



Rise Up! participants in Maliwai, Malaita Province

EVALUATION REPORT 2013

YWCA of Solomon Islands

Rise Up! Young Women's Leadership Program



Table of Contents

Table of Contents.....	2
Acknowledgements	5
Executive Summary	6
Introduction	6
The Rise Up! Program	7
How we evaluated Rise Up!	8
Results of Rise Up!	8
Conclusions	10
Introduction	11
Context	15
What is the Rise Up! Program?.....	17
Reach: How many people have participated in Rise Up!?	19
Program goals	19
Action plan for Rise Up!	20
Program logic	21
Resources used	22
How we evaluated the Rise Up! Program	23
Guiding principles and values	23
Evaluation objectives, evaluation questions and performance criteria	24
Approach and Methodology	25
Data collection methods	26
Data collection had three components:	26
Outcome and output indicators/performance standards	27
Sample used	27
Sample	28
Stakeholder participation	29
Ethical considerations	29
Major limitations of the methodology	29
Data analysis	30
Verification of results	31
How these challenges were addressed	31
Findings and results of the evaluation	33
To what extent is the program meeting its expected outcomes?	33
What are some of the unexpected outcomes that have occurred as a result of the program?	37
Which strategies have been critical to success in the program and what are the strengths of the program?	38
What have been the barriers to achieving our expected outcomes & what are the weaknesses of the program?	39
What is the future of the program and how can it be improved?	44

Conclusions.....	49
To what extent is the program meeting its expected outcomes?	49
What are the strengths and weaknesses of the program?	51
Strengths	51
Weaknesses	51
What is the future of the program and how can it be improved?	52
Recommendations for the future of the Rise Up! Program	53
1. Work to create structural level changes/work with leaders and gatekeepers	53
2. Resourcing the program further	55
3. Clarifying program goals and objectives	55
4. Reaching more communities and 'hard to reach'/vulnerable groups	56
5. Collaboration with other stakeholders	57
6. Improving implementation:	57
7. Ensuring sustainability:	59
8. Future monitoring and evaluation	59
Where to from here?	61
Lessons learnt	61
Appendices.....	62
Interview Questions used	62
Outcomes reported by interviewees who attended full Sistas Savve program compared to interviewees who only attended Rise Up	64
Consent form for interviews	65
References	66

*Report on the evaluation of Rise Up! Young Women's Leadership Program
Young Women's Christian Association of the Solomon Islands
Evaluation completed March – October 2013, Solomon Islands*

Evaluation commissioned by the Young Women's Christian Association of the Solomon Islands and carried out by staff members Angela Lomasia (Program/Events Officer) and Rose Burns (Project Officer and Australian volunteer)

Acknowledgements

We would like to acknowledge Ms Angela Lomasia Program/Events Officer and Ms Rose Burns Australian volunteer Project Officer with the YWCASI national office for their commitment in coordinating this evaluation. Through their efforts the evaluation of Rise Up! Young Women's Leadership Program has been able to push forward and succeed.

To our Peer Educators/staff in Honiara, Auki and Munda for their time and energy in organizing and running interviews. To the Rise Up! Peer Educators, program participants, and community leaders who willingly shared their ideas, stories and lives with us. YWCA staff for their support and sharing ideas and also Ms Naeemah Khan Research and Learning Officer and other Pacific Leadership Program staff who provided advice and support throughout the evaluation.

Special thanks to our funders AusAID, through Pacific Leadership Program (PLP) for supporting us to carry out this evaluation. And to World YWCA Power to Change Fund and Pacific Leadership Program for their funding and support of the Rise Up! Young Women's Leadership Program over the last three years.



Executive Summary

Introduction

The Young Women's Christian Association of Solomon Islands (YWCASI) is a non-government, membership organization that is affiliated with the World YWCA movement. The YWCASI was established in 1975 with its main office in the capital Honiara and a branch in the Western Province in Munda. The YWCASI's vision is to create space for young Solomon Islands women to influence change. As well as offering a number of services to the public such as a Kindergarten and Hostel, the YWCASI currently runs the Rise Up! and Sistas Savve programs.

The Rise Up! program is in its fourth year of implementation and has reached over 700 people in 4 different provinces of the Solomon Islands. Rise Up! is funded through the Pacific Leadership Program, a Department of Foreign Affairs and Trade–Australian Aid initiative that supports influential Pacific leaders to shape and lead developmental change, and the World YWCA, a global network of women and girls working for justice, peace, health, human dignity and care for the environment. . Both partners have provided YWCASI with essential organisational and program support to run Rise Up!. The Fiji Women's Rights movement also supported YWCASI to design and pilot the current Rise Up! program which is based on the movement's own training modules.

Rise Up!'s objectives are:

- Young women are leading positive change in their communities.
- Young women are more confident and identify as leaders in their own communities.
- Community members recognise the leadership potential of young women.

- Young women are knowledgeable and skilled, and are sharing information with their peers in the areas of Human Rights, Women's Rights, Gender, Public Speaking, and Leadership.

These objectives are achieved through training participants in five topics: women's rights, leadership, public speaking, human rights and gender.

YWCASI's second program, Sistas Savve, is a two year project aiming to improve the health, economic and social status of young women in Honiara. Sistas Savve is run in partnership with Solomon Islands Planned Parenthood Association (SIPPA), Family Planning International New Zealand, and funded by the New Zealand Aid Program.

In 2013, with support from PLP YWCASI conducted an evaluation of the full Rise Up! program. We wanted to find out what outcomes Rise Up! has had to date and how we could improve Rise Up! for the future.

The Rise Up! Program

In the Solomon Islands young women are marginalised, disempowered and denied leadership opportunities because of their age and gender. YWCASI created the Rise Up! program to give young women aged 15-30 the confidence, knowledge and skills to become leaders in their communities and change this situation.

Rise Up! began in 2010 as a four day leadership workshop. These four day workshops have now been run five times with a total of 114 young women participating. In 2011 the program was expanded into a Peer Educator-run program. This was achieved through the development of a workshop manual and a one week Training of Trainers (TOT) workshop in Honiara. Through the TOT 20 young women who previously graduated from the four day workshops were trained to become Peer Educators and return to their communities to run workshops on the five topics with their peers. The Peer Educator-run component of Rise Up! involves 1.5 hour long workshops, usually with three topics covered in each community. Due to huge demand for the program, Peer Educators have now run these workshops in 26 different communities within four Provinces of the Solomon Islands. They have trained 518 people, including 106 males.

In 2013, Rise Up! has become a widespread grassroots program largely run in rural areas and implemented by young women Peer Educators. More people have participated in the program than YWCASI expected. In total Rise Up! has reached 712 people including 305 in Auki, 249 In Honiara, 88 in Munda, 30 in Aola, 24 in Visale and 16 in Choiseul.

How we evaluated Rise Up!

Semi-structured interviews and focus groups were run with 74 people and reached all communities (except two) where Rise Up! has been run. We spoke to Rise Up! participants and Peer Educators about changes in their lives after the program. We interviewed community leaders to verify the changes participants reported and to understand the attitudes of leaders/gatekeepers towards young women and towards the program. All three groups were asked about the strengths and weaknesses of Rise Up! and their ideas for the next stages of the program. After transcribing interviews, we analysed the data to find themes and the percentage of interviewees who discussed each theme. From monitoring data kept by Peer Educators we tallied the number of participants and communities reached so far.

Results of Rise Up!

- 93% of participants reported that they shared information on what they learnt through Rise Up! informally with their peers, family and other community members.
- 78% of participants reported that they had increased their knowledge in the areas of human rights, women's rights, gender, public speaking and leadership.
- 53% of participants reported increased confidence and 22% of participants reported increased self-esteem after training.

"Before the training, I went to the community meetings – about community works, digging pipes and land rights - but I didn't speak out. But at the community meeting last week, I stood up and talked for the first time. Everyone in the community said they were happy to hear me talk. Before the training, I thought I didn't have the right to make decisions. But now, I know that leaders have to hear the views of women."

Rise Up! Participant Honiara

"Before I joined the training, I felt that the community looked down on me. They said that I needed to stay quiet and not be part of decision making because I was a girl. After the training, I rose up as a leader and showed these people that I can lead, I can talk and I have a right to do something."

Rise Up! Peer Educator Honiara

- 49% of participants reported speaking out in their communities and families about their views and opinions
- 47% of participants reported increasing their leadership or becoming leaders inside their communities. This was usually through formal positions in churches and schools such as women's/youth group leader, Sunday school teacher or class captain.

- 31% of participants reported that their families and communities have increased respect for them after the program.

Our evaluation showed that Rise Up! is a successful model and being implemented well:

- Peer Educators said the workshop manual was important for running good workshops: it was easy to understand, appropriate for their audience and contained all the information Peer Educators need to run training.
- Participants were satisfied with the Peer Educator model: training was targeted to their age, level of knowledge, culture and language.
- Participants found participatory learning approaches effective: activities like drama, role-plays and games provided practical opportunities to learn.

"I didn't talk much at home or at school before the training. If my teacher asked a question, I was too shy to respond. But since the training I've been able to talk publicly and talk with my family. If I disagree with something, I speak out and share my opinion. This is a big change that I've made since joining the Rise Up! training."

Rise Up! Participant Munda

YWCASI has found that young women in the Solomon Islands continue to face many social, economic, cultural and political barriers. We are realistic about the ability of a program running for only 3 years focused on training for young women to impact on these wider factors.

Following our interviews and discussions with YWCASI staff, management and Pacific Leadership Program we created recommendations. It is hoped these recommendations will inform the next stage of Rise Up!.

Recommendations for Rise Up!

Rise Up! would benefit from:

- Working more with parents, teachers, husbands and community leaders: for young women to take up leadership and exercise their rights they need the support of these people. As an organisation YWCASI could address structural barriers for young women such as government policy, education/health systems, and social norms through an advocacy strategy.
- Resourcing the program further: a Project Coordinator who can manage the whole program should be recruited. Training new Peer Educators is a priority because there are currently not enough to continue the program. Existing Peer Educators need more support including regular

meetings/communication, increased allowances, and ongoing training/learning opportunities to stay motivated.

- Clarifying the goals and objectives of Rise Up!: ‘Leadership’ ‘positive change’ and ‘rights’ mean different things to different people. The program would also benefit from a more effective monitoring system to check we are achieving our goals.
- Improving implementation: workshops need to be longer than 1.5 hours and the workshop manual could be updated so it addresses Solomon *Kastom*. Interviewees saw *Kastom* as major barrier to young women’s leadership and rights.
- Collaborating further with stakeholders.
- Adding a sexual and reproductive health and rights (SRHR) component to Rise Up!: many communities want this included in the program. YWCASI would benefit from sharing the resources and skills of other organisations whose focus is SRHR.
- Ensuring the sustainability of the program through a follow up: currently Rise Up! participants only receive once off training.
- Reach out to more communities: particularly within remote areas and vulnerable groups. The demand for the program is bigger than Peer Educators are able to meet and we need to source further funding to do so.

Conclusions

Through the evaluation Rise Up! has been shown to be an effective program. Most participants have increased their knowledge and are sharing what they learnt. Many have taken up leadership positions in their communities, are speaking out on issues important to them, and have increased their confidence and self-esteem. Some challenges remain, and the YWCASI recognizes the structural barriers that young women in the Solomon Islands face in taking up leadership and exercising their rights. However, YWCASI looks forward to using this evaluation to strengthen the program further and to source more funding to expand and meet the large demand from communities.

Introduction

The Young Women's Christian Association of Solomon Islands (YWCASI)

The YWCASI is a non-government, membership organization that is affiliated with the World YWCA movement. The YWCA SI was established in 1975, it has its main office in the capital Honiara and a branch in the Western Province in Munda. The YWCASI's vision is to create space for young Solomon Islands women to influence change. The organisation aims develop the leadership and collective power of women and girls around Solomon Islands to achieve justice, peace, health, human dignity, freedom and a sustainable environment for all. The YWCASI currently runs the Rise Up! program and is a partner on the Sistas Savve program. YWCASI also operates a number of services to the public, including the YWCA Hostel in Honiara, which provides safe and affordable accommodation for 37 working women and the YWCA Kindergartens in Honiara and Munda which offer quality early childhood education for children aged 3 to 5 years old.

Programs

Rise Up!

The Rise Up! program is in its fourth year of implementation and has reached over 700 people in 4 different provinces of the Solomon Islands. Rise Up!'s objectives are:

- Young women are leading positive change in their communities.
- Young women are more confident and identify as leaders in their own communities.
- Community members recognise the leadership potential of young women.
- Young women are knowledgeable and skilled, and are sharing information with their peers in the areas of Human Rights, Women's Rights, Gender, Public Speaking, and Leadership.

These objectives are achieved through training participants in five topics: women's rights, leadership, public speaking, human rights and gender.

Sistas Savve

Sistas Savve is a two year project aiming to improve the health, economic and social status of young women in Honiara. It is funded by the New Zealand Aid Program and is a partnership between Solomon Islands Planned Parenthood Association Solomon Islands, Young Women's Christian Association and Family Planning International New Zealand.

The project provides a range of informal education opportunities to develop skills and knowledge that will contribute to improving the lives of the young women involved. It will increase their potential to earn a livelihood and improve other aspects of their lives by developing leadership skills and learning about sexual and reproductive health, nutrition and parenting skills. These skills and knowledge will be shared with their community. Each training has involved 20 women from local communities and been held over ten weeks. Since 2011 Sistas Savve has provided opportunities to 120 young women, their families and their communities. YWCASI facilitates sessions, coordinates Sistas Savve's advisory committee, and provides a training venue for the project.

Partnerships

Without the support of our partners YWCASI's work would not be possible.

Pacific Leadership Program (PLP)

PLP is a Department of Foreign Affairs and Trade–Australian Aid initiative that supports influential Pacific leaders to shape and lead developmental change. The Program identifies influential individuals, organisations and coalitions in the Pacific and supports them in their exercise of 'development leadership' – that is, leadership involving collective action towards legitimate policies and effective institutions. PLP also invests in sharing lessons and building knowledge of Pacific developmental leadership. Since 2008 PLP has supported developmental leadership efforts regionally, nationally and sub-nationally in Samoa, Solomon Islands, Tonga and Vanuatu. The Program secretariat is based in Suva, Fiji. PLP has partnered with YWCASI since 2010 providing funding, training and essential organisational and program support.

World YWCA

For over 150 years, the World YWCA movement has advanced the status of women and girls worldwide, promoting young women's active leadership on issues affecting their lives, and bringing the voices of women from grassroots communities into global debates. World YWCA's current priorities are young women's leadership, sexual and reproductive health and rights and HIV and AIDS, and violence against women. YWCASI is a member association of the World YWCA. World YWCA has provided funding, mentoring, training and essential organisational and program support.

Fiji Women's Rights Movement

In 2010 through the Young Women in Leadership Program the Fiji Women's Rights Movement supported the YWCASI to develop the Rise Up! program. The Fiji Women's Rights Movement is a multiethnic and multicultural non-governmental organisation based in Fiji. It aims to publicly address all issues affecting women's human rights, status and opportunity within Fiji including cultural, domestic, legal, social, health, economic, employment, religious and political situations; to advocate improved policy and legislation on issues affecting women's rights; and to promote equal access to services by women and equal opportunity through appropriate enabling actions. In 2010 support was given to the YWCASI to develop and pilot the current Rise Up! program which is based on the movement's own training modules.

Solomon Islands Planned Parenthood Association (SIPPA)

SIPPA provides family planning and related services through clinics, community-based distribution (CBD) and integrated health activities. It's strongly supported by the Solomon Islands Government that provides funding. The distribution of contraceptives, especially condoms, has been a significant component in SIPPA's work. It operates 71 distinct service points, with 5 permanent clinics, 3 mobile units and 60 community-based distributors (CBDs) operating across the provinces of Malaita, Western Choiseul, Central Islands, Makira, Rennel, and Bellona. Since 2011 SIPPA has partnered with the YWCASI to run the Sistas Savve project. SIPPA provides general administration of the project, office space and coordination of Sistas Savve staff.

Family Planning International New Zealand

Family Planning International works to motivate awareness and action so that all people can enjoy sexual and reproductive rights. FPI is a strong advocate on international population and development issues, both in New Zealand and across the world. Their particular region of focus is the Pacific where they work to increase access to sexual and reproductive health information and services.

Through New Zealand Aid Program funding FPI has partnered with YWCASI and SIPPA to run the Sistas Savve program since 2011. FPI provides technical support to local partners and manages funder reporting on the project.

Evaluation of the Rise Up! program

The Rise Up! program is currently at a junction: YWCASI is sourcing future funding and looking at what shape Rise Up! needs to take in the future. It was decided an evaluation was needed at this point in time to check the extent to which outcomes have been achieved, allow the YWCA to identify areas requiring strengthening and offer recommendations.

From this, it is hoped that the Rise Up! team can that compile a document that will inform the future of the program. The evaluation is also an opportunity for the YWCASI to develop the capacity of its staff in monitoring and evaluation (M&E). A counterpart has developed hand-on experience in M&E through working on this evaluation and has been trained to carry out M&E for the organisation. As well, it is hoped the evaluation will provide an opportunity to share best-practices with our partners Pacific Leadership Program and World YWCA as well as other organisations working on young women's leadership within the Pacific.

This evaluation report will begin by describing the Rise Up! program and its three components including who has participated in the program so far. It will then outline how we evaluated the program, what questions we were hoping to answer, what methods we used, how we reached the conclusions we did, and how we verified these. 'Findings and Results' outlines the themes we developed out of our data collection and how these answer our original evaluation questions. 'Conclusions' summarises our findings and assesses how we have met the outcomes Rise Up! hoped to achieve. From the results and conclusions, and in consultation with staff and stakeholders, we have developed recommendations for changes that should be made to the Rise Up! program.

Context

Women in the Solomon Islands

In the Solomon Islands culture, power and respect are determined firstly by gender (with men being more powerful and respected than women) and secondly by age (with older people being more powerful and respected than young people). As a consequence young women are often marginalized, disempowered and rarely considered to have 'leadership potential'. They also experience high rates of violence, poor access to education and other human rights abuses. With limited social standing, money, and self-esteem, women can only mobilise limited power, and in patrilineal societies within the Solomons they rely on their husband for land.

YWCASI hopes that by giving young women the confidence, knowledge, skills and abilities to become change-agents and leaders in their communities, this situation can be changed.

Women's leadership in the Solomon Islands

Young women leaders in the Solomon Islands face many challenges. The patriarchal Melanesian culture invests decision making power into a small group of men (chiefs) within the community, which prevents women, and young women especially, from entering into decision making positions and having their voices heard.

This has resulted in very few role models for young women in the Solomon Islands wishing to be leaders. For example, the Solomon Islands has only had two members of parliament. While there have been visible improvements in access to health and education and increased involvement of women in the labour force, Solomon Islands women continue to lag behind their male counterparts. The country performs very poorly on gender equality - ranking at 129 out of 177 countries on the Gender and Development Index.

Women's rights in the Solomon Islands

In the Solomon Islands there is no 'universal right to education'. Young people- especially young women in secondary schools are regularly 'pushed out' due to lack of space or lack of money to pay school fees. Only a small number finish high school and even fewer go on to attend University.

The 2009 Family Health and Safety Study (2) showed a high prevalence of violence against women in the Solomon Islands:

- Nearly 2 in 3 (64%) ever-partnered women, aged 15–49, reported experiencing physical or sexual violence, or both, by an intimate partner
- Violence against women is widely acceptable – the majority of women (73%) in Solomon Islands believe that a man is justified in beating his wife under some circumstances (in particular, for infidelity and disobedience). It has also been reported that Bible messages are used by Church leaders to reinforce gender inequity.
- Lack of access of services by women: The majority, 82%, of abused women, reported that they had never sought help from formal services (health services, legal advice, shelters) or from people in positions of authority (police, NGOs, religious or local leaders). The low use of formal services reflects their limited accessibility as well as the widespread acceptability of violence against women.

The need for the Rise Up! program

YWCASI is the only organization in the Solomon Islands targeting young women, one of the country's most marginalized groups. Given the status of young women in the Solomons, the YWCASI believes there is a huge need for programs that address women's rights and leadership and are able to do so from a grassroots level. This means reaching out to communities in rural and remote areas, where access to services, programs and information is the most limited, and tailoring Rise Up! to their needs. Rise Up! aims to bring young women into leadership and decision making positions in the private and public spheres by giving them a greater understanding of the possibilities, skills and knowledge to become leaders and exercise their rights inside their communities.

What is the Rise Up! Program?

The Rise Up! Leadership Program is now in its fourth year of implementation. It currently consists of three components:

1. Four day Leadership workshop for young women

The four-day Rise Up! Leadership Workshop for Young Women was run twice in 2010 – once in Honiara, and once in rural Munda. It was run in Auki in 2011, followed by Visale in 2012 and Aola in 2013. To date, 114 young women have graduated from the four-day workshops.

The initial four-day workshop has changed significantly since it was designed in 2010. It is constantly being redeveloped to ensure it remains relevant to young Solomon Islands women. This is also reflective of the growing experience of the program staff.

2. Training of trainers (TOT) workshop

Following these workshops, there has been an overwhelming demand for training to be run in more communities, and also to include young men as participants. The program has had to evolve to cater for this demand YWCA Solomon Islands decided to extend the program: we thought, what better way to promote young women's leadership than to get the Rise Up! graduates to run the workshops themselves in their own communities? So in 2011 the Peer Education component of the program was developed in consultation with Rise Up! Graduates. Leadership workshops expanded, a manual was written, and graduates of Rise Up! were trained to become Peer Educators in their own communities through a TOT workshop.

So far, there has been one TOT workshop held in Honiara in December 2011. Twenty graduates of the Rise Up! Young Women's Leadership workshops from Honiara, Munda and Auki were brought together and trained to become Peer Educators. These young women spent a week learning and practicing skills to enable them to run workshops on human rights, women's rights, gender, leadership and public speaking in their own communities.

As part of the TOT, the Rise Up! Peer Education Workshop Manual ('the Workshop Manual') was created in consultation with Rise Up! graduates. The workshop manual is used by Peer Educators to run the five workshops on human rights, women's rights,

gender, leadership and public speaking in their own communities. The workshops are based on the content from the 4 day workshops however the structure and content have been adapted to make it easier for young Solomon Islands women to be able to present. In the Workshop Manual we strived to create a resource that was culturally and socially appropriate; our primary consideration throughout the manual's development was young Solomon Island women – their skills and experience, their access to resources and their level of confidence. We understand that young women in Solomon Islands, particularly in remote areas, have very limited access to information (the internet, other literature, etc.), as such, the manual has been written as a complete resource with all the information required for the young women to deliver the workshops.



Rise Up! Peer Educators learn how to facilitate trainings at the Training of Training workshop in Honiara, 2011

3. Peer Educator run workshops

Peer Educators trained through the TOT have now gone on to run workshops in their respective locations using the workshop manual. Peer Educator-run workshops cover 5 topics (gender, leadership, public speaking, women's rights and human rights) spending 1.5 hours on each topic and usually covering 3 topics with each community with 20 participants in attendance from that community. So far 518 participants, the majority of participants trained through the Rise Up! program, have been trained through the Peer Educator run workshops and they have been run in 26 different communities in 4 different provinces. These workshops are run inside the community and generate great interest, because of this they have involved men, boys, older women and community leaders. In total, 106 out of the 518 participants have been male.

The success of Rise Up! attests to the fact that the training has become a widespread grassroots program implemented mainly by young women training their own peers and community on topics they feel passionate about.

Reach: How many people have participated in Rise Up!?

Program component	Location	No. of female participants	No. of male participants	Total no. of participants (by location)	Total no. of communities reached (in each location)	Total no. of Participants
1. Four day workshop	Munda	21	-	21	1	114
	Auki	20	-	20	1	
	Visale	24	-	24	1	
	Honiara	19	-	19	1	
	Aola	30	-	30	1	
2. Training of Trainers (TOT)	Honiara	20			1	20
3. Peer Ed run workshops	Munda	30	37	67	4	518
	Auki	226	59	285	13	
	Honiara	140	10	150	8	
	Choiseul	16	-	16	1	
	<i>Honiara Staff run workshops*</i>	60		60	3	60
TOTAL		606	106			712

** For Sistas Savve program covering 3 topics using same format as Peer Educator run workshops*

Note: Figures correct as of October 2013

By location

Location	Number of female participants	Number of male participants	Total
Munda	51	37	88
Auki	246	59	305
Honiara	239	10	249
Aola	30	-	30
Visale	24	-	24
Choiseul	16	-	16
TOTAL	606	106	712

Program goals

The intended outcomes of the Rise Up! program are:

- Young women are leading positive change in their communities.
- Young women are more confident and identify as leaders in their own communities.
- Community members recognise the leadership potential of young women.
- Young women are knowledgeable and skilled, and are sharing information with their peers in the areas of Human Rights, Women's Rights, Gender, Public Speaking, and Leadership.



Rise Up! participants in Fulikaomae, Malaita Province in 2013.

Action plan for Rise Up!

Original planning for Rise Up! was quite limited. A lack of clear outcomes and performance indicators were a barrier to conducting this evaluation. For the purposes of this evaluation a simple logic framework will be outlined using the YWCASI Action Plan template:

Goal: Create space for young Solomon Islands women to influence change			
Objective	Actions	Outcomes	Performance Indicator
To train a group of young Solomon Islands women with the skills and knowledge to create social change for the improvement	Run 4 day leadership workshops, Training of Peer Educators, and Peer Educator run workshops in communities covering 5 topics.	I. Young women are leading positive change in their communities. II. Young women are more confident and identify as leaders in their own communities. III. Community members recognise	I. % of respondents indicating leading positive change – and types of positive change cited II. % of respondents citing increased confidence and leadership – & types of leadership and

of their communities.		the leadership potential of young women. IV. Young women are knowledgeable and skilled, and are sharing information with their peers in the areas of Human Rights, Women's Rights, Gender, Public Speaking, and Leadership.	confidence III. % of community leaders who recognise/don't recognise leadership potential of young women – & types of recognition IV. % of young women who have increased their knowledge and skills on the topics & types of knowledge and skills
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Program logic

- IF participants take Rise Up! training on 5 topics (human rights, women's rights, leadership, gender and public speaking) THEN participants' knowledge and skills on these 5 topics will increase
- IF participants' knowledge increases THEN participants' behaviour will change
- IF participants' behaviour changes THEN participants will try to take up leadership and the community will support them to do so
- IF participants try to take up leadership, and the community supports them to do so, THEN young women will be able to take positions of leadership and create positive change in their communities

We have made the assumption that if we train young women and they try to take up leadership/influence positive change then they will be able to. This relies on more than just young women themselves, but also community leaders and structures that discriminate against them, or fail to provide support for them to take up these positions. For this reason, the goal 'community members recognise the leadership potential of young women' is not well supported by the activities of the Rise Up! program. We currently do not work enough with the community and community leaders to ensure they recognise young women's leadership potential. This will be discussed more under recommendations.

More work needs to be done towards creating a solid program plan. As the program is in its fourth year, it is a good time to clarify and redefine our goals. Because there are many different types of leadership and positive change, we need to be clearer about what it would mean for young women to 'identify as leaders' and 'lead positive change'.

This will also clarify the activities we should be doing to achieve our goals. This will be discussed further under recommendations.

Resources used

Staff

The program to date has been coordinated by the YWCA Program Manager, however this position is currently vacant. The Program Manager supervised three staff who looked after the three Rise Up! locations. One was based in Honiara as Program Coordinator (this position has ended), and two based in Munda as Program Coordinator (this position is currently vacant) and Program Assistant. Peer Educators in each of the three locations are also looked after by a Peer Educator Team leader who is responsible for tasks such as organising workshops, and planning the budget.

Cost

The total cost of the program from 2010-2013 was \$441,378 Solomon Island Dollars (\$62,168 USD). This covered all three components of the program (as well as the cost of this evaluation) including:

- Project Coordinator's salary
- Catering for workshops
- Peer Educators' allowance
- Transport costs (usually a big expense, sea fares and airfares between Honiara and the Provinces)
- Capital (camera and laptop)
- Accommodation
- Transport allowance for participants
- Administration costs
- Training materials and stationary
- Trip to Bangkok for Power to Change evaluation

How we evaluated the Rise Up! Program

Guiding principles and values

The core principle of this evaluation is one of learning, support and improvement. This is the first opportunity that YWCASI staff have had to learn about monitoring and evaluation, and to produce an evaluation of this magnitude. It was important that this evaluation provided an opportunity for YWCASI staff to develop their skills in this area, as well as better understand the Rise Up! program, its results, and identify areas that need to be improved.

The purpose of the evaluation is for the Rise Up! program team to plan the future of the Rise Up! program and to understand what areas need more work. We have aimed to create a practical report and provide clear recommendations for the program.

Evaluation scope

Planning for our evaluation began in March 2013, data collection began in April 2013 and transcribing and data analysis began in July 2013.

In order to be comprehensive, the evaluation targeted all parts of the Rise Up! program and all communities where workshops were run. Visale and Aola (where two 4-day workshops were run), and Choiseul (where only one workshop was run) were the only locations not reached due to budget and time constraints. In addition the evaluation covered all three components of the program: 4 day training, TOT, and Peer Educator-run workshops.

We initially aimed to interview five participants and two community leaders from each community where a Rise Up! training was run but later reduced this to three participants and one community leader. We tried to interview all Peer Educators, and in the end we managed to reach all *active* Peer Educators, that is those who continue to run workshops. Some people were not available during the period of our visits so we reached fewer people than this number in some locations and more in others.

Overall we ran 74 interviews and two focus groups involving 74 people in three different locations: Auki, Munda and Honiara.



Kalifonia, Kwaimanafu, Malaita Province – Some evaluation interviews with participants took place here

Evaluation objectives, evaluation questions and performance criteria

The YWCASI decided to complete an evaluation of the Rise Up! Program in order to identify areas that need to be improved, to assess the effectiveness of the program, and to consider the impact that the program has made. This evaluation provides the YWCA with a solid understanding of the program's strengths and weaknesses in order to plan for the future of the program. It will also provide our current partner Pacific Leadership Programme (PLP), with an evaluation of the program and its effectiveness. The evaluation will be used by YWCASI and PLP for their own working knowledge and strategies. The evaluation will also be used to source future funding for Rise Up! and the YWCASI. In addition promotional materials for Rise Up!/YWCASI will be created from information gained from the evaluation.

The objectives, evaluation questions, and performance criteria will be:

Table 1

Evaluation Objective	Evaluation Questions	Performance criteria for evaluation
1. Evaluate the impact and effectiveness of the contribution of the Rise Up! program towards achieving the YWCA's goal of	1. To what extent is the program meeting its expected outcomes (outlined above) ○ Young women are leading positive change in their communities. ○ Young women are more confident and identify as leaders in their own communities.	○ YWCASI knows % of respondents indicating leading positive change – and types of positive change cited ○ YWCASI knows % of respondents citing increased confidence and leadership –

improving women's leadership	- Community members recognise the leadership potential of young women. - Young women are knowledgeable and skilled, and are sharing information with their peers in the areas of Human Rights, Women's Rights, Gender, Public Speaking, and Leadership. 2. What are some of the unexpected outcomes that have occurred as a result of the programme?	types of leadership and confidence cited - YWCASI knows % of community leaders who recognise/don't recognise leadership potential of young women – types of recognition cited - YWCASI knows % of young women who have increased their knowledge and skills on the topics – types of knowledge and skills cited - YWCASI knows % of respondents citing other outcomes – types of outcomes cited
2. Develop recommendations that can be used by the YWCA to improve the Rise Up! Programme	3. Which strategies have been critical to success in the program, and what have been the barriers to achieving expected outcomes? Have all strategies been appropriate or effective in achieving expected outcomes? 4. What are the strengths and weaknesses of the programme? 5. What are the strengths and weaknesses of Rise Up!'s planning, implementation, meeting of short term outcomes and long term outcomes? 6. What is the future of the program and how can it be improved? - Should the program be continued or developed further? - Is the current model the best way to meet the Rise Up! objectives? - Sustainability: how can we work towards continuing the program and its outcomes long term? What additional resources be required?	- YWCASI knows % of respondents identifying factors critical to success/barriers to the program – types of factors cited - YWCASI knows % of respondents identifying different strengths and weaknesses of the program - YWCASI knows % of respondents identifying different factors needed for the future of the program

One limitation in creating our evaluation questions, objectives and performance criteria is the lack of well-defined goals, outcomes and indicators for the Rise Up! program. Therefore one recommendation is to (alongside staff and stakeholders) make a stronger program design before Rise Up! starts its next stage.

Approach and Methodology

We used mainly qualitative data collection methods to undertake this evaluation, although quantitative data (from monitoring of the program) has already been collected

and was used to find out how many people participated in the program and in which locations.

We chose to mainly use qualitative data because:

- Rise Up! has not been evaluated before so we were unsure what outcomes the program would have, qualitative data collection allowed us to explore a wide variety of outcomes and will help us to more clearly define these expected outcomes for future planning of the program
- We wanted to get a deep understanding of why the outcomes we saw were happening
- We wanted to have those who participated in Rise Up! participate in the evaluation process in a way that quantitative data collection, for example a survey, wouldn't have allowed
- We wanted to gather stories that would illustrate the outcomes of the Rise Up! program

Data collection methods

Interviews/focus group questions were developed by the YWCASI in conjunction with PLP, and reflect the objectives of the evaluation (see 'evaluation objectives and criteria'). These questions were trialed in Honiara and some changes were made before extending them to other communities.

Data collection had three components:

- I.* Semi-structured interviews with participants, community leaders, and Peer Educators: YWCA staff collected data directly related to the expected project outcomes outlined above through semi-structured interviews with program participants, male/female community leaders, and Peer Educators. We also ran focus groups with Peer Educators. The questions used related directly to the expected project outcomes. As we have limited baseline data relating to project outcomes we relied on participants using their recall of before and after the program (See appendices for interview questions)
- II.* Stories were collected from participants using 'most significant change' method. This allowed us to collect rich data and develop a deeper understanding of the effects of the program as well as capture any unintended outcomes that have occurred through the program. This will also be an opportunity to showcase success stories in our final report.
- III.* Using quantitative data already collected from the monitoring of Rise Up!.

An Australian volunteer and staff member from the Honiara office carried out data collection. They worked alongside Peer Educators/local staff in Munda, Peer Educators in Auki, and Peer Educators in Honiara. We worked in this way so that local staff/Peer

Educators and the staff member could develop their skills in conducting evaluations for future YWCA programs.

In addition we ran a training workshop on monitoring and evaluation (Munda) and program planning (Auki) for staff and Peer Educators respectively. The volunteer and counterpart informally trained staff and Peer Educators on running interviews effectively before data collection started. We did this to ensure information collected was unbiased and interviewees felt comfortable to share their opinions and stories. Local staff (Munda) and Peer Educators (Auki and Honiara) ran almost all of the interviews due to their knowledge of local languages and the rapport they already had with participants. We realised it was important to send our interview questions to interviewees ahead of time for them to think about their answers in advance, so where possible we did this.



Angela Lomasia (YWCA Program/Events Officer) takes a boat to Buma, Malaita Province to undertake interviews

Outcome and output indicators/performance standards

The evaluation will have been deemed to be successful if the objectives and relevant questions outlined in Table 1 are answered.

Data sources

Semi structured interviews, focus groups, monitoring data already collected (Peer Educator reports on workshops, staff reports on workshops).

Sample used

We ran 74 interviews and 2 focus groups involving 74 people in three different provinces:

Sample	No. of peer Educators	No. of community leaders	No. of participants in Rise Up! who also attended full Sistas Savve program	No. of participants in Rise Up! (includes 4 day workshops & Peer ed-run workshops and Males and Females)
Auki	4	4		18
Munda	4	8		10
Honiara	4	4	13	5
Total	12	16	13	33
TOTAL	74			

- We interviewed Rise Up! participants, including Peer Educators, to see what outcomes had been achieved for those who participated in the program.
- We interviewed community leaders to verify the outcomes participants reported to us as well as understand the attitudes of leaders/gatekeepers towards young women and towards the program.

All three groups were asked about the strengths and weaknesses of the program. We aimed to interview people from every community within the three provinces where Rise Up! training was run. This was to ensure our sample included people who had attended every training run within the whole Rise Up! program. With the exception of Visale and Aola on Guadalcanal where we ran two 4 day workshops (and Choiseul where we only had one workshop), we achieved this.

We aimed for a cross-section of participants regarding things like age (we tried to speak to younger and older women), socio economic status (we tried to speak to women who had been educated or were working and women who had not) as well as male and female community leaders. However, many people had commitments and we spoke to those who were available for interviews. Unfortunately we were only able to speak to three male participants (due to work commitments). We reached all active Peer Educators.

In the above table we can see that many of the participants we interviewed in Honiara had also completed the full 10 week Sistas Savve program, for which YWCASI is a partner. The Rise Up! training is one component of an extended program which has the objective to improve the health, social and economic status of young women in Honiara.

Possible limitations in our sample being representative of all Rise Up! participants/communities:

- 13 of our interviewees also completed the full 10 week Sistas Savve program which has similar goals and objectives to Rise Up!, however (perhaps due to

the small number of Sistas Savve participants interviewed and because we did not include comments that didn't discuss Rise Up!) we did not see greater achievement of Rise Up! outcomes in this group. See 'verification of results' and appendices for a comparison of interviewees.

- Community leaders supportive of the program may have been more willing to speak to us and those opposed to the program may have avoided us;
- Whilst we had 106 males participating in the program we only managed to interview three (not including community leaders)
- Participants/Peer Educators who have taken up leadership positions in study or employment after the program were unable to speak to us due to these commitments;
- Participants who were particularly disadvantaged or 'hard to reach' may have lacked confidence to speak to us.

Stakeholder participation

PLP participated in planning the evaluation and assisted in developing interview questions, choosing the sample, analysing data, creating recommendations and finalising the report.

Ethical considerations

Standard research ethics were applied to this evaluation, with a focus on adhering to Solomon Islands cultural norms and ensuring the participation of Rise Up! young women and Peer Educators throughout the evaluation process.

A privacy statement was created and verbally read to participants (due to illiteracy) before interviews allowing them to give their verbal consent for their comments to be identified and put into the final report.

Major limitations of the methodology

Aside from the limitations already discussed in our sample, potential limitations of the methodology are:

Data was self-reported

In face-to-face interviews interviewees may have told us what they thought we wanted to hear, especially given that many knew the Peer Educator/staff member conducting the interview personally. This might have meant they were less likely to tell us about problems they had with the program or negative situations in their lives or community (discrimination, violence etc.). We tried to mitigate this through creating a comfortable and safe environment and explaining carefully to each interviewee that we were looking for their honest opinion to make improvements to the program. Generally the detail in

participants' answers, and the use of community leaders and Peer Educators to verify this, excludes the possibility of participants giving us false answers. As such, using qualitative data collection allowed us to mitigate this risk.

Using recall

We asked participants to remember what they did before the training and then after the training. There are limitations on how accurate people's memories are. We tried to mitigate this through what was described in the previous point.

Skills of interviewer

The quality of data collected in interviews is dependent on the skills of the interviewer. We tried to build interviewers' skills by training them informally before interviews, sitting in on the interviews with them to assist, and debriefing on each interview afterwards. Overall we saw staff/Peer Educators build strong skills in interviewing.

Data analysis

Quantitative data already collected through the monitoring of Rise Up! was used to ascertain the reach of the program (how many people participated and in which locations).

Qualitative data collected was analysed according to themes using a 'content analysis' method. Data analysis followed these steps:

- All interviews were transcribed word for word. Interviews were translated from Solomon Island Pijin (and in some cases Roviana or Kwara'ae) into English (there is no standardised written Pijin).
- Transcribed interviews were read over
- Themes were developed based on the data. Themes were developed during data collection with Peer Educators who conducted interviews, YWCA staff and PLP staff, and finalised during the data analysis process where we added extra themes as they emerged.
- All content from our interviews that was relevant to our evaluation questions was grouped into these themes. To decrease our bias and increase reliability, two staff members worked on this discussing each piece of content before deciding which theme to put it under. Usually an interviewee's answer would be broken into around two themes.
- Stories and content that was considered a significant example of each theme was shortlisted and a final list created to include in the report.
- The final result was a list of themes, and a tally of how many responses corresponded to each theme. From this we created percentages of interviewees who discussed each theme and a shortlist of stories/illustrations of each theme.

Verification of results

Limitations of the sample and methodology have been discussed previously. It is important that we are able to verify the results interviewees described from Rise Up! so we know that these results are because of Rise Up! and not any other program, life event etc.

Challenges we experienced in verifying the results we saw were:

Interviewees' participation in other programs

In most of the communities Rise Up! was the first program to reach the area. The following is a list of other programs run previously (we could not verify dates) that we are aware of through information from the communities participating in Rise Up!:

- Munda: Dundu community - Save the Children ran a program which covered children's rights (this did not include women's rights)
- Auki: Kwaimanafu community - Red Cross provided water supply (not a similar program). Buma community - the church has a young girls program, and marriage guidance. Rise Up! workshops happened as part of a larger program involving other organisation organised by the Church, including Save the Children (children's rights).
- Honiara: Sistas Savve was run in Feraladoa, Solomon Soap- Ranandi and White River communities. We did not see a greater achievement of outcomes in this group (see appendices for a comparison). This was perhaps due to the small number interviewed and because we only included comments specifically addressing Rise Up!. Because many Honiara interviewees have moved around there is a possibility they have also attended other programs.

Participant's ability to recall

We relied on participants recalling what they were doing before and after the program. There are limitations here as people's memories are often inaccurate.

How these challenges were addressed

Community leaders were used to verify results

Community leaders were interviewed in order to verify the outcomes participants discussed. They live in the communities where we collected data and many of them knew participants personally so they were able to describe results they observed after training. We have analysed their responses separately under 'findings and results' and the percentages of leaders who discuss each outcome can be compared to the percentage of participants. However, we found that many community leaders were not around or

involved in the community enough to observe everything, their responses just give an indication.

Peer Educators used to verify results

Peer Educators conducting the interviews were used informally to verify participants' answers and stories. Again, Peer Educators live in the communities where we collected data and knew participants personally, many of them were relatives. As such Peer Educators were well placed to have observed firsthand the changes participants described.

Only including outcomes that attribute to Rise Up!

In all data analysis we tried to separate Rise Up! from the work of other programs (for example Sistas Savve) by only including comments where participants specifically addressed the Rise Up! training. This was particularly true for Sistas Savve participants in Honiara. Limitations here are that participants may not be able to recall which program caused changes, or that the outcomes of different programs cannot be separated from one another. Therefore when analysing data, we only included points participants made where they specifically drew a link to before and after Rise Up! training (not any other training), and where the link looked attributable to the Rise Up! program. As such we see that interviewees who attended the full Sistas Savve training did not achieve greater outcomes (see appendices). If participants described outcomes 'after training' and discussed events at school or within their families, this was also not included in our data analysis. In addition if participants just described a leadership activity they participated in without specifying when they did it, this was not included.



Angela Lomasia (YWCA Program/Events Officer) undertakes an interview in Auki

Findings and results of the evaluation

Themes that came out of our data analysis will now be discussed according to our original evaluation questions. Quotes from our interviews that were considered significant examples of each theme have been included.

We have only discussed themes which significant percentages of interviewees discussed (over 10%). Percentages stated are of (female) participants who discuss each theme out of the 55 female participants interviewed. Within this sample participants have had various levels of involvement in the program (see 'sample'), from participating in Peer Educator run workshops; 4 day workshops; participating as Peer Educators; and having completed a full 10 week Sistās Savve program.

In the case of themes that only apply to Peer Educators a percentage has been taken from the 12 Peer Educators interviewed who discussed the theme. The percentage of the 15 community leaders discussing each theme will also be stated. Percentages presented of these later two groups need to take into account the small sample size of each group.

To what extent is the program meeting its expected outcomes?

Outcome 1: Young women are leading positive change in their communities

Participants have become leaders or increased their leadership after the training, especially in the church and school - reported by 47% of participants / 25% of community leaders

After training many participants took up responsibilities as leaders in the community, usually formal positions in the church and schools, such as, women's and youth group leaders, Sunday school teachers, school prefects, class captains, head boy and head girl.

I came back inside my community and involved with the youth, Sunday school and Women's Ministry and from the training I learn a lot from leadership and other agendas. I become secretary in the building committee in our village to contribute ideas for building of the rest house for our church and I was elected for assistant coordinator of the Sunday school.

After I attend the training I applied to become the local court clerk. Before, only men worked on that position, no ladies took up the position. After I applied, they accepted me. People were amazed to see a young girl like me to take the position, to sit at the front and do the filing and recording and talk about land disputes. Through the training, I got the confidence to sit in the court to talk with the chiefs and with older people, and to deal with land disputes. I learnt a lot from training, it helped me a lot, and now I am part of justice and making decisions.

Rise Up! participant, Auki

Outcome 2: Young women are more confident and identify as leaders in their own communities

Participants have increased confidence after training - reported by 53% of participants / 25% of Community leaders

After training young women participants describe themselves as having courage to speak their views, to contribute more to their family and community, to make decisions about their lives, and to convince others that they have rights.

Yes, their confidence has stood out... Especially this year when people started back at work, the girls have a lot of confidence to work inside the community. Now all the girls have confidence to come out and join the meetings that the community or the church holds.. They are willing. This is different to previous years. They used to hesitate, or hold back, but not now. Their confidence stands out in the way they behave in the community.

Male community leader, Munda

After training participants are speaking out in their community and family about their views and opinions – reported by 49% of participants / 25% of community leaders

Participants report ‘speaking out’ about their views and opinions in their families and communities often because of an increased awareness that they have a right to do so.

“Before the training, I went to the community meetings - about community works, digging pipes and land rights - but I didn’t speak out. But at the community meeting last week, I stood up and talked for the first time. Everyone in the community said they were happy to hear me talk. Before the training, I thought I didn’t have the right to make decisions. But now, I know that leaders have to hear the views of women”.

Rise Up! participant, Honiara

Participants have increased self-esteem after training – reported by 22% of participants, 13% of community leaders

Participants describe increased self-esteem after training. They describe developing knowledge through the training that they are important too, that they have a right to take leadership, and that they have a right to speak their views. They report that this knowledge increases their self-esteem.

“Before the training I was scared to talk but now I can speak in community meetings. I am brave enough to speak. I used to think poorly of myself, that I was not educated enough to speak. Now I think more highly of myself. This happened because of the training. The women’s rights topic was what made the change happen for me to speak out in public.”

Rise Up! participants, Honiara

Participants are more able to negotiate with their husbands after training – reported by 15% of participants

After training participants report increased confidence to approach their husbands and negotiate with them on decisions in the family, housework, raising children etc. Participants report using the argument that not only men have rights but also women. The result of this is that women are exercising more control and have more say over issues in the home and family.

“Some things have been difficult with my husband in the past. After the training, I told him that he must help me around the house. Now we teach each other... I say that I have rights now. I bring out the paper handouts we were given during training and explain them to my husband. After the training we started to work together instead of my husband just telling me what to do. Now when I am sick and I need him to help out around the house he accepts. This has been hard because he paid a bride price for me so thinks that I should work for him. Now after the training we can work together.”

Rise Up! participant, Honiara

Outcome 3: Community members recognize the leadership potential of young women

Participant’s families and community have increased respect for them after training – reported by 31% of participants / 13% of community leaders

Interviewees reported that family and community members started to understand young women participant’s abilities better after training. They had increased respect for participants because they saw them grow in confidence, take up leadership roles and demand more respect from their families and communities.

'Girls in the community have a lot of problems that the community sees as rubbish. But their involvement (in leadership) has made an impact because the community has started to understand why the girls engage in behavior that the parents are not happy with. Since they started to get involved with the community and involved in leadership, especially meetings, the girls have a voice and parents understand them.'

Male community leader, Munda

Communities and families encouraging participants to attend training or supported the program – reported by 15% of participants

Interviewees reported that families and communities viewed the program as important to the participants personally and valuable because of what participants could offer the community after the training.

'I saw your program was really good. Certain female students were set free from some of the things that pressed down on them and their rights.'

Male community leader, Munda

Outcome 4: Young women are knowledgeable and skilled, and are sharing information with their peers in the areas of human rights, women's rights, gender, public speaking, and leadership

Participants are sharing what they learnt through Rise Up! with family, peers and other women in the community, usually informally – reported by 93% of participants / 25% of Community leaders

After training participants shared information they learnt about human rights, women's rights, gender, leadership and public speaking with other women who didn't attend the training. This usually happened informally with members of church women's groups, their husbands, family members and peers in the village.

'After the training I went back to my community, and the women there were really interested in what I had learnt. They wanted to know what women's rights were. I was surprised, I thought they would know about these things. We would meet on the roads and talked and they would be really interested. They asked me to talk to their community group. It was there that many of them realised what it [women's rights] was all about.'

Rise Up! participant, Munda

Participants have increased knowledge of five topics after training and increased understanding that they have rights – reported by 78% of participants / 50% of community leaders

After training participants report increased knowledge on human rights, women's rights, gender, leadership and public speaking. Participants also report more awareness that they have rights and they understand what this means for their lives.

I thought leadership was just for men but when I came here I understood women have rights too. At our home, we think only men have rights but when I came here I heard that woman have rights too. I came and told my kids and husband about leadership and human rights.

Rise Up! participant, Honiara

*Participants think leadership is about being a good mother/housewife/leader in the home – **reported by 11% of participants / 13% of community leaders***

Interviewees described leadership as about being a good mother and housewife. This can be considered as a starting point for improving awareness on women's leadership in the Solomon Islands. Whilst it may reflect gender norms, changes begin within the realities of women's daily lives.

'Many people do not realize that leadership also happens in the home and even when you are a housewife you are practicing leadership. People need to know about this as it will change their perception of what leadership is and will make them realize that anyone can be a leader, not just those who went to school.'

Male community Leader, Munda

What are some of the unexpected outcomes that have occurred as a result of the program?

*Participants' communities are working together better, or working better with other communities - **reported by 13% of participants***

Participants report that the training facilitated good relationships and unity between families, communities and tribes.

'The program helps me travel to communities or places where I have never been which means that the programs helps me to meet new friends, new people with different cultures and beliefs. We share and interact with each other which is a good thing for me.'

Peer Educator, Honiara

Participants are reducing child abuse after the training – reported by 13% of participants

Participants report reducing mistreatment and abuse (physical and verbal) of their children after training.

'The training was really nice, it was a challenge for me as a mother of five children. Some of the areas that I hadn't covered before were really helpful, like how to treat children who are too upset to go to school. They have a right, I can't abuse them or force them to go to school because maybe they are sick. I must understand children and be patient with them.'

Rise Up! participant, Auki

Which strategies have been critical to success in the program and what are the strengths of the program?

The Rise Up! training manual is important for Peer Educators to run good workshops - reported by 58% of Peer Educators

Peer Educators described the training manual as very important because it provided a structure for their workshops and all the information they needed to run them. They described the manual as easy to understand and appropriate for their audience. Most Peer Educators are working in a context where they do not have access to other information on these topics.

Rise Up!'s participatory approach, including using games and drama, has been effective in educating participants - reported by 24% of participants

Rise Up!'s participatory approach to learning has been very effective. Participants said they struggle to learn things from theory alone and liked the practical activities, games and drama inside workshops. Participants said these helped them to make sense of the topics which otherwise might have been complicated.

'I really like the setup of the program. The drama activities gives us a clear understanding. We might forget if the program was just talking and us listening. The drama activities makes it hard for us to forget.'

Peer Educator, Auki

*Rise Up! training is at the same level as participants (language, level of knowledge, cultural understanding, peers as trainers) - **reported by 15% of participants***

The Peer Educator model has been a successful way of running the training because trainers deliver training to their peers and the training manual has been pitched at an appropriate level. Participants found it easy to understand the topics because the Peer Educators explained them in terms that made sense to people of that age group and community, they used their local languages when needed and they were seen as being approachable by the participants.

*Handouts are used to continue participant's learning and to share information with others - **reported by 11% of participants***

Participants used the handouts from the training to share and give credibility to discussions they had with their husbands, family members and peers. Participants reviewed the handouts over time to remind themselves of the topics.

This shows how important it is for Peer Educators to use handouts during each workshop. It also demonstrates there is potential for Rise Up! to make the gains from the program more sustainable by giving participants take home materials to continue with what they learnt.

What have been the barriers to achieving our expected outcomes & what are the weaknesses of the program?

*Solomon Islands Kastom is a barrier to women exercising rights and leadership - **reported by 38% of participants / 44% of community leaders***

Community values and attitudes make it difficult for women to take up any leadership or participate in decision making. This is attributed to Solomon Islands *Kastom* which stipulates that men are the head of families and communities and they are the ones to make decisions. This is especially true in Malaita Province and other patrilineal areas of the Solomon Islands.

'Before the training, my community and family members looked down on me because of our culture. They expected me to behave like a women and to perform house duties, not to have more power than men.'

Peer Educator Munda

Participants' husbands and men are a barrier to women exercising their rights and leadership - reported by 36% of participants

Participants described their husband and other men as a barrier for them to become leaders or exercise their rights. They described men as looking down on women and regularly spoke to them in an unsupportive or abusive way which prevents them, or reduces their confidence, to achieve program outcomes.

'They are just frightened, they would like a [leadership] position but they are frightened to stand up in front of people and speak. Some women's husbands stop them and say, 'Men should take those positions, you women don't need to'. Churches and some men stop women from feeling like they can take those positions. They would like to but some men speak to them so don't do anything.'

Rise Up! participant, Honiara

Participants' communities and families look down on young women and are a barrier to the program – reported by 24% of participants

Participants reported that families and communities looked down on young women and did not believe it was possible or appropriate for them to take part in leadership inside their communities, exercise their rights or attend the Rise Up! program.

'We had the courage to be involved in public programs and talk in public, but we look down on ourselves. What they say is, 'they are girls they don't need to go, just let the boys go' so we doubt ourselves. Sometimes in family life they don't respect us, even though we joined the program.'

Rise Up! participant, Munda

Low self esteem/confidence/fear is a barrier to the program– reported by 22% of participants / 13% of community leader

Low self esteem, a lack of confidence and fear are barriers interviewees reported make it hard for women to exercise their rights and leadership inside communities and families. This could be the result of community values and attitudes about the capacity of young women.

'Some people don't feel comfortable to take up responsibility because they don't feel because they didn't have an education or go to school- they don't want to do the wrong thing. Some people are just frightened- frightened to take up responsibility and don't have high self-esteem. The main one is culture. Our Kastom, is that girls are not allowed to take up leadership. It's taboo for them to stand up at the front if their brothers are there. Time has passed and still that belief stays with the girls. It limits their potential to become a leader because there is that fear and they just hold back. Lots of good leaders stay back because of that.'

Male community leader, Munda

*Participants' parents are a barrier to young women exercising their rights and leadership and a barrier to them participating in the program – **reported by 11% of participants / 13% of community leader***

Interviewees reported intergenerational conflict and a lack of understanding between older people and young women. Many parents don't trust their daughters and won't allow them to participate in programs or support them to take up responsibilities inside their families and communities. This shows a need to further inform or involve parents within Rise Up!.

'Some girls are not trusted to go around at night because they have bad backgrounds. So when they want to join the program, the parents stop them. So that's why some girls can't join the Rise Up! program.'

Peer Educator, Munda

*Young women are seen as not having enough knowledge/education to become leaders and not having enough knowledge of their rights to exercise them – **reported by 13% of community leaders***

Community leaders reported that young women feared they were not educated or trained and therefore not good enough to become leaders, speak for themselves, or exercise their rights.

'As Melanesian people, we look down on women. When they don't go through training, we see them as not being useful inside communities. ... when young ladies don't go through training everyone looks down on them and sees them as not fit for speaking inside the community and doing anything like that. But after training, for me what I know myself, is that after training some are fit for having some responsibilities inside the community.'

Male community leader, Auki

There is poor communication between Peer Educators/ staff on Rise Up!- reported by 50% of Peer Educators

Peer Educators discussed poor communication between the YWCA and Peer Educators, the Honiara and Munda offices and between Peer Educators and the Peer Educator team leaders.

The main reason cited for poor communication with Peer Educators was that Peer Educators do not have mobile phones, or had mobile phones but changed their numbers regularly. This meant that the team leader struggled to contact them regarding the program.

Solutions proposed to address this poor communication included regular meetings with set dates between Peer Educator team leaders and Peer Educators, purchasing Peer Educators mobile phones, or Peer Educator team leaders keeping an up to date contact list for all the Peer Educators with Peer Educators keeping an up to date contact list for all the Peer Educators with Peer Educators contacting them when they change their number.

'One of the disadvantages is that information was not passed on correctly ... In the office we don't understand the information, so when we pass it on to our peer groups it's incorrect information. What Honiara tells us might be correct, but what the team leader passes on to the Peer Educators might be different.'

Peer Educator, Munda

Peer Educators lack time/motivation to work on Rise Up! - reported by 42% of participants

Peer Educators discussed how work, study or family commitments were a major reason why we currently have very few active Peer Educators even though 20 were originally trained. Peer Educators recommended that if we train more Peer Educators, we should train those who are not in work or study.

Peer Educators in Munda also described a lack of motivation towards the Rise Up! program. This could be related to a lack of support from families and communities for their participation in the program. The YWCA needs to use the office in Munda to better support and communicate with the Peer Educators. Motivation could be addressed through more training, better communication, and more incentives, such as an increase in the Peer Educators' allowance.

Parents/community don't trust YWCA/Rise Up! program - reported by 16% of participants

In Munda interviewees discussed a lack of trust in the YWCA as an organisation. In Munda and Auki gatekeepers such as parents were suspicious of their daughters participating in the program. Interviewees hinted that parents believed girls were engaging in sex outside of marriage or drinking alcohol through their participation in the program. We are unsure if this is a result of misunderstanding about the topics in Rise Up!. There is a misunderstanding in some communities on the concept 'women's rights' and a belief that it means women can 'do what they want' or 'women will take power from men'. This shows that more work needs to be done to fully brief community leaders and families about the program before it starts in a community.

Community leaders/teachers/parents were not involved in Rise Up! enough - reported by 11% of participants / 38% of community leaders

Without the support of gatekeepers like teachers, parents and community or church leaders, interviewees said that it is a lot harder for young women to exercise their rights or take up leadership. Rise Up! needs to further target the structures in place preventing young women from exercising their rights and taking up leadership, and target people in positions of power.

Suggestions for including gatekeepers and community leaders were:

- Peer Educators should brief community leaders or parents extensively before Rise Up! is run in a community. This will reduce any misunderstanding about the topics, will prevent people from feeling suspicious about the training and will enable young women to be supported by community members when they take up leadership roles and exercise their rights.
- Rise Up! should target communities where leaders are supportive and ready for change to take place within their communities.
- Leaders, teachers or parents should be encouraged to sit in on the training (this has happened in some of the trainings). However, it is possible that including these people in the training may discourage some participants from sharing their thoughts or fully participating in the program.

'If we want to help girls, I think, we need to include church leaders or community leaders, chiefs, village organisers and any leaders in the community. If leaders in the community can help us and if we can influence leader to recognise the potential of young girls then people in the community will accept women as leaders very easily and quickly ... If we want to empower women, I think they just need support and recognition, if they know that the community recognises their potential to become leaders then they will come out and do something, but if not then they will feel insecure and say 'hey leaders don't recognise me why would I come out and do work if people oppose me'.

So the first thing to influence leadership is to recognise the rights of women. The second one is report back. If those that you trained can make time, with or without you, to report back to their community then the community will take ownership of what the young people are doing. If they report back and if the community takes ownership then they will value and safeguard what the young people do.'

Male Community leader, Munda

*Training needs to encourage participants to be more obedient to their husband - **reported by 25% of community leaders***

Several community leaders suggested the program needs to encourage women to be more obedient to their husbands and become 'good women' or 'good wives and mothers' in that they followed their duties according to gender stereotypes. This highlights the structural barriers Rise Up! faces and the attitudes and values of some leaders in the communities we work with.

What is the future of the program and how can it be improved?

*YWCASI needs to train more Peer Educators - **reported by 50% of Peer Educators***

Peer Educators said there were not enough active Peer Educators to continue the program. If one of the Peer Educators is sick there is often no one to take their place and run training. Many Peer Educators, especially from Honiara, have moved overseas, taken up work or study, or have family commitments. In Honiara we currently have only one active Peer Educator.

This might also demonstrate the impact Rise Up! has had on Peer Educators. They have increased their capacities through the program such that many have moved into study or work afterwards. However, because Rise Up! is implemented almost entirely by Peer Educators, it is important that we train more Peer Educators, in particular those who are not working or studying and will have time to run the program, so that the program can continue.

'Rise Up! should give vacancies [to apply to be a Peer Educator] and to make this happen we should run workshops in a lot of communities ... If we do more workshops, we need to educate some new Peer Educators so that Rise Up! keeps going..'

Peer Educator, Auki

Peer Educators need more training/resources - reported by 50% of Peer Educators

Peer Educators interviewed said they need to continue their learning and ensure they can answer hard questions about the topics by those in their communities who oppose women's rights and leadership. Peer Educators have participated in the 4 day workshops and TOT training but are not receiving any ongoing training. More training and resources is particularly important for Peer Educators based in the provinces as they do not have access to information, the internet etc.

Peer Educators in Auki suggested having reading materials they could use to research Solomon Islands law and Kastom etc so they are better equipped as trainers. Another option is to run a TOT every couple of years to update the Peer Educators knowledge.

Rise Up! needs to be financial sustainable/conduct fundraising - reported by 42% of Peer Educators

Peer Educators want the program to continue but do not want to be reliant on YWCA for funding so suggested fundraising themselves (for example selling fish).

Peer Educators need more support from YWCA - reported by 42% of Peer Educators

Peer Educators interviewed discussed needing more support from YWCASI. This included wanting regular meetings and stronger communication from staff. This is particularly true for Peer Educators outside of Honiara as the distance and lack of technology in the provinces makes regular contact very difficult. This could be addressed through recruitment of a Program Coordinator employed specifically for the Rise Up! program.

Rise Up! needs better work plans/budgets/evaluations - reported by 33% of Peer Educators

Peer Educators interviewed thought Rise Up! needed better planning in the future. Involving Peer Educators who are not available full time in planning, budgets and evaluations is a challenge. However, the YWCASI needs to ensure that there is good

and regular communication about program directions, finances and the results of the program with Peer Educators.

Rise Up! workshops need to be longer- reported by 33% of Peer Educators

Peer Educators reported that workshops of 1.5 hours are not long enough to fit in all the material from the training manual. Activities and question time is time consuming. Peer Educators reported needing 3 hours or half a day to explain to participants who are struggling with the topic and may never have heard of the concepts.

In some communities only one topic was covered. In order to ensure sustainable outcomes some people have suggested that the program needs to cover at least three topics per community, or needs to run the 4-day format per community.

The training manual can be used in its current format for half day training, but it may need to include more activities if each topic was extended to a full day. Peer Educators might also need more training if workshops were extended from 1.5 hours per topic to 1 day per topic.

'It's hard for participants to understand one or three topic in one day ... We need to hear more questions from the participants and give the Peer Educators more time to study and concentrate on the topics during the day. Sometimes we just squeeze all the topics in one day, we cut corners, we move from one topic to the next, but what's important is that participants come to understand the topics. Some are very long topics.

Peer Educator, Auki

Training /education is important for women to take leadership/exercise rights - reported by 24% of participants / 31% of community leaders

Interviewees recommended that if other women were to fulfil the objectives of Rise Up! then they would need to be trained or educated, for example through the Rise Up! program or other training and education opportunities. Interviewees described women as not having the skills or knowledge to become leaders/exercise rights if they have not received training.

Rise Up! needs to train men and boys - reported by 24% of participants / 31% of community leaders

Interviewees said the program needed to work with boys and men because young women could not explain or negotiate by themselves with male family members or husbands. They needed the program to give credibility to what they said to their husbands, men would not support and allow women to exercise their rights and take up leadership needed unless they were trained in these topics.

'We would like to do any other program you offer. We would also like our husbands to attend the training. It doesn't work just to tell them about it, they need to attend. Especially the Rise Up! program, so they can support women...'

Rise Up! participant, Honiara

Rise Up! needs a follow up - reported by 20% of participants / 19% of community leaders

Interviewees said participants need to be given space, support or materials to continue with what they learnt in Rise Up!. Many people noted that the program left their community after training finished and did not ensure the gains made by participants were sustained. Some suggestions were made for a follow up including:

- Participants giving presentations on what they learnt in community/church forums
- YWCASI giving materials to teachers in schools so they can integrate the 5 topics into the curriculum after Rise Up! leaves their community
- Rise Up! returning to communities to cover more topics

A strength of the current program is that Peer Educators live in their communities amongst participants and informally promote and advocate for women's rights and leadership. However, YWCASI needs to give communities more ownership over the program to ensure sustainability.

'I think it would be good if you can assist participants with some materials so that the link is not cut between you, them and the communities. I would like for you to strengthen that link and make sure you follow up with them to make sure the program is carried out. Otherwise what you do is you do a workshop and then you come back and there is no impact. Because after all, we want a result, an impact'

Male Community leader, Munda

Rise Up! need to include topics on sexual and reproductive health and rights (SRHR): reported by 11% of participants / 38% of community leaders

Interviewees identified a big need for the program to address SRHR, in particular teenage pregnancy and sexually transmissible infections (STIs). It was interesting to see

that addressing this issue, which is sensitive in the Solomons, had the support of many community leaders who we interviewed.

*Rise Up! need to reach new communities especially remote areas - **reported by 24% of participants***

Peer Educators reported more demand for the program than they could keep up with. Those interviewed wanted the training to reach more very remote areas where people cannot access information or services and to reach communities and individuals who applied for the program but were not accepted due to high demand.

Conclusions

Conclusions are based on the data analysis described above. They will be outlined using our original evaluation questions.

To what extent is the program meeting its expected outcomes?

- **Young women are leading positive change in their communities & young women are more confident and identify as leaders in their own communities.**

Half of participants interviewed reported increased confidence, speaking out in their communities and families about their views and opinions, and increasing their leadership. Leadership was predominately informal positions inside churches, communities and schools. After training participants became Sunday school teachers, took positions in women's church or youth groups, or became school prefects. A quarter of community leaders interviewed were able to confirm they had observed this happening.

In Solomon Islands communities, church groups and schools are the major institutions. In particular, churches play a powerful role in setting normative standards. The fact that Rise Up! has enabled young women to take leadership roles in these important institutions attests to the significant impact the program has made. Rise Up! has created space for young women to be part of decision making in their communities and make their voices heard on issues they see as being important.

- **Community members recognise the leadership potential of young women.**

A third of participants reported that their families and communities have increased respect for them after the program. Considering the negative attitudes towards young women in many communities this is a big achievement and demonstrates that the training enabled participants to 'convince' their communities to recognise and respect them. Community leaders showed they recognised young women's achievements. They reported increases in participants' confidence and knowledge, with many leaders observing them take up leadership positions.

- **Young women are knowledgeable and skilled, and are sharing information with their peers in the areas of human rights, women's rights, gender, public speaking, and leadership**

Almost every participant reported that they had increased their knowledge on the 5 topics. The majority reported that they were sharing what they learnt in Rise Up! with family members, women in their village, or their husbands. Therefore another outcome of Rise Up! is that it has reached more people than the direct participants. The participants, particularly the Peer Educators, have become advocates for change in their families and communities using information from Rise Up!.

- **What are some of the unexpected outcomes that have occurred as a result of the programme?**

Several themes we saw were unexpected. A number of participants reported an increased ability to negotiate with their husbands, and a number of participants who were mothers reported decreasing abuse of their children.

Given our small budget, it was unexpected that YWCASI was able to reach so many people through the Rise Up! program.

We did not originally plan to reach males and older women through the program because our target group is young women aged 15-30. Young men were involved in the program due to demand and because their support was seen as necessary to promote women's rights and leadership. Older women we also involved in the program due to demand and because of the mentoring role they were able to play with younger women during the training.

- **Reach**

We never anticipated we would reach over 700 participants through the program. Originally YWCASI was not sure that Peer Educators would be able to run sessions in their communities. However these sessions now account for the bulk of the program. Rise Up! has become a grass roots program largely run by young women Peer Educators changing attitudes within their own communities and changing the capacities of their peers.

The extent to which Rise Up! has met its planned outcomes shows that the program is very effective and has achieved the outcomes it planned to achieve in three years. These outcomes were also verified by community leaders. We found the program to be a strong model that is well implemented and is ready to continue into the future, albeit with some small adjustments.

What are the strengths and weaknesses of the program?

Some small adjustments to Rise Up!'s design are needed but overall it is running well and achieving impressive results.

Strengths

- **Peer Educator model and current curriculum**

Many participants discussed the training being 'at their level' and Peer Educators were very satisfied with the preparation (training and materials) they received to do their job. We have shown that a participatory approach to learning has been effective - a quarter of participants said drama and games were helpful in enabling them to learn. A number also found the handouts they received enabled them to continue their learning and pass on information to others. The increases in knowledge and changes in behaviour also demonstrate that using this model has worked well.

Weaknesses

- **Support for Peer Educators**

YWCASI needs to support and continue the learning of our current Peer Educators as well as ensure good communication with them. We need to train new Peer Educators as we do not have enough, particularly in Honiara, to continue running Rise Up!.

- **Planning**

We need clearer goals for the program and stronger systems for documenting and monitoring what we are doing.

- **Structural barriers**

A lot of participants described the low status of young women in the Solomon Islands, and their relationship to their families and communities, as a barrier to achieving program outcomes. Around a third of participants described discussed Solomon *Kastom* or culture which values women less than men; husbands and men who prevent or discourage women from exercising their rights or taking up leadership; and their families and communities who look down on young women. Interestingly, more community leaders than participants identified *Kastom* as a barrier to the program outcomes. This potentially shows leaders' readiness to support change within community values and attitudes. Other barriers included low self-esteem and fear, and parents discouraging and preventing young women from achieving program outcomes.

There was a lot of support from participants and community leaders to involve men and boys in the training in order to create an enabling environment for young women to exercise their rights and take up leadership. Around a quarter of participants and community leaders thought men and boys needed to be part of the training.

These themes demonstrate a need to work further with Solomon Islands social structures and with leaders. Many leaders already recognise *Kastom* and social structures as a problem and may be willing to help change happen.

What is the future of the program and how can it be improved?

In order for the outcomes of Rise Up! to be sustainable, YWCASI needs to:

- **Work on the program design** of Rise Up! and make clearer goals
- **Address structural barriers** through a YWCASI advocacy strategy and through the Rise Up! program itself which could work more closely with gatekeepers, parents, teachers and community leaders.
- **Give further support to Peer Educators:** In particular those in the provinces. We rely on Peer Educators to implement the program and therefore need to invest more training, communication, and support into them. We also need to train up new Peer Educators as we currently do not have enough, especially in Honiara and Munda.
- **A follow up:** Rise Up! needs to enable participants to continue with what they have learnt either through providing materials for ongoing support, working with community groups, like the school or church, or running follow-up training. In addition, Peer Educator run sessions are currently very short. It may be that we need to run at least 3 sessions per community, and make each session longer (3 hours or half a day) in order to see sustainability with our outcomes.

Peer Educators from all three provinces reported that there were more communities requesting the Rise Up! program than they had the resources to reach. In addition many within the communities reached missed out on participating due to limited places. For this reason, it is recommended the program reaches out to more communities, and especially hard to reach or vulnerable groups.

Specific recommendations will be discussed further under the following section.

Recommendations for the future of the Rise Up! Program

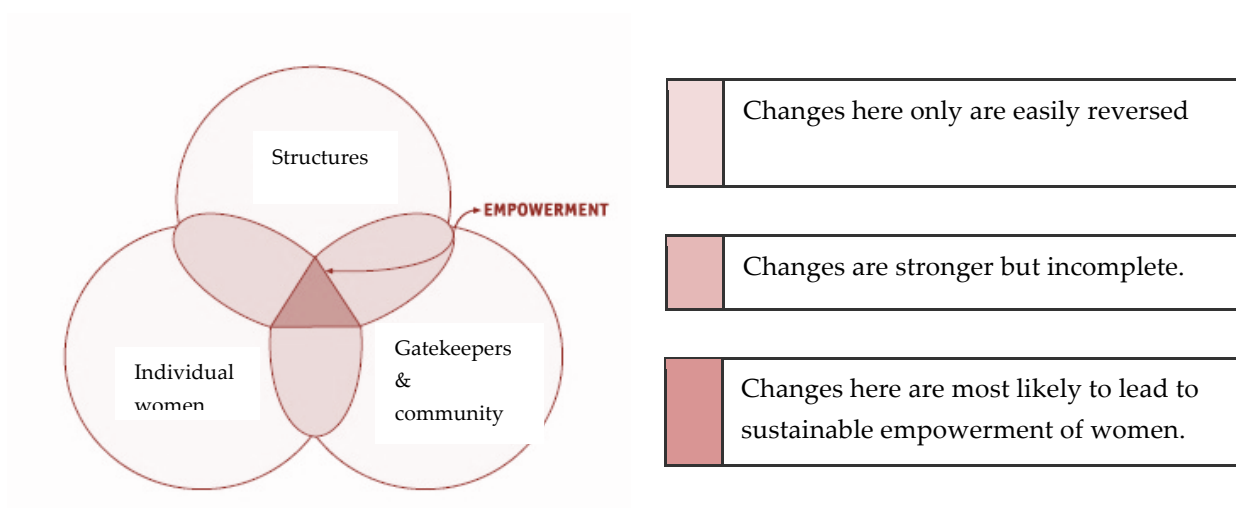
Recommendations have been created based on what Rise Up! participants, Peer Educators, and community leaders told us in interviews and based on discussions in August with PLP and YWCASI staff including the General Secretary and Program Manager. These recommendations consider the priorities of the YWCASI and the views of staff involved in Rise Up!.

1. Work to create structural level changes/work with leaders and gatekeepers

Big men and Chiefs, priests, pastors and male leaders throughout all sectors of Solomon Islands society are crucial stakeholders and are key part of the leadership process in changing attitudes towards young women.

According to our interviews and the literature, Rise Up! and the YWCA could benefit from working with structures, community leaders and gatekeepers more to maximise good outcomes. To describe this further:

Changes that lead to women's empowerment (1):



- **Structures:** The environment that influences or dictates women's choices. Formal structures include governments, religions, education systems, identities (eg. race, class) and the distribution of resources
- **Gatekeepers and community leaders:** Women's ties with husbands, family members, their community and leaders. These individuals influence a women's life directly and profoundly
- **Individual women:** Their skills, knowledge, confidence, self-esteem etc

Achieving outcomes in one area is not enough to change the status of women in the Solomon Islands. We need to address all three areas. At the moment we are focussing on the individual level but we must also work with gatekeepers/community leaders and structures through the program or within the YWCASI.

Suggestions for doing this are:

- **Develop an advocacy strategy to work with 'structures':** The Rise Up! program can be modified to include gatekeepers and leaders like teachers, parents and community leaders. Larger 'structures' like the Solomon Islands Government can be addressed through an advocacy strategy that the organisation as a whole (such as events and communications staff) work on.
- **Peer Educators run workshops with community leaders and teachers:** Peer Educators could cover topics with teachers and leaders before they start training young women participants.
- **Peer Educators spend longer on their scoping trips** so they can informally talk with parents and leaders about the program in order to gain their support and participation. This might be 1-2 days.
- **Inclusion of Men:** about a quarter of participants interviewed, wanted men and boys included in the program so that they could support or allow their wives, daughters and female relatives to make changes. Including men is something we have been doing informally already. YWCASI needs to consider if working to a greater extent with men would mean spreading our resources too thinly and deprioritising our target group of young women.

2. Resourcing the program further

To ensure Rise Up! can achieve outcomes into the future YWCASI should look at further resourcing for the program. Suggestions include:

- **A project coordinator for Rise Up!:** The Rise Up! program would benefit from having one staff member who was responsible for the oversight of the program. This would mean Peer Educators in the provinces could receive more support and regular communication. It would also improve documentation and monitoring of the program because these tasks would be the responsibility of the project coordinator.
- **Training more Peer Educators:** to replace those who are no longer active. It is suggested that we target young women who are not working or studying and can therefore commit time to the program.
- **More training for current Peer Educators:** Peer Educators who are still active need ongoing learning and training if the program is to continue. Peer Educators in Auki suggested getting reading materials they could use to research Solomon Islands law and *Kastom* etc. so they are better equipped as trainers. Another option is to run a TOT every couple of years to update Peer Educators' knowledge. The addition of a topic on SRHR would be another opportunity to offer current Peer Educators additional training and skills.
- **More support & better communication with Peer educators:** Peer Educators reported communication problems with the YWCA office and Peer Educator team leaders, this has also been reported vice versa. Solutions proposed include regular meetings between staff, Peer Educator team leaders and Peer Educators, Team Leaders to keep updated list of phone numbers (there are problems contacting Peer Educators), and maybe providing Peer Educators with phones. It is also recommended that Peer Educator's allowances for running workshops is increased (from \$50 per session for Peer Educators and \$100 for Team Leaders) in consideration of the time involved in organising workshops and in order to increase Peer Educator motivation.

3. Clarifying program goals and objectives

Before the next stage of Rise Up! begins more work needs to be done on creating a solid program plan. This was not initially created due to limited time and resources. The program has evolved and is delivering great results but in order to continue some work needs to be done clarifying the direction we want the program to move in.

- **Defining our goals: 'leadership' 'positive change' 'rights':** Because there are many different types of leadership and many different types of positive change

we need to be clearer about our goals of young women 'identifying as leaders' and 'leading positive change'. YWCASI as an organisation would also benefit from further describing its vision of women's leadership in the Solomon Islands. There are many 'rights'. We need to ask ourselves what rights are we hoping participants exercise? Are we addressing violence against women? Do we want women to become leaders in the workforce, in the family, inside organised groups (like the church)? Many interviewees described leadership as being a good mother and housewife, is this the kind of leadership we are aiming towards?

- **Future planning:** After goals have been more clearly defined, staff can have a planning day to decide what activities we need to reach the goals/objectives. This can be done using the current YWCASI 'Action Plan' template.

This might mean some changes to the current activities inside Rise Up!. However, it is a relatively new program and we are seeing good results, it would not be in the YWCA's benefit to discard all the work it has done building it up and all the resources we already have. This planning will also clarify what indicators to use to monitor and evaluate the achievement of our goals in the future.

Establishing these goals has been beyond the scope of the evaluation and all relevant staff, especially management, will need to look at it. In considering the goals of the program we should take into account YWCA's strategic vision as an organisation, as well as finding goals and objectives that are SMART (specific, measurable, achievable, relevant and time bound).

4. Reaching more communities and 'hard to reach'/vulnerable groups

According to Peer Educators there is more demand for the Rise Up! program in every province than we can meet, this includes demand to become Peer Educators. In particular, it has been suggested that we target those most in need such as vulnerable and hard to reach groups. This might include:

- Young women with disabilities:
- Remote rural areas: Young women in these areas have very limited access to information, services and programs.

'If I don't arrange transport it's hard for them to join because their parents say, 'You are disabled girls, stay quiet in the house, you are not suitable for anything, and you haven't been educated well so we must hide you'. But it's a right. We abuse girls with disabilities; we must pull them up and make them understand rights and the laws of communities.'

Peer Educator, Honiara

5. Collaboration with other stakeholders

YWCA needs to see how we can work with other organisations and relevant programs in order to resource Rise Up! better. For example:

- **Referring participants onto other service providers:** and providing information so they know what services are available, like police/justice services, Christian Care Centre, Family Support Centre, Solomon Islands Planned Parenthood Association (SIPPA) clinic, SPC Youth at Work (for participants looking for work), Ministry of Women, Stages for Change Theatre group etc. (depending on location)
- **Share our learnings:** with similar programs in the Solomon Islands (like World Vision 'Channels of Hope', Secretariat of the Pacific Community 'Stepping Stones Program' and Save the Children, Oxfam, SIPPA programs). What can we learnt from these program?
- **Look for opportunities for Rise Up! to be included in larger programs:** as we have done with Sistas Savve in Honiara.
- **Include new topics in collaboration with other stakeholders:** for example communities participating in Rise Up! could choose any sessions offered through Sistas Savve according to their needs and the relevant Sistas Savve trainer can run these sessions. This would apply to livelihoods skills training like sewing, paper bead making etc. This could also be a way to incorporate an SRHR topic into the Rise Up! program. Alternatively Peer Educators could be trained to run these sessions themselves, however it is preferable to use existing resources.

6. Improving implementation:

Some parts of the Rise Up! implementation can be improved:

- **Run longer sessions:** so Peer Educators have enough time to fully explain the concepts. This will mean extending Peer Educator run workshops from 1.5

hours to 3 hours or half a day. Whilst it depends on what each community wants we should look at running no less than 3-4 topics with all communities. This is because the gains from one 1.5 hour workshop may be quite minimal long term.

- **Update Peer Educator workshop manual:** We have had excellent feedback about this manual through the evaluation but we could improve it by adding examples of Solomon Islands' *Kastom* to support what we are teaching. Because many interviewees identified *Kastom* as a barrier to program outcomes it is important to equip Peer Educators and participants with the knowledge and skills to renegotiate women's position within Solomon *Kastom* and engage in dialogue about it with their families and communities.
- **Integrating sexual and reproductive health and rights (SRHR) into Rise Up!:** YWCASI has been planning to run an SRHR program for some time and it is a priority area for the organisation. YWCASI should look at including SRHR as a new topic in the Rise Up! program, especially teenage pregnancy and STIs. Rather than creating a new program it makes sense to integrate SRHR into Rise Up! so we can make use of existing resources, staff and organisational knowledge. Some ideas for doing this include:
 - **Collaborate with other organisations:** Solomon Islands Planned Parenthood Association (SIPPA) (based in Honiara and Auki) are already running an adolescent sexual health program, a youth clinic, sessions on our partner program Sistas Savve, and have volunteers who run SRHR related training. It makes sense not to duplicate what is being done already. SRHR topics will be brand new for Rise Up! Peer Educators and can be complex and require a lot of training if we are to equip them well enough to give out accurate information. If appropriate it may make more sense to recruit SIPPA volunteer Peer Educators into the program rather than retrain existing peer-educators and use their pre-existing materials to update our training manual
- **Observers for Peer Educator sessions:** Currently we have observers attending all Peer Educator run workshops to ensure accountability for the money. However, it is a large cost for observers from Honiara to travel to the provinces for the purpose of observation. Can we have Peer Educators running workshops by themselves? Maybe Peer Educators can be trained further in budgeting and acquittals in order for them to be accountable for their own finances. Because most of our Peer Educators have been with the organisation long term, it may be time to hand over responsibility to them. Observers could

be used until we are confident that a new Peer Educator is capable of running sessions by themselves.

7. Ensuring sustainability:

- **Peer Educators need more support:** from YWCA staff and need more training/learning resources so they can continue their learning on the topics. (see above)
- **We need to train more Peer Educators:** currently we don't have enough especially in Honiara. (see above)
- **Need a follow up in communities:** Suggestions that have come out of the evaluation include:
 - Peer Educators leave materials (we can develop some based on the training manual) with teachers in the schools to continue what students learnt in Rise Up! within their classes
 - Peer Educators organise with community leaders for participants to present on their learnings from Rise Up! inside a community forum (such as church group, community meeting etc.). This will build community support for the program as well as enable participants to continue with what they learnt. This can be agreed on with leaders during the scoping trip.
 - Create opportunities for participants to go on with the program by completing a 4 day training and then becoming a Peer Educator.
 - Using the 'social change' topic that has been run in a few communities participants carry out social change projects after Rise Up! leaves their community with informal ongoing support from the Peer Educators.

8. Future monitoring and evaluation

- **Clearer goals for the program:** are important for improved monitoring and evaluation. Once we have a clearer idea of what we mean by 'leadership', 'positive change' and 'rights' we will be able to better *measure* the success of the program through monitoring and evaluation.
- **Improve our monitoring forms:** Currently for each training session we have a cover sheet; Peer Educator self-reflection sheet; an observer feedback form; and participant 'daily evaluations'. Can we condense these forms and/or make sure the information we collect is used?
- **Improve documentation:** although we have worked hard at collecting monitoring data and Peer Educators spend a lot of time on it, unfortunately much of our monitoring data is never entered electronically and gets lost. As a result we rely on staff memories to know what the Rise Up! program has achieved. We need to create shared folders to keep all documentation of

activities and we need clear designation of responsibility for recording/monitoring the Rise Up! program. It is unclear what is the job of Peer Educators and what is the job of staff.

- **Improve what we are collecting data on:** At the moment we are only collecting data on changes in participants' knowledge with the 'daily evaluations' as they report themselves and according to their memories of knowledge before the program. Just because participants have increased their knowledge it doesn't mean their values, attitudes, let alone behaviour has changed. We would benefit from measuring changes in attitudes and behaviour. We would also benefit from collecting baseline data in each community before we run the program rather than relying on participants to recall what they did before the program which is less accurate. It is recommended that the YWCASI creates pre and post program surveys, perhaps adapted from those used by Sistat Savve already (or another program) in order to better monitor and evaluate Rise Up!. Ideally this could also involve checking on participants 3 or 6 months after they have finished the program.
- **Keeping track of our participants:** Currently we do not have a system that works well for recording who has participated in the program, where and when. We need to strengthen this so we know who we are working with. In addition we only collect numbers of males and females. However there are other characteristics of participants which are relevant for our understanding of who we are working with. This includes the age of participants and perhaps an indicator of socio-economic status (like level reached at school). This will tell us if we are working with our target group and if we are working with disadvantaged groups.

Where to from here?

This report needs to be used to plan the next stage of the Rise Up! program and to share with stakeholders what we have achieved so far. To this end program staff/management need to reflect on recommendations and integrate these into our work plans for the Rise Up! program over the next couple of years. YWCASI also needs to use this evaluation to promote our achievements so far and gain future funding for the Rise Up! program.



Auki Peer Educators make an action plan for the Rise Up! program in Auki.

Lessons learnt

The evaluation of Rise Up! has been a significant undertaking by the YWCASI and it is the first time the organization has conducted an evaluation of this kind. The evaluation took more time than expected due to the quantity of interviews, the fact that these needed to be transcribed, and then analysed. In the future an evaluation of Rise Up! might be made easier if our objectives and indicators for the program are made clearer early on. However, YWCASI built skills in monitoring and evaluation throughout this process and we are now proud to be able to showcase our results and move forward with improvements on the program.

Appendices

Interview Questions used

Interview Questions, Participants, Female

1. Can you tell us about any leadership you did in your family or community before the training? And after the training?
2. What makes it difficult for young women to take up leadership and exercise their rights inside families and communities? And what helps them?
3. What did you know about (insert appropriate training) women's rights, gender, leadership and public speaking before the training? And after the training?
4. Can you tell us about the way other community and family members treated you before the training? And after the training?
5. Can you tell us about any times that you shared information with others your age on (insert appropriate training) human rights, women's rights, gender, leadership and public speaking before the training? And after the training?
6. Can you tell us about 3 things which were good about the program?
7. Can you tell us 3 things you would like changed?
8. Tell us the story of the biggest change for you in the last (period of time since doing the program) months. What has made this change happen?

Interview questions, Community Leaders

1. Can you tell us about any leadership activities the participants did before the training? And after the training?
2. Can you tell us about the way yourself and other community members thought about young women as leaders before the training? And after the training?
3. What do you think makes it difficult for young women to take up leadership and exercise their rights inside families and communities? And what helps them?
4. Can you tell us about how the participants in Rise Up! understood (insert appropriate training) women's rights, gender, leadership and public speaking before the training? And after the training?
5. Can you tell us about any times that Rise Up! participants shared information with others in your community on human rights, women's rights, gender, leadership and public speaking before the training? And after the training?
6. Can you tell us about 3 things which were good about the program's approach

7. Can you tell us 3 things you would like changed?

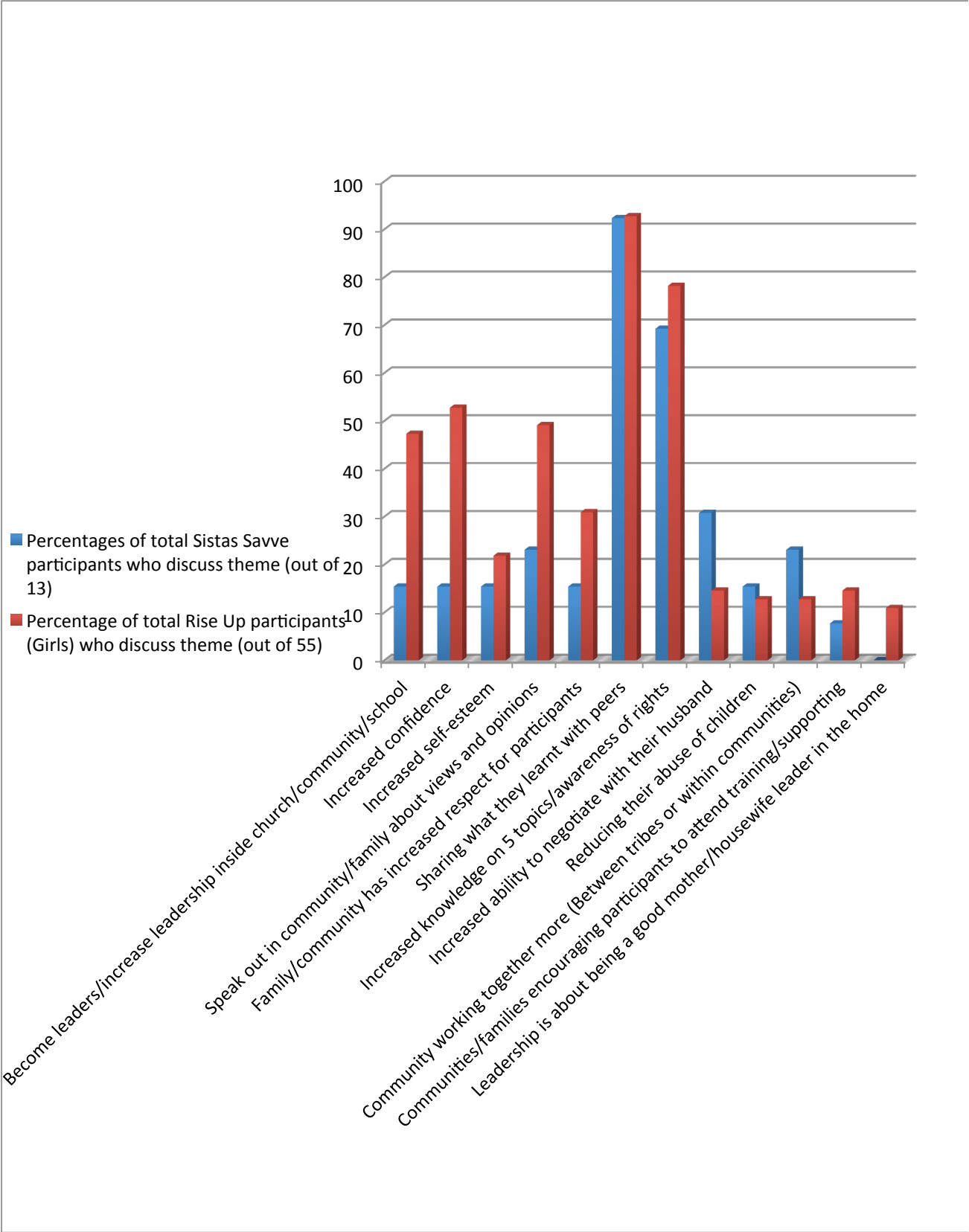
Interview questions, Peer Educators

1. Can you tell us about any leadership you did in your family or community before the training?
And after the training?
2. What makes it difficult for young women to take up leadership and exercise their rights inside families and communities? And what helps them?
3. What did you know about (insert appropriate training) women's rights, gender, leadership and public speaking before the training? And after the training?
4. Can you tell us about the way other community and family members treated you before the training? And after the training?
5. Can you tell us about any times that you shared information with others your age on (insert appropriate training) human rights, women's rights, gender, leadership and public speaking before the training?
And after the training?
6. Can you tell us about 3 things which were good about the program?
7. Can you tell us 3 things you would like changed?
8. Tell us the story of the biggest change for you in the last (period of time since doing the program) months. What has made this change happen?

Interview questions, participants, male

1. Can you tell us about any leadership the young women participants did in their families or community before the training? And after the training?
2. What makes it difficult for young women to take up leadership and exercise their rights inside families and communities? And what helps them?
3. Can you tell us about the way yourself and other community and family members treated you before the training? And after the training?
4. What did you know about (insert appropriate training) women's rights, gender, leadership and public speaking before the training?
5. And after the training?
6. Can you tell us about any times young women participants shared information with others your age on (insert appropriate training) human rights, women's rights, gender, leadership and public speaking before the training? And after the training?
7. Can you tell us about 3 things which were good about the program?
8. Can you tell us 3 things you would like changed?
9. Tell us the story of the biggest change for you in the last (period of time since doing the program) months. What has made this change happen?

Outcomes reported by interviewees who attended full Sistas Savve program compared to interviewees who only attended Rise Up



Consent form for interviews

(To be read out loud to participants and verbal consent given)

1. Purpose and background:

We are collecting information on what people who have done training with the Rise Up! program think about the program. We are doing this so we can improve it and make it better for the future as well as find out what changes it has caused in the lives of those who participated. There is no right or wrong answer so please tell us whatever you think. What you say will not affect your relationship with YWCA.

2. Privacy and confidentiality:

We will be recording this interview so that if we cannot write anything down quickly enough we can listen to it later.

Only the people from the YWCA doing the interviews and data analysis will be able to hear and see the information you give us. We will take out any details that identifies you and lets other people know who you are. We will do this before other people see the information or we use the information to make reports for YWCA and our partners.

3. Participation is voluntary:

Participation in these interviews is voluntary. If you don't want to answer any of the questions or you want to stop the interview, then just let us know or say 'pass'.

If you decide after the interview you want to take back any or all of the information you gave us then please call us and let us know.

If you don't want to participate at any point this will not affect your relationship with the YWCA.

4. Do you have any questions?

5. Do you agree for us to record the interview?

6. Do you agree for us to start the interview now?

References

1. CARE. CARE International in Papua New Guinea PWSPD Learning Workshop. CARE, 02 May 2013. Report No.
2. Solomon Islands Family Health Safety Study. In: Secretariat of the Pacific Community for the Ministry of Women YCsA, editor. 2009.