

FINAL EVALUATION REPORT

EMPOWERING WOMEN LEADERS FOR SOCIAL INTEGRATION



Submitted by

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We wish to thank very sincerely the women leaders and key informants interviewed for their time and sharing insightful experiences during the discussions held in Kilinochchi and Moneragala districts.

The contents, recommendations and conclusions of this evaluation report reflect strictly the opinion of the evaluators, with a view to support qualitative improvement of this project in the future.

Executive Summary

Search for Common Ground (SFCG) implemented a 15 month project “Empowering Women Leaders for Social integration” in partnership with the Ministry of National Languages and Social Integration. The project was funded by the United Nations Development Programme.

The overall goal of the project was to see that **Women representatives and leaders are engaged as change agents for social integration and reconciliation**. The project aimed to achieve the following objectives:

1. To develop the skills, knowledge and attitude of women leaders to play a more effective role in social integration and local governance in their communities
2. To increase women’s leadership networks and alliances, within themselves and across government and civil society

15 Tamil speaking women were selected from the Kilinochchi district and 15 women, 14 of whom are Sinhala speaking and one Tamil speaking, were enrolled from Moneragala through the district state administrative structures. The women participated in a series of five residential training workshops that aimed to empower them with leadership skills to promote Social Integration in their respective districts.

1. Training on Gender Equality held in Unawatuna, Galle
2. Training on Leadership held in Thulhiriya.
3. Training on Social Integration held in Kilinochchi.
4. Training on Advocacy held in Dambulla.
5. Training on Communication held in Kataragama.

In addition to this they also designed and implemented 3 small grants to promote social integration in the districts.

2. Evaluation Findings:

Trainees and Training

Participants felt that the training was designed well with relevant themes. All the participants expressed that they have learned new knowledge, skills, better leadership qualities and this has strengthened their confidence to demonstrate leadership to intervene on issues affecting their communities. Design of the training and providing sufficient opportunities for them to interact and visit their resident districts has helped to create awareness and to change past attitude and perceptions between the two ethnic divides. Women leaders were able to gain only an elementary level of understanding on Social Integration, as their ability to learn and understand policy related issues are limited. Their knowledge and understanding on gender issues, specially discriminations and violence against women too remain limited. Properly defined selection criteria to assess the capacity and learning ability of trainees is necessary. Importance to implement Official Languages Policy and learning of Sinhala and Tamil languages is well understood. Learning of communication methods and leadership qualities were reflected during evaluation. Women leaders need more trainings, financial support and guidance to organize and implement outreach activities in their respective districts.

Post Training Initiatives

Trained women leaders have initiated a few activities after the training to address the issues identified to promote SI. Most of them have attempted to internalize the messages into their communities. Most of them are poor and lack income of their own and therefore, their ability to be involved in post training outreach activities are restricted. They also need financial support and guidance until they consolidate as a group and gain financial and other capacity to work on their own as a group.

Attitudinal and Behavioral Changes

Training and interactions have led the women to change their perceptions of the other ethnic community. They admitted that prior to their meeting and interactions with participants from the other side of the ethnic divide, they had fears, suspicion and some even had feelings of hatred against the other ethnic group. They informed in the FGD that meeting and living all together for several occasions during trainings, understanding each other's problems and cultures, visiting the districts of both ethnic groups have helped them to change their perceptions and attitudes. Both sides realized the importance to learn the language of the other side and to work for inter-ethnic peace and social integration. They have initiated a few activities with the support of the SI officials to promote opportunities to learn the other language by influencing educational authorities to appoint teachers to teach Sinhala language to Tamil students and to create a section to house Tamil books in a library which was housing only Sinhala books. They have demonstrate their decision to work for inter-ethnic unity despite challenges they may face from the nationalist elements in their society.

Promoting Social Integration:

Participants over emphasizing the importance of implementing the language policy as the way forward to promote Social Integration and their inability to demonstrate their knowledge on other aspects of SI policies such as “access to all”, “equal opportunities” and “inclusion” is an indication that they need further education and training for holistic understanding of the policy and its pragmatic aspects of implementation for them to create the understanding among their community members effectively. Some women from Kilinochchi spoke about addressing conflicting issues based on differences of caste, religion, social and economic status, level of education and political affiliation prior to attempting promoting social integration outside of their communities. They, with in their understanding and capacities, have organized few activities, conducting seminar on self- employment and income generation for women, discussion on languages learning, and influencing authorities to promote teaching of other language.

Connectivity

Women of both sides maintain their links and relationships despite of their language barriers. They said that some times when they call each other, they mostly laugh through the phone due to their inability to find a common language. Most of them have been working within their communities through their respective Women's Rural Development Societies. Only a few initiatives have taken place outside their villages. One instant was to gather information to verify the difficulties faced by Tamils in the police station, railway station, hospital in Kilinochchi due to lack of sufficient Tamil speaking personnel and forwarding their report with a request to appoint Tamil speaking officials to MNLSI.

Participant want to expand their activities outside their localities. They lack financial resources, guidance and advice and they are unable to consolidate the women's leaders in to an organized entity on their own.

Reconciliation

When participants were requested to write about their knowledge or understanding on reconciliation, majority of them emphasized language learning and implementation of the official languages policy to promote reconciliation. Few participants spoke about the need for education system to promote reconciliation. Situation of repression, lack of safeguard to the right to life and lack of freedom were identified by three individuals as barriers to promote reconciliation. Participants need additional education and knowledge to improve their awareness and skills to promote reconciliation.

Assessment on Programme strategies

The programme design is an effective one in relation to create positive impact on women leaders and to raise their level of confidence, realizing their leadership qualities and effect the attitudinal change. Opportunities of sharing between the participants of the two ethnic divides has helped them to create mutual understanding and to overcome past perceptions and suspicions. This has led for them to realize to work for inter-ethnic unity.

Selection criteria of the trainees in order to ensure the improved learning and understanding capacity of policy related issues may have led to greater impact. Facilitators should have monitored the sessions to assess the impacts of every training session and the quality of translations.

Lessons Learned

- External facilitations and financial support and guidance are needed to strengthen post training activities.
- Well planned and carefully executed initiatives can inspire community leaders.
- Planned interaction among multi-ethnic groups can promote inter-ethnic understanding and coexistence.
- External support and facilitation is required for grass root activists until they are independently sustainable.
- Proper trainee selection criteria should be designed and follow to ensure trainees capacities.

Recommendations

Trainees and Training

Selection criteria of the Trainees should have confirmed their capacity of learning and understanding and interpreting their learning into pragmatic activities to promote the Social Integration Policies and reconciliation. Status of their livelihood security could have been another criteria for them to sustain in outreach activities in the post training phase.

Further and Continuous Learning:

Women leaders need further knowledge and learning on Social Integration Policies, reconciliation, gender – particularly the issues and patterns of discriminations of and violence against women and effective advocacy strategies. Opportunity for continuous learning on these issues for a stipulated period would be useful.

Sustaining and improving attitudinal and behavioral changes

Remarkable changes on attitudes and behaviors of the trainees have been achieved, particularly in the areas of inter-ethnic unity and confidence building on their leadership.

Effective measures in the form of continuous dialogue, education and inter-ethnic interactions are recommended to safeguard and strengthen the attitudinal and behavioural changes achieved without allowing negative influences or incidents to reverse these changes.

Strengthening and sustaining of women leaders network

Women leaders cannot sustain this network or go forward without external funding, advisory and logistical support. It is recommended to consolidate these two networks with appropriate structures and legal recognition and to organize logistical and funding support while providing them with further training to enable them to eventually they work on their own

Chapter 1

Introduction:

1.1 Background

Sri Lanka remains at the decisive juncture after the end of nearly 30 years of armed conflict in May 2009. Within this context of no war, The Ministry of National Languages and Social Integration (MNLSI) launched the National Framework for Social Integration (NFSI). The name of the policy framework was “Access to everyone”, Promoting equal opportunities for women is key element in in the framework. Some other important aspects mentioned in the framework are bilingual promotion and addressing marginalization, as well as clearly identifying the role of women as peace builders.

Ethics, Education and Empowerment were identified as three pillars of the policy framework to strengthen an informed and integrated society. The document also identified six key elements - Access to Education, Access to Economic activities and Employment, Access to Justice and Legal Resources, Access to a Safe and Secure Social Environment, Access to Political Participation, Belonging and Responsibilities were identified as fundamentals to achieving social cohesion.

In order to support the government’s initiative of social integration, the Ministry of National Languages and Social Integration (MNLSI) invited Search for Common Ground (SFCG) to implement this 15 month project ‘Empowering Women Leaders for Social Integration’. The project was funded by United Nations Development Programme (UNDP) in Sri Lanka. The project brought together 30 women leaders, 15 from Kilinochchi and 15 from Monaragala districts to develop their capacities to engage as effective leaders in their communities.

1.2. Goal and Objectives of the Project:

The overall goal of the project was that **Women representatives and leaders are engaged as change agents for social integration and reconciliation**. The project aimed to achieve the following objectives:

1. To develop the skills, knowledge and attitude of women leaders to play a more effective role in social integration and local governance in their communities
2. To increase women’s leadership networks and alliances, within themselves and across government and civil society,

These objectives are to be measured by the following indicators

Objective 1:

- % of participating women who demonstrate increased knowledge, attitude and skills in leadership, social reintegration policy and approaches
- # of joint initiatives undertaken by women leaders to promote SI in their communities

Objective 02:

- # of dialogues held amongst networks of women with relevant stakeholders to discuss issues affecting their communities
- # of new contacts and relationships built by women leaders with district and national level stakeholders

1.3. Evaluation objectives

The purpose of the final evaluation was to assess the contribution of the project in promoting women leadership, mobilizing them for social reintegration and promote peace in target community. The specific objectives of the evaluation were to:

- I. Identify, assess and document evidences for the achievement of intended and unintended results of the project.
- II. Identify lessons learned, good practices, areas to be strengthened and potential risks, providing recommendations to inform the design of any new projects
- III. Facilitate a participatory process to enhance learning culture for staff and women leaders.

1.4. Key Evaluation Questions:

- To what extent the knowledge and skills of participating women leaders increased on leadership, and social reintegration policy and approaches of GOSL as a result of the project?
- What types of attitudinal shift have been seen among women leaders as a result of the project? What are the specific examples of such change, if any?
- What are the changes (expected and unexpected) that have occurred in personal and professional lives of individual women leader's as a result of the project?
- What has contributed to these changes?
- To what extent the women leaders have been able to initiate social reintegration in the community? Are there specific examples of social reintegration?
- How have these women leaders been able to bring positive changes on other women in their community, if any?
- What types of formal and informal networks women have been able to create or be part of as a result of the project?
- To what extent women leaders have been able to build new relationships or contacts at local and national level that did not exist prior to the project? How these relationship or networks contributing in promoting women leadership as well as social reintegration?
- What types of dialogue and discussions have been organized by women leaders in collaboration with other stakeholders? Have these dialogue and discussions contributed in highlighting the issues affecting their communities or certain section of the community? Are there cases worth documenting to demonstrate success?
- Which strategies are working well and which are not? Which strategies need modification or reconsideration?
- Are there any personal stories of change happening among women participants?
- What are the good practices emerged out of the project intervention?
- Were there any areas of intervention among women leadership that would have been more effective? If yes, what are those areas of intervention?
- What are the lessons learned for future programming around capacity building of women in a conflict ridden and divided society?

1.5. Evaluation Methodology: Approaches and Tools Used

This evaluation gathered qualitative information by employing the following approaches, listed in order to be more effective in gathering data:

- Discussions with staff members of SFCG.
- Desk Review of Project Concept Note, Report of the Base Line Survey, and other project related documents.

- Written responses of the participants to structured questionnaire.
- Focus Group Discussions with the trained Women Leaders utilizing unstructured questionnaires and several participatory learning action tools– Time Line, Ranking and ACTON analysis.
- Interviews with Key Informants and
- Observation during field visits and discussions with the informants
- Interviews with Key Informants and
- Observation during field visits and discussions with the informants.

Each of the key evaluation questions that were listed in the Terms of Reference for this evaluation are tallied in Appendix II with a tabular explanation of which methodological approach most readily contributed answers found in Chapter 3.

1.6. Desk and Data Review

The main component of the Desk Review included an examination of the concept note of the project and the baseline conducted at the time of the commencement of the project. These have been studied so as to gain clear understanding of the goal and objectives of the project.

1.7. Key Informants Interviews (KIIs) and Focus Group Discussions (FGDs)

Focus group discussions and key informants interviews were conducted during the field visit at the districts (22 to 30 October 2014). Structured questionnaire (Appendix III) was utilized for the women leaders to write their responses to on quality of training, skills and lessons learned, leadership qualities, knowledge on SI and reconciliation, post training activities initiated. Semi- structured interviews and participatory leaning and action (PLA) methodologies utilizing PLA tools such as time line, ranking, ACTON analysis (a- Advantage, C – Challenges, T- Threats, O- Opportunities and N-Next step) to gather data and information among the women leaders. Questionnaire was used for the key informants interview (Appendix IV).

1.8. Structure of findings and the present report

Results, conclusions and recommendations compiled in this report are derived from the findings of **qualitative and quantitative evidence obtained** from discussions with 29 trained women leaders and 14 key informants were interviewed during focus group meetings and interviews (formal and informal) and these are presented under the clustered headings of the key questions, as described in Appendix II.

Chapter 2

Evaluation Findings

2.1 Training of Women Leaders:

The trainees were selected by the government officials with the involvement of staff of MNLSI. They were interviewed by SFCG prior to the final selection. Thirteen out of fifteen trainees in Kilinochchi districts were selected from the Women's Rural Development Societies. Among the trainees selected from the Moneragala district, two are self-employed (Tailors), one is a government servant, eight are from the Women's Rural Development Societies and four are staff members of an NGO.

From the selection of thematic subjects for training, information gathered from women leaders about the training and the observation of the Evaluation team, it can be concluded that the training was designed well. It is also revealed during the discussion that taking trainees to different locations has created a conducive environment and enthusiasm for learning and opportunities provided to interact with different resource person has helped them to learn important messages on Social Integration (SI), practical application of the Official Languages Policy, leadership qualities and communication skills. The interaction between the women from two different districts with different ethnic groups for several months and taking them to both their districts was further a positive feature of the training. This has helped the women to overcome suspicion that previously existed due to ingrained stereotypes, change past perceptions and to realize the importance of building unity across their ethnic divides. The interest and enthusiasm demonstrated by the women leaders and their responses to the questions indicate that the training and exposure has had tremendous impact on these women leaders, particularly, to develop their interest and inspiration to work for SI, inter-ethnic harmony and learning of national languages. The written case studies provide clear evidences for the generated impact on women leader's lives.

However there were some concerns as most of the presentations were made in Sinhala and Tamil through translators. Tamil participants informed in the FGD that listening through translators for a long period was frustrating and sometimes they could not concentrate on listening. In one of the sessions, there were two presenters, one for Sinhala and other one for Tamil presentations. Tamil participants noted that both these presenters did not have a common language to communicate between them and there was no coordination. When the Sinhala presenter completed his presentation, Sinhala participants start to raise questions and discuss with the presenter without waiting for the Tamil presentation to be completed in order to allow Tamil students also to participate in the discussion. This situation created confusion among Tamil participants. They informed in the evaluation that this has hampered their learning and understanding on advocacy.

Language is a very sensitive issue in this country and therefore, in any events of bilingual participants, usage of languages should be managed very carefully without allowing any one of the linguistic group to feel in this manner. Changing the presentation language in every other session by nominating equal number of presenters in Sinhala and Tamil languages could have prevented this situation. Facilitators in the training sessions should have noticed this situation and taken remedial steps without allowing participants to carry the grievances out of the training.

Participating women leader's ability to listen and understand the presentations and to translate the knowledge into action should have been one of the most important criteria for selection of the trainees, if the trained women leaders are to become effective agents of change. But, assessing their written responses and FGDs, it was clearly understood that their ability of learning and understanding of the presentation related to policy issues is very limited. For example, when they were requested to write about their understanding on Social Integration Policy, only 13% of the participants wrote comments relevant to the SI policy. Regarding reconciliation, most of them were not demonstrate their understanding in their answers.

Enrolling participants involved in community development activities at the grass root level is a very good decision as they are living with the communities and they can take the messages directly to their communities and will be able to lead the process of change. But the selection criteria should have confirmed their capacity for learning and understanding on complex policy issues. . There is no doubt about their interest and commitment to continue with the project. It would have been very useful, if the participant's ability to learn and understand and to translate their learning into effective community action could have been tested before enrolling as trainees. It is a known fact that there are effective and capable leaders in CBOs such as WRDS, but not all have the same capacity. Therefore, in future, this issue should be taken into consideration.

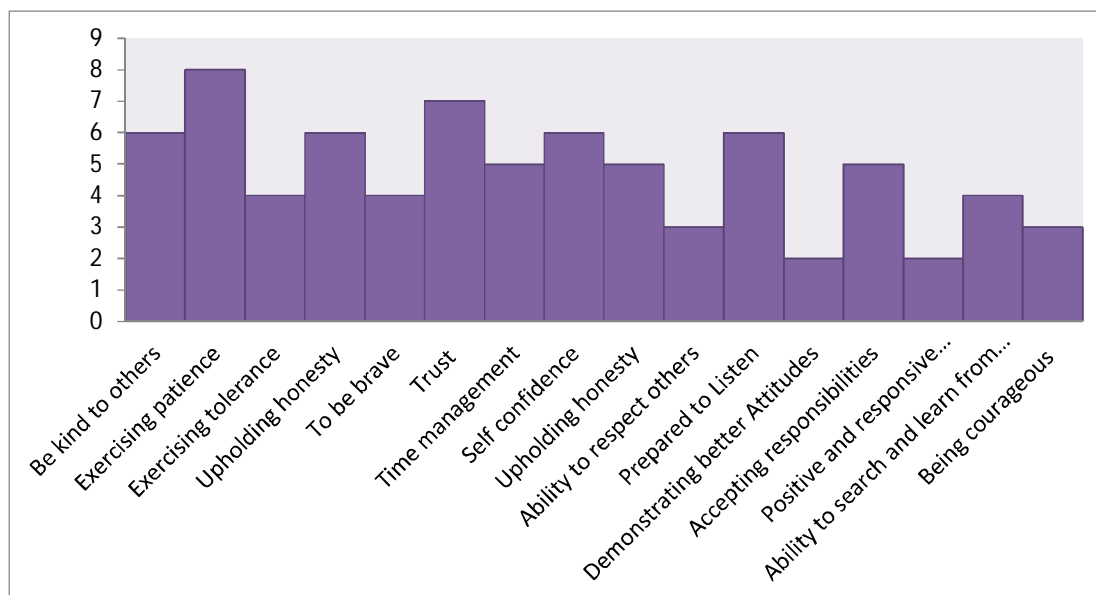
2.2. Learning of Knowledge and skills

(i) To what extent the knowledge and skills of participating women leaders on leadership, and social reintegration policy and approaches of GOSL have improved as a result of the project?

All the participating women leaders expressed their satisfaction and appreciation for the opportunity provided to learn new knowledge, skills and about social integration policy. They also expressed that they have gained better leadership qualities and strengthened their confidence to demonstrate leadership to intervene on issues affecting their communities. In the written responses to the structured questionnaire, 80% of the women leaders admitted that they came to know about the SI policy only through this training. All the participants expressed the importance of learning both the national languages, Sinhala and Tamil, as a way forward to promote SI. Discussion on SI indicates that they have not fully understood the other aspects of SI policies, including one of its primary focuses on access to all. This was also the situation in discussion on reconciliation.

Participant's knowledge on gender was found to be only elementary level during the discussions. For the question of importance of the issues of discrimination and violence against women in the ranking exercise only a very few recognized the importance of these issues. 10% among the participants from Kilinochchi and 4 % among the Moneragala participants voted in favor of these issues. The issues of discrimination and violence against women has drawn national level focus as a result of wide spread incidents happening all over the country, only a few participants have realized the importance and voted in the ranking exercise. This demonstrates a gap in awareness of gender and relates issues which are a critical component of promoting quality and gender justice as advocated in the SI policy.

The following are the responses from the participants when they were asked to write in the structured questionnaire on the new leadership qualities that they were able to learn in the training:



These numbers indicate how many participants stated respective leadership qualities that they have learned in their response to the questionnaire.

2.3 Attitudinal and Behavioral Changes:

- (i) ***What types of attitudinal shift have been seen among women leaders as a result of the project? What are the specific examples of such change, if any?***
- (ii) ***What are the changes (expected and unexpected) that have occurred in personal and professional lives of individual women leader's as a result of the project?***
- (iii) ***Are there any personal stories of change happening among women participants?***
- (iv) ***What has contributed to these changes?***

One of the specific changes that have occurred is creating mutual understanding between Sinhalese and Tamils and change of their perceptions between these two ethnic groups. Some of the participants said that they were using sign language to communicate each other when there was no translation support or common language to communicate in. All the participants have accepted that prior to this training and mutual interaction, they had fears, suspicion and some even had feeling of hatred against the other ethnic group. Some participants were discouraged by their family members and fellow villagers and they were advised against the planned visit of Kilinochchi participants to Moneragala and Moneragala participants to Kilinochchi. Kilinochchi participants had fears about the language of communication with the Sinhala participants and about their physical safety of travelling to Southern districts and staying a few days, as many of them had never experienced meeting and interacting with people outside of their district.

All the participants came out very clearly with their open statements during discussions on this issue and explained how the meeting women from other side of the ethnic divide and interacting with them helped them to effect this change. Learning about the difficulties faced by the rural women on the both sides, their suffering, losses during the war and their day to day struggle to ensure their livelihood security also helped them to understand the prevailing commonalities beyond their ethnic and linguistic differences. Meeting personally, staying together sharing the same rooms during the trainings helped them to understand each other despite communication barriers, as most of them were only able to speak one national language.

"Now I am feeling shame and guilty to share my past attitudes on Tamils. I never liked Tamils to the extent that I always refused to drink even tea prepared by Tamils earlier. I was made to believe that the Tamils are bad and cruel people. After participating in this training, meeting and interacting with Tamil women and visiting their villages, now I strongly feel and see them as my relatives and not outsiders. But now my mind set has changed and I accept them like my relatives." A participant in Moneragala.

"All these years we were confined within the district and meeting limited people from our community only. Through this programme, we were able to meet others, understand others, their culture and traditions. This experience helped us to diminish our mis-understandings, fears and wrong perceptions about the Sinhalese. The arrangements to share the room with Sinhala woman helped us to enhance our understanding about them. Despite the language barrier, we used sign language to communicate to each other. When we were informed that we will be taken to Southern districts for training, we had fears and we even thought that we may have to face violent attacks from the Sinhalese because as we grew up with stories on how Tamils were attacked and killed in the South. We were told by some Sinhala participants that their relatives too have advised them against going to Kilinochchi as they may have to face violent attacks. This programme proved that the perceptions of both sides are wrong". A Tamil woman leader from Kilinochchi.

Almost all the participants' confidence level and their leadership qualities have increased as a result of this training. 64% of the participants from Kilinochchi and 57% from Moneragala emphasized this point openly during discussions. Learning about leadership qualities and communication skills and gaining confidence that the women can and have to contribute to resolve community issues has led them to this development. All expressed their desire and intention to continue activities to promote SI in the written answers to the questionnaire and verbal expressions during participatory learning activities bear evidence to their confidence level and trust on their leadership. Further, all of them have realized that they will have to learn both the national languages and to promote opportunities and access for others to learn national languages. In both the districts some women have taken initiatives within their limitations to promote advocacy activities with educational and local government authorities in order to create facilities for students to learn the second national language and to include books of second national language in the library. These initiatives taken by some of them and their expressions of the importance to language learning are clear evidence of their change of perception and realization of language knowledge for means of communication and interaction with other ethnic communities.

We came to know during our discussion organized to promote official languages policy that people are facing difficulties to communicate in the railway station, hospital and police station due to lack of Tamil speaking officials. We went to these places and observed the situation. We have drafted a report with a request to urge the authorities to appoint Tamil speaking officials to these institutions. We will hand over this request to the Minister of National Languages and Social Integration when we meet next in Colombo.

Women Leaders during the FGD in Kilinochchi

“After the training we realized the need to promote bi-lingualism. When we went to the library managed by our local government authority, we came to know that there are only Sinhala language books for reading. We engaged in dialogue with the Librarian and local government members and succeeded in getting Tamil books to the library.”

Women leaders during the FGD in Moneragala

Women in Kilinochchi have conducted advocacy with the officials of the Department of Education and they have succeeded in convincing the officials to appoint temporary teachers to teach Sinhala language to Tamil students. They say that they are unable to sustain the service of these teachers due to poor payments. Women involved in promoting the learning of Sinhala language faced some opposition and criticism from radical youth against promoting the learning of Sinhala language in Kilinochchi. Some youth have expressed suspicion about possible hidden agenda leading towards Sinhalisation in Tamil areas. This is a commonly seen phenomenon among both the Sinhala and Tamil communities and therefore, it may be useful to educate the general public about the strength and importance of learning all three languages, Sinhala, Tamil and English. This could include awareness raising about the livelihood opportunities as language interpreter that they could gain being bi-lingual or tri-lingual in Sri Lanka.

Women of both sides have noted that they face common problems as rural women in relation to their difficulties to ensure livelihood security, discrimination they face within their families and societies and the necessity to strengthen women’s role and leadership. They also expressed their understanding on suffering during the war, losing their close relatives and family members during the armed conflict and recognizing that the Tamils have suffered more losses than Sinhalese. These understandings also brought them closer and to realize the need to work together to achieve the goals of SI and inter-ethnic unity. The following narrative provides evidence for the interest generated in a trainee woman leader and her realization of the usefulness of the training:

Half way through the training, the husband of a trainee from Kilinochchi was murdered by a cousin over a personal dispute. There was another training fixed within 30 days of the incident. The trainee participated in the training and her mother in law and other members of the family supported her participation. When she was asked about her decision to participate in the training she said that “this is a very good training and we are benefitting greatly and therefore, I have decided that my personal tragedy not to hinder my social service.” This kind of attitude is very rare among rural communities.

2.4. Promoting Social Integration

- (i) To what extent the women leaders have been able to initiate social reintegration in the community? Are there specific examples of social reintegration?***
- (ii) How have these women leaders been able to bring positive changes of other women in their community, if any?***
- (iii) What types of dialogue and dissuasions have been organized by women leaders in collaboration with other stakeholders? Have these dialogue and discussions contributed in highlighting the issues affecting their communities***

or certain section of the community? Are there cases worth documenting to demonstrate success?

Almost all the participants believe in promoting language learning as the major aspect in promoting SI. Four of them equate peace as SI. Three women in Kilinochchi emphasized the importance of resolving the conflict issues within their communities, conflicts based on differences of caste, religion, social and economic status, levels of education and political affiliations, for integration within the communities before departing to promote SI with others. They are aware of the meaning of the word SI and its importance was emphasized by all the participants in both the districts. Trainees have understood that learning of both the national languages and promoting the implementation of the bi-lingual language policy is a major aspect in promoting SI. Implementing National Languages Policy was over emphasized by the participants. Creating holistic understanding of the SI policies, particularly the aspects of “access for all”, “non-discrimination”, “equal opportunities” and “inclusion” are equally important for any meaningful promotion of SI and to mobilize the public support. This aspect was not reflected by the participants during the evaluation discussions.

Women leaders have organized several small activities aiming to promote SI, within their understanding and capacity. Activities that have been organized include:

- Discussions to create awareness on learning of both the national languages.
- Workshop on self income generation
- Advocating with authorities to promote language teaching
- Influencing the library management to include Tamil language books in a library in Moneragala.
- Visiting police station, hospital and railway station to investigate the usage of both the national languages. They have written a report on difficulties faced by Tamil speaking people due to lack of Tamil speaking officials and waiting to submit the report to the Minister of National Languages requesting to appoint Tamil speaking officials.
- Organizing street theatres to create awareness on social problems such as underage marriage, children’s welfare, issues of alcoholism and peace.
- Organizing exchange visit between Sinhala and Tamils students (schools) to promote SI.

Lack of resources, institutional support and legal recognition for their group are mentioned as limitations to organize outreach activities to promote social integration.

2.5. Connectivity:

- (i) ***What types of formal and informal networks women have been able to create or be part of as a result of the project?***
- (ii) ***To what extent women leaders have been able to build new relationships or contacts at local and national level that did not exist prior to the project? How these relationship or networks contributing in promoting women leadership as well as social reintegration?***

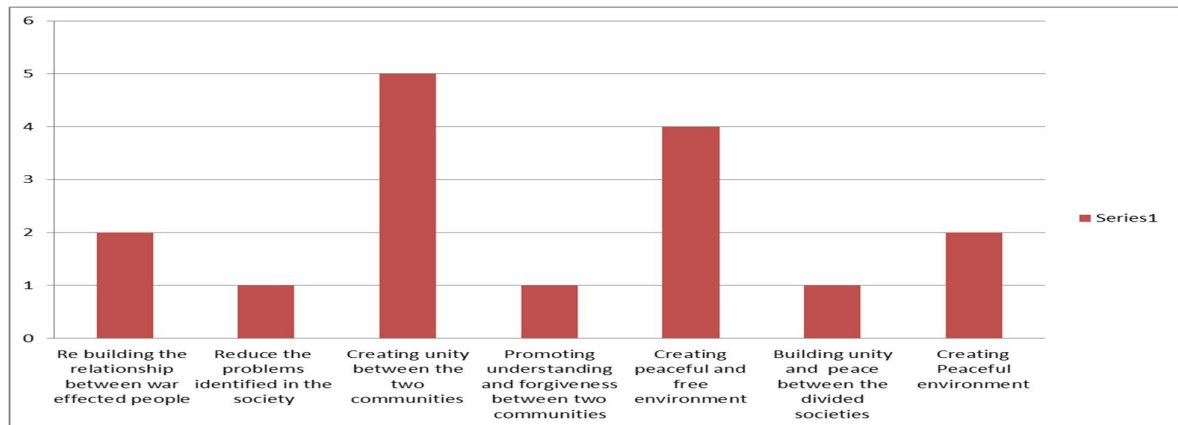
Other than the contacts made by the women leaders of both districts between themselves, there was no evidence of making connections or contacts outside their communities or districts. Most of them have been working within their village environments through their respective Women’s Rural Development Societies and few activities have been organized outside their communities. There are five activities being organized involving education and local government authorities. Most of these activities have been organized focusing the Social Integration Week proclaimed by the MNLSI.

Inability to communicate or limited capacity and resources to communicate in Tamil language in the police station, hospital and railway station in Kilinochchi was identified by women leaders as issues faced by Tamil speaking people visiting these institutions. They understood the difficulties that some patients were facing due to language difficulties to communicate with Sinhala speaking medical officers who are not fluent in Tamil. They conducted a survey and formulated a petition that request to appoint sufficient Tamil speaking officials to police stations, railway station and hospital in Kilinochchi. as well as other recommendations to improve service delivery was submitted to Ms. Wickramasinghe the Secretary Ministry of National Languages and Social Integration during exposure visit to Colombo.

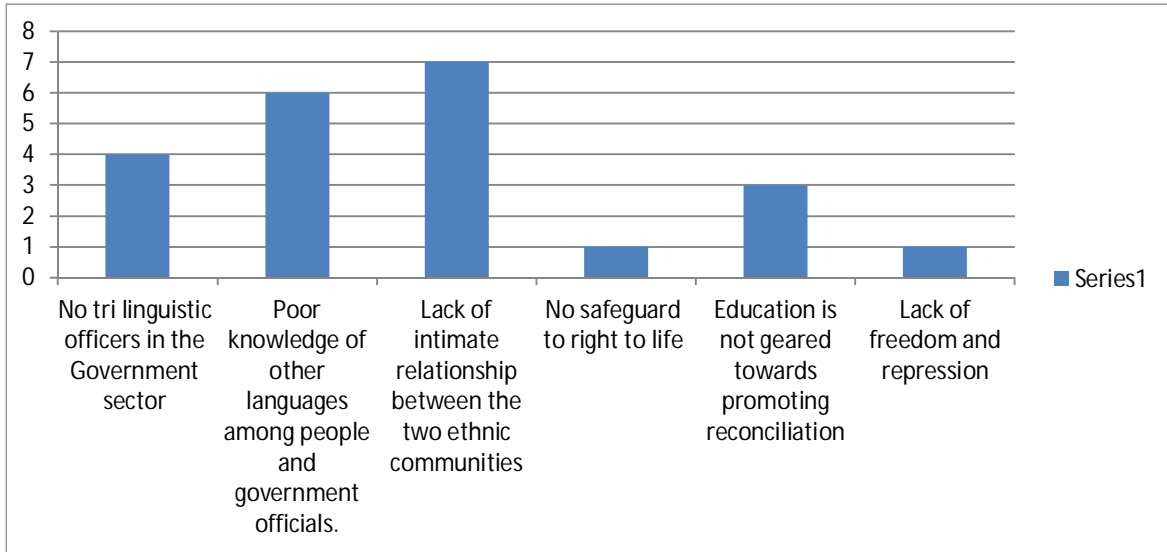
All the participants expressed their interest to expand their activities beyond the level of their communities and they expressed lack of resources and logistic support from an appropriate organization or NGO as constraints. They have also spoken about the need to consolidate this group into a network or organization with legal recognition. Since the majority of the women leaders come from lower income family background, depending on their agricultural daily wages or self-employment income, it is very difficult to expect for them to stretch themselves to organize outreach activities or create networks and alliances on their own. Even to sustain the network created between the women leadership in the two districts, ensuring resources and institutional facilitation is indispensable as most of the past experiences on activities of this nature indicate that ongoing facilitation is needed to sustain grass root level networks and activism.

2.6. Reconciliation

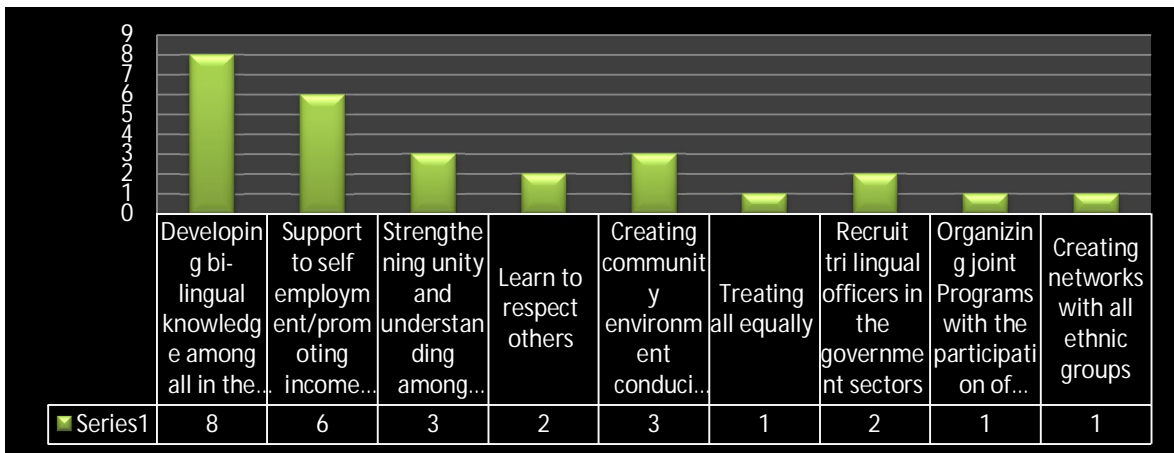
When the participants were asked to write about their understanding on reconciliation, they stated the following on reconciliation. Ten participants did not answer the question.



When the participants were asked to speak about the barriers to promote reconciliation, they made the following comments and the numbers of persons made the comments are given below.



When the participants were asked to comment on steps could be taken to strengthen reconciliation, they made the following comments and the number of persons made the comments are given below. 50% of the participants did not write anything.



- These numbers indicate on how many participants stated their responses to the written questionnaire.

The data shows that only a few participants have gained some knowledge about reconciliation. Others have equated language learning and ensuring livelihood security as the processes to promote reconciliation. Listening to the discussions on reconciliation, participants also equate harmony to reconciliation. Since reconciliation is defined as a process that will prevent utilizing past grievances as seeds for renewed conflicts in future in post conflict societies affected by deep rooted armed conflicts, it becomes necessary to provide proper definition(s) and understanding on reconciliation and to educate the participants on the processes in which reconciliation could be promoted.

Creating harmony, building peace and promoting reconciliation are three different aspects although promoting the first two could create a conducive environment to promote reconciliation.

2.7 Assessment on Programme strategies

(i) Which strategies are working well and which are not? Which strategies need modification or reconsideration?

The main design of the programme is an effective one in relation to promoting SI and building reconciliation in this post war phase. It has worked well in relation to creating understanding, building mutual trust and changing negative perceptions between the women leaders of the both sides of the ethnic divide. The training, organizing trainees of different ethnic community to share the rooms and exposure visits have made positive contributions to creating understanding and building trust.

The trainees are selected to become change agents and to lead activities within their communities and districts, the strategies employed to select training participants could have been a different one. Although, bringing women leaders involved at the grass roots level with their CBOs are certainly an encouragement, but, their knowledge level, level of their understanding on complex issues such as SI or reconciliation could have been tested properly before finalizing the trainees. Government structures usually do not have the capacity to assess these qualifications and therefore, we feel that the implementing organization should have played a more active role in selecting the trainees, especially in the Kilinochchi districts to ensure that these trainees have capacity not only for better learning but also ability to interpret their learning into effective actions in their districts.

50% of the women leaders trained from Moneragala are unemployed and they do not have permanent avenues for their income security. 65% of the Kilinochchi women do not have a fixed income of their own. This was observed during the discussions and this status of their income is limiting their ability to be involved in promoting project objectives among their communities on a voluntary basis. Since these women leaders are trained to be change agents and to continue their involvement in promoting SI and reconciliation, recruiting women leaders with basic income security could provide more sustainable foundation to advance the project objectives at the post training phase.

Since a substantial amount of resources was invested in the training, it could have been more fruitful, if the trainees are found with income security and higher capacity who could have implemented their post training activities with commitment and dedication. By making these comments, it is also emphasized that the evaluators are not expressing even a minute degree of suspicion about the interest, desire and commitment of the participant to continue their involvement to promote activities to promote SI. The comments are made on the basis of the assessment of the capacity of some of the participants.

Effective and ongoing assessment of impact of the training could have been helpful as an ongoing process to assess the capacity of learning and understanding of the participants at the end of each session. Participants from the Kilinochchi district did express their difficulties faced during the training due to some of the translation difficulties and inability to understand some presentations. Further, during the evaluation discussions, level of learning and knowledge gained on training subjects were assessed and among the majority (nearly 60%) were found to be very low.

2.7. Effectiveness

Were there any areas of intervention among women leadership that would have been more effective? If yes, what are those areas of intervention?

Since this is a small intervention and the capacity of the trained women leaders for outreach activities are limited, participants came out with very few requests as their desires for future initiatives. When asked, the women identified the following areas:

- To include Muslim women
- Training on child rights
- Training on mediation skills to address community based disputes.
- Training on women rights.
- Skills and capacity to promote peace and address community based disputes.

During the FGDs, women realized that there are deeper issues of discriminations and violence against women than mere information or few incidents of domestic violence. Evaluators feel that the available information and media reports indicate the increase of discriminations and violence against women, particularly in the conflict affected areas. These discriminations and violence cannot be reduced or eliminated without empowering community members and building their capacities to work with law enforcement authorities and community leaders. Further, enlisting the support of male counterparts is essential to strengthen initiatives to prevent discriminations and violence and to provide community based protections. Further, promoting understanding on the rights of women and gender equality is essential to mobilise informed public support that is needed to regain the rights and equality of women. Therefore, designing and promoting intervention to strengthen the rights of women would be very useful in order to restore the dignity of women and prevent community based conflict that is being witnessed as a result of violence and abuse of women. In the same manner, designing and promoting intervention to promote and strengthen the rights of children is another aspect needed urgent attention among the conflict affected communities in order to advance the SI processes.

Women leaders in Kilinochchi spoke about the need to address community based disputes and to involve in peace building initiatives. Evaluators of the view that the years of armed conflict has institutionalized the culture of violence. People behave with insensitivity to the incidences of violence. It is an established fact that in the event of any organized violent conflict, it is women and children suffer most. Restoring confidence on conflict prevention and non-violent means of conflict resolution and creating network of community leaders, both the women and men, and provide them with skills and capacity for dispute mediation skills can be helpful to intervene to resolve or prevent conflicts being transformed into violence. Dispute mediation through negotiation is recognized by the state and Mediation Commission functioning under the Ministry of Justice and Law State appoint Mediation Boards in every Divisional Unit. They also have trainers to train on mediation skills to community groups.

Training women leaders to monitor the acts of discriminations and train them to understand equal rights and equal opportunities will be necessary in this respect. Community's capacity to monitor the acts of discriminations and strategies to take relevant actions against discriminations could sustain the community's interest and commitment to advocate their rights.

2.8.Lessons learned:

What are the lessons learned for future programming around capacity building of women in a conflict ridden and divided society?

The key lessons learned from this project are

- i. External intervention, facilitation and support are indispensable to promote women's community initiatives until women leaders build their capacity to manage on their own as an organized entity with required resources and capacity
- ii. Carefully designed and strategically implemented initiatives can inspire community leaders to strengthen their leadership to address SI issues in their community.
- iii. Organizing interventions with the participation of multi ethnic communities could promote opportunities to develop and enhance inter-ethnic understanding and coexistence.
- iv. Support and facilitation is required for a considerable period in working with grass root level groups, until the group, their collective commitment and capacity is properly built and consolidated.

Chapter 3

Conclusions and Recommendations

3.1 Conclusions:

Our conclusions on impacts created in this project were drawn from the views expressed by the respondents among women leaders and key informants during the evaluation discussions in Kilinochchi and Moneragala districts. The informed perspectives, interests, inspirations created by this project led women leaders belong to the Sinhala and Tamil communities to realize their divided negative past and the changes required to build their shared future together.

Having provided training to promote SI, OLP, advocacy and reconciliation and peace to grass-root level women leaders, it is our view that the project represented a relevant effort in kick-starting the process of empowering women leaders as well as grass root communities to work towards addressing their issues through their own efforts. The project created elementary level of awareness among the participants about the meaning of social integration, the broader awareness on the significance of the Official Languages Policy and its implementation for fostering equitable peace. The participants experienced attitudinal shifts in their view and perception of the other ethnic group. They all expressed a need for social integration activities in their communities and enthusiasm to become involved in such efforts.

Despite the project's positive impacts, there are shortcomings and gaps that need to be addressed if this effort is to become truly successful and sustainable. Further training is needed on gender, advocacy and peace-building tools and approaches. A capacity assessment and capacity building plan will be required going forward to further support the women leaders. While most of the women wanted to carry out activities to promote social integration, many of the women left the training with the impression that Official Languages Policy Implementation was the primary means of ensuring social integration and did not equally recognize factors such as non-violence/non-violent communication and gender equity as critical to the occurrence of social harmony.

The level of uptake of key concepts and in-depth understanding of the training content was low, although women did experience attitudinal shifts and grasped high level concepts of the training. More time and training is needed to deepen the understanding that the participants gained and to support them to understand and plan how to translate knowledge into practical promotional and advocacy activities.

The financial status of the women means that it will be difficult for them to carry out activities independently. None of the women have the financial means to carry out activities and most are employed and would only be able to contribute a small amount of time to carrying out activities. Further support is required to help the women kick start their own activities. Training on fundraising and other governance issues will also be critical if women are to evolve their cohort into a self-sustaining activist network.

3.2: Recommendations

3.2.1 *Quality of the trainees and training:*

- (i) Considering the gaps identified among several trained women leaders during the evaluation, it is recommended that a thorough selection criteria be prepared to recruit women trainees for future initiatives of this kind in consideration of the project design, training needs, and capacities development of women leaders, their post training activities and future sustainability.
- (ii) It is identified during the evaluation that there are gaps as results of some weakness or inadequacy of the training on the issues of women and gender, gender based discriminations and violence and the laws and institutions created to safeguard women from discrimination and violence. Therefore, additional training is required to fill these gaps if the women leaders' network is to become more effective.
- (i) The majority of the women leaders emphasized the need for opportunities and support for economic empowerment and therefore, in order to sustain the network, their involvement with the project and their commitment, it is recommended to organize appropriate income generation activities to ensure their sustainable livelihood security. This can be initiated through identified NGOs involved in economic development activities which may be willing to implement a project that could support their economic empowerment.
- (ii) The focus of the project is to promote Social Integration. It is found out during the evaluation that the knowledge demonstrated by the women leaders on SI was inadequate for them to lead as change agents to promote SI policies and transform these policies into meaningful activities. Therefore, it is recommended to organize additional training and study sessions to improve their knowledge and capacity on SI.

3.2.2 *Continuous learning:*

In relation to improving knowledge and skills, it is recommended that a periodic evaluation or assessment is conducted to assess the knowledge and skills gaps and to take appropriate steps to fill these gaps. Continuous dialogue and flow of information are necessary for the women leaders to update their knowledge and skills on SI and related issues.

3.2.3. *Sustaining and improving the attitudinal and behavioral changes:*

Evidence gathered in the evaluation has confirmed positive attitudinal and behavioral changes among women leaders. Possible emergence of violent conflict, racism or other negative happenings could lead to change or destroy these developments. Therefore, carefully planned future initiatives are required to protect and sustain these changes. Further, demonstrating these changes and utilizing this as lessons learned can inspire others to change their attitudes and behaviors.

3.2.4. *Strengthening networks and future activities:*

It was established beyond any doubt that this women leader's network cannot be sustained in the future without funding, technical and logistic support. All the women leaders are willing and expressed their interest and commitment to continue their involvement to promote SI and reconciliation. They also emphasized the need to consolidate these two networks into an organized entity with legally recognized identity. Therefore, it is recommended to find an intermediary organization or institution to fulfill the task of facilitation, further enhancement of their knowledge and skills, coordination and to provide financial and technical support. This support

may be necessary only for a stipulated period until the women leader's network develop their managerial and programming capacities. Promoting collective commitment and shared identity of these women leaders is necessary.

Training women leaders on dispute mediation skills could help them to strengthen their leadership and to contribute towards community based dispute mediation in order to resolve minor disputes and to maintain peace in their communities. The service of the mediation Commission functioning under the Ministry of Justice and Law Reform could be utilized to trained women leaders on dispute mediation skills.

TERMS OF REFERENCE FOR FINAL EVALUATION Of Empowering Women Leadership for Social Integration (EWLFSI)

The Terms of Reference provides the scope of final evaluation of the project “Empowering Women Leadership for Social Integration (EWLFSI) to be conducted by a consultant. This evaluation will adopt participatory methods of enquiry and analysis, involving both women group and other relevant stakeholders from Monaragala and Killinochchi Districts.

1. Project Background

The Ministry of National Languages and Social Integration (MNLSI) launched the National Framework for Social Integration with the overall theme of Access to everyone with equal opportunities for women. Some important aspects mentioned in the framework such as bilingual promotion and addressing marginalization, clearly identify the role of women as peace builders.

This 15 month project funded by UNDP, Sri Lanka, has been implemented by SFCG in close cooperation and collaboration with the Ministry of National Languages and Social Integration (MNLSI). It brought together women leaders from across ethnic and religious divides from Monaragala and Killinochchi districts and developed their capacities to engage as effective leaders in their communities with the aim of promoting reconciliation.

2. Final Goal and Objectives

The overall goal of this project is that **Women representatives and leaders are engaged as change agents for social integration and reconciliation**. The project aimed to achieve the following objectives:

- 3 To develop the skills, knowledge and attitude of women leaders to play a more effective role in social integration and local governance in their communities
- 4 To increase women’s leadership networks and alliances, within themselves and across government and civil society,

These objectives will be measured by the following indicators

Objective 1:

- % of participating women who demonstrate increased knowledge, attitude and skills in leadership, social reintegration policy and approaches
- # of joint initiatives undertaken by women leaders to promote SI in their communities

Objective 02:

- # of dialogues held amongst networks of women with relevant stakeholders to discuss issues affecting their communities
- # of new contacts and relationships built by women leaders with district and national level stakeholders

3. Evaluation purpose and objectives

The purpose of the final evaluation is to assess the contribution of the project in promoting women leadership, mobilizing them for social reintegration and promote peace in target community. The specific objectives of the evaluation are to:

- IV. Identify, assess and document evidences for the achievement of intended and unintended

results of the project.

- V. Identify lessons learned, good practices, areas to be strengthened and potential risks, providing recommendations to inform the design of any new projects
- VI. Facilitate a participatory process to enhance learning culture for staff and women leaders.

4. Key questions

- To what extent the knowledge and skills of participating women leaders on leadership, and social reintegration policy and approaches of GOSL as a result of the project?
- What types of attitudinal shift have been seen among women leaders as result of the project? What are the specific examples of such change, if any?
- What are the changes (expected and unexpected) that have occurred in personal and professional lives of individual women leader's as a result of the project?
- What has contributed to these changes?
- To what extent the women leaders have been able to initiative social reintegration in the community? Are there specific examples of social reintegration?
- How have these women leaders been able to bring positive changes of other women in their community, if any?
- What types of formal and informal networks women have been able to create or be part of as a result of the project?
- To what extent women leaders have been able to build new relationships or contacts at local and national level that did not exist prior to the project? How these relationship or networks contributing in promoting women leadership as well as social reintegration?
- What types of dialogue and dissuasions have been organized by women leaders in collaboration with other stakeholders? Have these dialogue and discussions contributed in highlighting the issues affecting their communities or certain section of the community? Are there cases worth documenting to demonstrate success?
- Which strategies are working well and which are not? Which strategies need modification or reconsideration?
- Are there any personal stories of change happening among women participants?
- What are the good practices emerged out of the project intervention?
- Were there any areas of intervention among women leadership that would have been more effective? If yes, what are those areas of intervention?
- What are the lessons learned for future programming around capacity building of women in a conflict ridden and divided society?

5. Methodology

The evaluation methodology will consist of quantitative survey among all 30 participating women leaders, *participatory change mapping* among women leaders through facilitated group discussions; and KIIs with other community women, and men, particularly the male political and civil society leaders. . The detailed evaluation tools and mapping process will be agreed upon by the evaluation team consisting of the consultant, SFCG Senior Program Manager and M&E Coordinator and will be submitted through the inception report. The evaluation team will use abridged version of Most Significant Change approach to document individual stories of transformation among women leaders.

The data collected through the survey will be cross tabulate based on certain identified indicators to draw results. For qualitative methods, the primary analysis of the participatory process will be done by participants themselves and further reinterpretation will be done by the evaluation team. .

6. Data collection methods and sources of information

The methods to be used in the evaluation include:

- **Briefing:** participation in a briefing in Colombo with members of the SFCG evaluation team.
- **Desk study and document review:** Review of the project proposal, women empowerment literatures, logframe, reports and other documents related to the project.
- **KAB Survey:** conduct knowledge, attitudes and behaviour survey to determine the effectiveness of community programming for attitudinal and behavioural change, particularly in leadership, social integration and networking.
- **Change analysis through mapping:** The evaluation team will meet with women leaders in groups. It is suggested that structured questioning along the lines of the key questions will be used to prompt the community to provide their own perspectives and participate in the analyzing the change caused by the project and map it. A ranking exercise could also be used to enable community members to identify and value the significance change.
- **Documentation of case studies highlighting significant changes of identified women leaders** to analyze the process, and drivers for key phases (participation, process, practice, resource, behaviors and policy) of change.

7. Consultant team

The consultant / team should be conversant in both Sinhala and Tamil language .

Skills and experience

The consultants will have the following skills and experience:

- Experience in the design, monitoring and evaluating of Women Empowerment and /or peace building projects.
- Extensive experience conducting learning-focused evaluations
- Experience in nuanced and sensitive analysis of gender, ethnic, caste, power dynamics and conflict transformation and reconciliation in the Sri Lankan context
- Experience in the design, administering and analysis of KAB surveys
- Fluency in English, Tamil and Sinhala
- Excellent communication and presentation skills in English
- Strong feminist analytical skills
- Ability to manage available time and resources to meet deadlines
- Strong ability of bringing gender and peace building lens into the analysis

8. Management and steering group

The consultant will be managed by the Senior Program Manager of SFCG. M&E Coordinator will oversee the evaluation and having the responsibility for:

- Oversight and planning of the evaluation;
- Reviewing and coordinating sign-off on final report produced;
- Reviewing and inputting into the agenda for the final workshop;
- Disseminating the report and outcomes.

9. Deliverables

The Consultant shall be responsible for providing the following:

1. An Inception report with detailed methodology, Evaluation tools and plan developed in consultation with SFCG evaluation team. The inception report should be approved by SFCG before starting data collection in the field.
2. A meeting with Evaluation team to present the preliminary findings, facilitate a process of reviewing the analysis and findings and develop a future action plan on women empowerment for SFCG SL.

3. Draft and final evaluation report. The report structure will be finalized through a joint meeting with SFCG Team and the consultant.

10. Duration of Study

The Final evaluation should commence on the 4th week of October or 1st week of November and the Final report of the evaluation should be submitted to SFCG by end of November. Importantly the consultant team should spend at least 2-3 days in each location with women leaders and relevant stakeholders. So the consultancy duration will be 15 days.

11. The report

The report will be a maximum of 25 pages excluding annexes and written in clear and accessible English. SFCG may translate the report into Tamil and Sinhala for dissemination among women leaders.

12. Logistics and budget

Logistical arrangements will be the responsibility of the consultants including costs related to food and accommodation during site visits.

13. Application Process and deadline:

Interested candidates may send their applications to masique@sfcg.org. The application package should include the proposal not exceeding three pages, a detailed and realistic budget and a CV of the applicant by 01st of October 2014. Only shortlisted candidates will be contacted for selection process.

ANNEX - II

Criteria	Evaluation Questions	Methodology Structured Questions-SQ, Focus group Discussion-FGD, Ranking-RK, Time line – TL, Key Informant Interview – KII
Learning of Knowledge and Skills	To what extent the knowledge and skills of participating women leaders on leadership, and social reintegration policy and approaches of GOSL have improved as a result of the project?	SQ, FGD, RK, TL, ACTON
Attitudinal and Behavioural Changes	What types of attitudinal shift have been seen among women leaders as a result of the project? What are the specific examples of such change, if any? What are the changes (expected and unexpected) that have occurred in personal and professional lives of individual women leader's as a result of the project? Are there any personal stories of change happening among women participants? What has contributed to these changes?	SQ, FGD, RK, TL
Promoting of Social Integration	To what extent the women leaders have been able to initiative social reintegration in the community? Are there specific examples of social reintegration? How have these women leaders been able to bring positive changes of other women in their community, if any? What types of dialogue and dissuasions have been organized by women leaders in collaboration with other stakeholders? Have these dialogue and discussions contributed in highlighting the issues affecting their communities or certain section of the community? Are there cases worth documenting to demonstrate success?	SQ, FGD, RK, TL, KII.
Connectivity	What types of formal and informal networks women have been able to create or be part of as a result of the project? To what extent women leaders have been able to build new relationships or contacts at local and national level that did not exist prior to the project? How these relationship or networks contributing in promoting women leadership as well as social reintegration?	SQ, FGD, RK, TL, KII
Assessment of Programme Strategy	Which strategies are working well and which are not? Which strategies need modification or reconsideration?	SQ, FGD, RK, KII, ACTON
Effectiveness and Lessons Learned	Were there any areas of intervention among women leadership that would have been more effective? If yes, what are those areas of intervention? What are the lessons learned for future programming around capacity building of women in a conflict ridden and divided society?	SQ, FGD, RK, TL

Empowering Women Leaders for Social Integration

Questionnaire for written responses

1.	Personal information about the respondent:
1.1.	Name: Optional.
1.2.	Address/resident village
1.3.	Age
1.4.	Ethnicity/religion:
1.5.	Profession/Occupation:
1.6.	Past involvement in social/political activism, if any, before relating to this project:
1.7.	Are you a member or associate of any social, cultural, development, women or political (party) organization? If yes, please specify:
1.8.	How did you come to know about this project?
1.9.	What are the processes that you underwent to become a leadership trainee in this project?
2.	About the Leadership Training:
2.1.	How would you grade the usefulness of your leadership training. Please indicate your grading from 5 to 1 – 5 is being excellent, 4 very good, 3 good, 2 average and 1 not very useful.
2.2.	Can you state briefly the reasons for your decision in the above grading?
2.3.	What are the new areas of knowledge and skills that you were able to gain as a result of participating in the leadership training?
2.4.	How would you define the word of woman leadership?
2.5.	What are the new skills that you have learnt in the leadership training?
2.6.	Do you realize any changes in knowledge, your understanding, your attitude and your behavior after this training?
2.7.	What are the reasons, as you think, contributing to these changes?
3.	About the understanding of the SI Policy:
3.1.	How and when did you come to about the SI policy framework?
3.2.	What is your understanding of the framework of Social Integration?
3.3.	Can you explain the importance of at least three of these key elements in your activities to promote social integration in your community?
3.4.	To what extent that the knowledge gained by you on social integration policy is helpful to address the issues that you have identified in your community?
3.5.	What are the new lessons learnt and experiences gained during your interactions with others in your field exposures?

4.	Reconciliation
4.1.	How do you define reconciliation? What are the challenges, issues or obstacles that you have identified in promoting reconciliation in your interventions?
4.2.	To what extent that you feel confident in addressing the issues and overcome challenges and obstacles that you have identified in promoting reconciliation?
4.3.	Do you have any new suggestions to propose on how the reconciliation processes could be more effectively promoted in your community?
5.	Gender
5.1	What is your understanding on Gender and how do you assess your present role as a women leader in your community?
5.2.	To what extent do you feel that your leadership as a woman is accepted and respected in your community, among local government personnel and state institutions in your area?
5.3.	What are the positive and negative situations that if you have experienced, as a woman leader, in your involvement in promoting social integration in your community? Please state three positive and three negative situations.
5.4.	Do you like to make any suggestions, through your experience, the steps necessary to be taken to enhance women's leadership in your community, at both the civilian and political levels?
6.	Networking and collaborative initiatives:
6.1	How many initiatives that you have undertaken to promote social integration in your communities?
6.2.	Can you briefly explain what are these initiative and activities and the expected achievements of such initiatives?
6.3.	To what extent that you were able to work together through your collaborative/joint efforts in these initiatives?
6.4.	Were you able to create understanding, working relationship and collaboration with local government representatives and public officials in order to generate their support for your initiatives to promote social integration?
6.5.	To what extent that your role as a woman leader is accepted by the elected members of the local government institution in your area? 1. Very well: 2. To some extend: 3. Not accepted
6.6.	To what extent that your role as a woman leader is accepted by the members of your community? 1. Very well: 2. To some extend: 3. Not accepted
6.7.	If you have experienced any issues to gaining recognition for your leadership as a woman among your community member, elected representatives and public officials, what are your suggestion to overcome these issues in future?

6.8.	<p>How big the network that you have created in your community to promote social integration?</p> <p style="text-align: center;">Less than 10 persons: 10-20; 20-30 30-40 More than 40</p> <p>Ethnic composition of the network members:</p> <p style="padding-left: 40px;">Sinhala: Tamils Muslims Others:</p> <p>How many elected local government representatives are involved in your network</p>
6.9.	<p>What are the issues that you have come across as obstacles in your initiatives to build networks in your community.</p>
6.10.	<p>What are the activities that you have initiated to promote social integration in your community?</p> <p style="padding-left: 40px;">Activity – 1:</p> <p style="padding-left: 40px;">Activity - 2:</p> <p style="padding-left: 40px;">Activity – 3:</p> <p style="padding-left: 40px;">Activity – 4:</p>
6.11.	<p>What are the impacts created or results achieved through these activities?</p> <p style="padding-left: 40px;">Activity – 1:</p> <p style="padding-left: 40px;">Activity – 2:</p> <p style="padding-left: 40px;">Activity – 3:</p> <p style="padding-left: 40px;">Activity -4</p>
6.12.	<p>What are the new contacts made, alliance build and collaborative initiatives have been established by you outside your community at the district and national levels as a result of working in this project?</p>
6.13.	<p>What do you propose to sustain these contacts and alliances in the future in an alive and active manner?</p>
6.14.	<p>What are your plans or strategies for future sustainability of your initiatives to promote social integration?</p>
7.	Assessment of changes and achievements:
7.1.	<p>Do you realize that there are changes in your attitude and behavior after undergoing</p>

	the leadership training and involved in activities in promoting social integration? Please specify if there are changes.
7.2.	What are the specific skills and knowledge that you have gained and helpful for you to work in promoting social integration or understanding and addressing issues/problems in your community.
7.3.	To what extent that you feel confident/satisfied that you were able to contribute to promote social integration and/or to address the issues identified in your community? Please specify.
7.4.	What are the new knowledge and skills that you feel necessary for you to improve your future interventions in a more efficient and effective manner?
8.	Any other comments that you wish to state regarding the project, your intervention and your role in future progress in promoting social integration in your community and in the country.

Empowering Women Leaders for Social Integration

Questionnaire for Key Informant Interview

No	Questions
1.	Personal Information:
1.1.	Name
1.2.	Village/Location
1.3.	Age
1.4.	Ethnicity/Religion
1.5.	Profession/Occupation
1.6.	Are you a member or associate of any social, cultural, development, women or political (party) organization? If yes, please specify:
1.7.	How did you come to know about this project?
1.8.	Can you briefly let us know as why did you decided to associate with this project?
2.	About the project of Empowering Women Leaders for Social Integration:
2.1.	Can you please describe about the project?
2.2.	Do you know about the National Policy Framework for Social Integration? How did you come to know about this policy framework?
2.3.	In your opinion can you tell us to what extend this SI policy is useful to address/resolve the issues people are facing?
2.4.	To what extend this SI policy is propagated in your area and to what extend that this policy framework is utilized as a guideline for the local government and other state institution to promote the key elements advocated in this policy?
3.	About the EWLSI Project:
3.1.	How did you come to know about this project?
3.2.	What is your knowledge about this project and what it is attempting to achieve?

3.3.	Is there any new lessons that you have learnt by associating with this project? Please specify?
3.4.	Is there any specific contributions made by you to promote the activities of this project in this area?
3.5.	How do you view about the women leadership? Is it necessary to the community or un-necessary? Please explain your reasons with reasons?
3.6.	If you feel that women leadership is useful and necessary, please let us know what are the qualitative differences that you have understood about women leadership compare to that of the leadership of men.
3.7.	With your association in this project, how do you assess the importance of this project in addressing some of the key issues facing by the communities?
3.8.	What should be the role of local government authority and institutions in promoting social integration in this area? Is there any alliances or collaboration between the local government authority/local level political representatives/state institutions and this project – EWLSI.
3.9.	What are the strengths, opportunities and obstacles for women leaders to lead these initiatives to promote social integration in this area?
3.10.	Would you like to have any suggestions for future progress and sustainability of this initiative and to sustain acceptance, recognition and respect for the leadership of women at the community and political levels.

ANNEX – V

List of interviews and FGDs [all the interviews conducted in October 2014]

	Description of the group and location	Date October	Female	Male	Total
01	Women leaders – Kanda Land, Monaragala	22 nd	09		09
02	Women leaders –Aththimale	23rd	04		04
03	Kachcheri- ADP, SI officer, WDO	23rd	01	02	03
04	KovularagamaMahaVidyalaya- Principal and 2 teachers	24th		03	03
05	Women leaders- Kilinochchi	26th	14		14

KII with Partners and Government authorities

	Description of the interviewee	Date	Female	Male	Location
01	Principal – AththimaleMahavidyalaya	23rd		01	Aththimale
02	ADP- GA office	23rd		01	Monaragala
03	SI officer GA office	23rd		01	Monaragala
04	WDO “	“	01		“
05	ED- Nature Foundation	23rd		01	“
06	SriyaniSubasinhe	24th	01		Sevanagala
07	Principal			01	Kovularagama
08	SI officer	26th		01	Kilinochchi
09	Director- Sirakukal	27th	01		“
10	Social Integration Development Officer (SIDO) – North SI ministry	27th	01		“
11	Coordinator- Sirakugal	27th	01		“
12	2 Teachers- women leaders	28	02		“
13	GA	28th	01		“
	Total		08	06	