2 and Year 3, which exceeds the March 2016 target of 1,500 men trained.	
Indicator 4.3: Number of men who complete the MLP training articulate changes in knowledge and attitudes regarding women's rights, including their right to land ownership.	
Due to an error related to the transition of M&E Managers, data for only 30 of 50 graduates of the MLP	

training are available in Year 3. All 30 of these men articulated a net increase in knowledge and positive attitudes regarding women's rights, including the right to land ownership. A total of 100 male graduates of the MLP from all years therefore demonstrated increased knowledge and more favourable attitudes regarding women's rights, which represents 77% of the male graduates for whom data is available, just below the 80% target.

A.4.5 Disaggregate the number of citizens engaged with this output. Describe briefly who they were and how they were engaged. Adult = 18 years and above; Child = below 18 years.

Adult Male	Adult Female	Child Male	Child Female	Total	How many of the total given are people with disabilities (if known)?	Brief description	Nature of engagement
50	0	0	0	50	Unknown	Male community, traditional, and religious leaders living in rural areas in South Kivu, DRC.	50 received training on gender equality and women's rights.
625	0	0	0	625	Unknown	Men living in rural areas in South Kivu, DRC.	625 received training on gender equality and women's rights from trained male leaders.

A.4.6 State the evidence used to measure the progress described and comment on its strength Please refer to the preceding guidance on how to complete the section effectively.

With respect to indicators 4.1 and 4.2, attendance and MEP activities are monitored and overseen by the Men's Engagement Coordinator. Regular training reports capture the information collected on these indicators.

With respect to indicator 4.3, a pre and post test was administered to Level 1 participants. This instrument was created by WfWI-DRC staff to assess participants' knowledge, attitudes, and behaviour related to women's rights and gender equality in a culturally sensitive manner. Once gathered, these data were analysed to identify whether the participants report a net positive change in their knowledge and attitudes with respect to women's rights and gender equality.

Output 5

A.5.1 Output Write in full

Local NGO partners and beneficiary women empowered to advocate on women's right to land access and ownership using evidence generated through participatory research.

A.5.2 Output 5 score (A++ to C)

A

A.5.3 Justify the score: The score is based on an aggregate of actual achievement against output indicator milestones in the logframe. Please explain how you determined this score.

All indicators for this output met their target.

A.5.4 For each of the indicators (add extra rows if required):

- write the indicator in full, as included in the most recently approved logframe;
- state the target and report against it; and
- provide a narrative explanation of any over or under achievement.

Indicator 5.1: Number of women and men trained to collect and document video and audio

messages from the local community.

Per the approved logframe, there is no March 2016 target for this indicator. As reported in the interim report, the final target for this indicator was met in September 2014.

Indicator 5.2: Number of women who advocated for access to land.

Sixty Year 3 graduates advocated for access to land. A combined total of 120 Year 1, Year 2, and Year 3 graduates have advocated for access to land, meeting the March 2016 target of 120 Year 1, Year 2, and Year 3 programme graduates.

Indicator 5.3: Improved collaboration between local partner NGOs around women's rights to land.

Throughout the grant we worked with four local partner NGOs, collaborating with them to develop an influencing strategy on women's access to land. Activities were integrated into the action plans of these organisations. Due to funding constraints, by the end of Year 3, partnerships remained with only two of these organisations. Activities involved hustings, sensitisation, and lobbying with local authorities on issues related to women's land access.

Indicator 5.4: Number of community leaders participating in dialogue on women's rights to land.

During Year 3, 70 community leaders from Year 2 continued to participate in dialogue on women's rights to land. This meets the March 2016 target of 70 community leaders.

A.5.5 Disaggregate the number of citizens engaged with this output. Describe briefly who they were and how they were engaged. Adult = 18 years and above; Child = below 18 years.

Adult Male	Adult Female	Child Male	Child Female	Total	How many of the total given are people with disabilities (if known)?	Brief description	Nature of engagement
0	40	0	0	40	Unknown	Marginalised, impoverished women living in rural areas in South Kivu, DRC.	40 Year 3 graduates were engaged to advocate for the rights of women to access land.
6	5	0	0	11	Unknown	The staff of four local NGOs in South Kivu, DRC.	11 staff members were engaged to collaborate in the design of an influencing strategy on women's rights to land.
69	1	0	0	70	Unknown	Community leaders in South Kivu, DRC.	70 community leaders were engaged to participate in dialogue on women's rights to land.

A.5.6 State the evidence used to measure the progress described and comment on its strength. Please refer to the [preceding guidance on Annex A](#) on how to complete the section effectively.

These data are monitored and gathered by WfWI-DRC's monitoring and evaluation manager and are

reported to headquarters in monthly training reports.

A.7 Methodological Tools

The table below should be used to provide the details of the specific tools that you or your implementing partner uses to measure project indicators, particularly any bespoke tools you have developed for yourself but also details of any industry standard tools you have used. Please include sufficient information to describe the methods and to enable the reader to understand how the data was derived. There is an example of a response to this section of the report in the FAQ guidance. Add more rows if needed.

Method	Purpose of Tool	Summary of methodology
Baseline and endline surveys	To gather demographic, social, economic, and health data from a sample of participants.	This bespoke tool has been in use at WfWI since 2009 and has been periodically revised since that time. The survey asks a variety of demographic, dichotomous, multiple choice, rank order, rating scale, semantic differential scale, and open ended questions that are tied to standard indicators. The surveys are administered via face to face interviews and the data are gathered and reported electronically using iPads, allowing data to be monitored in near-real time.

ANNEX B: CONSOLIDATED BENEFICIARY DATA (Up to 2 pages)

You will need to use the beneficiary figures for the **outcome** level in Annex A to arrive at a consolidated total number of people benefitting.

If the same beneficiaries are represented in more than one of the outcome indicators and have therefore benefitted in more than one way, please **ensure you do not double count them** when calculating the consolidated total. (See FAQs for further guidance.)

B.1 CONSOLIDATED BENEFICIARY TABLE

	OVERALL TOTAL	Gender Disaggregated Data			
		Adult Male (18 years +)	Adult Female (18 years +)	Child Male (under 18 years)	Child Female (under 18 years)
i) Consolidated total number of project beneficiaries achieved in this reporting year	1,958	0	1,958	0	0
ii) Consolidated total number of project beneficiaries achieved by the project as a whole	5,836	0	5,836	0	0

a. Please explain how you arrived at the figures given in row (ii) – beneficiaries reached by the project – with reference to the figures reported in the outcome section of Annex A.0.5

Row (ii) includes the total number of female participants who completed all elements of the social and economic empowerment programme across all years. These are the project's outcome-level beneficiaries, as reported in section A.0.5.

A detailed breakdown of beneficiary age for the final year of the project is as follows:

Age Group	% of all Year 3 enrolees
18-24	22.3%
25-30	30.4%
31-40	26.6%
41-50	14.0%
Over 50	4.8%

b. Provide a clear summary description of all your outcome level beneficiaries (e.g., people living with HIV/AIDS; disabled children; soapstone workers; child labourers) and how each group benefitted.

The outcome level beneficiaries of the project are marginalised, impoverished adult women (ages 18+) living in rural contexts in the province of South Kivu, Democratic Republic of the Congo. Beneficiaries reported increased average income, improved access to land, improved food security, increased in participation in cooperatives.

c. Indicate or estimate the percentage or number of disabled beneficiaries reached in the box below.

WfWI does not currently gather data on disability status.

B.2 DATA COLLECTION AND DISAGGREGATION

a. What challenges and difficulties, if any, did the project encounter in collecting and reporting

i) exact beneficiary numbers

ii) disaggregated data (including particularly by disability)?
WfWI does not currently gather data on disability status. WfWI has encountered challenges in collecting disaggregated data as some questions probe very sensitive topics, with participants being hesitant to disclose some information out of fear of social stigma.
b. Did you disaggregate your data collection any further to better understand your beneficiaries? Examples might include extreme poor, widows, orphaned children, older men and women, ethnic groups, socio-economic status).
WfWI has the capability to disaggregate data by diverse metrics, including age, marital status (including widowhood), education level, literacy level, employment status, and sole householder status, among others. This information permits better understanding of the needs and challenges facing each group of beneficiaries. For example, 82% of women between age 18 and 30 report having no knowledge of reproductive health at baseline. This information, complementary to national statistics on maternal and child mortality, helps WfWI reinforce the importance of training in reproductive health and health-related behaviour to our target beneficiaries.
c. How did the collection and analysis of disaggregated data (including by gender and disability) influence project design, approach, delivery or learning?
As noted above, our collection of a wide range of data from women participants has helped to understand their situations and possible knowledge gaps, which has reinforced the content of our training curriculum.

ANNEX C: PORTFOLIO ANALYSIS (Up to 3 pages)

DFID captures and compare performance and results across the whole GPAF portfolio based on the information provided in project reports. Please answer each of the following questions.

C1 MILLENNIUM DEVELOPMENT GOALS (MDGs)		
Which of the Millennium Development Goals has your project contributed to directly? Choose up to 3	Please indicate their order of importance for the project (1/2/3):	How much does the project contribute to the selected MDGs? (sum of entries should = 100%).
MDG 1: Eradicate Extreme Hunger and Poverty	1	60%
MDG 2: Achieve Universal Primary Education		%
MDG 3: Promote Gender Equality and Empower Women	2	40%
MDG 4: Reduce Child Mortality		%
MDG 5: Improve Maternal Health		%
MDG 6: Combat HIV/AIDS, Malaria and Other Diseases		%
MDG 7: Ensure Environmental Sustainability		%
MDG 8: Develop a Global Partnership for Development		%

C.2 METHODOLOGICAL APPROACH		
What is the main methodological approach being used by the project to bring about the changes envisaged? Please select up to three factors and prioritise them as 1, 2 and 3 (with 1 being of highest significance).		
a. Rights awareness e.g. making 'rights holders' more aware of their rights so that they can claim rights from 'duty bearers'		2
b. Advocacy e.g. advocating publicly for changes in policy and/or practice on specific targeted issues		3
c. Modelling e.g. demonstrating best practice / approaches / behaviours which can be adopted or replicated by others to bring wider improvements in policy or practice		
d. Policy engagement e.g. building relationships with decision-makers behind the scenes, pragmatic collaboration on policy development to achieve incremental improvements		
e. Service provision in collaboration with government e.g. working with government to enhance the services already provided		
f. Service provision in parallel to government e.g. providing an alternative service		1
g. Monitoring of government policy e.g. monitoring budget-making or enforcement of rights		
If you are using other methodological approaches please note in the box below.		

C.3	CAPACITY BUILDING Whose capacity (in the main) has been built through the project? Select a maximum of 3. (Mark with an "X" in the appropriate boxes)	
a. End-beneficiaries (poor and vulnerable groups)		X
b. Local leaders / change agents		X
c. Local community-based organisations		
d. Civil society organisations / networks		
e. Local government		
f. National government		
g. Local implementing partner(s)		X
h. Trade unions		
i. Private sector organisations		
j. Other (Please name below)		

C.4	ENVIRONMENTAL CHANGE AND CLIMATE CHANGE MITIGATION				
a. How would you describe the project's environmental impact? (Mark with an "X" as appropriate)					
Negative		Neutral	X	Positive	
Provide a brief justification for your choice of ranking:					
<p>WfWI has taught women to cultivate land in order to support their nutrition and economic growth, however we have done this in a way that does not have a detrimental effect on the environment. Agribusiness was taught to women with the support of a recognised institute (IITA) and an authorised service provider from the Ministry of Agriculture. No deforestation was caused by the project and no chemicals used.</p>					
b. Describe actions the project took to reduce negative environmental impact (use bullet points)					
<ul style="list-style-type: none"> During training women were taught, using examples, the negative effects certain activities can have on the environment if not managed carefully. Women were also taught to use organic fertilisers and how to make and use compost. Our partners carried out regular monitoring of activities. 					
c. Describe any activities taken by the project to build climate change resilience (use bullet points)					
<ul style="list-style-type: none"> Women were taught about soil conservation and how to mitigate soil erosion. 					