Final Evaluation
Project: Breaking Gender Stereotypes in Sudan Project

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Executive Summary

This is a final evaluation of Breaking Gender Stereotypes in Sudan, a project funded by the Embassy of Netherland in Khartoum and implemented by Strategic Initiative for Women in the Horn of Africa (SIHA). The project location is the Greater Khartoum areas, Khartoum State. The main objective of the project was to challenge gender norms and stereotypes affecting women in the work world in order to increase economic opportunities for women, particularly IDP and migrant women, in Greater Khartoum, Sudan.

This evaluation aims to assess the project’s effectiveness, relevance and impact of the action. The evaluator used a methodological approach of participatory qualitative evaluation for collecting data through interviews and focus group discussion.

- The project included IDP women and girls living in the greater Khartoum areas. The project succeeded to “break” the gender stereotypes of many, increased the beneficiaries’ economic opportunities, and equip them with the necessary knowledge and skills on the concept of women rights, gender equality, harassment, and work place rights.
- Furthermore, the implementer succeeded to involve different stakeholders: (possible) employers, Women Cooperatives, Skilled Labour Union and the Khartoum 2 Vocational Training Institute through discussion and raising awareness on women’s work and equal economic opportunities in Sudan. This report reflects on this multi-related approach of the implementer, and shows the high capability of the implementer to implement this type of a comprehensive project.
- The project is being implemented at a high rate of effectiveness as achievements versus the proposed objectives. The majority of activities are either met or exceeded the target.
- Efficiency is ensured by adherence to procurement and finance policy, resources utilization and adoption of flexible implementation strategy on one hand, and effective partnership with key stakeholders (Women Cooperative Union and The Training Institute) on the other hand.
- Factors of sustainability are put in place: sense of ownership of the project amongst women and girls, their community and Women cooperative Union, in-built mechanism and follow up.
- The awareness-raising sessions were successful and the women and girls able to disseminate message to their local community and the number of the women interest in the vocational training increased.

Recommendations

The evaluation uncovers many findings about the effectiveness and relevance of the action, and its impact. The largely positive nature of the results achieved by the project provides evidence in support of the continuation of activities.

The main recommendation is to ensure the continuation of the project and its different activities, particularly the vocational training for the displaced women and girls as they represent the most exposed, at risk, but potential group of women in Khartoum for new types of job skills, and displacement from Nuba Mountains and Darfur is still ongoing. This will provide better economic development and contribute to breaking gender norms and stereotypes affecting women in Sudan.

Further recommendations for future projects and implementation:
• Enrol women and girls in long vocational training course for nine or twelve month to provide the students with all the skills and knowledge needed, in such training the training institution provide apprenticeships during the study for the students in order to excel the women skills and expose them to different working environment before graduation.
• Include more variety of specializations to the training package, to complement the ones provided by vocational training (carpentry, general electricity, mechanics, and air conditioning) such as nursing and electronics, driving.
• Support the establishment of a society for graduates’ women to exchange experience, constitute their own business and organize themselves as an official association.
• Support advocacy activities which this project forms a base for, such as breaking gender norms affecting women at work, gender equality and women rights.
• Support establishment private technical workshop for graduates through: Direct supervision of Women Cooperatives Union, the workshops could be established for example in their premise in South Khartoum.
• Provide more support to Al Tadouad Cooperative carpentry workshop to hire carpentry graduates; also possibly electricians to support them.
• Establishing workshop and business owned and managed by the graduates women and girls.
• Provide the 18 graduates with advance course for 45 days to excel their skills.
• Develop an innovative strategy to engage more with the employers such as private sector companies or small workshop businesses.
• Encourage private sector to develop anti-harassment policy, providing places for women privacy (dressing rooms and toilets), engage in their CSR strategy on the topic of inclusiveness and gender equality.
• Conduct a market demand assessment for vocational jobs.
1. **Project background**

The project aimed at transforming the prevailing perception towards women working in male dominated fields and breaking gender stereotypes in Sudan. 20 young potential women were chosen to become role models for fellow female youth, who would be enabled to picture themselves in occupations they had not deem realistic, and encouraged to engage in the same field. Besides, encountering women in the workplace intended to induce changes of perception and behaviour as well for their employers, co-workers and even their clients, contributing to disrupting gender norms and stereotypes in Sudan.

**Project Objectives:**

The project’s overall objective was to challenge gender norms and stereotypes affecting women in the work world in order to increase economic opportunities for women, particularly IDP and migrant women, in Greater Khartoum, Sudan.

The project’s specific objectives were as follows:

1. To provide 20 young women, particularly IDP/migrant women, with skills in non-gender typical vocations, with apprenticeships at supportive places of employment, guiding and supporting them as they break gender stereotypes and seek economic opportunities;

2. To promote discussion on concepts of women’s work and equal economic opportunity in Sudan amongst employers, labour union leaders, women’s cooperatives, and skills training institutes, with a view to changing gender stereotypical perceptions of women’s economic opportunities.

**Project Activities:**

1. 20 young women will be placed in apprenticeships for 6 months with 5 employers who are open to having female employees;
2. A 1-day supportive workshop will be organized for the 20 women to learn how to deal with harassment, sexual harassment and workplace rights;
3. A ‘graduation’ ceremony will take place for the 20 women once completed their apprenticeships. The women’s close family members will be invited to attend the ceremony, as well as their apprenticeships’ tutors and employers, and Union leaders;
4. A 3-month higher-level skills training certification will be offered to the 20 women after they complete their internships to increase their employability.

5. A 2-day sensitization workshop on gender equality, women’s human rights, and workplace rights will benefit 5 teachers from skills training institutes, 5 vocational employers (where girls have apprenticeships), and 5 leaders of the Skilled Laborers Union (Tehad al Herafiyin). The workshop will focus on exploring perceptions about the kind of work women can do, identify roots of gender inequality in vocational jobs and help to counter perceptions and change beliefs;
6. Twice in the year, motivational speeches by women who work in non-gender typical careers will be held for 50 students, male and female, at Khartoum II Training Institute, as well as for 150 women in
women’s cooperatives in Khartoum, Bahri and Omdurman. The speeches will be followed by discussions about women’s work and equal economic opportunity;
7. Strong advocacy efforts will be directed to the Skilled Laborers Union to engender their support for women in vocational careers and to help girls who complete apprenticeships to find jobs;
8. Throughout the year, a total of 5 consultation sessions will be held with the 5 employers and Skilled Laborers Union leaders to explore and discuss perceptions of women’s work, gender equality, and attitudes that support women’s rights.
9. During the 3-months when the women are upgrading their certifications, two awareness sessions will be held on relevant topics related to gender equality, human rights and sexual harassment, for the 20 girls, 5 teachers, and 20 other students;
10. A short clip featuring young women in non-gender typical places of work and challenging gender stereotypes will be made during the young women’s apprenticeships. The clip will be screened at Khartoum II Training Institute as an additional sensitization activity. It will also be widely circulated on social media, and will be used for a potential advocacy campaign in a Phase II of the project.
2. Evaluation Scope and Methodology

The objective of this evaluation is to determine the relevance of the project objectives to the implemented activities, outputs and outcomes, and measure the effectiveness, efficiency and impact and sustainability of the project.

2.1 Methodology:

The participatory qualitative evaluation approach will be used, where the different project’s stakeholders will be involved. The evaluation relies on two sources of information; primary and secondary. Primary information has been collected through interviews and Focus Group Discussions (FGDs), Secondary of information consists of project reports and other project documents.

The primary sources of information are:

1. Project beneficiaries: these include a group of 6 women and girls who received vocational training for completed three months and attended awareness sessions which were organized by SIHA.
2. Key stakeholders: included Vocational Training Institute director and teachers, Women Cooperative Union, women community leaders.
3. Project staff: included SIHA’s program team involved in the project, program coordinator and head of finance.

2.2 Evaluation tools:

**Document Review:** The evaluator reviewed all project documents, starting from the original proposal, workshop reports and the activity report and final reports.

**Focus Group Discussions:** The evaluator conducted three Focus Group Discussions (FGDs) in order to obtain qualitative information concerning the project’s impact and effectiveness—the FGDs conducted with SIHA project team, tutors of electricity and carpentry department in the Vocational training centre, Women Cooperative Union representative (they are community leaders as well).

**Unstructured interview/discussion:** To obtain more detailed information about the initiation of the project, the progress and success of the project with woman leader from Nuba mountains, who live in south Khartoum, director of Vocational Training Institute and coordinator of Tadouad Association in West Omdurman, she also supervisor of women Carpentry workshop and community leader.

**Structured interview with direct beneficiaries:** The evaluator developed a structured interview questions for the participants to collect information relevant to the project objectives (please see annex 1). The interview conducted for 6 women and girls completed the vocational training course.

The interviews try to collect information about the following:

- The composition of project participants in terms of age, education and reason of migration from their original places.
• The level of understanding the project activities, including vocational training and awareness sessions.
• Challenges faced them to joint male dominate field and difficulties after completion their study.
• Changes in participants’ knowledge, attitude and behaviour in relation to the objective of the project.

2.3 Evaluation Challenges

There were few challenges during the assignment. These did not derail the evaluation process, but are important to mention in order to improve similar efforts in the future. The main challenge was the difficulties to meet with the potential employers even those hired girls and the evaluator learnt that the SIHA team faced the same issue with some of them, this due to bureaucracy in decision making and authorization to declare or giving information even in case of the employer who already trained graduated girls.
3. Assessment of the evaluation aspects (Findings)

3.1 Relevance

According to the project objectives, the implementer has provided support to and women business initiatives that have technical workshop in order to provide apprenticeships for the girls before they enrolled in the vocational training institution.

SIHA has provided support to a Carpentry Workshop that belongs to Al Tadouad Cooperative which is located in a IDPs area in Wad Al Bashier- West Omdurman; and Hekma Motorcycle Mechanical workshop in Mayo –South Khartoum. The support provided in terms of supplies and equipments.

Also SIHA Network provided support to Women cooperative Union; the project idea came from this group and developed by SIHA. In 2013 SIHA participated in establishing the Women cooperative and they become one of SIHA main partners. Al Tadouad Cooperative as branch of women Cooperative Union contributed significantly in supporting this project. The relevance of selected beneficiaries has been confirmed by the individual interviews and FGDs, SIHA coordination with Women leaders and Women Cooperative Union succeeded to reach the migrant women and girls according the proposed selection criteria:

- Age 18-30.
- Priority given to IDP/migrant women
- Interest in pursuing work, and if possible, record of previous skill-training in one of these fields:
- Demonstrated leadership skills
- Priority given to young women facing financial difficulty pursuing further studies

An additional requirement was essential reading and writing skills which is the vocational training requirement.
The SIHA team has conducted interviews for 60 women and girls in order to select 20 students to engage in apprenticeships for six months. Al Tadouad Cooperative Carpentry Workshop accepted 25 women and girls as trainees; while Hekma workshop was unable to place women apprenticeships as most of the women and girls didn’t have interest in mechanic aspect. However, a good relationship with this stakeholder has been established and the Hekma workshop remains a potential trainer and employer follow up collaboration. SIHA could consider promoting car mechanics to women in the follow up of this project.

SIHA gave high consideration to the selection of direct beneficiaries; after the six months 10 women and girls were selected from the Carpentry Workshop to join the carpentry department in the vocational institute and 10 were selected from IDPs communities in South Khartoum to join the general electricity section. The 20 selected displaced students enrolled in the training. Later two girls dropped out for unknown reasons.

The selected beneficiaries’ qualities are relevant to proposed objectives to increase the economic opportunities of the displaced women and girls as most of them worked as a tea sellers and jobless. The selection criteria proved limited, as 60 women initially applied and only 20 initially were selected (after which 8 joined in a later stage). Most of the women that were not selected failed to meet all the selection criteria, mostly because they were above the required age, or faced literacy challenges. This gives information about the willingness of also “older” women to make a change in their lives for the better, as these women often have the responsibility to take care of many family members, SIHA is encouraged to take the situation of these “older” women into account as well, or continue to search for better opportunities for all women who are discriminated in the work world. Likewise could SIHA consider including the illiterate women, by thinking of a long term project that will start with these basics, and continue with a vocational training in any specific field of interest and potential employment.

The project’s activities are suited to the needs of the direct beneficiaries, interest and expectations. The awareness sessions presented to the women and girls were much relevant to their needs and their future positions; the sessions focused on raising women awareness on human rights as general, women rights, gender equality, and anti-harassment and workplace rights.
3.2 Effectiveness - *Doing the right thing*

The effectiveness is defined as the degree to which objectives were achieved; however, for this evaluation it is more sensible and relevant to perceive it as extent to which activities delivered the expected results and to what extent expected results attain their corresponding objectives.

To assess effectiveness, the evaluation has looked at the achieved objectives. Here, a critical reflection will be made to identify the main factors that influenced the achievements (positively or negatively).

Overall the project scored a high level of effectiveness as SIHA implemented the activities in light of the objectives successfully and by the end of this project on February 28\textsuperscript{th} 2018; a 3 months skills training certification have offered to the 18 women and girls after they have completed their vocational course and they and other stakeholders were equipped with new knowledge and information on gender equality, human and women rights, harassments and work place rights which could be considered as knowledge base for breaking gender stereotypes in Sudan. Additionally SIHA Network provided the graduates with tools and equipment which are necessary for their profession work.

The Vocational Training Institute which women and girls graduated from is located in Khartoum “2” in the centre of Khartoum. It was established in 1964 through Government of Germany fund, also the German fund have provided training for the tutors and staff. The institution administratively follows the Supreme Council for Vocational Training and Apprenticeship. The institution has nine departments and gives a three-year diploma of apprenticeships, in addition to short and long courses. The institute have graduated thousands of students since its establishment. The graduates have generally a good repetition in the Sudanese job market.

The skills and knowledge of women and girls who enrolled in the vocational training in the two aspects (carpentry and general electricity) are obviously improved and they have gained new knowledge and hand skills. These women and girls believed that this study will increase their economic situation and open windows of jobs opportunities in stable sector rather than the difficulties they have faced when working in unstable and informal jobs, as for example tea sellers. All the graduated women agreed that in spite of the professional skills they gained, they are asking for opportunity for advance course.

The director and tutors from the vocational training centre illustrated that the women and girls have achieved a good progress in the training and have good skill and this was unexpected result in short period, this because the students have great interest and determination to change their economic status. The director confirmed that the graduates’ technical skills qualified them for work; this was obvious through their practice and the work accomplished such as electrical circuits and equipments maintenance, in electricity department, and repairing and furniture making performed by carpentry students.

During their study in the institute the interviewed women and girls didn’t faced serious obstacles and difficulties, they have been treated very well and with respect from tutors and their colleagues. But according to SIHA staff some of the male students speculated the capabilities of these women and girls
to perform tough work, and there was one case when one of the students commented on their dress and accordingly the institute administration punished him.

The director of the institute mentioned that in the admission phase they were careful and worried from this experience and acceptance of this group. By the time the administration released that women and girls discipline and commitment brings success to this experience.

The director considered that this group bring change to the institute as from more than ten years most of the girls students in Technical Drawing section with very few number in electricity department. The presence of this group in the institution for three month change the prospective of some teachers who thought before the vocational work should be for men only, additional the male students and community views will be participate changing regarding gender norms in work world, many people have seen these women trained in the institute in new fields. Recently three girls have joined to the electricity department.

Almost all 18 selected women and girls didn’t faced refusal or dissension from their families and community, this due to:

- The motivational orientation speeches sessions which conducted in the local community level convinced and encouraged the community’s members and the families about the project idea and how these women and girls could change their career from invisible labour sector and have stable job with good income when they have a vocational skills, also they informed the community who women and girls deal with harassment in workplace and what is their rights in the workplace.
- The women and girls have high interest and insistence to work in stable sector instead of the continuous troubles and instability in the invisible sector such as tea selling.

There is a case of a girls who joined to the electricity department and her father underestimated what she doing and he believed that she choose the vocational training because she failed in her study. The girl received support and encouragement from SIHA staff and her step mother -one of the community leader-, she able to complete her training course, but she marriage directly after the graduation and it is unknown she work on her field or not.

The centre staffs appreciates the awareness session organized by SIHA for them on the women rights and harassment and gender equality, beside the orientation done by SIHA periodically when the team visited the centre and the organizing of the 16 days event in institute with presence from civil society organizations, international organizations and embassies, students, families and youth.

The awareness workshops added a lot to the direct beneficiaries of this project– The interviewed women and girls have mentioned the following values added:

- They learnt new things; the rights of women and gender equality which never know about them before.
- Self confidence and power and to take decision.
- Self- defence and non-fear when they face harasser.
- How to deal with the working environment and what are women rights in work places.
- Encourage to work.
- To become patient when facing difficulties by the end will reach to your goals.
- Women could do every things and breaking gender stereotypes

3.2.1 Achievements against expected results:

In the table below show the result expected by SIHA before the implementation (proposal phase) and the actual achievements by the end of the project:

<table>
<thead>
<tr>
<th>Expected Result</th>
<th>Indicators</th>
<th>% of Achievements</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Objective 1:</strong> To provide 20 young women, particularly IDP/migrant women, with skills in non-gender typical vocations, with apprenticeships at supportive places of employment, guiding and supporting them as they break gender stereotypes and seek economic opportunities;</td>
<td>20 young women increase their skills and employability in non-gender typical vocations.</td>
<td>Number of women and girls graduated.</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>At least 15 young women (75%) secure employment in the vocation of their choice.</td>
<td>Number of Women and girls employed.</td>
<td>-</td>
</tr>
<tr>
<td><strong>Specific Objective 2:</strong> To promote discussion on concepts of women’s work and equal economic opportunity in Sudan amongst employers, labour union leaders, women’s cooperatives, and skills training institutes, with a view to changing gender stereotypical perceptions of women’s economic opportunities.</td>
<td>5 teachers from skills training institutes, 5 vocational employers, and 5 leaders of the Skilled Laborers Union have improved their awareness of gender stereotypes in the work world.</td>
<td>Number of teachers, employers, Union leaders attended the sessions.</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>50 students at Khartoum II Training Institute, male and female, have gained awareness of gender imbalances in accessing economic opportunities and promote gender equality.</td>
<td>Number of students at the awareness sessions</td>
<td>100%</td>
</tr>
</tbody>
</table>
The involvement of male students was a good idea as they represent men domination over certain work. SIHA added teachers to this activity to enrich the discussions.

<table>
<thead>
<tr>
<th>150 members of women’s cooperatives have increased their knowledge of non-gender typical opportunities and engage in promoting them to their members.</th>
<th>Number of members reached by SIHA and Women Cooperative Union in their community</th>
<th>&gt;100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A base of non-gender biased actors is constituted and ready to be mobilized for further advocacy efforts in a second phase or scale-up of the present project.</td>
<td>This result can’t measure in %</td>
<td>There is potential to form this base in a second phase, as there are individual Initiatives from the 18 women and girls in their local communities.</td>
</tr>
</tbody>
</table>

This was important and vital activity for the project as SIHA and Women Cooperatives Union were able through the motivation speeches to the Union members to convince them about the project idea.
3.2.2 Implementation Challenges:

- There was delaying in starting up the project due to the coordination needed with the different stakeholders, especially the private sector.
- In spite of the support provided to mechanical workshop, the women and girls showed no interest in this field and didn’t engage in the apprenticeships.
- The literacy level as a requirement for acceptance in the institute deprives a lot of applicants and more time needed for the selection process.
- Most of the women and girls stopped their work in order to attend the training course and this add burden to them due to their economic situation.
- SIHA staff faced difficulties to monitor the training sessions on daily basis. They received attendance sheets and meet the students weekly.
- Absence of documentation during the weekly visits/monitoring.

3.3 Efficiency

To evaluate the efficiency at the end of the project by measuring the outputs in relation to the inputs to conclude that the project used the least costly resources to deliver the outputs. So; implementation strategy helped the implementers to select cost-efficient approaches through finance and procurement police, division of labour between SIHA staff (program, admin and finance) and coordination with different stakeholders and transparency which has been ensured through the participatory decision-making approach. These factors have supported adoption of efficient implementation processes.

The project has been very efficient, all the inputs needed for implementing the project were in well prepared in terms of human recourses (SIHA Staff, professional facilitators, tutors), supplies and equipments. The rational management of inputs by the implementer enables to deliver the outputs promised which lead to the intended result of the project.

The total project budget is 773,810 SDG; the implementer has used 459,700 SDG which is 59.407% of the total cost for the activity and about 20.082% for Personnel Costs which is reflect rational use of financial resources.

If we apply the approach of dividing the total budget by the number of beneficiaries as an indicator for the best use of money, we will find each beneficiary gets various benefits for reasonable amount of money, which is 42989.4 SDG per beneficiary and this cost included the tool and equipments received by each graduates.

There were some delays in implementing the activities due to challenges at the start of the project as the coordination and involvement of the different stakeholders have taken more time and the type of this project is new to the implementer; according to this reason the implementer –SIHA- requested a no cost extension for three months, and the donor respond positively to the request. After the extension; the amended work plan was implemented on time.

Generally, the evaluator concluded that the implementation strategy pursued by the implementer (SIHA Network) achieved high efficiency by the end of the project.
3.4 Impact:

The evaluation has been done about two months after the completion on the project. The impact of the programme is analysed in terms of changes in the attitudes of the community members, and changes in the direct beneficiaries’ behaviour regarding women rights and gender equality, and employment opportunity.

The impact of the project is obvious an 18 women and girls have a skills training certificates and they gained good profession knowledge and skills.

As this project targeted the IDPs women and girls, the community leaders of Nuba Mountains in Khartoum have received acknowledged and appreciation from the people in South Kordofan on what they and SIHA Network doing for these women and girls by having a technician skills and professionalism and opening economic increase opportunity for them.

The local level and grassroots initiative was undertaken by the Nuba Mountains community in Khartoum as they organized in December 2017 a ceremony for the 16 days activism and the celebrate and honouring the girls who joined the vocational training course and encourage the women and girls to doing so to find stable jobs and break male domination on certain work according to a women leader. These changes in the community believe and behaviour is an impact of the motivation speeches organized by SIHA network and the visible vocational skills gained by these women and girls to their community.

During the personal interviews, all the girls and women who received knowledge and information on women rights, gender equality and anti harassment expressed to be more proud and become more confident than they were before the project. One the interviewed girls stated that she has started gathering her neighbours and friends to discuss what she learned disseminate messages. Most of them take more initiative to advice people when they notice unacceptable behaviour, this way they become examples and leaders of women issues in their communities. This could be considered as base for these women and girls to be part of the women’s movement in the country and advocate for women’s right and creating equal economic opportunities.

The implementer-SIHA Network- has produced a short documentary focusing on telling stories of non-stereotypical occupation for women in Sudan and changes occurred to the direct beneficiaries of the project. The film screened at Netherland Embassy during the celebration of the international Women Day and in Al Tadouad Cooperative in Wad Al Bashier when they organized a celebration for the graduates’ women, women from the area, community leaders and families of the graduates attended the screening.

Employment Challenge: The implementer and graduated women and girls efforts are continuing to find suitable employment opportunities for the graduations. In spite of SIHA Network efforts to involve potential employers in the projects, but their response to engage these women is weak except Haggar Company which provided training opportunity for one girl before. This low response from the
employers due to bureaucracy inside these companies also could be due to absence of specific regulation of hiring women technicians.

From the FGDs SIHA team mentioned the following points which could make the employers have weak response and could hinder women recruitment:

- There is no anti-harassment policy in most of the private sectors institution, particularly the private technical workshops.
- No specific places for women in the workshops such as dressing rooms and toilets. In the industrial zones there even toilets for men.
- The customers may not trust the services delivered by women technician.
- The business owner considers women vulnerable to harassments from their colleagues and customers and this could make problems in the workplace.

Currently, two electrician girls are working from home and created good sound in their neighbours. But all the interviewed women and girls prefer to have their workshop/business as a group or through one of the Women Cooperatives supported by SIHA Network.
3.5 Sustainability:

The sense of ownership of the project and its objectives is high and impressive. It has been created by the genuine and effective participation of IDPs communities, Women Cooperative Union, community leaders, SIHA Network team and targeted group of displaced women and girls. This factor could influence the sustainability of the project as the majority of the community views were changed toward the working of women in men dominating environment and the output of the project encourage them to break this stereotype.

Increasing the awareness of this vulnerable group of IDPs women and girls on women rights and gender equality could consider a factor of establishing advocacy group in their communities as some girls have self-Initiatives of advocating on gender equality in their area. These efforts in the future could strengthen women movement in Khartoum.

In addition to the above influenced issues, the following factors could contribute in achieving the sustainability of the project:

- A consider number of migrant women and girls in Omdurman and Khartoum have showed their interest to the women leaders to join to vocational training course in nearest opportunity.
- Most of the displaced women and girls didn’t complete their education, so there continuous need to find stable work for these women.
- The two electricians girls who are currently are working from homes is an indicator for skills of these women and their ability to work in new environment and perform a job which normally monopolised by men.

But it is important to put into consideration the option of interviewed women and girls to establish their own business by themselves or through the Women Cooperative comparing to the difficulties to find access to the potential employers.
Annex

Key Interview Questions

<table>
<thead>
<tr>
<th>State</th>
<th>Khartoum</th>
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</thead>
<tbody>
<tr>
<td>location</td>
<td></td>
</tr>
<tr>
<td>Interview date</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Starting/end of interview</td>
<td></td>
</tr>
</tbody>
</table>

1. Education stage?
2. Why you leave school?
3. Where you live?
4. From where you are originally? When you come to Khartoum?
5. How you know about the training? How you register?
6. What are you doing before?
7. What is your specialization? Why you choose it?
8. Are you faced any obstacle/challenge with your family/friends when you decide to register?
9. Who support you?
10. Are you working during the study?
11. How you could describe you skill after you complete the training?
12. Good - very good - Medium - Poor
13. What the challenge you face during your study?
14. During your training you have received different awareness session, what this session adds to you?
15. What is the course add to your life/what change?
16. Are you working now in your field? If Yes, Where? How is the workplace environment? If No, What are you doing now?
17. What kind of support you need to start work in your new specialization?
18. What is your future plan?