

REVIEW OF KAREN YOUNG WOMEN'S LEADERSHIP SCHOOL

HEATHER BROWN
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Table of Contents

INTRODUCTION	3
Methodology.....	3
KEY FINDINGS.....	4
To what extent has the program resulted in changes in individual women's lives and contributed to the Myanmar women's rights movement?.....	4
Case study: Leadership Journey of Wahkushee Tenner.....	6
Effectiveness of the leadership school model in light of the findings by ODI regarding young women's leadership programs.....	7
To what extent have people with disabilities and people with various sexual orientations and gender identities been included in this project design, planning and implementation, and to what extent have their needs been appropriately addressed?	10
How cost effective is the KYWLS model?	10
RECOMMENDATIONS	11

ACROYMNS

ANCP	Australian NGO Cooperation Program
APHEDA	Australian People for Health, Education and Development Abroad
DFAT	Department of Foreign Affairs and Trade
IWDA	International Women's Development Agency
IDP	Internally Displaced Person
KNU	Karen National Union
KWO	Karen Women's Organisation
KYWLS	Karen Young Women's Leadership School
ODI	Overseas Development Institute

INTRODUCTION

Goal 1 of IWDA's Strategic Plan 2016-2021 is to promote women's leadership and participation. IWDA works towards ensuring:

"Diverse women have an equal say in, and power over, the decisions that affect their lives in their homes, communities and countries, as well as in regional and international spaces. Diverse women have full and effective participation in leadership at all levels of decision-making in political, economic and social life".¹

One strategy to promote women's leadership and participation is IWDA's support to young women's leadership schools throughout Myanmar's diverse ethnic communities which contributes to the leadership of women's movements in the region. IWDA formed a partnership with Karen Women's Organisation (KWO) in 2001. KWO established the Karen Young Women's Leadership School and IWDA funded the KYWLS in one of its first years of operation. KWO is a feminist non-government organisation with a large member base that coordinates the delivery of critical services to residents in Karen refugee camps along the Thailand/Myanmar border and in the internally displaced persons (IDP) camps inside Karen state. KWO raises awareness of women's rights and promotes women's participation in community decision making and political processes, including national peace building.²

IWDA's support for KYWLS has been funded through the Australian NGO Cooperation Program (ANCP). KYWLS is a 12-month intensive residential program for young Karen women aged between 18-30 years. During the 12 months, students participate in a ten-month training course and spend two months in the field to practice their skills and work for the community. The curriculum has a strong focus on human rights, politics, Karen history and culture, leadership development and life skills. The school was located in Mae Ra Moe refugee camp in Thailand until its relocation last year to Hokay village, inside Karen state. KYWLS has trained an average of 20 to 25 students per year for a one-year program, training a total of over 350 students in 16 years. Almost all of the students who graduate from the school continue to work within the Karen community, with the Karen Women's Organisation as well as other community organisations and Myanmar Women's Rights Movement.

METHODOLOGY

The purpose of the review is to:

- Evaluate the effectiveness of KYWLS against ODI's recent research on young women's leadership programs
- Inform IWDA's future young women's leadership programming
- Provide findings/recommendations regarding the cost-benefit analysis of women's leadership programming, to potentially be shared with DFAT
- Where possible, provide 1-2 case studies regarding the impact of the KYWLS on individual women's lives for use in promotional material

This was a desk based review of KWO and IWDA project documents. Preliminary findings were shared with the IWDA Senior Manager and with senior KWO staff by the IWDA Program Manager, Myanmar. A draft of the review was shared with KWO and staff edited the review for accuracy.

Limitations: Limited monitoring data from students' perspectives was included in all annual reports from KYWLS. Some quotes and case studies were included, but the reports were mainly focused at the activity level and did not report on how women's confidence was increased. There is also limited data from the alumni and how they are continuing to contribute to the Karen women's movement and the Myanmar women's

¹IWDA Strategic Plan (2016 – 2021), p 6.

²<https://karenwomen.org/about/>

movement. Improving monitoring and evaluation for leadership schools are recommendations for KWO and IWDA.

KEY FINDINGS

TO WHAT EXTENT HAS THE PROGRAM RESULTED IN CHANGES IN INDIVIDUAL WOMEN'S LIVES AND CONTRIBUTED TO THE MYANMAR WOMEN'S RIGHTS MOVEMENT?

The objectives of the IWDA support to KWO project were to:

- 1) Support Karen Women's Organisation to undertake women's leadership training projects for young women in political, social, economic and cultural dimensions of women's leadership training projects for as well as project management, social mobilisation and facilitation skills.
- 2) Increase the confidence and capacity of young women to take up leadership roles in the community and challenge unequal power structures and other obstacles to women's political participation.

The main objectives of the KYWLS are:

- 1) To provide an opportunity for 25 young Karen women from refugee camps and inside Karen state to attend KWO Karen Young Women Leadership School.
- 2) To provide training to 25 KYWLS students in decision-making, program evaluation, action planning, and program implementation.
- 3) Provide a safe learning and living environment for 25 KYWLS students to promote healthy relationships.
- 4) To provide weekly vocational trainings for 25 KYWLS students to help maintain Karen culture and recreational activities.
- 5) To conduct field trips in different Karen communities over two months for 25 KYWLS participants to provide experience of working with the community and applying the skills learned in the classroom.
- 6) To conduct a school committee and project staff coordination meeting every two months.
- 7) To provide opportunities for 25 KYWLS participants to manage and celebrate special events, develop networks, and raise awareness of KYWLS and KWO activities.³

IWDA conducted a review of the Karen Young Women's Leadership School in July 2010 and found that:

- 1) The graduates gained confidence in communication, especially, public speaking, a skill that was particularly useful in their dealings with their family and community. They demonstrated a sense of self, knowledge and commitment on human rights and women's rights.
- 2) Graduates' learning from KYWLS, particularly on the subject of women's rights, gender equality and management, was directly relevant to their community work, and eventually to their paid work.
- 3) The graduates' participation in the community, either as part the KYWLS curriculum requirement or as an on-going engagement after graduation, was valuable in using their management and organising skills. This was essential as they developed leadership skills, and eventually held staff or official positions in KWO and its partner community business organisations (CBOs). It is suggested that community engagement component be sustained.
- 4) The graduates were seen as role models to other young (women) members, and potential next-in-line leaders in the Karen political movement.

KYWLS has resulted in changes at the individual level, household level, within Karen communities and the Karen women's rights movement, and contributed to the Myanmar women's rights movement.

Personal The KYWLS increases students' knowledge of their rights as humans, women, and Karen as well as their communication and management skills. Graduates consistently report that the school increases their

³ KYWLS (2016) Final Narrative Report; There are also objectives of providing hygiene packs for girls and to maintain the buildings near the school for guest teachers.

confidence and leadership skills, such as public speaking and negotiating skills, and improves their knowledge on feminism and human rights.

Household The KYWLS contributes to changes in improved power relations within the home. Young women feel more able to share opinions and make independent decisions from their partners, husbands and parents. Graduates reported greater decision making power over issues such as family planning.⁴

Community The KYWLS trains young women to take positions in community organisations that structure the fabric of Karen society to provide human services in the absence of state services and in ways that meet Karen community needs. Graduates describe this knowledge as empowering them to participate in community roles and leadership roles which results in Karen women having greater visibility and participation in community decision making. The welfare programs focus not only on individuals but on re-building coping mechanisms and community structures responsive to IDP camp conditions.

KYWLS students graduate and participate in the community through the following: Community structures, camp leadership, district leadership, KWO and numerous other Karen community based organisations. At the community level and in public life, graduates have increased the visibility and voice of young women. Of the 2015/2016 class all 18 are working (100% rate). Some are working outside of KWO and Karen National Union (KNU) in other Karen CSOs such as the Karen Environment Action Network and Karen Human Rights Group.

Karen women's movement The KYWLS contributes directly to the Karen Women's Movement. Graduates have a two-year engagement with KWO or a community organisation based in Karen communities following graduation and many of the graduates form the Leadership of the KWO. Graduates continue to increase the awareness of women's rights amongst existing community leaders and political leaders to support an enabling environment for the achievement of women's rights. In the current KWO executive committee, 5 of the 11 committee members are KYWLS graduates. In the 2017 KWO congress, one third of 179 women leaders were KYWLS graduates.

KWO receives feedback from KNU district level administrators that they can see the difference in KYWLS graduates. They have greater confidence, can be relied upon to give speeches in the community and to mobilise the community. This feedback was given by KNU Executive Committee members at Doo Tha Htu and Muthaw districts.

Myanmar Women's Movement: KWO was one of the founding organisations for the Women's League of Burma and many KWO activists were instrumental in founding the Women's League of Burma and have continued to serve in the leadership in the WLB. Australian People for Health, Education and Development Abroad (APHEDA) reported that KWO plays a unique role in coordinating peace-building activities in Karen State.⁵

The KYWLS provides training that is specifically political and encourages young women to engage in political struggle for the rights of Karen society, Karen women and children, and ethnic minority women of Myanmar. Many graduates go on to contribute as leaders in the Myanmar Women's Movement such as leaders in the Women's League of Burma.

⁴ IWDA (2010) *Karen Young Women's Leadership School: Evaluating nine years of impact*.

⁵ APHEDA (2015) Evaluation of APHEDA ANCP-funded education programs on the Thailand-Burma border, p. 32.

CASE STUDY: LEADERSHIP JOURNEY OF WAHKUSHEE TENNER

The story of Wahkhushee Tenner demonstrates how the Karen Young Women's Leadership School (KYWLS) has contributed to a new generation of Karen women leaders. The school, operated by the Karen Women's Organisation (KWO), strengthens individual women's leadership skills and increases the number of Karen young women taking on leadership roles at the community and national level.

KYWLS is a 12-month intensive residential program for young Karen women aged between 18-30 years. During the 12 months, students participate in a ten-month training course and spend two months in the field to practice their leadership skills and work for the community.

Wahkushee joined KYWLS in its first year in 2001. She was motivated to attend the school because there were very few educational opportunities for young women on the Thai-Myanmar border. Wahkushee says, *"Before attending KYWLS, I was not aware of women's rights and that is one of the most important things that I learned about"*.

KYWLS builds confidence and leadership skills, such as public speaking and negotiating skills, and improves the students' knowledge of feminism, human rights and the history of the Karen political struggle. The increased knowledge and the chance to practice debating political and human rights issues leads to empowerment *"so that when you are in a room full of men, you are confident to speak up"*. Wahkushee also described the KYWLS community work placement as important for increasing the students' understanding of women's issues in the community and providing an opportunity to practice leadership skills, such as public speaking.

After graduating from KYWLS, Wahkushee worked with KWO and was promoted to a leadership role. KWO advocates for women's leadership in the peace process through engagement with a number of ethnic groups on the Thai-Myanmar border. In her time with KWO, Wahkushee collaborated with alumni from KYWLS who were leaders throughout Karen communities.

Wahkushee became a national leader in the Women's League of Burma (WLB) as Joint General Secretary. In her leadership roles with both KWO and WLB, Wahkushee continues to be a global activist on issues such as ending the military's use of sexual violence in conflict and promoting the rights of all ethnic groups in Myanmar. She has made presentations to the United Nations and national governments to raise awareness on human rights abuses. Wahkushee continues to connect with the KYWLS alumni in the Karen and Myanmar women's movements and credits KWYLS for promoting positive role models of women in leadership positions in Karen society.



Wahkushee Tenner (end on left side) at Global Summit to End Sexual Violence in Conflict, June 2014, London

EFFECTIVENESS OF THE LEADERSHIP SCHOOL MODEL IN LIGHT OF THE FINDINGS BY ODI REGARDING YOUNG WOMEN'S LEADERSHIP PROGRAMS⁶

ODI conducted a rapid literature review of women and girl's leadership programs globally in 2015 and made recommendations for effective ways of working and how to focus women's leadership programs. This review analyses the effectiveness of this program against the recommendations that are most relevant to the school:

1. Long-term support to a core group of activists rather than *ad hoc* interventions to a large number of women

One of the main objectives of the KYWLS is to support an annual cohort of young women for a period of one year. Project reports comment that many women come to the school with very diverse educational backgrounds, levels of understanding of women's rights, and confidence. The long time frame provides sufficient time to develop confidence and knowledge.

In order to sustain programs with long timeframes, donors need to commit long term, reliable funding. KWO commented that the main benefit for long-term funding was that it allowed KWO the security to develop KYWLS, the curriculum and to make long term plans for the school which resulted in positive changes in gender equality in Karen society. In an interview with KWO, they noted that the length of funding that IWDA has provided is rare. IWDA has supported KYWLS for over 16 years. This partnership will formally conclude in June 2017 and IWDA has facilitated continued funding for the KYLWS with the Foundation for a Just Society.

2. Locally relevant and led leadership programmes

The program is highly contextualised for Karen young women living within refugee camps and the skills that they need to participate in the Karen Women's movement and the evolving political context in Myanmar. The program has appropriately adapted to ongoing political changes in Myanmar. For example, KWO moved the school to within Myanmar and updated its curriculum to maintain relevance to the context.

Leadership is built through the curriculum focus on human rights, democracy and Karen identity. It also has a range of other approaches to build knowledge and confidence such as:

- Weekly guest speakers from CBOs operating in the community.
- Two-month intensive community project: conducting surveys to inform KWO programs on health, access to justice, violence against women
- Students have to practice public speaking about social issues such as women's leadership
- A student committee which changes every month so all students participate in the committee

3. Politically smart programme design and implementation: programmes not only use political analysis but also are designed in ways that enable women leaders, and the organisations supporting them, to work politically.

The curriculum is highly political with a focus on federalism, constitutional reform, the peace building process and the Karen struggle for independence. Graduates' learning from KYWLS is explicitly political, and committed to women's rights, gender equality and management, directly relevant to their community work, and eventually to their paid work. Graduates also take up positions in the KNU, the political arm of the Karen independence movement, which adds an explicitly political aspect to the leadership school. The graduates were seen as role models to other young women members, and potential next-in-line leaders in the Karen political movement. There are very few women leaders in the KNU, but nearly all of them are KYWLS graduates. KWO reported that female members of the KNU were occasional guest teachers at the school, which gave students direct contact and experience with individuals working in local and national political roles and a deeper understanding of Karen and International politics.

⁶ Tam O'Neil and Georgia Plank, with Pilar Domingo, Support to women and girls' leadership: A rapid review of the evidence, ODI, (2015): <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9623.pdf>. Recommendations are on pages 21 and 22.

The KWO previously defined its work as women's leadership, but at the February 2017 Congress, as part of their strategic planning processes, they made an organisational commitment to feminism and are now transitioning to promoting an overtly feminist leadership model in the school. At the Congress, they conducted a training on feminism targeted at leadership and invited the KYWLS students to participate in the training.

4. Flexible programming, which enables programme participants to focus on 'locally determined objectives' and on 'what works and why', rather than on problems or deficits and where funders have a 'goal oriented' rather than 'project oriented' focus, and appropriate monitoring and evaluation.

The school is regularly monitored and formally assessed every two years at the KWO Congress, as part of KWO's internal review and strategic planning process. The school is monitored by quarterly school committee meetings. Students are encouraged to provide feedback to the school committee; in practice they rarely provide feedback. KWO included in each of its Annual Narrative Reports over the past four years that KWO staff had carried out monitoring with students and teachers one on one at least once a year, but the findings from those monitoring trips were not consistently included in the reports.

However, when monitoring data was included in the report, it resulted in program improvements. The 2015 report included the following findings: *"Interviews with students and teachers during regular monitoring revealed areas for improvement in curriculum. Students reported difficulties in understanding some curriculum regarding concepts that they have little prior knowledge of, such as democracy. Teachers reported the need for integrating more innovative learning tools such as interactive games, social media and documentaries. Accordingly, a curriculum updated will be undertaken in 2016/2017 with ANCP support".*⁷ As a result of these findings IWDA (through ANCP) made a contribution to funding a consultant to review and update the curriculum module on women's rights, including integrating more participatory activities.

An area for improvement for both IWDA and KWO is to develop a framework and monitoring tools to understand how the school builds confidence and leadership skills. This is a key objective of the school, but there is not a consistent system to report on increasing confidence and leadership ability. Another area for improvement is ongoing tracking of alumni to document where they are active within the Karen and Myanmar women's movements. There is an alumni Facebook group that could be improved to better track and connect alumni.

5. Support to girls' leadership is essential to foster effective women leaders.

The KYWLS does not work with young girls. It is focused on young women aged 18-25. The ODI research finds that working with younger girls and adolescents provides a foundation for future leadership. However, KWO works with young girls in education and promoting young girls to stay in school, promoting health and awareness of sexual and gender based violence and KWO could consider linking young girls' programs to the KYWLS.

6. Education for all girls is critical to their leadership potential.

The KYWLS exists with the KWO's broader education agenda to provide education for all women. The focus of all of KWO education programs is increasing knowledge and building confidence for women.⁸ The KWO supports education for younger girls, adult literacy for women and ongoing training and capacity building for women.

A review of KWO by APHEDA found the following regarding KWO's overall approach to women and girls' education: *"KWO serves two communities. One is the community of Karen women and their families living in the refugee camps along the Thailand-Myanmar border; the other is the Karen women and their families living in the settlements and townships of Karen State. The evidence from this evaluation indicates that KWO activities in the camps and in the communities of Karen State have enabled and improved access to education services. Evaluation data support the claim that KWO activities have promoted the importance of participation in formal and informal education to their members and that KWO plays an important role in establishing and*

⁷IWDA, ANCP Annual Performance Report 2015-16, p. 3.

⁸KWO Organisational Policy, p. 13.

*nurturing education services in settlements and townships that are being re-established in areas of Karen State that are now more accessible to the civilian population.*⁹

7. Informal institutions and spaces are also critical for women to be effective leaders.

The ODI research discusses the role of community leadership and its role as a pathway to women's political leadership. The leadership school has been very effective at creating leaders at the community level. The ODI research finds that *'prior experience in forms of community involvement such as women's groups appears to make a difference to the autonomy and effectiveness of women who take up formal positions at the district level.'*¹⁰ This is based on research from Banteay Srei, a women's rights organisations based in Cambodia – another long term IWDA partner.

One of the key features of the KYWLS is a 2-3 month field work component for the young women to practice the skills that they have learned in the school in the community. The field work for 2016/2017 student batch involved interviewing 74 Karen women village chiefs and the stories will be published to celebrate the unknown history of Karen women leaders. Also, students conducted interviews in 101 villages over a 5 week period to inform a needs assessment for KWO's future programming. In previous field work, students interviewed women on experiences of violence and were taught ethics and how to interview and document women's experiences sensitively.

Following graduation, all of the graduates are required to work for two years with a Karen community based organisation including KWO which provides further opportunities to apply learning from the KYWLS and continuously develop leadership skills and experience: *"Students from KWO have returned home to become members of community organisations or KWO committees in Karen State in Burma. The unprecedented number of young women in representative roles is a sign of success of the Karen Young Women's Leadership School."*¹¹

8. Formal institutional change is important to counter gendered social norms.

The KYWLS changes norms through increased women's leadership in community and political organisations which provides role models and normalises women's leadership. KWO commented that *"We feel we have also had quite a lot of success in other institutions: camp committees, school boards, other CBOs and governance structures, where now we see many more women than we did 20 years ago. We feel this is a direct result of KWO advocacy... never ending, always pushing. It is also supported by our KYWLS graduates taking up positions in these same institutions, and having an effect on how they run, and this is more effective when you have a large number of graduates, as KYWLS has"*.

KWO has strategies for broader norm change. KWO advocates strongly for increased women's participation in KNU's leadership structure. At KNU's Congress March, an entire day was spent debating a quota system. KNU signed the National Ceasefire Agreement (NCA), which includes a commitment to 30% women in both ethnic armed organisation and government peace negotiation teams. However, KNU has taken no practical steps to implement the quota and shows little evidence of a commitment. The KWO General Secretary advocated strongly and strategically, unfortunately with limited success and no change in policy/practice resulted nor an increase in the number of women Executive Committee members, although they continue to advocate for a 30% of women's participation in all levels of the KNU. KWO also used male advocates to champion their cause.

KWO has had some success with advocating to KNU to increase the number of women on their negotiation teams at peace building processes. At the second national 21st Century Panglong Peace Conference (21CPC) this year, KNU included two women participants and one woman facilitator (an increase from the first Panglong conference last year which had no women participants and one woman facilitator).

9. Women's individual and collective leadership is important to counter adverse gender and social norms.

⁹APHEDA (2015) p.36.

¹⁰ODI (2015), pp. 14-15.

¹¹IWDA, ANCP Annual Performance Report 2013-14, p.

The ODI report refers to individual and collective leadership: *“Girls and women’s individual and collective leadership can progressively change discriminatory gender norms. Women leaders act as role models and can normalise the idea and practice of women holding power. Women acting together can shift adverse social and legal norms in their community and polity.”* The KWO fits within a framework of enabling both individual and collective leadership. The structure of the KWO movement allows space for women to practice individual and collective leadership; with leadership positions changing every two years in both the KWO and the WLB which allow a large number of women to experience leadership. The alumni of the school also create a network of women who informally support each other. The school has been an effective strategy for addressing the challenge of the aging generation of Karen women activists and bringing in new energy to the Karen Women’s movement.

10. Men and boys are critical partners in changing gender norms.

The KWO engages with progressive men within the KNU to advocate for women’s participation. The KWO also has programming in Karen state focussed on male youth. They do after-school workshops that promote respectful relationships, women’s rights and challenge gender stereotypes.

To what extent have people with disabilities and people with various sexual orientations and gender identities been included in this project design, planning and implementation, and to what extent have their needs been appropriately addressed?

APHEDA reported that KWO was one of only a few organisations on the border that advocates for the needs of people living with disabilities¹² KWO has a disability policy and will work for the elimination of discrimination against people with disabilities. *“We support the full integration of people with disabilities into all aspects of our community and access by them to services and programs that will allow them to reach their full potential”*.¹³

The school has an intersectional approach to feminist issues, which includes multiple forms of disadvantage such as disability and sexual orientation, but the documentation does not reflect that women with disabilities or LGBTQI women have been actively targeted or accommodated by the school.

In the field work of the 2017 graduates, they contributed to a needs assessment of Karen communities to inform the future programming of KWO – this included interviews of Karen people with disabilities and their families to better ascertain how KWO can support families to provide appropriate care to family members with disabilities (physical and intellectual).

The school recruitment process actively excludes students with sight impairments and major or chronic illnesses. Students at KYWLS are resident at the school which means they live far from family and if they need additional care, KWO advises they remain near home. Part of the reason is to prevent student drop outs, a very costly failure. Staff note the conditions of the school, particularly during the monsoon, are rough and they do not feel they could adequately provide support to those with special needs.

However, the KYWLS is targeted at a marginalised group: *“All young women who attend KYWLS are ethnic Karen women who are living in refugee camps having been displaced due to conflict in Myanmar. Many of these young women have grown up in refugee camps and have had limited access to training on gender and women’s rights or vocational training to provide them with skills that can give them greater independence and pride within their communities. By providing such training and education to these young women, KYWLS creates graduates who are able to strengthen their own ethnic communities.”*¹⁴

HOW COST EFFECTIVE IS THE KYWLS MODEL?

KYWLS demonstrates cost consciousness and a results focus. The school is able to mobilise community contributions and voluntary work to keep costs down. In 2016/17, the total cost was approximately AUD60,000 for the year for 26 students for a cost of approximately AUD 2,400 per student. This includes all costs associated with a full year of schooling, housing and food for the students, travel for all students from their

¹²ODI (2015), p.1.

¹³ KWO Organisational Policy, p. 28.

¹⁴IWDA ANCP Progress Report 2015/16, p.6.

homes and back to home, thousands of kilometres away, plus salaries for four teachers and costs of guest teachers. It also includes two to three months of work experience which has a benefit of carrying out research to contribute to the evidence base of KWO programmatic decision making and investment and costs for monitoring and evaluation. After graduation, the graduates work for the KWO which improves the cost-efficiency of staffing for KWO. The results are demonstrated through this report. Investment in the KYWLS results in education for marginalised young women, and increased numbers of women in community and national level decision making bodies. It contributes to norm change through having higher numbers of women leaders visible at all levels of decision making.

An APHEDA review of education programs found KWO to be cost effective and transparent with the use of funds which demonstrates that KWO has high levels of accountability and transparency.¹⁵

RECOMMENDATIONS

1. IWDA and KWO should develop a framework and monitoring tools to understand how the school (and young women's leadership schools) builds confidence and leadership skills. This is a key objective of the school, but there is not a consistent system to report on increasing confidence and leadership ability. This framework would include a theory of change including underlying assumptions about how women's leadership is developed. For IWDA, this would require broader input from other partners delivering young women's leadership programs and could involve a review or learning event where all partners working in young women's leadership could share curriculum and approaches.

IWDA

1. KYWLS has been cost effective and resulted in changing women's lives at the individual and community level and contributed to women's collective leadership and IWDA should continue to support and advocate for long term young women's leadership models.
2. IWDA should continue to work with partners to define feminist leadership and to test assumptions about how women become leaders and how to better monitor and evaluate feminist leadership programs. This is an area of research defined by ODI where IWDA has the reach and experience to work with partners to make a contribution to understanding in this area.
3. There are many research gaps identified by ODI around longitudinal studies and the effects of women's leadership on social norms (and the relationship between norm change and women's leadership) and exploring the relationship between collective and individual leadership. IWDA has access to a number of leadership programs that are linked to women's movements and therefore could contribute to the evidence base in this area in collaboration with its partners.
4. IWDA should continue to work with partners to advocate for inclusion women with disabilities and diverse sexualities and gender identities across all programs. IWDA should aim to secure and offer additional funding to be dedicated to supporting the extra needs required by students with disability.
5. In terms of funding IWDA facilitated funding from another donor before the partnership with KYWLS concluded. This is a model that should be continued by IWDA when concluding other partnerships.

KWO

1. KWO should continue to improve tracking of alumni contribution to both KWO, the KNU, CSOs and the Myanmar Women's Movement would improve the evidence base for the KYWLS.

¹⁵APHEDA (2015), p. 33

2. Evidence from ODI suggests that working with young girls during adolescence has an impact on their leadership capabilities. KYWLS could consider working with linking to KWO's current younger women and girls programs in more structured and better resourced way.
3. KWO should continue to explore the inclusion of young women with disabilities and diverse sexualities and gender identities in the school, in accordance with its rights-focus and disability policy. KWO would need to request dedicated funding from school's donors for this work.

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