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MIDTERM EVALUATION OF THE PACIFIC PARTNERSHIP TO END VIOLENCE AGAINST WOMEN AND GIRLS PROGRAMME 2018-2022

VOLUME 2

Annexes

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ANNEX 1: TERMS OF REFERENCE[1]

PURPOSE AND USE OF THE EVALUATION

The Pacific Partnership programme has been implemented since January 2018 and is now at its current mid-point through the implementation time period. The programme's evaluation schedule and the positioning of the Midterm Evaluation and follow-on activities is as follows:

- Inception – 2018 (Year 1)
- Baseline research – 2019 (Year 2)
- Midterm Evaluation – 2020 (Year 3)
- External Evaluation – 2022 (year 5)

The specific objectives of the Midterm Evaluation are to:

- Document and evaluate the Programme's relevance, effectiveness, efficiency, coherence, and impact.
- Reflect on the progress of the programme and the validity of the Theory of Change given current context and revise if needed.
- Identify 'what works' and needs to be continued, what needs to stop, and what are the new adaptations required.
- Provide learnings, findings, conclusions, and recommendations to inform implementation for the remainder of the programme, as well as to guide the future direction and investment into the Pacific Partnership.
- Facilitate learning between Pacific Partnership partners, donors and organisations working to end violence against women and girls in the Pacific.

Use of the evaluation report:

The primary users of the midterm evaluation are the Pacific Partnership Partners, senior management and programme teams, executives of the implementing entities, the Steering Committee, as well as other donors and development partners in the Pacific working in the EVAWG thematic area.

National stakeholders in the PICs where the programme is implemented are an important target audience for this evaluation as it will inform their work at country level. This includes national governments, civil society organisations, service providers and grantees.

Specifically:

- The evaluation findings will be used by the current Pacific Partnership implementing and donor partners for making strategic decisions on the overall future direction of the programme and its funding.
- The evaluation will be used by the donors, government and other partners to assess progress of the programme, and to inform future funding allocations.
- Both duty bearers and rights holders (particularly women and other groups subject to discrimination) are intended users of the evaluation, as they are the main stakeholders that the programme seeks to support. The evaluation findings will be used to improve assistance provided to these groups through the programme activities.

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[1] This Annex is a copy of relevant sections of the terms of reference issued in May 2020

- The findings of the programme's midterm evaluation will inform the programme's linkages to other work related to EVAWG in the Pacific including but not limited to the Pacific Women and Spotlight initiatives.
- The findings will further be used by programme partners as part of its continuing work to identify and strengthen linkages between the programme areas of: elimination of violence against women, women's political participation and leadership, climate change and disaster risk resilience and women's economic empowerment.

THE SCOPE OF THE EVALUATION

The evaluation focuses largely on the 2018-2020 results roll-out implementation period, with some attention to the lessons and any evidence of the results at outcome/output level from the early phase of the programme. It will focus attention on the programme's relevance, efficiency, effectiveness, coherence, impact and sustainability, focusing at both macro and micro levels for the three outcome of the attention of the midterm evaluation is focused on the strategic nature of the results, partnership and movement building rather than individual outputs.

Geographical coverage: There are ten target countries in the programme. However, evaluators will make field visits to the following focus countries:

- Fiji
- Kiribati
- Solomon Islands
- Vanuatu

And will conduct the evaluation in the other countries using remote approaches as well as local expertise.

> Due to current travel restrictions in the world and specifically in the Pacific, and the uncertainty of when the restrictions will be lifted, the evaluation company is requested to propose two options:
>
> OPTION 1: with in country missions as described above.
>
> OPTION 2: propose an innovative approach to undertake the evaluation without being able to travel in those countries.
>
> Note: The two options will need to be specifically and separately presented in the financial proposal as well.

Stakeholder coverage: The evaluation will reach out to all principal stakeholders: the principal donors (EU, DFAT, MFAT); Pacific Partnership Co-delegates (UN Women, SPC, PIFS); Co-delegates' partners (there are over 60 in total); programme end users/beneficiaries, stakeholders working on EVAWG but not directly with the programme (such as other service providers, donors, etc). The evaluation report will include a stakeholder analysis map.

Substantive scope: The evaluation will analyse the relevance, effectiveness, efficiency, coherence, sustainability and adaptability of the programme's objectives in terms of results achieved against objectives and ownership of stakeholders and sustainability of programme outcomes.

Evaluation Approach: The evaluation approach, data collection and analysis methods must be clearly human rights-based and gender sensitive and in line with best practice on evaluating VAWG programmes. Some reference is made to:

- Integrating Human Rights and Gender Equality and social inclusion in Evaluations (UNEG Guidance)
- UN Women Evaluation Handbook on how to manage gender-responsive evaluation
- UNEG Norms and Standards

Evaluation data is to be disaggregated by sex, age and disability.

EVALUATION QUESTIONS

The consultants should be guided but not limited to the scope of the evaluation questions listed below. The consultants should raise and address any other relevant issues that may emerge during the evaluation.

Relevance

A.   To what extent is the Pacific Partnership programme relevant to partner governments and civil society (national and regional), donor priorities and local communities? This should include consideration of international and regional policies; national legislation and development plans; and local needs.

B.   To what extent does the Pacific Partnership adapt to changing contexts, priorities and realities?

C.   To what extent is the Pacific Partnership applying innovative approaches in addressing VAWG? How are those innovations tested and checked?

Coherence

D.   To what extent does the intervention add value while avoiding duplication of efforts in EVAWG in the countries where it is implemented? How is the intervention supporting and supported by other interventions in the EVAWG area in the Pacific, both external to the Pacific Partnership Partners as well as within the implementing entities? What challenges have been encountered?

E.   To what extent are the three Pacific Partnership programme partners (SPC, UN Women, PIFS) working in a coherent way, avoiding duplication and sharing best practices and lessons for programme implementation? What mechanisms are in place to enable linkages between different parts of the programme?

Effectiveness

F.   To what extent have outcomes been achieved or has progress been made towards the outcomes?

G.   What factors, strategies, approaches and principles have contributed to progress toward outcomes, what hindered them and what else is needed? What have been key constraints and challenges? *(consider demand driven approaches, local ownership, mutual accountability, intensive capacity-building, convening, CSOs collaborating with Government, working through faith-based organisations, schools or sports groups, political leadership).*

Efficiency

H.   To what extent is the model of the Pacific Partnership, which brings together UN Women, Council of Regional Organisations in the Pacific (CROP) agencies and multiple donors, conducive to a well governed, well managed and accountable approach to addressing VAWG?

I.   To what extent was the programme cost effective and were outputs/activities delivered on-time and on-budget.

J.   To what extent is the project structure and resourcing, including staff structure at regional and national levels appropriate and efficient?

Impact

K.   What results, expected and unexpected, direct and indirect, were produced by the programme? To what extent was the programme able to reach and benefit women and girls, including women and girls with disabilities, living in remote and rural areas and with diverse gender identities? What has been the impact on systems and services at the local and national level?

L. To what extent are women able to access quality, affordable, and accessible services to recover from violence? *[Outcome 2 only]*

M. To what extent can the programme effectively communicate results and advocate for change?

Sustainability

Insights into aspects of sustainability should be noted, and recommendations about sustainability included in the evaluation report. The consultants are expected to identify alternate approaches and future models for delivery and lessons learnt.

N. To what extent have changes occurred amongst individuals, communities, and institutions that extend beyond the life of the programme?

O. To what extent has the Pacific Partnership increased partners' capacity to change harmful social norms, monitor national and regional commitments, and improve coordination and quality of services?

P. To what extent is stakeholders' engagement likely to continue, be scaled up, replicated or institutionalised after external funding ceases?

Q. To what extent has the Pacific Partnership built mechanisms of knowledge management and information sharing to inform EVAWG programming in the Pacific more broadly?

INFORMATION SOURCES

Existing information sources of the programme include: programme document, programme donor reports, monitoring, evaluation and learning framework, training reports, all partners' specific reports and M&E data, trainings and mission reports, etc. The list below is the minimum:

a) Pacific Partnership Programme Document

b) Pacific Partnership Programme Monitoring, Evaluation and Learning Framework

c) Pacific Partnership knowledge, monitoring, evaluation and learning products

d) Annual Donor progress reports

e) Annual Workplans

f) Implementing Partners internal corporate Strategic/Business Plans

g) Pacific Regional Biennial Sustainable Development Report (2018).

h) Pacific regional policy frameworks in relevant sectors including but not limited to PLGED, Pacific Platform for Action on Gender Equality and Women's Human Rights (PPA), Pacific Framework on the Rights of Persons with Disabilities (PFRPD), Pacific Regional Education Framework (PacREF)

i) Pacific Islands' Forum National and Regional Action Plans for Ending Violence Against Women

j) Pacific Islands Forum Leaders Communiques and Ministerial decisions

k) Civil society dialogue statements and papers

l) Family and Health Safety Studies and VAW prevalence reports

m) CEDAW Concluding Observations for all eligible countries that have ratified the Convention

n) Partnership Agreements and MoUs

o) Donors gender related strategies

p) Partners progress reports

q) Pacific Partnership visibility and communications strategy – media, social media products

METHODOLOGY AND PROCESS

The Mid-term Evaluation will include both qualitative and quantitative data collection.

The Team Leader will prepare a detailed draft evaluation plan which will be finalised following an inception meeting and consultations with UN Women, SPC, PIFS and the Evaluation Reference Group.[2] The draft evaluation plan will be prepared after desk evaluation of program documentation. Full evaluation of key documents will form part of the independent evaluation and will be conducted after the plan has been approved.

The evaluation plan should outline in detail the methodology to be used for assessing the outcomes of the programme; the process for information collection and analysis, including an emphasis on qualitative tools such as questionnaires and/or questions to be asked during discussions; identification of any challenges anticipated in achieving the evaluation objectives; allocation of tasks of the evaluation team; confirmation of the time frame for the evaluation; sampling method and selection criteria for programme sites to be visited; a consultation schedule identifying key stakeholders to be consulted and the purpose of consultations; and other activities/research to be undertaken.

The suggested methods for the evaluation include analyses of various sources of information, including in-depth desk evaluation and documentation analysis (programme's progress and donor reports, workshops' and mission reports, knowledge and advocacy products, previous evaluations and responses to evaluations, survey, and other appropriate documentation produced); conducting surveys of individual programmes, meeting with the programme partners; field visits to programme sites; in-depth interviews with key stakeholders, focus group discussions and other means to allow cross-validation of data. The methodology should be context specific and culturally responsive to the Pacific population where the programme is implemented.

> **Note: The Methodology should take into account two scenarios (with or without ability to travel to countries of the evaluation) and hence the proponents are required to describe the proposed innovative approaches to undertake evaluation remotely or else how to adapt to the new challenges.**

The evaluation will make use of Appreciative Inquiry methods to discover what works well and to understand the elements of success so that they can be replicated.

Based on consultations with Co-delegates, the consultants will visit selected programme sites to validate the findings of the desk evaluation and documentation analysis, and identify best practices and lessons learnt. To make this evaluation more participatory, there will be a stakeholder meeting at which the initial findings are presented. The Co-delegates will work with the evaluation team to make sure the meeting includes a wide variety of stakeholders, including some grantees and donors. The evaluation team will also hold separate meetings with and interview partners from government institutions, civil society organisations, as well as the UN Country Team and donor community.

The evaluation report will detail methodological measures for sampling and application of ethical standards. The evaluation will take care to address issues of informed consent and protection, in addition to applying human rights and gender equality principles throughout.

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[2] The reference group will be comprised of Pacific Partnership Implementing Partners, donors and key stakeholders to be identified during the inception phase

DELIVERABLES

Expected key products will include:

- **Deliverable 1**: An agreed evaluation inception plan report. The inception report should contain evaluation objectives and scope, description of evaluation methodology/ methodological approach, data collection tools, data analysis methods, key informants/agencies, evaluation questions, performance criteria, issues to be studied, work plan and reporting requirements. It should include a clear evaluation matrix relating all these aspects. The inception report shows how each evaluation question will be answered by way of: proposed methods; proposed sources of data; and data collection procedures. The inception report should also include a proposed schedule of tasks, activities and deliverables, designating a team member with the lead responsibility for each task or product. To be presented to UN Women, SPC, PIFS and the evaluation reference group. Due in 2 weeks since the start date
- **Deliverable 2**: Present preliminary findings to UN Women, SPC, PIFS following data collection for evaluation.
- **Deliverable 3**: Present preliminary findings and recommendations to the evaluation reference group.
- **Deliverable 4**: Draft evaluation report to be submitted to UN Women, SPC, PIFS for evaluation.
- **Deliverable 5**: Draft evaluation report to be shared with reference group for evaluation and comments.
- **Deliverable 6**: An analytical and comprehensive final evaluation report not exceeding 50 pages (plus annexes) to be submitted to UN Women, SPC, PIFS. The report is to be written in a clear, concise and easily understood manner, making use of visual representations of data where possible.
  - Executive Summary (maximum five pages)
  - Programme description
  - Evaluation purpose
  - Evaluation methodology
  - Findings
  - Lessons learnt
  - Recommendations
  - Annexes (including interview list – without identifying names for sake of confidentiality/ anonymity, data collection instruments, key documents consulted, Terms of Reference).

EVALUATION REPORT

The evaluation and report will be guided in structure and style by the good practice guidelines for evaluation reports, in particular the UN Evaluation Group (UNEG) Evaluation Report Standards.

MANAGEMENT OF THE EVALUATION

The evaluation team will work in close collaboration and consultation with programme staff and management structure as per the table below.

To inform participation in the evaluation and the evaluation reference group, the following refers:

WHO: ACTORS AND ACCOUNTABILITY	WHAT: KEY ROLES AND RESPONSIBILITIES
Programme Principal Representative (UN Fiji MCO Representative or Deputy Representative)	• Safeguard the independence of the evaluation exercise and ensure quality of evaluations • Responsibility of management responses to the evaluation

WHO: ACTORS AND ACCOUNTABILITY	WHAT: KEY ROLES AND RESPONSIBILITIES
Evaluation Reference Group (to be informed by stakeholder analysis and include UN Women, SPC, PIFS, EU, DFAT and MFAT)- to include internal and external stakeholders	• Provide inputs on the management plan of the evaluation • Participate in the evaluation of the evaluation plan including evaluation design and methodology, sampling method and provide comments to the evaluation team and the UN Women Evaluation Task Manager. • Observe the process of the evaluation • Provide comments on the initial findings, the draft evaluation reports and final report, particularly regarding recommendations
UN Women Evaluation Task Manager (EVAW Specialist/ Programme Manager)	• Ensure the decisions to be made on time for the evaluation team • Facilitate a management response to the evaluation and ensure the implementation of committed actions in the management response • Facilitate recruitment and selection of the evaluation team • Facilitate communication between the evaluation team and senior management, programme staff and stakeholders • Monitor evaluation implementation and provide guidance to the evaluation team • Report to management and the Evaluation Reference Group on any significant deviation from the evaluation plan • Facilitate dissemination of evaluation draft and final findings to stakeholders • Help identify the programmes to be visited
Co-delegates Deputy Task Managers - (names to be provided by the entities)	• Ensure the close communication with the evaluation team during the whole evaluation process. • Clarify questions raised during the evaluation • Help identify the programmes to be visited, based on criteria established in the evaluation plan • Provide all the document information sources the evaluation team requires
Programme Associates, UN Women, SPC and PIFS	• Help arrange the travel to the programme sites and other logistic issues. • NOTE: Evaluation team may need to hire locally available assistants for logistical help, translations, etc.
Evaluation team leader	• Lead the whole evaluation process, with responsibility for delivery of the deliverables, implementation and reporting of the evaluation. • Work closely with and supervise the evaluation team members. Manage the evaluation process in timely manner • Communicate with UN Women, SPC, PIFS whenever it is needed • Conduct desk evaluation and interviews etc. • Conduct field visits to the programme sites identified and collect data. • Report to UN Women, SPC, PIFS and the evaluation reference group when required • Produce the inception report • Produce the final report
Evaluation team members	• Contribute to the whole evaluation process substantively • Share responsibilities for conducting desk evaluation and interviews. • Conduct field visits to the programme sites identified and collect data as needed • Provide substantive inputs to the inception report, • Provide substantive inputs to the final report.

EVALUATION ETHICS

Evaluations in the UN will be conducted in accordance with the principles outlined in UNEG Norms and Standards for Evaluation in the UN System, by the UNEG 'Ethical Guidelines for Evaluation', and 'Integrating Human Rights and Gender Equality in Evaluations'. These documents will be attached to the contract. Evaluators are required to read the Norms and Standards and the guidelines and ensure a strict adherence to it, including establishing protocols to safeguard confidentiality of information obtained during the evaluation.

ANNEX 2: PROGRAMME LOGICAL FRAMEWORK/ THEORY OF CHANGE

Goal	To promote gender equality and prevent violence against women and girls.			
Outcomes	*Outcome 1 (SPC): Enhanced formal and informal education on gender equality and prevention of violence against women and girls.* *Intermediate Outcomes* *1a Inclusive and empowering classrooms / teaching and learning environments* *1b Socially inclusive school environments* *1c Inclusive and participatory school governance structures /processes* *1d School communities are open to social citizenship education*	*Outcome 2 (UN Women): A transformative approach is taken to promote gender equality and prevention of violence against women and girls at community level.* *Sub Outcomes:* 2.1: Women and men, boys and girls in target communities demonstrate support to survivors of violence and practice balanced power in their relationships. 2.2: Women and Girls, especially from particular groups (with disabilities, rural, LGBTI) who experience violence have access to quality essential services (health, social service, police and justice) to recover from violence.		*Outcome 3(PIFS): National State Actors have the capacity to advocate, monitor and report on performance of national and regional institutions and authorities and their commitments on gender equality and prevention of violence against women and girls.*
Outputs	Output 1.1: Educational curricula, standards, resources and programmes addressing human rights, gender equality and EVAWG are developed and integrated into formal and informal education. Sub-outputs *1.1.a Ministries of Education incorporate human rights, gender equality and Ending Violence Against Women and Girls into the education curricula* *1.1 b Schools align school governance policies and decision-making processes to key human rights principles* Output 1.2: Individuals supported through formal and informal education are more aware of how to promote human rights, gender equality and EVAWG. Sub-outputs *1.2a Young people (Community Facilitators) conduct community outreach to raise awareness of human rights, gender equality and Ending Violence Against Women and Girls* *1.2 b Schools incorporate key elements of human rights, gender equality and Ending Violence Against Women and Girls into the school environment*	Output 2.1.1: Women, girls, men and boys in target communities demonstrate changed attitudes on gender equality and violence against women and girls Output 2.1.2: Government partners and civil society organizations have increased capacity to develop and implement national prevention strategies, policies and programmes to prevent VAWG, including social norms change.	Output 2.2.1: National actors (government and CSO) develop and implement best practice standards and guidelines for multisector services. Output 2.2.2: Frontline service providers have strengthened capacity to provide quality services to GBV survivors.	Output 3.1: Facilitate the effective and systematic participation of CSOs in monitoring the implementation of national and regional commitments on gender equality Sub-output 3.1a *CSO- led accountability mechanisms (EVAW) are established* Output 3.2 Create spaces for engagement of CSO in monitoring the implementation of gender equality and EVAW Commitments *Sub-output 3.2.a* *NSAs are effectively and systematically participating in advocacy, budget analysis, peer review and shadow reporting on GE/EVAW*

Indicative Activities	Activities for Output 1.1	Activities for Output 2.1	Activities for Output 3.1
	• National consultations held on the integration of human rights, gender equality and EVAWG into formal and non-formal educational curricula.	• National partners supported in three countries to implement large-scale, four-year community-based prevention programmes that integrate faith, sport and other key influences of communities in gender transformative social norms change.	• CSO-led accountability mechanisms for commitments around gender equality at national and regional levels developed
	• Rights-based gender equality and EVAWG curriculum for schools and integrate into the formal education system developed/adapted	• Regional and national sporting and faith-based bodies supported to advance prevention programming and social marketing campaigns at regional and national levels that use sport and faith to advance impactful messages around gender equality and zero tolerance for VAWG	• Regional workshops on effective monitoring, advocacy, budget analysis, shadow reporting build NSA capacity
	• Non-formal curriculum for rights-based gender equality and EVAWG awareness and response for young people developed.	• Two impact evaluations on two community-based prevention programmes implemented to generate evidence on 'what works' in diverse Pacific communities to transform harmful attitudes, beliefs and norms regarding the acceptability of violence against women in the Pacific.	• Grants and/or direct support provided for CSOs to conduct assessments, monitoring, advocacy, development of national PLGED shadow reports, gender equality and VAWG policy to action tracking exercises.
	• Technical advice to Ministries of Education on gender mainstreaming, including the development of gender transformative policies, review of ministries' management policies, development of standards for gender responsive and inclusive school infrastructure and services provided.	• National governments develop and implement national prevention strategies and action plans, including whole of government approaches and social norms change strategies.	
	• Educational and training resources and materials on human rights, gender equality and EVAWG.	• Training, ongoing capacity building delivered through national and regional convenings for national actors on best practice and evidence-informed interventions and strategies to effectively mobilise communities to transform harmful attitudes, beliefs and norms regarding the acceptability of VAWG.	
	• Strengthened capacity of partners at the national and regional level through learning and reflection events, that also enable planning for potential replication and scale up of programme across interested Pacific island countries.	• Knowledge products created on best practices and effective approaches to social norms changes and prevention of VAWG to disseminate learning and evidence generated at the national levels.	
	• MEL visits and workshops conducted to review progress under Outcome 1 and share lessons learned.		

Activities for Output 1.2	Activities for Output 2.2	Activities for Output 3.2
- Teachers trained (pre-service and in-service) on the delivery of curriculum on human rights, gender equality and EVAWG using non-violent and non-discriminatory teaching methods, with follow up mentoring. - Schools supported to conduct extra-curricular activities around human rights, gender equality and EVAWG. - Selected young women and men trained on content of the non-formal curriculum, with follow up training. - Youth trained to lead activities around gender equality and EVAWG as part of schools' outreach, as well as media campaigns are mentored and supports. Learning documents produced on the use of formal and informal education to shift attitudes and mind sets on gender equality and EVAWG	- Intensive technical support provided to governments, with a focus on (but not limited to) Women's Departments/ Ministries of Women to strengthen the coordination and governance of VAWG services and implementation of Family Protection/GBV legislation to support multi-sectoral service delivery (this includes establishing/ improving existing taskforces; interagency SOPs and referral pathway development; data collection, GBV and domestic violence shelter standards, etc. - Granting and technical provided to support government and non-government frontline service providers (health, social services, police and justice) to ensure women and girls have access to quality essential services. - National and regional technical convenings advance Pacific best practice standards for GBV response, based on internationally recognised best practice. The purpose of these convenings will be to advance regional and national approaches to common issues such as setting up GBV counsellor registration and accreditation process, as well as training programmes for counselling. - Financial and technical support to national government and civil society partners strengthens capacity essential services, with an emphasis on the social service sector and LGBTQ and disability organizations. - Support to relevant stakeholders strengthens regional training programmes and develops a pool of certified trainers to support best practice training on VAWG response services providers across the Pacific.	- CSOs influence regional and national policy. - CSOs contribute knowledge products, analysis and policy submissions at key Forum meetings, and national policy and budgetary processes. - Increased CSO representation and effective participation in key oversight bodies such as Reference groups, peer reviews, elections monitoring and committees. - CSOs access grants to influence the policy formulation development within the region linking to PIFS People centred policy formulation work and to participate in national level dialogues and advocacy on gender and VAWG. - Policy dialogue, advocacy and learning events delivered. - Collaboration with UN Women and SPC creates spaces to discuss and exchange key learnings and develop policy recommendations - Joint exchange and policy influence workshops delivered by gender and gender-based violence experts to participate in CSO dialogues, Ministerial Dialogue and other global regional and national policy spaces. - A network of champions and mentors is developed of high-level political Leaders and CSO advocates for gender equality and EVAW. - Identified 'Champions' supported with advocacy tools and ongoing mentoring on gender equality to effectively lobby and raise awareness on the issues of gender equality, primary prevention of violence at political forums. - Advocacy groups comprising of forum leaders, traditional and faith-based leaders and civil society advocate are mentored by gender equality and VAWG NGOs.

ANNEX 3: EVALUATION MATRIX

Evaluation Questions / Data Sources	Document Review	KIIs and FDGs					Survey	
		Programme partners	Government partners	NSA partners	Donors	External stakeholders	Government partners	NSA partners
		Disaggregated by age, sex, (dis)ability and location						
Relevance								
1. To what extent is the Pacific Partnership programme relevant to partner governments and civil society (national and regional), donor priorities and local communities? (a) How and how well does the Pacific Partnership adapt to changing contexts, priorities and realities?	X	X	X	X	X	X	X	X
Coherence								
2. How coherent is the programme in the context of regional and country EVAWG programmes? (a) To what extent and how do the three Pacific Partnership Programme partners (SPC, UN Women, PIFS) establish linkages with one another, work together, avoid duplication and share best practices and lessons for programme implementation? (b) How does the Pacific Partnership Programme support or complement other regional and country programmes and avoid duplication?	X	X	X	X	X	X	X	X
Effectiveness								
3. To what extent have outcomes been achieved or has progress been made towards the outcomes? (a) How has the programme enabled women and girls to access quality, affordable, and accessible services to recover from violence? (b) How well do the three outcomes combine towards achieving regional results? (c) How has the Programme included, reached and benefitted marginalised groups, including persons with disabilities, persons with diverse gender identities, and persons living in rural and/or remote locations? (d) What unexpected results have emerged? Why? How? (e) What enablers and barriers have influenced programme achievements? C. What innovative approaches have contributed?	X	..	X	X	X	..	X	X

Evaluation Questions	Document Review	KIIs and FDGs					Survey	
Data Sources		Programme partners	Government partners	NSA partners	Donors	External stakeholders	Government partners	NSA partners
		Disaggregated by age, sex, (dis)ability and location						
4. To what extent can the Programme effectively communicate results and advocate for change? (a) To what extent has the Pacific Partnership built mechanisms of knowledge management and information sharing to inform EVAWG programming in the Pacific more broadly?	X	X	..	X	X	..	..	X
Efficiency								
5. How well managed is the Pacific Partnership Programme in terms of timing, budget, quality, learning and governance? (a) How well has the programme achieved planned spending (budget) and timing (workplan) to-date? (b) What programme elements and mechanisms (design and delivery) have most resulted in programme achievements, reductions in duplication and other cost-effectiveness measures? These may include innovation, use of synergies, learning and reflection, appropriate resourcing. Does this vary across Outcomes, partners or countries?	X	X	X	X	X	..	..	X
Sustainability								
6. How have individuals, communities, and institutions adopted changes within their own practices policies and operations? How likely are these likely to be maintained independently of programme assistance? (a) What individual, community and institutional changes, which are at least in part attributable to the PPEVAWG programme, have been independently initiated or scaled or are likely to be, after external funding ceases?	X	..	X	X	..	..	X	X
Lessons learnt (all areas)								
7. What opportunities exist to strengthen enablers and build on positive results while addressing barriers and unexpected negative results? (a) What key highlights (responses to challenges and success stories) exist across each Outcome that could be expanded/built upon?	..	..	X	X	X	X	X	X

ANNEX 4: GENDER RESPONSIVENESS ASSESSMENT

COUNTRY	PROJECT	DOCUMENT ANALYSED	GRES ASSESSMENT
Fiji	Preventing violence against women in Fiji's faith settings (House of Sarah)	Project Proposal	The planned activities are **gender transformative** The project focuses on social norms and addresses power imbalances as a root cause of gender-based violence. It aims to achieve an equal balance of power in communities and male-female relationships.
Fiji	Improved women and girls in community's knowledge on the pathways to access to justice and services to family law and ending gender-based violence (Fiji Women's Rights Movements)	Project Proposal	The planned activities are **gender transformative** The umbrella project working with focuses on legislative and policy reforms and supports activities of 10 community-based organisations to increase the access of women and marginalised groups (including LGBTI) to the formal justice sector.
Fiji	Zero Tolerance Violence Free Community (ZTVFC) Programme (Ministry of Women, Children and Poverty Alleviation)	Formative Evaluation	The project is **gender responsive** The project goal and outcomes focus on prevention of VAW and cover improved knowledge and changed attitudes about the acceptability of violence by both women and men. The evaluation, however, found a strong emphasis on management and referral with a predominant role of men and a constrained ability of women to influence events. The dominant role of traditional leaders and religious leaders suggests that males were principal decision makers in the response to violence.
Kiribati	Strengthening Peaceful Villages in Kiribati (Ministry of Women, Youth, Sports and Social Affairs)	Concept Note	The project is **gender transformative** This project seeks to empower communities to prevent VAWG and address harmful social and cultural norms that perpetuate violence as a means to influence attitudes and behaviours towards achieving violence free families and communities. To address the root causes of violence against women, the project explores power; what it is, who has it, how it is used, how it is abused and how power dynamics between women and men can change for the better. It aims to demonstrate how understanding power and its effects can help prevent violence against women.

Solomon Islands	Increasing the Outreach of Gender Based Violence support services to survivors of violence in Solomon Islands (Family Support Centre)	Project Document	The project is **gender responsive** The project aims to increase women's and girls' access to counselling and case management services by facilitating access to health, legal aid and accommodation service providers and material resources; providing counselling, legal aid and mediation services; raising awareness of the need to end violence against women and children; lobbying for the development of gender sensitive policies and laws; and advocacy on implementation of the Solomon Islands Government policies on gender equality and VAW. Its focus is on service access, quality and utilisation meeting the needs of girls and women, without, however addressing root causes of VAW.
Solomon Islands	Increasing the outreach of Gender Based Violence support services in Malaita province of Solomon Islands (Malaita Christian Care Centre)	Project Document	The project is **gender responsive** The project aims at increasing women's and girls' access to a safe shelter and to counselling services. Activities include the development of organisational shelter standards; provision of counselling services and support for survivors; skills training for survivors to enable them to generate an income through a range of options such tie dye, cooking, sewing, agriculture work, floral work. Its focus is on service access, quality and utilisation meeting the needs of girls and women, without, however addressing root causes of VAW.
Tonga	Front Row Against Violence (Talitha)	Project Document	The project is **gender transformative** The project supports peer-to peer and youth activism activities of adolescent boys and girls as well as the participation of adolescent girls and young women in male-dominated sports. It aims to transform gender relations by modelling new ways of distributing power, constructing concepts of masculinity and femininity, consider gender roles and stereotypes and promoting positive peer relations between men and women. Women will be engaged in planning and implementing the programme, including in decision-making roles.

Tonga	Changing Mindsets and Attitudes (Tonga Women and Children Crises Centre)	Project Document	The project is **gender transformative** The project focuses on empowering and building the skills of young girls and boys to prevent VAWG through strategies that include (i) respectful and equal relationships initiatives that tackle and address harmful social norms and gender stereotypes; (ii) engaging men in violence prevention through a male advocacy model that aims at changing attitudes and behaviours that harm women and children; (iii) innovative media and behaviour change communication strategies and approaches to engage everyone in the prevention of VAWG; (iv) lobbying key decision makers for the rights of women and children; and (v) promoting a comprehensive approach to prevention through a national focus on both prevention and response while adhering to a women's and children's human rights framework.
Vanuatu	Our Right to Live Free from Violence (Vanuatu Women's Centre)	Project Document	The project is **gender transformative** The project has two outcomes, the first one focusing on access to services by survivors of VAWG, including shelter, counselling, legal assistance and support during emergencies; the second focusing on increasing male advocacy for the promotion of gender equality and reduction of discrimination. It addresses risk factors for domestic violence such as bride price and other customs.
Regional	Inclusive Education for School Leaders (Sample document from Kiribati for the regionally implemented SPC Social Citizenship Education Programme)	Course Manual	The focus of the training for SCE is **gender transformative** The training manual for school leaders (as well as additional training material for teachers) outlines the objectives and approaches of the SCE programme implemented by SPC under the Pacific Partnership. The manual was developed for Kiribati but reflects the overall programme approach. The four objectives of the training programme focus on (i) human rights, (ii) inclusion (including overcoming gender discrimination and stereotyping), (iii) student-centred learning, and (iv) a safe learning environment). Gender is mainstreamed in all training modules aiming at transforming the socialisation of girls and boys towards greater equality and mutual respect. The final training outcome are implementation plans to address social inclusion (including overcoming gender discrimination) in the participant leaders' schools.

Regional	Oceania Rugby Sport for Development Programme	Project Proposal	The project is **gender transformative** The project aims at shifting social norms in order to achieve gender equality and end the cycle of violence. It addresses gender norms, behaviours and inequalities, and challenges dominant notions of masculinity linked to controlling and aggressive behaviours. The intervention targets rugby as a heavily male-dominated social institution and aims at engaging women in planning and implementing a programme aiming at opening rugby to women as players and in leadership roles as trainers, coaches, officials and managers.
Regional	Just and Safe Pacific Communities of Women and Men (Pacific Conference of Churches)	Project Document	The project is **gender responsive** The project has transformative elements, such as the aim to increase the participation of women in church leadership. However, both of the identified outcomes focus on actions by church leaders to advocate, monitor and report on progress towards gender equality and EVAWG. The project document does not mention any activities or strategies that address power structures as a root cause of gender discrimination and VAWG.

ANNEX 5: RESULTS OF THE ON-LINE SURVEY

THE SURVEY

An on-line survey of government and non-state actors involved in implementing the programme of the Pacific Partnership was launched on December 8th, 2020 on the Alchemer platform.[3] Invitations were sent via the Mailchimp server[4] to 200 email addresses provided by UN Women. Eleven emails could not be delivered and, by the initial response deadline of December 24th, only 83 of the remaining 189 emails had been opened by the recipients. The response rate was also low with only 18 (10%) completed questionnaires. In agreement with the EMG, the response time was extended to January 30th, 2021 and individual reminders were sent by email to all 189 valid original addresses. Respondents who were not able to access the on-line Alchemer platform had the option of completing the questionnaire by email which was then entered on the platform by the evaluation team. Four respondents took advantage of this option. In response to a screening question, 26 respondents stated that they had not had any involvement with the Pacific Partnership programme and therefore did not progress further in responding to the questionnaire. They were therefore removed from the denominator. After cleaning incomplete questionnaires, 77 complete or nearly complete questionnaires were collected for a final response rate of **77/163=47%**.

THE QUESTIONNAIRE

After a section collecting information on the profile of respondents, questions were structured according to the evaluation questions. Multiple skip functions were included for respondents who were only knowledgeable about one of the three Pacific Programme outcome areas. The questionnaire was pretested by the members of the evaluation team and modified after review by the EMG and by UN Women's Regional Independent Evaluation Office.

SURVEY RESULTS

Only the non-narrative responses are included in this Annex. Narrative responses can potentially be traced back to individual respondents thereby violating the assured anonymity. The narrative responses were analysed together with the key informant interview transcripts.

Respondents' Profiles

Q1: N WHICH COUNTRY ARE YOU WORKING? (N = 77)		
Solomon Islands	15	19%
Fiji	14	18%
Republic of the Marshall Islands	11	14%
Kiribati	11	14%
Samoa	9	12%
Vanuatu	8	10%
Tonga	4	5%
Federated States of Micronesia	2	3%
Palau	1	1%
Papua New Guinea	1	1%
Regional work	1	1%

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[3] www.alchemer.com
[4] www.mailchimp.com

Q2: WHAT IS YOUR GENDER? (N = 77)		
Female	57	77%
Male	17	23%
Don't want to say	*3*	-.-

Q3: WHAT IS YOUR AGE? (N = 77)		
18-24 years	3	4%
25-35 years	15	20%
36-62 years	48	64%
More than 62 years	9	12%
Don't want to say	*2*	-.-

Q4: ARE YOU LIVING WITH ANY OF THE FOLLOWING DISABILITIES? (N = 77)		
Difficulty seeing, even with glasses	3	4%
Difficulty walking	0	-.-
Difficult hearing, even when using a hearing aid	0	-.-
Difficulty remembering or concentrating which prevents your best contribution to work:	2	3%
None of these apply	68	93%
Don't want to say	*3*	-.-

Q5: WHERE DO YOU WORK? (N = 77)		
Government ministry or department	38	49%
CSO, FBO, sporting organisation or crisis centre	29	38%
School or educational institution	6	8%
Other*	4	5%

* One response each for 'community', private sector, independent statutory body, and national human rights institution

Q6: SINCE WHEN HAVE YOU BEEN INVOLVED IN THE PROGRAMME OF THE PACIFIC PARTNERSHIP? (N = 77)		
Since the start of the programme	13	17%
Since 2018	23	30%
Since 2019	16	21%
Since 2020	25	32%

Q7: HOW HAVE YOU BEEN INVOLVED IN THE PACIFIC PARTNERSHIP? (> *1 POSSIBLE RESPONSES*) (77 RESPONDENTS)		
I was a training or workshop participant to learn new technical information	36	47%
I attended a regional or national forum	26	34%
My government department is supported in the development of policies and/or systems	19	25%
My organisation received a grant	19	25%
I helped SPC/PIFS/UN Women deliver the programme	16	21%
I was mentored one-on-one, received technical support, or shadowing assistance	3	4%

Q8: ARE YOU INVOLVED IN ANOTHER DONOR-FUNDED PROGRAMME ON VAWG? (> *1 POSSIBLE RESPONSES*) (77 RESPONDENTS)		
I am not involved in any other programme	30	39%
DFAT: 'Pacific Women Shaping Pacific Development'	25	32%
UNFPA: 'Transformative Agenda for Women, Adolescents and Youth in the Pacific'	16	21%
EU: 'Spotlight Initiative'	12	16%
I don't know if my organisation is involved in any other programme	9	12%
Other*	4	5%

* Responses included the UNDP Access to Justice programme (1), the UNICEF Child Protection programme (1), the Oxfam Gender Justice and Women's Rights programme (1), and one response that could not be allocated to a donor-funded programme

About the Pacific Partnership

Q9: WHAT HAS CHANGED IN YOUR COUNTRY SINCE 2018 AND HOW? (N=77)	SOME NEGATIVE	NO CHANGE	SOME POSITIVE	MAJOR POSITIVE	DO NOT KNOW
Children and/or youth awareness of gender inequality and gender-based violence	0 (-.-)	1 (1%)	**62 (86%)**	9 (13%)	*5*
Children and/or youth advocating for gender equality, human rights and to end VAWG	1 (1%)	5 (7%)	**57 (80%)**	8 (11%)	*6*
Community awareness of gender equality and gender-based violence	0 (-.-)	3 (4%)	**51 (72%)**	17 (24%)	*6*
Communities advocating for gender equality, human rights and to end VAWG	1 (1%)	6 (8%)	**55 (77%)**	9 (13%)	*6*
Community-led programmes to end violence against women and girls	0 (-.-)	3 (4%)	**48 (67%)**	21 (29%)	*5*
Women and girls accessing better protection services / safe places	1 (1%)	8 (12%)	**36 (53%)**	23 (34%)	*9*
Women and girls accessing better health and social services (physical, emotional, social)	1 (1%)	9 (13%)	**35 (50%)**	25 (36%)	*7*
Access to justice and policing for those who experience family violence	2 (3%)	6 (8%)	**40 (56%)**	23 (32%)	*6*
CSOs, faith-based and private sector capability to support communities	0 (-.-)	5 (7%)	**45 (64%)**	20 (29%)	*7*
CSOs, faith-based and private sector capability to support government	0 (-.-)	3 (4%)	**47 (69%)**	18 (26%)	*9*
Government commitment to international treaties, national legislation and policies addressing gender equality and ending VAWG	1 (1%)	4 (6%)	**40 (56%)**	27 (38%)	*5*
Government communication and/or programmes promoting gender equality and/or to end VAWG	1 (1%)	4 (5%)	**46 (62%)**	23 (31%)	*3*

Q10: HOW MUCH DO YOU THINK THE PACIFIC PARTNERSHIP HAS INFLUENCED THE CHANGES YOU HAVE SEEN? (N = 77)		
I have not seen any changes	3	4%
The Pacific Partnership did not influence any changes. They happened for other reasons	0	(-.-)
The Pacific Partnership may have had some influence	27	35%
The Pacific Partnership has influenced the changes	47	61%

Q11: HOW LIKELY IS IT THAT THE POSITIVE CHANGES SEEN WILL CONTINUE AFTER THE PACIFIC PARTNERSHIP ENDS? (N = 69)		
Without help, most things will go back to the old way	16	23%
Some of the good things will stay, even without the programme	18	26%
The country / communities have taken over and need little ongoing help	8	12%
The government and communities still need a lot of help to implement these changes	27	39%

Outcome 1: The programme for enhanced formal and informal education on gender equality and prevention of violence against women and girls. (SPC: Kiribati, Marshall Islands and Tuvalu)

30 respondents replied that they were familiar with this programme component implemented by SPC, among whom **28** answered further questions about their assessment of the usefulness of activities.

Q13: HOW WELL DOES THE PROGRAMME FOR ENHANCED FORMAL AND INFORMAL EDUCATION BUILD AWARENESS AND SUPPORT FOR GENDER EQUALITY AND ENDING VIOLENCE AGAINST WOMEN AND GIRLS INSIDE AND OUTSIDE OF SCHOOLS? (N=28)	ACTIVITIES ARE NOT USEFUL	ACTIVITIES NEED MINOR IMPROVEMENTS	ACTIVITIES ARE GENERALLY USEFUL AND RELEVANT	ACTIVITIES ARE EXCEPTIONALLY USEFUL	DO NOT KNOW/ NOT APPLICABLE
Providing curricula, resources and training materials	0 (-.-)	4 (15%)	8 (30%)	**15 (56%)**	*1*
Training and mentoring of children and youth in communities, including children who are not in school	0 (-.-)	5 (23%)	8 (36%)	**9 (41%)**	*6*
Community outreach programmes (like 16 Days of Activism, International Women's Day)	0 (-.-)	3 (13%)	6 (26%)	**14 (61%)**	*5*
Work at the community level (with parents or communities)	0 (-.-)	4 (19%)	7 (33%)	**10 (48%)**	*7*
School based training and mentoring of teachers, staff and principals	0 (-.-)	2 (8%)	8 (33%)	**14 (58%)**	*4*
Institutional training and mentoring of teachers, staff and principals	0 (-.-)	2 (9%)	9 (39%)	**12 (52%)**	*5*
National or regional workshops on gender equality and EVAWG	0 (-.-)	4 (15%)	8 (31%)	**14 (54%)**	*2*
Media campaigns	0 (-.-)	5 (22%)	6 (26%)	**12 (52%)**	*5*

Eighteen respondents added and rated additional activities. They are listed under the rating they assigned to this activity.

NEEDS MINOR IMPROVEMENTS	EXCEPTIONALLY USEFUL
Markets for change	Champions - spreading the success
GENERALLY USEFUL	Education week in schools
Community facilitators	Family life education
Church workshops for youth on gender equality	Male advocacy for ending violence against women and girls
Social citizenship education in schools	Nuclear Victims Remembrance Day
EXCEPTIONALLY USEFUL	Social citizenship education in schools (x2)
Monitors who visit schools and communities (x2)	Women in sports
Community facilitators	Strengthen the relationship with Chiefs
Forum for church leaders on EVAWG (x2)	

Outcome 2: Gender equality and the prevention of / response to violence at the community level (focus: Fiji, Kiribati, Solomon Islands, Tonga, Samoa, Vanuatu) and strengthened national capacity to respond to violence (all countries)

54 respondents replied that they were familiar with this programme component implemented by UN Women, among whom **51** answered further questions about their assessment of the usefulness of activities.

Q15: HOW WELL DO THE PACIFIC PARTNERSHIP ACTIVITIES TO STRENGTHEN COMMUNITY AND NATIONAL RESPONSES ADDRESS GENDER INEQUALITY AND VIOLENCE AGAINST WOMEN AND GIRLS? (N=51)	ACTIVITIES ARE NOT USEFUL	ACTIVITIES NEED MINOR IMPROVEMENTS	ACTIVITIES ARE GENERALLY USEFUL AND RELEVANT	ACTIVITIES ARE EXCEPTIONALLY USEFUL	DO NOT KNOW/ NOT APPLICABLE
Activities to enhance the safety of women and girls	0 (-.-)	8 (17%)	19 (40%)	**21 (44%)**	*3*
Activities to improve women's and girls' access to justice	0 (-.-)	8 (16%)	16 (33%)	**25 (51%)**	*2*
Activities to improve women's and girls' access to health care	0 (-.-)	10 (21%)	16 (33%)	**22 (46%)**	*3*
Activities in support of community groups that raise awareness about violence against women and girls	1 (2%)	9 (18%)	18 (36%)	**22 (44%)**	*1*
Community events that raise awareness about violence against women and girls	0 (-.-)	10 (20%)	17 (34%)	**23 (46%)**	*1*
National/regional events/campaigns that raise awareness about violence against women and girls	0 (-.-)	7 (14%)	20 (40%)	**23 (46%)**	*1*
Activities to improve national and/or regional policies/laws/programmes	0 (-.-)	6 (12%)	**24 (49%)**	19 (39%)	*2*
Support of governments in implementing commitments on gender equality and EVAWG	0 (-.-)	9 (18%)	17 (35%)	**23 (47%)**	*2*
Communication about the Pacific Partnership programme	0 (-.-)	8 (17%)	**24 (50%)**	16 (33%)	*3*

Fourteen respondents added and rated additional activities. They are listed under the assigned ratings.

NEEDS MINOR IMPROVEMENTS	EXCEPTIONALLY USEFUL
Indirect activities in formal education	Faith-based organisation intervention programmes
GENERALLY USEFUL	Gender training
Community based awareness of the Pacific Partnership	Nominate young girls and women in schools or communities as key people from these sectors
Women involvement in sports	Support communities in establishing by-laws on gender equality and the end of violence
EXCEPTIONALLY USEFUL	Support and encourage mobile theatre on gender equality and the end of violence
Capacity building in training trainers	Providing whistles or bells to women and girls so they can raise alarm when exposed to violence
Engagement with the provincial government	Supporting male advocacy programmes
Engagement with the government at the national level	Women's economic empowerments in rural areas

Outcome 3: Support of civil society in conducting advocacy and in monitoring the implementation of national and regional commitments on gender equality and ending violence against women and girls (all countries)

40 respondents replied that they were familiar with this programme component implemented by PIFS, and all answered further questions about their assessment of the usefulness of activities.

Q17: HOW WELL DOES THE PIFS SUPPORT OF CIVIL SOCIETY FOR ADVOCACY AND MONITORING OF NATIONAL COMMITMENTS ADDRESS GENDER INEQUALITY AND VIOLENCE AGAINST WOMEN AND GIRLS? (N=40)	ACTIVITIES ARE NOT USEFUL	ACTIVITIES NEED MINOR IMPROVEMENTS	ACTIVITIES ARE GENERALLY USEFUL AND RELEVANT	ACTIVITIES ARE EXCEPTIONALLY USEFUL	DO NOT KNOW/ NOT APPLICABLE
Training and/or mentoring of civil society actors in advocacy and monitoring of national and regional commitments	0 (-.-)	8 (24%)	12 (36%)	**13 (39%)**	*7*
Grants for advocacy and monitoring activities by civil society actors (CSOs, FBOs, private sector)	0 (-.-)	6 (18%)	13 (38%)	**15 (44%)**	*6*
Workshops for civil society on effective monitoring, advocacy, budget analysis and shadow reporting on national and/or regional commitments	0 (-.-)	5 (15%)	14 (41%)	**15 (44%)**	*6*
Support of civil society participation in key oversight bodies such as reference groups, peer reviews, elections monitoring and committees	0 (-.-)	4 (11%)	14 (40%)	**17 (49%)**	*5*
Support of community champions	0 (-.-)	7 (21%)	11 (32%)	**16 (47%)**	*6*

Nine respondents added and rated additional activities. They are listed under the assigned ratings.

GENERALLY USEFUL	EXCEPTIONALLY USEFUL
Supporting men and women in sports who can be champions for change	Main gender advisor (Fiji Women's Crisis Centre)
EXCEPTIONALLY USEFUL	Gender and equality action plan
Post tropical cyclone disaster response	Nomination of key people from different sectors involved to supporting civil society actors
Women involvement in sports	Providing small grants to civil society actors
Fiji Volleyball Federation	Support of developing a provincial action plan under the gender equality policy
Support for champions of ending violence (especially girls)	

Respondents' experience of working with the Pacific Partnership

Q18: HOW WELL HAS THE PACIFIC PARTNERSHIP ADAPTED ITS ACTIVITIES TO MEET THE NEEDS OF YOUR ORGANISATION / COUNTRY? (N=62)	NONE OF THE ACTIVITIES ARE RELEVANT	FEW ACTIVITIES ARE RELEVANT	MOST ACTIVITIES ARE RELEVANT	ALL ACTIVITIES ARE RELEVANT	DO NOT KNOW/ NOT APPLICABLE
Training	1 (2%)	3 (6%)	21 (39%)	**29 (54%)**	*8*
Coaching /mentoring	3 (6%)	5 (10%)	**24 (47%)**	19 (37%)	*11*
Mock sessions / role-play sessions	4 (8%)	9 (18%)	**20 (41%)**	16 (33%)	*13*
Writing workshops	2 (4%)	7 (15%)	**25 (53%)**	13 (28%)	*15*
Peer-to-peer learning activities	2 (4%)	3 (7%)	**25 (54%)**	16 (35%)	*16*
Technical support	1 (2%)	8 (16%)	**22 (43%)**	20 (39%)	*11*
Convening people and organisations	1 (2%)	6 (12%)	**23 (45%)**	21 (41%)	*11*

Thirteen respondents added and rated additional activities. They are listed under the assigned ratings.

FEW ACTIVITIES ARE RELEVANT	ALL ACTIVITIES ARE RELEVANT
Rugby as a vehicle for EVAWG	Mapping of EVAWG programmes
Professional development days in schools	Volley-With-Me programme (Fiji)
Women's National Day	Translation of programme materials in local languages
MOST ACTIVITIES ARE RELEVANT	Using same messages for EVAWG programmes
Inclusive community programmes	Counselling
South-south exchanges among CSOs	Psychosocial training
ALL ACTIVITIES ARE RELEVANT	National Rugby League – voices against violence programme
Dissemination of Information	

Q19: HOW USEFUL HAS THE PACIFIC PARTNERSHIP PROGRAMME BEEN TO YOU IN YOUR JOB? (N=62)	NOT USEFUL	A LITTLE USEFUL	USEFUL	VERY USEFUL	NOT APPLICABLE
Develop laws and policies	2 (4%)	10 (19%)	20 (38%)	**21 (40%)**	*9*
Understand legal requirements	0 (-.-)	11 (21%)	**23 (44%)**	18 (35%)	*10*
Understand our government's commitments	0 (-.-)	3 (6%)	**25 (47%)**	**25 (47%)**	*9*
Communicate with law and justice system and people	1 (2%)	5 (10%)	**22 (44%)**	**22 (44%)**	*12*
Increase my knowledge and skills on gender equality and ending violence	0 (-.-)	2 (4%)	21 (38%)	**33 (59%)**	*6*
Engage with members of government on gender equality and ending violence	0 (-.-)	6 (11%)	24 (44%)	**25 (45%)**	*7*
Advocate for gender equality and ending violence	0 (-.-)	2 (4%)	23 (40%)	**32 (56%)**	*5*
Deliver assistance and services to survivors of violence	0 (-.-)	8 (15%)	**25 (46%)**	21 (39%)	*8*
Collect and document evidence	0 (-.-)	5 (9%)	**32 (60%)**	16 (30%)	*9*

Eleven respondents to Question 19 listed activities that they considered as **very useful**. In many cases, however, it appears that the question was misunderstood, and the activities mentioned were 'like to have'

rather than existing programme activities. Most narrative responses cannot be anonymised and were therefore analysed together with the interview transcripts.

Q20: ARE YOU FACING ANY CHALLENGES IN WORKING WITH THE PACIFIC PARTNERSHIP PROGRAMME? (*MORE THAN 1 POSSIBLE RESPONSES*) (59 RESPONDENTS)		
I don't have enough time	19	32%
I don't understand how I can use the programme support in my workplace	6	10%
I would like more confidence	0	-.-
We don't have the tools at work to do what we need to do	16	27%
The programme is not relevant to the work we do	0	-.-
I don't have any difficulties implementing the activities supported by the Pacific Partnership	40	68%

Details of challenges including how they were overcome were provided by 23 respondents. Most narrative responses cannot be anonymised and were therefore analysed together with the interview transcripts.

Q21: HAVE ANY UNEXPECTED CHANGES (POSITIVE OR NEGATIVE) HAPPENED AS A RESULT OF YOUR WORK WITH THE PACIFIC PARTNERSHIP?

Question required a narrative response. 32 respondents answered this question with 'yes', and 19 among them provided a narrative, including why they believed the unexpected changes happened. They were analysed together with the interview transcripts.

Q22: CAN YOU THINK OF ONE POSITIVE EXAMPLE OF THE PROGRAMME'S ASSISTANCE WHICH IS OR WAS EXCEPTIONALLY USEFUL FOR YOU, YOUR WORK, YOUR COMMUNITY OR YOUR COUNTRY?

Question required a narrative response. 38 responses were provided and analysed together with the interview transcripts.

Q23: HOW WELL IS THE PACIFIC PARTNERSHIP PROGRAMME SUPPORTING PEOPLE WHO ARE MARGINALISED OR DISADVANTAGED? (N=56)	DISCRIMINATORY	NO EFFORT FOR INCLUSION	SOMEWHAT INCLUSIVE	FULLY INCLUSIVE	DON'T KNOW / NOT APPLICABLE
Women and girls living in rural and remote locations	0 (-.-)	1 (2%)	**28 (57%)**	20 (41%)	*7*
Women and girls with disabilities	0 (-.-)	2 (4%)	**26 (52%)**	22 (44%)	*6*
People who identify as Lesbian, Gay, Bisexual, Transgender, Queer, or Intersex (LGBTQI)	1 (2%)	3 (7%)	**22 (52%)**	16 (38%)	*14*
People over 62 years' old	1 (2%)	4 (9%)	**22 (49%)**	18 (40%)	*11*

17 respondents provided examples to document the inclusion of marginalised people in the programme. The narratives were analysed together with the interview transcripts.

Q24: HOW WOULD YOU DESCRIBE THE PACIFIC PARTNERSHIP PROGRAMME DELIVERY? (N=54)		
Very efficient: The programme team is able to do a lot more than I would have expected	16	30%
E**fficient**: The support provided by the team is as expected	**33**	**61%**
Not so efficient: It seems like the team could do more with the resources they have	5	9%

Pacific Partnership Programme Midterm Evaluation

Q25: PLEASE SELECT UP TO THREE PRIORITY AREAS FOR IMPROVEMENT?

Respondents were asked to select among 'no priority suggestion' or to make three choices among eight priority areas. 58 respondents answered the question. Many respondents, however, selected more than three priority areas, including some who selected all eight areas including 'no priority'. All respondents who selected **more than five** areas for improvement were removed from the analysis, leaving 47 respondents. Among these, three had no suggestions for improvements. The frequency with which areas for improvement were selected is presented in the frequency graph.

PRIORITY AREAS FOR IMPROVEMENT (47 RESPONDENTS)

19 respondents provided narrative suggestions for areas of improvement. These were analysed together with the interview transcripts.

Q26: IS THERE ANY DIFFERENCE BETWEEN THE APPROACH OF THE PACIFIC PARTNERSHIP PROGRAMME AND OTHER PROGRAMMES THAT SEEK TO PROMOTE GENDER EQUALITY AND THE END OF VIOLENCE AGAINST WOMEN AND GIRLS?

Question required a narrative response. 37 respondents either saw no difference or stated that they did not know. The responses of the remaining 13 were analysed together with the interview transcripts.

Q27: FURTHER COMMENTS ABOUT THE PACIFIC PARTNERSHIP PROGRAMME

17 respondents provided final comments after completing the questionnaire. They were analysed together with the interview transcripts.

ANNEX 6: KEY INFORMANTS (INDIVIDUAL AND GROUP INTERVIEWS)

NAME	ORGANISATION	LOCATION OR ACTIVITY
Aaron Mane	Family Support Centre	Solomon Islands
Abigail Erikson	UN Women	Regional
Alex Robinson	UNFPA	Regional
Alisi Qaiqaica	House of Sarah	Fiji
Ana Janet Sunga	UNICEF	Regional
Andella James	Family Support Centre	Solomon Islands
Angeline Chand	Pacific Disability Forum	Regional
Angeline Fatiake	DFAT	Regional
Anna Harry	Vanuatu Women's Centre	Vanuatu
Anne Kautu	MWYSSA	Kiribati
Aretaake Ientaake	Ministry of Justice	Kiribati
Arieta Moceica	SPC	Regional
Arieta Sokota	PIFS	Regional
Asenaca Blake	SPC	Regional
Bertha Pakoasongi	DFAT	Vanuatu
Bobby Siarani	Honiara Youth Council	Solomon Islands
Bruce Cook	Oceania Rugby	Regional
Carol Young	Consultant	Regional
Cathy McWilliam	DFAT	Vanuatu
Celine Bareus	Department of Women's Affairs	Vanuatu
Corneliu Eftodi	UN Women	Regional
Domini Marshall	The Equality Institute	Kiribati
Doreen Tuala	SPC	Regional
Emma Fulu	The Equality Institute	Kiribati
Eribwebwe Takirua	Domestic Violence Child Abuse and Sexual Offence Unit	Kiribati
Erin Hatton	Oceania Rugby	Regional
Esther Jens	MFAT	Vanuatu
Florence Swamy	Pacific Center for Peace Building	Regional
Froline Tokaa	UN Women	Kiribati
Hope Harriet	Raising Voices	Kiribati / Fiji
Ingrid Swinnen	EU Delegation	Regional
Isikeli Tumaiwakaya Vulavou	Pacific Sexual Diversity Network	Regional
James Bhagwan	Pacific Conference of Churches	Regional
James Teaero	Disability Unit	Kiribati
Jane Kierath	DFAT	Regional
Jayshree Mangubhai	SPC	Regional
Josephine Teakeni	Vois Blo Mere Women's Rights Action Movement	Solomon Islands
Judy Basi	Ministry of Health and Medical Services	Solomon Islands
Juliana Zutu	MWYCFA	Solomon Islands
Kakiateiti Erikate	DFAT	Kiribati
Kalpana Prasad	SPC	Regional
Karawa Areieta	MWYSSA	Kiribati

NAME	ORGANISATION	LOCATION OR ACTIVITY
Katarina Atalifo	PIFS	Regional
Kelerayani Gavidi	FEMLINK	Regional
Koisau Sade	MWYCFA	Solomon Islands
Leiasmanu Cullwick	National Council of Women	Vanuatu
Lisa Ishmael	Vanuatu Women's Centre	Vanuatu
Lizzie Wong Bennett	SAFENET	Solomon Islands
Lori Michau	Raising Voices	Kiribati / Fiji
Lorio Sisiolo	Family Support Centre	Solomon Islands
Maereia Ibeata	Kiribati Teachers College	Kiribati
Marian Tekanene	Ministry of Education	Kiribati
Mehrak Mehrvar	Ministry of Women, Children and Poverty Alleviation	Fiji
Melinda Christopher	SAFENET	Kiribati
Miles Young	SPC	Regional
Minnie Takaro	MFAT	Vanuatu
Nilesh Goundar	SPC	Regional
Nimarta Khum	UN Women	Regional
Onorina Saukelo	SPC	Regional
Pauline Beiatau	Attorney General's Office	Kiribati
Pierre-Yves Charpentier	SPC	Regional
Rajneel Singh	SPC	Fiji
Rothina Ilo Noka	Department of Women's Affairs	Vanuatu
Rusila Tekamotiata	DFAT	Kiribati
Seema Naidu	PIFS	Fiji
Selai Korovusere	Ministry of Women, Children and Poverty Alleviation	Fiji
Sereima Loloma	House of Sarah	Fiji
Shabina Khan	UN Women	Regional
Shamima Ali	Pacific Women's Network Against VAWG	Regional
Sione Tekiteki	PIFS	Regional
Sophia Ata	DFAT	Solomon Islands
Susan Naisara Grey	FEMLINK Pacific	Regional
Tabo Tabo	MWYSSA	Kiribati
Tatavola Matas	Vanuatu Women's Group	Vanuatu
Tematang Iaoniman	Kiribati Teachers College	Kiribati
Teretia Tokam	Kiribati Women and Children Support Centre	Kiribati
Tihrani Uluinakauvadra	Oceania Rugby	Regional
Vaela Ngai	MWYCFA	Solomon Islands
Vela Naucukidi	Fiji Rugby Union	Fiji

ANNEX 7: DOCUMENTS REVIEWED

PROGRAMME DESIGN, GOVERNANCE AND MANAGEMENT DOCUMENTS

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Talitha Project Inc. (2019). Project Document: Front row Against Violence (Tonga)

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UN Women (2018). Project Cooperation Agreement between UN Women and House of Sarah

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UN Women (2019). Memorandum of Understanding between UN Women and the Department of Women's Affairs, Vanuatu

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UN Women (2019). Project Document: Increasing the Outreach of Gender-based Violence Support to Survivors of Violence in Solomon Islands (Family Support Centre)

UN Women (2020) Project Document: Increasing Outreach of Gender-Based Violence Support Services in Malaita Province of Solomon Islands (Malaita Christian Care Centre)

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United Nations Evaluation Group (2020). Ethical Guidelines for Evaluation

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ANNEX 8: DATA COLLECTION TOOLS

SURVEY QUESTIONNAIRE

Note: The on-line questionnaire contains multiple skip functions. Not all questions will therefore be asked to all respondents.

1. Which country are you working in? *

- ○ Fiji
- ○ Vanuatu
- ○ Tuvalu
- ○ Tonga
- ○ Solomon Islands
- ○ Samoa
- ○ Republic of Marshall Islands
- ○ Papua New Guinea
- ○ Palau
- ○ Nauru
- ○ Kosrae (FSM)
- ○ Kiribati
- ○ Other (please specify)

2. What is your gender? *

- ○ Female
- ○ Male
- ○ Other
- ○ I don't want to answer this question

3. What is your age? *

- ○ 18-24
- ○ 25-35
- ○ 36-62
- ○ >62
- ○ I don't want to answer this question

4. In order to assess the inclusion of people with differential ability in the partnership at all levels, please indicate if any of the following applies to you: *

- ☐ Difficulty seeing, even with glasses
- ☐ Difficulty walking
- ☐ Difficult hearing, even when using hearing aid
- ☐ Difficulty remembering or concentrating which prevents your best contribution to work
- ☐ None of these apply
- ☐ I don't want to answer this question

5. Where do you work? *

- ○ Government Ministry
- ○ National and/or regional education institution
- ○ Civil Society Organisation
- ○ Crisis Centre
- ○ School
- ○ Within community
- ○ Judiciary
- ○ Police
- ○ Faith Based Organisation
- ○ Sporting Organisation
- ○ Private sector
- ○ Other (please specify)

6. Since when have you been involved in the programme of the Pacific Partnership? *

- ○ Since the start of the programme
- ○ since 2018
- ○ since 2019
- ○ since 2020
- ○ I have not been involved in the programme

7. How have you been involved in the Pacific Partnership? *[more than one possible answer]* *

    ☐ I was a training or workshop participant to learn new technical information

    ☐ I attended a regional or national forum

    ☐ I was mentored one-on-one, received technical support, or shadowing assistance

    ☐ My organisation received a grant

    ☐ My government department is supported in the development of policies and systems

    ☐ I helped SPC/PIFS/UN Women deliver the programme

    ☐ Other (please specify)

    [   ]

8. Are you involved in other donor-funded programmes responding to violence against women and girls?

    ☐ I am not involved in any other programmes

    ☐ DFAT: 'Pacific Women Shaping Pacific Development'

    ☐ UNFPA: 'Transformative Agenda for Women, Adolescents and Youth in the Pacific'

    ☐ EU: 'Spotlight Initiative'

    ☐ Other (please specify)

    [   ]

9. In your opinion, what has changed in your country since 2018 and how? *

	There have been major positive changes	The have been some positive changes	There has been no change since 2018	There have been some negative changes	I don't know	Not applicable
Children and/or youth awareness of gender inequality and gender-based violence *	○	○	○	○	○	○
Children and/or youth advocating for gender equality, human rights and the end of violence against women and girls *	○	○	○	○	○	○
Community awareness of gender equality and gender-based violence *	○	○	○	○	○	○
Communities advocating for gender equality, human rights and the end of violence against women and girls *	○	○	○	○	○	○
Community led programmes to end violence against women and girls *	○	○	○	○	○	○
Women and girls accessing better protection services – safe places *	○	○	○	○	○	○
Women and girls accessing better health and social services (physical, emotional, social) *	○	○	○	○	○	○
Access to justice and policing for those who experience family violence *	○	○	○	○	○	○
CSOs, faith-based and private sector capability to support communities *	○	○	○	○	○	○
CSOs, faith-based and private sector capability to support government	○	○	○	○	○	○
Government commitment to international treaties, national legislation and policies addressing gender equality and the end of violence against women and girls *	○	○	○	○	○	○
Government communication and/or programmes promoting gender equality and/or the end of violence *	○	○	○	○	○	○

10. How much do you think the Pacific Partnership has influenced the changes you have seen? *

☐ I have not seen any changes

☐ The Pacific Partnership has influenced changes

☐ The Pacific Partnership may have had some influence

☐ The Pacific Partnership did not influence any changes. They happened for other reasons

☐ Please add an explanation

[   ]

11. How likely is it that the positive changes seen will continue after the programme of the Pacific Partnership ends? *

○ Without help, most things will go back to the old way

○ Some of the good things will stay, even without the programme

○ The country and communities have basically taken over from the programme and need little ongoing help

○ The government and communities still need a lot of help to implement these changes

○ Please add an explanation

[   ]

|12. Do you know about the programme to enhance formal and informal education on gender equality and prevention of violence against women and girls? (implemented by SPC with focus on Kiribati, Marshall Islands and Tuvalu) *

○ Yes

○ No

13. In your opinion, how well does the **programme for enhanced formal and informal education** build awareness and support for gender equality and ending violence against women and girls inside and outside of schools? (tick one box for each row)

	The activities are exceptionally useful	The activities are generally useful and relevant	The activities need minor improvements	The activities are not useful	I don't know	Not applicable
Providing curricula, resources and training materials *	○	○	○	○	○	○
Training and mentoring of children and youth in communities, including children who are not in school *	○	○	○	○	○	○
Community outreach programmes (like 16 Days of Activism, International Women's Day) *	○	○	○	○	○	○
Work at the community level (with parents or communities) *	○	○	○	○	○	○
School based training and mentoring of teachers, staff and principals *	○	○	○	○	○	○
Institutional training and mentoring of teachers, staff and principals *	○	○	○	○	○	○
National or regional workshops on gender equality and EVAWG *	○	○	○	○	○	○
Media campaigns *	○	○	○	○	○	○

Please insert any other activities of the **programme for enhanced formal and informal education** that you are aware of

	The activities are exceptionally useful	The activities are generally useful and relevant	The activities need minor improvements	The activities are not useful	I don't know	Not applicable
Enter another option	○	○	○	○	○	○
Enter another option	○	○	○	○	○	○

14. Do you know about the programme to support community and national responses to violence against women and girls that is implemented by UN Women? (community action in Fiji, Kiribati, Solomon Islands, Tonga, Samoa and Vanuatu; national support in all countries) *

○ yes

○ no

15. In your opinion, how well do the **Pacific Partnership activities to strengthen community and national responses** address gender inequality and violence against women and girls? *(tick one box for each row)* *

	The activities are exceptionally useful	The activities are generally useful and relevant	The activities need minor improvements	The activities are not useful	I don't know	Not applicable
Activities to enhance the safety of women and girls (e.g safe spaces provided by communities) *	○	○	○	○	○	○
Activities to improve women's and girls' access to justice *	○	○	○	○	○	○
Activities to improve women's and girls' access to health care (physical and emotional) *	○	○	○	○	○	○
Activities in support of community groups that raise awareness about violence against women and girls (e.g youth groups, sports groups, men's groups, faith-based groups, CSOs) *	○	○	○	○	○	○
Community events that raise awareness about violence against women and girls *	○	○	○	○	○	○
National and/or regional events or campaigns that raise awareness about violence against women and girls *	○	○	○	○	○	○
Activities to improve national and/or regional policies, laws or programmes *	○	○	○	○	○	○
Support of governments in implementing commitments on gender equality and the end of violence *	○	○	○	○	○	○
Communication about the Pacific Partnership programme *	○	○	○	○	○	○

Please insert any other activities of the **programme to strengthen community and national responses** that you are aware of

	The activities are exceptionally useful	The activities are generally useful and relevant	The activities need minor improvements	The activities are not useful	I don't know	Not applicable
Enter another option	○	○	○	○	○	○
Enter another option	○	○	○	○	○	○

16. Do you know about the Pacific Partnership activities to strengthen the participation and engagement of civil society in advocacy and monitoring of national and regional commitments for achieving gender equality and ending violence? (Implemented by PIFS in all countries) *

○ yes

○ no

17. In your opinion, how well does the PIFS support of civil society for advocacy and monitoring of national commitments address gender inequality and violence against women and girls? *(tick one box for each row)* *

	The activities are exceptionally useful	The activities are generally useful and relevant	The activities need minor improvements	The activities are not useful	I don't know	Not applicable
Training and/or mentoring of civil society actors in advocacy and monitoring of national and regional commitments *	○	○	○	○	○	○
Grants for advocacy and monitoring activities by civil society actors (CSOs, FBOs, private sector) *	○	○	○	○	○	○
Workshops for civil society on effective monitoring, advocacy, budget analysis and shadow reporting on national and/or regional commitments *	○	○	○	○	○	○
Support of civil society participation in key oversight bodies such as reference groups, peer reviews, elections monitoring and committees *	○	○	○	○	○	○
Support of community champions *	○	○	○	○	○	○

Please insert any other activities in **support of civil society for advocacy and monitoring of national commitments** *that you are aware of*

	The activities are exceptionally useful	The activities are generally useful and relevant	The activities need minor improvements	The activities are not useful	I don't know	Not applicable
Enter another option	○	○	○	○	○	○
Enter another option	○	○	○	○	○	○

18. How well has the Pacific Partnership adapted its activities to meet the needs of your organisation and/or country? *(tick one box for each row)* *

	All activities are relevant in my context	Most activities are relevant in my context	Only a few activities are relevant in my context	None of these activities are relevant in my context	I don't know	Not applicable
Training *	○	○	○	○	○	○
Coaching/Mentoring *	○	○	○	○	○	○
Mock Sessions/Role play sessions *	○	○	○	○	○	○
Writing workshops *	○	○	○	○	○	○
Peer to peer learning activities *	○	○	○	○	○	○
Technical support *	○	○	○	○	○	○
Convening people and organisations *	○	○	○	○	○	○

Please add any other programme activities you are aware of and rate their relevance

	All activities are relevant in my context	Most activities are relevant in my context	Only a few activities are relevant in my context	None of these activities are relevant in my context	I don't know	Not applicable
Enter another option	○	○	○	○	○	○
Enter another option	○	○	○	○	○	○

19. How useful has the Pacific Partnership programme been to you in your job? *(tick one box for each row)* *

	Very useful	Useful	A little useful	Not at all useful	Not applicable
Develop laws and policies *	○	○	○	○	○
Understand legal requirements *	○	○	○	○	○
Understand our government's commitments *	○	○	○	○	○
Communicate with law and justice system and people *	○	○	○	○	○
Increase my knowledge and skills on gender equality and ending violence *	○	○	○	○	○
Engage with members of government on gender equality and ending violence *	○	○	○	○	○
Advocate for gender equality and ending violence *	○	○	○	○	○
Deliver assistance and services to survivors of violence *	○	○	○	○	○
Collect and document evidence *	○	○	○	○	○

Please add any other activities of the **programme and rate their usefulness to you**

	Very useful	Useful	A little useful	Not at all useful	Not applicable
Enter another option	○	○	○	○	○
Enter another option	○	○	○	○	○

20. Are you facing any challenges in working with the Pacific Partnership programme? *(Multiple selections are possible)* *

☐ I don't have enough time

☐ I don't understand how I can use the programme support in my workplace

☐ We don't have the tools at work to do what we need to do

☐ The programme is not relevant to the work we do

☐ I don't have any difficulties implementing the activities supported by the Pacific Partnership

Please provide details of any major challenges including if you were able to overcome these and how

21. Have any unexpected changes (positive or negative) happened as a result of your work with the Pacific Partnership? *(This could be for you or something you have seen or heard of elsewhere.)* *

○ Yes

○ No

Please describe unexpected changes briefly

Why do you think this happened?

22. Can you think of one positive example of the programme's assistance which is or was exceptionally useful for you, your work, your community or your country? *(please describe briefly)*

> [ ]

23. How well is the Pacific Partnership programme supporting people who are often marginalised or disadvantaged? *(tick one box for each row)* *

	The programme is fully inclusive	The programme is somewhat inclusive	The programme makes no effort for inclusion	The programme is discriminatory	I don't know	Not applicable
Women and girls living in rural and remote locations *	○	○	○	○	○	○
Women and girls with disabilities *	○	○	○	○	○	○
People who identify as Lesbian, Gay, Bisexual, Transgender, Queer, or Intersex (LGBTQI) *	○	○	○	○	○	○
People over 62 years' old *	○	○	○	○	○	○

Do you have an example that documents the inclusion of marginalised people in the programme? *(please describe briefly)*

> [ ]

24. How would you describe the Pacific Partnership programme delivery?

- ○ Very efficient: The programme team is able to do a lot more than I would have expected
- ○ Efficient: The support provided by the team is as expected
- ○ Not so efficient: It seems like the team could do more with the resources they have
- ○ Please provide an example

  > [ ]

25. Please tick priority areas for improvement; be as specific as you can. *(Up to three selections are possible)*

- ☐ Training
- ☐ Resources (books, training material, other reference material)
- ☐ Technical assistance, coaching, mentoring
- ☐ Writing workshops
- ☐ Mock sessions, role playing sessions
- ☐ Programme staff availability
- ☐ Co-ordination with other programmes
- ☐ Programme staff skills
- ☐ No improvement suggestions

Do you have any suggestions for improvements of the programme? *(please describe briefly)*

> [ ]

26. Is there any difference between the approach of the Pacific Partnership programme and other programmes that seek to promote gender equality and the end of violence against women and girls? *

☐ There is no difference

☐ The difference is:

[   ]

☐ I don't know

27. Use this space to add any further comments about the Pacific Partnership programme

[   ]

SAMPLE KEY INFORMANT INTERVIEW SCRIPT

Key informant interviews were semi-structured. Individualised scripts were prepared, adapted to the country programme context and the stakeholder group. As a sample, we are presenting a generic draft script for interviews with government stakeholders. The scripts were provided to interviewees in advance to prepare for the interview.

INTRODUCTION

This interview is in support of an external evaluation of the Pacific Partnerships to End Violence Against Women and Girls (the 'Pacific Partnership') Programme which is managed by UN Women in partnership with Pacific Community (SPC) and Pacific Islands Forum Secretariat (PIFS). The evaluation is being undertaken independently by hera and Aid Works and not by UN Women, SPC or PIFS. Individual data will not be shared with anyone outside hera.

The input from this interview will help us understand the work of the Pacific Partnership, including the successes and the challenges. Participation is completely voluntary and there will be no negative consequences for yourself, your ongoing work, or your organisation should you choose not to participate.

I would like to take notes of the interview. These notes will only be shared with my colleagues in the evaluation team. They will be stored by hera in a protected folder and deleted once the evaluation report has been accepted. Your name will not be used in any comments or quotes unless you agree. You can decline to answer any of the questions in the interview, and you can terminate the interview at any time.

You may have already completed a survey answering similar questions, this interview is intended to provide more detail than the survey.

The interview should take no more than 60 minutes. Do you have any questions? [*wait for response*]

Are you happy to proceed with the interview? [*wait for response*]

DEMOGRAPHIC INFORMATION AND RELATIONSHIP TO PROGRAMME:

Gender	Female		Male		Other	
Age	18-24	25-35		36-62		>62
Location	Urban		Rural		Remote (outer islands)	
Do you identify yourself as living with any of these disabilities? *(question for frontline stakeholders, especially those working with people with disability)*	Difficulty walking	Difficulty seeing	Difficulty hearing	Difficulty concentrating or communicating in your own language	Other	

QUESTIONS RELATING TO YOUR INVOLVEMENT WITH THE PACIFIC PARTNERSHIP

1. How are you involved with the Pacific Partnership Programme?
2. How does the Pacific Partnership fit into your government's overall plans or commitments on ending gender-based violence and improving gender equality?
3. Are you aware of other programmes promoting gender equality or responding to gender-based violence in your country or region? What are they? How does the Pacific Partnership Programme coordinate with them?

QUESTIONS RELATING TO RESULTS IN FORMAL AND INFORMAL EDUCATION [OUTCOME 1]
[Check if Outcome 1 is implemented in this country. Skip if not applicable]

4. Can you describe any changes in education related to ending gender-based violence and improving gender equality since 2018?

5. Are there and differences between the attitudes of young people in school and those who are out-of-school? If yes, what are they?

QUESTIONS RELATING TO SOCIAL NORMS AND ESSENTIAL SERVICES [OUTCOME 2]
[Check if Outcome 2 is implemented in this country. Skip if not applicable]

6. Can you describe any changes you have experienced or seen in relation to attitudes and support by communities for women or girls exposed to violence, or for participation of women alongside men in community leadership and decision making?

7. Can you describe any changes you have experienced or seen in access to health, education and justice services by women and girls to support their recovery from violence?

8. Are marginalised women and girls, such as those with disabilities, from outer islands or older women able to access services? Has anything changed since 2018?

9. What enabled these changes? Is there anything that could be done differently or expanded upon in the future?

QUESTIONS RELATING TO THE PACIFIC PARTNERSHIP RESULTS IN THE AREA OF PERFORMANCE AND ACCOUNTABILITY [OUTCOME 3]
[Check if Outcome 3 is implemented in this country. Skip if not applicable]

10. Can you describe any changes you have experienced or observed in the engagement and ability of CSOs (national or regional) to advocate, monitor and/or report on regional and government commitments to enhance gender equality or responding to gender-based violence?

11. Can you describe any changes in governments engagement and ability of your government or other PIC governments to engage in and monitor gender equality, responses to gender-based violence, and the implementation of domestic violence / family protection legislation?

12. What enabled these changes? Is there anything that could be done differently or expanded upon in the future?

QUESTIONS RELATING TO CULTURAL CONTEXT AND EFFECTIVENESS OF THE PACIFIC PARTNERSHIP ACTIVITIES

13. How well has the Pacific Partnership implemented the programme activities?
(Prompt on whether the Pacific Partnership planned their support well, delivered its support on time and was organised/flexible/responsive; or not)

14. What have been the main challenges to implementation of programme activities? How have they been overcome?

15. Would you say the Pacific Partnership Programme is inclusive? Does the Programme seek to involve – women and men, those in the LGBTI community, young and old, those with disabilities, those living in remote communities? If so, how?

16. Do you have any suggestions on how this could be done differently?

QUESTIONS RELATING TO SUSTAINABILITY, GENERAL RESULTS AND SUGGESTIONS

17. What is the most significant change you have seen since 2018 in the area of gender equality and preventing violence against women and girls? (Changes in attitudes, services, policies, laws, etc.)

18. Do you think some of the activities will continue when the programme finishes in 2022? Why?

19. Is there anything different/unique about the Pacific Partnership's approach to what you have seen applied in other EVAWG programs? If yes, please provide details

20. Has anything unexpected happened as a result of Pacific Partnership's work, either good or bad? Please describe.

21. Would you recommend any changes to the way the Pacific Partnership works? What would you like to see more of? Less of? What would you change?