

Speak Up, Speak Out: GIRLS leading change in Fiji

Mid-term review

IWDA JULY 2018

BACKGROUND TO THE EVALUATION

A mid-term review of ‘*Speak Up, Speak Out: GIRLS Leading Change in Fiji*’ was conducted by the International Women’s Development Agency (IWDA) in April 2018 during year 2 of the program.

PROJECT CONTEXT

Girls are part of the vibrant and growing youth population in Fiji, with 124,734 girl children under 15 years of age¹. Girls face multiple forms of discrimination at the intersection of race, age, gender, sexual orientation and gender identity and expression, place of origin and socio-economic status. As a result of being marginalised by age and gender, girls have little or no opportunity to participate in decision-making both at home and in the broader community.

The GIRLS Program is a three year project which began in July 2016. Elements of this program have been in operation before, however, the program in its current form is much wider in scope, aim and engagement. Between 2006 and 2011, FWRM worked with girls aged 10-12 to engage them in International Women’s Day activities. Between 2012 and 2015, the GIRLS Theatre program was implemented, focusing on girl participants exploring human rights themes through theatre-based community development.

New elements have been added to this program design, including the alumni program (GIRLS Club) for previous graduates of the GIRLS program (now aged 13-17 years); engaging parents and carers through information sessions; and greater targeted engagement with civil society. There are currently 19 participants in the GIRLS Theatre and 20 in the GIRLS Club.

The first phase (2013-2015) was assessed in August 2015. This evaluation informed the design of the current program. Some recommendations were unable to be taken up due to resource limitation, however the new phase of the program did incorporate key recommendations in relation to including older girls in GIRLS Club, keeping numbers to 20 participants in each group (20 in GIRLS Theatre and 20 in GIRLS Club), recruiting a counsellor, focussing on diversity and addressing bullying within the program.

An external end of program evaluation of the current project will be conducted in June 2019.

METHODOLOGY AND PROCESS

The key goals of the mid-term evaluation were: to strengthen the shared understanding between IWDA and FWRM of the GIRLS program implementation and outcomes; and to assess the partnership between IWDA and FWRM in its delivery. The evaluation was conducted by IWDA to assess the extent to which program interventions achieved their objectives for key target groups and to provide analysis of how the current model and interventions might be strengthened or adapted to address identified gaps.

The mid-term review was conducted using two key methods:

- *A desk based review by IWDA of the different data sources collected by FWRM*
- *A two day workshop with IWDA and FWRM staff*

A desk-based review was conducted by IWDA of key documents (e.g. project proposals, reports, theatre script, and feedback recordings/forms). The aim of this was to assess how successful these tools are at collecting data on the successes and challenges of the program against the MEL framework. This process found many examples of girl participants making progress towards intermediate outcomes 1 and 2 and that the tools being used were collecting this information well. The case studies were particularly useful in highlighting the progress of the girls. However, the workshop highlighted that the tools did not capture all relevant data. The workshop demonstrated that progress had also been made towards end of program outcomes and more clearly linked how participation in the program has directly led to the girls’ progress.

¹ CIA World Factbook July 2018, <https://www.cia.gov/library/publications/the-world-factbook/geos/fj.html>

The two day workshop with IWDA and FWRM staff predominantly consisted of group discussions and it utilised tools such as the Gender at Work Quadrants of Change (discussed further below).

The workshop aimed to celebrate successes, measure what progress was being made against the MEL framework, assess what unplanned changes have been made to implementation and the reasoning behind it, discuss whether data collection methods are suited to the program and if they could be made more useful, assess the value of a mid-term review, reflect on the IWDA and FWRM partnership, review the child protection policy and discuss opportunities for year 3 of the program and future programming options.

WORKSHOP PARTICIPANTS

FWRM	IWDA
Lillian Delana (GIRLS Program Officer) Daiana Taoba (GIRLS Support Project Officer) Asinate Korociwiri GIRLS Counsellor Maraia Tabunakawai (Team Leader, Intergenerational Women’s Leadership)	Olivia Hartigan (Program Coordinator) Elyse McInerney (Program Manager)

It was particularly valuable to have the GIRLS counsellor join the sessions as she was able to bring a different perspective to the discussions and share her insights into how she believes the program is supporting the mental and emotional development of the girls. She also commented that participating in this process supports her in the work she does as it gives her a better overall understanding of the objectives of the GIRLS program and how the activities feed into this. This was the first time a consultant has been included in a reflection workshop for the program and her thoughts greatly contributed to the richness of the discussion.

Feedback from workshop participants stated that the group discussion was helpful and enjoyable because it allowed them to reflect in a ‘Talanoa like’ space. They found the questions simple which made it easier to guide the conversation. Of particular note, they recognised the importance of the first session which celebrated the successes of the program by focusing on ‘GIRLS moments’.

“Many times we do this work and we don’t celebrate, we don’t think about what’s good about the program... we’re so focused with the tiny other bits. So, this morning when we were doing the activity, it’s not only the proud moments but also it makes you realise that everything that you are doing is actually having an impact on these girls, on the parents and all that so we forget to celebrate those success stories, so for me the ‘GIRLS moments’ was my best activity because it felt like for the past two years we’ve just been on the go, on the go, and then we don’t celebrate so I really enjoyed that one”

– Lillian Delana, GIRLS Program Officer

KEY LIMITATIONS

Due to budgetary and time restraints and taking into account that an external end of program evaluation will occur, this was decided to be an internal review conducted by IWDA. The mid-term review did not consist of speaking to beneficiaries directly so the reflections captured here are predominantly those of FWRM staff. While the key GIRLS Program staff participated in the workshop, other FWRM staff who have input into the program were unavailable such as the Human Rights Training Officer and members of the communications team who may have brought different insights. Due to staff illness the agenda was also condensed.

PROGRESS AGAINST KEY MILESTONES

The review sought to assess the progress of the program against key outcomes as outlined in the Monitoring, Evaluation and Learning Framework. These are outlined below.

OUTCOME AREA 1

END OF PROGRAM OUTCOME 1: GIRL LEADERS HAVE INCREASED SELF-CONFIDENCE AND THE ABILITY TO CLEARLY ARTICULATE THEIR SAFETY AND SECURITY AND HUMAN RIGHTS CONCERNS TO OTHERS

Many of the girls are articulating what issues are impacting on their safety and security. They identified issues that have a particularly negative effect on their mental and emotional wellbeing: neglect, emotional and physical abuse, family breakdown, insecure living arrangements, violence, bullying and harassment, racism, gender discrimination, age discrimination and a lack of autonomy.

Many of the girls do not have stable living environments and move around, staying a few days or weeks with parents and other extended family.

The girls identify feelings of neglect and being unloved/unwanted and touch on issues of rejection. This can cause the girls to seek love and attention elsewhere which can put them at risk.

THE GIRLS HAVE BEGUN TO ARTICULATE THEIR SAFETY AND SECURITY AND HUMAN RIGHTS CONCERNS TO OTHERS.

There are several examples of the girls using their new skills to advocate for themselves and others. The theatre script, which was written by the girls, focused on bullying and gave the girls an opportunity to bring this concern to a wider audience. There have been several examples of the girls bringing bullying they are experiencing to the attention of parents, teachers as well as staff in the GIRLS program. On one occasion, a girl in the program went directly to her school principal to report the issue.

Several girls have gone onto other leadership positions such as joining the student representative council at their school or becoming a prefect. One girl has become a Sexual and Reproductive Health and Rights (SRHR) peer educator. Others are breaking down social norms such as the girl who is the only female in her technical drawing class.

The girls identified a range of people who they see as supporting them to articulate their concerns. This includes friends, certain family members and FWRM staff.

INTERMEDIATE OUTCOME 1: GIRLS ARE BETTER ABLE TO PARTICIPATE, REPRESENT AND ADVOCATE FOR THEIR SAFETY AND SECURITY CONCERNS

Having access to professional psychosocial support in the form of a counsellor has proved to be an integral part of the program. The counsellor has been invaluable in the emotional support she has provided for the girls, particularly when faced with the tragedy of a participant passing away. The counsellor not only provides the girls and their families with psychosocial support in the wake of a tragedy or difficult event, but also pre-emptively runs sessions on identifying one's own stress triggers and cultivating and maintaining good mental health. These sessions enhance the girls' ability to articulate their concerns and feelings.

INTERGENERATIONAL SPACES

Feedback gathered from the GIRLS Theatre, GIRLS Club and Emerging Leaders Forum Alumni (ELFA) groups is that younger women often feel intimidated by older women and unable to participate equally in shared forums. The girls cited that opportunities to share experiences in non-hierarchical intergenerational spaces such as the International Women's Day event in 2018 gave them more confidence to interact with women of different ages.

PARTICIPATION IN THE GIRLS PROGRAM IS IMPROVING THE GIRLS' SELF-CONFIDENCE AND KNOWLEDGE OF THEIR HUMAN RIGHTS

The GIRLS program is supporting girls to understand their rights and gain new skills. The girls are developing skills in analysis and self-expression which has been observed by the program staff in the way they developed the script for the theatre production, refining events in the story by questioning the reasons

and motives behind the actions of each character. Writing the script as a group in a collaborative way is also teaching skills in collective decision-making. The medium of theatre and storytelling is providing the girls with a platform to voice their concerns confidently.

"The play was very emotional I almost cried when the girls were delivering their lines. Your message was very powerful and I hope the students here today will reflect on your messages and relay the messages back at home" Naqali District School Principal.

"Before I used to be really shy, but now I am quite bold. I can speak, before I used to shiver a lot, but now I have a smile on my face. Before I didn't know that I had this many rights. By joining this program, I got to know I had rights. I can also speak, I can also give my opinions, I can also make decisions" Akansha, 15 years old.

This increased understanding of their rights has led to one girl choosing to leave her home and live with another family member as she identified her home as not being a safe place. Other girls have sought help from the program counsellor to address bullying they are experiencing at school.

OUTCOME AREA 2

END OF PROGRAM OUTCOME 2: AN ENABLING ENVIRONMENT IS CREATED IN GIRLS COMMUNITIES AND AMONG DUTY BEARERS FOR ADDRESSING GIRLS' SAFETY AND SECURITY CONCERNS

Feedback collected from parents and carers after information sessions showed that 80% reported that the sessions were changing the way they approach parenting. Parents and carers identified behaviour that they needed to address in order to prioritise the girls' safety and concerns.

INTERMEDIATE OUTCOME 2: PARENTS, CARERS AND DUTY BEARERS HAVE INCREASED WILLINGNESS TO ADVANCE GIRLS' HUMAN RIGHTS

As parents and carers become more familiar with girls' safety and security concerns, some are showing signs of wanting to more pro-actively advance girls' human rights. One example of this is parents requesting a session on Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) to be facilitated by FWRM's Human Rights Training Officer.

Feedback after a session on mental health also suggested parents and carers were intending to change the way they talk to their daughters. After gaining a better understanding of how harsh words can affect self-esteem, several parents and carers agreed that they would endeavour to use different language and are open to a future session on positive discipline to be run by Save the Children.

"For me as a mother and a grandmother it sends a message that I need to be more careful about the way I speak to the children and treat them, the tone that I use is very important"
(Guardian – grandmother)²

IMMEDIATE OUTCOME 2: INCREASED KNOWLEDGE OF GIRLS' RIGHTS AMONG DUTY BEARERS, PARENTS AND CARERS

INDUCTING PARENTS/CARERS INTO HUMAN RIGHTS AND SAFETY AND SECURITY CONCERNS

For many parents/carers, this program may be their first real interaction with human rights language and considering issues of safety and security. During the course of the program, the GIRLS staff realised they

² Interviews were conducted with parents and carers after a public performance during the 16 days of activism in November 2017

needed to run introductory courses on gender with parents/carers to improve their knowledge in this area and to ensure they do not feel judged or discriminated against due to their style of parenting.

One particular information session focused on getting parents to think through their actions and how they impact their children. This was followed up by some individual counselling sessions with parents who then reflected on how their own parenting style was a replica of how they were raised and if they wanted a different upbringing for their children then it depended on them changing their parenting techniques.

THE PROGRAM IS RESPONSIVE TO TOPICAL ISSUES

In response to heavy media coverage of a teenage sex video that went viral in Fiji, the GIRLS program adapted a scheduled parents' information session to discuss the issue. They found that many parents (along with wider society in Fiji) were blaming the female participant in the video, and not the male ones. Therefore, they used the session time to discuss topics such as 'slut shaming' and cyber safety for young girls and how parents can protect their children online and when using social media.

"This topic has impacted me equally as it has changed my mind set and given me insight and warning on the changing world that our children are growing up in. To embrace this and educate ourselves how to deal with it in the best way to ensure our children are cared for and loved in the right way and not victim to things happening around them" Parent

"I have found the Parents' Information Session to be interesting, informative and challenging. They have helped alert me to keep a close and understanding and loving watch over my grandchildren. This last session on Cyber Crime has opened my eyes and ears to new and frightening world we are in now. I have problems controlling the use of social media at home when not supervised - this topic was very appreciated" Grandmother³

BRIDGING THE GAP WITH FAMILIES

During the weekend retreats and counselling sessions, many of the girls are opening up about abuse and/or neglect they are experiencing at home or at school. After these sessions the girls report that they feel relieved and happier. However, at the end of the sessions they are returned to the environment causing the distress. The program seeks to bridge the gap with families so the situation for girls can improve.

The program acknowledges that parents and carers often have a multitude of responsibilities inside and outside of the home which can impact on their ability to ensure a girl's attendance at all sessions. Providing breakfast, morning tea and other meals along with transport options greatly reduced absenteeism of the girls as it lessens the burden on the family.

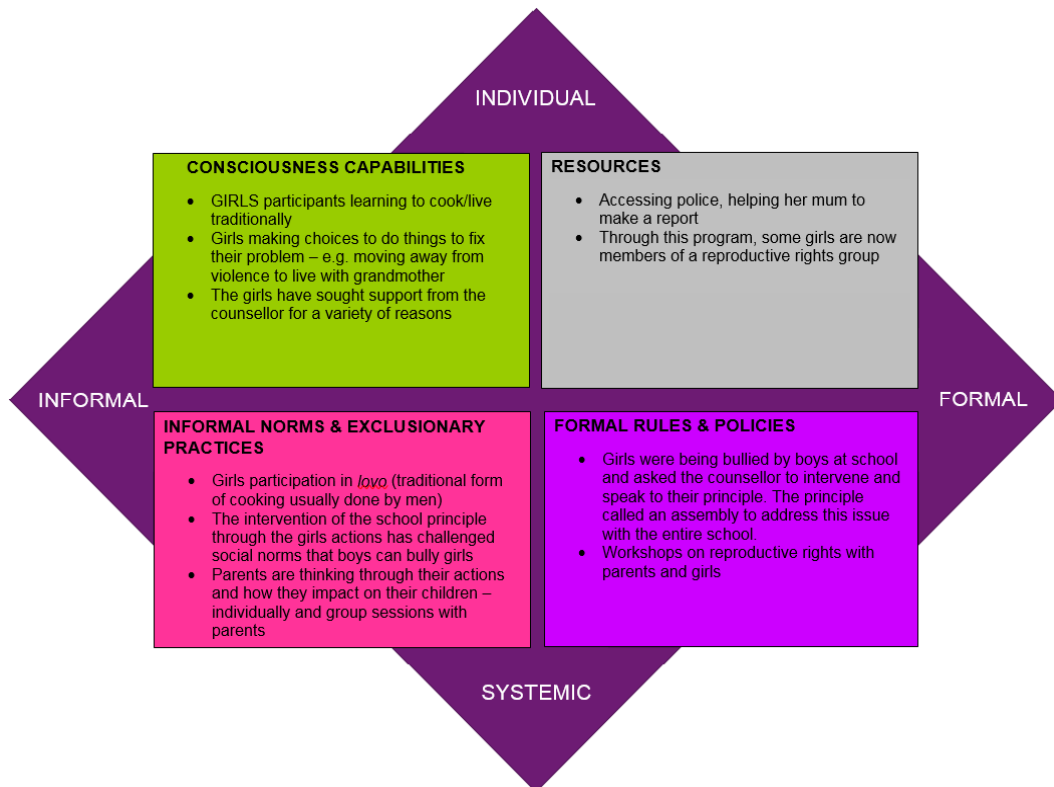
The GIRLS Program staff adapted their communication methods with parents/carers to ensure everyone was receiving the necessary information. In addition to emails, they send text message reminders which clearly lay out arrangements for each event and update parents/carers on what the girls are doing in each session. This enables them to see the benefits of the program.

GENDER AT WORK FRAMEWORK

When applying a Gender at Work quadrants of change framework to the program outcomes, the work falls under all four quadrants. However, there is definitely a stronger representation in the individual/informal corner.

This was a useful framework to apply as Outcome 1 applies to the individual while Outcome 2 applies to their surroundings (i.e. systemic change).

³ Feedback was collected after an information session on cyber crime



The GIRLS Program staff commented that they found this a useful framework for analysing the work they do in a broader sense rather than looking at each activity or person in isolation. Furthermore, it was a helpful aid for seeing how certain activities have cross-cutting impacts. For example, addressing bullying is not just teaching girls to speak up for themselves, but having appropriate rules in place in schools, talking to parents and changing social norms.

“ Sometimes you can think it’s just the girls and the parents, you don’t look at the whole picture and how some of those changes are cross-cutting into other areas as well, so then when you actually draw it out, it’s addressing those social norms, so I really like that diagram and it’s really very clear” – Lillian, GIRLS Program Officer



Photo Credits – FWRM

KEY SUCCESSES AND CHALLENGES

KEY SUCCESSES

THE PROGRAM IS TRACKING WELL AGAINST ALL OUTCOMES AREAS

As demonstrated in the quadrants in the Gender at Work framework, there is evidence of successful impact on individual girls and their parents and carers in both informal and formal ways. As highlighted above, in some areas there has been progress against the end of program outcomes during the second year of the project.

THE RECRUITMENT OF DIVERSE GIRLS HAS LED TO NEW RELATIONSHIPS ACROSS ETHNIC GROUPS

The GIRLS Program is unique in that it draws participants from a range of socio-economic, geographic and racial groups. While initially girls tended to separate into their ethnic groups, by year two of the program strong friendships have developed across these lines.

To ensure a diversity of girls had the opportunity to participate in the program, FWRM used its networks to call for applications as well as utilising mainstream media and social media platforms. FWRM also conducted a participant drive with primary schools that have students from a range of ethnic backgrounds. From the 20 new participants selected for the GIRLS Theatre, eight were Indofijian. There are also eight Indofijian members of the GIRLS Club.

THE PROGRAM HAS ADAPTED INFORMATION SESSIONS TO SUIT PARENTS' INTEREST AND KNOWLEDGE LEVELS

Information sessions was revised to include an introduction to gender to ensure parents and carers had a solid grounding in the subject area. Sessions on mental health and online safety have also been adapted to incorporate issues of concern to parents and carers.

KEY CHALLENGES

THE PROGRAM CURRENTLY DOES NOT HAVE THE MEANS TO DEAL WITH CHALLENGES AROUND RETURNING GIRLS HOME WHERE THEY CONTINUE TO EXPERIENCE NEGLECT AND/OR ABUSE

Girls are encouraged during retreats and other sessions to open up about issues of concern for them, for which they receive support from the counsellor and program staff. Many of the girls identified that their home situation and the way they are treated by their parents, siblings and wider family was causing them distress. Several of the girls reported being bullied at home. During the program sessions they open up about these sensitive issues and build rapport with other participants which they say makes them feel relieved and listened to. However, at the end of the sessions the girls return to an unchanged environment.

This is a cause of significant concern to the GIRLS program team which is why they are continuing the close involvement of the counsellor to ensure the girls emotional wellbeing is prioritised in all activity design.

MANY OF THE GIRLS IN THE PROGRAM HAVE EXPERIENCES TRAUMA AND HAVE MENTAL HEALTH NEEDS

While the support from a trained counsellor and GIRLS program staff has been excellent, some of the girls have experienced trauma over an extended period of time which is not able to be fully addressed within the program.

THE DIFFERENT APPROACH TO RECRUITMENT HAS LED TO GREATER CHALLENGES IN ENGAGING PARENTS AND CAREGIVERS

In phase one of the program, girls were predominantly nominated to participate by their parents. In this phase, most of the girls were nominated through their schools. In some cases this has resulted in parents who are less engaged with the program and may not have a clear understanding of its aims. This has the potential to cause conflict between the girls and their families and result in higher rates of absenteeism. GIRLS program staff are seeking to address this as outlined in the recommendations and lessons learned below.

Some parents/carers are also distrustful of FWRM as an organisation and do not necessarily believe it is a good thing for girls and women to be more vocal as they associate it with being rebellious and disobedient. There can be the perception that rights-based education contradicts Fijian culture and will give children more influence over adults. In response to this, FWRM are investing more time in explaining the aims of the organisation and bringing in speakers from other areas so parents and carers can have a better understanding of the context in which FWRM works.

Empowering girls to know their rights can also cause them to come into conflict with their families either due to families not understanding or because the girls try to take advantage of the situation. In addition to encouraging family members to attend the information sessions, the GIRLS program tries to combat this by making sure girls understand that with rights come responsibilities and they must still show respect to their FAMILIES EVEN WHILE ADVOCATING FOR THEIR RIGHTS.

FLEXIBILITY OF PROGRAMMING

During Year 2 of the program one of the participants moved to a town quite far from Suva. In order to ensure her participation, FWRM covered travel costs for her and made the necessary travel arrangements. GIRLS Club adventures were rescheduled twice due to cyclones.

FWRM AND IWDA PARTNERSHIP

All participants stated that the partnership between IWDA and FWRM is healthy and that we are working well together. At the beginning of the project there was some confusion over expectations and which activities had been included in budgets. This was due to staff transitions in both organisations and not including project level staff in some planning meetings. This resulted in GIRLS Program staff being unsure of how to go about providing financial reports to IWDA. However this was addressed and despite staff changes at IWDA over the past two years, the relationship has remained strong and functional with a smooth transition.

“The transition between all of this stuff has been smooth for us. The continuous communication when it comes to the processes – like our narrative reports and financials, I have a clear understanding when my reports are due” – Lillian, GIRLS Program Officer

Regular clear communication has maintained this relationship, including more guidance from IWDA on its role and responsibility in reporting processes. Going forward, it is suggested that all team members (including finance focal points) be involved in the planning and budgeting process so everyone is on the same page.

FWRM felt well supported by IWDA during the review of the Child Protection policy. The risk management matrix process was conducted in a collaborative way with IWDA providing good technical advice. It is recommended that IWDA continues to conduct annual reviews of the policy during monitoring visits.

“In regards to child protection policy, we had really good support from IWDA where we sat down together and did our risk management matrix. IWDA provided good technical advice on that and then recommended the Child Fund training

FWRM staff have also highlighted that ongoing professional development opportunities such as the training they did with Child Fund help them to support and anticipate the development needs of the girls. IWDA should continue to support opportunities for further professional development.

MEL FRAMEWORK EFFECTIVENESS

The types of data collected have not always been consistent due to capacity limitations. For instance, a ladder of participation has been recorded for a single girl to monitor her progress. Similarly, questionnaires have been given to audiences attending public events but they have not always been filled in.

Media analysis, although not listed in the MEL framework, has also been collected. FWRM's Communications Officer is tracking what stories are picked up by the media and who is covering the stories.

The peace circles collect more personal information from the girls about what they think and how they feel however, peace circles can get repetitive so it's important to vary the types of data collection. Written feedback is more useful for impressions of a particular session.

Video interviews work well for recording journals and thoughts throughout the sessions. Although, it also depends on the individual as some prefer to share thoughts more anonymously.

FWRM staff identified a lack of opportunity to reflect on work done so far and ways to improve the program. After each activity they are focused on implementing the next one and so do not set aside time to reflect. As such, they very much appreciated the mid-term review process. Going forward they have expressed interest in having an annual review built into the MEL.

"Sometimes we feel like we're working in silos but to have you two here [IWDA Program Manager & Program Coordinator] it gives us a chance to reflect but also question us further, challenge us, makes us realise different things" – Lillian Delana, GIRLS Program Officer.

It was agreed to use the IWDA trip planned for April 2019 as an opportunity to have a one day review workshop ahead of end of year reports where future proposals and budgets could also be discussed.

LESSONS LEARNED AND RECOMMENDATIONS

LONG-TERM COUNSELLING SHOULD BE PROVIDED TO ENSURE ONGOING SUPPORT FOR GIRLS AND THEIR FAMILIES WHERE NEEDED

As highlighted above, many of the girls have experienced trauma for extended periods of time. Therefore longer-term ongoing counselling and intervention with family is needed to provide them with adequate support. This is also important for ensuring the girls are able to benefit as much as possible from the activities. While it's not within the scope or resources of the program to offer this, a referral system could potentially be developed. FWRM should discuss this option with the counsellor.

THE PROGRAM SHOULD FACTOR IN CONTINGENCY BUDGET TO ACCOMMODATE FOR LOGISTICAL CHALLENGES

In future the program should have a buffer for unexpected logistical arrangements factored into the budget. IWDA and FWRM should work together in including this into future budgets. Going forward, the program should ensure these activities are not scheduled during the cyclone season.

FWRM SHOULD AIM TO EXPAND THEIR MONITORING TO INCLUDE FEEDBACK FROM TEACHERS AND OTHERS IN PARTICIPANTS' WIDER COMMUNITIES

Despite having some clear examples of how the program is positively affecting the girls and those around them, there is still a lot we do not know in relation to the impact of the program outside of the home. The program has good connections with some teachers but not at all of the schools the girls attend, so it is not possible to know exactly how participation in the program is affecting the way the girls behave in school or with the wider community. Going forward FWRM should continue to cultivate existing relationships with teachers/schools and look to create new ones where the girls are students.

MAXIMISE AND STREAMLINE OPPORTUNITIES TO GATHER AND USE DATA

The majority of data being collected is qualitative in the form of feedback forms and peace circles. IWDA should work with FWRM to incorporate quantitative data collection into existing processes.

THE PROGRAM SHOULD CONTINUE TO CREATE OPPORTUNITIES FOR GIRLS TO ENGAGE IN INTERGENERATIONAL SPACES

FWRM should look to find more opportunities to bring the GIRLS Club and the GIRLS Theatre group together with the Emerging Leaders Forum, as FWRM observations show that this was highly valued in the IWD event and could establish more consistent mentorship and strengthen intergenerational relationships across FWRM's programming.

THE PROGRAM SHOULD CONTINUE TO INCLUDE PARENTS IN THE DESIGN OF THE INFORMATION SESSIONS AND ADAPT TOPICS IN RESPONSE TO IDENTIFIED ISSUES OR CURRENT EVENTS

FWRM should continue to take parent interests into consideration when designing information sessions. The program should engage parents further in advance of the sessions to gauge prior knowledge and gaps.

ANNEXES

ANNEX A – AGENDA FOR TWO DAY REFLECTION WORKSHOP

Tuesday 24 th April			
Focus: Reflections on program to date (Years 1 & 2)			
Time	Activity	Purpose	Method
9:00	Getting Started <ul style="list-style-type: none"> - <i>Welcome and why are we here</i> - <i>Introductions</i> - <i>Any amendments to the program</i> - <i>How are you feeling about the mid-term review process</i> 	Establish the basis for the meeting, the approach and vibe for the next two days and to help create an effective, safe and kind space for all involved. To be transparent about our expectations and concerns.	
9:45	Celebrating achievements <ul style="list-style-type: none"> - <i>Best GIRLS moment</i> 	Key program successes	Group activity mapping against quadrants of change
10:30	Morning tea break		
11:00	Progress against project outcomes (immediate, intermediate, end of program)	To clearly articulate how the GIRLS program is tracking against the MELF.	Group activity
12:30	Lunch		
1:30	Changes to implementing the GIRLS program so far	To assess what unplanned changes have been made to implementation and the reasoning behind it	Group discussion
2:00	Lessons Learned		Group discussion
2:30	Collecting data/feedback	To discuss whether data collection methods are suited to the program and if they could be made more useful	Group discussion
3:00	Afternoon tea break		
3:15	Reflection time and space What did you enjoy? Favourite part? How do you feel about a mid-term review? Audio recording on reflections of the day. What was your key learning from today from interacting with your peers?	Assessing value of MTR.	Group discussion

4:30	Reflections on the partnership between IWDA and FWRM	Partnership reflection only from a GIRLS perspective.	Tailored interview with Lillian & Daiana.
5.00	Finish		

Wednesday 25th April

Focus: Planning for year 3 and beyond

Time	Activity	Purpose	Method
9.00	Getting Started <ul style="list-style-type: none"> - <i>Welcome and why are we here</i> - <i>Introductions</i> - <i>Any amendments to the program</i> Recap on outcomes of yesterday (especially for those who did not attend)	Establish the basis for the meeting, the approach and vibe for the week and to help create an effective, safe and kind space for all involved. To be transparent about our expectations and concerns.	Group discussion
9:45	Opportunities for year 3	Changes to the proposal? Greater disability inclusion?	
10:30	Morning tea break		
11:00	Year 3 budget & review Q3 acquittal		
12:30	Lunch		
1:30	GIRLS beyond year 3		Group discussion
2:00	Review the MEL framework		
300	Afternoon tea break		
3:15	Child protection review	Check in on how the child protection is being used since its last review	
4:30	Reflection time and space		
5.00	Finish		

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