

# POWERUP

WOMEN SHAPING THEIR FUTURE  
WITH TECHNOLOGY



# FINAL LEARNING REVIEW

POWER UP PROJECT



OXFAM



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**Total Project Budget:** CAD 2,736,825

GAC Contribution CAD 1,178,903

Oxfam Contribution CAD 61,782

**Project start and end date:** 28 March, 2017 – 30 June, 2020

**Partners:**

Konsorsium untuk Studi dan Pengembangan Partisipasi (Konsepsi)


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## Abbreviations and Acronyms

APBDes	<i>Anggaran Pendapatan dan Belanja Desa/Village Budget</i>
BPD	<i>Badan Permusyawaratan Desa/Village Parliament</i>
ICT	Information and Communication Technology
M&E	Monitoring & Evaluation
MSC	Most Significant Change
NTB	<i>Nusa Tenggara Barat/West Nusa Tenggara</i>
Musdes	<i>Musyawah Desa/Village Consultation</i>
Murenbangdes	<i>Musyawah Perencanaan Pembangunan Desa/Community Consultations on Development Planning at Village level</i>
PKBI	<i>Perkumpulan Keluarga Berencana Indonesia/Indonesia Planned Parenthood Association</i>
PKK	<i>Pemberdayaan Kesejahteraan Keluarga/Family Welfare Empowerment</i>
Posyandu	<i>Pos Pelayanan Terpadu/Integrated Community Health Post</i>
RKPDes	<i>Rencana Kerja Pemerintah Desa/Plans for Village level Development</i>
RPJMDes	<i>Rencana Pembangunan Jangka Menengah Desa/Medium term development plan for village level</i>
TOC	Theory of Change

# INTRODUCTION

# 1

Power Up: Women Shaping their Future through Technology (Power Up) is a women’s empowerment program utilizing technological innovations initiated by Oxfam and three partner organizations in Lombok, Indonesia. The partners involved are the following:

- Konsorsium untuk Studi dan Pengembangan Partisipasi (Konsepsi)
- Perkumpulan Koslata (Koslata)
- Perkumpulan Keluarga Berencana Indonesia Daerah Nusa Tenggara Barat (PKBI NTB)

This program has been carried out between 2017 and 2020 in four districts on Lombok Island, NTB Province with funding support from Global Affairs Canada (GAC). The program’s goal is to benefit the whole community in terms of enjoying their rights, with the main focus on strengthening the capacity of women and marginalized groups to participate in development through the use of Information and Communication Technology (ICT).

Through the use of technology that is easily accessible and innovative, Power Up aims to improve the ability of women to access and understand information on the village development planning process. With this improved ability, women can voice their needs and support increased transparency and accountability at the village government level so that the utilization of resources in villages can be felt by everyone, regardless of gender.

At the time of writing, Power Up is entering its final reporting period for end-of-project implementation. As part of this process, Power Up has conducted workshops and data collection to capture stories of change and/or outcome achievement as well as assess consistency of outcomes with the project design. The workshops ensure that partners will have the appropriate knowledge to collect the most significant change stories that correlate with Power Up’s Theory of Change (TOC); they also ensure partners have the proper data, documentation and information to provide evidence to substantiate and validate outcomes.



# OBJECTIVE OF THE LEARNING REVIEW

# 2

The overarching goal of the final project learning review is to identify key learning from the project in line with the project's TOC. The Ultimate Outcome of the project is "Increased empowerment of women and girls, including marginalized groups, to engage in democratic processes, and enjoy and exercise their human rights in the NTB province of Indonesia." The Intermediate Outcomes are as follows:

- 1100: Enhanced equitable and inclusive participation in village-based democratic decision-making processes, especially by women and marginalized groups, through the use of technology
- 1200: Increased use of technology by people, especially women and marginalized groups, to hold their governments to account
- 1300: Increased responsiveness of public institutions to the diverse needs and rights of people, especially women and marginalized groups, through the use of technology

The final learning review aims to specifically generate evidence on the project's intermediate outcomes and build collective knowledge on key areas such as social norm change that promotes transformative women's leadership. The final learning review was guided by the foundations of feminist evaluation. The evaluation process is meant to transfer power to partners and beneficiaries; the evaluation itself is co-designed with and by partners and implemented as such; it is conducted through the perspective of women and girls and their lived experiences; and it is able to challenge and/or improve unequal gender and power relations.

Thus, the aim of the final project learning review is to put partners (and the people they work with) in control of the process and develop their capacities regarding participatory data collection approaches, data analysis and sense-making. The role of Oxfam is that of convener, facilitator and technical capacity sharer.



# DETAILED METHODOLOGY

# 3

The learning review applied a Most Significant Change (MSC) approach. The MSC<sup>1</sup> approach is a form of participatory monitoring and evaluation. It is also a participatory research approach that is often used in evaluative exercises. It is participatory in that many project stakeholders are involved, both in deciding the sorts of change to be recorded and in analyzing the data. Stakeholders include community members, government at various levels, partners, and project staff members with different levels of involvement. It is a form of monitoring in that it occurs throughout the program cycle and provides information to help people manage the program. It contributes to evaluation in that it provides data on impact and outcomes that can be used to help assess the performance of the program as a whole. Below is a comprehensive overview of what a ‘full’ implementation of MSC might look like:

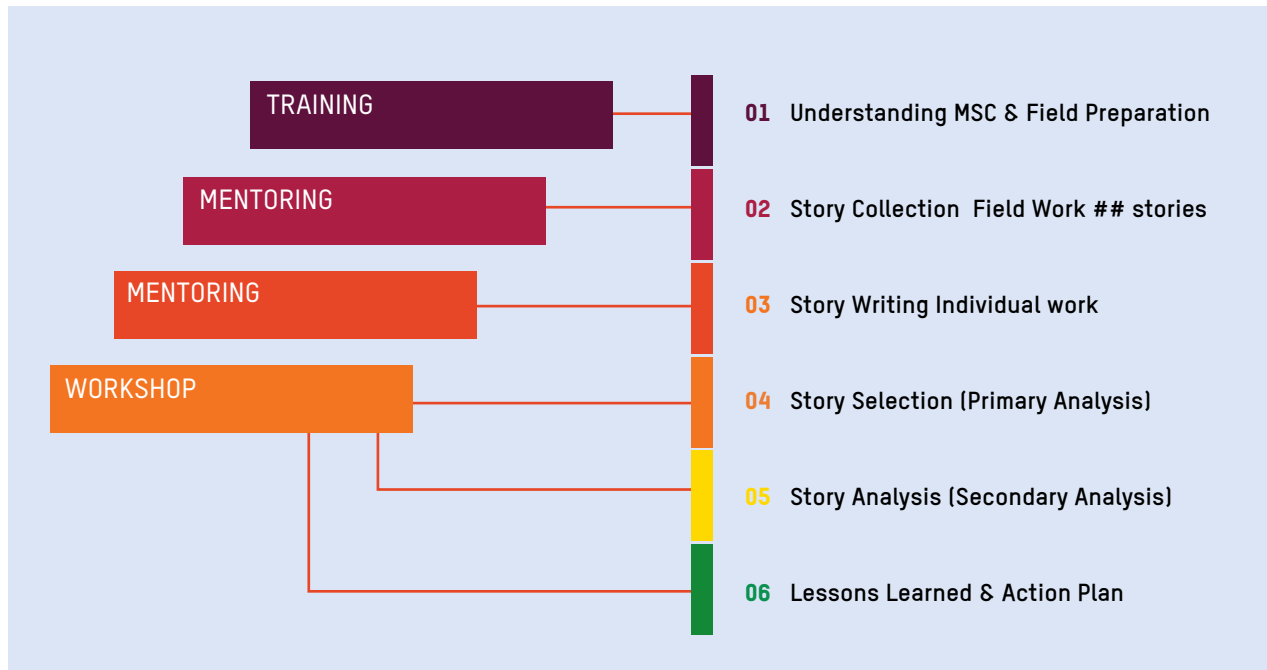
- 1 Starting and raising interest
- 2 Defining the domains of change
- 3 Defining the reporting period
- 4 Collecting and writing MSC stories
- 5 Selecting the most significant of the stories
- 6 Feeding back the results of the selection process
- 7 Verifying stories
- 8 Secondary analyzing and meta-monitoring
- 9 Revising the system

Overall, the process involved the collection of significant change stories emanating from the field level, and the most significant of these stories was selected systematically by panels of designated staff, partners and beneficiaries. Below is the whole process of the final learning review conducted in two workshops (see Annex 1, Schedule).

1 Rick Davies and Jess Dart, *The Most Significant Change Technique, A Guide to Its Use* (Manila 2005), <http://www.mande.co.uk/docs/mscguide.pdf>.





**FIGURE 1: LEARNING REVIEW PROCESS**

“Starting and raising interest” (1) was conducted in a four-day training (10-13 February 2020, see Annex 1, Training Schedule). The training aimed to provide a thorough understanding of MSC as a participatory MSE approach. The concept of “participatory” in MSC occurred in two levels.

- 1 **Community-member level:** The level in which the process of collecting stories took place. In this process, participants in the project are free to determine by themselves any changes they deem to be the most significant from their own perspectives.
- 2 **Panelist-selection level:** The level that involves the selection of stories that have been collected. The panelists who chose the stories have very wide leeway to discuss all of them from their own perspectives, and then choose that which they considered to be the most significant. This process involved deep analysis among the panelists.

“Defining the domains of change” (2) refers to the learning matrix developed by Oxfam before the training. Input from partners on the Learning Matrix was also received in group discussions during this training (Annex 2, Updated Learning Matrix). Designated staff and partners were involved in collecting the stories in line with this Learning Matrix.

In the context of the final learning review, no “Defining the reporting period” (3) was required. This step is only required if an organization uses MSC periodically in project monitoring. As for Power Up, MSC was completed at the end of the project to understand the interrelationship of changes in all stories that were collected and their relationship to the TOC, so as to gain lessons that will be applied in the future.

“Collecting and writing significant change stories” (4) was carried out for seven days (17 – 23 February). The story collection of outcomes 1 – 4 (corresponding to the key learning questions below) was done by partners in their respective work areas, while the collection of stories about outcome 5 was carried out by Oxfam staff with its partners as resource persons. The data collection method was an interview employing an interview guide related to each sub-learning question (Annex 3, Interview Questions). The first question in the interview guide, “What changes have you experienced since the implementation of Power Up?” was adjusted to apply to each learning question.

For the writing of the stories, the first-person perspective was chosen, considering that this represents the perspective of the resource person (interviewee) and has less possibility of being contaminated by the opinions of the writers, and thereby diminishing any potential distortion of the stories. In addition, the first-person perspective was deemed to be easier in terms of composition by the partners.

There were four stories from four areas for each sub-learning question for outcomes 1-4. Fifty-six individual stories were collected in total with the following breakdown:

**TABLE 1: STORY SELECTION BY OUTCOME**

KEY OUTCOME AREA	RESOURCE PERSON	DIRECT		INDIRECT		TOTAL		TOTAL
		F	M	F	M	F	M	
Key Outcome 1	Women's Caucus	7				7	0	7
	Village Governments		2			0	2	2
	Influencers		1			0	1	1
	Community Members		1	1	1	1	2	3
	Subtotal	7	4	1	1	8	5	13
Key Outcome 2*	Women's Caucus	18				18	0	18
	Subtotal	18	0	0	0	18	0	18
Key Outcome 3	Women's Caucus	5				5	0	5
	Midwives	3				3	0	3
	Head of Puskemas		1			0	1	1
	Village Governments		2			0	2	2
	Subtotal	8	3	0	0	8	3	11
Key Outcome 4	Women's Caucus	5				5	0	5
	Midwives	3				3	0	3
	Village Governments		1			0	1	1
	Health Cadres	2				2	0	2
	Subtotal	10	1	0	0	10	1	11
Key Outcome 5	Koslata Staff	2	2			2	2	4
	Konsepsi Staff	1	1			1	1	2
	PKBI NTB Staff		2			0	2	2
	Subtotal	3	5	1	1	3	5	8
<b>TOTAL</b>		46	13	1	1	47	14	61

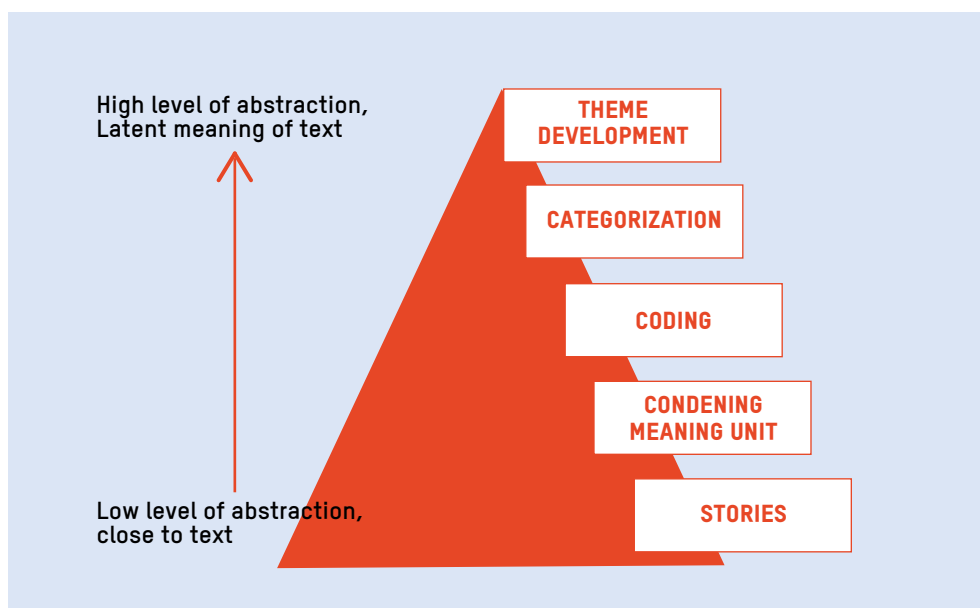
\*2 stories from Key Outcome 2 based on FGD. In total there are 18 resource people for 13 stories.

The fifth to eighth steps – Selecting the most significant of the stories, Feeding back the results of the selection process (5), Verification of stories (6), and Secondary analyzing and meta-monitoring (7) – were carried out in a four-day workshop (25-28 February, see Annex 1, Workshop Schedule). Other than involving staff and partners, story selection also involved eight people from women's caucuses in four areas who were also project participants. Women's caucuses were involved in the process from the setting of criteria in selecting MSC stories to the selection of MSC stories (two stories for each key outcome). This process was also a process of verification and validation of the stories. Almost all women's caucuses also provided access to resource persons or storytellers, hence, this process was

part of the sixth step (Feeding back the results of the selection process). These individual storytellers were given information on all processes that involved their own stories.

“Story Analysis” was conducted in the second workshop. Although the total stories collected were 56, the analysis used only 24 stories obtained from the field for the exercise, a number that enabled us to be able to read the trend of the data in the duration of the session. With that number of stories, the provided story analysis gave participants an overview of the interrelationship of all stories. The process of the analysis is described in the following chart.

**FIGURE 2: STORY ANALYSIS PROCESS**



Of the 24 stories, the condensing meaning unit was carried out by first identifying texts that had particular meaning. It could be texts that described important changes, strategies, processes. All the ‘fragments’ of the texts were coded. Texts that had the same meaning were given the same code. Similar codes were placed under one category. Then, ‘theme development’ was completed by linking the stories to the TOC. The last step, “Revising the System”, within this context of the Learning Review, became the lessons for future projects.



# MSC PROCESS

# 4

## 4.1 WORKSHOP 1

The focus group discussion (FGD) before the workshop started provided the following picture of participants' expectations:

- Almost none of the participants had knowledge of the MSC approach. They had never received training on MSC. They expected to gain an understanding of the concept and methods of using this approach to obtain information about project impacts, including unintended impacts.
- The participants had the ability to recognize changes and explore information about those changes.
- Participants also had the ability to write stories of change systematically; hence, their stories were easy to understand.
- They shared their learning with those from other regions because each region had different characteristics.
- Analysis was helpful to conceive of the project as a whole.
- All of the points explored were expected to strengthen the organizational capacity.

Save for analysis, the first workshop covered all expected topics. Analysis would become part of the second workshop.

Before jumping into the substance of MSC, it is important for the participants to have the same understanding of the term 'change'. Brainstorming on the topic of a question ("What comes to our mind about change?") raised a variety of ideas about change, ranging from general to very specific; the ideas were then linked to ideas of change in the Power Up project in a "Chain of Change" logic as illustrated below.

**FIGURE 3: CHAIN OF CHANGE**



Questions about inputs, activities, outputs, outcomes, unintended outcomes and impacts were related “to whom a change occurs” (meaning to people who are part of the project and people who are not direct participants, but who get influenced by people who are participating). From here, participants understood that changes have chain effects *and* the bigger the outreach of a change that occurs is, the smaller the directly attributable impact of a project will be, due to other external factors that also affect the change.

Discussions about change led participants to discuss direct and indirect participants. There was an understanding that needed to be addressed, specifically that all people who participated in Power Up activities were direct beneficiaries, even though they might only be present for one activity, such as sensitization. When people who took part in one activity spread influence related to the project to people who had never participated, those who had never participated were referred to as indirect beneficiaries.

The same understanding of the chain of change is important in understanding MSC. Especially in terms of collecting data (stories), MSC requires the ability to explore, as far as possible, the changes experienced by the storytellers. This was one element of the approach practiced by the participants in the first workshop through role playing of interviews. This interview practice was carried out twice, one for peer interviews and one for field interviews.

Interviews were conducted with an interview guide used in MSC, with the domain of change referring to the learning matrix developed before the workshop. The learning matrix was discussed with partners in this workshop. The enthusiasm of the participants to discuss the learning matrix was very high. This was unexpected! They examined each sub-learning matrix and provided input questions to be used when collecting stories in the field. The discussion of the learning matrix also refreshed comprehension of the TOC: problems, obstacles to problem solving, and answers to these problems and their commensurate assumptions.

In line with the practice of the interview, the practice of writing stories was also carried out twice, based on the results of the two interviews. The enthusiasm of the participants for this topic was reflected in the number of questions related to probing the data collection, transforming data collected from interviews to written stories, as well as very technical matters such as methods of data recording during interviews. Some of the differences they felt were related to collecting and writing of stories, explained as follows:

- Thus far, they wrote stories in meticulous detail without enough exposure to changes experienced by the interview subjects. The MSC method made it easy for them to write stories without being ‘burdened’ by ‘rigid’ data. Rather, it helped them follow the flow of information on the changes that were most meaningful to the interviewees, releasing them from the TOC.
- The interview guide was very helpful to them in conducting their interviews and writing the collected information down systematically.
- This method caused participants to learn and understand more quickly about changes that were occurring.

Although most of the participants felt they still had difficulty writing stories, the practice sessions of writing these stories of change made helped to lower the perceived difficulty. The quality of their second set of stories was better than their first one in terms of content and style/format.

Selection of MSC stories is the most important part of the MSC methodology. Here, all stories of change were discussed intensively. In this process, the participants explored the significance of change in each story from their own perspectives. The challenge that arose in the process of selecting a story



was differentiating between wanting to choose the “best story”, versus looking at how and why a change (whatever it is) in the story is significant. This focus on significance is at the core of this methodology. The story selection process strengthened the participants’ understanding of the MSC steps they previously learned. They were able to absorb the methodology of MSC, and see it as a series of processes and not just a matter of writing stories as it has been widely misunderstood to be.

The final project Learning Review is to identify key learning from the project in line with the project’s TOC. Overall, in line with its objectives, the first workshop provided the participants with an understanding of the following:

- The MSC methodology is intended to show the success of a project from the perspective of partners and participants, and give them a room to see changes related to project outcomes, including unintended outcomes, both positive and negative ones.
- It is possible to collect high quality data using the MSC methodology.

## 4.2 FIELD WORK

The field work answered a single final goal of the Learning Review, namely, it provided stories of change that will reflect the project outcomes. There were 48 stories collected for outcomes 1-4, and 8 stories for outcome 5. Because of the varying results of the Power Up project – some of which was unexpected. This was demonstrated by the fact that, during the data collection, the information that arose from the storytellers for a particular outcome was actually relevant to another outcome.

The field work provided opportunities, especially for partners and participants, to be able to convey the successes and challenges of the project. Female participants were able to express the changes they experienced and their struggles and challenges they faced from the family level up to the village level when they were influencing other people or voicing women’s needs. This opportunity made them feel “heard” and appreciated. For Oxfam partners and staff, this process led them to discover many changes that were unseen before, and some of these turned out to be more than they imagined. Further, some of the changes were unexpected. They received more information than they initially believed they would.

This process also increased the participants’ sensitivity in interpreting every change, causing them to realize that, in fact, everyone experiences changes in different ways. The most important thing is the significance of each change for the individual. Field work to explore the stories of change had made partners who collected the stories more objective and respectful of the facts because so far they had been looking more at facts from their own perspectives instead of from the perspective of participants.

In regard to the technique of data collection, participants felt increasingly confident from one interview to the next. The interview guide helped them to be more systematic. The selection of informants in the preparation stage was important. Therefore, they carried out initial identification to determine the location in accordance with sub learning goals. Different interviewees also required different interview strategies. This is where partners gained experience in terms of probing and confirming information that is unclear or even questionable, for example, in terms of the correlation between changes being told by the interviewees with interventions carried out by the partner institutions.

On the other hand, there were several things arose as challenges in the process of collecting these stories of change, including the following:

- Difficulty managing information outside the sub-learning questions that was the focus of the interview;
- Collecting an abundance of information which often created confusion and required subsequent effort to return to the original topic; and
- Interviewing people who were also involved in projects other than Power Up while wanting to track changes originating from the Power Up project.

The project itself changed from the original design, and the changes that occurred were challenging to capture. The project was a complex project/situation. In the end, participants felt empowered by the participatory process that began from the creation of sub-learning questions to writing stories of change collected in the field.

## 4.3 WORKSHOP 2

This section explains how all the stories collected relate to the TOC, the criteria for story selection and their explanations, and what lessons were learned by the women's caucuses.



# LINKAGE BETWEEN STORIES SELECTED AND THEORY OF CHANGE

Qualitative analysis helped link all the stories collected in the following to stages: identifying significance (facts that were considered important in each story), coding and categorizing the significance of each story. From here the linkage of all stories with the TOC was achieved, specifically the extent to which the stories demonstrated outcomes. Two approaches link all the stories with the TOC:

- 1 **Quantifying the Code.** Quantification of changes that have been coded can be used to see the relationship of the stories with the TOC. Exercise in this workshop session confirmed that changes with a small scope were experienced by more people than those with a larger scope. The table below can be taken as an example.

**TABLE 2: QUANTIFYING THE CODE**

HOW DOES TECHNOLOGY SUPPORT THE LOCAL GOVERNMENT IN IMPROVING MATERNAL CARE SERVICE IN THE WORKING AREA OF THE PROJECT?	
TYPE OF CHANGE	FREQUENCY
Knowledge	11
Awareness of women's engagement	10
Behaviour	9
Knowledge transfer	6
Information access	3
Policy	2
Norms	1

- 2 **Searching for patterns from narratives.** This method complemented the first. Identifying obstacles was one of the focuses. The obstacles identified in the TOC began to be addressed. A few stories revealed that ordinary technology (which had been used by many people) could contribute to removing barriers to women's participation. Access to information was also important for raising awareness and holding village government accountable. The following table describes changes in ten selected stories in accordance with the sub-learning questions and their linkage to the TOC (see Annex 4, 5 and 6).



This finding provides evidence of a pattern emerging gradually in all areas. Change starts at the individual level, then there was a transfer from the processes carried out, followed by a response from the village administration, which then changed the norms and policies. Those were all supported by improved access to information.

**TABLE 3: SEARCHING FOR PATTERNS**

KEY LEARNING QUESTION	SUB – LEARNING QUESTIONS	LINK TO TOC	KEY STAKEHOLDERS
1. How has the project contributed to changes in social norms contributing to increased empowerment of women and girls to engage in democratic processes?	1.1 What approaches/ strategies have contributed to changes in norms amongst men and male influencers in village development plans?	<p>Women’s empowerment has contributed to the following changes:</p> <ul style="list-style-type: none"> <li>✓ Awareness regarding high risk pregnancy raised among other people (including husbands)</li> <li>✓ Women’s and girls’ courage to make their own decisions concerning pregnancy</li> <li>✓ High enthusiasm among women to share information on high-risk pregnancy</li> <li>✓ Changes of behaviour among men (husbands) in terms of expressing preference for male offspring and discussing developmental progress of their children</li> <li>✓ Changes of behaviour among village administration officials have led to the issuance of policies that are sensitive to women’s needs</li> </ul>	Indirect female beneficiaries
	<p>1.2 What approaches and types of technology best suit the context of rural women and marginalized groups?</p> <p>How can the use of technology by women help them to be involved in the processes of democracy and to have access to public policies? (Emphasis on women’s interest/ability)</p>	<p>Technology used: Caucus Whatsapp Group, Village Whatsapp Group, Durenbagdes Video – Educational Video on Village Delopment Planning and Implementation, 26 Daya Kelin.</p> <p>Development of and use of every technology that they are accustomed to in daily activities to generate changes concerning the process of democracy have led to the following changes:</p> <ul style="list-style-type: none"> <li>✓ Awareness on the importance of women’s involvement in Village Deliberation Forum</li> <li>✓ Village Administrative Work Planning Reports are available concerning cases of violence in the household and child marriage;</li> <li>✓ Positive norms have begun to develop: division of roles in the household; no more labelling or less priority to women and girls</li> </ul>	Male, village administrative officials
	1.3 To what extent can women be involved in village development (plan) and occupy strategic positions?	No stories were selected for this sub-learning question.	

<p><b>2. How has technology supported in improving equitable and inclusive participation of women in democratic village processes?</b></p>	<p>2.1 How effective is the women's caucus model in improving inclusion of voices of marginalized women?</p>	<p>The organizing of a women's caucus has led to the following changes:</p> <ul style="list-style-type: none"> <li>✓ Women are familiar with technology and technologies are used by women</li> <li>✓ Synergy is increasingly in place between the women's caucus and the village (among parties)</li> <li>✓ At least 5 women have always been present in the sub-village deliberation forum compared to the total absence of women in previous forums</li> <li>✓ Women become more active in the integrated community health post (Posyandu),</li> <li>✓ Technology (26 Daya Kelin) has made it easier for pregnant women to access information, especially among those who live far from the services</li> </ul>	<p>Members of Women's Caucus</p>
	<p>2.2 How effective are women's caucus activities and the use of technology to increase women's knowledge of village planning and budgeting system?</p>	<p>Changes have been observed as a result of the use of technology in village planning and budgeting:</p> <ul style="list-style-type: none"> <li>✓ Use of communication and information technology in overseeing and monitoring budgeting system</li> <li>✓ Awareness is established that should become the driving forces in the village development activities</li> <li>✓ Ability of women to express their opinions in village forums to ensure women's needs are accommodated</li> </ul>	<p>Members of Women's Caucus</p>
	<p>2.3 What approaches/ methods make women comfortable using technology and trusting information obtained/ provided through technology?</p>	<p>No stories were selected for this sub learning question</p>	<p>-</p>

<p><b>3. How has technology empowered women to access and use information to hold local government to account?</b></p>	<p>3.1 How are women using technology developed by the project to improve participation in village and budgeting planning process?</p> <p>Has technology outside of the project setting been available to improve women’s participation in Village Development Planning?</p>	<p>Technology can serve to channel of aspiration/ideas for women:</p> <ul style="list-style-type: none"> <li>✓ The use of social media (Whatsapp, Facebook) to share information on development planning and health issues</li> <li>✓ Improved participation of women in village level forums (including in village development planning) as a result of improved knowledge</li> <li>✓ Courage to speak in public and give recommendations in the village planning, which have subsequently been accommodated by the village government</li> <li>✓ The level of representation of women in participating in village activities has reached 40%.</li> </ul>	<p>Members of Women’s Caucus</p>
	<p>3.2 To what extent can technology facilitate women and marginalized groups in obtaining information so that they are able to monitor government performance (holding accountability)?</p> <p>How has the use of technology outside of the project setting improved women’s participation in village development planning?</p>	<p>No stories were selected for this sub learning question</p>	<p>-</p>
	<p>3.3 How can technology make health services/ facilities easier to get feedback from the community in an effort to improve the quality of health services?</p> <p>To what extent has technology facilitated women and marginalized groups in holding the village government to be more accountable and transparent?</p>	<p>Technology has improved the quality of services:</p> <ul style="list-style-type: none"> <li>✓ Each village has allocated budget for maternity class to increase the level of outreach to pregnant women</li> <li>✓ Women no longer give birth at home but at the health facilities instead</li> <li>✓ The use of technology to disseminate information on maternal and child health</li> <li>✓ Use of technology for coordination and mutual support among health workers</li> </ul>	<p>Midwife, Influencer</p>

<p>4. How has technology supported the local government in improving maternal health services in targets provinces?</p>	<p>4.1 How effective is the strategy of utilizing technology increase the awareness of high-risk pregnancies and lead to more routine check-up and better planning for delivery?</p> <p>(Note: Information and Communication Technology need to be specifically mentioned: 26 Daya kelin and Keran Yankes)</p>	<p>No stories were selected for this sub learning question</p>	<p>-</p>
	<p>4.2 How effective is the health-related program proposed by women's caucuses and budgeted by village funds to improve the quality of women's health and marginalized groups?</p>	<ul style="list-style-type: none"> <li>✓ Representatives of the Caucus become the members of the Team for the development of the Village Work Plan 2019 to voice the aspirations of women</li> <li>✓ The predominant physical programs in the previous years have been balanced by empowerment programs</li> <li>✓ Budget for health has been allocated in the Village Work Plan for 2020 for reproductive health, management of stunting, and Supplementary Feeding activities).</li> <li>✓ Improved trust of the Village Government in the Women's Caucus.</li> </ul>	<p>Members of Women's Caucus</p>
	<p>4.3 How effectively do women's caucus members who are VCB encourage the government in responding to the diverse needs of communities, including women and marginalized groups?</p>	<ul style="list-style-type: none"> <li>✓ Use of technology in information sharing</li> <li>✓ Drastic increase in the level of participation among women in village deliberation forums by more than 30%</li> <li>✓ Women's caucus serves as the forum for discussion on village development planning and has significantly contributed to the identification of women's needs, especially in health issues.</li> <li>✓ Women's Caucus members have become members of the Village Workplan Development team and are capable of expressing their cases well in struggling for the aspiration of women</li> </ul>	<p>Male, Head of Village</p>

5. To what extent has the CAT been effective in building capacity of partners to become more gender-just?	5.1 How has CAT supported in improving overall project management?	No stories were selected for this sub learning question	
	5.2 How has CAT improved gender mainstreaming in project and organization?	<ul style="list-style-type: none"> <li>✓ Awareness of the importance of gender mainstreaming in Koslata.</li> <li>✓ The increased use of publications in Koslata website and social media, which has greatly helped to frame the women’s point of view</li> <li>✓ The previously predominant masculine team has started to provide opportunities to women to learn and take the positions normally taken by men, for instance as the Information and Communication Technology (ICT) Officer. More women have joined to become the Village Facilitators</li> </ul>	Female, Koslata staff member
	5.3 How has CAT improved ICT capacities of organization and increase opportunities for future funding?	<p>At the individual’s level: Improved awareness and changes of mindset concerning the need in the use of Information and Communication Technology (website, social media and YouTube) for institutional promotion.</p> <p>At the organizational level:</p> <ul style="list-style-type: none"> <li>✓ Increased concern among the public and the donor on organizational issues.</li> <li>✓ Improved management practices in the organization: SOP, campaign media, staff recruitment, strengthening of accountability.</li> <li>✓ Opportunities for partnership with more donors are available to ensure the continuation of the organization.</li> <li>✓ A gender focal point is available to help mainstreaming gender and inclusion in projects implemented by the organization</li> </ul> <p>At the local level:</p> <ul style="list-style-type: none"> <li>✓ Use of Information and Communication Technology in feedback mechanism in all Puskesmas in East Lombok.</li> <li>✓ Use of Information and Communication Technology in increasing the participation of women in decision-making processes at the village level.</li> </ul>	Male, Director of KONSEPSI

# WOMEN CAUCUS' ENGAGEMENT IN FINAL LEARNING REVIEW

There were three levels of engagement carried out by women's caucuses in the final learning review:

- in the process of collecting the stories, as storytellers
- in the process of validating stories, representing the respective area
- in the process of story selection, as panelists who determined the criteria for story selection and chose the stories of change

As **storytellers**, they came to understand the use of the stories that resulted from interviews with them and what their stories were used for in the next stage. They felt very appreciated and also appreciated the process of the second workshop that involved them.

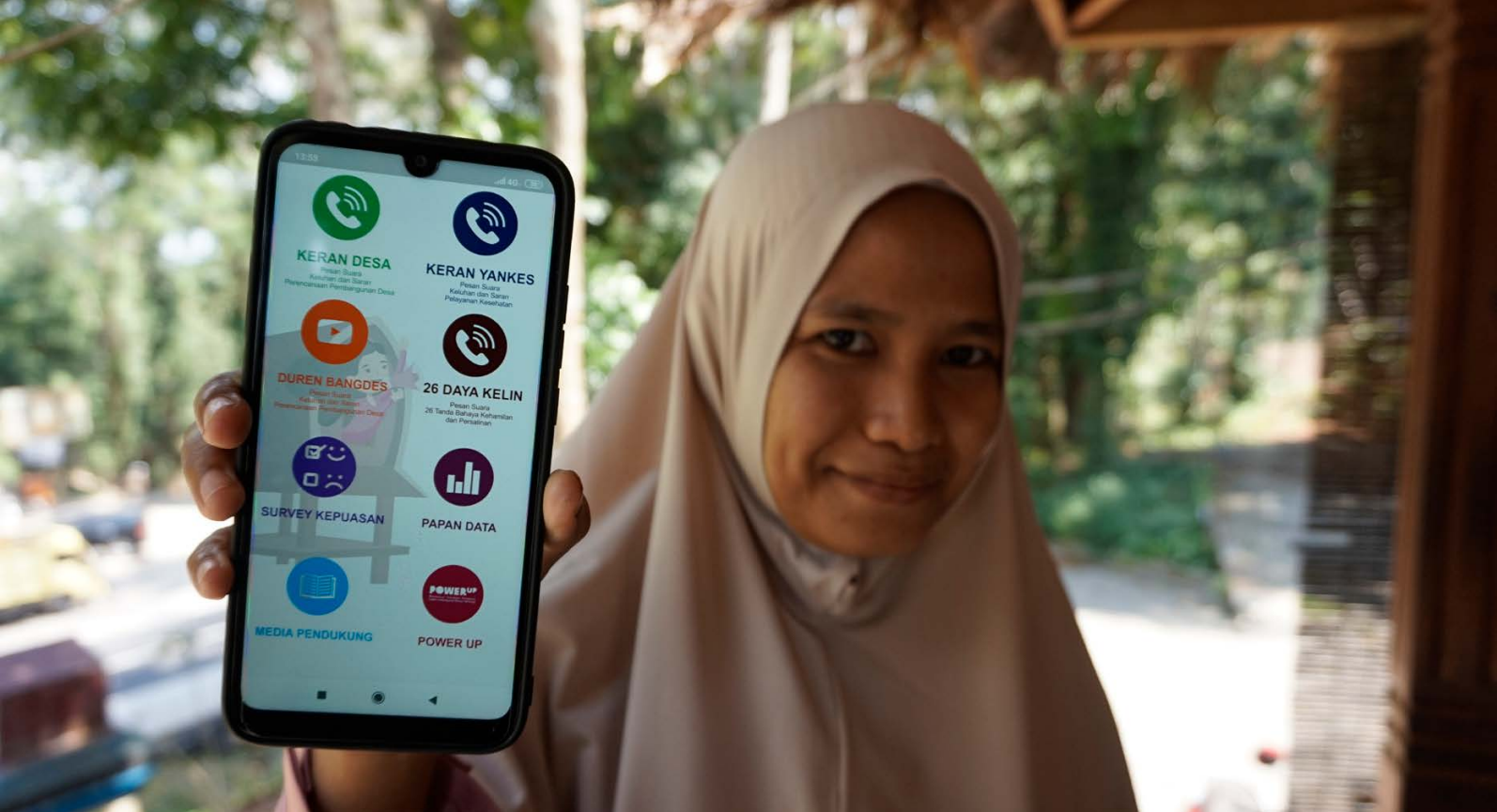
In the process of **story validation**, their involvement confirmed and asserted the changes contained in all stories. They heard that the changes taking place in their villages also occurred in other villages, such as the involvement of women as team members of Village Administration Activity Plans and health budgetary additions for women in the villages. Locally, differences emerged during the process of discussion and story sharing, such as different strategies used in introducing caucuses, depending on the village, because they had different regional characteristics.

This validation process also opened broader insights and thoughts. They felt that this validation process enriched and strengthened them.

The next involvement of women's caucuses was in **determining the selection criteria and selecting stories** of MSC. A number of stories that were read in the story validation session became the "entrance" to discuss the selection criteria of the stories. There were a number of 'characters' of the stories that could be drawn into general criteria, namely:

- Changes occur in many people,
- There are challenges in achieving change
- The scope of change,
- 'Nobody' becomes 'somebody who has a role'
- Concrete details by including numbers
- Learning from other villages
- Effects of chain changes
- Scope of change at: individual level up to village policy level

Story selection was done in group discussions based on outcomes. Each group chose two MSC stories based on these criteria. If in group discussions other criteria were required, the group could add more criteria. In this process, it was emphasized that the changes in the story were seen in terms of



‘significance’ for them. Each (story of) change was supposed to have a different meaning for each person, but the most important thing was how each meaning was discussed to determine the most significant story of change as a group (see Annex 4, 5 and 6).

The Story Selection Process was carried out in groups based on outcomes. As planned, two stories were selected for each outcome. Each panel group consisted of partners, women’s caucus and Oxfam’s staff. There were several methods employed by each group to select stories.

## Outcome 1

There were 13 stories under Outcome 1. This group used a combination of ranking and scoring to select stories. Criteria agreed in the discussion were:

- linkage with learning questions
- reflecting the stages of change, from the individual to village policy levels
- process/efforts: increased knowledge - change of view/awareness - response and collective awareness
- outreach of impact
- evokes positive emotions

Based on the criteria above, five stories were chosen. To choose two stories, the group scored these criteria. The two stories with the two highest scores were:

- Open Communication Erodes My Husband’s Power over My Reproductive Rights
- Eroded Patriarchal Culture Boosts the Family Income

## Outcome 2

There are 12 stories under outcome 2. This group used several ranking stages to select stories with the following criteria:

- Chain of changes: knowledge - awareness - actions - impact on the environment.
- The substance of technology usage as a supporter of change.

The group identified changes in each story based on these criteria, hence the following stories were finally chosen:

- Rebranding Caucus that Embraces All.
- Technology Provides Positives Impacts.

### Outcome 3

Two stories were selected in different ways. The first story was selected by acclamation by the group as soon as they read all the stories, 'without using any criteria'. The reason they chose this story then became the selection criteria for the next story:

- Changes in knowledge affect change of attitude,
- There is a use of technology
- Changes are also felt by others
- Changes affect the society at large

The second story was chosen based on the criteria above. When there were several stories that met the criteria, the group would add one more criterion, namely: answering the learning question. Based on the additional criterion, the second story was selected. The two stories selected are:

- Inclusive Movement for Maternal and Child Health
- From Woman Caucus I learned How to Use a Microphone and Public Speaking, Until I was Chosen as the Announcer at *Posyandu* Activities in My *Dusun*

### Outcome 4

Each person selected one of the twelve stories to discuss. When selecting a story, each group member made their own criteria. These individually created criteria were then put together into shared criteria for selecting the second story, judged by the substance of change:

- Organizing women
- Collaboration between groups (Village, Health Services, Women's Groups);
- Policy changes;
- The use of technology,
- Women's participation in budget planning;
- Women's involvement in strategic positions (Village Work Plan Team);
- Changes in the mindset of policy holders;
- Increased awareness of health

This group used scoring based on the number of changes in each story. The more changes found in a story, the higher score it would get. The two stories with the highest scores selected are:

- From Dark to Light
- Women analyze needs through village development planning

### Outcome 5

The process that the group went through in selecting eight stories under this outcome was: Determining selection criteria, presentation of two stories of change selected by each panel member; probing and determining of the selected stories of significant changes. The determination of these criteria took into account the context of change at the institutional and personal levels. Changes in institutions could be seen in terms of capacity and management and changes at the personal level referred to those that had impacts on increasing the effectiveness of Power Up project management





or institutional advocacy work in general. Given such criteria, significant changes that were assessed at least included:

- scope of change;
- challenge; and
- effect of chain of change.

Of the eight stories, there were three selected by ranking them. The results of each person's ranking were discussed in groups. From this stage two were selected. The first story (*If Only Dinosaurs Had Known ICT...*) was selected by acclamation because it showed impacts on the institutional and individual levels, because of the challenges of change, scope of change (at individual & organizational levels), and effects of chain of changes as criteria for story selection.

The second story (*Coloring the Journey of Koslata*) was selected not only because of these criteria, but also the background of involvement of the resource persons in the organization, from merely being involved only as a minutes taker to becoming a staff member, and now a gender focal point.

There were several challenges that arose in the story selection process, namely: 1) differences in how individuals perceived change; 2) even though criteria had been made, people's focus and perception about change could be different. This challenge made the discussion very dynamic. However, there were no points of disagreements or differences that arose in the story selection process. All participants, women's caucuses and partners, were very active in discussing each story. There were no barriers for them to discuss things. For women's caucus, it was a very valuable experience because it helped them understand the full picture of the project.

## 6.1. LESSONS LEARNED

In line with the last stage of the MSC methodology, lessons learned were focused more on system improvement in the future. They are categorized here in three sections: Women's Caucus, Partners and Oxfam.

### Women's Caucus

Data collection was important for the caucus because this data was the basis for the caucus to connect with villages. The data was also important for cross-sectoral coordination. It is expected that caucus activities in the future will not only come from the village administration but also from cross-sectoral entities.

There was maximum utilization of ICT during the three year cycle of the project. It was 'capital' for the women's caucus to use other technologies, such as the village administration's website, to provide information to the community.

Power Up encouraged women to join the Caucus and produced a lot of changes. The women's caucus must remain in existence even though this project has ended. Sustainability is key such that women will not return to the situation before, as if the Power Up project never happened.

## Partners

The following chart provides examples for each partner of the change or increase in capacity with regards to the impact of Power Up. The project has supported partners to learn technological skills and abilities, but also other things, such as gender mainstreaming. The project was very collaborative, with partners involved every step of the way, and the impact of the project reflected partner needs and desires.

ORGANIZATION	KEY LESSONS
KONSEPSI	<ul style="list-style-type: none"> <li>✓ Development of digital-based institution management, for example, the use of Box. This system is very helpful especially in terms of reporting</li> <li>✓ Development of community-based disaster information systems</li> <li>✓ Experience with this technology made it possible for KONSEPSI to develop digital-based networks.</li> <li>✓ Especially for the MSC method, it is very interesting to be applied in MSE and learning because this method is very systematic and it would be very interesting if it is conducted at the beginning or in the middle of the project.</li> <li>✓ Power Up had succeeded in making KONSEPSI gender sensitive. Now, the placement of strategic positions in organizations includes gender balance as a condition.</li> </ul>
Koslata	<ul style="list-style-type: none"> <li>✓ In terms of system, the management of information system and documents in the organization becomes more organized. This helps in terms of knowledge transfer, reporting and financial management.</li> <li>✓ Power Up had built awareness of gender mainstreaming and now Koslata applies it in staff placement, making it gender balanced. It has made Koslata stronger.</li> </ul>
PKBI	<ul style="list-style-type: none"> <li>✓ Digital-based information management facilitates access to obtain documents for each division in the organization that are in need of the document.</li> <li>✓ Implementation of village-based projects was new for PKBI. Capacity building was used for context analysis for new village-based project opportunities. Other than that, there was also strengthening in terms of structured knowledge transfer, which means that it was planned by the institution instead of merely having an unplanned discussion.</li> </ul>

## Oxfam

For Oxfam, the key lesson learned is to find a strategy for modifying the type of technology that is closest to the issues and need, so that technology can serve as a bridge. Also, when working with women, technology must also be woman friendly.

Digital literacy is another area of learning. Because Oxfam introduced access, it would have been better if the ICT component in the program was accompanied by expressed digital literacy and data protection components since sharing personal data through digital channels can be risky, especially for women. It would be better for a program containing an ICT component to be coupled with capacity building in the area of digital literacy and data protection so that participants can protect themselves instead of being vulnerable in the digital world.

In regard to partnership, working with people who had different expertise with the project issues, and covered a wide geographical area, was particularly interesting. There was, however, a need to increase the capacity of partners before project implementation. The lesson is that if Oxfam wants to be more effective, it is necessary to engage in better partnership assessment to locate implementing partners that have the expertise that is appropriate to the substance of the project.

# LIMITATION

# 7

The final learning review process was although conducted with full consultation from the local partners there were limitations. For instance the Learning Matrix Session required more time than initially anticipated. Moving forward it is vital that such sessions in a learning review process is planned with ample amount of time in mind. The review team adapted to the requirement promptly and in order to ensure full participation and clear understanding by the participants the time frame was extend with proper facilitation.

The review method required to have simplified learning questions; questions that are easily understandable by the resources person as well by the local partners who are collecting the information. Our local partner PKBI adapted to the need and developed their own simplified version of the learning questionnaire to capture the stories from the community.

Due to the pandemic the learning process needed to be completed with a strict timeframe. In future, it is important to allow more time for the partners to be able to clarify not only the key out-come questions but as well as the sub-learning questions based on their field experiences and revise the questions accordingly.



# ANNEXES

## Annex 1: Workshop Schedule (First and Second Workshop)

### WORKSHOP 1

TIME	TOPIC
<b>DAY 1</b>	
09.30 – 10.00	Getting to know, Training Objective, Flow and Schedule
10.00 – 11.00	FGD: Participants expectation
11.00 – 12.30	Understanding and Applying MSC
12.30 – 13.30	Break
13.30 – 14.20	TOC Review
14.20 – 16.00	Discussing Learning Matrix, Tool Adaptation
16.00 – 16.20	Coffee break
16.20 – 17.30	(Cont. Understanding and Applying MSC)
17.30 – 18.00	Exercise: story collection (peer interview)
-	Story writing
<b>DAY 2</b>	
09.00 – 10.45	Morning Review
10.45 – 11.00	Coffee break
11.00 – 12.30	Pengantar MSC: (Cont) Understanding and applying MSC
12.30 – 13.45	Break
13.45 – 16.30	Story selection
16.30 – 17.30	Ethical Issues
17.30 – 18.15	Preparation for Field Story collection
<b>DAY 3</b>	
09.00 – 17.00	Practicing Field Data (Story) Collection and Story writing
<b>DAY 4</b>	
09.00 – 12.00	Reflection on field story collection and story writing: what works well, challenge, what needs to be improved
13.00 – 15.00	Story Review
15.30 – 16.30	Preparation for Field Story
16.30 – 17.00	FGD with partners (documentation process) Closing



## WORKSHOP 2

TIME/DURATION	TOPIC
<b>DAY 1</b>	
09.00 -10.00	Introduction: Getting to know, Ice breaking training orientation (Objective, Flow), learning agreement
10.00 - 11.30	FGD with partners
11.30 - 13.00	Introduction: Qualitative Analysis
13.00 - 17.00	Condensing meaning unit in qualitative analysis
<b>DAY 2</b>	
09.00 - 10.00	Morning review
11.00 - 15.00	Data Coding & Category
15.00 - 17.00	Findings & Linking to Theory of Change
<b>DAY 3</b>	
9.00 – 10.30	Morning Review Introductions with Women Caucus Leaders Re-cap of Objectives for this Learning Review Workshop orientation
10:30 – 12.00	FGD with women caucus leaders Stories validation with partners: Outcome 5
14.00 - 16.00	Validation of all stories collected and learning outcome 1-4
16.00 -17:00	Setting the selection criteria for selection of the MSC stories
<b>DAY 4</b>	
09.00 - 09.30	Morning review
09.30 – 12.00	MSC Story selection
14.00 - 16.00	Presentation of MSC Story selection
16.00 - 17.00	Lessons Learned
17.00	Closing

## Annex 2: Updated Learning Matrix

KEY OUTCOME AREA	KEY LEARNING QUESTION	SUB – LEARNING QUESTIONS	LINK TO TOC	KEY STAKEHOLDERS
Increased empowerment of women and girls, including marginalized groups, to engage in democratic processes, and enjoy and exercise their human rights	1. How has the project contributed to changes in social norms contributing to increased empowerment of women and girls to engage in democratic processes?	1.1 What approaches/ strategies have contributed to changes in norms amongst men and male influencers in village development plan?	System of patriarchy that determines community, political and institutional norms and practices	Direct and indirect male beneficiaries and male influencers
		1.2 What approaches and types of technology best suit the context of rural women and marginalized groups?  To what extent the use of technology by women can help them to be involved in the processes of democracy and to have access to public policies (Emphasis on women’s interest/ ability)	Patriarchal social attitude that lead to women believing that ICT is reserved for men and elites	Direct and Indirect Female Beneficiaries, Women Caucus
		1.3 To what extent can women be involved in village development (plan) and occupy strategic positions?	Exclusionary social norms that limit the participation of women	Village Governments, VCB, Male & Female influencers, Direct and Indirect Female Beneficiaries
Enhanced equitable and inclusive participation in village-based democratic decision-making processes, especially by women and marginalized groups, through the use of technology	2. How has technology supported in improving equitable and inclusive participation of women in democratic village processes?	2.1 How effective is the women’s caucus model in improving inclusion of voices of marginalized women?	Lack of interest and ability of women and marginalized groups in public policy and decision-making	Women caucus member and indirect women beneficiary
		2.2 How effective are women’s caucus activities and the use of technology to increase women’s knowledge of village planning and budgeting system?	Lack of knowledge about the village development planning and budgeting system	Direct and Indirect Female Beneficiaries, VCB, Village Governments, Women Caucus
		2.3 What approaches/ methods make women comfortable using technology and trusting information obtained/provided through technology?	Lack of confidence in the ability to use digital media/ICT	Direct and Indirect Female Beneficiaries, Women Caucus

<p>Increased use of technology by people, especially women and marginalized groups, to hold their governments to account</p>	<p>3. How has technology empowered women to access and use information to hold local government to account?</p>	<p>3.1 How are women using technology developed by the project to improve participation in village and budgeting planning process?</p> <p>Has technology outside of the project setting been available to improve women’s participation in Village Development Planning?</p>	<p>Women understand and value how the technology will bring their voices forward</p>	<p>Women caucus member</p>
		<p>3.2 To what extent can technology facilitate women and marginalized groups in obtaining information so that they are able to monitor government performance (holding accountability)?</p> <p>How has the use of technology outside of the project setting improved women’s participation in village development planning?</p>	<p>Women learn about transparency, accountability, and are motivated to interact with the VCB</p>	<p>VCB, Women caucus, Female beneficiaries</p>
		<p>3.3 How can technology make health services/ facilities easier to get feedback from the community in an effort to improve the quality of health services?</p> <p>To what extent has technology facilitated women and marginalized groups in holding the village government to be more accountable and transparent?</p>	<p>ICT as a catalyst for collective action and political mobilization</p>	<p>District/Sub-district Health Office, Direct and Indirect Male and Female Beneficiaries</p>

Increased responsiveness of public institutions to the diverse needs and rights of people, especially women and marginalized groups, through the use of technology	4. How has technology supported the local government in improving maternal health services in targets provinces?	4.1 How effective is the strategy of utilizing technology increase the awareness of high-risk pregnancies and lead to more routine check-up and better planning for delivery?  (Note: Information and Communication Technology was specifically mentioned: 26 Daya kelin and Keran Yankes)	Women are knowledgeable about the use of ICT to access information about high risk pregnancies and are able to motivate their community to use ICT to access this information	Pregnant Women, Midwives, Community Health Cadres
		4.2 How effective is the health-related program proposed by women’s caucuses and budgeted by village funds to improve the quality of women’s health and marginalized groups?	Male oriented agenda of political parties	Women, Marginalized Groups, Midwives, Subdistrict Health Office Staff
		4.3 How effectively do women’s caucus members who are VCB encourage the government in responding to the diverse needs of communities, including women and marginalized groups?	Male domination at the VCB and other policy and senior management level	Village Governments, VCB Members, Women’s Caucus
Capacity of project partners	5. To what extent has the CAT been effective in building capacity of partners to become more gender-just?	5.1 How has CAT supported in improving overall project management?	CSOs and WROs have improved capacity to support women to participate in local decision-making processes using ICT	Partner Staff
		5.2 How has CAT improved gender mainstreaming in project and organization?		
		5.3 How has CAT improved ICT capacities of organization and increase opportunities for future funding?		



### Annex 3: Interview Questions for Most Significant Change Stories

Name of interviewer	
Date/time of interview	
Name of story teller/gender	
Village/ <i>Dusun</i>	
Role of story teller in the project	
Since when was the story teller involved in the project?	

#### QUESTIONS

- 1 What changes (What approach/strategy contributes to the change of norms among the men and influencers) have been experienced since the project implementation?
- 2 Of all changes that have taken place, which one is the most significant (priceless/meaningful) to you?
- 3 Why has it become the most significant change?
- 4 How did the most significant change (priceless/meaningful) take place? (initial situation/ before the change, process, current situation)

### Annex 4: List of 10 Most Significant Change Stories Selected

OUTCOME/ LEARNING QUESTION	TITLE	RESOURCE PERSON	M/F	LEVEL OF INVOLVEMENT	STORY COLLECTOR	LOCATION (VILLAGE, SUB DISTRICT, DISTRICT)
1.1	Communication Transparency Has Helped to Reduce My Husband's Control over My Reproductive Rights	Amanah	F	Indirect Beneficiary	PKBI	Desa Menemeng, Pringgarata, Lombok Tengah
1.2	Eradicating the Culture of Patriarchy Means Ensuring an Increase in Household Income	Hairun Badrun	M	Direct Beneficiary	Konsepsi	Desa Lendang Nangka Utara, Masbagik, Lombok Timur

2.1	Rebranding a Caucus that Embraces All	Z. Hidayati - Ketua PKK, Kaucus divisi advokasi Endang Srinurmayani - Ketua Kaucus Siti Maryam - Anggota Kaucus Agus Astryani - Anggota Kaucus	F	Direct Beneficiary	PKBI	Desa Sintung, Pringgarata, Lombok Tengah
2.2	Technology Brings Positive Change	Susi	F	Direct Beneficiary	Koslata Lombok Barat	Desa Jatisela, Gunung Sari, Lombok Barat
3.1	Thanks to the Women's Caucus I Learned How to use a Microphone and How to Speak in Public	Suryaningsih, Women's Caucus	F	Direct Beneficiary	PKBI	Desa Bagu, Pringgarata, Lombok Tengah
3.3	Creating an Inclusive Movement for Maternal and Child Health	Ibu Dewi (Midwife), Influencer	F	Direct Beneficiary	Koslata Lombok Utara	Telotok, Dusun Prawira, Desa Sokong, Tanjung, Lombok Utara
4.2	Success is Not the End of the Struggle	Sulastri Muliani, Women Caucus member	F	Direct Beneficiary	KONSEPSI	Desa Danger, Masbagik, Lombok Timur
4.3	From Darkness to Light: There is Always a Silver Lining on Every Cloud	Budiawan, Head of Village	M	Direct Beneficiary	Koslata Lombok Utara	Desa Tanjung, Tanjung, Lombok Utarar
5.2	Colouring the Journey of Koslata	Rohani	F	Partner	Oxfam	Mataram, Mitra Koslata
5.3	If Only Dinosaurs Had Known ICT...	Moh. Taquudin	M	Partner	Oxfam	Mataram, Mitra Konsepsi

## Annex 5: Sample Consent Form Used by Partners

### Formulir Penjelasan dan Persetujuan Oxfam

Formulir ini dapat dibaca atau dibacakan kepada orang yang foto atau ceritanya kami pakai. Prosesnya harus direkam (film atau suara) atau ditandatangani oleh orang yang bersangkutan. Centanglah kotak pada setiap pernyataan setelah dibaca/dijawab.

Sebelum memulai wawancara, perkenalkan nama dan organisasi

Nama Pewawancara		
Organisasi (Mitra)		
Nama Lengkap		
Nama Orang Tua/Wali		Nama Panggilan Anak:
Alamat atau Lokasi:		
Tlp./kontak lainnya:		

- Oxfam adalah organisasi amal dunia untuk mengatasi kemiskinan. Oxfam menyediakan bantuan kemanusiaan di saat krisis, pendanaan program komunitas, melaksanakan penelitian dan kampanye untuk solusi masalah kemiskinan jangka panjang. Kami ingin mengambil foto/film/ hasil wawancara Anda untuk digunakan sebagai bahan komunikasi kami.
- Cerita dan foto Anda akan digunakan untuk membantu Oxfam laporan kerja Oxfam atau dibagikan dan digunakan oleh kantor cabang Oxfam lain dan mitra kerja yang tersebar di seluruh dunia. Cerita Anda akan ditampilkan dalam berbagai bentuk; internet, media internasional dan regional (media cetak atau online), email, presentasi, media sosial, publikasi, televisi, dan radio (Berikan contoh).
- Cerita Anda bisa dilihat atau didengarkan oleh siapapun di seluruh dunia (termasuk di Indonesia). Apakah ada seseorang atau sekelompok orang yang tidak Anda inginkan untuk melihat cerita/ foto Anda? Contohnya; keluarga, kerabat, majikan/bos, pemerintah?
- Jika ada, jelaskan;
- Apabila ada, apakah Anda ingin identitas Anda disembunyikan atau disamarkan? Contohnya: Menutupi wajah, menggunakan suara orang lain, menggunakan nama samaran, atau tidak menunjukkan keterangan-keterangan spesifik di dalam cerita Anda (contoh; tanggal, lokasi)
- Apabila ada, jelaskan;
- Anda dapat menolak untuk direkam/difoto atau diwawancara. Anda memiliki kebebasan untuk menceritakan atau tidak menceritakan cerita Anda, dan tidak ada konsekuensi buruk apapun apabila Anda memilih untuk tidak bercerita. Atas dasar itu apakah Anda ingin tetap melanjutkan?  
*Pilih: Ya/Tidak*
- Cerita Anda akan disimpan di dalam arsip Oxfam selama 5 (lima) tahun dan tidak akan ada cerita baru yang dibuat setelah ini. Kami akan memberikan nomor kontak kami kepada Anda, dan apabila Anda berubah pikiran Anda dapat menghubungi kami untuk menarik persetujuan Anda.

**SAYA DENGAN TULUS MEMBERIKAN IZIN**

Tolong isi formulir dibawah ini untuk menunjukkan bahwa Anda memberikan izin kepada Oxfam untuk menggunakan dan menyebarkan cerita Anda sesuai penjelasan diatas.

Tanda Tangan		Tanggal
Anda memberikan persetujuan untuk	Anda bisa boleh menggunakan informasi berikut ini:	Informasi tersebut boleh digunakan oleh Oxfam untuk:
<input type="checkbox"/> Rekaman audio	<input type="checkbox"/> Nama	<input type="checkbox"/> Secara internal Oxfam
<input type="checkbox"/> Rekaman video	<input type="checkbox"/> Mengutip langsung informasi saya	<input type="checkbox"/> Eksternal, publikasi cetak & online yang digunakan secara umum
<input type="checkbox"/> Pengambilan foto/gambar	<input type="checkbox"/> Rekaman audio	
<input type="checkbox"/> Rekaman tertulis	<input type="checkbox"/> Rekaman video	
	<input type="checkbox"/> Foto	

**PERNYATAAN PEWAWANCARA**

Tolong isi formulir di bawah ini untuk menunjukkan bahwa Anda telah meminta izin kepada informan/ responden untuk memberikan dan menggunakan cerita.

Saya telah membacakan informasi tentang wawancara ini kepada peserta. Dengan kemampuan terbaik saya, saya memastikan bahwa peserta memahami maksud dan prosedur wawancara ini. Saya mengonfirmasi bahwa peserta diberi kesempatan untuk mengajukan pertanyaan tentang wawancara ini, dan saya telah menjawab pertanyaan tersebut sebaik kemampuan saya. Saya mengonfirmasi bahwa individu tersebut tidak dipaksa memberikan izin, dan bahwa persetujuan ini telah diberikan secara bebas dan sukarela.

Tanda Tangan

Tanggal

**HALAMAN INI HARUS DISERAHKAN KEPADA ORANG BERSANGKUTAN YANG KONTENNYA TELAH DIKUMPULKAN**

Terima kasih telah mengizinkan kami untuk mengumpulkan cerita dan atau foto Anda. Data Anda akan kami simpan dengan aman di server keamanan Oxfam dan cerita baru tidak akan dibuat setelah ini hingga maksimum 5 tahun kedepan. Jika Anda ingin menarik persetujuan sebelumnya, silakan hubungi kami di [content@oxfam.org](mailto:content@oxfam.org)

Oxfam berjanji untuk menjaga data pribadi Anda dengan sangat baik, dan kami berkomitmen untuk melindungi informasi pribadi apa pun yang kami peroleh tentang Anda.

Nama & kontak orang yang telah bertemu dengan Anda:

	NAMA	PEKERJAAN	DETAIL KONTAK
Pengumpul cerita/ foto [Pewawancara]			
Kontak Tim Oxfam di Indonesia	Dina Ika Kusumaningsih		085885775408
Kontak organisasi yang bekerjasama (Jika ada)			
Penerjemah (Jika ada)			Tidak Tersedia
Fotografer (Jika ada)			Tidak Tersedia
Pembuat Fim (Jika ada)			Tidak Tersedia

## Annex 6: Narratives of 10 Most Significant Change Stories

Follows

# OXFAM

Oxfam is an international confederation of 20 organizations networked together in more than 90 countries, as part of a global movement for change, to build a future free from the injustice of poverty. Please write to any of the agencies for further information, or visit [www.oxfam.org](http://www.oxfam.org)

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Oxfam Australia ([www.oxfam.org.au](http://www.oxfam.org.au))

Oxfam-in-Belgium ([www.oxfamsol.be](http://www.oxfamsol.be))

Oxfam Brasil ([www.oxfam.org.br](http://www.oxfam.org.br))

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