



THIRD PARTY EVALUATION OF JPF- FUNDED PROJECTS IN UKRAINE

**LIVELIHOODS REHABILITATION ASSISTANCE AND FOOD/NFI
DISTRIBUTION FOR IDPs in UKRAINE**

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Acronyms and Abbreviations

AEC	Poltava Adult Education Center of Poltava Region
CATI	Computer-Assisted Telephone Interviewing
CAWI	Computer-Assisted Web Interviewing
CHS	Core Humanitarian Standards
CVA	Cash and Voucher Assistance
DAC	Development Assistance Committee
EU	European Union
FGD	Focus Group Discussions
FSL	Food Security and Livelihoods
GAD	Gender, Age and Diversity
GAM	Gender Age Marker
GDPR	General Data Protection Regulation
IDP	Internally Displaced Person
I/NGO	International/Non-Governmental Organization
IOM	International Organization for Migration
IP	Implementing Partner
JCQHC	Japan Platform for Quality Health Care
JPF	The Japan Platform
KII	Key Informant Interview
MERL	Monitoring, Evaluation, Research and Learning
MoU	Memorandum of Understanding
MSC	Most Significant Change
NFI	Non-Food Item
OECD	Organization for Economic Cooperation and Development
PUET	Poltava University of Economic and Trade
PSHEA	Prevention of Sexual Harassment, Exploitation and Abuse
RTE	Real Time Evaluation
SoP	Standard Operating Procedures
SVA	Shanti Volunteers Association
ToR	Terms of Reference
UAH	Ukrainian Hryvnia
UN	United Nations
WASH	Water, Sanitation and Hygiene

EXECUTIVE SUMMARY

Scruples Research was commissioned by JPF to provide an external evaluation of the "Livelihood Rehabilitation Assistance and Food/NFI Distribution Project for IDPs in Ukraine." The evaluation focused on relevance, coherence, effectiveness, efficiency, sustainability, and impact, using OECD/DAC criteria and CHS principles. The aim was to document lessons learned and provide recommendations for future project phases. Data collection involved a comprehensive desk review, participant surveys, key informant interviews, focus group discussions, and the Most Significant Change (MSC) stories method. The evaluation surveyed 355 participants via CATI, conducted 11 key informant interviews, and held 8 focus group discussions with 52 participants. Additionally, two MSC stories were collected to highlight significant outcomes of the intervention. The evaluation considered gender performance, localization, and accountability to affected populations. Findings will inform strategic planning and implementation of future SVA-JPF partnered projects.

KEY FINDINGS

RELEVANCE

The evaluation of the SVA-AEC partnered project revealed that while the project utilized needs assessments and community engagement strategies, only 65% of survey participants felt fully considered in the planning phases, highlighting a need for more effective engagement and resource management. Although mechanisms such as surveys and informal assessments facilitated some level of a needs-based approach, challenges persisted in fully integrating participant feedback, particularly in terms of material distribution and meeting specific situational needs like timing.

The project's responsiveness to participant needs was recognized, with 98% of survey respondents validating the alignment of educational opportunities with their interests. Tailored courses, such as those on video editing, freelancing, and Canva, were modified based on participant feedback to enhance engagement and practical application. However, there was a gap in addressing gender-specific needs and barriers and aligning courses with job market demands, indicating a lack of comprehensive needs assessment and outcome evaluation. Despite the project's efforts, there was no detailed documentation on how specific needs, particularly for vulnerable groups like persons with disabilities and the elderly, were addressed.

In terms of information management, the project effectively used various channels to disseminate information and gather feedback, maintaining high visibility and awareness. However, the evaluation identified gaps in systematic data utilization and strategic decision-making due to the absence of specialized MEL personnel and a comprehensive intervention logic. Although feedback mechanisms were in place, the lack of a formal, anonymous complaint system and a clear distinction between general feedback and formal complaints posed challenges in addressing serious concerns, impacting overall transparency and trust. The evaluation indicated the need for improved MEL capacity, better resource management, and targeted strategies to ensure inclusivity and comprehensive impact assessment.

COHERENCE

The SVA-AEC partnership, in collaboration with PUET and local government entities, effectively implemented educational and vocational training programs for IDPs, closely aligning with national and local policies to promote employment, integration, and meet the basic needs of affected populations. These initiatives, supported by formal partnerships and MoUs with local institutions, provided crucial skills training and resources, particularly targeting women, with over 90% of course participants being women. This alignment with government efforts aimed to enhance community integration and self-sufficiency among IDPs. The project's focus on vocational skills training, such as graphic design and pastry making, as well as the distribution of essential supplies like food, dignity, and hygiene kits, addressed both immediate and long-term needs of IDPs.

The project served as the primary entity implementing a broad spectrum of adult education and vocational training programs for IDPs and the local community. The courses offered, including vocational training, language instruction, and self-development, supported immediate job readiness and longer-term community integration. The project locations, where significant numbers of IDPs resided, prioritized employment as a key policy goal. Formal partnerships with local government bodies and educational institutions, such as the Institute of Urban Development and the IDP Re-integration department in Poltava, ensured the project was integrated into local policies and received broad governmental support. However, the project could further enhance its impact by integrating digital literacy and entrepreneurship training, considering the growing importance of online businesses post-pandemic.

The project effectively collaborated with international partners such as DVV International, CARE Deutschland e.V., and the British Council, on diverse projects ranging from educational initiatives to emergency responses, supported by entities like the German Federal Ministry for Economic Cooperation and Development (BMZ). AEC's active participation in FSL and education cluster meetings helped tailor educational programs to the specific needs of IDPs and the local population. SVA contributed significantly by providing financial resources, expertise, and logistical support, ensuring local partners like AEC were well-equipped to handle project demands. However, there is room for improvement in SVA's coordination with international organizations to maximize the project's impact, particularly in supporting entrepreneurship and creative economies through additional workshops and seminars.

EFFECTIVENESS

The AEC, in collaboration with PUET and local government entities, implemented educational and vocational training programs for IDPs, aligning closely with national and local policies to promote employment, integration, and meet the basic needs of affected populations. These initiatives, supported by formal partnerships and MoUs with local institutions, provided crucial skills training and resources, particularly targeting women, with over 90% of course participants being women. The project focused on vocational skills training, such as graphic design and pastry making, and the distribution of essential supplies like food, dignity, and hygiene kits, directly addressing the immediate and long-term needs of IDPs and promoting their self-sufficiency and community integration.

The project navigated several challenges, including frequent missile and drone attacks, power outages, and a surge in course demand. The AEC team adapted by transforming basements into fortified educational spaces

and utilizing hybrid models of training. The project employed various monitoring mechanisms, such as feedback questionnaires and direct interactions, to gather participant satisfaction and adapt training materials accordingly. However, the lack of specialized MEL personnel limited the project's ability to proactively address future needs and ensure comprehensive impact assessment. Despite these efforts, there was lack of proactive use of data for strategic decision-making and anticipating future needs.

The project successfully integrated IDPs into the community by providing vocational training and essential kits, enhancing employment opportunities and improving social connections among participants. 92% of trainees and 94%-95% of kit recipients found the assistance very useful. However, challenges such as fluctuating job stability in local markets and the need for ongoing adaptation of course offerings were noted. Post-training support, including access to materials and continued advice from trainers, enabled sustained personal and professional development. Continuous adaptation and resource expansion are necessary to fully meet community needs and ensure sustainable benefits.

EFFICIENCY

Throughout its implementation, the AEC project adeptly navigated numerous challenges such as frequent missile and drone attacks, power outages, and a surge in course demand. The project adapted by transforming basements into fortified educational spaces and using hybrid models of training. Strategic collaborations with local and international partners and volunteers enhanced the project's resource base and educational quality, ensuring impactful delivery tailored to the needs of IDPs. The project employed various monitoring mechanisms, including feedback questionnaires and direct interactions, to gather participant satisfaction and adapt training materials accordingly. Despite the lack of specialized MEL personnel and challenges like staff retirements, the project continued to deliver its activities as planned.

The project successfully integrated IDPs into the community by providing vocational training and essential kits, enhancing employment opportunities and improving social connections among participants. 92% of trainees and 94%-95% of kit recipients found the assistance very useful. Courses offered, like accounting, hairdressing, and drone operating, included practical kits that enhanced the learning experience. The project's approach to engaging the community and providing long-term vocational training contributed to resilience among IDPs. However, fluctuating job stability in local markets and the need for ongoing adaptation of course offerings were noted, with some courses requiring adjustments based on participant feedback and market needs. Continuous adaptation and resource expansion seems to be necessary to fully meet community needs and ensure sustainable benefits.

The project's selection criteria aimed at prioritizing vulnerable groups and those most motivated to benefit from vocational and psychological courses. While 88% believed the project reached the most vulnerable, only 64% of survey respondents reported knowing the selection criteria, indicating communication gaps. Diverse opinions were reported in FGDs about awareness of the selection criteria, with some participants feeling well-informed and others confused. The project integrated livelihoods with other sectors like health, education, and protection through a hub-based model offering comprehensive services and referrals. However, the evaluation did not evidence a systematized referral mechanism and documentation to track participant outcomes fully.

IMPACT

The project significantly enhanced the economic, social, and personal well-being of participants by offering skill-specific courses, professional networking, and language classes that improved employability and confidence while fostering community through group activities and reducing isolation among IDPs. 94% of survey respondents reported positive impacts on their lives, with improvements in economic, social, and personal well-being. Skill-specific courses and language classes enhanced career opportunities and employability, while professional networking and educational certifications further opened job opportunities. Group activities facilitated social interactions, reducing isolation among IDPs, and the distribution of tailored kits met immediate basic needs, building trust and satisfaction among beneficiaries.

The project empowered participants by providing relevant, marketable skills through various courses, supporting their autonomy and boosting self-esteem. Courses were tailored to equip individuals with skills that opened new career opportunities or enhanced existing businesses. Language proficiency courses, such as Ukrainian for non-native speakers, and professional networking facilitated valuable connections. Formal certifications upon course completion improved employability by validating participants' skills. Educational opportunities boosted confidence and autonomy, significantly impacting participants' self-esteem and outlook positively. Group activities provided social interaction opportunities, alleviating isolation and building community ties among IDPs. The distribution of high-quality household products met basic needs, contributing to the dignity and well-being of families, thus building trust and satisfaction among participants.

SUSTAINABILITY AND LOCALICATION

The capacity-building initiatives led by DVV International and Action International were instrumental in enhancing local capabilities for educational activities and emergency management, directly contributing to the sustainability and localization of the project. DVV International trained local trainers and educators with advanced pedagogical skills, enhancing a pool of skilled professionals within the community. Action International focused on equipping the local project team with essential skills to address crises effectively. These efforts reduced dependency on external support, enabling the community to independently extend and adapt these efforts to meet ongoing and future challenges. While SVA did not conduct specific trainings, the collaboration and cooperation with partners were considered a positive learning exchange.

The project significantly invested in modern training facilities and equipment, ensuring high-quality vocational training that aligned with industry standards and enhanced employment opportunities for participants. By empowering local educators and integrating project activities into local institutions, the project established sustainable practices that continued to benefit the community beyond its formal conclusion. The project's methodologies and benefits proliferated through the empowerment of local trainers, reaching more individuals and adapting over time to the community's evolving needs. Strategic engagement with IDPs and a focus on skill development facilitated self-sufficiency among participants, promoting economic independence and reducing reliance on external aid.

The project significantly enhanced the vocational skills and emotional resilience of participants, equipping them with essential skills for employment and empowering them to start their own businesses. 83% of surveyed trainees felt the training provided essential employment skills, and 96% of kit recipients believed the kits supported their long-term access to necessities. However, some participants felt the training provided was

basic and not comprehensive enough to fully equip them for professional demands. The lack of a structured follow-up or ongoing support system poses challenges for sustaining the benefits of the project, as participants may struggle to fully utilize their new skills without additional guidance and support.

KEY RECOMMENDATIONS

STRATEGIC LEVEL RECOMMENDATIONS

To enhance the integration of Gender, Age Diversity (GAD), and intersectional perspectives, the project should utilize existing mechanisms and tools, such as Gender and Age Markers (GAM), in the project design, implementation, monitoring, and evaluation. Establishing minimum reporting standards from the project's inception and incorporating these into MEAL systems will generate unifiable data to inform strategic decision-making. Expanding budgeting and setting standards for community-based outreach activities will strengthen the project's community-embedded approach. Encouraging a culture of learning and knowledge sharing across SVA through platforms for sharing best practices and lessons learned will facilitate continuous improvement. Improved coordination and documentation of learning mechanisms will enhance accountability and adaptive management, ensuring that outputs from learning initiatives lead to actionable improvements.

SECTORAL LEVEL RECOMMENDATIONS

To address the evolving needs of the community, incorporate training for high-demand sectors such as digital marketing, IT support, and renewable energy technologies. Develop entrepreneurship programs supporting IDPs in establishing sustainable businesses integrated with the local market. Implement vocational training aimed at empowering women and promoting gender equality. Structured post-distribution monitoring systems should assess the effectiveness of aid distribution, and clearer criteria for aid eligibility will ensure fairness. Addressing resource limitations by securing additional equipment and facilities will improve participant learning experiences. Increasing financial support to expand course offerings and providing career counseling and job placement assistance will enhance the project's long-term impact.

ORGANIZATIONAL LEVEL RECOMMENDATIONS FOR SVA AND AEC

Adopt a structured needs assessment approach from a GAD perspective, ensuring inclusivity of PwDs and other vulnerable groups. Utilize data disaggregation to tailor programs to the differentiated needs of various groups. Shift from ad-hoc engagement to more structured community interactions and improve the clarity of information regarding available services. Implement a robust MEAL framework to systematically track project effectiveness and integrate local IP into larger networks for better data sharing. Establish clear guidelines differentiating feedback from complaints and expand access to complaint mechanisms. Strengthen financial management strategies to cope with funding uncertainties and enhance the capacity of local IPs through targeted training and mentorship. Increase the visibility and recognition of local IPs' contributions to foster long-term sustainability and leadership in response efforts.

1. INTRODUCTION

1.1. BACKGROUND

The escalation of conflict in Ukraine continues to have severe, far-reaching effects on the country's men, women, and children. Even those not killed or seriously injured are suffering the consequences of living in a country where war still rages. Millions of people in the state are out of work, and millions more have incomes too low to be able to afford essentials including food, clothes, and washing materials. More than two years since the full-scale of invasion of Ukraine in February 2022, 17.6m people¹ – of whom 19.24% (3.386m) are Internally Displaced Persons (IDPs), 25.28% returnees and 55.48% non-displaced people² – urgently require comprehensive support to meet their basic needs and protect their human rights. To put these numbers into perspective, Ukraine's population in December 2021 was 41 million people, and on 1 May 2024, 6.47m Ukrainian people were recorded to have fled the conflict.³ In other words, very nearly half of the people who have remained in or returned to Ukraine urgently require aid even for the basics necessary to stay alive.

Across the country, incomes and employment rates have dropped significantly. Unemployment in Ukraine, at 10.3% in 2021 (2.359m people), was 18.4% by December 2023⁴. IDPs have been most starkly affected, but no-one in Ukrainian society has been untouched by the economic impacts of the war – whether in terms of employment, falling incomes, or shortages of food and other essentials. In October 2023, almost 70% of respondents to a World Bank research survey⁵ regarding Ukrainian people's economic situation said they were either 'much worse' (26%) or 'worse' (33%) off financially than they had been before the conflict escalated. The poorest 40% of Ukrainian people seem to have been the worst affected, with 30% reporting being 'much worse' and 42% 'worse' off than in January 2022.

In its most recent research into the impacts of the war on Ukrainian people's lives and livelihoods, published at the end of April 2024⁶, IOM notes that the proportion of respondents who now live in 'very-low income' households (those with a monthly income below 3,000 Ukrainian Hryvnia {UAH} – US\$78.95) has risen from 21% to 30% since February 2022. Correspondingly, the number of respondents from households with an income of more than 10,000UAH - US\$263.16 – per month fell from 16% to 10%. Ukraine's median monthly household income is now 5,000UAH (US\$131.57) per month, compared to 7,000UAH (US\$184.21) in February 2022. One major reason for this fall is a large increase in the number of people who have been made jobless because of the war.

Before February 2022, 73% of working-age respondents to IOM surveys reported being in paid work. In its April 2024 report, that number had dropped to 57%. IOM also reports that 45% of internally displaced respondents are employed, whereas 74% of those respondents had been working before the war's escalation. This snapshot

1 OCHA. Ukraine Situation Report 2024 (12 February 2024) - Ukraine. (2024, April 16) <https://reports.unocha.org/en/country/ukraine>

2 IOM. Ukraine Conditions of Return Assessment Factsheet Round 6, November-December 2023 (31 December 2023) <https://dtm.iom.int/reports/ukraine-conditions-return-assessment-factsheet-round-6-november-december-2023?close=true>

3 IOM. Ukraine Area Baseline Assessment Round 34, March 2024 (31 March 2024) <https://dtm.iom.int/reports/ukraine-area-baseline-assessment-raion-level-round-34-march-2024?close=true>

4 UNHCR. Ukraine Refugee Situation <https://data.unhcr.org/en/situations/ukraine>, accessed 1 May 2024

5 DFS, Impact Initiatives. Ukrainian Crisis: Situational Analysis 05 March 2024 (based on data from the Assessment & Analysis Working Group for Ukraine) - Ukraine (5 March 2024)

<https://reliefweb.int/report/ukraine/ukrainian-crisis-situational-analysis-05-march-2024>

6 World Bank, EU, UN. Ukraine: Third Rapid Damage and Needs Assessment, February 2022-December 2023 (January 2024)

documents1.worldbank.org/curated/en/099021324115085807/pdf/P1801741bea12c012189ca16d95d8c2556a.pdf

6 IOM. Economic Resilience In Wartime: Income, Employment and Social Assistance in Ukraine, April 2024 <https://dtm.iom.int/reports/ukraine-thematic>

is backed by Data Friendly Space which reported in March 2024 – using data from the humanitarian Assessment and Analysis Working Group for Ukraine – that across Ukraine, 60% of IDPs who had been employed in February 2022 are now jobless. Just 29% of working-age IDPs are employed⁷.

Household incomes among IDPs have also been severely affected, with 69% of IDP respondents to IOM now reporting incomes at or below the national subsistence minimum of 6,024UAH (US\$158.53) per month. A quarter of IDPs reported household incomes of less than half their February 2022 amount. Simultaneously, just 37% of IDP households report their main source of income is a regular salary, with 18% revealing the Ukrainian government's monthly IDP living allowance, described by the World Bank as 'insufficient to meet essential needs' and for the Ukrainian government 'unsustainable'⁸, is their main income source⁹. The situation for IDPs is unlikely to improve soon. 82% of IDPs in Ukraine have been away from their homes – hence also their livelihoods – for more than a year, and in February 2024, the Ukrainian average displacement period experienced by IDPs was 510 days¹⁰.

In Zaporizhia and Poltava, where the JPF-SVA (Japan Platform-Shanti Volunteers Association) project operated, IDP populations are among the highest in Ukraine. In December 2023¹¹, there were 226,000 IDPs in Zaporizhia oblast, the fifth-highest population of any part of Ukraine, at least in part because of the Russian government's claim to have annexed the partly-occupied oblast. Poltava oblast hosted 171,000 IDPs, the eighth-highest population in Ukraine, many of whom had fled Kharkiv oblast, which shares Poltava's eastern border. By March 2024, there were 165,840 IDPs in Zaporizhia oblast, the seventh-highest population in any Ukrainian region, and 172,287 in Poltava oblast, the country's sixth largest IDP population¹². Of the latter, 62,000 people were registered as living in Poltava city, 19.87% of the city's total population¹³.

IDPs in both places are challenged by a lack of access to, or skills to attain, regular employment. In 2021, one in seven Ukrainian people were employed in agriculture, a greater proportion than in any other sector. This proportion was higher in large parts of Ukraine's south and east, from which most people displaced by the conflict's escalation have fled.

Many of those people have been separated from their jobs, and the land on which they worked, while local agricultural businesses have lost access to land, hence to offering employment to recent arrivals, because of extensive land contamination by landmines and other conflict-related impacts. As a result, IDPs need immediate assistance such as food and non-food items, and livelihoods training so they can find new opportunities in other sectors.

7 DFS, Impact Initiatives. Ukrainian Crisis: Situational Analysis 05 March 2024 (based on data from the Assessment & Analysis Working Group for Ukraine) - Ukraine (5 March 2024)

<https://reliefweb.int/report/ukraine/ukrainian-crisis-situational-analysis-05-march-2024>

8 World Bank, EU, UN. Ukraine: Third Rapid Damage and Needs Assessment, February 2022-December 2023 (January 2024) documents1.worldbank.org/curated/en/099021324115085807/pdf/P1801741bea12c012189ca16d95d8c2556a.pdf

9 IOM. Economic Resilience In Wartime: Income, Employment and Social Assistance in Ukraine, April 2024 <https://dtm.iom.int/reports/ukraine-thematic-brief-economic-resilience-wartime-income-employment-and-social-assistance?close=true>

10 DFS, Impact Initiatives. Ukrainian Crisis: Situational Analysis 05 March 2024 (based on data from the Assessment & Analysis Working Group for Ukraine) - Ukraine (5 March 2024)

<https://reliefweb.int/report/ukraine/ukrainian-crisis-situational-analysis-05-march-2024>

11 IOM. Ukraine Internal Displacement Report: General Population Survey Round 15 December 2023 – Ukraine (31 December 2023) https://dtm.iom.int/sites/g/files/tmzbd1461/files/reports/IOM_Gen%20Pop_R15_IDP_.pdf

12 IOM. Ukraine Area Baseline Assessment (Raion Level) Round 34 (March 2024) - Ukraine (31 March 2024) <https://dtm.iom.int/reports/ukraine-area-baseline-assessment-raion-level-round-34-march-2024?close=true>

13 Cities4Cities United4Ukraine. Poltava Territorial Community, Population - Ukraine (1 January 2023) <https://cities4cities.eu/community/poltava-territorial-community/>

Where SVA's implementing partner (IP), AEC (Poltava Adult Education Center of Poltava Region) have delivered the livelihood and food/NFI distribution project, needs are demonstrably high. In Poltava, food and livelihoods assistance was given to people on 480,805 individual occasions. In December 2023, 28,360 people received food assistance, including 4,791 who received 'market-based relief' (cash with which to buy food), while 11,090 people received livelihoods assistance¹⁴. In Zaporizhia, food and livelihoods assistance (consisted of food and NFI distribution as well as livelihoods training) was given on 4,297,268 occasions in 2023. In December 2023, food aid was delivered on 398,472 occasions, and livelihoods assistance to 63,228 people¹⁵. As recently as January 2024, 30% of key informants in Poltava, and 76% in Zaporizhia reported to the Assessment and Analysis Working Group for Ukraine that financial factors have negatively affected their ability to buy items from shops and markets¹⁶. The need for AEC's assistance to IDP in Poltava and Zaporizhia has been beyond doubt and continues to this moment.

1.2. SVA-AEC PARTNERED PROJECT in UKRAINE

Shanti Volunteers Association (SVA) implemented the two-phase “**Livelihood Rehabilitation Assistance and Food/NFI Distribution Project for IDPs in Ukraine**” commissioned by the Japan Platform (JPF), in partnership with the Poltava Adult Education Center of Poltava Region (AEC) in Poltava city, and in its second phase also in Zaporizhia Oblast.

The project was part of JPF's “**Ukrainian Humanitarian Crisis Response Support Programme**”. Its first phase, in Poltava city, ran from 24 October 2022 to 8 April 2023. The second phase began in Poltava city and Zaporizhia oblast on 17 August 2023 and will continue until 16 August 2024.

The project's first phase was designed to deliver essential support to IDPs facing adversity due to the ongoing full-scale invasion. It ran various courses at the Poltava University of Economy and Trade (PUET) - itself a shelter for IDPs - which aimed to equip these people with knowledge, resources, and employment opportunities they needed to reconstruct their lives. It also sought to alleviate the strain of evacuation by furnishing shelters with kitchen equipment and supplying food and essential items to those seeking refuge in and around these shelter facilities.

In its second phase, IDPs living in or close to shelters in Poltava and the Zaporizhia oblast who have been displaced for an extended period, have been able to access opportunities to acquire livelihood skills and engage in social interactions, addressing concerns about their future and social isolation. As in the first phase, these courses are designed to equip IDPs with knowledge to rebuild their livelihoods and encourage their participation in social interactions. Additionally, the project helps alleviate the stress and burdens associated with displacement by providing these IDPs with food packages and essential items.

1.3. PURPOSE AND SCOPE OF EVALUATION

Scruples Research's evaluation was requested by the JPF, to provide a third-party evaluation of the results and changes the project delivered. The main objective of the external evaluation is to document and inform project stakeholders (JPF, SVA, AEC, local stakeholders, and project participants) about the relevance, coherence,

14 Ukraine Food Security & Livelihoods Cluster. FSLC Overview 2023 Response Dashboard – Ukraine (31 December 2023) <https://fscluster.org/ukraine/document/fsl-cluster-interactive-dashboard-2023>

15 Ukraine Food Security & Livelihoods Cluster. FSLC Overview 2023 Response Dashboard – Ukraine (31 December 2023) <https://fscluster.org/ukraine/document/fsl-cluster-interactive-dashboard-2023>

16 DFS, Impact Initiatives. Ukrainian Crisis: Situational Analysis 05 March 2024 (based on data from the Assessment & Analysis Working Group for Ukraine) - Ukraine (5 March 2024) <https://reliefweb.int/report/ukraine/ukrainian-crisis-situational-analysis-05-march-2024>

effectiveness, efficiency, sustainability, and impact of the project's interventions. The evaluation adhered firmly to the OECD/DAC Evaluation criteria, tailored specifically for the humanitarian context in alignment with the ALNAP principles and CHS. It aimed to document lessons learned, progress towards intended targets/objectives, good practice, and challenges identified during the implementation, as well as to provide actionable recommendations to feed into the current and next phase of programme design and development aspects of implementation and institutional learning. The evaluation particularly aimed to;

- Assess the project's relevance, coherence, effectiveness, impact, efficiency, and sustainability against the OECD evaluation and CHS humanitarian criteria, with a specific interest for accountability to affected populations.
- Assess to what extent the expected results, as outlined in the project plan were achieved, considering the gender performance and localization dimensions of the project.
- Assess the project model's effectiveness and the added value of JPF and SVA.
- Capture knowledge to improve future SVA and JPF programming in the area.

Furthermore, this evaluation also verified the reach of targeted activities, and documented challenges faced in achieving their aims, and took an intersectional approach examining cross-cutting issues including gender/age, protection, and accountability to affected populations. It catalogued the knowledge and experiences gained from this project and transferred them into the strategic planning and implementation of future SVA-JPF partnered projects, strengthening their potential to achieve effective results. *Please refer to Annex 5.1 for the evaluation matrix that guided the design and scope of the evaluation.*

2. METHODOLOGY

2.1. EVALUATION DESIGN

Desk Review:

Scruples Research's evaluation team carried out an extensive review of all relevant documents related to both phases of "**Livelihood Rehabilitation Assistance and Food/NFI Distribution Project for IDPs in Ukraine**" in Poltava and Zaporizhia, building all subsequent evaluation steps, including fieldwork, upon it.

The desk review set out to enable the evaluation team to select the areas, participant type and procedures most appropriate and useful for data collection, in collaboration with SVA and JPF representatives. It also enabled the evaluation team to appropriately design the evaluation tools. *Please refer to Annex 5.2. for the list of documents reviewed for the purpose of this evaluation.*

Participant Survey:

The evaluation team conducted 355 out of 593 calls made Computer Assisted Telephone Interview (CATI) surveys using the Forsta system, with evaluation participants randomly selected from within specified location, gender, and activity groups, from the project participant list provided by SVA. The data was collected remotely via phone calls made via trained field researchers. The stratified sampling was to provide an appropriate level of precision, and to be efficient in conflict areas, based on Scruples Research's prior experience.

The survey tool mostly consisted of close-ended questions and was designed to present descriptive statistical inferences on relevance, efficiency, impact, and sustainability. The questionnaire was piloted prior to the actual fieldwork under the guidance of the Field Coordinator to improve errors, misspellings, and unclear questions.

The successful data collection was possible based on the responsiveness of the sampled participants, functionality of the provided phone numbers, availability of the respondents as well as their willingness to participate in the survey.

46% of the survey respondents were the training course participants, 81% hygiene kit recipients, 23% received dignity kits and another 85% benefited from the distributed foot kits.

Location	Women	Men	Persons with Disabilities (PwDs)
Poltava	297	47	63
Zaprohizhia	1	0	1
Other (Luhansk, Kharkiv, Khmelnytsky, Kyiv, Donetsk)	9	1	2

Key Informant Interviews:

The KIIs conducted for final evaluation of the project aimed at obtaining insights, observations and feedback from experienced and knowledgeable internal and external stakeholders involved in it. Scruples successfully reached out to 11 key informants based on the list provided by SVA-AEC teams. Two SVA team members, 5 from AEC, 1 local NGO member, 1 PUET official and 2 local authorities, took part. Please refer to Annex 5.3 for the list of the key informant interviews. The KIIs focused on generating data regarding all evaluation criteria through semi-structured and open-ended questions to encourage respondents' freedom to provide expansive and comprehensive responses. The KIIs were conducted online, depending on the respondent's preference and availability and decision was also made based on the pace of the progress in the KIIs within the designated interval for the data collection. Recording, interviews, and transcription were carried out using the Forsta HX discussions and quality assurance was made by the researchers and the Field Coordinator afterwards, both for the original and translated documents.

Focus Group Discussions:

FGDs were conducted with the project participants as part of the final evaluation and Scruples conducted a total of 8 FGDs with 52 participants (44 women and 8 men) in total, 6 in Poltava and 2 in Zaphorizhia; 4 (2 in Poltava and 2 in Zaphorizhia) of which were conducted online and the other 4 in-person (all Poltava).

Location	Women	Men	Mixed
Zaphorizhia	1 group (5 women)	0	1 group (3 women, 1 man)
Poltava	4 groups (27 women)	0	2 groups (9 women, 7 men)

FGDs focused on gathering data on relevance, effectiveness, efficiency, coherence, sustainability, and impact. The organization and coordination of these FGDs were the combined efforts of Scruples evaluation team and key IP of the project. The FGDs were conducted online, or in-person and Scruples utilized the venues of available local IP.

Most Significant Change Stories:

The MSC method aimed to provide insights into complex evaluations that set out to formulate narratives outlining the profound changes and successful outcomes fostered by the JPF-funded intervention. In total, 2 individuals were willing to share their stories, 1 woman from Poltava and 1 woman from Zaphorizhia. The story telling activity focused on understanding changes experienced with the full-scale invasion, moving onto the project and its engagement, relevance and impact, as well as perceptions on its sustainability and recommendations for future. The stories were conducted online, to coincide with the availability, preference and time left for finalizing the fieldwork.

2.2. EVALUATION LIMITATIONS

The evaluation faced the following challenges, some of which were mitigated by the Scruples evaluation team in collaboration with the AEC teams. *Please refer to Annex 5.4. for further details.*

- **Representativeness:** Due to the unavailability of a comprehensive database of the project participants from which to sample the evaluation participants for the data collection activities, the evaluation participants were identified by the AEC team for the evaluation. The FGDs were conducted with participants who were available and willing to take part, identified by the AEC team. The FGDs consisted of gender-mixed groups as male participants were not enough in number to compose a single separate group. The FGD participants were from both phases 1 and 2 of the project, though it had been planned for participants from the two phases to be grouped separately in the inception phase. The survey participants were also consisted of participants whose information was available to share with the evaluation team, instead of being selected based on the agreed sampling strategy. Therefore, the evaluation team ended up surveying only 1 person from Zaphorizhia, meaning the vast majority of the survey participants were from Poltava. Given these challenges, the gender, location, and activity-based representativeness of the data captured might bring into question the reliability of the findings.
- **Most significant change stories:** It was unfortunately not possible to discuss the stories with the FGD participants to identify the most significant change/s and the reasons behind them, given the challenges of planning and organization of the data collection activities. The data for the MSC stories were collected at different times and in parallel with the FGDs and the evaluation team did not have the chance to reflect on the stories together with the project participants. Therefore, the evaluation team analyzed the individual stories as part of qualitative data analysis rather than reviewing these stories with the FGD participants. **Key Informant Interviews:** Some of the key informants provided to the evaluation team did not have enough information to respond to the evaluation questions; therefore, the team interviewed more than the suggested individuals to ensure enough information was captured. The external stakeholders interviewed did not demonstrate strong relevance and connection with the project implemented; therefore, the data generated by these stakeholders were not a strong part of the content. During the interview, some key informants were discovered to work in a different location and for a different organization (some even in different positions) than those provided to the evaluation team in the list; therefore, the researchers who were prepared for different questions had to improvise during the interviews to adapt to the key informant. When the language of the interview preferred by the interviewee had to be one other than English, Russian and Ukrainian, the data was collected through instant google translation to make sure the interview was conducted.

4. FINDINGS

Project Title	Livelihood Rehabilitation Assistance and Food/NFI Distribution Project for IDPs in Ukraine	
Dates	17 August 2023 to 16 August 2024	
Budget	66, 870, 049 JPY	
Target beneficiaries	Internally Displaced Individuals in Poltava and Zaphorizhia	
Content	*Offering courses for rebuilding livelihood and social interaction: courses of job training and business skills are organized for IDPs residing at/around shelters *Distribution of food packages and necessities: distribution of items for IDPs residing ar/around shelters in poor situation	
Outcome	In Poltava and Zaphorizhia Oblasts, IDPs who are concerned of their future and social isolation owing to displacement for lingering years, can learn knowledge to make livelihoods,	
Output 1	IDPs take courses that contributes their rebuilding livelihoods and social interaction	Achieved
Output 2	IDPs receive food packages fr 4 months and necessities	Achieved

3.1. RELEVANCE

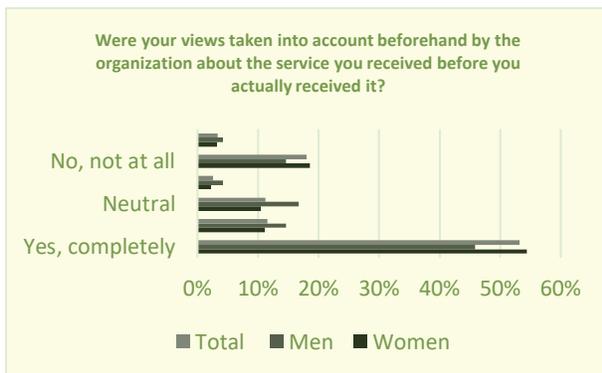
Community Consultation: *The SVA-AEC project’s efforts to tailor its programs based on the community needs faced challenges with only 65% of the survey participants feeling fully considered in the planning and implementation phases, which demonstrates need for improved strategies in integrating community input to better need the diverse needs of all participants, particularly persons with disabilities.*

Accomplishments	Concerns	Status
The evaluation process utilized needs assessments and community engagement strategies to align project design with participant needs.	Challenges persisted in fully integrating participant feedback, especially regarding material distribution and situational needs like timing.	The evaluation identified the need for more effective engagement strategies and better resource management.
AEC used surveys to gauge needs, and SVA emphasized informal assessments through direct community involvement.	There was a lack of complete knowledge about all community members, particularly PwDs, and some participants felt their views were not adequately considered.	AEC and PUET teams acknowledged the necessity to consider diverse backgrounds and needs within the community.
Melitopol City Council implemented structured, data-driven methodologies, and the local organization "Right Here" conducted focused surveys to gather insights from IDPs.	Specific needs and preferences, such as the provision of necessary materials and course schedules, were not thoroughly assessed or considered.	It was 65% of survey participants who reported feeling their views were considered.
Tailored courses based on participant feedback encouraged active participation and engagement.	Participants felt limited opportunities for individual consultation on course content and structure.	Informal interactions captured much of the participant input, but challenges remained in thoroughly integrating this input into planning and implementation.

The evaluation of the SVA-AEC partnered project’s design and implementation processed revealed varying spectrum of practices in integrating participant needs into project design and implementation, from well-structured needs assessments and community engagement strategies to more informal and ad-hoc approaches, according to the project key stakeholders. While mechanisms such as surveys, group discussions and direct feedback have facilitated some level of a needs-based approach, the challenges persisted in fully integrating participant input, particularly in terms of material distribution and meeting specific situational needs like timing. The evaluation identified the ongoing need for more effective engagement strategies and

better resource management to ensure the project would truly be aligned with the needs of all targeted community members.

AEC has participated from the outset in the project design phase, using needs assessments to adapt their activities specifically to community requirements. They utilized comprehensive surveys to gauge the needs of the IPDs ensuring that program strategies are well aligned with actual needs. Although the AEC and PUET teams admitted that there was a lack of complete knowledge about all community members, particularly PwDs, there was an acknowledgement of the need to consider diverse backgrounds. AEC team provided their notes on the project concept, which included community input to ensure the project was responsive to the real needs of the community. The SVA team also emphasized the informal/ad-hoc assessments conducted by the project team through their direct involvement in the community. These less structured mechanisms, which range from community meetings, group discussions or constant communication with the project participants, allowed engaging with the communities more frequently and respond to the real time needs as they arise. On the other hand, SVA team have emphasized the need for more structured and comprehensive needs assessments as a key priority. The coordination and collaboration with external stakeholders have also significantly contributed to the accurate identification of the needs for the SVA-AEC partnered project. Melitopol City Council utilized structured, and data driven methodologies and the council leveraged its analytical department to incorporate comprehensive data analysis in the decision-making processes, ensuring that its interventions are aligned with the community’s needs. On the other hand, the local organization “Right Here” conducted focused surveys and engaged with the community directly to gather insights form the IDPs.



Though KIs portrayed a picture that participant needs were asked using varying mechanisms, FGD and survey participants do not fully support this. Similarly, the evaluation team also did not receive any needs assessment report mapping the vocational training interests/needs, employment situation and basic needs of the targeted communities from hygiene, dignity and food perspectives, apart from generic needs assessment identifying overall needs of the IDPs. Therefore, it was not clear to the evaluation team whether the content of delivered kits and courses

were designed evidence-based decision-making, with the acknowledgement of the informal/unstructured processes available and consultation with the clusters (please refer to Coherence section). It was only 65% of the survey participants (71% of PwDs; 70% of trainees, 64% of hygiene kit recipients, 70% of dignity kit recipients and 63% of foot kit recipients) who reported their views were taken into consideration before the service was provided. 11% was neutral, 21% reported as “no” and 3% did not respond. 21% who responded as “no” mentioned that they were given what they were, without any prior consultation. While FGD participants confirmed how the implementation evolved and became responsive of the needs based on their feedback, they also reported considerable challenges remaining in fully integrating participant input into project planning and implementation.

FGD participants mentioned about surveys and comment boxes while much of their input seemed to be captured through informal, ongoing interactions during the activities. The trainers often solicited feedback directly in session, asking participants about their learning experiences, content relevance and rooms to improve the course content. Many courses incorporated interactive elements where participants could speak

of their opinions and preferences. On the other hand, some FGD participants reported feeling their specific needs and preferences were acknowledged, leading to higher satisfaction rates and better retention throughout the course. Moreover, tailoring the courses based on the participant feedback encouraged active participation and engagement from the participants.

On the other hand, some challenges were also present in beneficiary engagement in the decision-making processes. Some of the FGD participants from Poltava felt that their specific needs and preferences were not thoroughly assessed or considered. For instance, in courses like pizza making or massage, not all necessary materials (such as towels or oils) were consistently provided despite having been reported. Some FGD participants expressed their frustration when their situational needs such as timing or content specify were not met. Some participants felt the course schedules were incompatible with their personal or professional obligations or conditions.

"If the participants needed it, they could change the time, they could change... That's what Valeria said about the recording, because many participants simply could not physically connect because there was no electricity." (FGD, Zaphorizhia, woman)

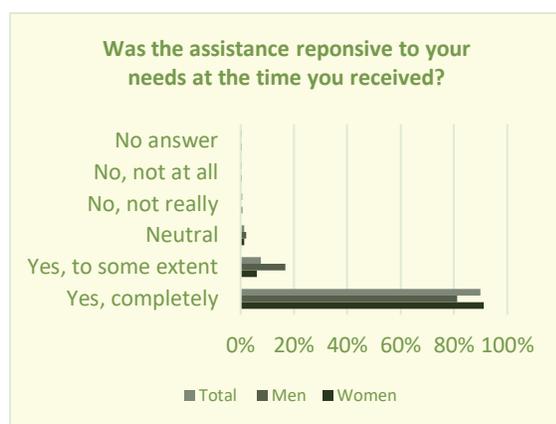
For instance, courses offered during working hours felt exclusive for working individuals. FGD participants also felt the courses offered did not adequately cater to all group members' needs, particularly those with specific educational or situational requirements and reported the lack of people with disabilities amongst the course participants. Several participants, mainly from Zaphorizhia, felt that while general feedback was solicited, there was less opportunity for individual consultation on what courses should entail or how they should be structured, left to the initiative of the trainer mostly.

Responsiveness: PUET and AEC effectively tailored their services to meet the specific interests and aspirations of IDPs, particularly through course adaptations, ensuring high levels of participant satisfaction (98% and 95%) and direct applicability of skills learned. However, despite the perceived usefulness of the project for both genders and various community sectors, there was a significant lack of data on how the activities specifically addressed gender-specific needs and barriers or aligned with job market demands, indicating a gap in comprehensive needs assessment and outcome evaluation.

Accomplishments	Concerns	Status
Participants recognized the responsiveness and context-based adaptation by AEC and PUET to changing circumstances.	There was a lack of detailed information on how gender-specific needs and barriers were addressed.	The project was generally perceived as useful, with efforts to adapt to the needs of affected populations, especially in Zaphorizhia.
PUET provided tailored educational opportunities aligned with participant interests, validated by 98% of survey respondents.	Concerns about the alignment of courses with job market demands and specific participant aspirations were noted.	Informal and formal consultations with the community allowed for responsive adjustments based on participant feedback.
Courses were specifically designed based on participant requests, such as video editing, freelancing, and Canva, ensuring content met professional aspirations.	Measures to ensure assistance reached those unable to access distribution points were not clarified.	Specific courses like video editing, Canva, freelancing, English language, massage, pizza making, and psychological workshops were modified based on participant input to enhance engagement and practical application.
AEC prioritized ensuring kits reached individuals in conflict-impacted zones safely and adapted activities based on	No documentation was found to confirm market assessments for courses like accounting and tailoring.	Despite positive perceptions, there was a lack of evidence on how gender-specific

ongoing consultations with the community.		needs were addressed and whether market demands were assessed.
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While the project participants did not feel very engaged in the planning and implementation that much, they recognized the efforts of AEC and PUET to be responsive to their needs and their swift adaptation to the changing circumstances. The evaluation identified high degree of responsiveness and context-based adaptation in the services provided by PUET and AEC. The courses were specifically designed to align with participant interests and aspirations. However, while the project was generally perceived as useful, there was a lack of detailed information on how gender-specific needs and barriers were addressed, as well as how the courses aligned with job market demands and the specific aspirations of participants.



PUET focused on providing practical and tailored educational opportunities to particularly IDPs, ensuring the courses were aligned with participant interests and professional aspirations and this is validated by the survey respondents 98% of whom reported that the activities were responsive to their needs (100% of persons with disabilities – no significant variance between different service recipients) and 95% (no significant variance between different groups) reporting that the activities met their expectations. This was exemplified by the selection of courses based on the requests of the project participants and adjusting content to meet specific interests such as freelancing and video editing. By doing so, PUET also aimed

to increase the practical value of education provided.

The AEC team also demonstrated efforts to adapt to the circumstances, particularly in Zaphorizhia to ensure the services are provided in response to the needs of the affected populations, given the area being in the frontline. First, AEC prioritized ensuring that the kits were accessed by individuals who could not afford basic needs due to loss of income and/or disrupted income generating activities. They considered safe routes and methods for aid delivery, ensuring that kits reached the project participants without compromising the safety through thorough planning and coordination to navigate this conflict-impacted zone safely. Besides, AEC’s ongoing engagement with the community to understand and adapt to their evolving needs was crucial, especially in this dynamic conflict environment and they were able to adjust the activities based on the ongoing formal and informal consultations of the community’s needs. FGD participants confirmed the adaptation efforts of responsiveness to the needs and preferences of the project participants during the project as follows:



- Video editing and Canva Course: The courses related to video editing and the use of Canva were adjusted to include more practical sessions following participant requests. For instance, when

participants expressed a keen interest in specific aspects like working with video, Trainers prepared additional materials and practical examples to cater to this interest.

- **Freelancing Course:** The freelancing course saw adjustments where the trainer asked each participant about their areas of interest and professional goals at the beginning of the course. This initial input allowed the trainer to tailor the content to focus more on the areas that would benefit participants the most, such as emphasizing certain freelancing skills over others based on collective interest.
- **English Language Course:** In the English language course, adjustments were made to accommodate different proficiency levels within the group. Although the course was initially designed to cater to beginners, the presence of participants at various levels led to a more tailored approach, where more advanced content was introduced to keep the course challenging and engaging for all participants.
- **Other Courses:** Courses that involved practical skills, such as massage and pizza making, were modified to include more hands-on practice after feedback indicated a preference for less theory and more practical engagement. This adjustment ensured that participants could directly apply what they learned in a real-world context, enhancing the usability of the skills acquired.
- **Psychological Workshops:** In response to requests for creative and recreational activities to provide psychological relief, workshops were organized that focused more on creative expression and less on structured psychological counselling. This shift was made to provide a more relaxed and supportive environment, helping participants to unwind and connect with one another.

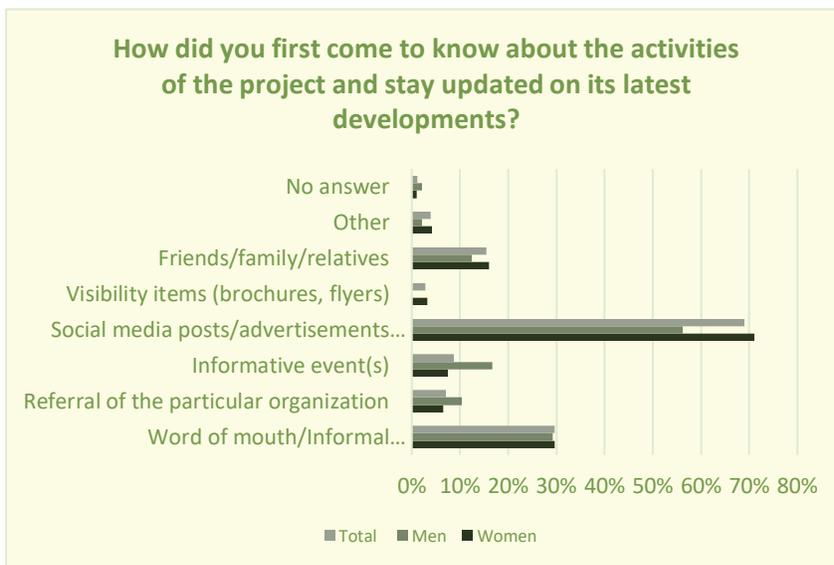
On the other hand, while project team generically reported implementing measures to ensure the assistance reached to those who cannot physically access to the distribution points, those measures were not clarified neither during the interviews nor the desk review. While the project was perceived useful both for women and men, there was no further data obtained to understand how the project activities specifically addressed or incorporated the women’s and men’s unique needs or challenges/barriers. The KIIs suggested that the courses were designed to market demands (particularly accounting and tailoring) to ensure utility in the current economic landscape while there was no document evidence identified throughout the evaluation on having conducted a market assessment, neither in progress reports nor as a self-standing document.

Information, Outreach and Access: The SVA-AEC project effectively utilized multiple communication channels—including social media, community interactions, and partnerships with local authorities—to disseminate information and make their courses and services accessible to targeted groups. 95% of the survey respondents noted that the services were easily accessible for them and another 91% mentioned they were well-informed of the activities/aid prior to their engagement. However, the project materials lacked detailed service descriptions and specific eligibility criteria, and there was no evidence of strategies specifically targeting vulnerable groups such as the disabled and elderly.

Accomplishments	Concerns	Status
The project utilized social media, flyers, posters, and community interactions to make information about the project accessible.	Banners and promotional materials lacked detailed descriptions of services and specific eligibility criteria, hindering informed decision-making.	The project effectively used social media (69% of survey respondents) and grassroots approaches to disseminate information.
AEC used a multi-platform approach including Facebook, Telegram, and Viber to disseminate information about courses and services. Social media effectively informed the public about training opportunities, with 69%-78% of	No clear evidence of targeted strategies to reach vulnerable groups such as the disabled and elderly, highlighting a gap in outreach initiatives.	Participants from Zaporizhia and Poltava reported the effectiveness of social media and word-of-mouth communication in accessing information. 95% of the survey respondents reported the services were accessible.

respondents accessing project activities through these platforms.		
Direct contact with regional administration departments and partnerships with local authorities facilitated efficient information dissemination.	Participants reported missing out on courses due to unclear or untimely information dissemination while 91% of the survey respondents were well informed of the project.	Despite high accessibility and awareness, concerns about the lack of detailed information and targeted outreach strategies remain.
High visibility and awareness were achieved through strategic placement of flyers and posters.	The evaluation found no specific strategies to ensure inclusivity for particularly marginalized groups like PwDs and the elderly.	The evaluation team noted the need for improved information clarity and timely dissemination to ensure all participants are adequately informed.

The SVA-AEC partnered project utilized multiple forms of channels to make the information about the project accessible to the targeted groups. Social media was utilized by all groups, serving as a primary tool for announcements and updates about the courses and services. Particularly in Poltava, community interactions were key in accessing information for the community members. For instance, flyers and posters distributed in strategic locations like supermarkets and community centers ensured high visibility and awareness. The project teams included partnerships and authorities to ensure accessing to those who are not technology-savy. Although the project's banners and promotional materials included necessary contact information and QR codes for easy application, they lacked detailed descriptions of the services provided and specific eligibility criteria, potentially hindering informed decision-making among the community members and accessing to certain prioritized groups. Despite efforts to ensure inclusivity, there was no clear evidence of targeted strategies to reach particularly vulnerable groups such as the disabled and elderly, highlighting a gap in the project's outreach initiatives.



Majority (69% - 78% of the trainees - reporting the highest) of the survey respondents noted that they were able to access to the project activities through social media posts/advertisements such as Telegram, Viber and Facebook, followed by another 45% (53% of PwDs) reporting the word of mouth/informal communication with the relatives/friends/acquaintances which facilitated their information and access. Informative events (9%) and referral by other organizations

(7%) were other notable channels for information and access. AEC team used a multi-platform approach including a Facebook page, Telegram and Viber groups to disseminate information about the courses and services offered, to ensure information is accessible to modular towns. Moreover, direct contact with the regional administration departments of AEC helped to spread information about the available courses and support services. PUET also had strong partnership with local authorities and utilized existing databases to

communicate directly with the IDPs as well as emphasized the usefulness of the social networks for real-time information dissemination to reaching a broad audience efficiently.

95% (no significant variance between respondents) of the survey respondents noted that the services were easily accessible for them and another 91% (98% of the dignity kit recipients - reporting the highest) mentioned they were well-informed of the activities/aid prior to their engagement. FGDs with the project participants portrayed a distinction between Zaphorizhia and Poltava. The participants from Zaphorizhia noted the effectiveness of social media in informing the public about available training opportunities and added that the courses were well advertised through social media channels, and this helped to reach different groups. On the other hand, in addition to effectiveness of social media, participants from Poltava reported the usefulness of the grassroots approach where word of mouth, especially in compact living spaces such as community centers and humanitarian aid hubs, played a crucial role in reaching out to the information. In Poltava, the participants utilized public spaces and personal networks to access flyers which were distributed at local community centers and supermarkets. On the other hand, while detailed course information was generally communicated through platforms like Telegram and Viber, several participants during the FGDs noted missing out on courses due to not seeing the information on time or finding the information unclear and this concern was not addressed due to having been reported.

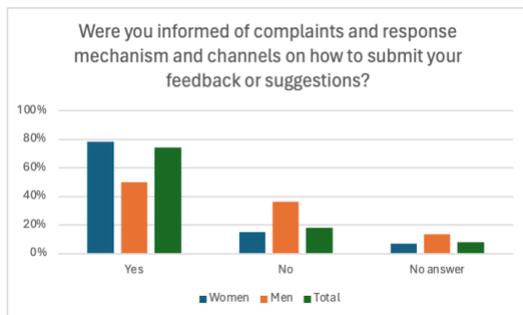
The evaluation team reviewed the stickers and banners of the project, which included scope of the distribution, locations, donor and the IP information and the contact information coupled with a QR code for the application. The banners did not include brief information about the content of the kit apart from a generic title and eligibility criteria for an effective and informed decision-making for the community members to apply. On the other hand, the banner in Poltava included types of the courses delivered with relevant contact information and a QR code to the actual application while lacking the eligibility criteria. While the project prioritized inclusivity, there is no evidence of specific strategies adopted to ensure particularly marginalized groups such as PwDs and the elderly are reached.

Compliant and Feedback Mechanisms: The project effectively capitalized on various communication channels, including digital/paper platforms and direct interactions, to capture participant feedback and adapt the assistance accordingly. However, despite a high awareness of feedback mechanisms among participants, the project lacks a formal, anonymous complaint system and a clear distinction between general feedback and formal complaints, especially for sensitive issues, which may hinder addressing serious concerns and impact overall transparency and trust.

Accomplishments	Concerns	Status
The project used various communication methods, including digital platforms and direct interactions, to gather participant feedback.	No clear distinction between general feedback and formal complaints, impacting trust and transparency.	The project effectively engaged participants and gathered feedback through open communication lines and adapted courses/kits accordingly.
74% of participants recognized the feedback mechanisms, highlighting the project's adaptability to participant needs.	Participants were not always aware of formal complaint channels, leading to important issues being treated as general feedback without necessary urgency. 74% (71% of the PwDs, 82% of the trainees, 74% of hygiene kit recipients, 79% of dignity kit recipients and 74% of food kit recipients) of the survey respondents reported that they were aware of the feedback and complaint mechanisms.	Participants reported feedback was actively solicited at various stages, through digital platforms and direct interactions.

Direct contact with regional The project maintained transparency by publicly sharing feedback outcomes through various channels, including social media and the AEC official website.	The evaluation team did not access complaint/feedback data or reports, raising concerns about systematic capture and use for decision-making.	Despite these efforts, the absence of a formal complaint system and clear distinction between feedback and complaints remains a significant gap.
Feedback results were regularly updated and shared with funders and partner organizations to ensure awareness of project progress and participant satisfaction.	There were no specific protocols or guidance for filing complaints versus general feedback, impacting the operationalization of the Safeguarding policy.	Ensuring confidentiality and anonymity in handling sensitive complaints is crucial for encouraging reporting and maintaining trust.

The project effectively used various communication methods, including digital platforms and direct interactions, to gather and adapt to participant feedback, enhancing the training's relevance and effectiveness. Despite 74% of participants recognizing these feedback mechanisms, confusion about formal complaint procedures persisted. While feedback was actively collected through both digital and paper forms post-course, the project lacks a clear distinction between general feedback and formal complaints, particularly for sensitive issues like staff misconduct, which lack confidential reporting mechanisms and defined protocols. The MEL functions seem not to be distinguished from a formal complaint and feedback mechanism. While the project is adept at incorporating feedback to improve its services, the absence of a formal, anonymous complaint system could hinder addressing serious concerns, impacting trust and transparency.



The project utilized a multifaceted approach to engage with participants and gather feedback throughout their services. The strategy focused on maintaining open lines of communication and adapting their courses/kits in response to participant feedback, which was crucial for ensuring that the courses met the evolving needs of the participants effectively. 74% (71% of the PwDs, 82% of the trainees, 74% of hygiene kit recipients, 79% of dignity kit recipients and 74% of food kit recipients) of the survey respondents reported that they were aware of the feedback and complaint mechanisms. The FGDs

in Poltava and Zaphorizhia highlighted a community-based approach where feedback was gathered through direct interactions in addition to questionnaires distributed. The course trainees reported that feedback actively solicited at various stages; at the end of the course, through Viber groups and directly in the classes. Below served as the key channels to capture feedback and complaints from the project's stakeholders.

- Digital media platforms such as Viber groups: The project teams created Viber groups for each course, which were kept active even after the course ended. This allowed participants to continue discussing course materials, share feedback in real-time, and seek assistance from instructors beyond the classroom setting. The project team was also receptive of feedback and complaints from Telegram and Facebook channels.
- Interactive Sessions: Each class session began with instructors asking participants about their experiences from the previous class and any insights or difficulties they encountered. This immediate, face-to-face feedback allowed trainers to adjust the course content and teaching methods on the fly, to better suit the needs of the participants.
- Digital and Paper Feedback Forms: Digitally formatted (Google Forms) and physical paper forms were delivered to the training participants after attending the courses or receiving the kits. The questions were designed to understand satisfaction levels, gather insights on the efficacy of the services

provided and identify areas for improvement through receiving complaints or feedback. These questions are mandatory to fill in after attending the course.

The accountability and transparency efforts of AEC were not limited to the above communication channels through which feedback and complaints were captured. The team maintained transparency by publicly sharing outcomes of the feedback through various feedback channels. Feedback results were also shared with funders and partner organizations, ensuring that they were aware of the project's progress and participant satisfaction levels. The team also disseminated the outcomes through social media channels (Facebook¹⁷, Instagram¹⁸ and Telegram). AEC's official website¹⁹ was regularly updated with reports and summaries of feedback from various activities and courses. On the other hand, the evaluation team did not find any feedback results shared over Instagram or Facebook accounts although activities and course openings were posted and announced over these pages.

Both in Poltava and Zaphorizhia, while there exist mechanisms like surveys and direct communication channels (e.g., in-person, Viber, Telegram) more of a form of a monitoring activity, there appears to be a lack of awareness on the distinction between capturing participant feedback and having a formal compliant response mechanism through which people can use as a reporting mechanism for whistleblowing adversities or providing feedback, anonymously. Therefore, it is unclear if there are specific protocols or guidance to filing complaints versus general feedback. It is also important to note that the evaluation team did not access complaint/feedback data or report to understand how they are systematically captured and used for decision-making.

"I did not know about any channels. My first experience was... I just wrote to the organizer and that was it [...] There was also a group chat in the offline course, where we discussed some issues, asked questions, and did other things. But they didn't talk about complaints, where to go in case of anything. But, as I said, I decided that since I had signed up with the organizer, I contacted the organizer again. And the issue I addressed was resolved quickly, promptly, and I went further. (FGD, Zaphorizhia, woman)

This might lead to important issues being treated as general feedback without necessary urgency or follow-up. Despite the presence of a Safeguarding policy, the operationalization of it, due to lack of a formal mechanism, is not clear and there seems to be no clear distinction or dedicated pathway for handling sensitive complaints, such as staff misconduct, mismanagement or PSHEA. It is not clear to what extent the adopted mechanisms articulate anonymity and confidentiality, which is an essential part of encouraging reporting of sensitive issues. Due to lack of an operational policy for a formal complaint and feedback mechanism, it is not clear what the timelines are of responding to and resolving complaints and how the outcomes are communicated back to the complainants, which is vital for transparency and trust as well as how they fed back into the project implementation and/or planning.

Information Management: The project leveraged diversified methods to gather feedback, enabling timely adjustments to the assistance and enhancing the relevance of courses for participants. However, there were significant gaps in systematic data utilization and strategic decision-making, compounded by a lack of

¹⁷ <https://www.facebook.com/centrosvitidoroslih>

¹⁸ https://www.instagram.com/cod_poltava/

¹⁹ <http://cod.pl.ua/contacts/>

specialized MEL personnel and an intervention logic, which hindered proactive planning and the comprehensive evaluation of the project's long-term effectiveness.

Accomplishments	Concerns	Status
The project used a combination of digital platforms and direct interactions to monitor participant satisfaction and adapt training materials. Both digital (Viber, Telegram, Facebook) and face-to-face interactions ensured continuous feedback collection.	Feedback was actively used to adjust and improve course structures, content, and delivery methods.	The project effectively engaged participants and gathered feedback through open communication lines and adapted courses/kits accordingly.
Direct involvement in courses facilitated immediate feedback collection and on-the-spot adjustments.	Lack of specialized MEL personnel limited the project's ability to proactively address future needs and ensure comprehensive impact assessment. The evaluation team did not find verification sources for systematic analysis of MEL findings or their incorporation into progress reports.	The project employed various monitoring mechanisms, including feedback questionnaires and direct interactions, to gather information on participant satisfaction.
Post-course engagement through digital groups maintained connections with participants, providing ongoing support and gathering long-term feedback.	There was no explicit evidence of structured learning initiatives, such as mid-project reviews or after-action reviews.	Immediate feedback collection during courses facilitated on-the-spot adjustments to training content and delivery methods.
Feedback was actively used to adjust and improve course structures, content, and delivery methods.	The absence of a database with significant data disaggregation (e.g., phase of the project, age, gender, disability, specific courses) hindered comprehensive analysis.	Despite these efforts, the evaluation noted a lack of proactive use of data for strategic decision-making and anticipating future needs.

The project effectively used a combination of digital platforms and direct interactions to continuously monitor participant satisfaction and adapt training materials, utilizing digital and paper-based mechanisms and face-to-face engagements. Adjustments to the course content and structure were made based on real-time feedback and post-course surveys, which enhanced the relevance and effectiveness of the training provided to meet the evolving needs of participants. However, the evaluation revealed gaps in systematic data analysis and strategic decision-making based on MEL data, as well as a lack of specialized MEL personnel, which limited the project's ability to proactively address future needs and ensure a comprehensive assessment of the program's impact.

The project team implemented multiple monitoring mechanisms, such as feedback questionnaires, digital and paper forms, and direct interactions during courses, to gather information on participant satisfaction and the effectiveness of the assistance offered. As mentioned in the above sub-section, the evaluation team received the same responses around the tools and mechanisms used for MEL activities as well as feedback and complaint channels.

- **Monitoring Mechanisms:** Utilizing both digital media platforms (such as Viber, Telegram, and Facebook) and face-to-face interactions ensured that feedback and satisfaction were continuously gathered, offering real-time opportunities particularly for course adjustments.
- **Surveys and Questionnaires:** The deployment of structured feedback tools, both online and in paper format, allowed for the systematic collection of data on the impact of the courses and the satisfaction levels of the beneficiaries with the kits delivered. These training tools were employed at various stages, including at the end of each training session.

- Direct Engagement: The project team's direct involvement in courses and training sessions facilitated immediate feedback collection, which was used to make on-the-spot adjustments to the training content and delivery methods.
- Continued Interaction: Post-course engagement through digital groups helped in maintaining a connection with participants, providing ongoing support and gathering long-term feedback on the courses' impact on participants' lives and careers.

“At the beginning of the course and at the end of the course. A page is provided on Facebook, in the Telegram channel, on Viber, and on Twitter. It provides information that you can follow the link and write your feedback wherever you want, in whatever social network you want to write it”. (FGD, Poltava, woman)

Feedback received was actively used to adjust and improve course structures, content, and delivery methods. This iterative process enhanced the granularity of the feedback received and helped modify the assistance at relevance and effectiveness of the evolving needs of the participants. For instance, adjustments were made to the types and formats of the courses offered based on the expressed interests and feedback. Please refer to finding 2 above for details of what degree of adaptations were made based on the MEL data captured throughout the implementation. Based on the KIIs, the ongoing collection and analysis of the feedback allowed the project team to gauge the effectiveness of the courses and make informed decisions about future offerings, although the evaluation team did not encounter any verification source amongst the desk review for a systematic analysis of the MEL findings and/or their incorporation into the progress reports. The evaluation team was not able to retrieve a database of the participants in a systematically categorized format through which certain significant data disaggregation was present; such as phase of the project, age, gender, disability situation, specific courses attended, kits received, timelines. The evaluation highlighted the use of feedback for adapting assistance but found limited evidence of proactive data use for strategic decisions or anticipating future needs. The project team lacked specialization in Monitoring, Evaluation, and Learning (MEL). Project-level learning focused on graduation parties, networking with local authorities and NGOs, and social media dissemination (YouTube). However, there was no evidence of structured learning initiatives (e.g., mid-project or after-action reviews) to systematically gather and integrate lessons into future projects. Despite SVA being responsible for management, the evaluation did not identify a guidance provided Monitoring & Evaluation to ensure that AEC could carry out projects in accordance with the project cycle, which also indicates lack of a proper organizational capacity assessments of the IP. This highlights the need for SVA's capabilities, leadership, and technical expertise for improving the M&E capacity of the IP.

3.2. COHERENCE

Complementarity with National and Local Policies: The AEC, in collaboration with PUET and local government entities, effectively implemented educational and vocational training programs for IDPs, aligning closely with national and local policies to promote employment and integration as well as meeting basic needs of the affected populations. These initiatives, supported by formal partnerships and MoUs with local institutions, provided crucial skills training and resources, particularly targeting women, to enhance community integration and self-sufficiency among IDPs.

Accomplishments	Concerns	Status
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<p>AEC, in collaboration with PUET and local government bodies, implemented educational and vocational training programs for IDPs, aligning with national and local government strategies.</p>	<p>Considering the growing importance of online businesses and digital platforms, especially post-pandemic, such training could support participants in setting up their own home businesses.</p>	<p>The local council of IDPs in Poltava played a crucial role in bridging communication between the project implementers and the broader community of IDPs. The council facilitated discussions around the needs of IDPs, ensuring project activities were relevant and adequately supported.</p>
<p>Over 90% of course participants were women, aligning with government efforts to empower women and the most affected populations.</p>		<p>The project focused on emergency response with in-kind goods, aligning with Ukraine's national emergency response strategy and addressing immediate needs through food, hygiene, and dignity kits.</p>
<p>The courses offered, such as graphic design, pizza-making, and pastry chef training, aimed at vocational training and skill development, fostering immediate job readiness and longer-term community integration.</p>		
<p>Formal partnerships and MoUs with institutions like the Institute of Urban Development and local educational bodies facilitated these initiatives, ensuring integration into local policies and broad governmental support.</p>		

AEC, in collaboration with PUET and local government bodies, implemented a range of educational and vocational training programs for IDPs, significantly aligning with national and local government strategies to support employment and integration of IDPs. Formal partnerships and MoUs with institutions like the Institute of Urban Development and local educational bodies facilitated these initiatives, ensuring they were integrated into local policies and received broad governmental support. The project’s focus on providing vocational skills training, such as graphic design and pastry making, as well as essential supplies like food, dignity and hygiene kits, directly addressed the immediate and long-term needs of IDPs, promoting their self-sufficiency and community integration in line with governmental efforts to empower affected populations, especially women.

AEC served as the primary entity implementing adult education and vocational training for IDPs and the local community, which included broad spectrum of programs, such as language training, professional development, and specific job skill training. Under the leadership of AEC, the project offered a diverse range of courses, including vocational training, language instruction, and self-development, which supported the immediate job readiness but also fostered longer-term community integration for the IDP participants. The courses offered such as graphic design, pizza-making and pastry chef training aimed at vocational training and skill development. This was crucial in project locations where significant numbers of IDPs resided and employment was a key policy goal. Over 90% of the course participants were also women, aligning with the government efforts to empower women and the most affected populations. While the project aligns with national policies, it could further enhance its impact by integrating digital literacy and entrepreneurship training, considering the growing importance of online businesses and digital platforms, particularly post-pandemic and based on the initiatives course participants take in setting their own home-businesses (please refer to MSC_Baking a Difference_Natalia’s Recipe for Resilience).

AEC worked with various local and governmental bodies and established formal partnerships with local government entities such as the Institute of Urban Development and the IDP Re-integration department in Poltava for an alignment with local government priorities and initiatives. Representatives from the Department

of Reintegration participated directly in project activities; for instance, distributing certificates during a pastry course. This involvement helped in communicating the project's goals and outcomes directly to governmental bodies. The project has also established formal collaborations with several public organizations and educational institutions, such as the local city council of Poltava, PUET, Poltava State Agrarian University, Poltava V.G. Korolenko National Pedagogical University, and Serhiy Bubka College of Olympic Reserve. MoUs and protocols were signed, which were crucial for integrating the project within local governmental policies and ensuring that it is recognized as a city project rather than just an NGO initiative.

PUET provided the physical and academic infrastructure necessary for delivering the vocational trainings facilitated by AEC. This included the use of classrooms, dormitories for IDPs, and other facilities that support both educational activities and basic living needs for IDPs. PUET's dormitories were also used to house IDPs, providing them not only shelter but also a stable environment where they could participate in training programs aimed at improving their skills and job prospects.

The local council of IDPs in Poltava played a crucial role in bridging the communication between the project implementers and the broader community of IDPs. This council facilitated discussions around the needs of IDPs, ensuring that the project activities were relevant and adequately supported. The support was crucial for garnering community support, advocating for the project and raising public awareness about the project's objectives and benefits. The city council assisted in promoting the vocational educational courses provided by the PUET through the mediation of AEC and assisted in providing food, hygiene and dignity kits to the targeted IDP communities. The project prioritised the distribution of in-kind goods over CVA systems given the awareness on the limited banking infrastructure in the project locations and potential inflation that could be led by purchase of items in bulk. The project has focused on emergency response with items in the form of hygiene, dignity and food kits which directly supports the immediate needs, in line with the Ukraine national emergency response strategy²⁰. This collaboration did not only support enhancing the project's impact but also helped ensuring that it aligns with broader governmental objectives and policies regarding the support and integration of IDPs into the community.

External Coordination: Partnerships with international organizations such as DVV International, CARE Deutschland e.V., and the British Council were crucial in the implementation of SVA-funded projects, providing comprehensive support in project management, emergency response, and vocational training, while SVA contributed significantly by offering financial resources, expertise, and logistical support to ensure the effective execution of these initiatives.

Accomplishments	Concerns	Status
AEC's active participation in FSL and education cluster meetings helped tailor educational programs to the specific needs of IDPs and the local population.	While SVA's contribution revolved around providing financial resources, expertise, and logistical support, a more effective utilization of partnership from SVA's side could have maximized the project's impacts	AEC contributed to FSL and education cluster meetings by providing detailed assessments of educational needs among IDPs and local populations.
AEC collaborated with DVV International, CARE Deutschland e.V., and the British Council on educational initiatives and emergency responses.		SVA provided significant financial resources, expertise, and logistical support, ensuring local partners like AEC were well-equipped to handle project demands.
Through the Creative Spark Higher Education Entrepreneurship Program, AEC collaborated with the British Council		

²⁰ <https://fts.unocha.org/plans/1124/summary>

and international universities to foster entrepreneurship and creative economies.		
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AEC effectively collaborated with international partners like DVV International, CARE Deutschland e.V., and the British Council on diverse projects ranging from educational initiatives to emergency responses, all supported by entities like the German Federal Ministry for Economic Cooperation and Development (BMZ). Through these partnerships, AEC implemented project management approach, which included assessment, budgeting, execution, monitoring, and reporting, to align with donor expectations and address local needs. Additionally, AEC's active participation in FSL and education cluster meetings enabled them to tailor their educational programs to the specific needs of IDPs and the local population, enhancing social adaptation and economic integration through vocational trainings.

AEC has a longstanding partnership with DVV International, the Institute for International Cooperation of the German Adult Education Association, which focuses on implementing education projects, supported by BMZ. The coordination with DVV International and other partners includes comprehensive project management, ranging from needs assessment to the delivery of services. This encompasses budget formulation, execution (purchase of goods), monitoring, reporting, and personnel matters, ensuring that projects are effectively managed and aligned with donor expectations and local needs.

AEC also partnered with CARE Deutschland e.V. and the International Renaissance Foundation to implement emergency responses under the Humanitarian Solidarity Grant Humanitarian Program. This initiative included providing shelter and food for IDPs at PUET dormitories. Through the Creative Spark Higher Education Entrepreneurship Program, AEC collaborated with the British Council and international universities like Portsmouth University (UK) to foster entrepreneurship and creative economies across multiple countries, including Ukraine. PUET collaborated with AEC and other organizations to host workshops, seminars, and career days (e.g., EU career days) which were significant for connecting trainees and IDPs with potential employers, information about European and global professional trends, and opportunities for economic advancement also aligned with their local context.

AEC also contributed to FSL and education cluster meetings²¹ in Ukraine by providing detailed assessments of educational needs among the IDP and local populations, which included identifying the demand for vocational training, language courses, and other educational services that can aid in social adaptation and economic integration. By participating in cluster meetings, AEC ensured that its resources are aligned with the most pressing community needs as identified in the cluster meetings. Insights gained from cluster meetings informed AEC's program planning and implementation strategies.

SVA contributed significantly to these partnerships by providing financial resources, expertise, and logistical support. Their involvement ensured that the local partners, such as the AEC, were well-equipped to handle the project's demands. SVA's support included funding for trainers, purchasing necessary materials and equipment, and setting up essential facilities like bomb shelters and classrooms as well as bringing in the expertise of emergency assistance. SVA also facilitated the training and capacity building of local partners. This included organizing training for trainers, which helped enhance the skills of local educators and ensured that

²¹ Despite this significant coordination with the clusters as stated by the KIIs, the evaluation team was not provided with a focal point from FSL or education clusters to interview for the scope of this evaluation.

the courses offered were of high quality and relevant to the needs of the community. On the other hand, there is still room for improvement for SVA to increase its coordination and collaboration with the international organizations, which could have supported entrepreneurship and creative economies through workshops, seminars as an example.

3.3. EFFECTIVENESS

Challenges and Opportunities: Throughout its implementation, the AEC project adeptly navigated numerous challenges such as frequent missile and drone attacks, power outages, and a surge in course demand by transforming basements into fortified educational spaces and adapting course offerings to fit the shifting needs of IDPs. Strategic collaborations with local and international partners as well as volunteers enhanced the project's resource base and educational quality, contributing to a resilient and adaptive educational initiative and aid distributions in crisis settings.

Accomplishments	Concerns	Status
The project used a combination of digital platforms and direct interactions to monitor participant satisfaction and adapt training materials. Both digital (Viber, Telegram, Facebook) and face-to-face interactions ensured continuous feedback collection.	Feedback was actively used to adjust and improve course structures, content, and delivery methods.	The project effectively engaged participants and gathered feedback through open communication lines and adapted courses/kits accordingly.
Direct involvement in courses facilitated immediate feedback collection and on-the-spot adjustments.	Lack of specialized MEL personnel limited the project's ability to proactively address future needs and ensure comprehensive impact assessment. The evaluation team did not find verification sources for systematic analysis of MEL findings or their incorporation into progress reports.	The project employed various monitoring mechanisms, including feedback questionnaires and direct interactions, to gather information on participant satisfaction.
Post-course engagement through digital groups-maintained connections with participants, providing ongoing support and gathering long-term feedback.	There was no explicit evidence of structured learning initiatives, such as mid-project reviews or after-action reviews.	Immediate feedback collection during courses facilitated on-the-spot adjustments to training content and delivery methods.
Feedback was actively used to adjust and improve course structures, content, and delivery methods.	The absence of a database with significant data disaggregation (e.g., phase of the project, age, gender, disability, specific courses) hindered comprehensive analysis.	Despite these efforts, the evaluation noted a lack of proactive use of data for strategic decision-making and anticipating future needs.

The project went through several challenges and capitalized on existing opportunities during the implementation. The AEC team adeptly adapted to frequent missile and drone attacks and power outages by transforming basements into functional classrooms and secure labs, ensuring continuous education in underground shelters. Engaging volunteers and community members in the aid distribution also facilitated solving the logistical challenges in heavy distributions, while leaving the monitoring of the aid diversion in question. Through strategic partnerships with local and international organizations and adoption of hybrid models of training (online and in-person), the team enhanced the quality of education and shared innovative practices suitable for crisis settings.

During the implementation, the region experienced frequent missile and drone attacks, which posed a significant risk to the safety of the participants and disrupted scheduled activities. Interruptions in electricity supply due to rolling blackouts required adaptive measures to ensure continuity of educational activities. The AEC team adapted to the security risks by renovating electric facilities and utilizing underground shelters to ensure that educational activities could continue safely in the wake of air raids. The frequent air alarms also necessitated the team to operate in bomb shelters and basements. Adapting the existing infrastructure such as extending heating systems or installing emergency lighting in basements to make them suitable for training purposes was challenging. The team managed to transform basements into functional classrooms and computer labs, ensuring that education continued despite the external threats. This adaptation did not only allow for the continuation of educational activities but also ensured the safety and security of the participants and the project team. PUET and AEC were able to absorb significant costs associated with adapting and maintaining these facilities, ensuring that the project proceeded without financial constraints to the participants. This was not only cost-effective but also quick to implement, which is crucial in an active crisis response.

The project had also set up a rapid communication system via WhatsApp to quickly communicate with administration in case of any incident that might impact project operations, which allowed for swift assessment and response to any emerging threats. Should an incident occur, the project team was prepared to assess the situation rapidly and decide on necessary actions, which may include evacuation, temporary suspension of activities, or other safety measures. Keeping in close contact with local governance and security forces was another strategy to receive timely information about potential risks and necessary precautions.

The project team faced the difficulty in finding suitable locations in Zaporizhzhia in finding premises that were both accessible and suitable for people with limited mobility. Suitable premises were also not just about accessibility but also about having the right facilities to conduct the courses effectively. For sewing courses, for example, there needed to be enough space for equipment like sewing machines and for participants to work comfortably. Moreover, in a location like Zaporizhzhia where safety is a paramount concern, finding a location that could accommodate growing numbers of participants and diverse range of courses was challenging. As a response, the team actively engaged in negotiations to secure premises that met their requirements. This involved discussions with property owners and local authorities to find spaces that could be adapted for accessibility. Where possible, the team made modifications to the existing spaces to make them more accessible. Understanding the physical limitations, the team considered adopted more flexible training options, including online or hybrid formats, to ensure that no one was excluded. On the other hand, some participants experienced issues such as lack of Internet connectivity, which hindered their ability to participate effectively in online components of the courses.

"I did not like it because I did it without a couch, and my back hurt. And I concluded that it was better not to do it. For me, it was not very good." (FGD, Zaporizhzhia, woman – an online massage trainee)

Managing large-scale humanitarian aid distributions was challenging, especially when dealing with heavy deliveries and the need for rapid unloading and distribution under resource constraints. Faced with logistical challenges in aid distribution, the project enhanced its management strategies by involving more volunteers and organizing community participation, which helped in managing the physical demands of unloading and distributing aid supplies, while how the aid diversion was monitoring was not clear, given the lack of a systematized post-distribution monitoring surveys. On the other hand, the project also demonstrated adaptability by adjusting aid distribution based on the real-time assessment of needs. This flexibility allowed

the project to respond to the actual conditions on the ground rather than sticking rigidly to pre-planned distributions.

Efficient procurement of supplies for various courses was challenging, especially under tight budget constraints and the need for bulk purchasing to reduce costs. The AEC team leveraged bulk procurement and collaborated closely with the local suppliers and managed to reduce the costs while they were able to ensure availability of necessary materials for the courses.

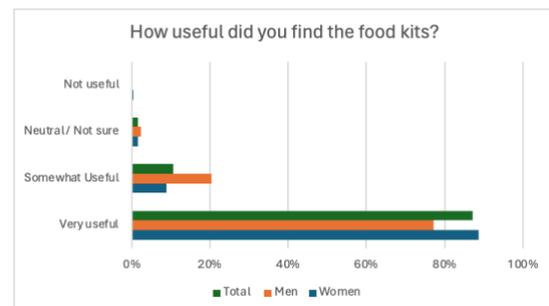
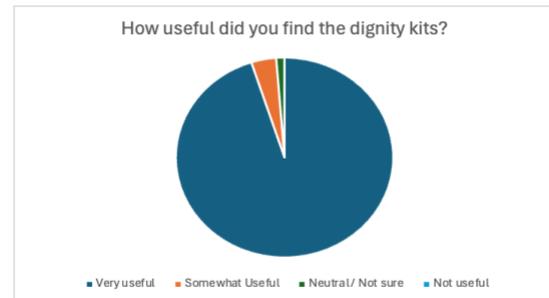
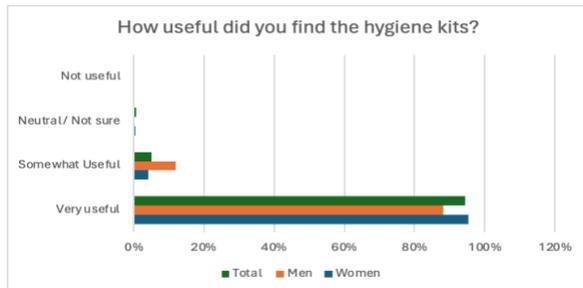
Collaborations with local institutions like universities and international organizations brought additional resources, expertise, and funding to the project. These partnerships ensured a richer pool of resources and more comprehensive support for the IDPs. The involvement of experienced educators and professionals was another opportunity leveraged on by AEC in delivering the courses securing high-quality education and training. Partnerships also facilitated the exchange of best practices and innovative approaches to education in crisis settings, improving the project's effectiveness.

Usefulness and Benefit: The project successfully integrated IDPs into the community by providing vocational training and essential kits, enhancing employment opportunities and improving social connections among participants. However, challenges such as adapting to fluctuating job markets and aligning courses with actual community needs necessitated ongoing adjustments to training programs and aid distributions, pointing out the need for continuous monitoring and responsive program adaptations to ensure long-term sustainability and effectiveness.

Accomplishments	Concerns	Status
92% of trainees and 94%-95% of kit recipients found the assistance very useful, with courses like accounting, hairdressing, and drone operating enhancing learning experiences.	Fluctuating job stability in local markets and the need for ongoing adaptation of course offerings were noted.	The project team was responsive to feedback, adapting the contents of hygiene and food kits based on recipient feedback and previous distributions.
The project offered a range of courses, including vocational training (e.g., accounting, hairdressing, 3D printing) and psychological support.	The transient nature of jobs, particularly in industries affected by conflict, posed challenges to achieving stable, long-term employment for graduates.	The courses were designed to be inclusive, accommodating diverse groups within the community, and facilitating the integration of IDPs into local society.
The project's approach to engaging the community and providing long-term vocational training contributed to resilience among IDPs. Examples like Olga, who found work through the project, highlight its impact on helping individuals regain a sense of normalcy and security.	Some courses did not see the anticipated enrollment due to misalignment with community needs or lack of awareness.	Post-training support, including access to materials and continued advice from trainers, enabled sustained personal and professional development.
	The usefulness of food kits was ranked the lowest among the kits distributed, highlighting the need for a better monitoring system to cater to the needs and feedback of affected populations.	Continuous adaptation and resource expansion are necessary to fully meet community needs and ensure sustainable benefits.

92% of the trainees (75% men and 93% of the women, 94% of the PwDs), 94% of the hygiene kit recipients, 95% of the dignity kit recipients (all women with disabilities) and 87% of the food kit recipients (77% of men) found the assistance very useful. Courses offered, like accounting, hairdressing, and drone operating, included practical kits that enhanced the learning experience and applicability of skills. The initiative facilitated significant community integration and employment opportunities. The training fostered a sense of community among participants, crucial for mental health and social integration during displacement. Challenges such as fluctuating job stability in local markets and the need for ongoing adaptation of course offerings were noted,

with some courses requiring adjustments based on participant feedback and market needs. The project team was responsive to feedback, adapting the contents of hygiene and food kits to better meet the actual needs of recipients, although the effectiveness of food kits was noted as the least satisfactory in survey responses.



The project's approach to engaging the community and longer-term focus, such as providing education and vocational training, did not only address immediate needs but also contributed to the longer-term resilience among IDPs. The range of courses offered includes accounting, hairdressing, manicuring, and more specialized training like drone operating and 3D printing. Participants received kits relevant to their courses, such as sewing materials for tailoring courses and barbering tools for hairdressing courses. These tools were essential for practical learning and application of the skills acquired. The courses are split into two main types: professional and psychological. Participants were allowed to enrol in one course from each category, ensuring a balanced approach to addressing immediate employment needs and longer-term mental health support.

The project has been successful in achieving its primary goals of reintegrating IDPs into the community and helping them find employment. The project provided 23 courses with a total of 2074 participants. For instance, the example of Olga, who was able to find work through the project's initiatives, showcases how the project has tangibly impacted individuals' lives by providing them with employment opportunities and helping them regain a sense of normalcy and security. Olga had previously worked as an assistant prosecutor, indicating a strong educational background and professional experience. She holds degrees in law and theology with a well-rounded academic foundation. Olga came to the project while dealing with personal difficulties, described as being "broken and depressed." Through the project, Olga found an opportunity to work at a "third-age university" with the support from the project team, likely in a role that has utilized her educational background and professional skills, contributing to her sense of purpose and self-worth. She temporarily filled a position in the finance department of the university, covering for someone on maternity leave. This not only provided

her with a job but also ensured that she remained professionally active, which was crucial for maintaining career continuity.

“This is exactly what we set as our goal for the project - to reintegrate these people into the community, because we don't know how they will return and when they will return, we understand that those who will not have a place to go back to, well, they stay here for now.” (KII, AEC)

Many participants, such as those in sewing, manicure and confectionery trainings, found employment in local industries as per KIIs and some FGD participants reported, which suggests that the vocational training is effectively enhancing participants' employability. The project supported both traditional employment and self-employment, recognizing the diverse economic activities that participants may engage in. The tailoring and sewing courses, especially for military clothing and net weaving, directly cater to current market needs influenced by the war. Some participants leveraged the skills they acquired to start their own small online businesses. However, the transient nature of jobs, as seen in the sewing factory example, where jobs depended on fluctuating orders, posed a challenge to achieving stable, long-term employment for graduates. The war also created a dynamic economic environment where the demand for certain skills, such as military clothing production, can fluctuate widely depending on the conflict's intensity and needs. This volatility posed risks to the long-term viability of jobs and businesses started by participants. Some participants also found jobs in local governance and NGOs, showing the success of the program in bridging the gap between displacement and local community integration. This also helped enhancing the operational capacity of local authorities and NGOs, addressing the needs of the affected populations.

The project created an environment that fostered community among the participants. By encouraging group activities and projects, participants were able to form networks, which are invaluable during displacement when individuals often feel isolated. This not only aided in mental health support but also facilitated the sharing of resources and information among the displaced persons. The training provided not just skill enhancement but also served as a social platform for participants, helping them build networks and recover psychologically from the impacts of displacement.

“[...] in Poltava we attend all the courses that are available. And it was with this group that we started studying at the centre. We became close, we became friends, and we communicate, go to concerts.” (FGD, Poltava, woman)

Post-training support, including access to materials and continued advice from trainers, was highlighted as a significant benefit, enabling sustained personal and professional development.

“When we are not removed from the previous group, we still hear something, see that someone will write, say thank you, and communicate with each other. This is a plus to the fact that you are not forgotten, we have not forgotten, we remember you, we know you. Even when it's been almost a year since my last project, when we finished in January, and it turns out that people approach me in conversation, and I can use my contacts to direct them to the right place.” (FGD, Poltava, woman)

The second phase of the project is at its halfway mark, and most plans are still in implementation phases. However, due to the evolving needs and feedback from participants, the project team constantly needs to reassess and possibly revise the educational programs offered. Some courses did not see the anticipated enrolment, due to either a misalignment between the offered programs and the community's needs or a lack

of awareness about these programs. Certain courses, on the other hand, like rehabilitation and massage therapy, confectionary exceeded expectations in demand, prompting the need for additional sessions. To avoid overcrowding in the classes, the program adapted to the high demand by setting clear limits on class sizes to ensure effective learning environments, the quality is not compromised and the resources were managed efficiently. This indicated a well-received program area that aligns with the community's immediate needs, particularly those affected by physical ailments due to conflict or displacement while demonstrates lack of a systematically and continuously conducted needs assessment and how it affects the planning and effective use of resources. According to the KIIs, the courses were designed to be inclusive, accommodating diverse groups within the community, and facilitating the integration of IDPs into local society, while almost all the evaluation participants were among the IDP communities, as per the data provided to the evaluation team. On the other hand, the limitation in the number of participants per course due to funding and resource constraints meant not everyone who needed or wanted the training could participate. The need to manage group sizes and ensure effective learning experiences might also limit the number of participants who can benefit at any one time. Scaling these courses without diluting their quality can pose a logistical challenge and may lead to perceptions of exclusivity or inequity in program delivery after a certain point (please refer to the section effectiveness). While the programs were well-received and considered useful, continuous adaptation and resource expansion seem to be necessary to fully meet community needs and to ensure sustainable benefits.

The project team was swift in responding to the feedback and adapting the kits accordingly. For example, the contents of hygiene and food kits²² were adjusted based on recipient feedback and previous distributions, ensuring that the aid provided was useful and meeting the actual needs of the recipients. By monitoring what people left behind in aid baskets, the project team iteratively understood needs of the community to fine-tune the kits' content. The role of cluster coordination and the collaboration with the local authorities (particularly city councils) played a crucial role here as well. However, usefulness of the food kits was ranked the lowest among the kits distributed in the survey responses, which might require a better monitoring system to cater the needs and feedback of the affected populations.

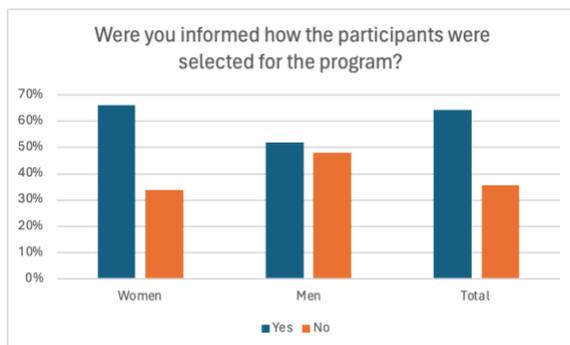
Selection Criteria: The project's selection criteria, aimed at prioritizing vulnerable groups and those most motivated to benefit from vocational and psychological courses, revealed mixed levels of understanding and satisfaction among participants. While some beneficiaries appreciated the clear communication and felt the criteria were fairly applied, others experienced confusion or perceived unfairness, particularly when they saw inconsistent application or felt that other vulnerable individuals were overlooked.

Accomplishments	Concerns	Status
88% believed the project reached the most vulnerable, primarily women with children, followed by the elderly, PwDs, and men.	Only 64% of survey respondents reported knowing the selection criteria, indicating communication gaps.	The selection criteria focused on those who demonstrated strong motivation and need, with an emphasis on professional and psychological development.
Priority was given to vulnerable groups among IDPs, such as women leading	Mixed opinions were reported in FGDs about awareness of the selection criteria,	The evaluation team received feedback indicating a need for more transparent

²² The evaluation team wants to highlight the following quote by the Head of Project of AEC in Zaphorizhia: "And yes, we have an option where there is a basket for people who want to bring food or leave some of the food from the humanitarian aid. Some people just want to share it with the military. Then we send it to the military. My unit was better at monitoring what people were leaving there, of course, some people leave something tasty for the military, and some people just leave something they don't need."

households, the elderly, and those with disabilities.	with some participants feeling well-informed and others confused or uninformed.	and frequent communication about the selection process.
Those selected for courses or aid generally viewed the project positively, seeing it as responsive to their needs.	Participants noted feelings of unfairness, particularly when they saw others receiving aid multiple times or when they felt that vulnerable groups were overlooked.	
	Some participants expressed frustration at being repeatedly excluded based on criteria, questioning the inclusivity and responsiveness of the project.	

The selection criteria influenced both the motivation to participate and the perceived value of the project. Those who were selected for courses or received aid generally viewed the project positively, seeing it as responsive to their needs. Conversely, those who were repeatedly excluded based on the criteria were more likely to view the project critically, questioning its inclusivity and responsiveness to the community's diverse needs. In the distribution process, the project team ensures equity by selecting recipients from the lists registered by local authorities and the evaluation did not generate much data on selection criteria for the kit recipients.



The selection criteria for the activities focused those who demonstrated a strong motivation to develop professionally and personally, despite the challenges posed by displacement. This was particularly emphasized for vocational and psychological courses designed to support both skill acquisition and emotional well-being. The project prioritized individuals who showed a genuine interest and needed to acquire new skills for employment or to cope with psychological stress, through a brief motivation letter written by the candidates why they should be chosen.

The intention was to prioritize those who were eager to gain competencies that will aid in their future development over individuals who were looking to pass time. Priority was given to vulnerable groups among the IDPs, such as women leading households, the elderly, or those with disabilities. These criteria ensured that the assistance was directed towards those who might face additional barriers to integration and employment. On the other hand, the communication of the criteria to the project participants and informing them on which basis they were selected seems to be a challenge as it was only 64% (66% of women, 52% of men and 74% of PwDs) of the survey respondents who reported that they knew the selection criteria. Another 88% reported that they thought the project was able to reach to the most vulnerable ones and it was women with children followed by elderly, PwDs, men and IDPs without any registrations that the participants knew who are in need and whose needs were not covered by this project.

Echoing the survey results, FGD participants reported mixed opinions about their awareness on the selection criteria. Some were well-informed which they learned through the forms and direct communications when signing up for courses or kits. The criteria were communicated to the community primarily through social media platforms and word of mouth. Organizations involved in the project use platforms like Facebook and Telegram

to announce courses, share registration forms, and post updates about course completions and new enrolments²³. Some discovered through personal contact such as phone calls which helped clarify the eligibility and the process.

"Yes, indeed, from the very beginning, when the Google form is put up, it provides information on which category of people this or that group is for. Well, first of all, we definitely got into it as IDPs. In order to receive assistance, of course, I at least received assistance as a single mother." (FGD, Poltava, woman)

"Yes, of course, the information was complete in the article, in the Telegram, all the conditions, all the criteria were, well, for certain categories of courses, well, groups were formed, then for other categories, but the information was complete." (FGD, Poltava, woman)

Many expressed their confusion or lack of clear information regarding why they were selected for certain courses or aid, indicating some inconsistencies in how the information was communicated to the community members. Among those who understood and met the criteria, especially those who directly benefited from the courses or kits, there was a general satisfaction on the selection criteria. However, other participants noted frustration among those who felt excluded or did not fully understand the selection process. They expressed feelings of unfairness, particularly when they saw others receiving aid multiple times or when they felt that vulnerable groups like the elderly or those without family support were overlooked.

"There was a title and the requirements were set out in the questionnaire. Who can register? I know that I also signed up for courses, and I didn't get in. They referred to the standard phrase that thank you, but... There were no criteria, they just wrote that the group was full. Also, if you were in a Japanese project, you couldn't go there a second time. It was like taking a professional course once. For example, I didn't have any courses. It often happens that people want to, but the number of applicants is growing rapidly. There are a lot of people who want to. A lot of people." (FGD, Zaphorizhia, woman)

"There are families with many children, mothers with babies, people with disabilities, and pensioners 70+, or 65 sometimes, sometimes 65+, and everyone else. And people often write in chat rooms, complaining that we are not human, that we [selected participants] don't need anything. There are those who have lost their jobs altogether and can't find work. There are united families. For example, I live with two parents, elderly and unhealthy. I have a lot of problems, but I can't talk about them, I have to move on. And in this way, I also need to support them and support myself." (FGD, Poltava, woman)

Project participants who did not qualify for repeated aid or specific courses suggested that the criteria should be more inclusive or better aligned with the varying degrees of need within the IDP community. They called for more transparent and frequent communication to manage expectations and reduce discontent.

Women who were able to attend the courses were predominantly represented among the participants. This trend could have inadvertently excluded women constrained by household responsibilities and underrepresent

²³ On the other hand, as mentioned in the relevance section, the project visibility materials lacked details on the selection criteria.

men, who constituted a smaller proportion of course participants. This gender disparity may stem from cultural norms and societal expectations influencing participation.

Synergies with Other Sectors: The project integrated livelihoods with other sectors like health, education, and protection through a hub-based model offering comprehensive services and referrals, although the evaluation did not evidence a systematized referral mechanism and documentation to track participant outcomes fully.

Accomplishments	Concerns	Status
The project integrated livelihoods with protection, health, education, and NFI/Shelter, providing comprehensive services through a hub-based model.	Despite the SVA team’s efforts to monitor and align activities with project goals, the evaluation did not identify any systematized referral mechanism	the absence of a formal referral and tracking system remains a significant gap that needs addressing to enhance project effectiveness.

The project integrated considerations between livelihoods and other sectors such as protection, health, education, and NFI/Shelter, as per KIIs. It operated on a hub-based model, providing comprehensive services including legal, medical, and educational support in one location. Specifically, it offered tailored consultations through partnerships with psychologists, lawyers, and medical professionals, addressing specific needs of veterans and their families alongside general beneficiaries.

Although SVA team members reported considering the educational and protective aspects of the courses within the education and protection sectors and continuously monitoring the impact of the activities to ensure they align with project goals and effectively support project participants, the evaluation did not identify any systematized referral mechanism nor any documentation/pathway or tracking system of the project participants.

3.4. EFFICIENCY

Utilization of Resources: The project adeptly existing resources and local expertise to implement educational and emergency assistance activities effectively, leveraging the strengths of local stakeholders, SVA, and JPF. Despite challenges such as the absence of a physical presence in Ukraine and limited funding, the project was executed efficiently through creative resource management, remote coordination, and a motivated team, ensuring impactful delivery tailored to the needs of the IDPs.

Accomplishments	Concerns	Status
The project maximized the effectiveness of available funds, expanding training groups to accommodate more participants without increasing costs.	The absence of a physical presence of SVA in Ukraine potentially impacted project management and coordination.	The team creatively maximized the impact of available funds and staffing, such as by adjusting training sessions to accommodate more participants without additional costs.
Despite challenges like staff retirements, the project ensured training and distribution activities were implemented as planned, showcasing a flexible approach to managing resources.	The salaries of project staff were considered low, especially compared to European standards. Despite this, the project team's motivation was grounded in a sense of value and responsibility	The project utilized local knowledge and networks to adapt educational content and delivery methods to the immediate needs of the community, especially the IDPs.

<p>The project leveraged the capacities and resources of local stakeholders, SVA, and JPF for practical and impactful implementation. AEC brought pre-war expertise in adult education, enhancing educational offerings, while SVA contributed experience in emergency assistance.</p>		<p>Additional funding could enhance the scope of activities, but existing resources were deemed adequate to meet program objectives effectively.</p>
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The financial management processes and the allocation of human and financial resources within the program were generally sufficient and effective in supporting program implementation. The team adapted creatively to resource limitations by maximizing the effectiveness of the available funds, such as by expanding training groups to accommodate more participants without increasing costs. While there were challenges, such as staff retirements, these did not significantly hinder the program's operations. Adjustments were made to ensure that the training and distribution activities could be implemented as planned, demonstrating a flexible approach to managing resources. While additional funding could enhance the scope of activities, especially in distribution, the existing resources were adequate to meet the program's objectives effectively. However, one notable challenge was the absence of a physical presence of SVA in Ukraine, which potentially impacted aspects of project management and coordination. This limitation was mitigated by working closely with local partners and through remote management strategies to maximize efficiency. Adjustments were made to accommodate staffing changes, such as retirements, ensuring that the project could continue without significant disruptions. The second highest concern mentioned was that the salaries of project staff were not considered high, especially compared to European standards, while on the other hand, the project team's motivation was grounded in a sense of value and responsibility.

The project leveraged the existing capacities and resources of local stakeholders, SVA, and JPF to ensure a practical and impactful implementation. Particularly AEC brought their pre-war expertise in adult education into the project, enhancing the educational offerings. SVA contributed its experience in emergency assistance, guiding the adaptation of the project to crisis conditions. JPF facilitated the project setup and funding, ensuring a structured approach and sustainable funding streams. Collaboration between these entities was key, allowing for a synergistic use of each organization's strengths. The project utilized local knowledge and networks to adapt the educational content and delivery methods to the immediate needs of the community, especially the IDPs. The project adapted to resource limitations by creatively maximizing the impact of available funds and staffing. For example, training sessions were adjusted to accommodate more participants without additional costs. This ensured that the project could deliver substantial benefits despite financial and logistical constraints.

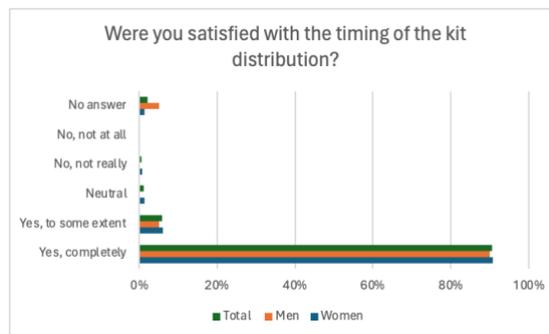
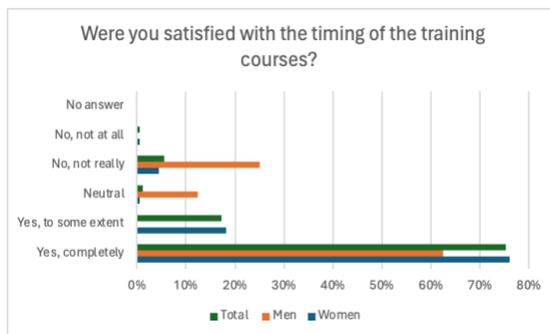
Timeliness: The project encountered initial delays due to financial and coordination challenges and adapted by securing favourable terms with suppliers and appropriate facilities, ultimately catching up to complete most activities effectively and maintaining high participant satisfaction of timeliness.

Accomplishments	Concerns	Status
<p>93% of trainees and 96% of individuals who received kits were satisfied with the duration and timing of the courses.</p>	<p>Challenges in procuring high-quality products and finding suitable premises led to slight delays in implementation,</p>	<p>The project adapted by finding vendors with flexible payment terms and securing suitable premises with the help of regional authorities.</p>

	particularly for courses like hairdressing and manicure.	
The project effectively managed scheduling and resource constraints to ensure participant engagement and satisfaction.	Participants highlighted the need for more equipment and better scheduling to fully benefit from the courses.	Participants expressed the need for more equipment and longer course durations to enhance their learning experience.
		Suggestions included repeating courses and providing wider scheduling options to accommodate more participants.

As financial and coordination challenges that required about a month to resolve, the procurement of high-quality products was affected as well as the setup of some educational courses. Despite these, the project adapted effectively by negotiating favourable payment terms with suppliers and seeking local authority assistance to secure suitable premises for activities such as seamstress courses. Ultimately, while there were minor delays in specific activities like hairdressing and manicure courses due to limited resources and scheduling constraints, the project team managed to catch up and fulfil most of the planned activities by the project's end, maintaining high participant satisfaction levels.

The project experienced initial delays due to financial and coordination issues, which took about a month to resolve. The project team needed time to adjust to each other and ensure that financial arrangements were properly in place. This phase was significant for establishing a reliable working relationship and setting the groundwork for smooth project execution. There were specific challenges in procuring high-quality products at the best prices, which led to a slight delay in the implementation. The project adapted by finding a vendor who offered the best price and was flexible with payment terms, allowing the project to order in bulk but pay in quarters, which helped manage funds more efficiently and avoid price hikes. The implementation of certain activities, like the seamstress courses, was delayed due to the lack of appropriate space. This was a significant challenge that hindered the timely launch of these activities, particularly in Zaphorizhia. Efforts were made to secure suitable premises with the help of regional authorities. While above challenges led to minor delays in some education activities, which did not impact the project's overall timeline. The project team was prepared to catch up towards the end of the project cycle to ensure all planned activities were completed.



Overall, 93% of the trainees (94% of women, 63% of men and 95% of PwDs) were satisfied with the duration and timing of the courses. Specific delays in activities like hairdressing and manicure courses arose due to inadequate course duration. The figure is 96% of the individuals who received hygiene, dignity or food kits. The

issues surrounding scheduling and accessibility primarily resulted from the limitations of course times and the availability of resources on time, which affected participants' ability to fully engage with the training programs.

"For example, in the manicure course, we had the experience that we had 15 people and only 5 pieces of equipment. 15 people cannot learn on 5 nail drill bits and lamps. That's why we didn't get the full experience. Because one person is doing, and two are waiting. And we were divided. For example, we would have needed more equipment. And more time, of course." (FGD, Poltava, woman)

The challenges around timeliness were revolving around limited course scheduling options and duration of the courses.

"Repeat it, make an announcement at the beginning, perhaps, that this or that course is being offered at such and such a time, so that people can have a wider choice. And then repeat these courses. Because, for example, I didn't have time. And I would like to, but it's not repeated for the second time. And I would have liked to." (FGD, Poltava, man)

Quality: The training courses within the project were overwhelmingly well-received, with 99% of participants appreciating the competency and dedication of the trainers, and 97% expressing satisfaction with the distribution of kits. The practical approach and the trainers' flexibility in accommodating participants' needs, particularly those with children, significantly enhanced the overall learning experience and participant satisfaction.

Accomplishments	Concerns	Status
99% of survey respondents reported satisfaction with the quality of the training courses, reflecting the knowledge and competency of the trainers and 99% of respondents noted that trainers were knowledgeable and competent in providing the courses.	Challenges such as limited resources and large class sizes restricted hands-on training opportunities.	Despite constraints, participants valued the direct engagement and opportunity to apply skills in a practical setting.
Trainers were highly regarded for their responsiveness and helpfulness, providing personal attention and correction during sessions.	Participants expressed a desire for more practical experience, especially in vocational courses like hairdressing, where the large group size diluted the hands-on learning experience.	FGD participants in Poltava expressed the need for more practical experience, limited by the availability of equipment and group size.

In the project, a lion's share of the respondents expressed high satisfaction with the quality of the training courses, reflecting the knowledge and competency of the trainers. Despite challenges such as limited resources and large class sizes, which restricted hands-on training opportunities in some occasions, trainers were praised for their supportive and flexible approaches, particularly in accommodating participants with children. The practical sessions, although constrained, were highly valued by participants, enhancing their learning experiences and supporting skill application.

99% of the survey respondents reported their satisfaction with the quality of the training courses and another 99% noted that the trainers were knowledgeable and competent in providing the courses. Satisfaction with the kit distributions also stood at 97%. The responsiveness and helpfulness of trainers in addressing students' needs were highly valued, particularly how they managed to provide personal attention and correction during sessions. The trainers were noted for their flexibility and support, particularly in accommodating participants

with children, enhancing accessibility for all attendees. The dedication and effort of the instructors to teach effectively, even within resource constraints, were highly regarded. Participants felt that the instructors were committed to their educational roles and provided significant support and guidance throughout the courses. Participants valued the direct engagement and the opportunity to apply skills in a practical setting, which enhanced their learning experience.

"The course was designed in such a way that there were only practical applications... there was even more in the course than I expected, because it was really very intense." (FGD, Zaphorizhia, woman)

FGD participants in Poltava expressed a desire for more practical experience, which was limited by the availability of equipment and the size of the groups. This was especially evident in vocational courses like hairdressing, where participants felt that the large group size diluted the hands-on learning experience.

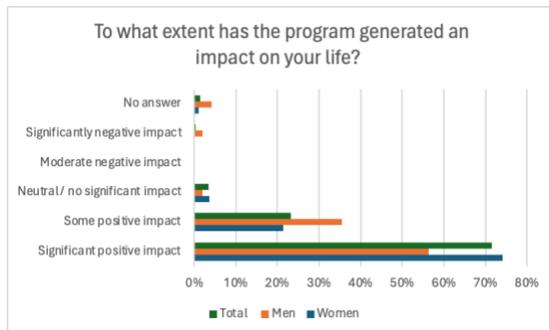
"But each of us, there were 17 of us, we were too many... You only cut two guys' hair, that's it. We only had two workplaces... If there was more practice or a smaller group, we would have more skills." (FGD, Poltava, woman)

3.5. IMPACT

Significant Changes: The project significantly enhanced the economic, social, and personal well-being of participants by offering skill-specific courses, professional networking, and language classes that improved employability and confidence, alongside fostering community through group activities and reducing isolation among IDPs. The distribution of tailored kits met essential needs and built trust among beneficiaries.

Accomplishments	Concerns	Status
94% of survey respondents reported positive impacts on their lives, improving their economic, social, and personal well-being.	Practical sessions were constrained by the availability of equipment and large class sizes, limiting hands-on learning opportunities.	The project offered various skill-specific courses tailored to equip individuals with marketable skills and enhance existing businesses.
The project provided skill-specific courses and language classes that enhanced career opportunities, employability, confidence, and personal growth and participants benefited from professional networking and educational certifications, opening job opportunities.		Courses and group activities provided valuable social interaction opportunities, helping to reduce isolation and build community ties among IDPs.
Educational opportunities boosted participants' confidence and autonomy, impacting self-esteem and outlook positively.		High-quality household products met basic needs and contributed to the dignity and well-being of families, building trust and satisfaction among participants.

94% of the survey respondents reported their participation in the project provided positive impact on their lives, improving their economic, social and personal well-being. The project offered skill-specific courses and language classes that enhanced career opportunities and employability, while also improving participants' confidence and personal growth. Professional networking and educational certifications further opened job opportunities. Group activities facilitated crucial social interactions, helping reduce isolation among IDPs. The distribution of tailored kits met immediate basic needs, building trust and satisfaction among beneficiaries.



The project offered various skill-specific courses, which were tailored to equip individuals with relevant, marketable skills that opened new career opportunities or enhanced their existing businesses. For instance, Kateryna, an entrepreneur, utilized these courses to refine her business skills and even sought further education in video editing to support her goal of creating an educational platform. Recognizing the importance of language proficiency in professional and daily interactions, the project included

language courses, such as Ukrainian for those whose first language was not Ukrainian. By connecting participants with professionals and educators, the project facilitated valuable networking opportunities. These connections led to mentorship, further consultations, and potentially opened doors to new job opportunities or collaborations. For many IDPs and host communities, having formal certification significantly supported their employability. The project offered certificates upon course completion, which validated the participants' newly acquired skills and thereby improved their resumes.

*"It also gave me an impulse to develop in this area. To do something and turn it into a source of income."
(FGD, Poltava, woman)*

"I am already in the process of creating my own brand. To do this, I went to another course at the adult center, this time in graphic design, where I have already developed my own logo." (FGD, Poltava, woman)

"In the future, I plan to go to a new center, perhaps to take a social media marketing course from other organizations - on productive promotion of my brand." (FGD, Poltava, woman)

These educational opportunities empowered individuals by boosting their confidence and autonomy. Learning new skills positively impacted participants' self-esteem and outlook.

"First of all, the most important changes are that I have gained invaluable knowledge, I have gained self-confidence, and now I am not ashamed of the quality of my services." (FGD, Poltava, woman)

"For me, it was such an internal point that you're done, go ahead! The courses motivated me to go further and not to stand still." (FGD, Poltava, woman)

Courses and group activities also offered valuable social interaction opportunities, providing a space for participants to exchange experiences, build networks, and support each other. This social aspect was vital in alleviating feelings of isolation and building community ties among IDPs.

*"I have new friends. We created our own group on Viber and we communicate with the girls I studied with."
(FGD, Poltava, woman)*

The project distributed food kits to participants, to ensure they have access to essential nutritional support, which was important for the IDPs who did not have stable access to food supplies. The quality and relevance of the food items were carefully considered to meet the dietary needs and preferences of the recipients.

Alongside food, the distribution of hygiene and dignity kits played a vital role in maintaining hygiene and living standards. High-quality household products did not only meet basic hygiene needs but also contributed to the dignity and well-being of the families. By ensuring that the items were genuinely useful and preferred products, the project built trust and satisfaction among the project participants.

3.6. SUSTAINABILITY AND LOCALIZATION

Building of Local Capacities: The capacity-building initiatives led by DVV International and Action International were instrumental in enhancing local capabilities for education activities and emergency management, directly contributing to the sustainability and localization of the project. By empowering local trainers and improving crisis response competencies, these initiatives reduced dependency on external support, enabling the community to independently extend and adapt these efforts to meet ongoing and future challenges.

Accomplishments	Concerns	Status
DVV International trained local trainers and educators with advanced pedagogical skills, enhancing a pool of skilled professionals within the community.	The SVA team did not conduct specific trainings because their partners already possessed the necessary skills and tools, relying on pre-existing abilities.	The expertise from DVV International ensured high-standard training for trainers, equipping educators with innovative approaches and techniques essential for engaging adults.
Action International focused on emergency management, equipping the local project team with essential skills to address crises effectively.	Participants expressed a desire for more practical experience, especially in vocational courses like hairdressing, where the large group size diluted the hands-on learning experience.	The capacity building by Action International was crucial for preparing the project team to manage and respond to the complex needs of IDPs effectively, ensuring timely and effective aid and education during crises.
Ongoing collaboration and cooperation between partners contributed to the capacity building of the AEC team, considered a positive learning exchange.		

By training local trainers and educators with advanced pedagogical skills, DVV International helped strengthen a pool of skilled professionals within the community. This contributed to the sustainability of educational efforts and strengthened the local capacity to manage and extend such initiatives independently in the future. Action International’s focus on emergency management equipped the local project team with essential skills to address crises effectively. This training supported local actors to take a leading role in managing emergencies, reducing dependency on external intervention and fostering resilience within the community.

SVA team did not conduct trainings because their partners already possessed the necessary skills and tools for the job and they depended on their pre-existing abilities to manage these tasks effectively. Whereas the ongoing collaboration and cooperation process themselves were part of capacity building of the AEC team which was considered a positive learning exchange. On the other hand, KIIs reported receiving capacity building support from two key organizations, DVV International and Action International which were considered useful with direct contribution to the implementation.

DVV International is part of the German Adult Education Association, a leading organization in the field of adult education and development worldwide. They have a longstanding reputation for enhancing adult learning through various educational programs and projects across the globe. In the context of this project, DVV

International provided specialized training for trainers. This training focused on empowering local trainers with advanced pedagogical skills tailored to adult learners, which was essential for effectively teaching diverse and often non-traditional student populations. The expertise brought by DVV International helped to ensure that the training for trainers was conducted at a high standard, equipping educators with innovative approaches and techniques that were essential for engaging adults and facilitating meaningful learning experiences. Their contribution was critical in raising the quality of education provided through the project, leading to more effective and impactful learning outcomes for all participants.

Action International as a collaborative partner involved in enhancing the capabilities of the project’s team specifically around handling emergency humanitarian situations. This organization's role included training in emergency response and project management within crisis contexts, which was essential for projects dealing with populations affected by displacement or other emergencies. The capacity building done by Action International was crucial in preparing the project team to manage and respond to the complex needs of IDPs effectively. By enhancing their understanding and skills in emergency project management, the team could implement more efficient and responsive actions during crises, ensuring that the aid and education provided were both timely and effective.

Sustainability of the Project Benefits for the Local Stakeholders: SVA has ensured the sustainability of the project benefits by integrating project activities into local institutions like AEC and PUET, empowering local trainers, and utilizing durable, high-quality training equipment. The transition of operational responsibilities to well-prepared local entities, coupled with ongoing engagement strategies and financial diversification, served as an effective exit strategy, addressing risks like reduced IDP participation and ensuring continued economic empowerment and skill development activities post-project.

Accomplishments	Concerns	Status
Significant investments in modern training facilities and equipment ensured high-quality vocational training aligned with industry standards. These investments are long-term assets that will continue to serve the community, enhancing employment opportunities and supporting local economic growth.	There was a concern about the decrease in the ratio of IDPs over time.	The project's focus on vocational training aligned with industry standards enhanced participants' employability.
The project focused on building local capacity by training educators and facilitators within the community, retaining knowledge locally.		The project emphasized skill development in areas like tailoring and manicuring, enabling participants to generate income independently.
Project activities were embedded within local institutions like AEC and PUET and coordinated with local governments. This translated project initiatives into regular community features, securing ongoing support and involvement.		The empowerment of participants reduced future dependency on aid, improving participants' sense of agency and self-reliance.

The project significantly invested in modern training facilities and equipment, ensuring high-quality vocational training that aligned with industry standards and enhanced employment opportunities for participants. By empowering local educators and integrating project activities into local institutions, the project established sustainable practices that continued to benefit the community beyond its formal conclusion. Additionally, strategic engagement with IDPs and a focus on skill development facilitated self-sufficiency among participants, promoting economic independence and reducing reliance on external aid.

The project made significant capital investments such as modern industrial sewing machines and other training facilities. These investments are long-term assets that will continue to serve the community long after the project's completion. By equipping a local training center with high-quality, industrial-standard equipment, the project has ensured that training provided was relevant and of high quality, matching industry standards which enhanced employment opportunities for participants. Another major focus of the project was on building local capacity by training educators and facilitators within the community. This did not only help in retaining knowledge locally but also ensured that the project activities could be delivered continuously and updated as needed without external assistance. The project's methodologies and benefits proliferated through the empowerment of local trainers, reaching more individuals and adapting over time to the community's evolving needs. The project activities were embedded within local institutions such as AEC and PUET and coordinated with local governments. This integration translated the project's initiatives into becoming regular features of the community's offerings, which potentially secures the ongoing community support and involvement. SVA team has effectively transitioned the management and operational responsibilities of the project to the local IP through heavily engaging AEC in design, planning and implementation stages. This has ensured the local IP was well-prepared to sustain project's activities through its ongoing commitment to the project's goals. The project's focus on vocational training aligned with industry standards enhanced the employability of participants, thereby benefiting local companies with a more skilled workforce. By also empowering participants to start their own businesses, the project indirectly supported local economic growth, creating new job opportunities and supporting entrepreneurial efforts.

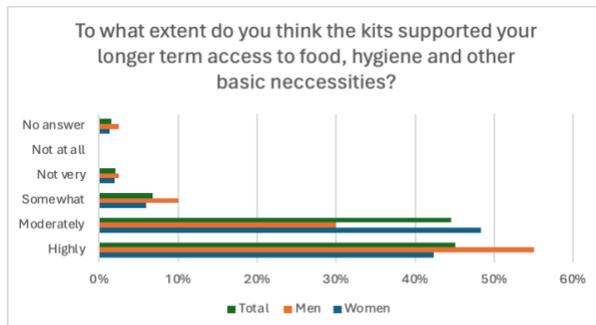
Throughout the implementation, there occurred a concern on the decrease in the ratio of IDPs over time. The project planned ongoing engagement and outreach strategies encouraging their continued participation coupled with regular assessments and adaptations to project offerings to address the risk and ensure project activities remain relevant and accessible to IDPs. The financial sustainability was also secured through diversification of the funds by fostering relationships with multiple funding sources and project activities. The funding diversification along with embedding project activities into financially stable local entities has reduced the risk and secured the continuation of the funding.

The project placed a strong emphasis on empowering participants by providing them with skills and knowledge that enable self-sufficiency. By focusing on skill development such as tailoring, manicuring, and other vocational skills, the project ensured that participants could generate income independently, reducing their future dependency on aid. This empowerment was critical as it enables individuals to contribute economically to their families and communities, improving their sense of agency and self-reliance.

The project not only supported local capacities through strategic investments and capacity building but also created a greater awareness of social issues and resilience among participants and the broader community. This suggests that the benefits of the project would continue to impact the community positively, long after its official completion.

Sustainability of the Project Benefits for the Participants: 83% (84% of women, 50% of men, and 71% of PwDs) of surveyed trainees felt the training provided essential employment skills, and 96% of kit recipients believed the kits supported their long-term access to necessities. The project improved vocational skills and emotional resilience, enhancing economic stability and social inclusion. However, limited training scope and the absence of follow-up support may restrict participants from fully leveraging these skills in competitive job markets.

Accomplishments	Concerns	Status
DVV International trained local trainers and educators with advanced pedagogical skills, enhancing a pool of skilled professionals within the community.	The SVA team did not conduct specific trainings because their partners already possessed the necessary skills and tools, relying on pre-existing abilities.	The expertise from DVV International ensured high-standard training for trainers, equipping educators with innovative approaches and techniques essential for engaging adults.



83% (84% of women, 50% of men and 71% of PwDs) of the surveyed trainees reported that the course training equipped them with essential skills and knowledge for an employment and 96% of kit recipients thought the kits supported their longer term access to food, hygiene and other basic necessities. The project significantly enhanced the vocational skills and emotional resilience of participants, including IDPs and PwDs, equipping them with essential skills for employment and empowering them to start their own businesses. While the training successfully facilitated social inclusion and improved long-term access to basic necessities through distributed kits, participants expressed a need for more comprehensive and advanced training to better prepare them for competitive job markets. However, the lack of a structured follow-up or ongoing support system poses challenges for sustaining the benefits of the project, as participants may struggle to fully utilize their new skills without additional guidance and support.

By providing vocational training in skills, the project equipped IDPs with the abilities needed to find new employment or start their own businesses, thereby helping them regain financial stability. Beyond training, the project facilitated connections with local businesses and industries, increasing job placement opportunities for trained IDPs, which was essential for their economic recovery and stability. Special emphasis was placed on creating employment opportunities within industries willing to adapt roles and environments to suit the needs of affected populations. Encouraging self-employment and providing the tools necessary for starting small businesses allowed particularly PwDs to create work environments tailored to their specific needs.

"Because you already realize that you are not just some kind of specialist in one field and you can't go anywhere else... you become confident that you can continue to study, buy the necessary materials, and that's it, and you can get... be fulfilled, so to speak, and get paid for it." (FGD, Poltava, woman)

The project has played a crucial role in enhancing the emotional and psychological resilience of its participants, particularly through the supportive and therapeutic community it fostered. Courses were not only educational but also therapeutic, helping participants to work through their emotions and trauma, which is crucial for long-term mental health resilience.

"It helped me a lot too. I honestly say that I cried... And some of my psychological barriers opened up depths for me." (FGD, Poltava, woman)

Educational and vocational training programs facilitated the social inclusion of marginalized groups by equipping them with the skills needed to participate actively in the community and economy. Participants, including IDPs, became more aware of their capacities and rights, which is evident from their active participation and feedback in the training sessions. The project's focus on psychological support and community building activities enhanced the resilience of participants, enabling them to cope better with the challenges posed by displacement and social integration.

On the other hand, some FGD participants felt that the training provided was basic and not comprehensive enough to fully equip them for the professional demands they face. This can hinder their ability to compete in the job market or to advance in their current careers. The funding primarily covered basic courses, and participants expressed a desire for more advanced and diversified training options to broaden their skill sets further and increase their employability. There appears to be no structured follow-up or ongoing support system in place to help participants utilize their new skills effectively in the job market or to navigate the challenges they might face after the project ends.

4. RECOMMENDATIONS

4.1. STRATEGIC LEVEL RECOMMENDATIONS

Enhance approach to integrating Gender, Age Diversity (GAD) and intersectional perspectives a through utilizing existing mechanisms and tools cascaded to the IP at the project level. This could involve integration of Gender and Age Markers (GAM) vetting procedures in the project design, implementation, monitoring, and evaluation. The mid-term and final reporting (including SitReps) of the IP could include reporting against these markers based on the committed targets and outcomes during the design period. The internal monitoring visits/activities could mainstream a GAD approach as well.

Guide SVA on the minimum standards of the reporting from the beginning and agree on the reporting templates clearly with the integration of the GAD. Minimum standards established in the beginning and incorporated into the tools used, such as reporting, affects how the MEAL systems are designed and to what extent GAD-sensitive the MEAL systems are. This would also help generating unifiable data at the project level to inform strategic decision-making and observe strategic progress. The GAD-sensitive MEAL would inform and advocate for a GAD-sensitive implementation.

Encourage the IP for expanding on the budgeting and establishing the minimum standards for community-based outreach and visibility activities in the project. The project has a community-based approach, and necessary resources should be dedicated to ensuring the IP members are well recognized and trusted by the affected populations. Strong outreach is a key engine for a community-embedded response. The minimum standards would guide the IP in developing their own contextualized strategies.

Increase a culture of learning and knowledge sharing across SVA by establishing platforms for sharing best practices, lessons learned, and innovative approaches to MEAL. Knowledge generation is an accumulative and a structured process. This could be done through external evaluations, community of practices, more in depth

internal RTEs or facilitating after action reviews, all resulting in clear actionable points. Encourage learning sharing and peer-to-peer learning. External evaluations can be a strategic practice utilized for the critical moments and milestones of the project. SVA also plays a critical role in channelling successful practices in similar and different contexts from other projects through its knowledge management system.

Improve the coordination and execution of learning mechanisms. If you do not document, you do not exist. Each learning activities should be documented and connected an output with clear actionable points against which assigned responsible should be held accountable.

Encourage adaptive management among the SVA team members through holding them accountable from the outputs of the learning initiatives. Asking for reporting against agreed action points as the outputs of any learning initiative help for continued improvement in the implementation.

Promote among the IP team members baselines both as assessment and in the Log Frame. Baselines provide a reference point or a value for a given indicator or situation that would compare with the reached targets/situation allowing for effective assessment of the intention results, which in turn would provide strategic guidance for indicator and impact measurement.

Facilitate the understanding that accountability to affected populations is achieved through 3 pillars: CRM, community engagement and information dissemination. This could be done through reporting and the project design templates. Ensure that project funded has formal, anonymous complaint systems and distinct channels for sensitive issues to maintain trust and address serious concerns effectively.

Mandate the inclusion of detailed strategies for engaging vulnerable populations, particularly PwDs, in all project phases from design to evaluation.

Consider recruiting experts or consultants for the capacity building of SVA and/or IP teams in terms of strengthening the organizational processes and technically supporting project team members.

4.2. SECTORAL LEVEL RECOMMENDATIONS

Incorporate training for emerging and high-demand sectors such as digital marketing, IT support, and renewable energy technologies, in addition to traditional trades.

Develop entrepreneurship programs that support IDPs in establishing their own businesses, with a focus on sustainability and local market integration.

Implement specific vocational training aimed at empowering women, such as leadership development and skills training in non-traditional roles, to promote gender equality in employment.

Implement structured post-distribution monitoring systems to assess the effectiveness of aid distribution and gather feedback to improve future distributions.

Develop clearer, more transparent criteria for aid eligibility and distribution to ensure fairness and reduce perceptions of inequity.

Address resource limitations by securing additional equipment and facilities to prevent constraints on participant learning experiences, especially in practical training aspects.

Regularly review and adjust training group sizes to balance cost-effectiveness with quality educational outcomes, ensuring personalized attention and hands-on experience for all participants.

Increase financial support to expand the range of courses offered and include additional support services such as career counseling and job placement assistance.

Fund initiatives that facilitate long-term integration of IDPs, such as entrepreneurship support programs and advanced skill training.

Consider business grants programs for those who successfully graduate from the vocational courses and continue with setting up their own businesses.

Establish partnerships with local and international businesses that can provide not only funding but also expertise, technology, and access to networks.

4.3. ORGANIZATIONAL LEVEL RECOMMENDATIONS for SVA and AEC

Adopt a more structured rapid/comprehensive needs assessments from GAD perspective, particularly focusing on the inclusion of PwDs and gender considerations, to ensure project is tailored to specific needs of different vulnerable groups. The needs assessments could (1) directly involve PwDs, (2) employ specialized tools and methods accessible, (3) engage training of enumerators on the disability inclusion, sensitivity, and use of assistive technologies to effectively communicate with the PwDs, (4) capitalize on partnerships with disability organizations and (5) benefit from accessibility audits which ensure assistance delivery points are accessible to PwDs and different groups. The assessment could be fed by RGAs and gender analyses conducted in the countries by other organizations.

Develop a standardized but flexible approach to needs assessments that includes market analysis to ensure that vocational training aligns with current job market demands and that kits are customized to meet the actual needs of recipients.

Benefit from data disaggregation by disability, age, gender, ethnicity (e.g., Roma community in Zaphorizhia and Poltava) and displacement status to picture the differentiated needs and ensure programs are tailored to differentiated needs of different groups.

Rely on community volunteers/activators and/or partner with specialized organizations to ensure needs of the marginalized are incorporated into the needs assessments. These individuals would play critical role both in outreaching, dissemination of information and raising awareness within their communities and identifying the needs, given the opportunity of capacity building, which could increase the sustainability of the impact. Local figures, such as "Starostas" or cultural leaders like the "Baron" for the Roma community, can be empowered to disseminate information and provide feedback on the services offered.

Shift from ad-hoc and informal engagement strategies towards more structured community interactions. Regular, structured community meetings should be held to gather feedback and adapt services accordingly.

Improve the clarity and accessibility of information regarding available services and eligibility criteria through detailed descriptions in all promotional materials.

Include men and boys in gender mainstreaming discussions to ensure a more balanced approach and target a more gender inclusive and gender equality programming. Men and boys could be involved in the community consultations. Norm-changing education campaigns and structural social norm analysis and action activities should take place. Men demonstrated the lowest participation but also lowest satisfaction as well. This can also enhance tailoring their needs and interests.

Implement a robust MEAL framework to systematically track the outreach impact and effectiveness, gather insights, and adapt the strategy as needed. This can include both quantitative and qualitative metrics. Ensure the MEAL framework is aligned with the project log frame and take initiative to measure additional indicators that could be internally added that would demonstrate the impact and outcomes.

Integrate local IP into larger networks to improve data sharing and service delivery. The UN data sharing mechanisms could be encouraged to follow up and contribute to.

Consider conducting baselines to be able to measure outcome and changes created by the implementation. Baselines provide a reference point or a value for a given indicator or situation that would compare with the reached targets/situation allowing for effective assessment of the intention results, which in turn would provide strategic guidance for indicator and impact measurement.

Increase a culture of learning and knowledge sharing across staff and the local IP. After action reviews, learning workshops, community of practices would prevent reinventing the wheel.

Adopt an adaptive management approach, ensure holding the local IP accountable against the actionable results of the learning efforts, coupled with necessary support and capacity building effort provided.

Establish and publicize clear guidelines that differentiate feedback from complaints, including specific examples of what constitutes a complaint. Expand access to complaint mechanisms through multiple, easily accessible channels, including dedicated hotlines, face-to-face options, and enhanced online platforms, through vetted channels. Clearly communicate the availability of complaint mechanisms to all participants, ensuring they understand how to access and use these systems. Consider multilingual support and use of

symbols for those with low literacy. Create a dedicated, confidential channel for sensitive complaints with clear assurance of non-retaliation and anonymity. Regularly evaluate the effectiveness of the complaints mechanism through independent audits and participant feedback about the system itself. Adapt and refine mechanisms based on findings from these evaluations to ensure they meet participants' needs and align with best practices in humanitarian response. Train staff regularly on the importance of the complaints mechanism and their roles in facilitating these processes, emphasizing confidentiality and empathy. Increase awareness among participants about their rights to make complaints and the importance of their input in improving project quality.

Financial management strategies should be empowered to cope with funding uncertainty. This can include developing system for better pledge tracking, cash flow forecasting and financial risk assessment. Financial monitoring systems to ensure transparency and compliance and prepare contingency plans such as funding diversification or strategic partnerships for funding gaps.

Strengthen the capacity of local IP who often depend on volunteers and lack professional humanitarian training. Targeted training project scan be created for local IP to professionalize their work. Partnerships could continue with established humanitarian organizations for mentorship and support in capacity.

Increase recognition and visibility of the local IP’s contributions to enhance their value. For instance, SVA can encourage the IP to attend coordination meetings such as education and FSL clusters to increase their engagement and ownership in leading the response. This is also part of localization, elevating leadership of the IP in the response and capacity building for a longer-term sustainability.

5. ANNEXES

5.1. EVALUATION MATRIX

Assessment Criteria	Evaluation Questions	Methods of Data Collection and Analysis	Sources of Information
RELEVANCE – APPROPRIATENESS - 1	<p>To what extent the affected communities were involved in the design and decision-making processes of the project? How actively?</p> <ul style="list-style-type: none"> Was there any needs assessment or analysis that informed the intervention? To what extent all targeted vulnerable and marginalized groups were involved in the assessments/analyses or decision-making processes in the design phase? 	<p>Desk Review Project Participant Survey, KIIs, FGDs Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII and FGD -Thematic analysis using Dedoose/Nvivo</p>	<p>Desk Review Documents Project Participants SVA team IP staff Evacuation Center Officials PUET</p>

			Local authorities
RELEVANCE – APPROPRIATENESS - 2	<p>To what extent were the project objectives and interventions valid or in line with the needs of people and context?</p> <ul style="list-style-type: none"> • How needs-based, context adapted and capacity-conscious was the design of the project? • How appropriate was the SVA project’s design and implementation structure? • How relevant were the capacity-building initiatives to the identified gaps? 	<p>Desk Review Project Participant Survey, KIIs, FGDs, MSCs</p> <p>Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII, MSC and FGD -Thematic analysis using Dedoose/Nvivo</p>	<p>Desk Review Documents</p> <p>Project Participants</p> <p>SVA team</p> <p>IP staff</p> <p>Local authorities</p>
RELEVANCE – APPROPRIATENESS - 3	<p>To what extent were the activities and outputs of the project consistent with the overall goal and the attainment of its objectives?</p> <ul style="list-style-type: none"> • How responsive were project activities to the needs of different targeted groups, concerning gender, people with disability, refugees, and host community members, given their circumstances and priorities? • How accessible was the project to different segments of the targeted population, including persons with disabilities, elderly individuals, and marginalized groups? (Outreach) 	<p>Desk Review Project Participant Survey, KIIs, FGDs, MSCs</p> <p>Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII, MSC and FGD -Thematic analysis using Dedoose/Nvivo</p>	<p>Desk Review Documents</p> <p>Project Participants</p> <p>SVA team</p> <p>IP staff</p> <p>Evacuation Center Officials</p> <p>PUET</p> <p>Local authorities</p>
RELEVANCE APPROPRIATENESS - 4	<p>–How appropriate were project participants’ participation?</p> <ul style="list-style-type: none"> • Were there any complaints and feedback mechanisms relevant to the context? • What channels were available for different groups? 	<p>Project Participant Survey, KIIs and FGDs</p> <p>Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII, and FGD -Thematic analysis using Dedoose/Nvivo</p>	<p>Desk Review Documents</p> <p>Project Participants</p> <p>SVA team</p> <p>IP staff</p> <p>Evacuation Center Officials</p> <p>PUET</p>
RELEVANCE APPROPRIATENESS - 5	<p>–To what extent were monitoring and information management findings and data used to inform decision-making and the improvement of project implementation by SVA?</p>	<p>Desk Review</p> <p>KIIs</p> <p>KII Thematic analysis using Dedoose/Nvivo</p>	<p>Desk Review Documents</p> <p>SVA team</p>
COHERENCE -1	<p>To what extent did the project complement existing interventions in the country as well as the government policies and strategies?</p>	<p>Desk Review</p> <p>KIIs</p>	<p>Desk Review Documents</p>

		KII Thematic analysis using Dedoose/Nvivo	SVA team IP staff Evacuation Center Officials PUET Local authorities
COHERENCE -2	To what extent was the project coordinated with other relevant actors? <ul style="list-style-type: none"> To what extent did JPF and SVA foster collaboration and coordination between relevant actors? (external coordination) How effective was the internal coordination between the local stakeholders, SVA and JPF teams? 	KIIs KII Thematic analysis using Dedoose/Nvivo	SVA team IP staff Evacuation Center Officials PUET Local authorities
COHERENCE -3	To what extent were local capacities developed or strengthened by SVA and JPF teams through the project? <ul style="list-style-type: none"> What was the added value of SVA teams to the local stakeholders of the project? What was the added value of the JPF to the SVA and the project implementation? 	KIIs KII Thematic analysis using Dedoose/Nvivo	SVA team IP staff Evacuation Center Officials PUET
COHERENCE-4	To what extent were mechanisms for sharing information and lessons learned with other actors used and whether they were effective?	KIIs KII Thematic analysis using Dedoose/Nvivo	SVA team IP staff
EFFECTIVENESS-1	To what extent were the objectives achieved/are likely to be achieved? <ul style="list-style-type: none"> What were the major factors influencing the achievement or non-achievement of the objectives? How well did the SVA team responded to the challenges and risks? 	Desk Review KIIs KII Thematic analysis using Dedoose/Nvivo	Desk Review Documents SVA team IP staff Evacuation Center Officials PUET Local authorities
EFFECTIVENESS-2	How effective was the SVA project? <ul style="list-style-type: none"> How effective was the livelihoods assistance concerning the courses provided? How effective was the provision of kitchen utensils, daily and basic necessities? 	Desk Review Project Participant Survey, KIIs, FGDs, MSCs Quantitative analysis: Descriptive and statistical tests to test differences across groups.	Desk Review Documents Project Participants SVA team

	<ul style="list-style-type: none"> To what extent did the project integrate the considerations between livelihoods and other sectors (protection, WASH, health, education, NFI/Shelter, CVA and advocacy)? 	KII, MSC and FGD -Thematic analysis using Dedoose/Nvivo	IP staff Evacuation Center Officials PUET
EFFECTIVENESS -3	<p>To what extent was the SVA project's staffing structure, including the overall management structure, appropriate to deliver an effective intervention?</p> <ul style="list-style-type: none"> What are the recommendations in terms of structure for similar projects/programmes? 	<p>Desk Review KIIs, FGDs, MSCs Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII, MSC and FGD -Thematic analysis using Dedoose/Nvivo</p>	<p>Desk Review Documents Project Participants SVA team IP staff Evacuation Center Officials Local authorities</p>
EFFECTIVENESS -4	<p>To what extent were the project participants informed of the selection criteria or participation?</p> <ul style="list-style-type: none"> How effective were the selection criteria in reaching the most vulnerable populations? 	<p>Project Participant Survey, KIIs and FGDs Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII, MSC and FGD -Thematic analysis using Dedoose/Nvivo</p>	<p>Project Participants SVA team IP staff Evacuation Center Officials PUET</p>
EFFECTINEVESS -5	<p>To what extent did the project activities considerably streamline a gender perspective, taking into consideration power dynamics?</p> <ul style="list-style-type: none"> To what extent Monitoring and information management activities considered the gender mainstreaming? 	<p>Desk Review KIIs</p>	<p>Desk Review Documents SVA team IP staff</p>
EFFICIENCY -1	<p>To what extent the interventions were cost-efficient and were the objectives achieved timely?</p> <ul style="list-style-type: none"> What are the indicators that show the project was implemented most efficiently compared to alternatives? To what extent the implementation was achieved in a quality manner? 	<p>Desk Review KIIs KII Thematic analysis using Dedoose/Nvivo</p>	<p>Desk Review Documents SVA team IP staff Evacuation Center Officials</p>
EFFICIENCY -2	<p>How efficient were the management structures and the implementation modalities in terms of timeliness of delivery and cost-effectiveness of the interventions?</p>	<p>KIIs Project Participant Survey, KIIs and FGDs Quantitative analysis: Descriptive and statistical tests to test differences across groups.</p>	<p>SVA team IP staff Project participants</p>

		KII, MSC and FGD -Thematic analysis using Dedoose/Nvivo	
EFFICIENCY -3	To what extent was the project implemented based on the best use of existing resource/capacity; e.g., the capacity of the local stakeholders, SVA and the internal capacity of the JPF itself? <ul style="list-style-type: none"> What key limitations existed on this front? What could SVA's future projects do to increasingly develop and invest in existing resources? 	KIIs KII Thematic analysis using Dedoose/Nvivo	SVA team IP staff
IMPACT -1	What are the most significant changes/impacts of the project in the lives of targeted populations? <ul style="list-style-type: none"> Analysis of project contribution any observed impact (intended, unintended, positive, negative). Keeping the project impact in consideration, were the project interventions possible to scale up? 	Desk Review Project Participant Survey, KIIs, FGDs, MSCs Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII, MSC and FGD -Thematic analysis using Dedoose/Nvivo	Desk Review Documents Project Participants SVA team IP staff Evacuation Center Officials PUET Local authorities
IMPACT -2	Did all intended target groups benefit equally from interventions as per their needs?	Desk Review Project Participant Survey, KIIs, FGDs, MSCs Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII, MSC and FGD -Thematic analysis using Dedoose/Nvivo	Desk Review Documents Project Participants SVA team IP staff Evacuation Center Officials PUET Local authorities
SUSTAINABILITY-1	To what extent are the changes made by the project likely to continue after donor funding cases? <ul style="list-style-type: none"> How did the project plan and implement an adequate transition and exit strategy that ensures longer-term positive effects and reduces the risk of dependency? 	Desk Review KIIs KII -Thematic analysis using Dedoose/Nvivo	Desk Review Documents SVA team IP staff Evacuation Center Officials PUET

			Local authorities
SUSTAINABILITY-2	<p>Which programmatic activities are more likely to have long-term sustainable impact in the future?</p> <ul style="list-style-type: none"> • Are there activities which are more likely sustain after funding than others? • To what extent advocacy efforts were in place to contribute to the sustainability of the project? Who were targeted with these advocacy efforts? 	<p>Desk Review Project Participant Survey, KIIs, FGDs, Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII and FGD -Thematic analysis using Dedoose/Nvivo</p>	<p>Desk Review Documents Project Participants SVA team IP staff Evacuation Center Officials PUET Local authorities</p>
SUSTAINABILITY-3	<p>To what extent are the local communities and stakeholders e.g., targeted affected community members, SVA team and local stakeholders are more resilient (in line with the project results) than before?</p>	<p>Desk Review Project Participant Survey, KIIs, FGDs, MSCs Quantitative analysis: Descriptive and statistical tests to test differences across groups. KII, MSC and FGD -Thematic analysis using Dedoose/Nvivo</p>	<p>Desk Review Documents Project Participants SVA team IP staff Evacuation Center Officials PUET Local authorities</p>

5.2. DESK REVIEW DOCUMENTS

#	Document Name
1	Phase 1 Monthly reports
2	Phase 1 End of Project Report
3	Phase 1 Project Plan
4	Phase 2 Monthly report from partner organizations in Ukraine
5	Phase 2 Project Plan
6	Poltava attendance sheets for phase 2
7	SVA Safeguarding Code of Conduct
8	SVA Safeguarding Policy version 5
9	Zaphorizhia needs assessment reports
10	Zaphorizhia complaint mechanism and feedback forms

5.3. LIST OF KEY INFORMANT INTERVIEWS

#	Name and Surname	Organization	Position
1	Kouta Futsuki	SVA	Chief, Humanitarian Response Division
2	Kei Delawary	SVA	Manager of Emergency Humanitarian Assistance Team
3	Ольга Стефанюк	AEC	Project Manager, AEC Poltava
4	Татьяна Однорог	AEC	Director
5	Инна Ефименко	Municipality	Deputy of the City Council, Head of the Municipality "Melita", Zaphorizhia
6	Екатерина Кучина	Center for Assistance to IDPs from Melitopol	Head of the Center for Assistance to IDPs from Melitopol, Center for Assistance to IDPs from Melitopol, Zaphorizhia
7	Ольга Файденко	Open Aid Space "Right Here"	Fundraising Officer
8	Oleksi Nestula	PUET	Rector
9	Oleksandra Gorobec	AEC	Trainer
10	Svitlana Nestula	AEC	Executive Director
11	Roman Zvorotni	AEC	Personnel Monitoring Specialist

5.4. EVALUATION LEARNING REVIEW

Please note that below table serve additional information to what was already mentioned in the limitations section above:

Activities	Tools	Organization	Accessibility/Responsiveness of Respondents	Action Points
FGDs	*Good structure – clear questions – offline FGDs took 1.5 hour so the timing was also good.	*During the offline FGDs, the air alarm was on therefore it was challenging to change the room during the activity. *While the organization of the FGDs was good, the head of the organization interrupted the FGD in the middle and asked the respondents if the researcher has offended them. Kristina's comment	*No issues identified.	*Good to ask in the beginning the overall experiences of the individuals about the project – which open a ground to move to other questions and probe further. *The implementing partner on the ground should be informed earlier that data collection should not be interrupted and the evaluation. *A guideline or protocol would be great to have

		<p>The organizational support of the Poltava center was very felt. Thanks to them, the groups took place at the scheduled time and day, and all the promised participants were provided. The only point is that both offline groups were visited by a representative of the Poltava center, who said that she had come to check whether no one was insulting the participants, and she represented me as an auditor. Therefore, I explained to the participants that I am not an auditor, that the purpose of the groups is not to check someone, but to understand the effect of the project, what worked in the project, what did not work, what can be improved in the existing support programs, to get recommendations from the main beneficiaries.</p>		<p>on what to do when there is an air raid and the activity is interrupted to guide the researchers.</p>
Stories	*Good structure – clear questions	*While the focal point from Poltava was cooperative the focal point from Zaphorizhia was not responsive (responding once in a week) and not very collaborative.	*No issues identified.	*It is important for the clients to understand that evaluation is a cooperative process, and Scruples can make the roles and responsibilities (including areas for help) better clear in the beginning of the

				assignment – all implementing partners can be part of the kickoff meeting to discuss these areas. Willingness to cooperate from the focal point's side is very important.
Interviews	*Good structure – clear questions	*The list of key informants provided to Scruples included different information than what the individuals represented (positions were mentioned wrong so the researchers ended up using questionnaires designed for different type of key informants)	*Key informants from local authorities did not have information to respond to our questions, and the researchers had to terminate the interview, which created frustrations on both sides. Some interviewees were not chosen correctly as they were not sure about the project. When contacted to the focal point, she also mentioned they do not have any more external stakeholders who could speak to us. In such cases, the key informants were replaced; however, the external stakeholders interviewed for this project had minor level of collaboration with the project and still were not able to respond to the questions comprehensively. In some cases, the evaluation team could not be sure if the provided data was within the scope of this project, given the lack of verification sources to triangulate and	*The implementing partners and the key JPF partner should be part of the revision of the questions during the inception phase and the list of the key informant interviews should be provided being mindful of the evaluation questions to choose the appropriate respondent.
Surveys	Good structure – clear questions	*Air alerts interrupted remote surveys and it was difficult to	*Beneficiaries do not consider educational courses as humanitarian	*Separate set of questions for the individuals aged 60 and

	<p>*Questions were difficult for the elderly as they found the survey very long and created fatigue.</p> <p>*The question "Do you believe you have gained equal benefits from the program in comparison to all other beneficiaries?" created resentment on the side of the respondents as they found it offensive to think about what other people received and to compare.</p>	reconnect and continue.	aid, therefore, it was difficult for them to recall the activities unless specific activities/services they benefited from were mentioned.	<p>above can be considered.</p> <p>*Instead of mentioning humanitarian aid, the field team should always mention the specific service the respondent benefited from.</p> <p>*Accountability questions can be reworded to minimize the impact on the respondents.</p> <p>*A guideline or protocol would be great to have on what to do when there is an air raid, and the activity is interrupted to guide the researchers.</p>
Overall	<p>*Some terms such as sustainability are difficult to understand for the respondents.</p> <p>*Signing 2 different consents (1 for data collection and 1 for photography) can be time-consuming.</p>			<p>*Translation should be contextually relevant and researchers need to probe when needed.</p> <p>*Consent forms can be merged.</p>
Beneficiary Feedback from the Field Team	<p>*Many women were very happy with the courses, some of them found jobs after they joined the courses and gained new skills.</p> <p>*The respondents spoke very warmly and gratefully about taking courses and receiving humanitarian aid.</p> <p>*There was a request for more practice, conducting the courses in the evening, arranging the courses according to age categories (as 50+ aged people attended the courses not for generating income but for themselves mainly).</p>			

	<p>*The participants asked for support in finding a job after attending the courses.</p> <p>*Some participants reported they lacked an assortment of porridges; they asked to add canned fish and meat, stewed meat, tea, coffee.</p> <p>* Some people also asked for help in the form of vouchers or cash so that they could buy the products or hygiene that they need</p>
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5.5. DATA PROCESSING AND ANALYSIS

To gain a comprehensive understanding of the programme's connections and challenges, the evaluation team applied a mixed research methodology, harmoniously linking both qualitative and quantitative research methods. Such a strategy allowed the evaluation to explore different perspectives and decode the complex relationships embedded in the multidimensional layers of our OECD/DAC evaluation criteria. The quantitative aspect of the methodology aimed to incorporate a direct participant survey at the individual level. It focused focus primarily on the design, the process of service delivery and overall satisfaction with the intervention among participants. This part of the evaluation utilised sound statistical principles to enhance the construct validity of our survey responses. Complementing the quantitative side, the qualitative component of the evaluation aimed to address the critical attributes of the DAC criteria: coherence, relevance, efficiency, effectiveness, impact, and sustainability. Upon completion of the fieldwork, data files were merged and cleaned. The purpose of data analysis was to transform the data into credible evidence about the development of an intervention and its performance. The analytical process involved three steps:

- Organising the data for analysis (data validation and cleaning): using Excel formulas and additional data analysis software.
- Describing the data (generating findings of fact): after cleaning the data and filling the missing data the analysis steps went through the type of data collection structure.
- Presenting the data analysis: Scruples Research delivered the analysis in Excel and reported as per the agreed reporting template with the JPF team.

The evaluation team carefully disaggregated the results according to different categories, such as IP, gender, and geographical location. This disaggregation allowed the team to examine and report on various frequency analyses of the data collected. Depending on the findings, additional or more refined disaggregation was done where necessary. The research team approached the question set using a combination of statistical analyses. Frequency distributions were used primarily for a comprehensive review of the data, supplemented by more advanced statistical tests such as t-tests, ANOVA, and chi-square tests where the nature of the findings required. The qualitative data analysis phase offered meaningful interpretation and contextual understanding of the qualitative data gathered throughout our evaluation process. This data can take various forms, not limited to but including findings from interviews and critical project documentation. The evaluation team strategically selected and employed two recognized methods of qualitative data analysis to uphold the integrity of the results—thematic and narrative analysis—each tailored to suit the specific type and origin of the data.

Thematic Analysis: Thematic analysis was instrumental in analysing data derived from KIIs, FGDs, and MSC stories. The technique allowed the evaluation team to precisely articulate the intricate elements of the programme and correlate them effectively with the relevant evaluation topics. Post data collection, the audio contents were transcribed into written format to facilitate meticulous review, and these transcripts underwent exhaustive verification to ensure accuracy and to rectify any potential inaccuracies. Thereafter, the evaluation team applied a coding system designed to capture recurring themes. These coded categories were then clustered under higher-level themes that directly correspond to each evaluation question. The results from this procedure were integrated with the findings generated through narrative analysis.

Narrative Analysis: This approach was primarily applied to data collected via the MSC method, emphasising the unique experiences and contexts of the programme participants. Narrative analysis helped to vividly restructure the narratives that exemplify the varied experiences of the programme's participants. Additionally, narratives were also inferred from the results of FGDs to cultivate a more comprehensive understanding of the programme's impact.

Triangulation: For a more holistic understanding of the programme, the evaluation team aimed to incorporate a triangulation strategy. Keeping in mind the potential statistical limitations, the evaluation design included combining data and methodological

triangulation, a process which considerably reinforced the credibility and authenticity of the evaluation outcomes.

- Data triangulation: This strategy compares data drawn from multiple sources, including programme participants, programme documents, and local stakeholders, in the analytic procedure. It allowed for cross-verification of information, further enhancing the reliability of the findings.
- Methodological triangulation: The evaluation process accommodated the use of diverse methods of data collection such as desk reviews, programme participant surveys, KIIs, MSCs, FOs and FGDs. In strategically cross analysing the findings from these methods, the evaluation team ensured a robust interpretation of the programme's impact.

5.6. GENDER-SENSITIVE EVALUATIONS

The evaluation team acknowledges that vulnerable populations require special sensitivity when it comes to managing data. Accordingly, the team paid special consideration to cater to the needs of women, men, girls, boys, PwDs, LGBTQIA+ members, elderly over 60, refugees, host communities, and various ethnicities. This attention was crucial, especially in thematic fields like protection, which deal with sensitive and often stigmatised issues. This was of particular importance in certain thematic fields that address sensitive and stigmatised issues, such as protection.

The evaluation team integrated a gender perspective throughout the evaluation process. This approach ensured that each stage of the evaluation was not only viewed through a gender lens but also that the analysis was informed by an understanding of how gender dynamics interacted with and were influenced by the project. Gender-disaggregated data was collected, and an intersectional approach was applied to the analysis. Additionally, the evaluation scrutinized the gender sensitivity of the project design, and whether the duration and frequency of the activities were sufficient to bring about the intended change. A particular focus was on the participation of groups of the affected population, such as women, girls, and PwDs. The evaluation also considered how gender considerations were manifested in the outputs, outcomes, and impacts of the project, with special attention given to identifying any unintended negative outcomes that could adversely affect gender equality.

5.7. ETHICAL CONSIDERATION

Scruples Research took rigorous steps to ensure ethical standards and safety in the evaluation conducted in Ukraine. The evaluation was underpinned by a commitment to ethical research, keeping the child safeguarding and ethical integrity in the centre of its approach. "Do No Harm" approach was the key guiding principle, asking full accountability for the repercussions of the evaluation activities. The study upheld the CHS on Quality and Accountability, along with its nine central commitments. All involvement in the evaluation process was entirely voluntary and participants were fully briefed on the usage, processing, sharing, and disposal of any data collected before their consent was obtained. Assuring confidentiality and privacy was central in the evaluation. Access to field data was restricted to the evaluation team and was solely used for study purposes. Protocols were in place to ensure confidentiality, which included securing consent through both verbal and written means, providing clear information on the study's main goals, and selecting suitable locations and modalities of data collection for FGDs, KIIs, survey and MSC activities. KIIs, FGDs, survey and MSC activities were conducted in privacy whether online or in-person so that participants could talk freely. There was a strong emphasis on using female field researchers to conduct women's FGDs, MSC activities, surveys and KIIs to provide a sense of empathy and understanding. The field researchers were attentive to issues that may trigger distress or discomfort, and the tools were designed to avoid asking sensitive questions.

Prior to starting data collection all data collectors were trained on informed consent/assent training (how to capture written and/or verbal consent, when to get assent, etc.) and confidentiality (including data protection and security), interview/survey techniques, practicing the tools and best practices, research ethics, humanitarian principles (do not harm, psychological first aid, basic protection principles and key child protection concepts etc.), accountability to affected populations, PSHEA and CSG (child safeguarding), survivor-centred approaches and safe referrals/incident reporting in case of protection disclosures.

5.8. ADDITIONAL FEEDBACK FROM EVALUATION PARTICIPANTS

<p>KIIs (Recommendation)</p>	<p>The necessity of tailoring humanitarian aid and development programs to address the diverse needs of displaced populations, particularly those affected by conflict in places like Bakhmut, Mariupol, and Svatov.</p> <p>The importance of providing targeted support to vulnerable groups, such as individuals with disabilities, through food and hygiene kits.</p> <p>For working-age adults, the focus should be on vocational training</p> <p>The need for psychological support tailored to individuals rather than groups, mentioning the potential benefits over other forms of support like art therapy or yoga.</p> <p>Encouraging ongoing assistance from the Japanese government, particularly in programs that have demonstrated success and are valued by participants.</p> <p>Focusing on specific needs within the community, such as providing facilities for elderly students through the third-age university initiative.</p> <p>Maintaining active communication and feedback loops between donors and program participants to ensure that the aid provided meets the actual needs of the beneficiaries.</p> <p>Potential for increasing the salaries of project managers and teams to boost morale and sustainability of the efforts.</p> <p>Introduce additional personnel with expertise in data analysis to delve deeper into project data, enabling more sophisticated statistical analysis and structured reporting.</p> <p>Better assessment of the project's impact and more informed decision-making.</p> <p>importance of being physically presence in Ukraine to directly oversee project operations and developments.</p> <p>Ensure that the project does not appear to take sides in any conflicts or political matters.</p> <p>Reduce the burden of the IP in implementing the project.</p> <p>The need for adequate support and assistance to ensure that innovative ideas and plans do not remain unexecuted. Securing funding, expertise, and other necessary resources to bring projects to fruition.</p> <p>Demonstrating a readiness to not only propose ideas but also to execute and manage these projects effectively.</p> <p>Ensuring that they are prepared to report back on project developments and outcomes, showing real-world impacts and the thoughts of those affected by the projects.</p> <p>A commitment to reflecting and incorporating the genuine thoughts and needs of the community in the project planning and implementation phases</p> <p>Continue and possibly expand the training program, but current limitations exist due to the available resources and funding.</p>
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	<p>Integrating social entrepreneurship into the project, such as setting up a sewing studio or a service station.</p> <p>The need for training in business skills, such as setting up a sole proprietorship and managing financial reporting, to support participants who might want to start their own ventures.</p>
KII (Remarks)	<p>This project has provided enough financial support to employ a broader staff base.</p> <p>For the first time, the project has the financial capability to offer salaries to volunteers.</p> <p>The project has improved the salary standards compared to what was possible before.</p> <p>The respondent thanks the donors for their support, which has significantly enhanced the project's staffing capabilities and overall execution, ensuring more effective and efficient operations.</p> <p>There is a growing need to expand the training courses and humanitarian components of the project, especially to accommodate the increasing number of displaced persons and their children arriving in Poltava.</p> <p>The donors are actively involved in monitoring the project's progress and the general welfare of the team, often inquiring about specific conditions like electricity availability during shelling.</p> <p>The respondent is particularly thankful to their Japanese partners for their empathy and efforts to support displaced persons in Ukraine, reflecting a strong and positive international collaboration.</p> <p>The intention is to develop a "Food Therapy" course that includes a variety of culinary skills, responding to requests for more diverse cooking classes.</p> <p>The respondent plans to present this new course idea to the donors, hoping to secure support and approval for its implementation. The respondent believes that the donors will be receptive to this idea, indicating a positive expectation based on past interactions and the donors' responsiveness to new initiatives.</p> <p>The new course is envisioned to have a therapeutic aspect, aiming to provide not just culinary skills but also psychological or emotional benefits, enhancing the overall well-being of the participants.</p> <p>There was communication with donors regarding the possibility of switching to certificates for aid distribution, but this suggestion was initially rejected.</p> <p>The respondent recommends moving away from physical humanitarian aid and focusing solely on supporting educational initiatives. They believe that this approach not only meets the immediate needs of the people but also contributes more sustainably to their empowerment and development.</p>
Surveys (Feedback)	<p>Consultation: They didn't ask our needs, they got what they were given/They didn't ask for any of our needs, everyone was given the same/The same support was given to everyone/No questions were asked about our needs/The help was same for everyone.</p> <p>Information about the assistance: Some women helped me register by chance/I was not informed of anything/We found out by chance/I was not informed/ Not really, because I did not know about them and it was not easy to find out/Not really because I was lucky to find it out/I found it by accident/English course - they didn't tell me the appropriate number of classes, there were not enough classes, confectionery skills - you can't learn much for employment</p>

<p>Accessability: Not quite, because you have to go through training first, and then not all categories can receive humanitarian aid</p> <p>Meeting expectations: The volume of goods was surprising, more than expected/ Not enough practice, no finances to buy material/ I wanted to get something different/ I wanted more practice/ I did not expect so much powder - it is very good, it exceeded all expectations</p> <p>Food kits: There was lack of fruits and vegetables, buckwheat</p> <p>Groups eligible for assistance: People who have problems with the availability of original documents people who did not know about the assistance/ IDPs without a certificate/ They know a family where the father received help, but the daughter and children did not, it is a pity/ single mothers without children with disabilities/single mother/single women/ Single IDP mothers, people with cancer/ Mothers with children on maternity leave/ Children with disabilities/ All IDPs</p> <p>Training course quality: Too short/ It would be nice if they were longer/2 weeks is too short/ I would like more/ If it was deeper it would be even better/ I would like it to be longer/ I would like more, I am not satisfied/ No, it could be longer and more practical hours/ It would be better to hold them in summer/ I don't need it for employment/ Because you have to teach me everything in computers from the very beginning, I don't understand a lot of things/ Not really, because there is a lack of practice, equipment, and in-depth training.</p> <p>Kit quality: Detergent leaked/ Moths in cereals or flour/ The sets do not have enough items for long-term use, you want more content or more frequent delivery/ Not very much satisfied because of a large family/Not sustainable, food for a month, hygiene materials for two or three months/ Not really, because we have a large family (five people)/ One set is not enough for the whole family</p> <p>Equal benefit: No, I think I got more. They didn't learn as deeply compared to me because of my previous experience/ People over 50 were not given dignity kits for women/ They gave them to three of us as if we were one adult</p> <p>Unexpected results: We did not expect that there would be kits/ The amount of products is larger than expected/ More products than expected/ During the psychological course it was difficult to talk about the situations we had experienced, the horrors... the wounds are very fresh... I wanted to be more positive and talk about a good future/ We are very grateful for receiving a diploma after the training courses! It was nice and unexpected! It was a big bonus/ It was unexpected that the respondent attended such courses for the first time, only positive expectations from the training courses/ We did not expect such pleasure from the pastry courses and wanted to add more hours! Only positive feedback/ The quality is unexpectedly good/ I signed up for training, and here is free training + humanitarian aid / Very useful! Thank you for your help, because everything is expensive/ We did not expect to receive humanitarian aid after completing the courses!/ I was surprised to receive such a large amount of humanitarian aid. After completing the courses, I received help and tips on how to find a job/ It was unexpected and nice to see nail scissors, a comb the project itself is unexpected and positive/ Some things were unexpectedly high quality and large</p> <p>Usefulness: A lot of new information and useful/ Useful and interesting/ It was unexpected that I liked it. I liked the psychologists very much/ Useful courses in pastry and pizza making/ seful, I plunged into interesting things for myself, I was delighted and now I continue my studies on my own for payment, I am no longer afraid of the PC/ The trainer provided access to the site he uses for accounting (useful)/ Nail scissors were very surprising (did not expect it - useful)/ Topics were raised in the courses that are very important</p>
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<p>MSCs (Recommendations)</p>	<p>There is a call for more training sessions, better advertising, and increased encouragement to motivate individuals to take initiative. The respondent suggests that local governments should play a more vocal role in encouraging people to actively seek out these opportunities rather than waiting passively for aid.</p>
<p>MSC (Feedback)</p>	<p>The respondent praises the efficiency and coordination of the team handling humanitarian aid and course distribution.</p> <p>They express deep gratitude on behalf of all the beneficiaries of the humanitarian aid and educational courses provided by the Japanese Platform and other donors. The respondent emphasizes the tremendous impact these contributions have made, giving people in difficult conditions new opportunities and support.</p> <p>The speaker acknowledges that the elderly and people with disabilities face significant challenges, although many programs are currently supporting them</p> <p>Maybe more hours could be added in the training activities.</p>
<p>FGD Poltava (Recommendations)</p>	<p>Desire for a broader range of vocational training courses, specifically mentioning interest in both pizza making and hairstyling</p> <p>Curious about the potential for learning more practical skills like putty application, suggesting a desire for more relevant construction and repair training</p> <p>There is a lack of variety in the food aid provided. The respondent suggests including more diverse and flavorful items such as tomato paste and canned foods to enhance basic meals.</p> <p>The issue of food aid redundancy and expiration, sharing personal strategies for exchanging surplus food items within the community. The respondent suggests that aid organizations could streamline their efforts by providing more immediately usable food items instead of staples that require further processing or exchange.</p> <p>The value of receiving less common but appreciated items like canned fruits and parmesan cheese, which can significantly enhance meal quality.</p> <p>Lists essential non-food items that are crucial for maintaining hygiene and cleanliness, such as soap, shampoo, toothpaste, and disinfectants, underscoring the importance of these supplies alongside food aid.</p> <p>Need for more substantial financial support and guidance in drawing up viable business plans.</p> <p>A desire to venture into a business, such as installing a coffee machine, but lacks knowledge about the necessary legal and administrative procedures.</p> <p>Need for courses that provide detailed information on regulatory requirements, documentations, and necessary permissions, emphasizing the confusion around who to contact and the rights for setting up a business in a new area</p> <p>Importance of offline education for children</p> <p>An interest in expanding course offerings to include traditionally male-dominated professions for women, such as crane operation, alongside a desire for driving courses.</p>

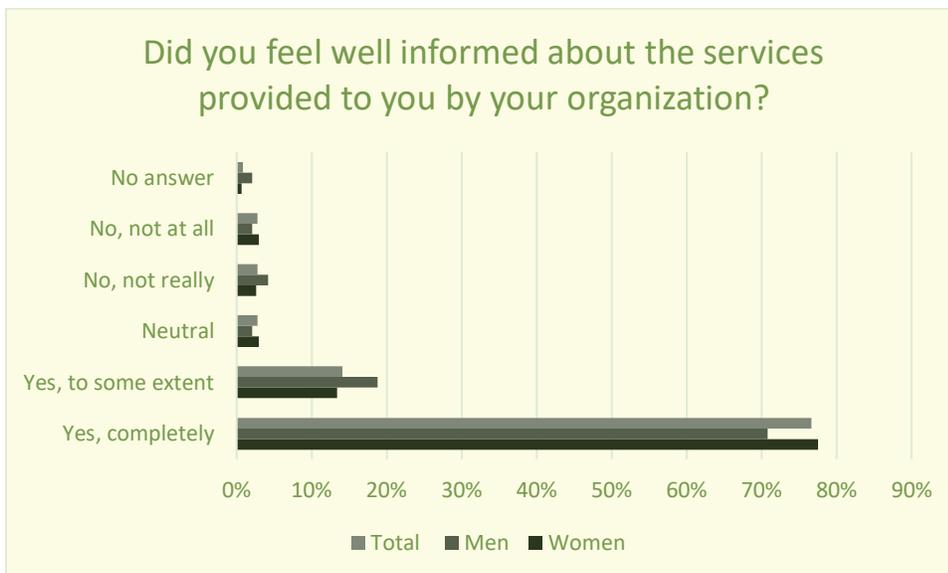
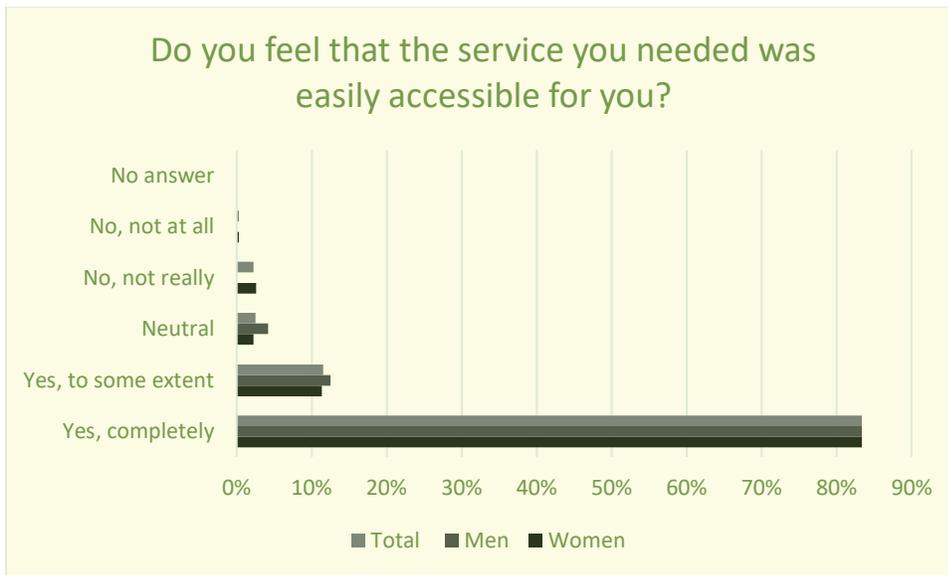
	<p>A desire for additional courses in cosmetology, indicating an interest in expanding personal and professional grooming skills.</p> <p>Suggests introducing a course in preschool pedagogy, which could be particularly useful given the number of displaced families with young children.</p> <p>Increasing the availability of professional courses, suggesting that individuals should have the opportunity to attend at least two different courses to broaden their skills and employment prospects.</p> <p>Offering courses in media literacy and journalism to help individuals gain confidence in public speaking and media engagement.</p> <p>Recommends including more varieties of canned goods like meat and fish alongside existing items like tomatoes.</p> <p>Suggests adding tea and more canned food options.</p> <p>Proposes the addition of soap to the hygiene kits</p> <p>Recommends including toilet paper in the hygiene kit</p> <p>Calls for expanding the eligibility criteria for receiving aid, suggesting that more people should qualify for assistance, not just altering the contents of the aid provided.</p> <p>The need to improve the organization and communication related to course scheduling. This includes increasing the frequency and duration of courses, as well as ensuring timely and widespread announcements.</p> <p>Suggests broadening the range of topics covered in the courses to cater to a wider variety of interests and needs.</p> <p>Advocates for more activities that promote physical and mental health, such as yoga and Scandinavian walking.</p> <p>Proposes the idea of community-building activities like competitions and craft-making sessions.</p> <p>Recommends introducing career guidance options that include connections to internships or part-time work opportunities.</p> <p>The need for extended course durations to allow participants more time to absorb and practice new skills.</p> <p>Recommends maintaining consistent groups throughout courses to save time on reintroductions and role assignments.</p> <p>Suggests incorporating background music to create a more enjoyable learning atmosphere.</p> <p>Proposes expanding the range and frequency of courses, especially considering the potential increase in available spaces during the summer when students are not in session.</p> <p>advocates for the inclusion of additional language courses with extended sessions beyond the typical eight classes to accommodate a more comprehensive introductory phase.</p>
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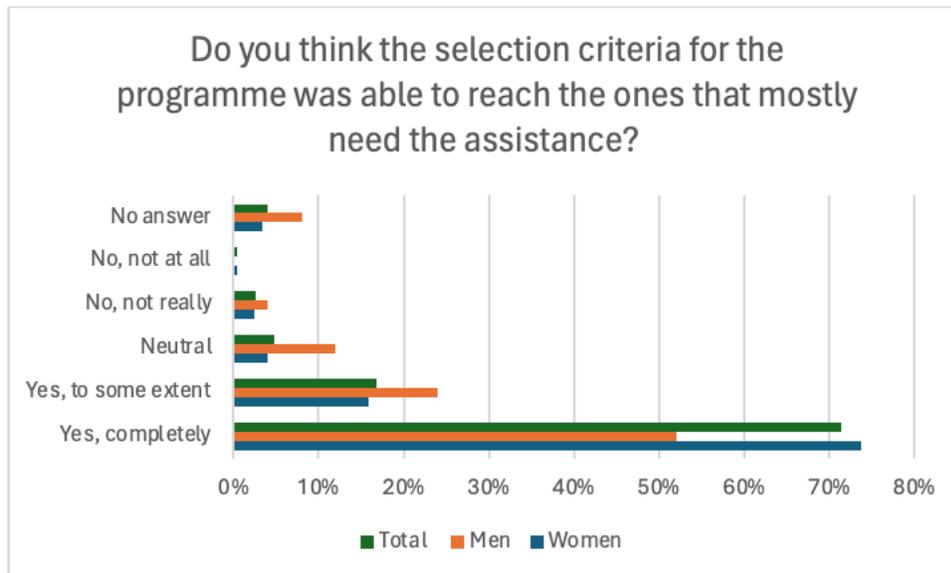
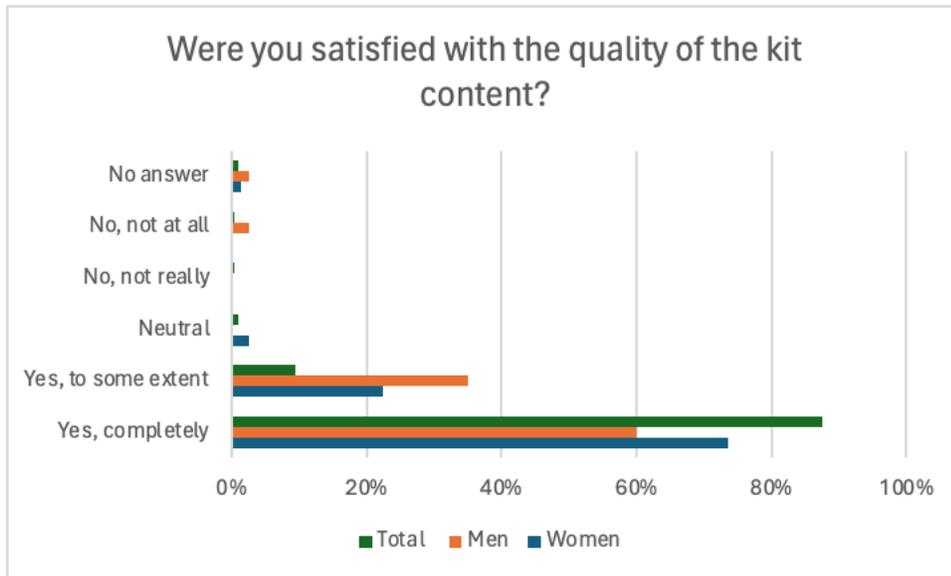
	<p>Calls for more variety in food packages, suggesting the inclusion of different types of durable foods and flavor enhancers like tea concentrates and spices to diversify the diet and enhance the nutritional value of the aid provided.</p> <p>Recommends adding more variety to food parcels, including items like raisins, dried fruits, sweets, and specific provisions for children and those with dietary restrictions. Also suggests including laundry detergent in hygiene kits to address basic household needs.</p>
<p>FGD Poltava (Feedback)</p>	<p>Commends the dedication and sincerity of the project team, appreciating their considerable efforts and expressing overall satisfaction with the support provided.</p> <p>Learning Japanese could be a way to show appreciation and deepen the cultural exchange, reinforcing the connection between the aid providers and the recipients.</p> <p>Shares positive feedback about the educational project, emphasizing its impact and expressing gratitude for the opportunities it has provided.</p> <p>Joins in expressing thanks for the support, highlighting its significance for both psychological and moral well-being.</p>
<p>Zaphoriz hia FGD (Recommendations)</p>	<p>Proposes a follow-up mechanism for courses where participants can reconvene after a few weeks to discuss the application of what they learned, share experiences, and provide further feedback.</p> <p>Suggests the implementation of a learning management system to streamline the educational process.</p> <p>Expresses the need for certificates that meet specific professional standards (e.g., Resolution 800 for teachers)</p> <p>the desire for all courses to be recorded to accommodate participants who might miss the live session.</p> <p>Suggests extending the duration of courses to better distribute the wealth of information provided and to allow for deeper engagement with each topic.</p> <p>Recommends regular follow-up meetings to review the application of learned skills and gather further feedback, enhancing the learning process through reflection and peer interaction.</p> <p>A desire for more specific and targeted support for individuals who are serious about applying the skills from the courses to their businesses or personal development.</p> <p>Suggests more rigorous selection processes to ensure resources are utilized by those who are most likely to benefit, thus enhancing the impact of the training.</p> <p>Advocates for the inclusion of personal stories and individual needs in the consideration of training and support, emphasizing that not everyone's goals will be professional.</p> <p>Highlights the value of rehabilitation and specialized medical training, stressing the importance of high-quality education and the potential risks of insufficient training. Proposes that training programs should not only be comprehensive but also backed by solid medical knowledge and practical applications.</p>

Discusses the challenges of accessing grant programs and suggests that more information and support be made available to potential applicants.

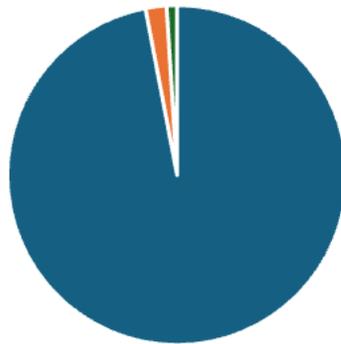
Emphasizes the need for transparency and guidance to ensure those who need support can access it.

5.9. ADDITIONAL SURVEY CHARTS





Do you think the staff was knowledgeable/
competent to provide the service?



■ Yes, completely ■ Yes, to some extent ■ No, not really