This end of project evaluation provides a summary of the key findings. As a final evaluation, it seeks to understand the overall relevance, effectiveness, impact of the project and its level of sustainability once it ends in December 2016. Key recommendations are also made. The viewpoints presented in this evaluation are that of the author alone and do not necessarily represent the views of Uganda Joint Christian Council (UJCC) as an organization.
Executive Summary

This report outlines the findings of the final evaluation for the Gender Justice project that was conducted in the months of October and November 2016. The project was implemented by Uganda Joint Christian Council (UJCC) in four districts; Lira, Kasese, Kampala and Kapchorwa; and in Four Tertiary institutions (Universities); Uganda Christian University (UCU), Uganda Martyrs University (UMU), Mbarara University of Science and Technology (MUST) and Gulu Universities (GU). The project span was three years from January 2014 to December 2016 and was largely funded by Church of Sweden. The key purpose of the evaluation was to (i) review and assess the project implementation and achievements in relation to established objectives and expected results, (ii) determine the appropriateness of the results achieved and the need, if any, for re-programming and re-prioritization of future interventions.

The evaluation achieved a reasonable coverage by sampling selected partners in the four districts, regions and universities of project target areas based on the aforementioned denominators to get an insight into the project implementation process. The areas assessed are relevance, effectiveness, efficiency, sustainability and impact of the project. A total of 114 (70 Male and 44 Female) respondents were interviewed. The data collection involved document review, key informant interviews, focus group discussions and use of a semi-structured questionnaire.

Summary of findings, gaps, and recommendations

The Overall project rating on key aspects of evaluation indicates that no single respondent strongly disagreed that the project did not achieve its intended objectives. On project relevance, 96% of respondents agreed that the interventions were relevant, while 3.7% disagreed so. On project effectiveness, 22.2% of the respondents strongly agreed, 70.4% agreed while 7.4% disagreed that the projective was effective in achieving its intended results. In relation to the efficiency of the project, 20% of the respondents strongly agreed, 71.1% agreed while 8.9% disagreed that the project was efficient. Finally on the project Impact, 27.0% of respondents strongly agreed that the project has created some impact, 65.1% of respondents agreed so, while 7.9% disagreed on the same.

The Evaluation established that the project managed to achieve the overall goal of the project, which is to “increase awareness on Gender-Based Violence (GBV) among religious leaders, students in tertiary institutions and communities in 4 districts in order to spur action aimed at reducing the scourge”. The project has achieved considerable success in awareness raising on Gender Based Violence and Gender Based Discrimination. This was evident from the interviews with the beneficiaries of the project, partners, monitoring and donor reports which were availed to the evaluator. A case study of one of the activities in the project shows that the project has reduced the cases of GBV due to the awareness raising activities. A notable example of the
achievement of the interventions of the project is the reduced cases of GBV amongst couples who had been identified with domestic violence cases.

Most of the project targets have been achieved with promising indicators for replication and sustainability. It is also apparent that the project span of only three years is too short for measurement of real attitudinal and social change.

As a result of UJCC’s efforts there is:

- Increased knowledge of the GBV prevention, referral pathway and legal policy framework among targeted communities due to awareness-raising efforts largely supported by UJCC which has led to
- A steady increase of GBV cases reported to the police, and increased access to health services, especially where UJCC has been particularly active.
- Increased knowledge on GBV prevention and response,
- Improved access to medical services by GBV survivors and
- Capacity enhancement of religious leaders and tertiary institutions to contribute to GBV prevention and response.
- Enhanced capacity of EJAC members in addressing GBV prevention as a result and Integration of GBV prevention messages in preaching/sermons by church leaders.

Some gaps that were not well addressed in the UJCC project include:

a) It was evident that the baseline survey conducted didn’t collect enough information for all outcome indicators thus made it difficult to measure the positive changes created by the project. The baseline survey that was done focused more on knowledge level of gender related laws and policies among targeted community members.

b) Limited involvement of cultural institutions yet they are custodians of culture. Some of harmful culture practices such as FGM are embedded in some cultures thus the cultural leaders involvement in prevention or curbing such practices is very important for the success of the project.

c) Limited cooperation with some local authorities and national Gender Machinery. A case in point is Makindye division of Kampala District where the CDO wasn’t cooperative with the coordinator which resulted into delay in implementation of the project as the CDO was asking for memorandum of understanding

d) Some of the respondents felt that the target group was not well defined in terms of equal ecumenical representation. For instance Lydia, the orthodox Gender desk said that “The project was implemented in districts where orthodox representation is absent such as Kasese and Kapchorwa”.

e) Radio programs which were not regular due to low funding, finalizing the sexual harassment policies in universities etc.

This evaluation recommends that:

a) There is need to strengthen the project monitoring and evaluation frame work and systems to improve the quality of future projects especially in having clear baseline information.

b) Strengthen linkages with local authorities, including local administrators, police gender desks, courts, Ministry fo Gender as a National gender machinery; through sustained collaboration .UJCC partnership and coordination modalities especially with local authorities need to be strengthened in relation to initiating memorandum of understanding with local authorities, trainings and sharing of the project reports with key stakeholders especially the office of CDO.

c) Involvement of cultural leaders and opinion leaders should be prioritized in the near future project as negative cultural perspectives and practices embedded with target groups cultures that are major causes of various forms of GBV such as FGM. Thus the involvement of the cultural or clan leaders may contribute a lot of the changes desired by the project.

d) The IEC and gender related materials developed and be used in the project implementation should be translated into local languages to enable the target group benefit from them and the explanations

e) Strengthen ecumenism at grass root levels by supporting member churches to plan, implement, monitor and evaluate activities/project/programs jointly; as this will create synergies and increased visibility of UJCC at grass root levels.

f) Investing more and frequently in the radio programs in order to capture the mass of people that do not go to Churches. The evaluation suggests that radio programmes should conduct on a monthly basis.

g) Economic empowerment of women should be integrated in future Gender justice project because in most cases poverty is one of the primary causes of GBV.

The challenges experienced during the project implementation period and the lessons learnt can be documented and used as a guide for further programming. The evaluation results will provide valuable lessons for implementers, stakeholders, beneficiaries, decision makers including donors. It also highlights lessons learnt from the implementation of the project which can guide future projects of a similar nature.
Table of Contents

List of Figures ........................................................................................................................................ vii
Abbreviations and Acronyms .............................................................................................................. viii
Introduction and Background ................................................................................................................ 0

  1.1 Programme Design ......................................................................................................................... 1
  1.2 Project approach and Strategy ......................................................................................................... 1
  1.3 Project target group ......................................................................................................................... 2
  1.4 Project Indicators ........................................................................................................................... 2
  1.5 Purpose of the Evaluation ............................................................................................................... 2

2. Methodology and Approach .............................................................................................................. 4

  2.1 Introduction .................................................................................................................................. 4
  2.2 Document review .......................................................................................................................... 4
  2.3 Field work and Data Collection .................................................................................................... 4

Assessment Findings ............................................................................................................................. 6

  3.1 Introduction .................................................................................................................................. 6
  3.2 Demographic Characteristics ........................................................................................................ 6
  3.3 Relevance .................................................................................................................................... 6
  3.4 Effectiveness ................................................................................................................................ 7
  3.5 Efficiency ..................................................................................................................................... 13
  3.6 Impact .......................................................................................................................................... 16
  3.7 Sustainability ................................................................................................................................. 21

Conclusions, lessons learnt and recommend ....................................................................................... 23

  4.1 Introduction .................................................................................................................................. 23
  4.2 Conclusion ................................................................................................................................... 23
  4.3 Recommendations ......................................................................................................................... 24
  4.4 Lessons learned from evaluation process ...................................................................................... 26

5 Annex I: Terms of Reference .............................................................................................................. 27

6 Annex II: Table on analysis of the key outputs achieved .................................................................... 31

7 Annex II: List of Respondents interviewed ....................................................................................... 32

8 Annex III: Tools Used ......................................................................................................................... 37

KEY INFORMANT (KI) SURVEY TOOL ............................................................................................. 37

9 ANNEX II: FGD GUIDE FOR DIRECT BENEFICIARIES ............................................................... 43

10 Annex III: Focus group Guide – Final Beneficiaries ....................................................................... 46
Annex IV: Focus group Guide – Partners ........................................................................................................47
Annex V: Focus group Guide – Universities/GBV Monitors/Drama Groups ..............................................48
List of Figures

Figure 1: Rating of the project relevance................................................................. 6
Figure 2: Rating of effectiveness of the project..................................................... 8
Figure 3: Rating of Efficiency of UJCC Gender Justice Project.............................. 13
Figure 4: Rating of Impact of UJCC Gender Justice Project................................. 16
Figure 5: Rating of Project rating on Relevance, Effectiveness, Efficiency and impact........ 23
## Abbreviations and Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDO</td>
<td>Community Development Officer</td>
</tr>
<tr>
<td>CSO</td>
<td>Civil Society Organization</td>
</tr>
<tr>
<td>EJAC</td>
<td>Ecumenical Joint Action Committee</td>
</tr>
<tr>
<td>GBD</td>
<td>Gender Based Discrimination</td>
</tr>
<tr>
<td>GBV</td>
<td>Gender Based Violence</td>
</tr>
<tr>
<td>GU</td>
<td>Gulu University</td>
</tr>
<tr>
<td>GUGBAG</td>
<td>Gulu University Gender Based Action Group</td>
</tr>
<tr>
<td>FGM</td>
<td>Female Genital Mutilation</td>
</tr>
<tr>
<td>MGLSD</td>
<td>Ministry of Gender Labor and Social Development</td>
</tr>
<tr>
<td>MUST</td>
<td>Mbarara University of Science and Technology</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Government Organization</td>
</tr>
<tr>
<td>UCU</td>
<td>Uganda Christian University</td>
</tr>
<tr>
<td>UJCC</td>
<td>Uganda Joint Christian Council</td>
</tr>
<tr>
<td>UMU</td>
<td>Uganda Martyrs University</td>
</tr>
</tbody>
</table>
Growing and Serving Together

Figure 1 GBV Monitors, Kampala being interviewed by the Team Leader
Introduction and Background

1.1 Programme Design

The gender and justice project was implemented by Uganda Joint Christian Council (UJCC) which is a legally registered faith-based corporate body. It is made up of three churches, namely the Church of Uganda, the Roman Catholic Church and the Uganda Orthodox Church. To complement on the efforts made by different players in addressing Gender Based Violence, UJCC secured support from Church of Sweden in 2014 and embarked on implementing a three year Gender Justice Project from ...2014 to December 2016. The project was implemented in the districts of Lira, Kasese, Kampala and Kapchorwa; and in Tertiary institutions (Universities) of Uganda Christian University, Uganda Martyrs University, Mbarara University of Science and Technology and Gulu Universities.

The project was designed to achieve the goal of increasing awareness on Gender-Based Violence (GBV) among religious leaders, students in tertiary institutions and communities in the 4 districts in order to spur action aimed at reducing the scourge. The objectives of this project was;

i. To build the capacity of representatives of regional EJAC including Gender Desk officers in UJCC member churches on the issue of gender justice;
ii. To work with student leaders in tertiary institutions to address the problem of gender-based violence in 4 institutions of higher learning in the country;
iii. To support victims of gender-based violence to access justice and/or medical help
iv. Provide platforms for dialogue on empowering women socially, economically and politically so that their contributions in nation-building can be maximized. The activities such as training EJAC members on gender justice, radio talk shows, student dialogues, assistance to GBV survivor’s t were implemented to achieve the project objectives.

1.2 Project approach and Strategy

Human rights today are characterized and impacted upon by global trends and challenges. Key among these trends is Gender Based Violence and discrimination. GBV and GBD are deeply entrenched in Uganda, despite constitutional provisions which enshrine equal treatment for women and men in social, economic and political spheres; women continue to be victims of customs and cultures which for a long time excluded a significant number of them from decision-making and the right to inherit land and other assets. Women also bear the brunt of gender-based violence, including sexual harassment which is practiced in places of work and institutions of learning and female genital mutilation which is practiced by the Sabiny in the East and the Pokot as well as the Tepeth in north-eastern Uganda. Some recent studies have also revealed
that men are not spared, a number of them have come out of recent to testify on how they have victims of GBV.

The Gender justice project had an awareness creation, capacity building, dialogue and advocacy as well as supporting GBV survivors to access medical services activity components with the specific goal to increase awareness on gender-based violence among religious leaders, students in tertiary institutions and communities in 4 districts in order to spur action aimed at reducing the scourge.

The project strategy was to implement through the existing Church member structures, regional ecumenical structures, namely the 17 Ecumenical Joint Action Committees (EJACs) operational regions.

1.3 Project target group

The project target groups are women and men, boys and girls and students in target districts of Lira (Ogur Sub County), Kapchorwa (Kaptanya Sub County), Kampala (Makindye division) and Kasese (Karusandara Sub County), and tertiary institutions (Gulu University, Mbarara University of Science and Technology, Uganda Martyrs University and Uganda Christian University) as well as EJAC members and church members gender desks.

1.4 Project Indicators

The project has some clear and measurable targets and indicators on the activities under the four objectives of the project as mentioned above. Some of the sampled expected outcomes which are representative of the above strategic areas are:

i. EJACs effectively participate in addressing issues of GBD and GBV

ii. Target Universities initiate programmes to address GBV

iii. Increased number of gender based violence victims reporting cases of gender based violence to various authorities like Police, Probation and welfare Office, Religious Leaders and the Courts of Law.

iv. Increased number of GBV survivors accessing medical services

v. Target communities initiate programmes to address GBV

The evaluation has tried to follow up the outcomes as enumerated in the project document in assessing the impact and progress of the project goal.

1.5 Purpose of the Evaluation

The purpose of the evaluation was to;

i. Review and assess the project implementation and achievements in relation to established objectives and expected results.
ii. Determine the appropriateness of the results achieved

iii. Determine the need, if any, for re-programming and re-prioritization of future interventions

In relation to the purpose of the evaluation, the evaluator was to determine the project relevance, efficiency, effectiveness, impact and sustainability as well as key recommendations for future project (for more details on the criteria of assessments please refer to the TORs Annex I).
2. Methodology and Approach

2.1 Introduction

A key aspect of the approach that the evaluator took was to work in a participatory manner with Gender Officer and with monitoring and evaluation Officer to carry out this evaluation. Thus the evaluation was informed by the need to make a process highly participatory to ensure ownership of the process and outputs. The evaluator also used qualitative and quantitative methods for data collection and analysis. Different methods of data collection were used to gather information for the evaluation. These included, document review, key informant interviews, participatory focused group discussions, field observations and testimonies from beneficiaries.

The evaluation targeted a range of stakeholders using different tools, these include; The UJCC Staff, UJCC Church members gender desks, Diocesan and deanery women desk coordinators and representatives, Regional EJAC members and coordinators, University leaders and students, District Project Coordinators, GBV Monitors, Drama Groups members, Project beneficiaries (Final beneficiaries such as GBV Survivors), UJCC partners (Police, health, probation/Community development/gender Officers/local government Leaders) These stakeholders were interviewed in respect of the key roles and result areas of the project.

2.2 Document review

A review of key project documents, progress reports as well as previous reviews and assessments supplied by gender justice project was undertaken. The documents reviewed included baseline report, project proposal, log frame, work plans, activity reports, monitoring, and annual reports among others. Quantitative data was derived from reports with statistical information such as monitoring and donor reports as well as analysis of other relevant document. Qualitative information came from in-depth interviews, focus group discussions and content analysis.

2.3 Field work and Data Collection

The evaluation achieved a reasonable coverage by collecting data in all four districts and sampling the respondents from the Four EJAC regions to get an insight into the project implementation process. The Evaluator spent 12 days in the field work. The assessment was conducted in four project districts that is Kasese, Kapchorwa, Lira and Kampala and four universities (Gulu University, UCU, Uganda Martyrs University and MUST) from the Four EJAC regions of Ruwenzori, Sebei (Mount Elgon), Greater Kampala, and Lango.
The tools used included a self-determined questionnaire that was used for key informants and focus group discussion interview guides that were used to interview various stakeholders. The data collection tools that were developed and used are annexed here on this report (Annex III).
Assessment Findings

3.1 Introduction

This section presents and discusses the assessment findings as reported during the data collection process.

3.2 Demographic Characteristics

A total of 114 (70 Male and 44 Female) respondents were interviewed. We ensured equal ecumenical representation.

3.3 Relevance

The relevance assesses the extent to which the project has been relevant in terms of its contribution to addressing the needs, challenges and priorities as well as establishes factors that enhanced or limited its relevance.

The findings confirmed that the project was highly relevant in terms of the project objectives as enumerated in the project document and baseline survey report. The project aimed at increasing awareness on Gender-Based Violence (GBV) prevention and response. This was achieved through support provision to GBV survivors to access medical services, capacity building, community sensitization, advocacy and dialogues.

Figure 1 gives the rating of the project relevance as captured during the assessment.

Figure 2: Rating of the project relevance

![Relevance of UJCC Project Chart]

- UJCC Gender Justice project interventions are relevant to our context
- The implementation approach of UJCC Gender Justice project is appropriate
- The set of activities so far implemented are sufficient to achieve the project objectives.
- The different activities complement each other
- The project activities respond to the needs of the beneficiaries
- The project activities target the right beneficiaries
- The project has led to some expected and unexpected results

Disagree | Agree | Strongly agree
Figure 1 shows that 77.8% of respondents strongly agreed that the project interventions are relevant to targeted communities and context, while 16.7% agreed so. The findings also indicated 11.1% of respondents strongly agreed that the project activities implemented are sufficient to achieve the project objectives, while 72.2% agreed so and 16.7% of them disagreed on the same. Furthermore, 83.3% of respondents agreed that the project responded to the needs of beneficiaries, while 16.7% strongly agreed to this. This is further supported by voices from the respondents during interviews for example the CDO, Karasundara said that “I am grateful for UJCC for implementing the project in Karusandara which used to have the highest GBV cases in Kasese district”.

According to the figure 1, indicates that 100% of respondents were in agreement that the activities were complementing each other and none disagreed.

It was also reported that the project targeted various and right categories of people where by 38.9% respondents strongly agreed so while 55.6% agreed. The 5.6% of them disagreed as they felt that the project that some of the men as spouses, cultural leaders, schools and their management were left out of project intervention. Some respondents also felt that older persons and persons with disabilities were not given special attention the fact that that they have limited access to community sensitization events and information. Some of the respondents felt that the target group was not well defined in terms of equal ecumenical representation. For instance Lydia, the orthodox Gender desk said that “The project was implemented in districts where orthodox representation is absent such as Kasese and Kapchorwa”.

The evaluation found out there were unexpected results. This is evident in interviews responses whereby 100% of the respondents interviewed were in agreement that project led to both expected and unexpected results. Some of the unexpected results mentioned by respondents during the evaluation included the following:

- Reduced levels of drunkardness/alcoholism
- Increased research on Gender based violence in Universities.
- Recognition of UJCC at grassroots level
- Girl child education was promoted

The project builds upon and supports existing UJCC Church member’s structures and activities as well as Regional Ecumenical Joint Actions Committees (EJACS).

### 3.4 Effectiveness

Under this, we assessed the extent to which the project contributed to the expected and unexpected results. Establish the factors that enhanced or limited its effectiveness.
This was done by comparing the expected results of objectives at inception and as stated in the log frame against actual results of the objectives at the time of the evaluation. The factors and process affecting the achievements were also investigated.

The project has been effective in reaching some of the targets as noted in the monitoring reports and through the interviews conducted with the partners and beneficiaries. The respondents interviewed agreed that the intervention objectives were met to a large extent as the results indicate that the beneficiaries have benefited from community sensitizations, capacity building and support to GBV Survivors. Figure 2 summarizes the rating of the project effectiveness.

Figure 3: Rating of effectiveness of the project

As indicated in figure 2, 72.2% of the respondents agreed that there are positive key outputs that have been produced by project while 27.8% strongly agreed so. The notable cases were in all project district areas where a total of 40 GBV monitors were trained and facilitated and supported 20 GBV survivors to medical services, as well as provision of psychosocial and other referral support. It was also reported that to a larger extent, EJAC members, and university leaders and students’ capacity to address GBV have been enhanced and that there has been improved support to the GBV survivors to access medical services and increased knowledge on GBV prevention and response, which has led to open discussion on GBV and reporting of the GBV cases.
For instance one of the EJAC members by names of Lazarus, Kampala region who was interviewed said that

“this project has changed my attitude and mind set on how I have been looking at the issue of GBV and gender, and now I feel more confident that I have knowledge and skills on Gender related laws and GBV. I now find it easy to intervene in GBV prevention and response interventions”.

The respondents seemed to agree that community sensitization and dialogue increased awareness on GBV and knowledge of referral pathways were the most positive things the project had brought to targeted communities.
The following are other positive changes as a result of project mentioned by the respondents who were interviewed.

a) The community has been empowered with knowledge on GBV prevention.
b) Due to police participation in community sensitizations, the GBV survivors easily report the cases to police and negative attitude towards police by community members has changed.
c) Gradual positive attitude change about looking at women as property.
d) Community members coming up to report cases of violence, including men reporting.
e) Increased knowledge on dangers of GBV and on land ownership
f) Families now plan together, hence economic improvement

g) Many men now appreciate that women also have rights and should be respected.
h) Community members prefer going to GBV Monitors for counseling and guidance on GBV issues.
i) Universities established GBV associations/clubs to champion GBV/GBD prevention and response at university. A case in point is the advocacy of the gender policy at MUST.
j) This project has enabled students to become more confident to open up and report on sexual harassment.
k) The project has made EJAC to be active in advocating for GBV prevention.
l) People in the community are aware of their rights and know where to report in case of violence.
m) Trainings have enhanced our capacity as EJAC and team on the project.
n) Improved access to legal and medical services by GBV survivors
o) Reduction of FGM practice in the community as it is now known as a crime
Furthermore, it was reported that to a smaller extent women’s participation in decision making has been improved as a result of this project. It was also noted by the UJCC staff that this achievement is a result of other UJCC projects other than the Gender Justice Project.

According to figure 2 shows that 100% of the respondents interviewed agreed that the project implementation was on track. It is also indicated that 72.2 % of respondents agreed, and 22.2% strongly agreed that the project work plans were followed by the project. In reference to analysis of achievements made to date (see table 1 for more details), It’s noted that there were three areas of notable achievements met in terms of improved capacity of EJAC members to address GBV; facilitating 40 GBV data collectors/monitors; and community dialogues with 40 university leaders and students.

The figure 2 indicated that the 88.9% of respondents agreed that there are appropriate organization systems for project implementation according to figure one. Furthermore, the 83.3 % of the respondents who were interviewed agreed while 5.6% strongly agreed and 11.1% disagreed that the organisational processes for project implementations are functioning well.

This project was managed by a core team of staff of UJCC. These included the Gender Officer, the Head of Human Rights and Good Governance Department, and the Executive Secretary of UJCC, the Monitoring and Evaluation Officer, the Accountant and other staff of UJCC will also be involved in the implementation of the project. In addition to staffing, UJCC has a procurement policy on zero tolerance to corruption, a code of conduct which prohibits improper conduct as well as the Financial Regulations and the Accounting Regulations prohibit corrupt practices. UJCC have external Auditors in place by names of Bawuna and Badebye Certified Public Accountants who are registered members of the Institute of Certified Public Accountants Uganda (ICPAU. It was found out that UJCC conduct a joint financial audit of all their programmes/project twice a year.

The following are other factors that respondents mentioned to have influenced the project implementation;

i. UJCC Church member’s structures (gender desks) and high degree of ownership of the activities by the EJAC members, and GBV data collectors/monitors.

ii. Clear working modalities between UJCC and the partners and good working relationship.

iii. Collaboration with the relevant stakeholders and actors at the local level and good rapport with some officials such as Police, health workers and Community Development Officer for smooth operation and implementation of the project activities.

iv. A focused and concerted effort on raising awareness on GBV prevention and response.

v. Commitment by the project staff and partners to the implementation of the project.
vi. Good administration and management structures

However according to figure 2, the 11.1% of respondents disagreed that UJCC has appropriate organization systems for project implementation and organization processes for the project implementation are function well. This is because the respondents felt that there a few challenges that affected the effectiveness of the systems and project. These are:

f) Delay and irregular release of funds at all levels.
g) Inadequate funds
h) Lack of transport for GBV monitors which limited follow up of the GBV survivors’ cases as well as reaching all villages in a parish that they were operating from.
i) Limited cooperation with some local authorities. A case in point is Makindye division of Kampala District where the CDO wasn’t cooperative with the coordinator which resulted into delay in implementation of the project as the CDO was asking for memorandum of understanding.
j) There were no systematic follow up of activities associated with long breaks between trainings and implementation a case in point is radio talk shows that happened once in two quarters.
k) Insufficient training for GBV monitors and Drama groups on GBV standard operating procedures.
l) Exit of trained University students at the end of the studies.
m) Limited involvement of cultural institutions yet they are custodians of culture. Some of harmful culture practices such as FGM are embedded in some cultures thus the cultural leaders involvement in prevention or curbing such practices is very important for the success of the project.
n) Lack of adequate baseline data on GBV and GBD
o) High community expectations of hand outs
p) Most of the materials were in English.

The gender justice trainings, use of GBV Monitors/data collectors and music, dance and drama conducted were considered the most effective tools both to promote GBV/GBD prevention and response and for the purposes of behaviour change.

The content of its trainings, the methods used to carry out trainings, and community campaigns- all demonstrated effective methodologies. The posters, and radio talk programmes were also effective.
3.5 Efficiency

Efficiency assessed the project undertakings in terms of quality, cost and timeliness of its interventions as well as establishes the factors that enhanced or limited its efficiency. The evaluation found out that the project has been implemented with a high degree of efficiency and has been effective in reaching some of the targets as shown in the monitoring reports and through the interviews conducted with the staff, partners and beneficiaries. In figure 3, it’s indicated that 72.2% of respondents interviewed agreed that the project was efficiently organized while 16.7% of them strongly agreed so. However 11.1% of respondents disagreed that the project was efficiently organized.

Figure 5: Rating of Efficiency of UJCC Gender Justice Project
According to the findings, 100% of respondents agreed that budgetary inputs were timely provided by the project vis-à-vis achievement of outputs and targets, while none disagreed agreed. On the project fund utilization, UJCC had planned for ------ shillings and this amount of -----------shillings has been released and utilized fully and in accordance to the budget (Dinah and Accountant to give us details before Validation of finalise the finding of this section). This is supported by 88.9 % of the respondents who were in agreement that the funds were utilized as per the agreed work plan. However some of the 11.1% of respondents disagreed that fund were utilized as per the agreed work plan.

Most of the planned activities were implemented .As a result of this project, a gender literacy manual for training project implementers on gender justice, and other information education and communication materials were developed. Three church member gender desks, 53 EJAC members, and 40 university students were trained on gender justice using the training materials that were developed during the life of the project. It is also important to mention that this project paid the gender officer’s salary and contributed to other relevant staff salaries that enabled the effective implementation of the project.

Furthermore it’s shown that 88.9% of the respondents agreed that the monitoring system developed by UJCC enabled measuring of the outputs/outcomes, a road leading to impact. UJCC conducted baseline survey that focused on collecting information on knowledge level of gender/GBV related legal and policy framework among targeted communities. This survey informed the project implementation. The project developed a project lograme that had outcomes, outputs indicators and targets at all levels. Project monitoring of project activities, and review meeting were conducted to track the progress of the project implementation. However 11.1% of the respondents disagreed
that the monitoring system developed by UJCC enabled measuring of the outputs/outcomes, a road leading to impact. It was evident that the baseline survey conducted didn’t collect enough information for all outcome and output indicators thus made it difficult to measure the positive changes created by the project. The baseline survey that was done focused more on knowledge level of gender related laws and policies among targeted community members.

On meeting of the project reporting timelines, the 89.9% of the respondents agreed that the reporting timelines were followed by the project teams. UJCC submitted End of 2015 annual and 2016 bi-annual reports. The reports were in line with agreed donor timelines. However 11.1% of the respondents interviewed were in disagreement that the reporting timelines were followed.

The Evaluation also found out that there were good practices noted during the project implementation. These included adequate facilitation during the trainings and project implementation, financial support to GBV survivors, continuous monitoring of the project progress by UJCC, the cooperation of UJCC with some CDO, police and local leaders, home visits and follow ups by GBV monitors, integration of GBV prevention messages in preaching/sermons by church leaders.

The evaluation found out that there were issue that did not work well during implementation. These include;

I. Even though the GBV monitors and Drama groups were trained, there is a need to simplify information for them as some seemed to be ignorant on GBV referral mechanism and what to do. The case in point is the Kampala GBV monitors seemed to have limited knowledge on GBV referral mechanisms and standard operating procedures for some types of violence.

II. Some partners felt that they weren’t involved from the inception of the project, for instance some police officers noted that police were never trained on facts about GBV by UJCC and the some CDO observed that the collaboration between their offices and UJCC needed to be bridged and improved and there was need to keep sharing reports by the two partners so they can keep track on progress.

III. Some of the GBV monitors noted that one monitor per parish was not enough since the parishes are big. On average each parish has 14village. This led to some parishes to miss out on GBV monitors services.

IV. Delay of and inconsistency in funds release from UJCC to GBV monitors and district coordinators.

V. Worry of continuity of trained students since they come and complete studies and go away.

VI. Limited follow up on reported GBV cases and their prosecution as well as resolution.

VII. Frequent transfer of Police Officers hindered the project implementation. Whereas the police officers accept to handle the cases referred by data
collectors, you find that the relationship is not very good because, they lack clear understanding of the project.

VIII. Lack of adequate tools and materials that would help in effective implementation of the project for example, GBV standard operating procedures, reference books that contain laws on GBV, manuals on Gender, drama group costumes.

IX. Sometimes UJCC would give short notice communication to mobilize participants for workshops and these abrupt programmes would hinder adequate participation and mobilization.

3.6 Impact

The impact assesses both immediate and long term outcomes and the extent to which the project has contributed to change in the broader, district/national/ international policy context and whether these changes have a bearing on practices and attitudes of decision and policy makers that directly benefit the target group.

The impact or consequences of the interventions in terms of the overall situation of the target group/ beneficiaries was rated highly. All the project reports, reviews and assessments as well as mid-term review speak positively of the near fulfillment of targets for outputs. The interviews and document review confirmed these achievements. The project's impact on the beneficiaries at all levels is very encouraging as women are now given a chance to be heard and are aware of their rights. Generally the community members especially men acknowledged that they were mistreating their women and appreciated the need to change their attitudes towards women. The EJAC members and Church Members Gender Desks talked about the negative practices on radio and urges people to change their attitudes and respect women. There was a remarkable impact such as increased knowledge of GBV/GBD prevention and response among targeted communities. There were reduced levels of domestic violence and, better educational opportunities for the girl children.

Figure 6: Rating of Impact of UJCC Gender Justice Project
As mentioned earlier, the assessment also found that the gender justice project has made considerable progress in increased knowledge on GBV prevention and referral mechanisms. The above figure indicates that 61.1% of the respondents agreed while 33.3% strongly agreed that there is increased knowledge of GBV/GBD prevention and response among the targeted communities. This has contributed to reduction in GBV cases as well as openness and reporting of the GBV/GBD cases especially where GBV monitors and university trained students and leaders were active. 22.2% of respondents agreed and 66.7% strongly agreed that the project interventions contributed towards GBV reduction, gender equality and women's empowerment in targeted communities. The respondents were in agreement that GBV trends were still high but much lower than before the project. This is affirmed by perceptions from some of the respondents below;
a. Susan Amure, project final beneficiary, Lira acknowledged the great work the project had played in making her a transformed wife. She used to be too quarrelsome and was ever in fights with the husband but when she attended drama shows she learned ways of preventing GBV and living in harmony with the husband.
b. Two police officer s from Lira and Kasese who were interviewed said that the project has contributed tremendous reduction of GBV cases since they no longer receive many case cases as many homes have reform and live in harmony.
c. I want to thank UJCC for making our community change, before the project we had high rates of GBV but now they have reduced. I am now a resourceful person and I believe even when UJCC goes I shall continue helping my community. I also wish to register thanks for the financial support given to victims though it comes late, it helps a lot. I also see that GBV monitors look different from other community people. The project has helped us to be humble and loyal, Komakech James, GBV monitor, Lira.
d. I appreciate the funder and UJCC for bringing the project at Kaputanya it has yielded fruits in terms of reduction in FGM cases, CDO Kaputanya, Kapchorwa District.
e. As a young couple I and my wife never had peace at home but now we have respect for each other. Before the project drama shows I used to treat her as my property, but I have now changed and we have peace“ Okello Tony, Beneficiary, Lira.
f. The LC III Karusandura Sub county Chairperson, Kasese District thanked UJCC for this project in his community, the sub county and families at large are relatively improving in addressing domestic violence as compared to when the project had not started. He encourages that this initiative to continue and bring on board many interventions.
g. “I want to thank UJCC for the Gender Justice. UJCC trained when the project was starting, I was equipped with knowledge and skills and enabled to address issues concerning GBV more competently. I am looked at as a ‘celebrity’ of sorts. The community members look up to me to solve their GBV problems“. By Agaba Emmanuel, GBV Monitor, Karusandara, Kasese district
However 11.1% of respondents disagreed that intervention contributed to the reduction of GBV. Some of the respondents noted that youth and women dress code is still poor and there are still high rates of drunkardness among women which has increased rape cases. A case in point was mentioned of recent rape case of a man who raped his 13 year old daughter in Lira District.

It also important to note that the evaluation found out that there were other actors such as church members’ activities, Police and Local Authorities, Plan International that significantly contributed to reduction of the GBV.

According to figure 4, 16.7% of the respondents interviewed strongly agreed while 77.8% agreed that there is increase in number of GBV survivors accessing services and justice both psychosocial, legal and medical services. For instance the project progress reports indicated that 122 GBV survivors have accessed medical services with project support. Some of the respondents believed that partly awareness on rights had instilled fear among perpetrators as people were now aware on the reporting pathways and could now access police and health services.

Acheng Theopista, CDO, Lira District reported that with support of the Akano Youth drama group members were trained and helped in disseminating message on GBV, importance of educating girls, and now communities have changed their negative attitudes and practices that violates women’s rights. She also mentioned that the case record book at her office shows that parishes that attended drama shows now register fewer cases of GBV. She also appreciated the role played by trained monitors who are helping the community Development officers to get data on GBV in the community and handling and referring of GBV cases to appropriate service providers. She also noted that the financial support provided to the survivors has helped the GBV survivors to access medical services.

Sophia, Midwife from Lira also reported that project has empowered people and given them a voice and they now come out freely and seek medical services without fear.

The project has empowered me to help victims of GBV, counsel them and refer complex cases” Isaac Omara, GBV Monitor, Lira

“I thank UJCC project for financial support for medical treatment when I suffered violence under my wife. I was given 40000 for hospital treatment. After attending the drama show we no longer have fights like before “Tom Opio
Furthermore, Figure 4 indicated that 89.9% of respondents agreed that the numbers of EJAC representatives and women desk officers are actively and increasingly engaging in GBV/GBD prevention and response. Some of the EJAC members interviewed mentioned that as a result of this project, there is now positive response among the clergy as they openly speak and preach about GBV prevention with their church congregations. EJAC secretary Kapchorwa said that “the UJCC gender trainings enhanced their capacity as EJAC and team on the project to address GBV/GBD”.

In relation to Figure 4, the findings indicated that 100% of respondents interviewed agreed that there is increased number of university initiatives initiated to address GBV and GBD. During the interviews, university leaders’ and students’ views were captured about their perception on the project. Some of the perceptions mentioned include the following:

a. “I wish to thank UJCC who have bridged the gap between lecturers and students because we now share with lecturers issues to do with GBV freely”. Polly Grace, Student, Gulu University.

b. “I am better because I now guide and counsel students and address their inquisitiveness on understanding GBV issues”. Joyce Abalo, Gulu University.

c. “I joined the program last semester and was trained to educate others about sexual harassment and I realise it has changed and given a platform for students to give or say out their problems instead of dying in silence. If we could get more partners to fund the project so that we continue with sensitisation of anti-sexual harassment policy that will improve our interventions, By Hillary Turyamusiima, MUST.

d. This MUST established the Peer Project which is an educative platform for students, where they are given chance to learn about their health, protect themselves and live safe lives. The project further trains more peer educators every new academic year in order to bring on board the first year students and to ensure continuity of the project. As a Coordinator at the Centre, I wish to appreciate UJCC support of empowering us with GBV prevention knowledge and skill, by Wandira Aggrey.

e. If it was not for UJCC, UCU wouldn’t have created the gender justice association at the university by Paul Ahebwa, Student

f. Two students of UCU( David Bahige and Guma Albert) thanked UJCC for equipping them with knowledge about GBV prevention and its legal and policy framework.
Some of the initiatives created by Universities as a result of the projects include the following;

- The three universities (Gulu, MUST, and UCU) has improved GBV/GBD prevention and response awareness through the formation of clubs, and associations and branded the clubs or association. An example is Gulu University Gender Based Action group (GUGBAG)
- Advocacy for Sexual harassment policy development and implementation. A case in point is Gulu University where a club advocated to a policy on sexual harassment and now it’s in the pipeline to be incorporated in the staff code of conduct
- Sexual harassment cases are now being handled by dean of students through the clubs. Association example is the GUGBAG which receives the complaints from students and refers them to the dean for management.
- Clubs/Associations acts as various platforms through which students air out their concerns
- Provision of guidance and counselling services to students
- Student code of conduct was never in place and now exists
- Indecent provocative dressing was strongly criticised as this was the major cause of sexual harassment between staff and students

3.7 Sustainability

Sustainability is about the long term effectiveness of the intervention and its consequences. The project interventions should be able to last longer with continuous improvements to the lives of the targeted population. The field visits and the interviews conducted with the beneficiaries confirmed the high expectations of sustainability. The project paid attention towards factors of sustainability in the project design and during implementation of the project.

Communities based GBV monitors and student clubs that have been established in communities/universities by the project will ensure knowledge sustainability beyond project assistance. High levels of EJAC members and clergy, beneficiaries’ participation along with the support of local leaders enhanced programme ownership and sustainability.

The project also liaised with National level Ministry of Gender, Labour and Social development during the training as well as community development officers and police at local level during implementation. All partners were in agreement that the cooperation
between their organizations and UJCC was good but there is need to further improve the relationship.

The evaluation bases the assumption of high sustainability on the following factors:

- Wide coverage of awareness raising and sensitization on GBV, at all levels in the project target areas.
- Establishing the Gender desks in Police Stations, and local governments and synergies and cooperation of CSOs and NGOs dealing with same issues to avoid replication of activities and efforts.
- Cooperation with the government agencies like the Ministry of Gender, Police and local authority structures, church member and university structures.
- Continuity of the University students clubs.

During the interviews, it was found out that drama groups, university activities, radio talk shows; support to the GBV Survivors to access services will require further support to make more impact.
Conclusions, lessons learnt and recommend

4.1 Introduction

This section presents the conclusions, lessons learnt and makes recommendations based on the findings of the assessment.

4.2 Conclusion

In conclusion, the evaluation findings reveal that the project has been relevant and has generally been implemented in an efficient and effective way. The project has achieved considerable success in awareness rising on GBV/GBD, building the capacity of EJAC members, university leaders and student to address GBV/GBD. The project has therefore achieved the targets including a high degree of awareness raising on GBV/GBD, with promising indicators of replication and sustainability. The project has also contributed to the reduction of GBV/GBD and increase in reporting of GBV in case it happens. There is a general perception by respondents that the campaigns on awareness raising on GBV and GBD has helped reduce incidences of domestic violence, FGM as per the perceptions of the respondents interviewed.

Figure 7: Rating of Project rating on Relevance, Effectiveness, Efficiency and impact

The Overall project rating on key aspects of evaluation indicates that 24.1% of respondents strongly agreed while 72.2% agreed that the project was relevant. On project effectiveness, the 22.2% of respondents interviewed strongly agreed and 70.4% that the projective was effective. In relation to the efficiency of the project, the 20% of the respondents strongly agreed, 71.1% agreed that the project was efficient. Finally the project Impact, 27% of respondents strongly agreed that the project has some impact, while 65.1% of respondents agreed so, and 7.9% disagreed on the same.
However it was not easy to access the consolidated impact and attitudinal change within communities in respect of GBV/GBD in a project with a life span of three years. It is recommended that there is need for follow up training and capacity building for all stakeholder in post project support. The capacity building that was carried out by UJCC achieved a lot in building the capacities of all stakeholders in GBV prevention and response and training on GBV awareness. Regular monitoring by UJCC staff should be encouraged to gauge what the GBV monitors and Drama groups are doing and whether they are on course.

The project approach, strategy and partnership modalities were also found to be well suited in reaching the target groups.

4.3 Recommendations

The following are the main recommendations of the evaluation.

  h) There is need to strengthen the project monitoring and evaluation frame work and systems to improve the quality of future projects especially in having clear baseline information, and realistic indicators and outcomes.

  i) Strengthen linkages with local authorities, including local administrators, police gender desks, and courts; through sustained collaboration .UJCC partnership and coordination modalities especially with local authorities need to be strengthened in relation to initiating memorandum of understanding with local authorities, trainings and sharing of the project reports with key stakeholders especially the office of CDO.

  j) Involvement of cultural leaders and opinion leaders should be prioritized in the near future project as negative cultural perspectives and practices embedded with target groups cultures that are major causes of various forms of GBV such as FGM. Thus the involvement of the cultural or clan leaders may contribute a lot of the changes desired by the project.

  k) The IEC and gender related materials developed and be used in the project implementation should be translated into local languages to enable the target group benefit from them and the explanations

  l) Capacity building of religious leaders and other implementing partners such as GBV monitors and drama groups should be strengthened by conducting grass root or regional level seminars or ToTs on advocacy as well as equipping the monitors and drama groups with national and local GBV prevention and management standard operating procedures. There is need to conduct continuous and refresher training of GBV monitors and recruitment others to scale up to many communities.
m) Empowerment of lower lever structures of the Council (EJACs) to implement, monitor and evaluate projects and/or programs including financial support, continuous coaching and mentoring.

n) Strengthen ecumenism at grass root levels by supporting member churches to plan, implement, monitor and evaluate activities/project/programs jointly; as this will create synergies and increased visibility of UJCC at grass root levels.

o) Investing more and frequently in the radio programs in order to capture the mass of people that do not go to Churches. The evaluation suggests that radio programmes should conduct on a monthly basis.

p) UJCC secretariat needs to work with Universities to have a clear work program and synchronize programs. There is need to ensure continuity of project activities at the exit of final year students. There is need to have a clear strategy of enrolling the first year students in the project on annual basis.

q) Continued monitoring and mentoring support to the EJAC members, GBV monitors and other partners ensures their stability and compatibility with the project implementation timelines and rules. At least two monitoring visits to the them should be undertaken during the project period.

r) Need to improve the facilitation of GBV monitors and drama groups in terms of their transport, motivational allowance and other tools to the sub county to enable them perform their work effectively.

s) Economic empowerment of women should be integrated in future Gender justice project because in most cases poverty is one of the primary causes of GBV.

The project should recognize that meaningful sustained social, economic and political change requires working with society as a whole, particularly with those, who exercise power over the marginalized. Therefore the project should employ a strategy to work with both men and women but in ways that reflect their different social roles. E.g. everyday work processes including consultations with male elders and other elites as well as discussions with women; empowerment activities focus on enhancing positive male behaviour as well as educating women/girls about rights.

The partnership and EJAC approach is best suited for such a project because direct implementation would require additional staff and more extensive and systematic gender training. However the project still needs additional skilled GBV monitors for the implementation of the project activities. The project has skeleton staffs which is not enough to implement a project of such magnitude with too much expectation from the communities.
Finally UJCC should ensure gender sensitivity and gender awareness among staff with a clear commitment to gender mainstreaming in all areas of the secretariat programmes.

4.4 Lessons learned from evaluation process

- The project's implementation strategy of working with partners at the grassroots level and collaboration with the Authorities at all level as well as adherence to government policies are amongst the most important factors for the project success.
- Close monitoring, assessment and capacity building of the implementers ensure their stability and compatibility with the project implementation timelines and rules.
- Technical support by the Project staff to the implementing partners is crucial to the smooth implementation of the planned activities.
- Synergies with other institutions are effective in increasing awareness in all aspects of GBV/GBD prevention and response.
- Radio talk shows and use of music, dance and drama are powerful tools for communicating the issues that the project is implementing like Gender based Violence and gender equality.
- Technical and capacity building support to the partners is crucial to improve their skills and services to the target groups as was revealed during the interviews.
Annex I: Terms of Reference

TERMS OF REFERENCE FOR END OF PROJECT EVALUATION
GENDER JUSTICE PROJECT

1.0 BACKGROUND AND CONTEXT
Gender-based violence and gender based discrimination are deeply entrenched in Uganda, a country located in East Africa astride the Equator with a fast growing population. The country had a population of 34,856,813 according to 2014 population census (UBOS). Women constitute more than half of the population of Uganda. Despite constitutional provisions which enshrine equal treatment for women and men in social, economic and political spheres, women continue to be victims of customs and cultures which for a long time excluded a significant number of them from decision-making and the right to inherit land and other assets. Women also bear the brunt of gender-based violence, including sexual harassment which is practiced in places of work and institutions of learning and female genital mutilation which is practiced by the Sabiny in the East and the Pokot as well as the Tepeth in north-eastern Uganda.

In addition Gender issues continue to be received with mixed feelings and continue to be seen as having a female face hence most if not all engagements related to gender are seen as women issues. Socially, women continue to be viewed as property of the men due to cultural inclinations largely attributed to bride price. On the political scene, the constitution provides for affirmative action which among other things includes special seats for women in parliament and lower local councils, 1.5 points for the girl child on entry to public universities aimed at addressing the imbalances caused by history. However there have been complaints that the affirmative action seat has been abused.

In 2015, the Equal Opportunities Commission conducted an assessment on compliance of budget framework paper to gender and equity. The assessment focused on sixteen Sectoral Budget Framework Papers focusing on FY 2016/17. In their report¹, the Commission recognized the progress so far made by various stakeholders socially, politically and economically in enhancing equal opportunities. Nevertheless, it was also clear that many of the marginalized groups including women still faced challenges in accessing services equitably. Therefore, there is need to redress these imbalances and promote equal opportunities for all in an effort to eliminate discrimination and marginalization.

The expected objectives and results of the Gender Justice Project are the following:

<table>
<thead>
<tr>
<th>Overall Objective</th>
<th>To increase awareness on gender-based violence among religious leaders, students in tertiary institutions and communities in 4 districts in order to spur action aimed at reducing the scourge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Objective 1:</td>
<td>To build the capacity of representatives of regional EJAC including Gender Desk officers in UJCC member churches on the issue of gender justice (elimination of gender-based violence and gender-based discrimination and the promotion of gender equality and equity)</td>
</tr>
<tr>
<td>Result 1.1:</td>
<td>EJACs effectively participate in addressing issues of GBD and GBV.</td>
</tr>
<tr>
<td>Result 1.2:</td>
<td>Target communities initiate programmes to address GBV</td>
</tr>
<tr>
<td>Specific Objective 2:</td>
<td>To work with student leaders in tertiary institutions to address the problem of gender-based violence in 4 institutions of higher learning in the country.</td>
</tr>
<tr>
<td>Result 2.1: 2.1:</td>
<td>University leadership effectively participate in addressing issues of GBD and GBV</td>
</tr>
<tr>
<td>Result 2.2:</td>
<td>Target Universities initiate programmes to address GBV</td>
</tr>
</tbody>
</table>

¹ Compliance of Budget Framework Papers with Gender and Equity (Financial Year 2016/2017)
Specific Objective 3: To support victims of gender-based violence to access justice and/or medical help.

Result 3.1 Increased number of gender-based violence victims reporting cases of gender based violence to various institutions/stakeholders like Police, Probation and welfare Office, Religious Leaders and the Courts of Law

Result 3.2: Increased number of GBV survivors accessing medical services

Specific Objective 4: To provide platforms for dialogue on empowering women socially, economically and politically so that their contributions in nation-building can be maximized.

Result 4.1 Increased number of women participating in the decision making process

2.0 Purpose of the evaluation

The current project will end in December 2016, there is therefore a need to assess its performance through an evaluation. The purpose of the evaluation is to;

a) Review and assess the project implementation and achievements in relation to established objectives and expected results. Document needed interventions to sustain results achieved by the action and how they can be supported at different levels by concerned stakeholders.

b) Determine the appropriateness of the results achieved.

c) Determine the need, if any, for re-programming and re-prioritisation of a future intervention.

3.0 Scope and focus of the evaluation

The evaluation team will determine:

a) Understanding of the project: Establish the understanding and knowledge of the target population in the project in terms its goal, objectives, strategies, outputs, expected results and impact including target groups and structures shared roles and responsibilities in the project undertakings.

b) Relevance: Assess the extent to which the project has been relevant in terms of its contribution to addressing the needs, challenges and priorities of the community, sub county and the district. Establish factors that enhanced or limited its relevance.

c) Appropriateness of project design: Examine the appropriateness of project design and the extent to which it contributed to the realization of the changes or no change in the target areas. Establish the factors that enhanced or limited the project appropriateness to deliver the expected results.

d) Adequacy of the project management and organization: Assess the adequacy of project management and organization and its contribution in overall performance of the project undertakings. Establish the factors that enhanced or limited the adequacy of the project management and organization.

e) Efficiency: Assess the efficiency of the project undertakings in terms of quality, cost and timeliness of its interventions. Establish the factors that enhanced or limited its efficiency

f) Effectiveness: Assess the effectiveness of the project undertakings and the extent to which it contributed to the expected and unexpected results. Establish the factors that enhanced or limited its effectiveness.

g) Impact: Assess the impact of the project both immediate and long term. State the enabling and limiting factors. In addition, assess to what extent the project has contributed to change in the broader,
district/national/ international policy context and whether these changes have a bearing on practices and attitudes of decision and policy makers that directly benefit the target group.

h) **Sustainability:** What has happened (or is likely to happen) to the positive effects of the project after the external assistance has to come to an end.

i) **Key lessons, conclusions and recommendation.** In each evaluation parameter above, determine the major learning’s or lessons, conclusions and recommendations on the above evaluation parameters. This should be included under each evaluation parameter description in the final report.

### 4.0 Approach to the evaluation

The Evaluation is expected to make use of both qualitative and quantitative techniques in order to assess project performance and document lessons learned. The Evaluation is expected to commence with a desk review of UJCC strategic documents, government Gender policies and strategies, Quarterly, Bi-annual and Annual reports and surveys/studies relevant to the project.

We require a participatory methodology, whereby the work engages all key stakeholders, including UJCC relevant staff that should be provided with an opportunity to provide input and comment to the evaluation team. Interviews with key informants in UJCC EJAC regions, district local government staff and project beneficiaries/community members are expected to form part of the evaluation.

The evaluation should include a field visit to the project sites in Kasese, Kapchorwa, Lira and Kampala; in addition visits shall be conducted to universities of Mbarara University of Science and Technology (MUST), Uganda Martyrs, Uganda Christian University (UCU) and Gulu. The evaluation shall also sample 8 out of the 17 UJCC operational regions (Regional Ecumenical Joint Action Committees)

The candidates should also provide comments and recommendations regarding the methodology to be used in the evaluation.

### 5.0 Expected deliverables

1. Evaluation plan
2. Draft Report and review
3. Final Evaluation Report

The report should be written in clear and simple language, free of jargon. The main body of the report should **not** exceed 30 pages and should include an executive summary and recommendations. Technical details should be attached as appendices, which should also include a list of informants and the evaluation team’s work schedule.

Background information should only be included when it is directly relevant to the report’s analysis and conclusions. The report’s authors should support their analysis of a project’s achievements with relevant data and state how this has been sourced. Recommendations should also include details as to how they might be implemented.

We expect the report to include guidance on the process on how findings will be shared and discussed with all stakeholders including those who are benefitting from the project and how any resulting changes in the report will be included.

### 6.0 Time frame and resources required

The Evaluation is expected to be completed within 22 days from the day of signing the contract.

The table below summarizes the time schedule for the evaluation period as follow:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Completion date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sourcing for proposals for the consultancy (2 weeks)</td>
<td>22nd July 2016</td>
</tr>
<tr>
<td>2. Bid opening and awarding</td>
<td>25th July 2016</td>
</tr>
</tbody>
</table>
3. Submission of the inception report and discussion with UJCC | 5th August 2016

4. Field work (interviews, questionnaires, debriefings etc.) (14 working days) | 25th August 2016

6. Debriefing seminar of preliminary findings. | 31st August 2016

7. Submission of the final report to UJCC | 7th September 2016

7.0 Support & management of the evaluation
The evaluation team or consultants shall operate independently in choosing freely EJAC regions to be visited, stakeholders to meet, in order to have a better understanding and comprehensive picture of the action and its results. The evaluation team/consultants is/are to get any support required to carry on their assignment from the Monitoring and Evaluation Officer, and the Project Officer whenever necessary.

8.0 Expertise required

a) The evaluation consultant should meet the following requirements:
b) Postgraduate qualification (Masters or above) in Gender Studies or in a discipline relevant to this assignment with a minimum of 5 years’ experience is required.
c) Experience in the evaluation of Gender projects
d) Familiarity with social-cultural and economic context of the project areas is desirable.
e) Competence and adequate experience in the use of qualitative and/or quantitative methods of data collection and analysis including: sampling, desegregation of data, structured and semi-structured interviewing, focus groups, observation and triangulation research methods.
f) Ability to interpret and analyse complex qualitative and quantitative data, and to present findings and recommendations in a clear and concise way.
g) Demonstrated knowledge and skills in applying and using participatory methods.
h) High quality writing skills.
i) Excellent inter-personal communication skills including experience of facilitation and presentation.

9.0 Call for consultants:
Interested candidates should submit their expression of interest along with technical and financial proposals that should include the following

CVs including detailed work experience, education; where more than one consultant will be involved clearly indicate the overall lead consultant

A detailed plan including the methodology to be employed in undertaking this assignment

Proposed budget for the assignment; Three (3) referees as well as a copy of their most recent assignment (This will be returned).

To apply to undertake this task, please use the following emails ujcc@ujcc.co.ug or ujccsecretariat@gmail.com

Proposals should be addressed to the Executive Secretary Uganda Joint Christian Council

Proposals will be accepted from recognized consulting firms and individuals who wish to take on the task. The deadline for the receipt of applications 22nd July 2016
Annex II: Table on analysis of the key outputs achieved

<table>
<thead>
<tr>
<th>Planned outputs and activities</th>
<th>Planned target</th>
<th>Actual Achieved</th>
<th>Variance</th>
<th>Scoring (Met or not met)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train EJACs representatives on gender justice</td>
<td>97</td>
<td>53</td>
<td>44</td>
<td>Not met</td>
</tr>
<tr>
<td>Facilitate a total of EJACs review meetings involving 9 participants per meeting.</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td>Not Met</td>
</tr>
<tr>
<td>Conduct dialogue meetings with 40 students from 4 tertiary institutions</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>Met</td>
</tr>
<tr>
<td>Conducting radio talk shows to sensitize the communities on the harmful effects of gender based violence and gender-based discrimination</td>
<td>16</td>
<td>14</td>
<td>2</td>
<td>Met</td>
</tr>
<tr>
<td>Conducting Drama in each of the 4 districts of implementation</td>
<td>4</td>
<td></td>
<td></td>
<td>No information</td>
</tr>
<tr>
<td>Assist 120 victims of domestic violence (approximately 30 victims per district) to access justice and/or medical help</td>
<td>120</td>
<td>20</td>
<td>100</td>
<td>Not met</td>
</tr>
<tr>
<td>Facilitate 40 GBV Monitors</td>
<td>40</td>
<td>40</td>
<td>0</td>
<td>Met</td>
</tr>
<tr>
<td>Engage policy makers and legislators on key emerging advocacy issues</td>
<td></td>
<td></td>
<td></td>
<td>No information</td>
</tr>
</tbody>
</table>
Annex II: List of Respondents interviewed

<table>
<thead>
<tr>
<th>Name</th>
<th>Position or Title</th>
<th>Telephone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mr Ssimbwa Lazarus.</td>
<td>Greater Kampala region, the EJAC secretary and Kampala District project coordinator</td>
<td>0772056229/</td>
</tr>
<tr>
<td>2. Mrs Catherine Kimanje,</td>
<td>Church of Uganda, Gender Desks</td>
<td>0772385118</td>
</tr>
<tr>
<td>3. Mrs Lydia Kiwanuka,</td>
<td>Orthodox Church Gender Desk</td>
<td>0773600349</td>
</tr>
<tr>
<td>4. Rev Maliisa Samson</td>
<td>Uganda Christian University Coordinator,</td>
<td>0700199436</td>
</tr>
<tr>
<td>5. Dinah Akallo</td>
<td>UJCC Gender Officers</td>
<td>0783202484</td>
</tr>
<tr>
<td>6. Bwango Simeon</td>
<td>UJCC M&amp;E Officer</td>
<td>0785164939</td>
</tr>
<tr>
<td>7. Paul Kalondo</td>
<td>UCU</td>
<td>07571715585</td>
</tr>
<tr>
<td>8. Guma Albert</td>
<td>UCU</td>
<td>0755598410</td>
</tr>
<tr>
<td>9. Byaruhanga Christine</td>
<td>UCU</td>
<td>0792551470</td>
</tr>
<tr>
<td>10. Bahige David</td>
<td>UCU</td>
<td>0777021842</td>
</tr>
<tr>
<td>11. Ahebwa Byamukama Paul</td>
<td>UCU</td>
<td>0770819253</td>
</tr>
<tr>
<td>12. Kusemererwa Rose</td>
<td>GBV Monitor</td>
<td>0703269053</td>
</tr>
<tr>
<td>13. Jane Frances Nakigulu</td>
<td>GBV Monitor</td>
<td>07526452297</td>
</tr>
<tr>
<td>14. Ssebunya Anthenasio</td>
<td>GBV Monitor</td>
<td>0751541835</td>
</tr>
<tr>
<td>15. Paul Selah</td>
<td>Drama Group Member</td>
<td>0701886014</td>
</tr>
<tr>
<td>16. Eddy Mutale</td>
<td>Drama Group Member</td>
<td>075222512</td>
</tr>
<tr>
<td>17. Mr. Okurut Paul</td>
<td>In charge CID Karusandara Police Post</td>
<td>0772361779</td>
</tr>
<tr>
<td>18. Mr. Kiiza Joab</td>
<td>O/C Karusandara Police Post</td>
<td>0774232893</td>
</tr>
<tr>
<td>19. Asaba Godfrey</td>
<td>Assistant CDO</td>
<td>0780218812</td>
</tr>
<tr>
<td>20. Mr. Turyaheebwa Ezra</td>
<td>LC III Sub County Chairperson</td>
<td>0782 407163</td>
</tr>
<tr>
<td>21. Rev. Abiah Were</td>
<td>District Coordinator</td>
<td>0782469318</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>22</td>
<td>Ms. Maurine Kahima</td>
<td>University Coordinator</td>
</tr>
<tr>
<td>23</td>
<td>Fr. Mbonabingi Constantine</td>
<td>EJAC Member</td>
</tr>
<tr>
<td>24</td>
<td>Komuhangi Mary</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>25</td>
<td>Muhereza Conrad</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>26</td>
<td>Kaganzi Christon</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>27</td>
<td>Hillary Turyamusiima</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>28</td>
<td>Rebecca Aber</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>29</td>
<td>Tuhairwe T. Collins</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>30</td>
<td>Tukamushaba Stellah</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>31</td>
<td>Kusiima Molly</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>32</td>
<td>Timothy Kirwa</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>33</td>
<td>Kiiza Caleb</td>
<td>MUST Peer Educator</td>
</tr>
<tr>
<td>34</td>
<td>Ithungu Dephoroza</td>
<td>GBV Monitors</td>
</tr>
<tr>
<td>35</td>
<td>Bitariho Robert</td>
<td>GBV Monitors</td>
</tr>
<tr>
<td>36</td>
<td>Bigirwamukamuka John</td>
<td>GBV Monitors</td>
</tr>
<tr>
<td>37</td>
<td>Aid Kagaba</td>
<td>GBV Monitors</td>
</tr>
<tr>
<td>38</td>
<td>Agaba Emmanuel</td>
<td>GBV Monitors</td>
</tr>
<tr>
<td>39</td>
<td>Kahyana Ibrahim</td>
<td>GBV Monitors</td>
</tr>
<tr>
<td>40</td>
<td>Valley Safali</td>
<td>GBV Monitors</td>
</tr>
<tr>
<td>41</td>
<td>Mbambu Beatrice</td>
<td>Drama group member</td>
</tr>
<tr>
<td>42</td>
<td>Night Imelda</td>
<td>Drama group member</td>
</tr>
<tr>
<td>43</td>
<td>Basemera Margret</td>
<td>Drama group member</td>
</tr>
<tr>
<td>44</td>
<td>Namusisi Stella</td>
<td>Drama group member</td>
</tr>
<tr>
<td>45</td>
<td>Busingye Archlain</td>
<td>Drama group member</td>
</tr>
<tr>
<td>46</td>
<td>Rev Christopher Ameny</td>
<td>Lira District coordinator/EJAC secretary</td>
</tr>
<tr>
<td>47</td>
<td>Mrs Elizabeth Akello</td>
<td>EJAC member</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Institution</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>48</td>
<td>Rev John Olanya</td>
<td>The University Coordinator, Gulu University</td>
</tr>
<tr>
<td>49</td>
<td>Otunu Denish</td>
<td>Gulu University</td>
</tr>
<tr>
<td>50</td>
<td>Ebong Jimmy</td>
<td>Gulu University</td>
</tr>
<tr>
<td>51</td>
<td>Afoyorwoth Topista</td>
<td>Gulu University</td>
</tr>
<tr>
<td>52</td>
<td>Nambasi Moses</td>
<td>Gulu University</td>
</tr>
<tr>
<td>53</td>
<td>Akello Polly Grace</td>
<td>Gulu University</td>
</tr>
<tr>
<td>54</td>
<td>Okao Patrick</td>
<td>Gulu University</td>
</tr>
<tr>
<td>55</td>
<td>Tibamwenda Ignitus</td>
<td>Gulu University</td>
</tr>
<tr>
<td>56</td>
<td>Abalo Joyce</td>
<td>Gulu University</td>
</tr>
<tr>
<td>57</td>
<td>Akello Mercy Rebecca</td>
<td>Gulu University</td>
</tr>
<tr>
<td>58</td>
<td>Odur Francis</td>
<td>Gulu University</td>
</tr>
<tr>
<td>59</td>
<td>Precious Atuheire</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>60</td>
<td>Amucu Mary Gladys</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>61</td>
<td>Annet Tukwakire</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>62</td>
<td>Abila Polycap</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>63</td>
<td>Apiny Molly</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>64</td>
<td>Opio Amos</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>65</td>
<td>Akello Sophia</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>66</td>
<td>Atyang James</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>67</td>
<td>Ogwal Lawrence</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>68</td>
<td>Komakech James</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>69</td>
<td>Ogema Francis</td>
<td>Uganda Martyrs University</td>
</tr>
<tr>
<td>70</td>
<td>Abila Polycap</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td>71</td>
<td>Apiny Molly</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td>72</td>
<td>Opio Amos</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td>73</td>
<td>Atyang James</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td>74</td>
<td>Ogwal Lawrence</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Title</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>75.</td>
<td>Komakech James</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td>76.</td>
<td>Ogema Francis</td>
<td></td>
</tr>
<tr>
<td>77.</td>
<td>Akello Santa Maria</td>
<td>Police officer</td>
</tr>
<tr>
<td>78.</td>
<td>Akello Sophia</td>
<td>Midwife</td>
</tr>
<tr>
<td>79.</td>
<td>Amule Susan</td>
<td>GBV Survivor</td>
</tr>
<tr>
<td>80.</td>
<td>Okupe Yuventine</td>
<td>GBV Survivor</td>
</tr>
<tr>
<td>81.</td>
<td>Opio Tom</td>
<td>GBV Survivor</td>
</tr>
<tr>
<td>82.</td>
<td>Atum Toreck</td>
<td>Beneficiary</td>
</tr>
<tr>
<td>83.</td>
<td>Ayo Denish</td>
<td>Beneficiary</td>
</tr>
<tr>
<td>84.</td>
<td>Otim Jaspher</td>
<td></td>
</tr>
<tr>
<td>85.</td>
<td>Olot Paul George</td>
<td></td>
</tr>
<tr>
<td>86.</td>
<td>Omara Isaac</td>
<td></td>
</tr>
<tr>
<td>87.</td>
<td>Okello Tonny</td>
<td></td>
</tr>
<tr>
<td>88.</td>
<td>Amuge sarah</td>
<td></td>
</tr>
<tr>
<td>89.</td>
<td>Acheng Theopista</td>
<td>CDO</td>
</tr>
<tr>
<td>90.</td>
<td>Mrs Cherop Viola</td>
<td>Kapochorwa District Project Coordinator</td>
</tr>
<tr>
<td>91.</td>
<td>Rev Canon Titus Kutosi.</td>
<td>EJAC secretary</td>
</tr>
<tr>
<td>92.</td>
<td>Chepkurui Jackline</td>
<td>Drama Group Member</td>
</tr>
<tr>
<td>93.</td>
<td>Lillian Ayebea</td>
<td>Drama Group Member</td>
</tr>
<tr>
<td>94.</td>
<td>Chemutai Denis</td>
<td>Drama Group Member</td>
</tr>
<tr>
<td>95.</td>
<td>Jackline Sande</td>
<td>Drama Group Member</td>
</tr>
<tr>
<td>96.</td>
<td>Chellangat Moses</td>
<td>Drama Group Member</td>
</tr>
<tr>
<td>97.</td>
<td>Labu Noah Patrick</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td>98.</td>
<td>Chemotai Nelson Yesho</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td>99.</td>
<td>Cheptoyek Emmy</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td>100.</td>
<td>Kisoro Stephen</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td>101.</td>
<td>Chepttoek Nelson</td>
<td>GBV Monitor</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Status</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>102</td>
<td>Cheptoeck Priscilla</td>
<td>GBV survivor</td>
</tr>
<tr>
<td>103</td>
<td>Chellangat Sylvia</td>
<td>GBV survivor</td>
</tr>
<tr>
<td>104</td>
<td>Judith Cheptum</td>
<td>GBV survivor</td>
</tr>
<tr>
<td>105</td>
<td>Harriet Salimo</td>
<td>GBV survivor</td>
</tr>
<tr>
<td>106</td>
<td>Viole Sanani</td>
<td>GBV survivor</td>
</tr>
<tr>
<td>107</td>
<td>Sati James</td>
<td>Community beneficiary Drama group</td>
</tr>
<tr>
<td>108</td>
<td>Kidsang Bosco Makong</td>
<td>Community beneficiary Drama group</td>
</tr>
<tr>
<td>109</td>
<td>Cherop Esther</td>
<td>Community beneficiary Drama group</td>
</tr>
<tr>
<td>110</td>
<td>Hellen Yesho</td>
<td>Community beneficiary Drama group</td>
</tr>
<tr>
<td>111</td>
<td>Chellangat Lydia</td>
<td>Community beneficiary Drama group</td>
</tr>
<tr>
<td>112</td>
<td>Margret</td>
<td>UJCC</td>
</tr>
<tr>
<td>113</td>
<td>Canon</td>
<td>UJCC</td>
</tr>
<tr>
<td>114</td>
<td>Canon</td>
<td>UJCC</td>
</tr>
</tbody>
</table>
Annex III: Tools Used

KEY INFORMANT (KI) SURVEY TOOL

Introduction of the consultant to the group.
UJCC is evaluating the implementation of gender justice project (2014-2016). It's against this background that the evaluator is kindly requesting you to fill this questionnaire. The evaluator will ensure confidentiality of your answers. Provision of information on background to the interviewee.

1. Name (Optional) ..................................................................................................................................................
2. Indicate whether you are a project staff / EJAC Member
   A. UJCC Staff
   B. EJAC Member
3. What is or has been your role in the project? ........................................................................................................
4. How Long have you been engaged in this project? ..............................................................................................
5. District ..............................................................................................................................................................

<table>
<thead>
<tr>
<th>Section A: Background information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serial #</td>
</tr>
<tr>
<td>---------</td>
</tr>
</tbody>
</table>
| A01     | What is your age category?         | A. Less than 18 years
          |                                    | B. 18-27 years
          |                                    | C. 28-37 years
          |                                    | D. 38-47 years
          |                                    | E. 48-57 years
          |                                    | F. 58-67 years
          |                                    | G. Above 67 years |
| A03     | What is your gender category?      | 1. Male
          |                                    | 2. Female |
| A03     | What is your religious affiliation | 1. Catholic
          |                                    | 2. Anglican
          |                                    | 3. Orthodox
          |                                    | 4. Others (specify) ................

SECTION B: RELEVANCE OF UJCC PROJECT [Please give your assessment of the following areas concerning the project implementation]

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>B01. UJCC Gender Justice project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Interventions are relevant to our context

**B02.** The implementation approach of UJCC Gender Justice project is appropriate

**B03.** The set of activities so far implemented are sufficient to achieve the project objectives.

**B04.** The different activities complement each other

**B05.** The project activities respond to the needs of the beneficiaries

**B06.** The project activities target the right beneficiaries

**B07.** The project has led to some expected and unexpected results

**B08.** Are there any unexpected results you observed? Which ones?

1. .................................................................................................................................

2. .................................................................................................................................

3. .................................................................................................................................

**SECTION C: EFFECTIVENESS OF UJCC GENDER PROJECT** [Please give your assessment of the following areas concerning the project implementation]

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B09.</strong> The UJCC Gender Project implementation activities are on track.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B10.</strong> There are positive key outputs that have been produced by the UJCC Gender Justice project mid-way</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B11.</strong> The project work-plans have been followed so far by the project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B12.</strong> There is adequate capacity and resources implementing the UJCC Gender Justice project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B13.</strong> There are appropriate organization systems for implementing the UJCC Gender Justice project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B14.</strong> The organizational processes for implementing the project are functioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
well

**B15.** In your view what do you think this project achieved?

1. ........................................................................................................................................

2. ........................................................................................................................................

3. ........................................................................................................................................

**B16.** What major factors in terms of organizational processes, structures that may have led to successful implementation of the project to completion?

1. ........................................................................................................................................

2. ........................................................................................................................................

3. ........................................................................................................................................

**B17.** What factors/ constraints have affected project implementation?

1. ........................................................................................................................................

2. ........................................................................................................................................

3. ........................................................................................................................................

SECTION D: EFFICIENCY OF UJCC GENDER JUSTICE PROJECT [Please give your assessment of the following areas concerning the project implementation]

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>B18. UJCC Gender Justice project was efficiently organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B19. The organization utilized project funding as per the agreed work plan to achieve the projected targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B20. The reporting timelines were followed by the project teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B21. The monitoring system developed by UJCC enabled measuring the outputs/outcomes/a road leading to impact along disaggregated data of ethnicity and gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B22. Budgetary inputs were timely</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION E: IMPACT OF UJCC GENDER JUSTICE PROJECT [Please give your assessment of the following areas concerning the project implementation]

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B23.</strong> The interventions of UJCC Gender Justice project contributed towards GBV reduction, gender equality and women empowerment in targeted areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B24.</strong> There is increased knowledge of GBV/GBD prevention and response among the targeted communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B25.</strong> The number of EJAC Representatives and women desk officer are actively and increasingly engaging in GBD/GBV Prevention and response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B26.</strong> There is increase in the number of community/institutional/university initiatives/programmes initiated to address GBV/GBD in the targeted communities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B27.</strong> The number of women engaged in nation building or participating in the decision making process is increasing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B28.</strong> The number of women-led initiatives established by institutions to advocate for effective participation of women in nation-building</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B29.</strong> There is increased number of GBV survivors accessing services and justice (psychosocial, legal and medical services).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B30.** What community/institutional/university initiatives/programmes were initiated to address GBV/GBD in the targeted communities?
B31. What are the changes that have resulted from the project interventions?

1. .................................................................................................................................
2. .................................................................................................................................
3. .................................................................................................................................

SECTION F: SUSTAINABILITY OF UJCC PROJECT

B32. Which of the achievements made to date are likely to be sustained or expanded without further external support? Which one will require further support?

1. .................................................................................................................................
2. .................................................................................................................................
3. .................................................................................................................................

B33. What do you consider the key factors likely to support or hinder the sustainability/continuity results?

1. .................................................................................................................................
2. .................................................................................................................................

B34. What strategies by the project team were developed to involve project stakeholders and ensure their ownership of the project process and outputs?

1. .................................................................................................................................
2. .................................................................................................................................
3. .................................................................................................................................

B35. Did the project implementation involve males and females? How were males involved in project implementation?
Major lessons learnt from the UJCC gender justice project

1. 

2. 

3. 

Major recommendations for improving the future UJCC gender justice project

1. 

2. 

3. 

Thank you
5. ANNEX II: FGD GUIDE FOR DIRECT BENEFICIARIES

Introduction of the consultant to the group.

- Provision of information on background to the focus group:
- The purpose of the discussion
- Explain the overall objective of the Project and results it wants to achieve. Also, explain the work the partner organization was supposed to do.
- The intended recipients of findings and how they will be used
- How feedback will be handled (issues of anonymity, confidentiality, data protection etc.)
- Rules of the focus group: who speaks when and agreement on how to indicate when one wants to speak
- The amount of time the discussion is anticipated to take and explanation of the focus group approach (1h)
- Answering any questions participants may have.

Background

i. Please very briefly describe since when and in what capacity/ with what responsibilities you have been involved in the project.
ii. How do you understand GBV/GBD?
iii. What are the common forms of GBV/GBD in your community?

Relevance

1. What set of activities were carried out address the GBV problem in this community?
2. Do the different categories of activities complement each other? (technical team team)
3. Did the Project respond to the real needs of the beneficiaries (GBV Problem) or your community?
4. Who was targeted in the project? Who do you think were left out

Effectiveness

5. What positive changes has the project contributed to as regarding Below...............[FOR FIRST BULLET, TARGET ONLY EJAC MEMBERS AND 2ND BULLET TARGET UNIVERSITY AND FOR OTHERS TARGET ALL CATEGORIES OF PEOPLE YOU WILL INTERVIEW]
- [FOR EJAC MEMBERS], As regarding capacity building of regional EJAC including gender desk officers in UJCC member churches on issue of gender justice (elimination of GBV/GBD and promotion of gender equality and women's empowerment
- [FOR UNIVERSITIES] As regarding the University students and leadership participation in addressing issues of GBD and GBV
- [[ALL ]] As regarding the supporting GBV survivors accessing psycho social, legal and medical services
- [ALL] As regarding women participation in the decision making process /nation building
- [ALL] As regarding awareness of GBV /GBD Prevention and response in targeted communities
- [ALL] As regarding awareness of GBV /GBD Prevention and response legal and policy framework in targeted communities
- [ALL] As regarding providing platforms for dialogue on empowering women socially, economically and practically so that the contributions in nation building can be maximized.

Other changes?

6. Which factors (e.g. political, economic, social situation) influenced the Project implementation?
7. To what extent were relevant actors and stakeholders included in UJCC ‘s programming and implementation? Were both male and female involved?
8. How would you like UJCC to do better in the future in order to achieve the project objectives?

Efficiency/Management

9. What strengths/good practices did you notice during the implementation?
10. Did you also notice any weaknesses? Which ones?
11. What do you recommend to address the weakness
12. Have you received adequate support and guidance from UJCC during Project implementation? Please, provide examples
13. Have there been any administrative delays or problems (e.g. timely provision of Information, funds, ability to modify activities, reporting, and procurement)? If yes, how have they impacted your work and the relationship with UJJC?

Impact

14. In your view, do you think the level of knowledge on GBV prevention and response and its legal framework in your community has increased for the last two years of the project implementation?
15. Please list the various laws and policies that provides for GBV/GBD prevention and response in Uganda (You judge how they are raising answers)

16. In your view, do you think GBV has reduced stagnated or increased in the last two years?

17. If reduced, how has UJCC interventions contributed to this reduction?

18. Who /what else has significantly contributed to the reduction?

19. The project was aiming to increase is [TO INCREASE AWARENESS ON GBV AMONG RELIGIOUS LEADERS, STUDENTS IN TERTIARY INSTITUTIONS AND COMMUNITIES IN FOUR DISTRICTS IN ORDER TO SPUR ACTION AIMED AT REDUCING THE SCOURGE. LOOKING AT THE WORK OF UJCC], how far or close do you feel UJCC currently is from that goal? What are the main bottlenecks/obstacles to achieving this goal? Where, in your view, has most progress been made?

Sustainability

20. Which of the achievements made to date are likely to be sustained or expanded without further external support? Which one will require further support?

21. What do you consider the key factors likely to support or hinder the sustainability/continuity results?

22. What actions/results are likely to be maintained after this intervened ended?

23. What do you recommend for future intervention to address GBV?

Other

24. Do you have any other observations or comments that you would like to share with us?

Thank you very much for your cooperation!
6. Annex III: Focus group Guide – Final Beneficiaries

Introduction
- Introduction of the consultant to the group.
- Provision of information on background to the focus group:
  - The purpose of the discussion
  - Explain the overall objective of the Project and results it wants to achieve. Also, explain the work the partner organization was supposed to do.
- The intended recipients of findings and how they will be used
- How feedback will be handled (issues of anonymity, confidentiality, data protection etc.)
- Rules of the focus group: who speaks when and agreement on how to indicate when one wants to speak
- The amount of time the discussion is anticipated to take and explanation of the focus group approach (1h)
- Answering any questions participants may have.

Relevance
1. To what extent has the project responded to your needs (GBV being the need)? Elaborate on different needs that were addressed by the project.
2. To what extent has the project responded to the needs of your local community? Elaborate on different needs that were addressed by the project.

Effectiveness
3. What are the most positive “things” that the project brought to you?
4. What did not work well?

Impact
5. What do you do/have now better thanks to the project that you did not have/do before? (Note all good things they mention – possibly as citations)

Sustainability
6. What will remain after the project ends/finishes?

Rounding up
7. Is there anything further anyone would like to add about any of the issues we’ve already discussed, that you feel you’ve not had a chance to say?
8. Is there anything anyone would like to add about any issue we’ve not really covered which you feel reflects an important aspect of the project and what you gained/did not gain from it?

End of Discussion
Thanking participants for attending and giving feedback
Annex IV: Focus group Guide – Partners

**Introduction**
- Introduction of the consultant to the group.
- Provision of information on background to the focus group:
  - The purpose of the discussion
  - Explain the overall objective of the Project and results it wants to achieve. Also, explain the work the partner organization was supposed to do.
- The intended recipients of findings and how they will be used
- How feedback will be handled (issues of anonymity, confidentiality, data protection etc.)
- Rules of the focus group: who speaks when and agreement on how to indicate when one wants to speak
- The amount of time the discussion is anticipated to take and explanation of the focus group approach (1h)
- Answering any questions participants may have.

**Relevance**
1. To what extent has the project responded to the needs (**GBV Problem being the need**) of your local community? Elaborate on different needs that were addressed by the project.

**Effectiveness**
2. What are the most positive “things” that the project has brought to your community?
3. What did not work well?

**Impact**
4. What do you do/have now better thanks to the project that you did not have/do before? (**Note all good things they mention – possibly as citations**)

**Sustainability**
5. What will remain after the project ends /finishes?
6. How did cooperation between your institution/organization/ and UJCC on Gender Justice Project come about?
7. How would you assess the quality of this cooperation? Please, provide examples.
8. What was the specific motive of your organization/institution to take part in this project and how does it reflect the broader programmatic priorities of your organization?

**Rounding up**
9. Is there anything further anyone would like to add about any of the issues we’ve already discussed, that you feel you’ve not had a chance to say?
10. Is there anything anyone would like to add about any issue we’ve not really covered which you feel reflects an important aspect of the project and what you gained/did not gain from it?

**End of Discussion**
Annex V: Focus group Guide – Universities/GBV Monitors/Drama Groups

**Introduction of the consultant to the group.**
- Provision of information on background to the focus group:
- The purpose of the discussion
- Explain the overall objective of the Project and results it wants to achieve. Also, explain the work the partner organization was supposed to do.
- The intended recipients of findings and how they will be used
- How feedback will be handled (issues of anonymity, confidentiality, data protection etc.)
- Rules of the focus group: who speaks when and agreement on how to indicate when one wants to speak
- The amount of time the discussion is anticipated to take and explanation of the focus group approach (1h)
- Answering any questions participants may have.

**Relevance**
1. To what extent has the project responded to the needs (GBV Problem being the need) of your local community? Elaborate on different needs that were addressed by the project.

**Effectiveness**
2. What are the most positive “things” that the project has brought to your community?
3. What did not work well?

**Efficiency**
4. Have you received adequate support and guidance from UJCC during Project implementation? Please, provide examples
5. Have there been any administrative delays or problems (e.g. timely provision of Information, funds, ability to modify activities, reporting, and procurement)? If yes, how have they impacted your work and the relationship with UJJC?

**Impact**
6. What do you do/have now better thanks to the project that you did not have/do before? (Note all good things they mention – possibly as citations)?
7. Which GBV prevention and response initiatives/activities were initiated as result of this project?

**Sustainability**
8. What will remain after the project ends /finishes?
9. How did cooperation between you and UJCC on Gender Justice Project come about?
10. How would you assess the quality of this cooperation? Please, provide examples?
11. What was the specific motive of you to take part in this project?

**Rounding up**
12. Is there anything further anyone would like to add about any of the issues we’ve already discussed, that you feel you’ve not had a chance to say?
13. Is there anything anyone would like to add about any issue we’ve not really covered which you feel reflects an important aspect of the project and what you gained/did not gain from it?

End of Discussion