



# Pacific Girl

## Mid-Term Review 2023

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## Acronyms and abbreviations

AGI	Adolescent Girl Inclusion
DFAT	(Australian Government) Department of Foreign Affairs and Trade
EPF	Equal Playing Field
FSM	Federated States of Micronesia
FWRM	Fiji Women's Rights Movement
HRSD	(SPC) Human Rights and Social Development
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer, intersex and asexual
MELF	Monitoring, Evaluation and Learning Framework
PNG	Papua New Guinea
PWL	Pacific Women Lead
PYDF	Pacific Youth Development Framework
SPC	The Pacific Community
SRHR	Sexual and reproductive health and rights
YWCA	Young Women's Christian Association
YWEP	Young Women's Empowerment Program



## Executive summary

Designed for and by girls, Pacific Girl is the only regional program in the Pacific dedicated to advancing the rights and opportunities of adolescent girls. Developed in response to first-hand feedback from adolescent girls, Pacific Girl set out to support adolescent girls across six Pacific Island countries to achieve their full potential. An AUD 4.5 million multi-country program, Pacific Girl was managed by *Pacific Women Leading Pacific Development (Pacific Women)* from 2018 to 2021 and is now part of Pacific Women Lead (PWL) at the Pacific Community (SPC). Pacific Girl was developed in recognition that “educated, healthy and skilled adolescent girls will help build a better future, advance social justice, support economic development, and combat poverty”<sup>1</sup> and was designed to achieve two key areas of impact: 1) gender transformative programming with adolescent girls, implemented in collaboration with six grantee partners in six Pacific countries; and 2) advanced evidence, research and learning on adolescent girls’ lives in the Pacific and the elements needed for effective gender transformative programming in the context of their lives.

### Pacific Girl End-of-Program Goal:

Adolescent girls in the Pacific will have voice and agency and their rights will be increasingly respected and upheld.

### Program Outcomes:

- Outcome 1:** Adolescent girls’ interests and priorities are increasingly visible in decision-making.
- Outcome 2:** Adolescent girls have increased agency (knowledge, skills, and voice).
- Outcome 3:** Adolescent girls are increasingly respected and valued by communities and stakeholders.
- Outcome 4:** Adolescent girl programming in the Pacific is connected, strengthened, and informed by the interests and priorities of Pacific girls.
- Outcome 5:** Evidence is built and shared on effective gender transformative programming for adolescent girls in the Pacific.

This Mid-Term Review (“the Review”) comes at a pivotal time for the Pacific Girl program. Shortly after the program’s inception in October 2019, the COVID-19 pandemic was declared in March 2020. In response to the pandemic and related closures between 2020 and 2022, Pacific Girl pivoted to ensure adolescent girls and implementing partners were supported, including through flexible multi-year funding, consistent communication, and online convenings to maintain strong relationships and ensure the visibility of girls’ lives. At the community level, country implementation partners continued program activities, regularly bringing girls together, where possible, and providing them a safe space to learn, develop skills, and grow in confidence.

As Pacific Girl and PWL at SPC are both led by Pacific Women, the thousands of adolescent girls participating in Pacific Girl are supported by a wider network of strength and support. Pacific Women’s leadership is modelled for Pacific Girl participants, providing a unique space for girls to engage in a regional program led solely by and for Pacific women and girls. This support remained steadfast throughout the pandemic and continues today.

The Review focuses on learning from the adolescent girls, project partners, and key stakeholders participating in the Pacific Girl program. Their voices (presented as quotes throughout the Review) form the foundation of the Review to ensure their experiences and perspectives are at the centre. As a result, the Review is longer than usual; however, the depth and diversity of these voices are crucial to appreciate Pacific Girl’s progress to date and our collective vision for its future.

<sup>1</sup> ILO, UNESCO, UNFPA, UNICEF, UNIFEM and WHO. 2010. Accelerating efforts to advance the rights of adolescent girls: A joint UN Statement.





*Girls are usually seen as taking on less of an important role in society as compared to boys and this is because of ideas from not only our culture but from the media. We need to continue flipping the narrative and writing our stories of how powerful we girls can be in bringing about gender equality in our homes, communities and even classrooms.*

Adolescent girl participant, Papua New Guinea

*[The Pacific Girl program] gives us a platform where I can speak what I think, speak what I feel, and not be afraid that I'm wrong or that I'm going beyond the norms of the culture.*

Adolescent girl participant, Tonga

The Review was conducted between February and June 2023 and included a data validation workshop held in June 2023. Reviewers applied an Appreciative Inquiry Approach, consulting with 34 stakeholders through key informant interviews, and with 26 project staff in four workshops and 83 adolescent girls in five workshops. Primary data was collected in Fiji, Federated States of Micronesia (FSM), Papua New Guinea (PNG), Tonga, and Solomon Islands. Limitations included the inability to collect primary data in Vanuatu due to cyclones, and limited primary data collection in Solomon Islands. Two Review Team members, appointed for their expertise in adolescent girl programming, provided technical assistance to the Pacific Girl program, they were specifically appointed due to their expertise in adolescent girl programming to and ensured the Review complied with rigorous safeguarding standards required when working with adolescent girls.

## Key findings

Key findings are grouped in line with the key evaluation questions and domains of change. These findings are informed by the desk review of documentation, and primary data collected from key informant interviews and workshops held with project teams and adolescent girls. Findings were validated with project teams and adolescent girls at the Pacific Girl Annual Partner Convening and Mid-Term Review Validation Workshop held in June 2023 in Fiji, as well as with key stakeholders, SPC and the Australian Government Department of Foreign Affairs and Trade (DFAT) in August 2023.

### Effectiveness – What is working?

The program has achieved strong outcomes for adolescent girls despite the challenges, undoubtedly due to the dedication of project teams in each country who describe their work with adolescent girls not as a job but as a calling. These teams are supported by strong Pacific women leaders representing the six implementing partners at the country level.

The Review noted progress towards all five outcomes, but not at an even pace. The greatest progress has been made in Outcome 2: increasing adolescent girls' agency (skills, knowledge, and voice) with a focus on sexual and reproductive health and rights (SRHR). Less progress has been made in Outcome 3 (adolescent girls are increasingly respected and valued by community members) and Outcome 5 (evidence is built and shared on effective gender transformative programming for adolescent girls in the Pacific).

Unexpected positive impacts were reported in two key areas: mentoring took place spontaneously among project officers; and the Government of Vanuatu and the Government of Tonga each assumed responsibility for specific project activities. In Vanuatu, the Ministry of Education began overseeing delivery of the CARE *Laef blo mi, vois blo mi* (*Laef blo mi* henceforth) sessions to adolescent girls and boys in schools in Tafea and integrated this activity into the school curriculum. In Tonga, the National Emergency Management Office now leads information-sharing under the Talitha Project's sessions with adolescent girls.

Key enabling factors of progress towards these outcomes include the creation of safe spaces for adolescent girls, consistent and flexible funding, and strong program management support from the Pacific Girl Team at SPC.

### Effectiveness – What can be improved?

While progress has been made towards Outcome 1 (adolescent girls' interests and priorities are increasingly visible in decision-making), as indicated above, not all participants see changes or believe decision makers are more influenced by adolescent girls. Pacific Girl has made strong progress in two of its four thematic focus areas: SRHR; and leadership. However, less activity has occurred across the two remaining thematic focus areas: cyber safety; and climate change. The Review found that creating safe spaces for adolescent girls requires a depth of engagement over time, which is not easy to scale. However, all review participants indicated that their vision for the future of Pacific Girl is to reach more girls, particularly those in remote and rural communities. One way to achieve this is to explore hybrid face-to-face and digital models. The Review did not find evidence to suggest that the project reports and monitoring data collected by project partners are actively used for learning or for the adaptation of activities to ensure achievement of the Pacific Girl outcomes. This suggests that stronger links could be made between the Theory of Change, Monitoring, Evaluation and Learning Framework (MELF), and project reporting tools. No unexpected negative impacts were reported during the Review process.

### Program impacts

Progress towards Pacific Girl outcomes are aligned to its gender transformative programming principles using the Rao-Kelleher framework. In line with the progress noted above towards the outcomes, the greatest impact has been made in individual girls' lives and in advocacy for the integration of their priorities into formal rules and policies. Less impact has been made in changing informal rules and exclusionary practices (particularly in the home) or building evidence to secure more resources for adolescent girls. However, the Review notes that changes in these areas require intention and considerable time. While evidence has been built on effective adolescent programming with adolescent girls in the Pacific, the COVID-19 pandemic hindered the sharing of this evidence beyond Pacific Girl program partners.

### Sustainability: changes anticipated beyond the Pacific Girl program

Girls' increased agency will continue beyond the Pacific Girl program. Evidence is already showing that girls are taking what they have learnt via Pacific Girl and applying it to other spaces. Many girls participating in Pacific Girl assume leadership roles in their schools and communities, with some also present on national and regional platforms,<sup>2</sup> during and after participating in Pacific Girl. Multi-funded projects and strong community relationships will sustain impacts beyond the Pacific Girl program. This has been the approach taken by Pacific Girl: partnering with organisations already implementing programs with adolescent girls means that some of these programs receive funding from multiple sources, not solely Pacific Girl. In many countries, these are the only organisations working with adolescent girls and are therefore deeply embedded in the communities, known for their work with girls and sought out by partners. All six country projects are led by Pacific women, embedding them within local contexts.

### Coherence and relevance: national and regional alignment of Pacific Girl

Although a commitment to gender equality is evident in the national frameworks and ministerial responsibilities of all six Pacific Girl countries, the Review found none that explicitly cite the priority issues of adolescent girls. Instead, girls are included within ministries that focus on women and families, youth, and education. There is, thus, an opportunity to strengthen adolescent girls' priorities in national commitments. PWL at SPC is engaged with three regional coalitions or organisations that are, or could be, aligned to adolescent girl programming: We Rise Coalition; Shifting the Power Coalition; and Plan International's Asia Pacific Working Group on Adolescent Girls. The Pacific Girl Team has been working closely with programs and divisions at SPC, including through involvement in the Pacific Youth Engagement, Empowerment, and Economic Pathways (PYEEP) project design in Solomon Islands and Tonga, and the review of the Pacific Youth Development Framework (PYDF). The Pacific Girl Team is also part of the planning committee for the upcoming Pacific Youth Ministerial Meeting to be held in June 2024. There may be opportunity to

<sup>2</sup> Ana Malia, Talitha Project, Tonga (Youth Lead Webinar Mar 2022), Larisha Temangutaua, YWCA (Asia-Pacific Forum on Sustainable Development 2022).



develop comprehensive sexuality education with the **Educational Quality and Assessment Program**. There is an opportunity for Pacific Girl to raise the visibility of adolescent girls' priorities in alignment with the **Australian Government Department of Foreign Affairs and Trade (DFAT)** commitment to gender equality in the region through various mechanisms, including country development plans.



### Conclusions and recommendations

The Pacific Girl program is making notable progress towards outcomes that directly engage adolescent girls in the Pacific, including increasing adolescent girls' agency, making their priorities visible, and ensuring gender transformative programming in the Pacific informed by adolescent girls. While less progress has been made in increasing adolescent girls' value in the home or in sharing evidence and learning about successes in adolescent girls programming in the Pacific, there are foundations from which we can build given that pandemic-related delays are no longer an impediment. Pacific Girl is developing into a unique movement for adolescent girls in the Pacific and has the potential to grow in depth and reach in the coming years.

**Recommendation 1:** SPC and DFAT: Consider Adolescent Girl Inclusion as an intentional approach to ensure adolescent girls are considered, visible, and prioritised in programs, strategies and frameworks beyond Pacific Girl.

**Recommendation 2:** Expand Pacific Girl in depth and reach by considering increasing its engagement with existing partners and exploring new partnerships in new countries.

**Recommendation 3:** Reframe the Regional Learning Network as the Pacific Girl Network, and prioritise its reinvigoration.

**Recommendation 4:** Support Pacific Girl, Pacific Girl partners, and adolescent girls to work together to strengthen the Pacific Girl Theory of Change and Monitoring, Evaluation and Learning Framework.



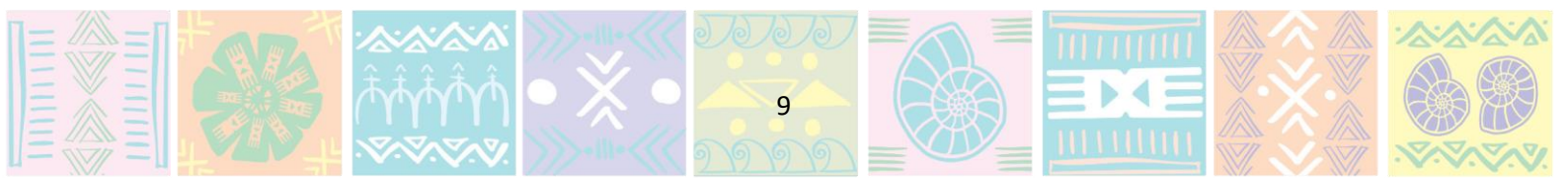
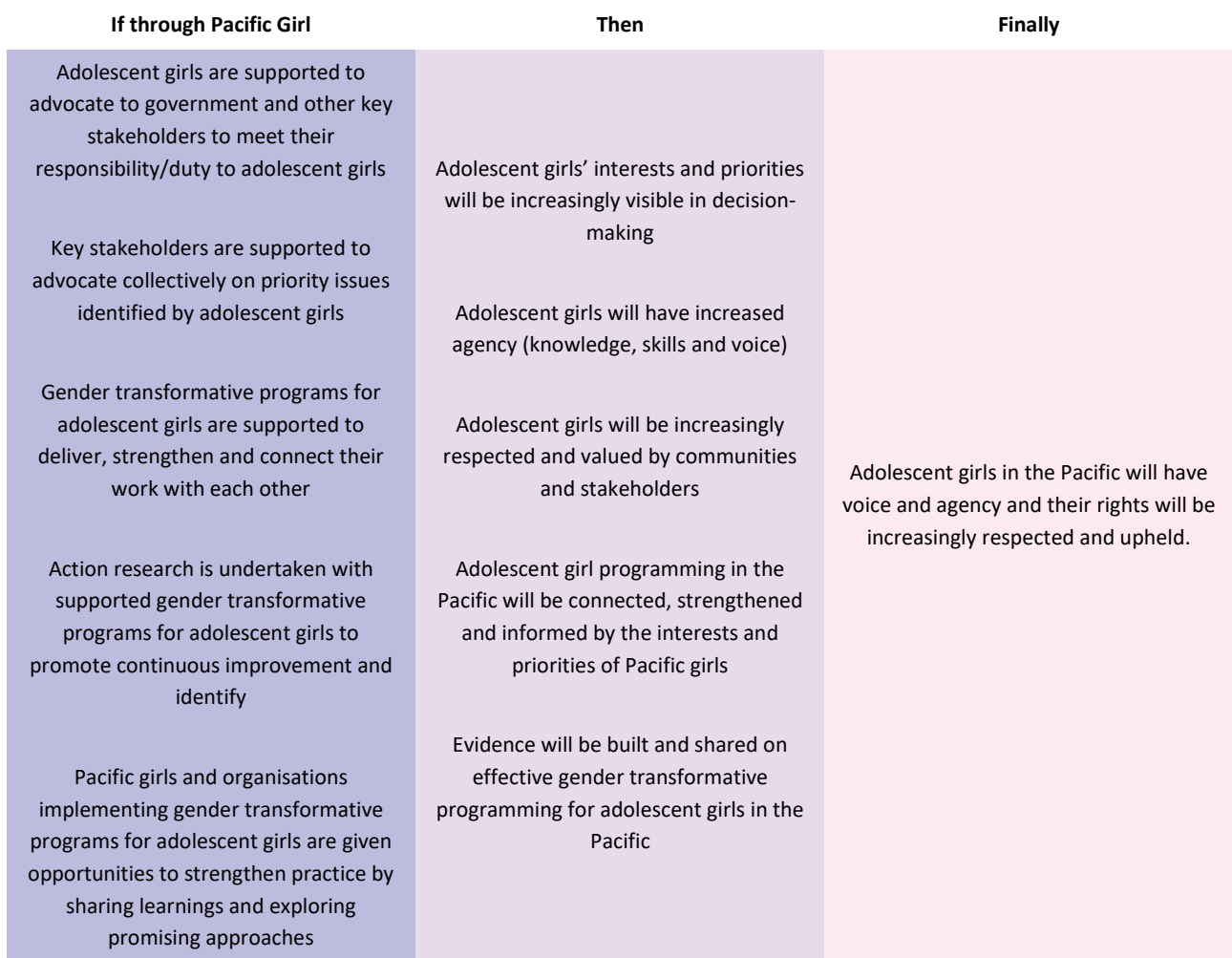


# 1. Background

Adolescent girls have been the focus of global international development efforts for over a decade. While adolescent girls have been integrated into children’s and women’s programs for years, [the Nike Foundation’s \*The Girl Effect\* video \(2011\)](#) was a catalyst for the global community to focus on adolescent girls as a distinct cohort. *The Girl Effect* was based on the theory that investing in the empowerment of adolescent girls is the key to breaking the intergenerational cycle of poverty. The first United Nations International Day of the Girl was launched one year later in 2012, coinciding with the shooting of Malala Yousafzai, a world-renowned advocate for girls' education in Pakistan, on her way to school. The confluence of these events led to a range of research, initiatives, and movements to focus on the world’s girls, including [Girl Effect](#), Plan International’s [State of the World’s Girls](#) reports, [Malala Fund](#), [Girls Not Brides](#), [Gender and Adolescence Global Evidence](#), [Girl Innovation, Research and Learning \(GIRL\) Centre](#) at the Population Council, and most recently the [Coalition for Adolescent Girls](#). While the world’s focus on adolescent girls has increased, Pacific Island countries have been noticeably absent from these initiatives. The Pacific Girl Plan (2018) found limited research and understanding of adolescent girls’ lives in Pacific Island countries and a consequential absence of girls from Pacific Island countries in the global context, rendering them largely invisible to the world.

The Pacific Girl program was designed in 2018 to redress this, with the aim to provide a platform to make visible the lives of adolescent girls in Pacific Island countries, in all of their diversity, and to empower them to lead at every step of the way. Co-designed with over 220 adolescent girls in Pacific Island countries, Pacific Girl remains the only regional initiative in the Pacific that is both led by, and focused on, adolescent girls.

**FIGURE 1 | PACIFIC GIRL THEORY OF CHANGE (2021)**



**Pacific Girl implementing partners**

Pacific Girl builds on existing gender transformative programming with adolescent girls, seeking out organisations with established projects with the aim to continue advancing gender programming and the understanding of Pacific girls, rather than duplicating efforts. For this reason, projects designed and implemented by Pacific Girl partners are often supported and funded by multiple partners. The Pacific Girl program operates through a network of four partners across four Pacific Island countries: Federated States of Micronesia (FSM); Fiji; Tonga; and Vanuatu. The Pacific Girl Regional Learning Network is more expansive, comprising partners from the same four countries, as well as the Solomon Islands and Papua New Guinea (PNG).

The additional two members of the Regional Learning Network are former implementing partners with Pacific Girl, which changed when Pacific Girl transitioned into the Pacific Community (SPC): CARE Australia with the Young Women’s Christian Association (YWCA) in the Solomon Islands; and Equal Playing Field (EPF) in PNG. All six partners work together as a network supporting adolescent girls and associated initiatives in the Pacific.

**FIGURE 2 | IMPLEMENTING PARTNERS & PROJECT DESCRIPTIONS**

Partner	Project name	Project description
Federated States of Micronesia, Chuuk Women’s Council (Pacific Girl Partner 2018 – present)	Young Women’s Empowerment Program	Chuuk Women’s Council is reaching marginalised girls through a young women’s empowerment course. With the support of Pacific Girl, the Young Women’s Empowerment Program (YWEP) aims to build the knowledge of marginalised girls, aged 12–17 years, about sexual and mental health, healthy relationships and developing future goals.
Fiji, Fiji Women’s Rights Movement (Pacific Girl Partner 2018 – present)	Girls Arise	The Fiji Women’s Rights Movement (FWRM) Girls Arise program aims to build the life skills and confidence of girls, aged 10–12 years. Pacific Girl is enabling FWRM to extend activities to girls outside the capital, Suva, share the organisation’s approach in a toolkit, and raise the profile of girls’ issues with decision makers.
Tonga, Talitha Project (Pacific Girl Partner 2018 – present)	My Body! My Rights!	The Talitha Project’s My Body! My Rights! program is reaching girls, aged 7–21 years, who are in and out of school in Nuku’alofa in Tonga, including the outer islands. The program will improve community perceptions of girls’ value, amplify girls’ voices through creative media, and train girls on health, sex and sexuality education, and self-esteem, and on key issues including climate change, disaster response, and cyberbullying.
Vanuatu, CARE (Pacific Girl Partner 2018 – present)	<i>Laef blo mi, vois blo mi</i>	CARE’s <i>Laef blo mi, vois blo mi</i> program works with girls, aged 12–19 years, in rural and remote areas of Tafea Province. Pacific Girl is enabling CARE to extend life skills and respectful relationships education to younger adolescents in schools, including around 800 adolescent girls. The program also provides respectful relationships to boys in schools, and trains teachers and health workers in adolescent girl-friendly approaches.
Papua New Guinea, Equal Playing Field	Safe Schools, Strong Communities	The Equal Playing Field (EPF) Safe Schools, Strong Communities program seeks to reduce violence by educating girls and boys about the importance of respectful relationships, using sport as an entry point. EPF was directly



(Pacific Girl Partner 2018 – 2021)		funded by the PNG Support Unit from 2019 to 2021. The program is not funded by Pacific Women Lead (PWL) at SPC but remains engaged in the Pacific Girl Reference Group and in sharing program learning.
Solomon Islands, Young Women’s Christian Association (YWCA) (Pacific Girl Partner 2018 – 2021)	Girls Rise Up!	In the Solomon Islands, from 2019 to 2021, the Girls Rise Up! project, led by the YWCA in partnership with CARE International, supported at-risk girls to develop their confidence, skills and knowledge and establish supportive peer networks. Girls were provided the opportunity to safely advocate on issues that affect them, while service providers supported the needs and priorities of the girls. YWCA was funded by the previous iteration of the program from 2019 to 2021. The program remains engaged in the Pacific Girl Reference Group and in sharing program learning.

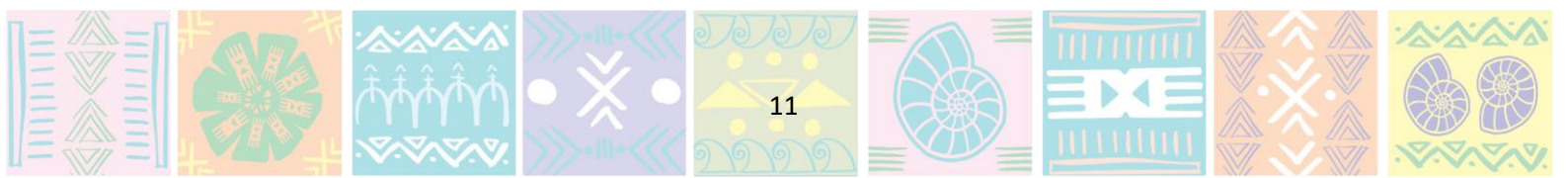
In addition to direct implementation, the **Pacific Girl Learning Network**: enables Pacific Girl partners to **learn and share what works and what does not work to empower adolescent girls**; provides adolescent girls with a **space to engage with each other**; and **enables Pacific Girl to learn from others who work with adolescent girls** and their communities in the region and around the world.

The **Pacific Girl Mid-Term Review (“the Review”)** took place at the conclusion of significant changes for the program over the prior two years, resulting both from the COVID-19 pandemic and the transition of the program to SPC. The pandemic restricted in-person convening and learning opportunities between 2020 and 2022, requiring project partners to pivot and change how activities were delivered. And, the conclusion of *Pacific Women Shaping Pacific Development*, coupled with the transition of the program to Pacific Women Lead (PWL) at SPC, required extensive administrative work. As a consequence, Pacific Girl activities were not implemented as planned. Despite these challenges however, Pacific Girl has continued to engage adolescent girls in a range of activities including undertaking advocacy initiatives, taking on leadership roles, sharing ideas and learning with each other, and completing training.

FIGURE 3 | PACIFIC GIRL PROGRAM ENGAGEMENT 2019–JUNE 2023

**Pacific Girl Engagement Since 2019**

Number of adolescent girls engaged	Activities adolescent girls have engaged in
1,031	Adolescent girls have undertaken advocacy initiatives at the sub-national, national and regional levels
146	Adolescent girls have been supported to take on leadership roles at the community, provincial and national levels
3,429	Adolescent girls have had formal opportunities to share ideas and learn from each other
2,415	Adolescent girls have participated in training on gender, ending violence against women and girls, and human rights



## 2. Purpose, objective and scope

### 2.1 Purpose

The **primary purpose of the Review is to improve the program** by identifying strengths, successes, and innovations to build on, while acknowledging challenges and what has not worked to ensure these activities are not continued. The Review is aligned with DFAT's Monitoring and Evaluation Standards (see Annex 2).

### 2.2 Objective

The **objective of the Review is to respond to the key questions** and sub-questions, listed below, framed by the relevant Development Assistance Committee (DAC) criteria<sup>3</sup> (domains of change).

FIGURE 4 | REVIEW OBJECTIVES: DOMAINS OF CHANGE AND REVIEW QUESTIONS

Domain of change	Review questions
<b>Effectiveness (progress towards outcomes)</b>	<p><b>Key question 1: What is working?</b></p> <ul style="list-style-type: none"> <li>• Are activities on track? (why/why not)</li> <li>• What progress has been made towards outcomes?</li> <li>• Are there unexpected positive impacts?</li> <li>• Which activities are creating the most change and/or can be scaled up?</li> <li>• What have been the key enabling factors affecting progress towards, and the achievement of, program outcomes, both overall and country-specific?</li> </ul> <p><b>Key question 2: What is not working?</b></p> <ul style="list-style-type: none"> <li>• Which activities are creating the least or no change?</li> <li>• Is the project causing unexpected negative impacts?</li> <li>• What are the challenges/barriers faced by project partners affecting progress towards the achievement of program outcomes?</li> <li>• What are the program level challenges/barriers affecting progress towards, and achievement of, program outcomes overall?</li> </ul>
<b>Impact</b>	<p><b>Key question 3: What are the impacts of the program?</b></p> <ul style="list-style-type: none"> <li>• To what extent have the attitudes and behaviours of program participants changed?</li> <li>• What is the impact of working through predominantly women-led civil society organisations and their ability to influence policies and community behaviour?</li> <li>• Have there been changes in policies addressing issues relevant to adolescent girls at any level (school, community, local or national governance, partner organisations)?</li> </ul>
<b>Sustainability</b>	<p><b>Key question 4: What aspects of the program are sustainable beyond the life of the program?</b></p> <ul style="list-style-type: none"> <li>• What changes will continue beyond the program/which positive changes or benefits will last?</li> </ul>

<sup>3</sup> See: <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>.



- Will the program grow deeper or scale up beyond the life of the program?
- What has been the biggest motivation and/or hindrance to influencing policy dialogue through the program?
- What are the key lessons learnt and recommendations to prioritise during the next phase in terms of relevance and coherence, effectiveness, sustainability and impact?

**Relevance & coherence** Key question 5: Is the program aligned to and leveraging other work with adolescent girls in the region?

- What other programs are working with adolescent girls in the region?
- What are DFAT's priorities for adolescent girls in the region?
- What are national government priorities for adolescent girls in Pacific Girl partner countries?

### 2.3 Scope

The Review covered the period from the development of the Pacific Girl Plan in 2018 to June 2023, **focusing primarily on existing evidence**, as outlined in section 3. It made connections to Monitoring, Evaluation and Learning Frameworks (MELFs) and indicators beyond the Pacific Girl program, such as the MELFs of PWL and of the Human Rights and Social Development (HRSD) division at SPC. It is not designed as a source of primary data or evidence for these frameworks and plans. **Where possible, the Review has made connections to programs and organisations relevant to Pacific Girl** and will offer recommendations for strategic entry points. **It is not a scoping study.**

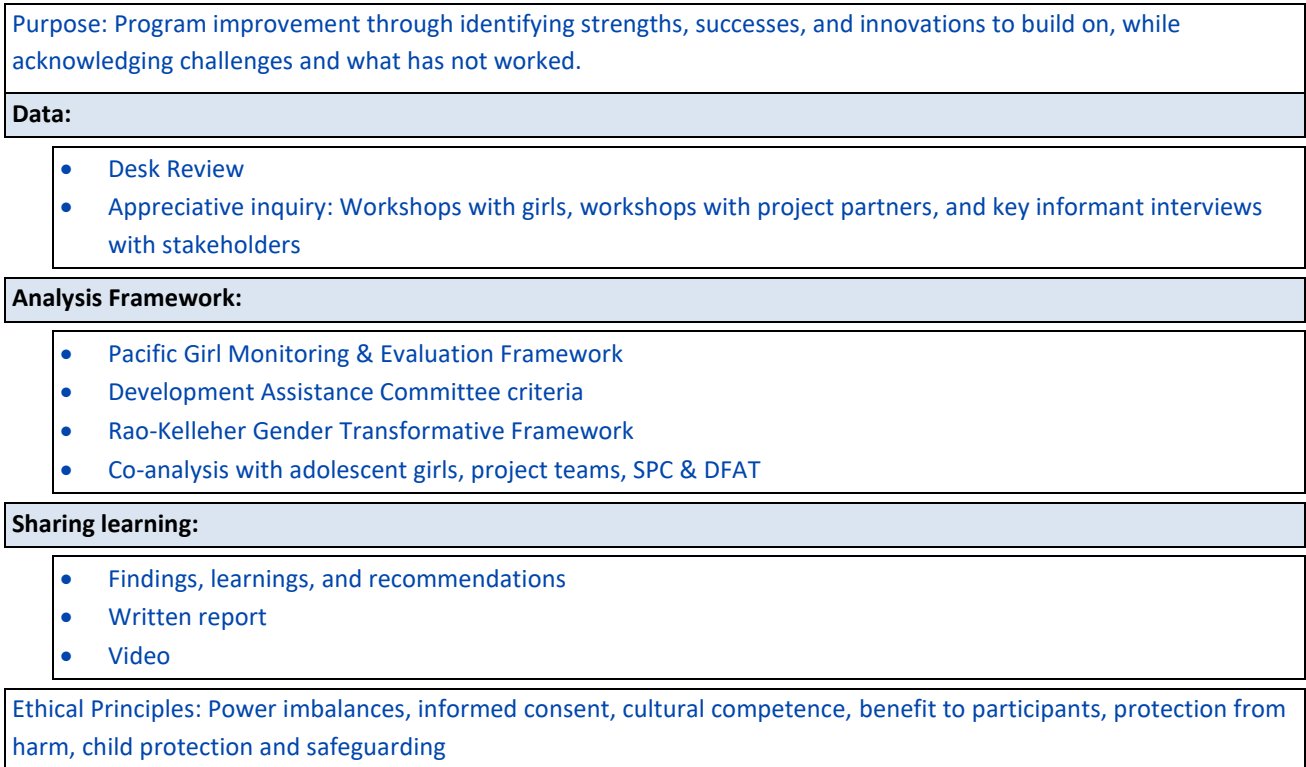




### 3. Methodology

Figure 5 describes the Review process, including an overview of the purpose, data, approach, analysis framework, and formats to share learning, with ethical principles underlying the entire process. Further details follow the diagram.

**FIGURE 5 | PACIFIC GIRL MID-TERM REVIEW 2023 PROCESS**



#### Data

Data included a desk review of program documents and new data collected through participatory Appreciative Inquiry methodologies (see sections 3.1 and 3.2 below)

#### Analysis framework

Four key analysis frameworks were used to analyse findings and develop learnings and recommendations (sections 3.1 and 3.2 below): the Pacific Girl Monitoring and Evaluation Framework; the Development Assistance Criteria (Figure 4 above); the Rao-Kelleher framework (Figure 7 below); and co-analysis with adolescent girls, project teams, SPC and DFAT.

#### Sharing learning

Findings, learnings and recommendations are shared in two formats: this report; and videos developed in collaboration with the PWL at SPC Communications Team and Pacific Way at SPC.

#### Ethical principles

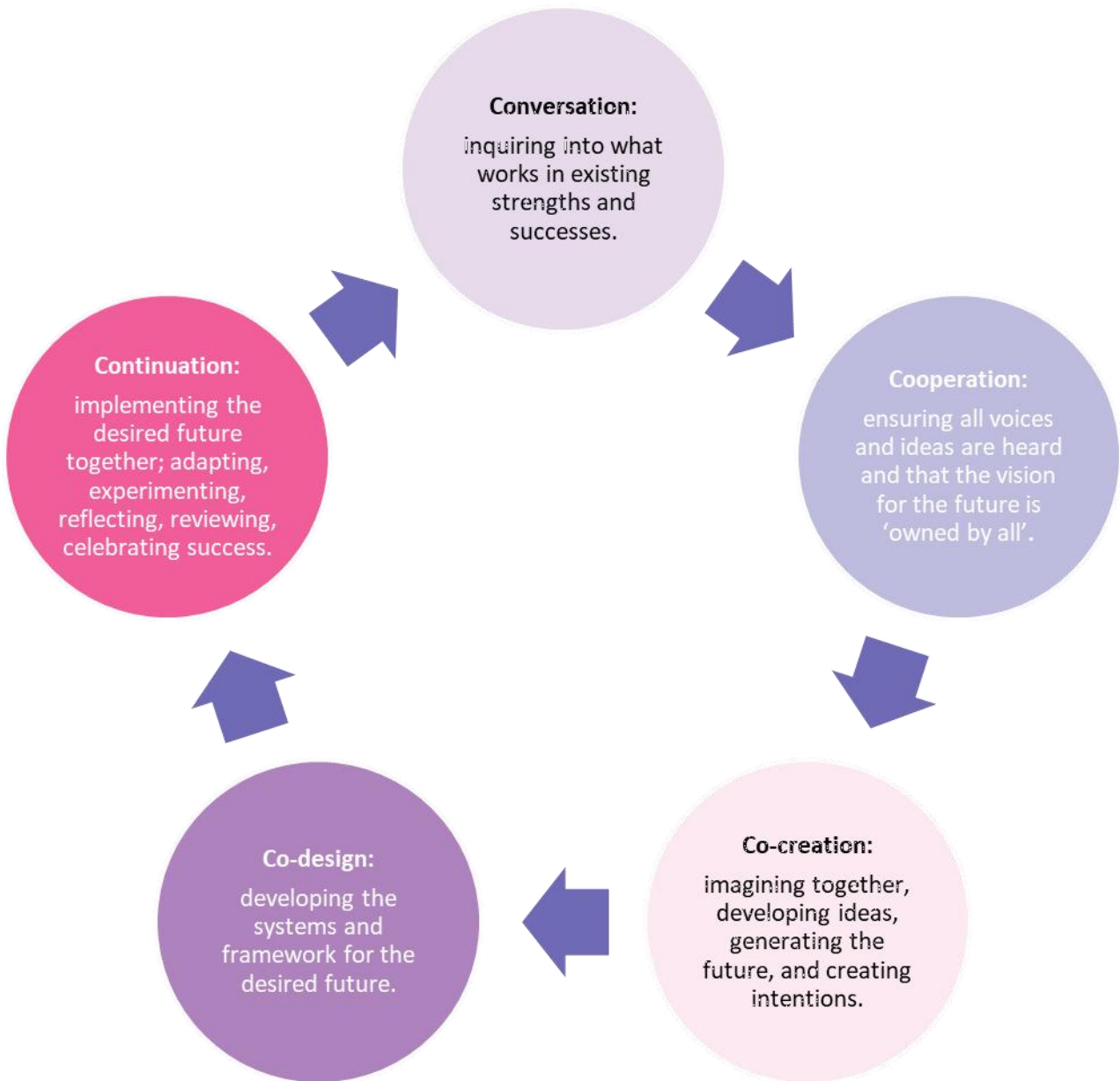
The Review is underpinned by ethical principles, addressing power imbalances, informed consent, cultural competence, benefit to participants, child protection and safeguarding (see section 3.4 below).

### 3.1 Approaches



The Review is based on **Appreciative Inquiry**, a strengths-based approach that focuses on the positive change communities are creating, and co-designing ways to build on what is working. Appreciative Inquiry follows a cycle through five key elements of conversation, cooperation, co-creation, co-design, and continuation.

**FIGURE 6 | THE APPRECIATIVE INQUIRY CYCLE**



In addition, the Review is grounded in Pacific Girl’s guiding principles of gender transformative programming, drawing on the Rao-Kelleher framework<sup>4</sup>. Gender transformative programming makes visible dimensions of gender equality and the extent to which there is a shift in gendered power relations. It is described as positive change in four quadrants: girls’ and women’s individual circumstances; girls’ and women’s access to resources; social norms harmful to girls and women; and policies, laws and formal spaces to enact systemic change for girls and women.

<sup>4</sup> See: Gender at work framework: <https://genderatwork.org/analytical-framework/>.

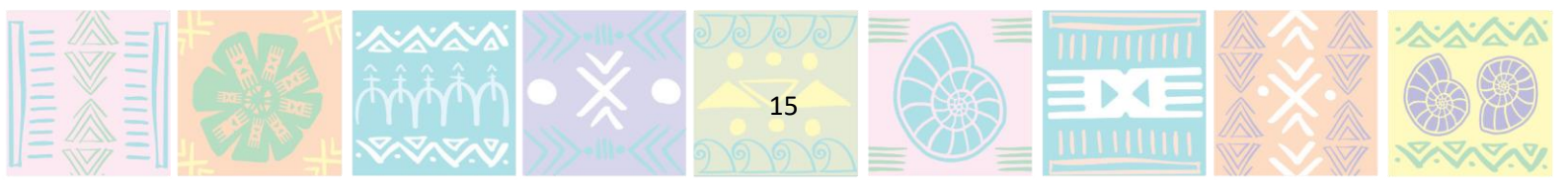
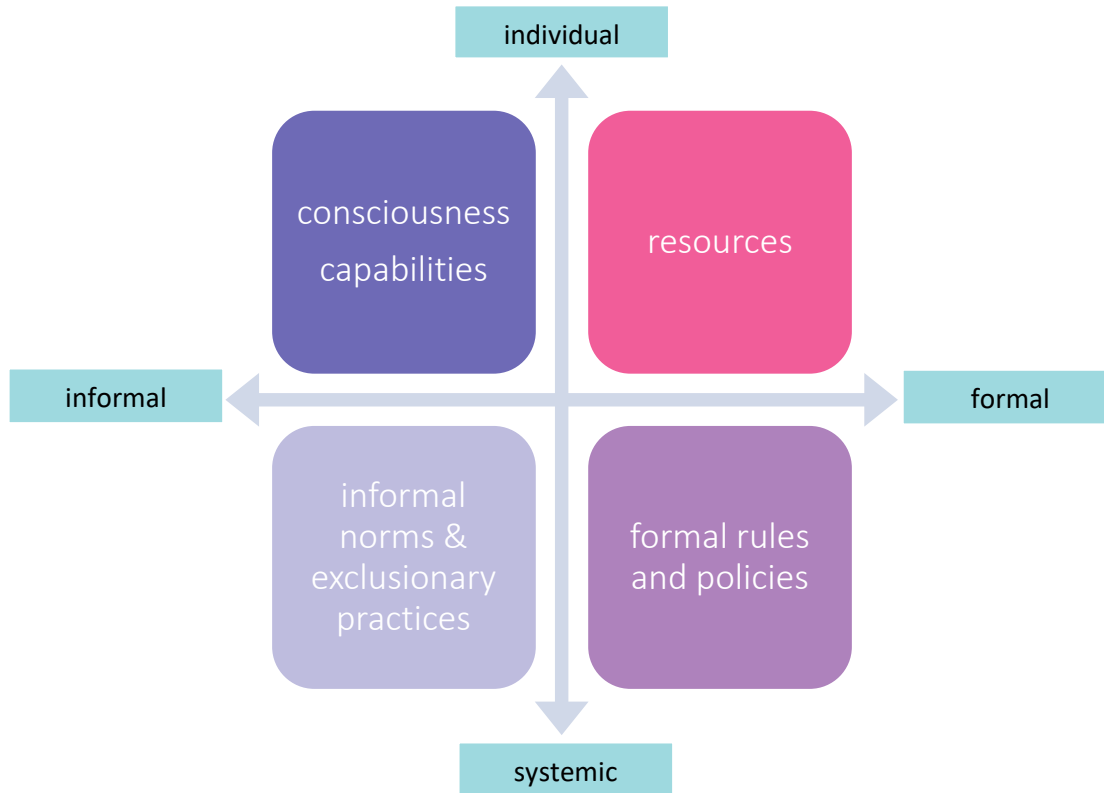


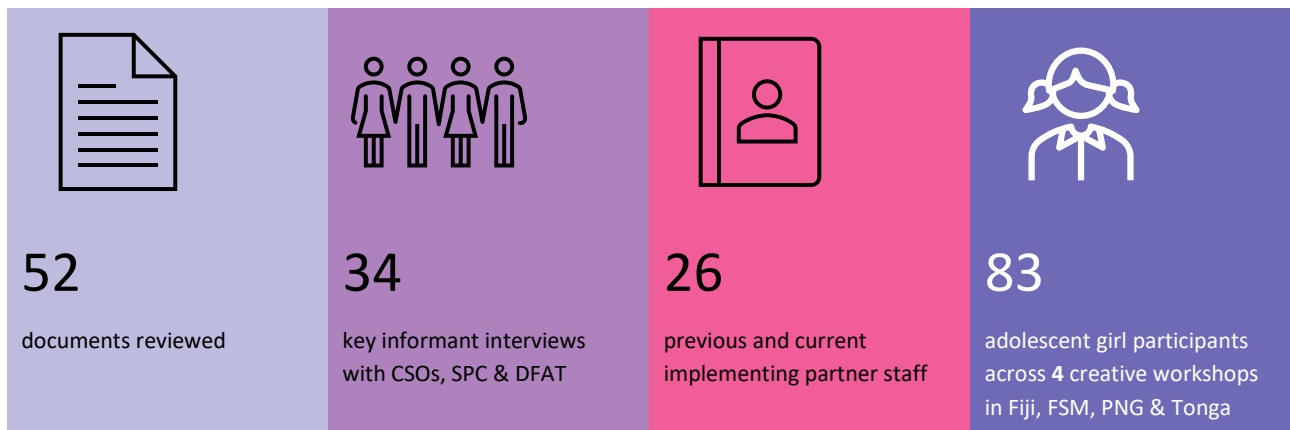
FIGURE 7 | THE RAO-KELLEHER FRAMEWORK (GENDER AT WORK)



### 3.2 Data collection methods and sampling

A desk review of project reports, project mid-term reviews, program-level annual updates, and other relevant documentation was conducted by Review Team members. See Annex 3 for the list of documents reviewed.

FIGURE 8 | PACIFIC GIRL REVIEW DATA COLLECTION



**Primary data** was collected remotely, except in Fiji and Tonga where data was collected in person by Review Team Members, co-facilitated by Young Women Creatives. Due to Tropical Cyclones Kevin and Judy, it was not possible to collect primary data with CARE Vanuatu. **Purposive sampling** was used to select Review participants (see Annex 4), based on the rationale that specific stakeholders hold different and important insights to respond to the Review’s key questions. Country partners were asked to identify those stakeholders who are best placed to provide meaningful insights based on their depth of engagement with Pacific Girl.



### 3.3 Data quality

Primary data collected was de-identified using coding systems devised by the Review Team. Interviews were transcribed and uploaded to Dedoose, a digital data analysis system. Review Team members revised and coded interviews conducted by other members to ensure data integrity and to share learning among Review Team members. Secondary data (project reports, project mid-term reviews, program-level annual updates, and other relevant documentation) was also uploaded to Dedoose and coded.

### 3.4 Ethics

ACFID's Guidelines for Ethical Research in Development were used to apply principles of ethical research, enabling the Review to achieve its aims, while protecting the safety, rights, welfare, and dignity of participants. Ethical considerations included power imbalances, informed consent, cultural competence, benefits to participants, protection from harm, including COVID-19, and child protection and safeguarding. As the Review engaged adolescent girls in primary data collection and data validation, rigorous safeguarding plans, informed consent processes, and briefings were developed (see Annex 5).

### 3.5 Limitations

**It was not possible to collect primary data with CARE Vanuatu due to tropical cyclones, Judy and Kevin** (March 2023). The Review drew on the recent *Laef blo mi, vois blo mi* ("Laef blo mi", henceforth) *Mid-Term Review* to substantiate findings. **Primary data collection was limited with YWCA Solomon Islands** as the program came to the end of its grant agreement prior to implementation of the Review. As a result, primary data was not collected with adolescent girls who participated in the project; however, key informant interviews were held with young women mentors, previous project staff, and current YWCA Solomon Islands staff to contribute to Review findings.

**Two Review Team members provided technical assistance to the Pacific Girl program.** Although they were not directly engaged in program management, there may have been bias in conducting this Review. The third Review Team member neither provided technical assistance nor engaged with the Pacific Girl program prior to the Review, increasing the rigour and validity of the findings. Notably, the two Review Team members who provided technical assistance have a deep understanding of the program and its partners, providing more contextual insight and ensuring the Review findings are fit-for-purpose. As Pacific Girl focuses on adolescent girls, these two Review Team members were specifically appointed to ensure a rigorous safeguarding approach was applied to the Review.

## 4. Findings

Findings are organised as responses to Domains of Change and Key Questions (see Figure 4). These findings are informed by the desk review of documentation, and primary data collected from key informant interviews and workshops held with project teams and adolescent girls. Findings were validated with project teams and adolescent girls at the Pacific Girl Annual Partner Convening and Mid-Term Review Validation Workshop held in June 2023 in Fiji, as well as remotely with key stakeholders, SPC and DFAT, in August 2023.

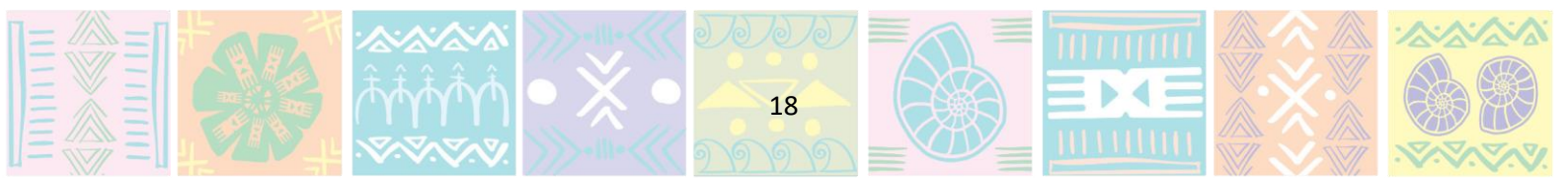
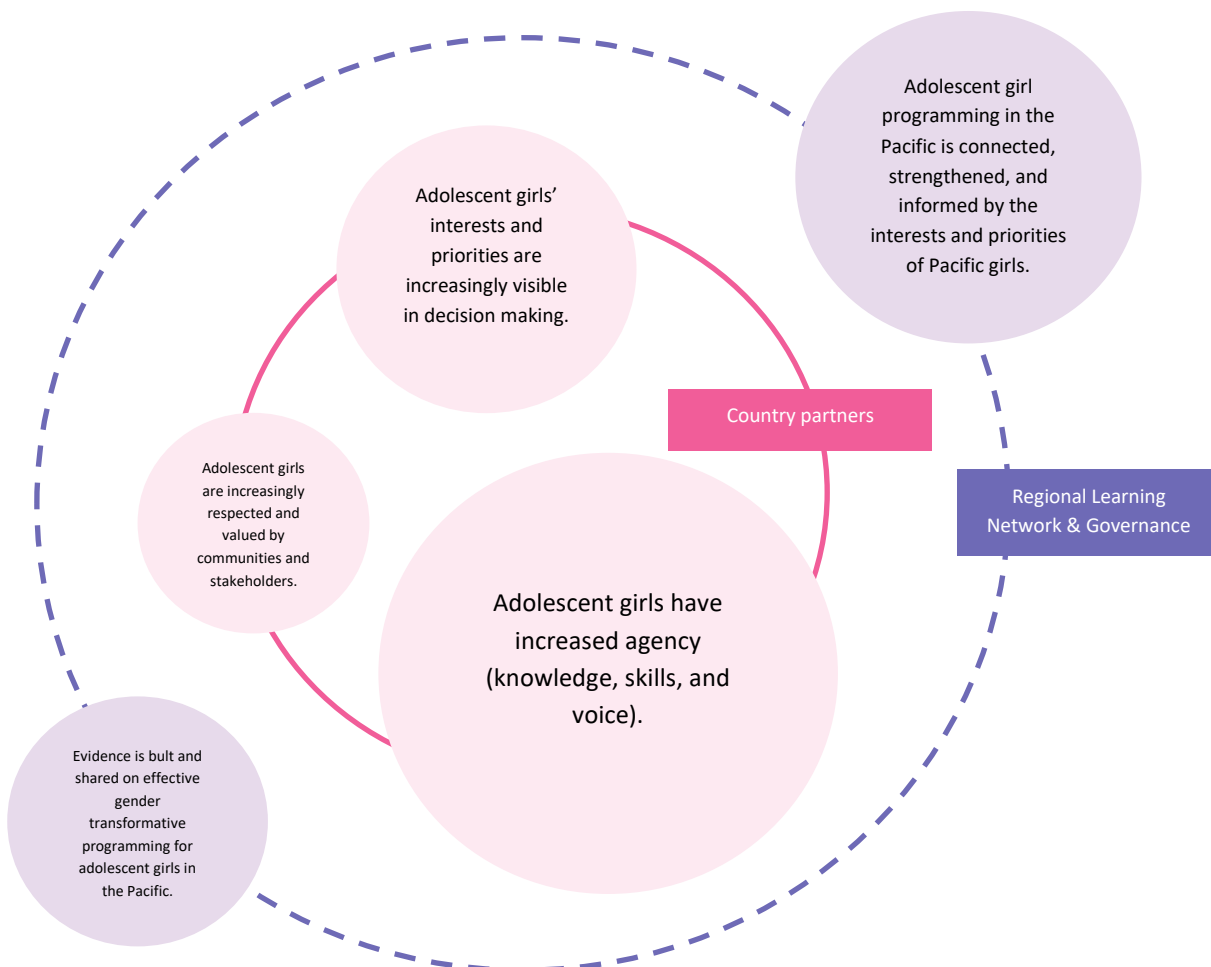
### 4.1 Effectiveness

#### Key question 1: What is working?

##### Progress towards outcomes

The Review noted progress towards all five outcomes, but not at an even pace. Figure 9, below, depicts progress towards the outcomes: the largest circles indicate where the most progress has been made, while the smallest circles show where the least progress has been observed. The Review found that progress has been made towards all five Pacific Girl outcomes, with the greatest progress made towards increased girls' agency (Outcome 2), increased visibility of girls' priorities and interests (Outcome 1), and effective programming informed by girls (Outcome 4). The Review found that more intention and resourcing are required to advance progress towards outcomes in increasing girls' respect and value in communities (Outcome 3) and building and sharing learning about what works in gender transformative programming with adolescent girls (Outcome 5).

FIGURE 9 | THE PACIFIC GIRL PROGRAM'S PROGRESS TOWARDS OUTCOMES





## The greatest progress has been made towards Outcome 2 – Increasing adolescent girls' agency (skills, knowledge, and voice).

The Review found that, across all six Pacific Girl partner countries, **adolescent girls' knowledge of their sexual and reproductive health and rights (SRHR), gender equality, leadership skills and confidence have increased**. A total of 83 adolescent girls from four project countries (FSM, Fiji, PNG, and Tonga) participated in adolescent girl primary data collection workshops with Review Team members in 2023. In addition to primary data collected with adolescent girls, project monitoring reports and key informant interviews confirmed the findings. All 83 girls participating in this review stated that their knowledge of SRHR had increased. **All six Pacific Girl project partners provided SRHR curricula to adolescent girls, leading to the biggest increase in knowledge across the Pacific Girl program.** While each project uses different curricula and content, all six projects have partnered with service providers with expertise in SRHR. There was also a distinction between the content shared with different age groups of adolescents, with early adolescents (aged 10–13 years) more engaged with content on menstrual hygiene management, while mid and older adolescents (aged 14–19 years) were more engaged on SRHR issues, such as pregnancy and sexually transmitted infections (STIs). This is in line with consultations with adolescent girls during the Pacific Girl design process (2018), which identified SRHR as one of the key issues they wanted addressed through the Pacific Girl program, reiterating the girl-led nature of the program. Adolescent girls identified their lack of knowledge and services, particularly adolescent-friendly services. They also raised the challenges with discussing SRHR in the home, school, and community as it is considered a taboo topic. They cited the high incidences of adolescent pregnancy and the disproportionate negative consequences this has on girls' lives compared to boys, including girls having to leave school when boys do not and girls being discriminated against by family and community members.

*Girls were able to explain accurately how the fertilisation process takes place and how our reproductive system operates. It is very crucial for them to know the right information because there are so many myths and misconceptions about health issues, particularly the anatomy of the body.*

Partner progress report

*This program focuses on topics that are considered taboo, like female and male anatomy, which is never talked about at home or at school. Mental wellness, especially depression, is not considered a serious issue. Teenage pregnancy and sexually transmitted infections are common. This program is crucial in creating awareness on these issues that young women need to be aware of.*

Key informant interview, 2023

*I learnt how to build my self-confidence and how I should manage my period in a healthy way. When I complete the modules, I feel so happy, because I learn a lot of new things that will help me in my journey.*

Adolescent girl participant, Laef Blo Mi, Vanuatu

Adolescent girls participating in Pacific Girl across all program countries expressed **increased knowledge about gender equality, gender norms and their rights as women and girls**. Through the desk review and primary data collection, adolescent girls cited the transformative impact of learning about gender equality and how this changed how they view themselves, their peers, and the possibilities for their lives. For many girls participating in Pacific Girl, sharing their learning on gender equality was a positive way for them to use their voices and speak up about issues that are important to them.

*The rules we get from home, from our extended families and back at church clearly box our thinking into how girls are supposed to look like or behave. This is the same for boys. I liked this session (on gender equality) because now I can see how these different people and places I interact with influence how I think as well.*

Adolescent girl, Pacific Girl program participant

*Girls are usually seen as taking on less of an important role in society as compared to boys and this is because of ideas from not only our culture but from the media as we learnt today. We need to continue flipping the narrative and writing our stories of how powerful we girls can be in bringing about gender equality in our homes, communities and even classrooms. What we need is having more of those advocacy events like we had earlier this year for International Women’s Day where we write and share more stories of girls in sports while sharing what we learn in this program to other girls.*

Adolescent girl, Pacific Girl program participant

Across all six Pacific Girl projects, adolescent girls were found to have **increased leadership skills**. Of the 83 adolescent girl participants in the Review, 79 participants stated an increase in their leadership skills. Girls, project partners and key informants described leadership in relation to a range of attitudes and behaviours, including personal leadership and decision-making about their lives, girls learning from women leaders and role models, and girls taking up leadership roles in school and the community. In addition, several adolescent girl participants in the projects transitioned into project facilitator and mentor roles. This engagement of project alumni as project leaders is one of the key enabling factors of creating safe spaces for adolescent girl participants.

*Women are very powerful leaders. This is true. Women have good judgement skills, and they lead calmly through any situation. I am proud I am a girl, and I am confident I’ll be a leader one day.*

Adolescent girl, Pacific Girl program participant (Vois Blo Mi Mid-Term Review)

*The projects help to shape girls to become leaders in home and communities – most of the girls that were part of the program are now leaders and prefects. Through the projects, we have also been empowered to do activities in our communities. Projects really helped girls to become leaders in their communities.*

Pacific Girl Performance Report 2019–2020

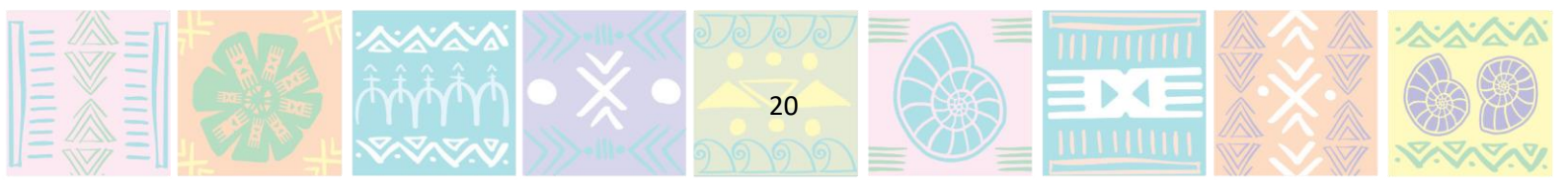
**Progress has been made towards Outcome 1 – Adolescent girls’ priorities are visible in decision-making.<sup>5</sup>**

**Adolescent girls’ priorities have been included in national policy discussions, regional forums (Pacific Island Forum Secretariat Women Leader’s Meeting; Pacific Feminist Forum), and through the Pacific Girl communications strategy.** At the same time, progress has been made in ensuring adolescent girl programming in the Pacific is informed by the interests and priorities of girls (or is girl-led), including adolescent girl advisory groups at the project level, and annual reflections with adolescent girls as part of the Pacific Girl Regional Annual Convenings. A strong underpinning to progress towards this outcome is one of the **core principles of the Pacific Girl program – “nothing about us without us”** – ensuring adolescent girls are present and represented when decisions about their lives are considered. Adolescent girls have made visible their priorities on **SRHR, violence against girls, and the impacts of the COVID-19 pandemic**. Adolescent girls are engaging in **advocacy activities, represented in national and local government processes, and attending regional events**. In addition, **Pacific Girl partners work with government and other agencies at national and local levels strengthening policies and processes** to better respond to the needs and priorities of adolescent girls. Alongside the engagement of adolescent girls and Pacific Girl partners, the **Pacific Girl communications strategy has also helped to increase girls’ visibility** across the region with civil society and government actors at national and regional levels.

**FIGURE 10 | SNAPSHOT OF ADOLESCENT GIRLS’ VISIBILITY ACROSS THE PACIFIC REGION**

2019	Pacific Regional Preparatory Meeting on Beijing +25 Adolescent Unplanned Pregnancy in the Pacific (Chuuk, Tonga and Vanuatu) (2019–2022)
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<sup>5</sup> Note: this section also responds to Key Evaluation Question 3: Sub Question 3: Have there been changes in policies addressing issues relevant to adolescent girls at any level (school, community, local or national governance, partner organisations)?



<b>2020</b>	United Nations Committee on the Rights of the Child extraordinary session Pacific Girl Speak Out: COVID-19 Survey and Pacific Girl Communications Strategy
<b>2022</b>	Pacific Islands Forum Leaders Meeting Pacific Women Lead Governance Board COP26 – Cities 4 Children: Our Climate, Our Future (intergenerational dialogue) Asia-Pacific Forum on Sustainable Development (intergenerational dialogue) Asia-Pacific Inter-Agency Task Team on Young Key Populations: webinar on SRHR, climate change adaption, mitigation and response Commonwealth Youth Secretariat on Youth Mainstreaming Training on Technology Facilitated Gender-Based Violence (and related modules) Pacific Youth Development Framework Review Pacific Update
<b>2023</b>	Polynesia Sub-Regional Youth Dialogue on Gender Issues Pacific Islands Forum Women Leader’s Meeting Pacific Cyber Safety Symposium Pacific Resilience Meeting DFAT International Gender Equality Strategy (consultation)

**FIGURE 11 | SNAPSHOT OF VISIBILITY OF GIRLS’ INTERESTS AND PRIORITIES AT THE NATIONAL LEVEL IN PACIFIC GIRL PROJECT COUNTRIES**

<i>Country</i>	<i>Visibility activities and initiatives</i>
<b>Federated States of Micronesia</b>	Raising the Age of Consent to 18 years in Chuuk State Family Protection Act Pohnpei State Health Summit
<b>Fiji</b>	Fiji National Action Plan on Ending Violence Against Women Fiji Draft Protocol for Child Labour and Worst forms of Child Labour Including in the Informal Sector Joint Inspection and Referral System FWRM COVID-19 Rapid Assessment FWRM Girls Forum represented on breakfast television GIRLS participants’ contributions to Fiji’s Shadow Reporting on the CRC GIRLS Submission to National Budget Submission for the 2019–2020 National Budget Consultation 51 <sup>st</sup> Pacific Islands Forum Blue Pacific Side Event Panel on Ending Violence Against Women and Girls in the Pacific
<b>Papua New Guinea</b>	Constitutional Law Reform Commission, Protection, Education and Child Protection sub-cluster
<b>Solomon Islands</b>	Second Chance Campaign in partnership with Solomon Islands Planned Parenthood Association (SIPPA) and Ministry of Health
<b>Tonga</b>	Tonga Cyber Safety Working Group Tropical Cyclone Harold NGO Disaster Rapid Response Positive Sei Radio Program Review of the first Family Life Education In-School and Out-of-School Curriculum



**Vanuatu**

Ministry of Education request for *Laef Blo Mi* workshops to be delivered as part of the national school curriculum

Tafea Gender Equality Action Plan

Gender and Protection Analysis (Department of Women’s Affairs, CARE Vanuatu, Gender and Protection Government Sub-Cluster leads [NGO, INGO and international organisations])

Pacific Girl has enabled **adolescent girls’ voices and priorities to be centred in research aiming to understand their experiences and conditions of their lives**, and to advocate for more responsive policies and programs in favour of adolescent girls. Supported by Australia’s Gender Equality Fund, *Pacific Women Shaping Pacific Development* partnered with the University of New South Wales to undertake research related to **unplanned adolescent pregnancy** from the perspective of young women in Chuuk State (FSM), Tonga and Vanuatu. Country reports were launched with key stakeholders in government and civil society in Chuuk State (FSM) and Tonga and contributed to increased uptake of Talitha Project’s My Body! My Rights! in Tonga, and the Young Women’s Empowerment program in Chuuk State (FSM). The report was due to launch in Vanuatu in early 2023, delayed by tropical cyclones and subsequent disaster response efforts. Pacific Girl developed a survey and thematic brief on the impacts of the COVID-19 pandemic on adolescent girls in the Pacific, and an accompanying online campaign, **Pacific Girl Speak Out: COVID-19**, providing insights into the issues that adolescent girls faced as a result of the COVID-19 pandemic in Fiji, PNG, Solomon Islands and Vanuatu.

In addition to participation at events and forums, **the Pacific Girl approach to communications has provided a platform for girls’ interests and priorities to be visible at a regional level across digital media**. The approach has included the use of illustrations and graphic design to depict adolescent girls, rather than photos that may identify them. This was also a deliberate effort to circumvent stereotypes about Pacific adolescent girls and allow them to feel represented on their own terms.

*The communications material out of Pacific Girl are not about the production value but I feel nobody else at a regional level has taken the voices of girls so seriously and amplified them, and also have them retained. One can go back and listen to those recordings to understand what girls were thinking and feeling in that moment in time and girls themselves can reflect on and think if things have changed for them. I think this is significant. I think Pacific Girl is [utilising] Communications for Development – communications with a meaning and a purpose, that engages girls, amplifies their perspectives.*

Key informant interview, 2023

**The first young woman appointed to the Pacific Women Lead Governance Board was a participant of the Pacific Girl program design and inception phases as an adolescent girl**, as well as a participant and peer mentor with Pacific Girl’s partner, the Talitha Project My Body! My Rights! program in Tonga. Her appointment provides authentic experience for the Board of Governance to draw on when considering priorities and issues of adolescent girls.

*We’ve only had two board meetings and she was full of confidence and very articulate and she identified things that the older board members missed – she is amazing. There is great value in the Pacific Girl program.*

Key informant interview, 2023

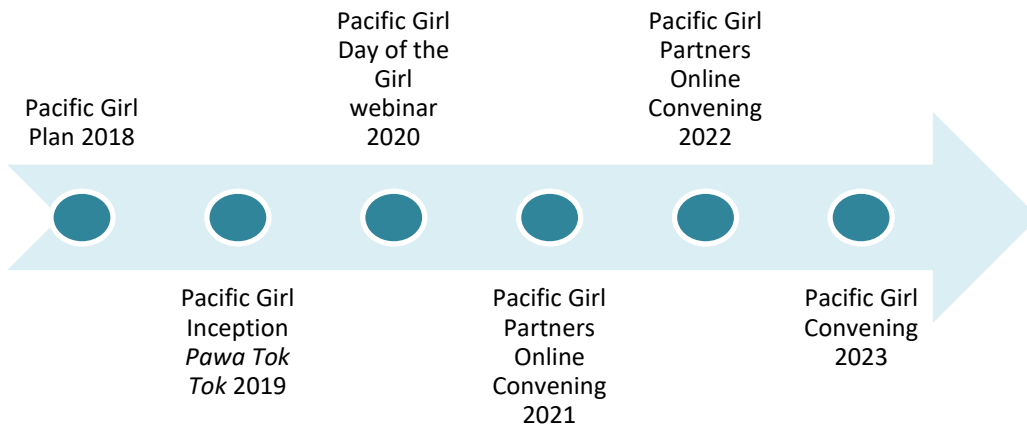
### **Progress has been made towards Outcome 4 – Adolescent girl programming in the Pacific is connected, strengthened, and informed by the interests and priorities of Pacific girls.**

The Pacific Girl Team regularly connects project partners and adolescent girls to learn from each other and understand their respective opinions on priority issues and interests, what is working, and what can be improved. This approach helps ensure adolescent girls remain at the centre of the program and their interests and priorities continue to inform programming. Each year since 2019, **Pacific Girl has provided space and opportunity for adolescent girls to reflect on what is working, what can be improved in the program, and the priority issues affecting their lives**. This has been



undertaken at a programmatic level, supported by the Pacific Girl program team, and at a project partner level with partners, including mechanisms in program design where adolescent girls are engaged throughout the project cycle (design, implementation, monitoring and evaluation).

FIGURE 12 | TIMELINE OF PACIFIC GIRL ANNUAL CONVENINGS



An **adolescent girl advisory function** was included in the Pacific Girl program design. Originally conceived as a Steering Group with adult and adolescent girl membership, it has evolved into the Pacific Girl Reference Group – a group of adolescent girls participating in Pacific Girl who bring the views and insights of adolescent girls in their home communities into the regional program, and co-design events and social media communications. During the Pacific Girl Convening in June 2023, adolescent girls participated in an activity to validate findings from previous meetings and to provide more detail to their vision for this group. Outcomes of this activity included defining the advisory group as a space specifically for adolescent girls and young women participating in Pacific Girl. While the potential inclusion of boys in the Advisory Group was discussed, adolescent girls concluded that boys have other mechanisms in which they can participate and it is vital for girls to have a safe space. **Adolescent girls want the Pacific Girl Adolescent Girl Reference Group to be a space that centres adolescent girls.**

### Less progress has been made towards outcome 3 – Adolescent girls are increasingly respected and valued by communities and stakeholders.

Project reports, project partner workshops and key informant interviews all provided evidence of how project partners are engaging with a range of community members and stakeholders to raise issues important to girls across all six Pacific Girl projects. Data validation with adolescent girls also provided examples of increased respect and value in the community and school. **However, while project partners in all six countries reported that caregivers increasingly value girls, data validation with adolescent girls did not confirm feelings of increased value in the home or ability to speak up in the home in the same ways they do at school or in community settings.** Girls in the data validation sessions described their position in the home as subservient to boys (e.g. requiring them to bow to male family members in Chuuk State [FSM]). None of the girls participating in the data validation could provide an example of a decision in the home they were permitted to make, including how they spend their time, dress outside the home or inside the home with visitors present, or influence decisions involving family life. They reported only being permitted to decide on family meals if they were cooking. While these are limited findings, they warrant further investigation.



More focus is required to **intentionally engage with parents and caregivers to change harmful social norms** which lead to girls' lack of voice and agency in the home. It is noted that the home is the place where some girls are least safe from all forms of violence, but also that the support of parents and caregivers is a key enabling factor to the program's outcomes. This nexus of home as a place that can both challenge and support adolescent girls' agency requires further exploration and context-specific strategies.

EPF Safe Schools, Strong Communities program and CARE Vanuatu's *Laef blo mi* program **work directly with adolescent boys as part of their Pacific Girl supported project activities**. The report, *Speaking up for change: Experiences and Learning from CARE Vanuatu's Laef Blo Mi, Vois Blo Mi<sup>6</sup> Project*, found that boys have increased their knowledge and are changing their behaviours in the home (e.g. taking on household chores and reducing bullying). In addition, boys reported increased knowledge about rejecting violence in relationships as cited in the Review as "a starting point for a long-term process of structural change in societal attitudes and values".

*Adolescent boys who took part in qualitative interviews for the Vois Blo Mi MTR also reported increased knowledge and recognised the importance of their learning from the in-school sessions for changing behaviours (e.g. sharing household chores more equally, not bullying younger siblings) to build more positive relationships with their friends, families, and female peers.*

Speaking Up for Change: Vois Blo Mi Mid-Term Review 2022

EPF works with boys and girls together to provide respectful relationship training. Boys participating in the program report a positive change in their attitudes and behaviours due to an understanding of gender equality.

*Gender equality is very important because nowadays, boys are starting to think they are men and that women don't have the power to do this and that so let us put all our differences aside and stop violence and abuse and promote gender equality wherever we work and wherever we would be.*

Adolescent boy, Partner progress report

In addition, all project partners and adolescent girls present at the Mid-Term Review Data Validation Workshop (June 2023) identified **engaging with boys as a key strategy to achieve Pacific Girl's goal and outcomes**.

*What is missing is we need to include boys, so that boys can be kinder and more generous to others and everyone.*

Adolescent girl participant, Pacific Girl Mid-Term Review Validation Workshop, 2023

### Limited progress has been made towards Outcome 5 – Evidence is built and shared on effective gender transformative programming for adolescent girls in the Pacific.<sup>7</sup>

The limited progress of the Pacific Girl Regional Learning Network has proved a challenge to meet this outcome. **While evidence is being built through annual convenings with partners and adolescent girls, this is not yet being shared beyond the Pacific Girl program.** The Pacific Girl Learning Network was formed at Program Inception in 2019 but lost momentum due to the COVID-19 pandemic, which made it difficult to bring network members together and changed the focus of the Pacific Girl program and all network members, pivoting resources and activities towards the immediate needs of girls and women. However, Pacific Girl implementing partners shared learning among each other, drawing on resources and adopting each other's materials as they developed toolkits, curricula, and approaches. The limited progress of the Regional Learning Network also led to limited engagement by the Pacific Girl program at the regional level to influence policy dialogue. However, the transition to SPC is seen by all key informants and project partners as an opportunity to engage more intentionally in policy-influencing mechanisms and processes.

<sup>6</sup> Sarah Gillingham, 2022.

<sup>7</sup> Note: this section also responds to Key Evaluation Question 3: What aspects of the program are sustainable beyond the life of the program? Sub Question 3: What has been the biggest motivation and/or hindrance to influencing policy dialogue through the program?



*The broader network I think is a good approach as it has been an opportunity to learn from each other and also to share learning with organisations that are working with girls in their own countries. Because girls' issues are quite common across the region, it is just the level of support and connection (between organisations) varies.*

Key informant interview, 2023

### Key enabling factors affecting progress towards, and the achievement of, program outcomes

The creation of safe spaces for adolescent girls has been a key enabler for achieving progress towards Pacific Girl outcomes.

Key elements of safe spaces include creative approaches, peer-peer mentoring and facilitation, and social and disability inclusion. Pacific Girl partners and adolescent girls participating in Pacific Girl describe **safe spaces as confidential and supportive spaces where adolescent girls are emotionally, physically, and psychologically safe to express themselves without fear of judgement, discrimination, or retribution**. Discussions during the Pacific Girl Convening and Review Validation Workshop (June 2023) with Pacific Girl partners found that creating safe spaces for adolescent girls requires consistency in staffing, time, and the regularity of contact with adolescent girls and their broader community. Pacific Girl partners provide safe spaces to adolescent girls and young women, including girls exploited by transactional sex and girls living with disabilities. Project teams report that providing safe spaces is the foundation for achieving positive outcomes for girls, including increased knowledge, skills and confidence. Creating safe and dedicated spaces for girls also involves project teams tailoring project activities to the needs, interests, abilities, and ages of adolescent girls.

*They don't share with their mothers, they come and share it in the program. And, you know, most of them become emotional when they share about the bad things, like sexual violence in families and in the community, in which they have never been able to speak about it because they are afraid of their family members. But, by being a part of the program, it really helps them to be able to speak up, especially learning about their bodies, the process of growing up, and also learning from each other's experiences.*

Key informant interview, 2023

To create safe spaces, project partners have taken an **intentional approach to safeguarding as part of their project cycles**, with the support of the Pacific Girl program. The program provides access to safeguarding expertise and opportunities for project partners to learn how each organisation is implementing safeguarding policies and procedures in differing contexts. The application of these policies and processes, including codes of conduct, child protection policies and recruitment policies, are fundamental for working with adolescent girls. Strong and effective safeguarding has been essential from the beginning of the program to ensure the inclusion of marginalised girls.

*Another key lesson is that there is great need for more widespread engagement with safeguarding in the Solomon Islands. While child protection is better understood, the safeguarding approach that utilises a do-no-harm lens and shifts the way adults engage with girls to be more encouraging and enabling rather than authoritative, is new. There has been a lot of interest, and it is very positive that the MWYCFA has established a COVID-19 Safeguarding Committee, for example, and that YWCA has become a member of Safe Net due to their work on safeguarding; however, there is much more that needs to be done in this space.*

Partner progress report

The Review found **peer mentoring and facilitation** to be an important means of **creating safe spaces for adolescent girls**. Project partners and adolescent girls participating in the program described this as mentoring from young women who are current project facilitators, as well as the importance of being close in age to the girls participating in the programs. When young women facilitators share their own experiences and stories, adolescent girls have a safe, judgement-free space where they feel understood and can relate to each other.



*I have learnt so much. Everything taught through the curriculum, not only are the girls accumulating so much knowledge on each topic, but so have I. I have come to understand the importance of networking and building healthy relationships in order for the program to strive within our community outreach and partners. With my emphasis on the topic of sexual abuse and incest with my own life experience, I explain the outcomes of keeping quiet and the relieved feeling when we talk about it with a trusted person. This is one strategy that has helped the girls relate and open up and be able to talk about some experiences they faced. It has made some feel they can talk about anything. The strategy has helped give them not only the confidence to talk about it but the confidence to put an end to it. Everything starts from somewhere.*

Key informant interview, 2023

All six Pacific Girl project partners have made attempts at **social and disability inclusion** in their projects, however with differing levels of inclusion as a result. YWCA Solomon Islands, Fiji Women’s Rights Movement (FWRM), and EPF partnered with organisations or schools working with girls living with disabilities. These partnerships have built their capacity in disability inclusion and have ensured inclusion of girls living with disabilities in project activities. All project partners stated a recognition that disability inclusion can be improved in their projects, noting the various capability constraints among some partners.

Project partners reported a range of strategies to engage girls and young women living with disabilities, including establishing disability-inclusive policies, ensuring accessible transport and spaces for activities, providing sign language interpretation for girls who are hearing impaired, and providing training on the rights of people living with disabilities. YWCA Solomon Islands team members for the project were women living with disabilities, modelling leadership of women with disabilities as well as providing support to participants.

*Sessions in Umi Gro and Rise Up focused on human rights, with a particular focus on the rights of people with disabilities. This enabled all girls and mentors to understand the challenges that girls with disabilities face and ensure they were supported and engaged throughout activities. The staff and mentor who have disabilities are meaningfully engaged throughout all activities providing an example and leadership for all girls and other mentors that people with disabilities can also fully engage in activities.*

Partner progress report

To date, the inclusion of hearing-impaired girls has been a focus of disability inclusion. In Fiji, FWRM developed a partnership with Gospel School for the Deaf, taking a twin-track approach to work with hearing-impaired girls separately and integrating the whole cohort into their GIRLS program activities.

*What I really found was that their (the Deaf girls') voices were heard, like they were given time to express themselves in whatever way that they can – either drawing or they would act it out. And even through their actions, I could tell there was a lot that they were saying, like, sometimes the harassment that they face at home. Or with their siblings, the hearing would get so much more attention than them.*

Key informant interview, 2023

The Review found that **social inclusion can be improved**. There is little to no evidence of lesbian, gay, bisexual, transgender, queer, intersex and asexual (LGBTQIA+) inclusion to date. In addition, workshops with adolescent girls and project partners, and interviews with key stakeholders all identified greater reach to girls living in rural communities as their key vision for the future of the Pacific Girl program.

### Pacific Girl's women-led and girl-centred approaches have enabled progress towards outcomes, particularly in increasing girls' agency and voice (outcomes 1 and 2).<sup>8</sup>

As mentioned above, the Pacific Girl program's emphasis on Pacific women leaders has enabled them to hold space for adolescent girls in a range of ways, including intergenerational dialogues, and advocacy to government and other decision makers. In addition, Pacific women's leadership is modelled for Pacific Girl participants, providing a unique space for girls to engage in a regional program that is led solely by and for Pacific women and girls.

*The fact that there is a genuine feminist-driven desire to make this girl-led – that's, I think, very precious. It's something to really hold on to and something to continuously strive for.*

Key informant interview, 2023

*That's the magical thing about Pacific Girl – it's so focused. A lot of the time it seems that youth programs are sort of about engaging equal numbers of boys and girls, so there's parity, but that's not what this (Pacific Girl) is about. To have a program dedicated to girls is just so, so important.*

Key informant interview, 2023

### Effective program management from the PWL at SPC Pacific Girl program team has enabled progress towards outcomes.

Review participants described effective program management as consistency in funding, flexibility, good communication and strong relationships. Key informant interviews with SPC, as well as interviews and workshops with project partners, pointed to the supportive environment for the Pacific Girl program with allies and donors, as well as the strong working relationships between the Pacific Girl team and project partners. Committed multi-year funding was identified by project partners as an enabler of progress towards outcomes, particularly in enabling the consistency to build safe spaces and relationships over time. Consistent funding also supported girls and boys to participate in programs over multiple years, which project partners identified as a key enabler to increase confidence, skills and knowledge, and support long-term change, as discussed below.

*Sustained resourcing – I think this has been really important, sustaining the resourcing for the work. They (partners) have not had to worry for about five years now where to find the resources – it's there and, if I had my way, it will continue to be there. I really believe in what they do.*

Key informant interview, 2023

*Support from the Pacific Girl program itself – the support has been going so well. We were given time from the team to share the challenges, what was working well, what wasn't – even during COVID that worked well as we had allocated time to catch up with the team.*

Project partner workshop

### Unexpected positive impacts

#### Unexpected positive impacts were reported in two key areas: mentoring among project officers; and the taking up of project approaches by governments in Vanuatu and Tonga.

Project officers and facilitators for the adolescent girl sessions are mentoring each other and sharing their learning and approaches with respect to working with adolescent girls.

In Vanuatu, the Ministry of Education has taken up the *Laef blo mi* sessions delivered to adolescent girls and boys in schools in Tafea and made it part of the national school curriculum. This unexpected impact was facilitated by CARE

<sup>8</sup> Note: This section also responds to Key question 3: What are the impacts of the program: Sub-Question 2: What is the impact of working through predominantly women-led civil society organisations and their ability to influence policies and community behaviour?





Vanuatu's strong engagement with the Ministry of Education, including them as co-designers in the *Laef blo mi* toolkit and seeking their feedback as the toolkit was developed. In Tonga, the National Emergency Management Office leads information-sharing as part of the Talitha Project's sessions with adolescent girls. These sessions are integrated into the My Body! My Rights! approach, providing adolescent girls and young women with information and strategies to stay safe in emergencies, particularly if they are separated from their primary caregivers. This alignment between the objectives of the government to disseminate information to the community and Talitha's focus on creating safe spaces for adolescent girls has led to an ongoing partnership of mutual benefit between the National Emergency Management Office and the Talitha Project.

## Key question 2: What is not working?

### Activities creating the least change to date

**Adolescent girls' influence on decision makers is unclear.** While the visibility of adolescent girls' interests and priorities has increased both regionally and nationally, there are mixed responses from participants interviewed about whether this has translated into changes in the way decision makers are influenced by adolescent girls. For some, such as the Chuuk Women's Council, the visibility of the most marginalised adolescent girls in government spaces is a success alone. For others, there is tension between visibility and tokenism, and they feel further work with decision makers is needed to understand if they are influenced by adolescent girls' priorities when making decisions. This tension is not unique to adolescent girls' engagement with decision makers, particularly government stakeholders. Most organisations that engage in awareness-raising and advocacy find it difficult to know to what extent they can attribute their engagement to influencing decisions. What is clear from the Pacific Girl program, however, is the positive impact that engaging with decision makers has on adolescent girls' sense of confidence and agency. Being heard, being seen, and sharing and learning from other women advocates and activists are critical for adolescent girls' leadership.

**Cyber safety and climate change have not been taken up as priorities by all six Pacific Girl project countries.** Pacific Girl has made strong progress in two of its four thematic focus areas: SRHR; and leadership. However, less activity has occurred across all six project partners in the remaining two thematic focus areas: cyber safety; and climate change. CARE Vanuatu and Talitha Project Tonga have engaged in activities and campaigns on cyber safety, participating in a co-design process with Pacific Media Assistance Scheme (PACMAS, managed by the Australian Broadcasting Corporation) on cyber safety. They also have engaged in networks and working groups in their respective countries. Activities engaging adolescent girls in climate change have also been limited, occurring only in Vanuatu and Tonga as part of climate disaster response. The Review found that there has not yet been any activity to engage adolescent girls in climate change mitigation, or in broader climate change networks or advocacy across the region, due to the impacts of the COVID-19 pandemic on the project. For countries not yet engaging in cyber safety and climate change, the pandemic necessitated a focus on what they were already doing (SRHR and leadership), due to a lack of time, resources and prioritisation of these issues. In addition, the focus of the Pacific Girl team on grant management and the program transition to SPC left little time for the team to engage adolescent girls in broader networks or opportunities. This improved in 2023, with additional resources for the Pacific Girl team and significant collaboration within SPC to actively seek out opportunities for adolescent girls to engage in broader conversations and mechanisms, such as the Safe and Equal Online Spaces – A Pacific Cyber Safety Symposium (September 2023), in which two adolescent girls from Pacific Girl in PNG and Tonga participated.

### Challenges to achieving progress towards outcomes

The Review identified key challenges in achieving progress towards outcomes: disaster response and the COVID-19 pandemic; harmful social norms; time, including general scheduling and the time required to create safe spaces and engage in creative participatory activities; and reporting to multiple program partners. While not a conclusive finding,





review participants cited the challenges adolescent girls are facing due to the absence of parents participating in labour mobility schemes.

**The COVID-19 pandemic had multiple layers of impact on the Pacific Girl program.** As a result of being unable to attend school, training or program activities, girls experienced impacts on their mental health and well-being and faced increased risk of violence in their homes and communities.

*COVID's impact on the participants and girls themselves was huge – girls not able to access schools, the program team not being able to travel to country partners, partners were not able to conduct their activities, so the whole thing stalled for a while. More so than with some of our other programming. We were able to keep it alive – through online spaces, bringing partners together, having online learning events, and participating in global and regional forums – all that continued. But you can't deny the impact of COVID.*

Key informant interview, SPC

Tonga and Vanuatu were affected by climate-related natural disasters. CARE Vanuatu was engaged in the response to volcanic ash in Tafea in March-May 2020 and in October-December 2021, and in the disaster response to cyclones Judy and Kevin in 2023. In Tonga, the volcanic eruption and tsunami in January 2022 were preceded by lockdowns due to COVID-19. Pacific Girl supported CARE Vanuatu and Talitha Project Tonga to shift their activities in support of disaster response efforts and, although the program was delayed, it has progressed where possible.

**Project reports, key informant interviews, and workshops with project partners and girls all highlighted harmful social norms as challenges** to achieving increased agency and voice for adolescent girls. These challenges include parents' and caregivers' resistance to girls' participation in programs discussing SRHR, with project partners needing to confront and disprove beliefs that learning about these topics would lead to sexual activity.

*Deeply entrenched social and gender norms meant that some community leaders and parents are unwilling to support project activities. For example, some community leaders and parents suggested that they don't want their daughters learning about sexual and reproductive health and rights as they believe it will encourage girls to become promiscuous. The project team are identifying supportive individuals or leaders in target communities who have had exposure to community and social development and are considered to be more open-minded.*

Pacific Girl Performance Report 2019–2020

During the Pacific Girl design phase, girls identified the following challenges hindering them from reaching their full potential:

- strong influence of the media, boyfriends, and peer pressure on girls;
- teen pregnancy and lack of access to SRHR information;
- violence and abuse, including peer pressure and bullying (including cyber-bullying);
- lack of access to education and employment;
- culture and custom beliefs that restrict the rights of girls; and
- family expectation of unpaid care and domestic work.

The girls also stressed that girls deserve to be safe and respected, their safety should be a priority, and blame for violence should be directed at the perpetrators of violence not the victims of it.

The Review found that adolescent girls and young women continued to face challenges at home, despite the safe space they had found with their peers in project activities for their homes remained an environment where social norms prevailed with girls expected to be quiet and respectful, preventing them from exercising their increased confidence and voice in the home.

*Gender inequality and harmful social norms sit at the crux of whether the training that you offer to these girls will stick or not, and so the support mechanisms around them are so important. That's why girls' groups are so important to create that peer-to-peer support.*

Key informant interview, SPC

In addition, the Review found that the attitudes and behaviours of some leaders reinforce negative cultural norms. While progress has been made to increase the visibility of girls' interests and priorities with leaders at a range of levels in the community and at national government, it takes time to shift deeply entrenched social norms.

*In the work, sometimes it is the leaders, those in power – usually male leaders sitting in government or networks/organisations – who perpetuate the regressive language and stereotypes that discriminate against girls. It becomes a cycle where, if a particular organisation or network is pushing for more progressive language or girls' rights, it is tough if the other side is pushing back – so where does that leave the girl child? Because they don't have the power. So, it is also about the leaders in power to remove their own biases or prejudices when it comes to how a girl child should behave.*

Key informant interview, 2023

However, key informants, adolescent girls and project partners specifically raised the need to work with the positive constructs of social and cultural norms, drawing on the strengths within communities to address the empowerment of adolescent girls.

*Going back to grassroots communities, going back to the family structures, addressing the environment that has been created or enabled by our culture. It's not doing away with culture, but it's ensuring that culture is not being used as a tool to disempower adolescents. Culture is our silent superpower.*

Key informant interview, SPC

**Time is an ongoing challenge to achieve outcomes with adolescent girls**, including: scheduling project activities; working with girls in creative, participatory ways; and building girls' confidence, skills, and knowledge over multiple sessions.

*A continuous challenge is engaging parents and caregivers – making them understand what the priority is; for example, when it came to the netball season, time for the program was low and they prioritised the sports. Because at the end of the day, it is the parents that call the shots for the girls.*

Key informant interview, 2023

In addition, some project teams feel “stressed and stretched”. Pacific Girl provides funding for staffing; however, the intensity of the work required to consistently engage with adolescent girls is more time-consuming than other projects. For some project partners, staff engaged on Pacific Girl activities also work with adolescent girls on other projects.

*Other outputs that we had planned for the year were extremely behind schedule due to competing priorities and staff capacity. Other projects had dominated the final two months and the project team had been preoccupied with organizing and implementing them.*

Project partner workshop

**Reporting requirements across multiple organisations and funding streams is proving challenging for many Pacific Girl partner organisations.** Many of the projects engaged in Pacific Girl are funded by multiple partners, requiring project teams to report on the same activities and expenditure multiple times, with different financial compliance requirements. The Review found that this placed a significant burden on project teams, which were required to take time away from project implementation to fulfil financial and narrative reporting requirements.



*Reporting has been a major challenge, the project team must report to us (management), and we have to report to our partners. Partners have to do their internal checks, and that takes time. Reporting to three or four donors is not easy – it impacted us.*

Key informant interview, project partner

## Unexpected negative impacts

No unexpected negative impacts were reported in this Review. However, as noted with the engagement of parents and caregivers, further investigation is required to understand the nexus of home life and adolescent girls' agency. There are potentially unintended negative impacts on girls returning to home environments where they are unable to exercise the agency they are building in program activities, but this was out of the scope of this review.

## 4.2 Impact

### Key question 3: What are the impacts of the Pacific Girl program?

#### Gender transformative impacts

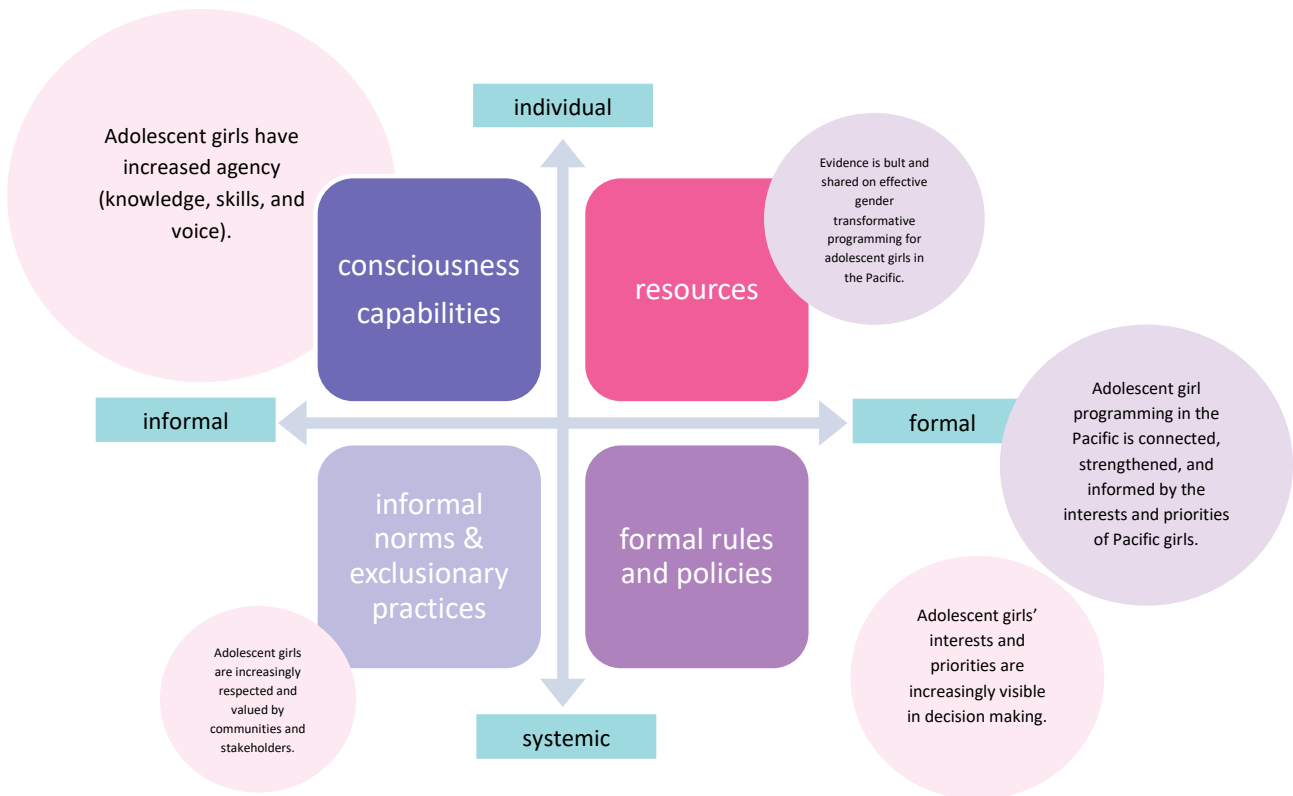
Program impacts have been analysed in line with PWL's understanding of gender transformative change based on the Rao-Kelleher approach. Figure 13 below maps progress with respect to outcomes against the Gender at Work Framework, which describes impacts in four quadrants. The **greatest impact of the program can be seen in line with the greatest progress towards outcomes – adolescent girls' increased agency (knowledge, skills, and voice) maps to impacts in raising individuals' consciousness and capabilities.** This impact describes tangible changes in individual girls' lives. The **second greatest impact aligns with progress towards outcomes in increasing girls' priorities and visibility to decision makers**, and adolescent girls strengthening and informing programming. These outcomes are aligned to changes in formal rules or policies, which are described by Rao-Kelleher as occurring within organisations as well as with external decision makers. This can be seen in the range of spaces adolescent girls' priorities are raised, as well as adolescent girls' engagement in co-designing program activities through advisory groups and regional convenings.

**The least impact was made in individual resources for adolescent girls, aligned to the least progress made in building and sharing evidence for effective gender transformative programming.**

As noted above, evidence has been built but not yet shared beyond the Pacific Girl program. There is potential for the program to be intentional about increasing resources for adolescent girls, particularly adolescent-friendly SRHR services and comprehensive sexuality education in schools, in line with the strong momentum found in increasing girls' agency in SRHR across all six program countries.

Impacts were noted in **changes to informal norms and exclusionary practices, particularly in schools and particularly in programs that work with boys and girls, such as EPF in PNG and *Laef blo mi* in Vanuatu.** However, it is unclear if there are **changes to informal norms and exclusionary practices in the home**, which is the space that provides the most support to girls' increased agency. Changes in informal norms and exclusionary practices take many years and impacts in this space may not be seen for some time. However, an intentional approach to learn about context-specific approaches and to measure impacts is required.

FIGURE 13 | THE PACIFIC GIRL PROGRAM’S IMPACTS ALIGNED TO THE GENDER AT WORK FRAMEWORK



**Changes in attitudes and behaviours of program participants**

In addition to the changes in adolescent girls and boys participating in the program, Pacific Girl participants include educators and health care workers. *Laef blo mi* Vanuatu delivers workshops with teachers as part of its Pacific Girl supported activities. These workshops deepen teachers' understanding of the stages of adolescence and how to create safe and positive learning environments for girls and boys.

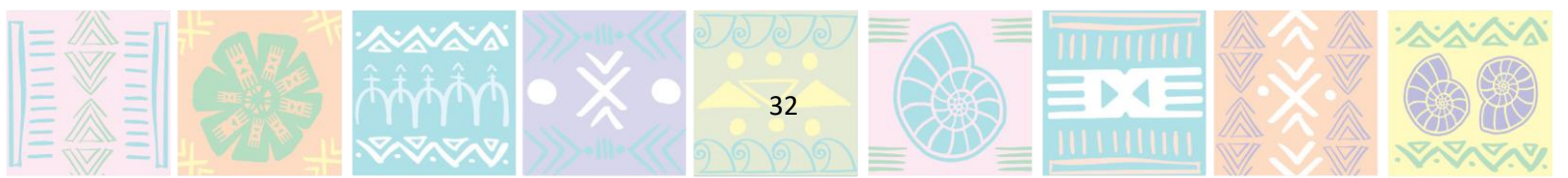
*The reported changes in working practices were that teachers talked about using communication skills and positive discipline techniques to encourage their students and create a positive learning environment in their classes. Teachers also mentioned they had realised that ensuring a safe space for girls means more than just encouraging them to speak in class, with some teachers reporting increased understanding of referral pathways and the importance of referring victims of abuse to recognised counselling centres.*

Partner progress report

EPF engages teachers in training and awareness-raising on child protection, violence against women and respectful relationships with successful outcomes. Teachers taking part in the training reported increased understanding that their attitudes and practices could be harmful to children, and the content delivered to boys and girls in schools was attributed to improved behaviours between adolescents in the classroom and school environment.

*The level of knowledge gained by teachers is measured by self-assessment before and after the training through a survey. The survey result showed that most of the teachers had poor or little knowledge about child protection. The training was a great realisation for them in that their approaches they practiced in school were abusive to children. Some teachers have expressed learning concepts on violence against women (VAW), the forms of VAW and causes. Other teachers have acknowledged the value of respectful relationship education content.*

Partner progress report





Talitha Project Tonga delivered **My Body! My Rights!** in schools and used rugby as an entry point for their work in schools. The Talitha Project's positive rapport with schools enabled recommendations from Adolescent Early Pregnancy Research to be taken up by schools and Talitha facilitators to deliver My Body! My Rights! content.

*Talitha became very popular in their classes. I noticed that the kids very easily opened up to talk with the trainers, in and outside the classroom. Now, some of these kids, they will talk about those things at home. Having that opportunity to be helped by mature young adults like that (Talitha facilitators), they could bring up the issues themselves, there is an element of trust.*

Key informant interview, 2023

FWRM invites schools to refer students to the GIRLS program and works with the Gospel School for the Deaf to deliver activities specifically for girls with hearing impairment and to include them in activities and planning, alongside all girls in the program. The Girls Forum 2021 brought girls together to raise the issues of importance and concern to them.

CARE Vanuatu works directly with health workers, as part of its Pacific Girl activities, training them to engage in positive, stigma-free ways with adolescent girls. In addition, health workers benefit from training and opportunities to reflect on gender equality, gender norms and gender roles in Tafea society, increasing their own understanding of these issues and resulting in their sharing this learning with other community members and influencing society.

*I have held a meeting with the village committee and discussed gender and how it is about social constructed roles and responsibilities. I could tell from their expression it was something new and was challenging some norms but I wanted to leave them with something to think about. I am hoping that they will come back to me with a positive solution to move forward with addressing the issues affecting girls.*

Partner progress report

Talitha Project Tonga also works with nurses and health care providers in schools and clinics to refer girls to adolescent-friendly services and encourages staff to deliver content as part of the My Body! My Rights! Program. There is a strong relationship with a walk-in centre providing adolescent-friendly care for communicable and non-communicable diseases, with a focus on reducing stigma.

*We build up the community – get parents' agreement (to discuss SRHR) and it changes understanding. It takes time, but we teach the girls about menstruation, what to expect and what to accept (in respectful relationships), and mums come and support. We are adolescent-friendly, holistic – no judgement and no shame.*

Key informant interview

All six Pacific Girl projects have also engaged with parents and caregivers to ensure adolescent girls are supported to participate in program activities. This has generally included holding information sessions with parents and caregivers about the program, obtaining their informed consent, and maintaining communication with them to coordinate program activities. For many project partners, this engagement has been positive, with the majority of parents and caregivers expressing support for girls' participation and noting positive changes in girls who participate. A focus group discussion with 12 mothers of My Body! My Rights! (Tonga) participants, conducted as part of this Review, provided evidence that caregivers are also learning about key issues, particularly SRHR. The majority of mothers in the focus group discussion (9 out of 12) indicated that the My Body! My Rights! program was enabling girls to engage in discussions that they could not have at home. As many of these topics remain taboo, mothers say they also have limited knowledge about their bodies and SRHR and do not know how to talk to their daughters about these issues.

*I thought they were too young to talk about their bodies, but she shares with me what she has learnt and she speaks up about what she wants – this is a good foundation for her future... Now I can talk to her about the importance of caring for her body, there is an open door for us to share everything.*

Mothers' focus group, 2023



### 4.3 Sustainability

#### Key question 4: What aspects of the Pacific Girl program are sustainable beyond the life of the program?

##### Positive benefits that will last beyond the life of the program

The Review found that the **progress and impacts made with respect to individual girls' knowledge, skills and confidence** will continue beyond their engagement in Pacific Girl. Evidence shows that girls are taking what they have learnt through Pacific Girl and applying it to other spaces. A prominent example of this is a young woman in Tonga who, through the Talitha Project, has participated in Pacific Girl since its co-design in 2018 and was appointed to the Pacific Women Lead Governance Board as well as to boards and governance mechanisms with other organisations. This young woman has used the leadership skills she learnt through Pacific Girl at governance levels and has led projects with young people and children in her own community. Her experience is exemplary of many girls who, both during and after participating in Pacific Girl, assume leadership roles in their schools and communities.

**Multi-funded projects and strong community relationships will sustain impacts beyond the Pacific Girl program.** By working with organisations that are already implementing programs with adolescent girls, some Pacific Girl programs are funded by multiple sources, not solely Pacific Girl. As these are the only organisations working with adolescent girls in many countries, they are sought out by partners. This ensures that the programs are not reliant solely on Pacific Girl funds and, thus, will be able to continue beyond the Pacific Girl program. In addition, multi-funded projects offer an opportunity to share learning across partners. Across all six Pacific Girl country partners, strong relationships have been built in communities, across government agencies, and with local civil society, and all six country projects are led by Pacific women, embedding the project in local contexts. These strong ties provide a network of support for the Pacific Girl program in all six countries.

At the time of the Review, neither EPF in PNG nor YWCA Solomon Islands was a current grant partner of the Pacific Girl program. Further investigation is required to understand how the program impacts can be sustained in these countries.

### 4.4 Relevance and coherence

#### Key question 5: Is the program aligned to and leveraging other work with adolescent girls in the region?

##### Other programs working with adolescent girls in the region

The Review did not find many other organisations working with adolescent girls across the Pacific. Only two were mentioned: Brown Girl Woke in Samoa; and Sista in Vanuatu. As the Review focused on the Pacific Girl program, a more thorough scoping exercise is required to validate this finding and/or identify other programs working with adolescent girls in the Pacific.

##### National government priorities

All six countries in which Pacific Girl is implemented are committed to gender equality and the empowerment of women at the national government level. Although a commitment to gender equality is evident in the national frameworks and ministerial responsibilities of all six partner countries, the Review found none that explicitly cite the priority issues of adolescent girls (e.g. none of the national strategies specifically address adolescent girls' SRHR). Girls are included within ministries that focus on women and families, youth, and education. There is an opportunity for Pacific Girl to engage with national government gender frameworks and strategies to make the priorities of adolescent girls more explicit in gender equality commitments at a national level.



## Regional coalitions

PWL at SPC is engaged with **three regional coalitions** or organisations that are, or could be, aligned to adolescent girl programming. **We Rise Coalition** is comprised of women’s organisations across the Pacific, including a Pacific Girl partner, FWRM in Fiji. The coalition also works with adolescent girls from Brown Girl Woke from Samoa, and Sista from Vanuatu. Others in the coalition include Voice for Change, PNG, and femLINKPacific. The Coalition is supported by the PWL Enabling Services, in partnership with International Women’s Development Agency based in Australia. There are opportunities to build on this relationship with PWL Enabling Services, based on common objectives and interests, particularly with organisations, such as Brown Girl Woke and Sista, that work with girls and women. Opportunities to cross-learn about what works in engaging adolescent girls in grassroots, feminist movements could be beneficial to both the We Rise Coalition and Pacific Girl.

**Shifting the Power Coalition** is a Pacific women-led Feminist Humanitarian Network, mobilising women’s leadership and solutions in response to the health and climate crises. Pacific Girl program partners, Talitha Project, Tonga and YWCA Solomon Islands, are members of Shifting the Power. Other organisations include the Pacific Disability Forum, Action Aid Vanuatu, Fiji Disabled People’s Federation, Nazareth Centre for Rehabilitation Bougainville, Transcend Oceania Fiji, Vanuatu Young Women for Change, Vanuatu Disability Promotion and Advocacy Association, Vois Blong Mere Solomon Islands, and the YWCA. While there are existing interlinkages between Pacific Girl programs and these projects, there are also opportunities to engage adolescent girls in grassroots, women-led responses and mitigation of the climate crises. Engaging with the Shifting the Power Coalition may also be a way to further Pacific Girl’s focus on climate change.

Pacific Girl has engaged with the Asia Pacific Working Group on Adolescent Girls of **Plan International**, an international non-governmental organisation focusing on children and adolescent girls. There is opportunity to align with Plan International’s work, including its engagement of adolescent girls in climate change as well as its work with Child Fund on cyber safety in the Solomon Islands.

The Review also found potential for engagement with the **Coalition for Adolescent Girls**, a member-led and -driven organisation supporting, investing in, and improving the lives of adolescent girls globally through new and improved programming, policies, and investments promoting the opportunities and rights of adolescent girls. There are currently no members from the Pacific region on this coalition.

## The Pacific Community

There are opportunities for Pacific Girl to further align with other initiatives at SPC. As a part of the HRSD at SPC, Pacific Girl initiatives are oriented between gender and youth policy and programming as well as aligned with the Blue Pacific 2050 Strategy with a vision for “just, equitable, resilient and sustainable Pacific Island Societies achieved by advancing human rights and good governance, gender equality and social inclusion, and positive expressions of Pacific culture, underpinned by a people-centred approach”. Pacific Girl’s work within HRSD includes collaborating with projects across the division to ensure youth voices – particularly adolescent girls – are included.

PWL grant partners may also include adolescent girls in their programming, and organisations supported both by PWL at SPC and Pacific Girl, such as the Chuuk Women’s Council, are somewhat aligned. While most PWL grant partners do not specifically target adolescent girls, however, there are opportunities to engage adolescent girls more intentionally. The Pacific Youth Economic Empowerment Program (PYEEEP) Pilot in Solomon Islands and Tonga engages adolescent girls and young women in vocational training and human rights education and is currently working with Talitha Project in Tonga. Pacific Girl and PYEEEP have connected explicitly to share learning, which could lead Pacific Girl to focus on the economic empowerment of adolescent girls.

HRSD also leads the Pacific Youth Development Framework (PYDF) and is currently leading the next framework to guide youth programming from 2024 onwards. There is an opportunity for Pacific Girl to build on its support to this crucial policy, particularly through its Adolescent Girl’s Reference Group to ensure adolescent girls’ priorities are included in the framework. Pacific Girl’s momentum in building agency in SRHR and leadership for adolescent girls could be powerful components of a regional framework. During the Review validation session with DFAT and SPC, SPC



agreed to take this forward through the PWL Youth Working Group to ensure Adolescent Girl Inclusion (AGI) (see Recommendation 1 below) in the next iteration of the PYDF.

**Australian Government Department of Foreign Affairs and Trade**

DFAT has renewed its commitment to gender equality in its recently released International Development Policy (August 2023), including a target for 80 per cent of all development investments to address gender equality effectively as well as a commitment to gender equality in the Pacific region. In addition, the Australian Government is developing a new International Gender Equality Strategy, underpinned by new strategies for LGBTQIA+ and disability inclusion. While women and girls are mentioned in the International Development Policy, the specific priorities of adolescent girls are not included. There is an opportunity for Pacific Girl to promote alignment of adolescent girls' priorities with DFAT's commitment to gender equality in the region.



## 5. Conclusions and recommendations

**Pacific Girl has achieved strong outcomes for adolescent girls despite the challenges, undoubtedly due to the dedication of project teams in each country who describe their work with adolescent girls not as a job but as a calling.** These teams are supported by strong Pacific women leaders from the six implementing partners at the country level. **Creating safe spaces for adolescent girls at the project level during regional convenings and when adolescent girls engage in adult spaces is crucial,** requiring the program to ensure robust safeguarding practices at all times. Creating safe spaces for adolescent girls takes more time than for other cohorts – ensuring content, activities and facilitation techniques are appropriate to adolescents’ cognitive and emotional development is more time-intensive than working with cohorts over 18 years of age. Safeguarding for girls to attend program activities in the community, at regional convenings and other opportunities is also time-intensive, working with caregivers and increasing logistics to ensure duty of care to girls is effectively in place. **This time intensity can be a challenge to achieve Pacific Girl outcomes, as everything takes longer.** In addition, participants have limited time in their schedules, leaving after-school hours and weekends only, when family, sporting and other commitments compete for their time. **Further challenges were caused by the COVID-19 pandemic,** including delayed momentum in the Regional Learning Network. However, the flexible funding, consistent communications and **strong partnerships built and maintained by the Pacific Girl Team has enabled the program to achieve outcomes for adolescent girls** despite the challenges. Opportunities for program alignment growth are addressed in the Recommendations below.

**Recommendation 1: SPC and DFAT: Consider Adolescent Girl Inclusion as an intentional approach to ensure adolescent girls are considered, visible, and prioritised in programs, strategies and frameworks beyond Pacific Girl.**

An intentional and explicit approach to AGI draws on lessons learnt from gender equality, and social and disability inclusion practice. Adolescent girls remain largely invisible as a cohort in gender and youth programming and policy, and applying AGI seeks to address this. To ensure adolescent girls’ interests and priorities are explicitly and intentionally included beyond the Pacific Girl program, AGI should be developed as a structured and measurable approach, including specific safeguarding protocols and processes. AGI should be considered in the design and development of programs and strategies, and monitoring and evaluation frameworks. Specific measures should also be included to ensure AGI is implemented effectively.

Steps to develop AGI as an intentional approach are outlined below.

- AGI needs to be identified as an approach and what it means should be co-defined with adolescent girls, including with respect to safeguarding, to ensure that AGI is a concrete area of focus and it is widely understood and implemented beyond the Pacific Girl program.
- Pacific Girl can co-design guidance notes with adolescent girls for programs that are not focused on adolescent girls, but where their inclusion should be intentional and their safeguarding prioritised. This includes, but is not limited to, disaster response, ending violence against women (including online gender-based violence), climate change mitigation and response, and vocational training/economic empowerment.
- Pacific Girl can co-design training with adolescent girls to support the implementation of AGI in practice with PWL, HRSD and other SPC divisions.
- SPC and DFAT can champion the AGI model to ensure it is visible across their organisations and encourage it to be taken up by others across the region. This includes:
  - AGI as part of the PWL program and MELF;
  - AGI as part of feminist-funding initiatives of the PWL program (e.g. Pacific Feminist Fund; Women’s Fund Fiji) to consider funding streams dedicated to projects that include reach to adolescent girls and support for adolescent girl networks or groups in the Pacific;
  - AGI as part of the HRSD Business Plan (see Annex 6);



- AGI as part of initiatives, such as country- and regional-level Partnership Development Plans, Pacific Islands Forum’s Women Leaders Meetings and Intergenerational Dialogues, and Triennial Conference of Pacific Women;
- AGI as part of research, including follow-up on Adolescent Unplanned Pregnancy Research and new research in areas determined by the Review to require further evidence (including, but not limited to exploring why girls are not able to assert their agency in the home setting and why change is not happening in the home in the same way as other settings, the impact of labour mobility schemes on adolescent girls, and ways to effectively engage adolescent boys).

**Recommendation 2: Expand Pacific Girl in depth and reach by considering increasing its engagement with existing partners and exploring new partnerships in new countries.**

There is opportunity for Pacific Girl to continue working with its current multi-year grant-funded partners, and to include new partners who are not currently funded by the program. This can include a range of strategies:

- increase the depth of current programs through a deliberate strategy of country partners working with local organisations to increase social and disability inclusion;
- Increase the depth of current programs through the inclusion of girls in remote and rural communities by utilising hybrid, face-to-face and digital models;
- scope opportunities to remain engaged with YWCA Solomon Islands and EPF in PNG, recognising their contributions to adolescent girl programming and the importance of working with programs in these countries to ensure representation of Pacific girls in all their diversity;
- scope opportunities for existing programs working with adolescent girls not currently funded by Pacific Girl;
- scope organisations that are working with young women and that want to work with adolescent girls, are aligned with Pacific Girl’s approaches and willing to learn how to implement key lessons from the Pacific Girl program to enable gender transformative programming with adolescent girls; and
- consider one-off or small-scale grants provided directly to women- or girl-led organisations for events, campaigns or other initiatives, with the Pacific Girl Reference Group participating in the selection process for grant provision.

To grow in depth and reach, Pacific Girl requires resources in addition to grant and partner management. The Pacific Girl Team should include technical assistance to partners in adolescent girl safeguarding, participatory approaches, disability and LGBTQIA+ inclusion, digital models to engage remote and rural girls, and thematic areas, such as SRHR/comprehensive sexuality education, climate change and cyber safety. While this technical assistance does not need to include full-time permanent resources, it is recommended that the mentoring model of the Pacific Girl Team be retained, ensuring expertise in the form of short-term advisors, in order for skills and experience to be preserved on the team.

**Recommendation 3: Reframe the Regional Learning Network as the Pacific Girl Network, and prioritise its reinvigoration.**

The Review found that the Pacific Girl Learning Network is not currently engaging adolescent girls as effectively as needed or feasible, beyond Pacific Girl grant-funded partners. Reframing the Learning Network as the Pacific Girl Network broadens the scope of the network’s purpose beyond sharing learning among grant-funded partners. A Pacific Girl Network can include a spectrum of organisations and coalitions that currently work with (or would like to work with) adolescent girls in the Pacific. The Pacific Girl Network can include:

- multi-year grant partners engaging in gender transformative programming with adolescent girls (e.g. current grant partners);
- organisations that have received micro-granting from Pacific Girl;





- teams within HRSD and other divisions in SPC with strategic imperative to engage with adolescent girls' priorities and interests;
- research and learning partners (e.g. universities and research institutes); and
- civil society and non-governmental actors working to advance youth and child development, who are also working with adolescent girls (or are interested in doing so).

The purpose of the network should be to advance Pacific Girl Outcome 5: building and sharing learning on effective adolescent girl programming in the Pacific. To do this in a structured way, the network should ensure:

- access to Pacific Girl co-designed tools and resources that provide practical guidance for working with adolescent girls (e.g. existing resources created by Pacific Girl partners as well as new resources to be developed, such as building safe spaces, awareness-raising/advocacy, cyber safety, and climate change, each in the context of adolescent girls);
- focused thematic meetings that enable discussion and learning on adolescent girls' key priorities (as identified by adolescent girls participating in Pacific Girl to date), including SRHR, leadership, cyber safety, climate change, women and girls' political leadership, comprehensive sexuality education, and job opportunities for girls who have left school early, including following pregnancy;
- learning that includes key approaches, such as working with boys, parents and caregivers, and girls in all their diversity (including those who identify as living with disabilities, are living in rural and remote communities, identify as LGBTQIA+, and other identity markers as appropriate);
- learning that includes practical approaches from program implementation and evidence-based research; and
- space to engage government representatives (DFAT, national government ministries, other relevant actors).

Reframing and reinvigorating the Pacific Girl Network requires a dedicated additional human resource on the Pacific Girl Team with specific skill-sets and experience in building and maintaining networks and coalitions and engaging with civil society, research, and government actors. As the work is focused on strong relationships and making connections beyond the Pacific Girl program, the recruitment of an additional team member is recommended to ensure time is available to revisit the Pacific Girl Plan and refresh the design of the Pacific Girl Network.

#### **Recommendation 4: Support Pacific Girl, Pacific Girl partners, and adolescent girls to work together to strengthen the Pacific Girl Theory of Change and Monitoring, Evaluation and Learning Framework.**

The Pacific Girl program would benefit from a revised Theory of Change and associated MELF to reflect the current reality of the program, considering the effects of the COVID-19 pandemic and areas in which the program has the most momentum.

##### **The revision to the Theory of Change should consider the following:**

- describe Outcome 1 (adolescent girls' interests and priorities are increasingly visible in decision-making) and Outcome 2 (adolescent girls have increased agency, knowledge, skills, and voice) as intermediate outcomes, recognising that the program currently has the most momentum here and that this momentum can be built upon over time;
- describe Outcome 3 (adolescent girls are increasingly respected and valued by communities and stakeholders), Outcome 4 (adolescent girl programming in the Pacific is connected, strengthened, and informed by the interests and priorities of Pacific girls), and Outcome 5 (evidence is built and shared on effective gender transformative programming for adolescent girls in the Pacific) as end-of-program outcomes to allow for change over time;
- refresh key activities (strategies) to meet end-of-program outcomes, including AGI described in Recommendation 1, a renewed Pacific Girl Network described in Recommendation 3, and more intentional, active engagement with boys and men and with parents and caregivers; and



- describe key activities (strategies) to meet all four Pacific Girl focus areas of SRHR, leadership, cyber safety and climate change while ensuring flexibility to integrate other emerging thematic priority areas over time.

**The revision to the MELF should include:**

- co-designed, key learning questions and activities with adolescent girls to ensure the MELF is girl-led, using Feminist Participatory Action Learning principles;
- indicators and tools to enable learning about what works in Pacific Girl initiatives that are engaging with adolescent boys, and how this contributes to Pacific Girl outcomes;
- indicators and tools to enable learning about what works when engaging parents and caregivers to increase adolescent girls' value and respect in the home;
- measures to build on the Pacific Girl program approach to collaborate with young women creatives to ensure girls' voices are central to data collection; and
- measures to build on the Pacific Girl's current success of combining participatory data collection and regional communications to ensure girls' voices are visible through the Communications for Development approach.



## ANNEX 1: PACIFIC GIRL AND PACIFIC WOMEN LEAD GOALS



# ABOUT THE PROGRAM

PROGRAM GOAL

Adolescent girls in the Pacific will have voice and agency and their rights will be increasingly respected and upheld.



**Pacific women & girls,**  
in all their diversity, are  
**safe** and **equitably share**  
in **resources, opportunities**  
and **decision-making,**  
**with men & boys.**



## ANNEX 2: ALIGNMENT TO DFAT'S MONITORING AND EVALUATION STANDARDS

### Executive summary and introductions

No.	Criteria	Description
10.1	The executive summary provides all the necessary information to enable primary users to make good quality decisions.	See the Executive Summary section, summarising the main body of the report.
10.2	The introduction provides a brief summary of the investment or program.	See section 1. Background, providing a brief summary of Pacific Girl, its origins and goals.
10.3	A brief summary of the methods employed is included.	See section 2. Purpose, Objective and Scope and section 3. Methodology, describing the methods, and relevant annexes.
10.4	Key limitations of the methods are described, and any relevant guidance provided to enable appropriate interpretation of the findings.	Limitations are described in a balanced way in section 3.5.

### Findings and analysis

No.	Criteria	Description
10.5	The report addresses all key evaluation questions.	See section 4. Findings, which is structured against the key evaluation questions, ensuring they are each addressed (see also Figure 4).
10.6	The overall position of the author is clear, and the author's professional judgements are unambiguous.	Agreed – see section 4. Findings. Judgements and claims are backed by evidence and contextual descriptions as required.
10.7	There is a clear line of sight from the key evaluation questions to the evidence presented, the findings, conclusions, and recommendations.	Section 4. Findings is structured against the key evaluation questions, showing a logical structure to how evidence is presented against the findings. Section 5 also outlines the conclusions and recommendations.
10.8	The report identifies the strength of evidence that supports the conclusions and judgements made.	Section 3. Methodology explores the robustness of the evidence, with strengths and limitations to the approach clearly identified. A brief explanation at the beginning of section 4. Findings also explores this in more detail.
10.9	The relative importance of the issues communicated is clear to the reader.	Section 4. Findings highlights issues in the evidence. These are explored further in the conclusions and lessons learnt in section 5, showing a clear line of sight to the recommendations.
10.10	There is a good balance between operational and strategic issues.	Section 4. Findings explores the challenges faced by the program. Section 5. Conclusions and Recommendations suggests ways to overcome these challenges.
10.11	Alternative points of view are presented and considered where appropriate.	Section 4. Findings presents balanced reporting of findings, including alternative points of view where appropriate.



<b>10.12</b>	Complicated and complex issues are adequately explored and not oversimplified.	Section 4. Findings and Section 5. Conclusions and Recommendations explore the complexity of issues encountered, as required, to explain the lessons learnt and present opportunities for growth in the program.
<b>10.13</b>	The role of context and emergent risks to program performance are analysed.	Section 4. Findings elaborates on context, as required, with no emergent risks highlighted in understanding program performance. As this was not the focus of the evaluation study, this was conducted as a “light touch”.
<b>10.14</b>	It is possible to trace the factors over time that have led to the current situation.	Section 4. Findings shows the factors that have led to the current situation on an as-needed basis. As this was not the focus of the evaluation study, this was conducted as a “light touch”.
<b>10.15</b>	Robust evidence and neutral language are used to communicate findings, not emotive arguments.	Section 4. Findings demonstrates robust evidence that is both qualitative and quantitative to communicate and justify the findings.
<b>10.16</b>	The implications of key findings are fully explored.	Section 5. Conclusions and Recommendations explores the implications of the key findings.

**Recommendations and lessons**

No.	Criteria	Description
<b>10.17</b>	There is a limited number of feasible recommendations.	Section 5. Conclusions and Recommendations presents four feasible recommendations for this Review.
<b>10.18</b>	Individual positions have been allocated responsibility for responding to recommendations.	As needed, Section 5. Conclusions and Recommendations denotes which organisations (i.e. SPC or DFAT) are responsible for responding to each of the recommendations.
<b>10.19</b>	Where there are significant cost implications of recommendations, these have been estimated.	There are no estimations of cost implications for the recommendations, as the costs have not yet been explored (and/or if the recommendations even require costings at all).
<b>10.20</b>	The circumstances under which any important lessons are transferable are described.	Section 4. Findings discusses lessons learnt in the program, and what could be transferable to other programs within DFAT and/or SPC.
<b>10.21</b>	Management responses outline whether DFAT agrees with the recommendations, and how and when recommendations will be implemented.	SPC accepts all recommendations and will wait on DFAT to approve DFAT-specific recommendations.
<b>10.22</b>	The final Evaluation Report and corresponding management response are published within the time frames outlined in the DFAT Development Evaluation Policy.	The final Mid-Term Review Report will be published by DFAT once the report has been approved.





## ANNEX 3: DOCUMENTS REVIEWED

Document number	Document name	Year of publication	Author/s
1	Pacific Girl Background Summary	2018	PWSPD Support Unit
2	Pacific Girl MELF 2018	2018	PWSPD Support Unit
3	Pacific Girl Plan	2018	Plan International Australia
4	Pacific Girl MEL 2021	2021	PWSPD
5	Pacific Girl Highlights Booklet 2021	2021	DFAT  Tegan Molony (Consultant) for CARE
6	Pacific Girl Baseline Report (Vanuatu)	2020	Vanuatu
7	<i>Laef blo mi</i> Care Vanuatu Six Monthly Report	2020	CARE Vanuatu
8	<i>Laef blo mi</i> Care Vanuatu Six Monthly Report	2020	CARE Vanuatu
9	YWCA Girls Rise Up Six Monthly Report	2020	YWCA Solomon Islands and CARE International
10	YWCA Girls Rise Up Six Monthly Report	2020	YWCA Solomon Islands and CARE International
11	YWCA Girls Rise Up Six Monthly Report	2022	YWCA Solomon Islands and CARE International
12	Pacific Girl Consolidated Six Monthly Report March 2020	2020	PWSPD Support Unit
13	Pacific Girl Performance Report 2019–2021	2021	PWSPD Support Unit
14	YWEP Six Monthly Report	2021	Chuuk Women's Council
15	YWEP Six Monthly Report	2020	Chuuk Women's Council
16	YWEP Six Monthly Report	2020	Chuuk Women's Council – Jayreen
17	YWEP Six Monthly Report	2021	Chuuk Women's Council
18	EPF Six Monthly Report	2020	EPF
19	FWRM Girls Arise Six Monthly Report	2020	FWRM
20	FWRM Girls Arise Six Monthly Report	2020	FWRM

21	Talitha Project Six Monthly Report	2021	Talitha Project
22	Talitha Project Six Monthly Report	2020	Talitha Project
23	<i>Laef blo mi</i> Care Vanuatu Six Monthly Report	2022	CARE Vanuatu
24	<i>Laef blo mi</i> Care Vanuatu Six Monthly Report	2021	CARE Vanuatu
25	<i>Laef blo mi</i> Care Vanuatu Case Study	2020	CARE Vanuatu
26	Feedback on Partner Reports (Narrative)	2021	PWSPD Support Unit YWCA Solomon Islands and CARE International
27	YWCA Girls Rise Up Six Monthly Report	2021	
28	YWEP Six Monthly Report	2022	Chuuk Women's Council
29	FWRM Girls Arise Six Monthly Report	2022	FWRM
30	Talitha Project Six Monthly Report	2022	Talitha Project Inc
31	FWRM Girls Arise Six Monthly Report	2022	FWRM
32	Talitha Project Six Monthly Report	2022	Talitha Project Inc
33	Pacific Girl Regional Learning Inception Workshop Report	2019	DFAT PWSPD
34	Pacific Girl <i>Pawa Toktok</i> External Report	2019	DFAT PWSPD
35	Pacific Girl Partners Inception Workshop Report	2019	DFAT PWSPD
36	Pacific Girl Partner Convening Report	2020	PWSPD Support Unit
37	Pacific Girl Convening Report	2021	PWSPD Support Unit
38	Pacific Girl Partner Convening Progress to Outcomes MELF Session	2021	PWSPD Support Unit
39	Pacific Girl Adolescent Girl Advisory Group Discussion Paper June 2022	2022	PWSPD Support Unit
40	<i>Laef blo mi</i> Care Vanuatu Mid Term Review Report	2022	Sarah Gillingham
41	<i>Laef blo mi</i> Care Vanuatu Six Monthly Report	2022	CARE Vanuatu

42	<i>Laef blo mi</i> Care Vanuatu Case Studies	2022	CARE Vanuatu
43	Pacific Girl Reference Group Discussion Paper August 2022	2022	PWSPD Support Unit
44	PG Convening Notes May	2022	PWSPD Support Unit
45	<i>Laef blo mi</i> Care Vanuatu Six Monthly Report	2023	CARE Vanuatu
46	<i>Laef blo mi</i> Care Vanuatu Case Study	2023	CARE Vanuatu
47	YWEP Six Monthly Report	2023	Chuuk Women's Council
48	FWRM updates for PWL	2023	FWRM
49	FWRM Girls Arise Six Monthly Report	2023	FWRM
50	Talitha Project Six Monthly Report	2023	Talitha Project Inc
51	Talitha Project Six Monthly Report	2022	Talitha Project Inc
52	Pacific Girl Partner Convening Adolescent Unplanned Pregnancy Research	2021	PWSPD Support Unit



## ANNEX 4: OVERVIEW OF MID-TERM REVIEW PARTICIPANTS

Country	Type of participant	Gender identity	Living with disability
Fiji	Key informant: CSO: 3	Female: 3	1 (female)
	Key informant DFAT: 2	Female: 2	
	Key informant: SPC: 8	Female: 8	
	Project partner: FWRM: 9	Female: 9	
	Adolescent girls: 22	Female: 22	2 (female)
Papua New Guinea	Project partner: EPF: 3	Female: 3	
	Adolescent girls: 19	Female: 19	
Republic of the Marshall Islands	Key informant: CSO: 2	Female: 2	
	Project partner: Chuuk Women's Council: 6	Female: 6	
	Adolescent girls: 19	Female: 19	
Solomon Islands	Project partner: 4	Female: 4	1 (female)
Tonga	Key informant: CSOs/School: 11	Female: 10 Male: 1	
	Project partner: Talitha Project: 10	Female: 8 Male: 2	
	Adolescent girls: 42	Female: 42	
Vanuatu	Project partner: 1	Female: 1	

## ANNEX 5: PACIFIC GIRL CONVENING AND MID-TERM REVIEW DATA

### VALIDATION WORKSHOP

#### Safeguarding Plan

##### What is a Safeguarding Plan and who is it for?

A Safeguarding Plan is for the Safeguarding Focal Points to ensure they are mitigating risks to children and young people. It outlines the activity that needs to be undertaken, when it needs to take place, and who is responsible for it. It is a living plan that should be adjusted as logistics for events and convenings are finalised to ensure that all possible risks are being addressed and that the participation of adolescent girls in regional convening is in line with youth participation principles.

##### Safeguarding Plan for adolescent girls and young women attending the June 2023 Regional Convening

Activity	Responsible	Date to complete
<b>1–2 months before Regional Convening:</b>		
<b>Adolescent girls and young women:</b>		
Set date for Regional Convening, taking into account adolescent girls' commitments to school/study, work and religious activities.	Lanita Waleania, Pacific Girl Program Safeguarding Focal Point Pacific Girl partners	19 May 2023
Select adolescent girls to participate in regional convening.	Pacific Girl partners	19 May 2023
Ensure medical emergency plan is in place, and that the <u>Safeguarding focal point</u> participates in first-aid training in the 12 months prior to this event.	Lanita Waleania	19 May 2023
Identify a local service provider with counsellors available throughout the event should girls wish to access debriefing, make a report (historical or occurring at the event) and, to feel supported, discussing issues that may be distressing.	Lanita Waleania	19 May 2023
<b>Accompanying adults</b>		
Select vetted and approved accompanying adults.	Organisations supporting adolescent girls to attend regional convenings	19 May 2023
Ensure evidence of child-safe recruitment processes is in place for accompanying adults, including police and reference checks.	Lanita Waleania	19 May 2023
<b>Two weeks before Regional Convening</b>		
<b>Information about regional convening and consent forms sent to primary caregivers, and signed originals returned to Lanita Waleania, including:</b>	Pacific Girl partners	31 May 2023
<ul style="list-style-type: none"> <li>• permission to participate in the convening;</li> <li>• informed consent for use of photos/video and voice recording;</li> </ul>		



- permission to travel to the convening; and
- medical history and dietary requirements form.

**Convening facilitators**

Facilitators have signed Child Safeguarding Policy and Code of Conduct. Lanita Waleanisia 31 May 2023

Facilitators have read guidance on the safe and ethical engagement of young people in events guidance note for facilitators) and put this guidance in place during the convening. Mid-Term Review Team and Pacific Girl Young Creatives 31 May 2023

All extracurricular activities for children are properly organised, well supervised and appropriately insured. Lanita Waleanisia 31 May 2023

**Convening venue and catering:**

Safe venue identified including: Event coordinators 31 May 2023

- emergency exits and evacuation plan in place; and
- secure entrance to the venue – either locked and accessible only with room key pass, or 24-hour security.

**Overnight accommodation:** Lanita Waleaisia and Event coordinators 31 May 2023

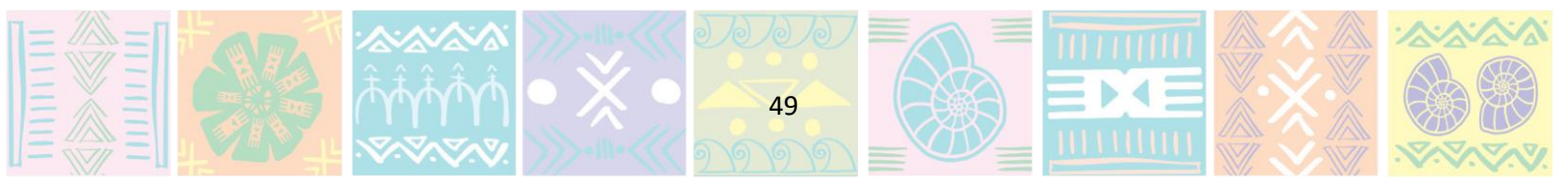
- Participants under 18 years of age should not share a room with anyone over 18 years of age, without express written permission from the primary caregiver.
- Accompanying adult accommodation will be adjacent, if possible, and on the same floor at a minimum, as the children’s room.
- Accompanying adults will never share a room with a participant under 18 years of age, and only with a participant over 18 years of age, at the express and written consent of both the accompanying adult and the participant and their parent/primary caregiver.
- Rooms should have doors that can be secured from the inside.
- Venue should provide either ensuite bathrooms or shared bathrooms with lockable cubicles for toilets and showers.

**Convening space:** Lanita Waleanisia and Event coordinators 31 May 2023

- Ensure the space is youth-friendly and either has breakout rooms or can be set up so participants are able to interact in small groups.
- Ensure the space will not be intimidating to young people (e.g. not a board room or theatre set up).

**Catering:** Event coordinators 31 May 2023

- Ensure dietary requirements are respected.
- Young people can access snacks and drinks at any time (either at the venue or by being taken to a store so they can bring snacks/drinks back to their rooms).



- Lack of familiar food can be a cause of homesickness, and participants who are not eating will not enjoy their experience. For this reason, ask participants what they consider “comfort food” and provide it, if possible.

**Travel to convening**

- Ensure all participants have valid passports and visas (if required). Event coordinators 31 May 2023
- Book tickets and request accompanying adults to be seated with participants. Event coordinators 31 May 2023

**Two travel information packets need to be completed:** Event coordinators 31 May 2023

**Version One is for parents/primary caregivers and participants,** including information about:

- flights
- transportation to and from hotel, or to and from venue if participants are not staying at hotel
- hotel
- provision for special needs
- accompanying staff and child protection focal point contact numbers
- currency in destination country
- catering, including dietary requirements
- child protection policy and procedures

**Version Two is for facilitators, accompanying adults and the Safeguarding Focal point.** It includes the above, as well as information on each of the participants, including:

- copies of passports + visas
- airport pickup in Fiji
- contact person/s
- medical information, including dietary requirements
- insurance

**Event has been appropriately insured, including:** Lanita Waleanisia 31 May 2023

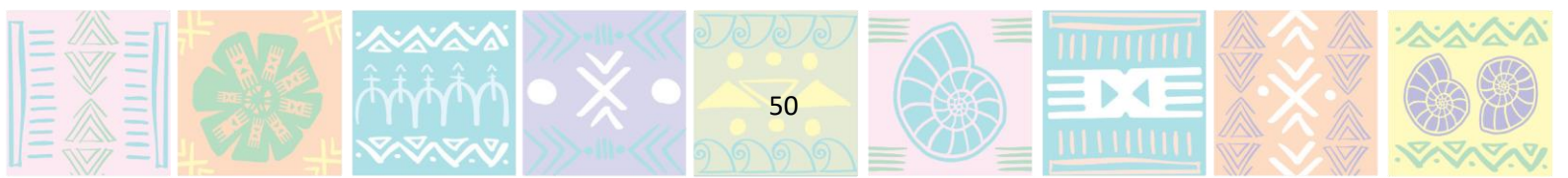
- travel
- medical / accident / illness
- loss of property

**One week before Regional Convening**

Hotel staff briefed Lili Vuiyasawa and Leaine Robinson 12 June 2023

Participant briefing on the process of international travel, including: Lili Vuiyasawa and Victoria Kahla 12 June 2023

- do’s and don’ts (including, do not carry packages for others);



- a convening point at each airport should they become separated; and
- an emergency information card (which should include contacts of child protection team members) to be given to all child participants who should carry this with them at all times.

Ensure there is a travel plan in place for caregivers to hand over to Pacific Girl partners accompanying adults, including:

12 June 2023

- where handover of the participants will take place;
- what time handover will take place; and
- when and where participants will be returned to the duty of care of the primary caregiver.

**The day before the convening begins: safeguarding briefings and venue orientation**

**Briefing with accompanying adults only**

Lili Vuiyasawa and Victoria Kahla

- Review key points in PDF Protected and Respected + Guidelines for Accompanying Adults; clarify Accompanying Adult role during the convening and discuss any questions.
- Discuss the Reporting Procedure.
- Ensure all know they are required to be present at the short child protection debrief at the end of each day.

**Briefing with participants**

Lili Vuiyasawa and Victoria Kahla

- Review key points in Child and Youth Code of Conduct for Event.
- Clarify role of Accompanying Adults and discuss any questions.
- Discuss the Reporting Procedure and ensure all know who the Safeguarding Focal Point is
- Ensure all are aware of their right to discontinue participation to any extent at any time, including the right to opt out of:
  - video, photo or voice recording;
  - discussions they find distressing/upsetting; and
  - extracurricular activities.

**During convening**

- Set ground rules for safe and inclusive participation with all participants. Lili Vuiyasawa and Victoria Kahla
- Practice positive interruption.
- Hold a de-briefing at the end of each day with a specific agenda item to discuss any safeguarding issues or concerns.

**At the end of the convening**

Follow up on any disclosures with referral services.

Lani Waleanisia

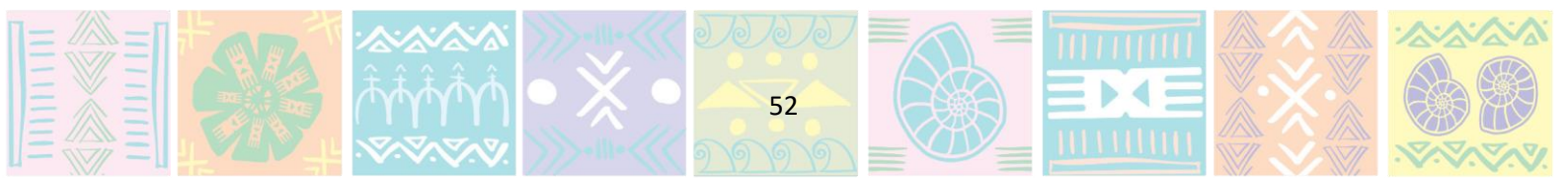


Follow up with individual participants, if required, to support them Pacific Girl partners in contacting referral services.

**At completion of Pacific Girl Mid-Term Review**

Share video/presentation of outcomes.

Lanita Waleanisia





# ANNEX 6: ADOLESCENT GIRL INCLUSION ALIGNMENT TO HUMAN RIGHTS AND SOCIAL DEVELOPMENT RESULTS FRAMEWORK

## RESULTS FRAMEWORK, SPC DEVELOPMENT OBJECTIVES

SPC Development Objective 6: Advance social development through the promotion of human rights, gender equality, cultural diversity and opportunities for young people			
Objective 1: Governance and institutional strengthening	Objective 2: Equality and social inclusion		Objective 3: Culture
Impact: State laws and institutions uphold the rights of all people	Impact: Women, young people and other marginalised groups benefit from equitable access to social services and economic opportunities	Impact: Communities and families practice and promote non-violence and inclusion	Impact: Peoples' cultures, languages and arts are protected and thriving
Result 1.1. State laws, policies and institutions are strengthened to serve the rights of all people	Result 2.1 Services and programmes target and respond to the needs of the most marginalised (especially in EVAWG, climate change and disaster response)	Result 2.3 More communities and leaders advocate for human rights, gender equality and non-violence	Result 3.1 Cultural knowledge is protected and dynamic in development policy/programming
Result 1.2 Civil society (including women and young people) have the capacity and positioning to influence policies and programmes	Result 2.2 Skills and opportunities grow for income generation and sustainable livelihoods among women, young people, artists and cultural producers		
Result 1.3 Regional leadership improves implementation of human rights and social development priorities at a national level			
Objective 4: Knowledge and innovation	Result 4.1 Human rights and social development knowledge is used to inform national policies and development programmes		

\*women, adolescent girls, and young people

