



Review of Spa Academy Rural Scholarship Program

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Acronyms

AUD	Australian dollars
CIDESCO	Comité International d'Esthétique et de Cosmétologie International Committee of Aesthetics and Cosmetology
DFAT	Department of Foreign Affairs and Trade
FJD	Fijian dollars
FWCC	Fiji Women's Crisis Centre
FWRM	Fiji Women's Rights Movement
ODI	Overseas Development Institute
PLGED	Pacific Leaders' Gender Equality Declaration
UNFPA	United Nations Population Fund
WEE	Women's Economic Empowerment

Acknowledgements

Many thanks to everyone at Spa Academy, the Australian Department of Foreign Affairs and Trade (DFAT) and Pacific Women Shaping Pacific Development (*Pacific Women*) Support Unit who participated in the review.

I would like to particularly thank the graduates who made time to respond to the surveys and give their time in interviews. Special thanks to graduates and families who also invited me into their homes. Meeting you in person, talking with you, meeting your families and coming into your homes was a privilege and helped me to better understand the differences the scholarships made to you all.

Contents

Executive Summary	3
1. Program Background	5
2. Review Background	5
3. Approach and review methodology	6
4. Limitations	8
5. Findings	9
6. Enablers and constraints	20
7. Recommendations	22
Appendix 1: Spa Academy Review Plan	24
Appendix 3: Spa Academy Review – Graduate Interview Protocol	30

Executive Summary

Spa Academy has been providing spa training in Fiji for 20 years, servicing 1,178 students through six courses.¹ The Academy was established in 1998 and provides spa training, spa operations and product manufacturing. The Academy is now integrated with the Essence of Fiji Rejuvenation Centre, a high-end transit lounge catering to Fiji travellers.²

The Australian Department of Foreign Affairs and Trade (DFAT) provides funding to Spa Academy through Pacific Women Shaping Pacific Development (*Pacific Women*). DFAT has invested AUD916,672 since May 2015. This grant agreement is scheduled for completion in January 2020. Funding to Spa Academy provides scholarships for 90 women from low socio-economic backgrounds or from rural and remote areas where access to employment is low.³ DFAT commissioned this review in 2019 in order to understand the outcomes achieved for the graduates, their families and communities and to provide recommendations for the future.

The review was conducted over the period of February–April 2019 using a collaborative and theory-driven approach. The reviewer gathered data through: document review; a survey of 57 graduates; interviews with 18 graduates; and a focus-group discussion with three graduates and their families. The review engaged with a sample of both scholarship and self-paying graduates. Its findings are presented using the Gender at Work analytic framework, which is a well-known and often-used gender analysis tool. They are presented using the four areas identified by this framework: changes to individual graduates' consciousness and capabilities; changes to individual graduates' resources; changes to informal norms and exclusionary practices; and changes to formal rules and policies.

Spa Academy conducted a range of services to identify scholarship students including advertisement and selection of qualified candidates through shortlisting, interviewing and testing applicants. Spa Academy trainers deliver beauty and spa therapy courses as well as training on financial and business management and sexual and reproductive health and rights. Students learn through theory and practical sessions at the school in Nadi, Fiji, as well as through placements in spas around Fiji including in Spa Academy's sister institution, Senikai Spas. Spa Academy manage the welfare of the students while training them at their institution.

In summary, the review finds that there are very strong outcomes for Spa Academy graduates and their families. Graduates feel more confident and valuable. Graduates have increased decision-making power in their families and communities and are considered more of a leader since graduating particularly at work as well as in their families and communities. Graduates have become more empowered and independent.

Graduates have improved their material conditions. They are able to find employment based on their increased skills and knowledge and their nationally or internationally recognised qualification.⁴ Almost all graduates now have a career in the tourism industry. They have increased their income and many graduates have increased their assets (an increase in a graduate's assets is usually correlated with a longer time since graduation). Graduates are using their increased income to improve their own situations as well as the situations of their families. Almost all graduates have their own bank accounts and control over these accounts.

Changes in the lives of the graduates is having a largely positive effect on their families and there is some evidence of effects in their communities. Most family members have changed what they think

¹ <https://www.essenceoffijigroup.com/our-story/>

² Ibid

³ Fiji Country Plan Review, 2017, pg. 16

⁴ Some graduates opt for the Certificate III, Certificate IV and Diploma qualifications that are recognized in Fiji. Others opt for qualifications that are recognized internationally (through the CIDESCO system). International qualifications require additional study and money for testing. So, women choose the qualification they want depending on where they want to work and what they can afford.

men and women can do through witnessing the process of the scholarship recipients complete their study and begin working. This change in thinking has not fully translated into practice, however. For example, most women are working more since graduating. They now have paid employment and are still undertaking most of the care work in the house. In some households, women and men have renegotiated this workload. This is an example of joint decision making that is occurring in most households. Within the community, women are serving as role models and have contributed to an improved view of women. This change of community attitude is not complete, however, with women still facing discriminative attitudes in general and negative attitudes about working in the spa industry specifically.

The scholarships have contributed to two formal changes to systems that are embryonic in nature and will take time to have full effect. The first is the beginning of a collective association, through the Fiji Section of the international beauty association International Committee of Aesthetics and Cosmetology (CIDESCO), which will advocate for consistent pay rates across the sector. This is an important development and assists women who otherwise find it difficult to advocate for themselves to their employers given unequal power dynamics. The second is the implementation of sexual harassment policy in spas and hotels across Fiji. Again, this is an important development. A minority of women report having faced harassment themselves or had their colleagues report harassment to them. The management of these incidents is largely falling to the women themselves to manage by stopping treatment and reporting the offender to management. Again, using the collective vehicle of the CIDESCO Fiji Section to advocate for a systematic implementation of sexual harassment policy, including greater support from management, will improve the situation for women.

The review makes six recommendations based on the findings:

- **Recommendation 1:** DFAT to continue to provide funding to Spa Academy for scholarships for women from low socio-economic backgrounds, including from rural and remote areas.
- **Recommendation 2:** DFAT and Spa Academy to work closely together to improve the selection process.
- **Recommendation 3:** Spa Academy to consider what staffing is required to best support scholarship students and discuss the potential for this cost to be included as part of the package of the DFAT grant.
- **Recommendation 4:** Spa Academy to work to collect consistent data across DFAT scholarship students and self-paying students and further develop its reporting to DFAT, potentially through support provided by the *Pacific Women* Fiji Monitoring and Evaluation Adviser.
- **Recommendation 5:** Spa Academy to continue to progress its efforts to develop and build the membership of the CIDESCO Fiji Section as an important vehicle to advocate for the rights of Beauty and Massage therapists at a systemic level.
- **Recommendation 6:** Spa Academy to continue to work on sourcing additional streams of funding, particularly through the private sector.

Recommendations are explained in more detail at the end of the report.

1. Program Background

Pacific Women was announced by the Australian Government at the Pacific Islands Forum Leaders' meeting in August 2012. It commits up to AUD320 million over 10 years in 14 Pacific Islands Forum member countries. The program aims to improve opportunities for the political, economic and social advancement of Pacific women. *Pacific Women* will support countries to meet the commitments they made in the Pacific Leaders' Gender Equality Declaration in 2012. The outcomes sought by *Pacific Women* are:

- Women, and women's interests, are increasingly and effectively represented and visible through leadership at all levels of decision making.
- Women have expanded economic opportunities to earn an income and accumulate economic assets.
- Violence against women is reduced and survivors of violence have access to support services and to justice.
- Women in the Pacific will have a stronger sense of their own agency, supported by a changing legal and social environment and through increased access to the services they need.

Pacific Women is managed by DFAT and works with a wide range of implementing partners, including the 14 partner governments, multilateral organisations, international and national NGOs and civil society organisations.

The *Pacific Women* Support Unit (Support Unit) provides the program with logistical, technical and administrative support and is in Suva, Fiji, with a sub-office in Port Moresby, Papua New Guinea.

Through *Pacific Women*, the Australian Government will spend approximately AUD26 million over 10 years on initiatives supporting women's empowerment in Fiji. After Papua New Guinea, the Fiji program is the second-largest *Pacific Women* country program.

2. Review Background

Pacific Women provides support to Spa Academy as part of its funding for activities that expand women's economic opportunities. Funding to Spa Academy is intended to increase women's access to: income generating, business and formal employment opportunities; support women to have greater decision making in regard to their income and assets; support women's increased ownership of assets; and support improvements to women's economic status.

Through *Pacific Women*, DFAT has provided funding to Spa Academy since May 2015. DFAT has invested AUD916,672 for the period of May 2015–January 2020. Funding to Spa Academy provides scholarships for women from low socio-economic backgrounds and from rural and remote areas where access to employment is low.⁵ Scholarships support these women to complete a Certificate level IV in Beauty and Spa Therapy.⁶ Program funding covers costs for certificate level study over eight months and the recipients are encouraged to save for the diploma level qualification (an additional three months and approximately an additional FJD3,500), which is considered to give them a better footing for employment opportunities.⁷ In total, 90 women are expected to receive scholarships by the time the grant agreement between Spa Academy and DFAT ends in 2020. A breakdown of the number of scholarships provided each year is contained in Table 1.

⁵ Fiji Country Plan Review, 2017, p.16

⁶ Ibid, p.20

⁷ Ibid

Table 1: DFAT Spa Academy scholarship recipients by year, 2015-2019

Year	Number of scholarship recipients
2015	25
2016	25
2017	12
2018	14
2019	14

DFAT commissioned a review of the Spa Academy scholarship program to understand the outcomes achieved for the graduates, their families and communities. To date, Spa Academy has provided monitoring data on the numbers of women with scholarships and their progress through their study. The Support Unit Communications Coordinator collected stories from women who completed this certificate program in 2016. DFAT maintains regular communication with the Academy to monitor progress including conducting on-site monitoring visits and two graduates were interviewed during the Fiji Country Plan Review.⁸ However, further tracking of the other scholarship awardees is required to build a larger picture of the changes that the scholarships support.

3. Approach and review methodology

The review used a collaborative and theory-driven approach. The reviewer worked with the Spa Academy team to establish the program logic and reviewed outcomes in relation to this logic.

The reviewer gathered data through document review, surveys and interviews of both scholarship and sample of self-paying graduates.

The survey reached 57 graduates (17 DFAT scholarships/ 40 self-paying students) and examined outcomes of the women and their families. Outcome-focused questions were drawn from existing, validated, survey tools as recommended in research literature.⁹ In particular, questions drew from: previous surveys undertaken by the Fiji Women’s Crisis Centre (FWCC) and the World Health Organization on attitudes to violence, gender equality and women’s human rights;¹⁰ Abdul Latif Jameel Poverty Action Lab regarding attitudes to women’s empowerment;¹¹ and from Macrothink Institute regarding women’s economic empowerment.¹² The key areas for questions are outlined below.

- Changes to lives of graduates:
 - Agency: increases or decreases in self confidence, self worth, decision making, family planning, leadership and mobility.

⁸ Ibid

⁹ Fowler, F. J. (2002), Survey Research Methods, Sage Publications, London

¹⁰ FWCC (2013), National Research on Women’s Health and Life Experiences in Fiji (2010/2011): A Summary exploring the prevalence, incidence and attitudes to intimate partner violence in Fiji

¹¹ J-PAL (2018), A Practical Guide to Measuring Women’s and Girls’ Empowerment in Impact Evaluations appendix 1: examples of survey questions related to women’s empowerment

¹² Josephat, P. K., Fulmet, A. K., Matunga, B. (2018), Determinants and attitudes of women on empowerment through MFIs, Business and Economic Research, 8 (4), Macrothink Institute

- Economic advancement: employment status, changes to employment prospects and security of employment, increases or decreases in income, increases or decreases in control over income.
- Attitudes: attitudes to gender equality, women's human rights and violence.
- Changes to the lives of graduates' families: changes to family income and responsibility for care tasks.

The review interviewed 18 graduates in addition to the number of graduates reached through the survey, in a one-on-one interview and three graduates in a focus-group discussion with their families to gather qualitative findings on outcomes for the graduates, their families and communities. Of the 21 graduates interviewed, 17 had received scholarships and four were self-paying. The interviews provided a more in-depth and holistic picture of change to complement the quantitative survey results. Qualitative interviews helped to address the risk that using an online survey would bias the sample towards women with high agency, IT literacy and economic advancement. The reviewer worked closely with Spa Academy to identify a selection of participants who may have been constrained by these barriers to seek their views.

Participant feedback was kept confidential in order to manage the risk of backlash from family, partners or community if they hear (without full awareness of the context) that women are challenging stereotypes and conventions. All data presented in this report has been de-identified in order not to disrupt family dynamics and trigger backlash.

One element of the review was to understand whether the women's economic advancement had resulted in any increased controlling behaviour or violent backlash from significant others. The reviewer worked closely with a counsellor from FWCC's Nadi branch to enquire into women's decision making, sphere of control and experiences of violence. The selection of a counsellor to ask these questions was to ensure the review process did not re-traumatise any survivors of violence. Each participant was informed about the review and consented to being involved. Participants were briefed on their rights prior to proceeding with the interview and the interview questions were developed and implemented using kNOwVAWdata's six golden principles for interviewing women who may have experienced violence outlined in Box 1.¹³ Where women opted to disclose experiences of violence they were offered a private counselling session if they preferred. They were also provided with phone numbers and addresses for additional support should they seek this outside of the interview. Additionally, the counsellor checked how each woman who disclosed was feeling at the end of the interview. Each of these women reported feeling 'lighter', 'like a burden has been lifted', for sharing. For four women, this was the first time they had ever disclosed.

Box 1: kNOwVAWdata's six golden principles for interviewing women who may have experienced violence

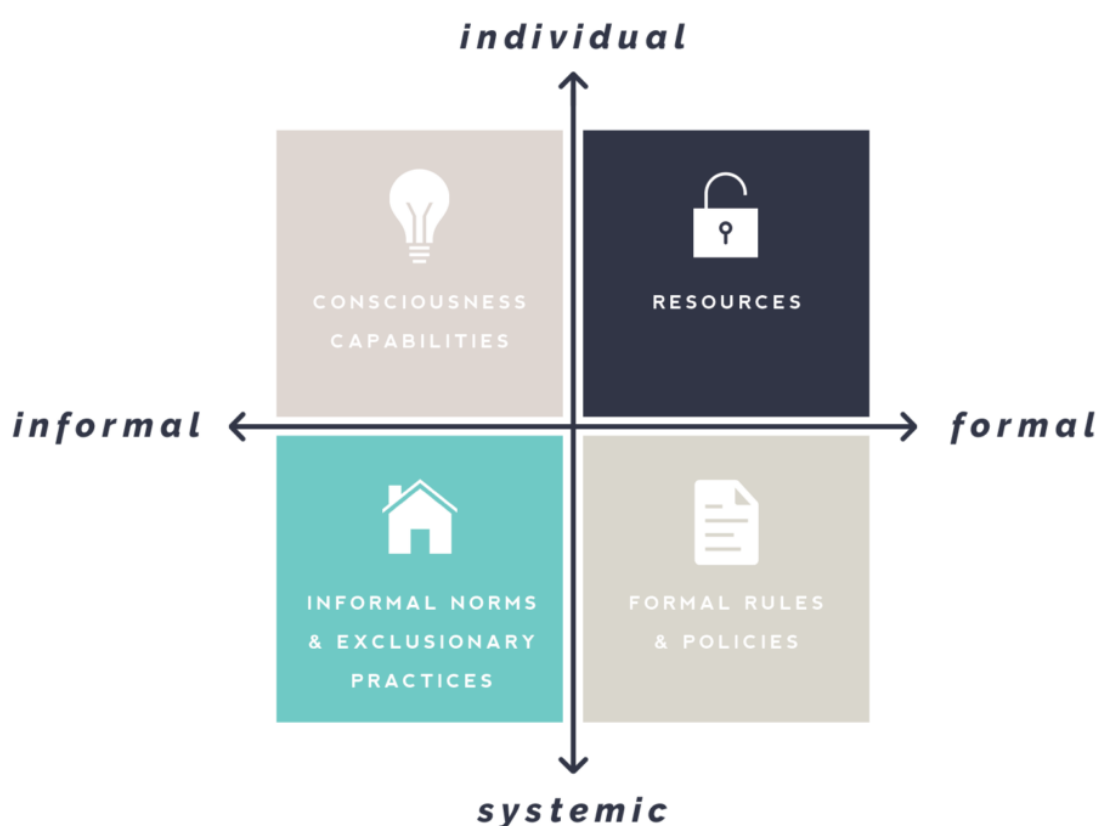
1. Engage with empathy and maturity
2. Ensure interviewers are sensitized to gender-based violence
3. Ensure confidentiality and safety
4. Minimise distress and provide referral information
5. Work to reach the unreachable
6. Take care of the interviewer's own well-being

¹³ Jansen, H. (2017), Six golden principles for interviewing women who may have experienced violence, UNFPA Asia and the Pacific

3.1 Analytic framework

This report uses the Gender at Work analytic framework, shown in Figure 1, as the basis of analysis and reporting.¹⁴ The report uses the framework’s key dimensions of change (individual, collective, formal and informal) to explore outcomes in greater depth for both fee-paying and scholarship graduates. The findings section examines outcomes achieved for the graduates themselves, their families and communities. The examination of outcomes includes both gaps and successes which, in turn, informs recommendations to both Spa Academy and DFAT to inform decisions on future programming.

Figure 1: Gender at Work analytic framework – outlining spheres where changes are required to achieve gender equality



4. Limitations

The methodology assumed that the team could make contact and gain responses from a large number of graduates through the online survey. The review targeted 343 graduates in order to achieve a 95 per cent confidence level with a 5 per cent confidence interval. This means that any findings would be 95 per cent accurate ± 5 per cent for any finding. In contrast, the review was able to gain 57 responses from graduates. The team notified graduates in advance of the coming survey, offered one-year of the CIDESCO Fiji Section membership as a relevant incentive, and followed up with non

¹⁴ Kelleher, D. and Rao, A., Gender at Work Framework, accessed at <https://genderatwork.org/analytical-framework/>

respondents as ways to garner good response rates. Despite these attempts, the review was not able to reach the intended target. The reduced response means that findings are 95 per cent accurate, but the confidence interval has increased to ± 5 per cent. Findings from the qualitative interviews also increase the confidence of survey findings.

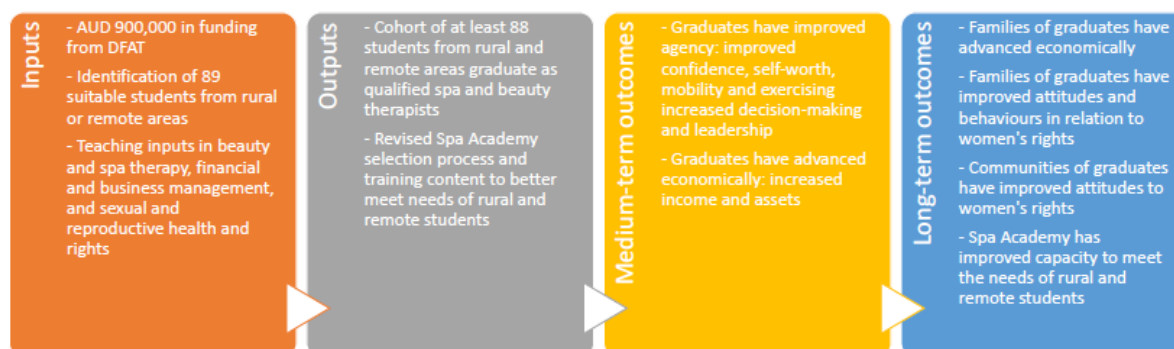
5. Findings

5.1 Services provided by Spa Academy

DFAT entered into a partnership with Spa Academy in 2015 to provide scholarships to women who could not otherwise afford to pay for their study. This was the first partnership with a private sector organisation that DFAT Fiji had entered into as part of the *Pacific Women Fiji Country Plan*. DFAT entered into the partnership based on the mission of the organisation which is focused on better outcomes for women in every sense: economic advancement; agency and freedom from violence; and sexual harassment in the workplace.

The reviewer developed the program logic, depicted in Figure 2, based on an initial review of program documents and preliminary discussions with the Spa Academy Principal and Head Trainer.

Figure 2: Spa Academy Rural Student Scholarship Program (2015-2020) logic



As the diagram shows, DFAT funding provides scholarships for students from low socio-economic backgrounds, including those from rural and remote areas, to access the following courses at Spa Academy: Certificate III in Massage Therapy; Certificate IV in Beauty and Spa Therapy; and Diploma in Beauty Therapy.

Spa Academy provides training to scholarship recipients and self-paying students. Over the 2015–2019 period, Spa Academy enrolled 178 students in Certificate III, Certificate IV and Diploma courses. Of these, 90 have enrolled as scholarship recipients. The remaining students either paid in cash or took a student loan provided by Spa Academy on an interest-free basis. The details of enrolments at each level is in Table 2.

Table 2: Student enrollments at Spa Academy, 2015-2019

	2015	2016	2017	2018	2019	TOTAL
Total no. of Diploma enrolments	0	11	8	12	0	31
No. of Diploma scholarships enrolments	0	0	3	6	0	9
Total no. of Cert IV enrolments	25	30	16	15	30	116
No. of Cert IV scholarships enrolments	25	25	8	7	13	78
Total no. of Cert III enrolments	0	3	16	5	7	31
No. of Cert III scholarships enrolments	0	0	1	1	1	3
TOTAL	50	69	52	46	51	178

Review of curriculum and student interviews confirmed that Spa Academy delivers content on: beauty and spa therapy; financial and business management; and sexual and reproductive health and rights. Students learn through theory and practical sessions at the school in Nadi, Fiji, as well as through placements in spas in Fiji, including in Spa Academy's sister institution Senikai Spas.

Further examination of program documents and interviews during the review shows that Spa Academy also provides the following range of inputs related to selection of scholarship recipients:

- advertisements of scholarships in national media (Fiji Times)
- selection of qualified candidates to receive scholarships through:
 - shortlisting of applicants against selection criteria
 - interviewing of short-listed applicants against interview criteria (see Box 2)
 - testing of short-listed applicants (see Box 3).
- management of students while they are studying including:
 - selection of appropriate accommodation option close to Spa Academy for student housing
 - management of student issues including: monitoring for issues; proactive management of these issues through conflict resolution and counselling; interaction with parents and families as necessary as part of resolving issues; providing student warnings; and expulsion as final resort.

Box 2: Ten questions asked during the selection interview

1. Tell us about yourself (any skills, talents or weaknesses)
2. Why do you need this scholarship?
3. What do you know about this course?
4. What is beauty therapy?
5. Do you think this is the right career for you and why?
6. Where do you see yourself after graduation?
7. What is your view about family planning?
8. Do you use social media for networking?
9. What is your view about application of makeup?
10. Do you have any medical conditions?

Box 3: Seven questions from the general knowledge test in the selection interview

1. State importance of personal hygiene
2. How would you introduce yourself to other people?
3. If you receive a negative feedback from a client, how would you react?
4. Which number logically follows this series: 4/6/4/9/4/?
5. Which word is closest to 'Rejuvenate'?
6. Who is the tourism minister of Fiji?
7. If the mass of an object on earth is 4kg, what will be its mass in space?

The teaching and management team of Spa Academy regularly reviewed the progress of students and their management approaches, in particular after a series of incidents in 2016 which resulted in four students being warned about absenteeism, hostel policy and school policy. A new position of Hostel Matron was introduced in 2019. The Matron began to live in the same hostel as the students during the study term, provided pastoral care and ensured hostel policy and curfew hours were enforced.

During the program only one student has had her scholarship revoked. Spa Academy's process for managing any issues such as this is to:

- ensure issues are documented
- routinely make a first attempt to address issues through teachers
- call in the family or guardian to meet the Principal and teachers to find a way to overcome the problems
- revoke the scholarship if there is no resolution.

5.2 Summary of outcomes achieved through DFAT funded scholarships

In summary, there are very strong outcomes for Spa Academy graduates and their families whether they are DFAT-funded graduates or those who were self-paying. The difference being made to DFAT-funded graduates is presumably greater, given that these women are specifically targeted based on their low socio-economic status and coming from remote or regional locations. However, as there is no baseline data for self-paying graduates, it is not possible to verify this assumption.

Graduates, whether DFAT-funded or those who were self-paying, have an improved perception of themselves and have improved their material conditions. These changes are having a largely positive effect on the graduates' families and there is some evidence of positive effects in their communities. The scholarships have contributed to two formal changes to systems that are embryonic in nature and will take time to have full effect.

The findings are summarized in Figure 3, in relation to the Gender at Work framework, and described in further detail in the sections below.

Figure 3: Individual and systemic changes due to DFAT funded Spa Academy scholarships

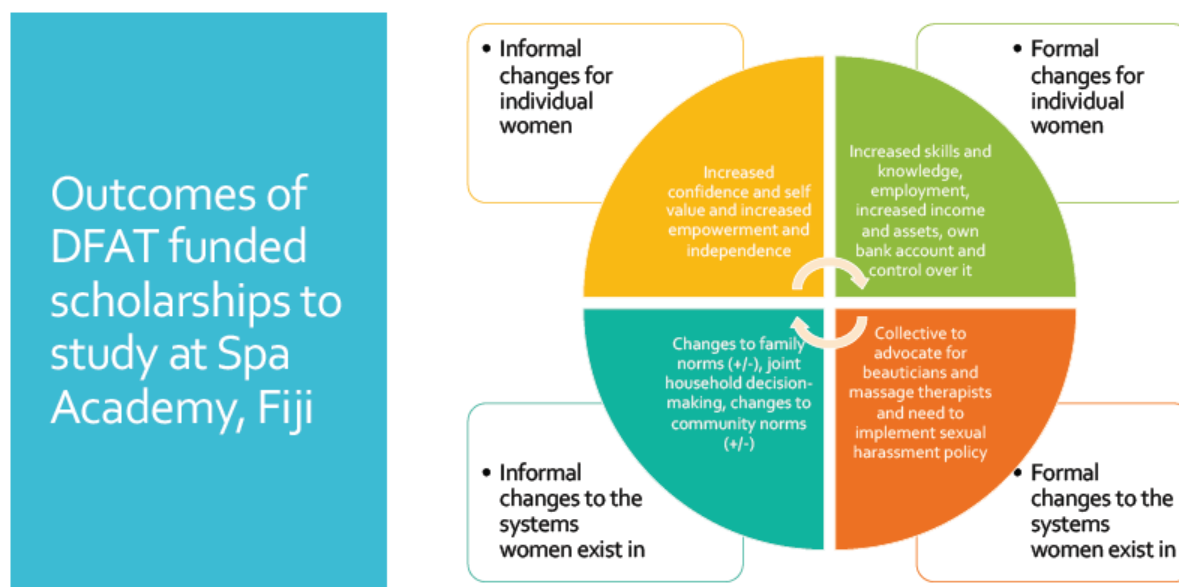


Table 3 shows how the outcomes of the scholarship program contributes to the *Pacific Women Fiji* program’s intended women’s economic empowerment outcomes.

Table 3: How the DFAT-funded Spa Academy scholarships have contributed to achieving the women’s economic empowerment outcomes of the *Pacific Women Fiji* program

<i>Pacific Women Fiji</i> program’s outcomes	Comments on how the Spa Academy program has reached the outcome or not
Outcome	
Women have expanded economic opportunities to earn an income and accumulate economic assets.	There is evidence that scholarship graduates are earning a better income than they would have received without the qualification. There is a correlation between the graduates accumulating assets and adequate time since completion to pay off debts and expenses before saving.
Intermediate outcomes	
Women access income generating, business and formal employment opportunities.	The majority of graduates are formally employed as Beauty and Massage Therapists. A minority have accessed Spa Management or teaching opportunities or started their own spa businesses.
There are more opportunities for women in public and private, formal and informal sectors.	Qualified graduates have more opportunities in the formal, private sector as therapists and managers.
Women have greater decision making in regard to their income and assets.	Women are engaging in joint decision making with family members in their households. It is not clear whether their decision making has increased as there is no baseline to compare. However, the findings show that decisions are not made for them.
Women have increased ownership of assets.	Women are reporting increased assets which was verified through observation in two family visits.
Women have improved economic status.	Almost all graduates are reporting increased incomes.

Short-term outcomes	
Increased capacity of women to access income generating, business and employment opportunities.	Women have increased capacity through increased skills, knowledge and confidence to access employment and in some cases run their own business.
The public and private sector promote gender equality through policies and practices.	The Spa industry private sector is promoting gender equality by employing women in roles as beauty and massage therapists at fair wages.
There is increased safety and working conditions for women.	There are issues of sexual harassment that need to be addressed in a more systematic manner.
Increasing numbers of women employed and generating an income.	Women are reporting that they are employed, have greater contract security and have increased their income.
Women have greater access to information as to how to manage their income and assets.	Students trained in financial and business management.

5.3 Informal changes for individual women

Both scholarship graduates and self-paying graduates have an improved sense of self since completing their study. For example, almost all survey respondents agreed or strongly agreed that they felt more confident and more valuable since studying at Spa Academy.¹⁵ The large change in how one graduate described herself since finishing her study and beginning to work is shown below and illustrative of how many graduates feel:

‘Before I was nothing. Now I am something.’

Their increased sense of self value relates to being able to support themselves and their families financially as well as gaining a qualification. For example, several women raised the fact that they were able to meet family or cultural obligations as a point of pride:

‘Dad has passed away a long time ago, so it was just mum at home. She was my best friend. Coming to study she was very supportive. She was in her dying stage. She said, “Until you graduate then I will pass away.” But she held on. Coming to study, the sweetness of getting money. When she passed away, I was able to contribute. Since I was the eldest, I have this huge responsibility. When mum passed away, I saved some money, I made it happen because I came to study, I had this black and white qualification, I have put it in use, since I went back home.’

Almost all graduates agreed that they have more decision-making power in their family and community since graduating. Additionally, almost all graduates agreed that they are considered more of a leader at work as well as in the family and in the community since graduating.

The graduates are more empowered and independent. Almost all of the women agreed that they are able to move freely in their communities and in Fiji. Most women agreed that they are able to freely move to other countries since graduating. Women are also supportive of other women’s mobility, with almost all respondents agreeing that it is okay for a woman to go outside of the Province or District for education. All of the respondents agree that women and men should participate equally in household decisions and in family-planning decisions.

Women hold strong views against violence in relationships. For example, all women disagreed with the statement it is okay for a man to hit his wife or partner or for a woman to hit her husband or

¹⁵ ‘Almost all’ is defined as over 48 of 57 respondents (over 85 per cent). ‘Most’ is defined as over 42 of 57 respondents (over 75 per cent). ‘The majority’ is defined as over 29 of 57 respondents (over 50 per cent).

partner. All women agreed that it is not okay for a man to hit his wife or partner if he says sorry afterwards. Almost all women agreed with the same statement about a woman.

However, the views of the graduates on violence changed if one partner was cheating on the other. In this instance, most women condoned violence. For example, 33 of 57 agreed with the statement that it is okay for a man to hit his partner or wife if she cheats on him. The numbers were similar if the situation was reversed (31 of 57). Worryingly, this response indicates that graduates condone violence as a problem-solving approach in some situations.

While most women agree with statements on women's empowerment, there is still a sizable minority that agree with statements that limit women's rights. For example:

- Most women agree that when women get rights, they are not taking rights away from men (44 of 57), but 13 women disagreed.
- Most women disagree that a woman should obey her husband if she disagrees with him (39 of 56), but 17 women agreed.
- Most women disagree that it is important for a man to show his wife or partner who is boss (46 of 57), but 11 women agreed.
- Most women disagree that it is the job of men, not women to be leaders (50 of 57), but 7 agreed.
- Most women agree that it is okay for women and men to work in an office together (46 of 57), but 11 women disagreed.
- Of concern, most women think that gender equality has come far enough already (44 of 57). This response in particular contradicts those of women in qualitative interviewing, the majority of whom (11 of 21) have experienced family violence in their lifetime. This shows that women's right to live free from violence is not actualised.

5.4 Formal changes for individual women

Graduates' lives have improved in a material way since graduating from Spa Academy and beginning their careers as Beauty and Massage Therapists. Firstly, they have gained skills and knowledge. During interviews, five women talked about how much they value what they learned and that they were impressed at the depth and range of the curriculum. The graduates shared that they value their qualification which increases their job security. Almost all of the graduates stated that they have improved job security through having the type of employment they want and that the security of their contracts had increased.

Almost all graduates stated that they have increased their incomes since finishing their study. Most women are working for an hourly wage which is higher than minimum wage. Those who are earning the most have management positions. One woman interviewed has set up her own businesses. Qualitative interviews found that for most women the increase in their income either exceeded or met their expectations. For three of the 17 women who answered this question, their current income is above their expectation:

'In beauty industry, we can earn a good money if we have good client base. If we work for someone, we get \$3.50–\$4 an hour, \$28–\$30 a day. If we work on our own, you can get \$200 per day.'

For eight of 17, their current income meets their expectations:

'I am earning well enough to support my kids, myself, my parents. I am happy. This is enough. I am really happy.'

For six of the 17 women, their current pay is less than their expectation, as shown in this discussion excerpt below. For those women who are being paid below their expectation, they describe accepting hourly rates that are below their expectation when entering a new job and that their employer has committed to increase their rate after a probation period. However, for two women, the rate has not gone up after the probation period.

'At the moment it is as I just started...I accept what I have right now. If I improve myself I believe they also improve my income. I get \$4 an hour. I thought I would be getting \$5. When I went to sign my contract they told me, it is true I am a CIDESCO graduate but I have to start with the \$4 and I accept it. Probably they told me [they will review the pay after they] look at how I engage with my work environment, how I give myself on to it. If I improve or not.'

One important element of the review was to understand if the graduates' economic empowerment had had any negative, unintended consequences resulting in violent backlash against women. There is no evidence to show that this is the case. That is, none of the women reported facing increased physical, emotional, psychological or financial violence since graduating from Spa Academy.

These are important findings given prior research of the International Women's Development Agency, undertaken in Solomon Islands that found increased incidents of violence and increased control of income by men.¹⁶ For example, women reported their money being stolen, taken by force and misused by their husbands on a regular basis, with some hiding their money and lying to their husbands about their earnings in order to prevent this outcome.¹⁷ The findings from this review of no increased incidents of violence are also supported by findings from Rise Beyond the Reef's 2019 impact assessment that have also found no evidence of increased incidents of violence related to increased income.¹⁸ Rather, Rise Beyond the Reef's impact assessment found the opposite. Increases in income are translating into households under less stress.

While these are positive findings the review did find that the majority of those interviewed (11 of 21) have faced violence in their lifetimes. Dealing with the consequences of this violence is an ongoing issue for these women, limiting their confidence and expectations for life.

The majority of women (11 of 18) report having increased their assets since graduating. Four women are renovating or extending their houses or their family homes:

'The roof on our house was damaged. Slowly, after I finished, my mum did a temporary set up. When I finished work, it was us renovating the house. We got the roof fixed. We had an extension to the rooms done. This year, we are planning to get the floors changed.'

This includes two graduates who are connecting their homes to services and buying white goods for the family home:

'We bought like household appliances for my mum. Things that would make her life easier as well. I bought her a microwave, a sofa, a blender (I didn't want her to pound the garlic anymore). When I went to Australia, I bought her things as well like clothes and another blender (she loves blenders) and a pressure stove. She used a kerosene stove before. Now she has to use the gas stove. So, she doesn't have to use anything that is too complicated.'

Three women have bought work equipment:

'I am buying some spa equipment so that I can get to do treatments in my home area as well. Just recently I've bought a wax pot. Whenever I go home, I do eyebrow waxing and facial as well. On my day off. Not much, just two or three. That income helps as well.'

¹⁶ Carnegie, M., Rowland, C. & Crawford, J. (2013) 'Rivers and Coconuts: Conceptualising and Measuring Gender Equality in Semi-Subsistent Communities in Melanesia, *Gender Matters*, Issue 2

¹⁷ Ibid, p.6

¹⁸ Aliti, V. (2019), Rise Beyond the Reef Impact Assessment, (currently being finalised)

Two women are supporting investments such as a family car and or *yaqona* (kava) plantation, two women are paying off land or the family home, and one woman plans to invest further in her education. One woman is supporting her community more broadly including putting others through education.

Box 4: Investing in others

Now I go back to the village and help other young women and kids like me, help to give back to them because one day they'll be like me. So, my story, where I come from. I look at people, young kids who come from broken families. It helps me to help them because I know where they're going to end up. I have to help those unfortunate ones.

Women report having control over their incomes. Almost all graduates report having their own bank accounts and sole control over these accounts. The majority of women report that their husband, partner or family members have not stopped paying for specific expenses since they have started to earn their own income. Women explained that they are now sharing household expenses and helping to support their families.

5.5 Changes to informal systems

The graduates exist within family and community systems. Understanding the outcomes of the scholarships means examining changes to these systems as well as changes to the women themselves. The review found evidence of change within the family system and change, though limited, in the community system.

There have been positive changes to family norms. For example, most women (17 of 18) agreed that there had been changes to how their family thinks about what men and women can do since they graduated from Spa Academy as illustrated in Box 5.

Box 5: Positive changes in family attitudes to women

Like before, our Grandmother and Grandfather thought boys are better than girls because they can work. Even my Grandma didn't like girls, she didn't treat us as part of the family. Now she sees we are supporting the family. Like we don't think that women are always lower than men. Everyone can do everything.

My family is quite open minded. My mum is really supportive, and she helps me to become independent. She lets me fight all my decisions. Now, I can, when we ladies don't work we have to listen and all. For me, my son was not from my husband. Sometimes I face difficulties in asking for money for my son. He will say something before he gives. My dad brought me up to stand on my own feet. Now if my family asks for something, I can contribute. I keep a little bit just for my son and my mum and relatives and all. It really helps me. Before I have to just ask my husband. If he says no, that is it. Now I can stand on my feet. I can get this. I can spend this. That is why I am happy with the work.

The positive changes in family norms have not occurred in all families, however. One woman described her restrictive environment:

'My dad doesn't allow me to wear pants only a dress or a skirt. He is a bit strict. I'm not allowed any social life outside. I have to work and come straight back.'

Survey results show that for most women they are doing more work since graduating (24 of 36). This means that they are now responsible for earning an income and have retained responsibility for care tasks in the house (cooking, cleaning, washing, looking after children). For 15 women, the amount of

care work they engage in has decreased either through a renegotiation of tasks or in one case, through outsourcing as illustrated below.

'Yes, before when I was a stay home wife I did everything. Now everyone has their jobs. If my husband comes first, he cooks. My children, they wash their clothes and cut up the ingredients for dinner and I cook. Everyone shares responsibility now.'

'All my housework is depending on me. I do it. If I can't do it, I call a lady who can help me out. I pay for that.'

One family norm of note is the expectation for women to marry at a young age. This issue emerged in a number of interviews despite the review not focusing on this topic. For example, six of the 21 women interviewed volunteered that they either did not want to get married or that they want to marry a foreigner. The women linked this decision to issues of violence and control. Women volunteered that they thought Fijian men (including across specific ethnic groups), were prone to violence and control. Interestingly, their families were supportive of their decision to either not get married, delay marriage, or to marry a foreigner as illustrated here.

'Well, this year I am going to turn 32. My mum was okay with it that I am not getting married. When we get married the boys also have to make decision for us. It depends if we are strong enough to fight for our own rights. At the moment she is okay with me being single. Dad? He is okay with it.'

Another change to family systems is that women are making joint decisions with others in their households about spending their income and buying assets or items considered expensive or valuable. Most women who answered this question in their interview (12 of 21) arrived at a mutual understanding with others in the family about what they would spend money on. Eight of the 21 women engaged in explicit conversations to arrive at this understanding. Only one of the 21 women made her own decisions. Large spending decisions (like buying a car) on the other hand, required a lot more conversation. These are explicit discussions to arrive at joint decisions. Four of the 21 would make their own decisions. And in one case, the male in the family would decide.

At the community level, the women describe two types of changes: serving as a role model; and an improved view of women. Eight women describe becoming a role model in their community. Others, particularly young women, look at what they have achieved and reconsider their own options in light of this:

'Yes, all the girls in the community see that I have left and I have done something for myself.'

In some cases, others in the community are impressed with what the women have achieved:

'Yes, the girls out here normally run away or don't study anymore. If you look to my village I have reached 23 (and am) still in my house, still supporting my parents, finished form 6 and had graduation... They (the community) are really proud of me. They have seen me struggling. During [Cyclone] Winston, when my Dad was not working, the neighbours were good, they supported us. Sometimes they meet me on the road, they say that (getting the scholarship and working as a beauty therapist) is a good opportunity.'

In a minority of cases, the scholarship has led to an improved view of women in the community:

'Most of the time they think lesser of women in the community. Now, the women who are taking on the different field of studies, it is like we have a voice. In the village that is closer to me we do have monthly meetings. I am happy that women are well represented in those meetings. Probably in the future they will be listening to those views of women as we move on.'

While there have been some positive changes, women still face discriminative attitudes from within their families and communities:

'I don't think, it is hard to change the way people think especially if they themselves don't want to change their opinions. We still get 'Let's get her married' 'She is 28 years old, she should be married'. But as long as we, our foundation, support you it doesn't matter what the others think. Things are changing in Fiji, we are getting exposed to the modern way of thinking. I know one family, the daughter is 23 and she is a teacher and she is not married. But their opinions on other people don't change. You have no control over that.'

Women also face negative attitudes about working in the spa industry. Seven of the 21 women interviewed talked about the assumptions that massage therapy is a form of sex work. Sex work is often described as a massage 'extra'. The range of issues and negative perceptions women face about massage is illustrated in Box 6.

Box 6: Negative attitudes women face about massage

Some of them have bad thinking about the job. They think, they are dirty minded, but it is not all about that. Sometimes people (say) filthy things about it. We know we are doing something good, we are not doing that so we just don't care.

I have a colleague of mine where she went on a workplace attachment. This just happened in Nadi in one of our sister companies. The client asked her if you do "extra" massage. That is where she stopped herself. She came out. She reported straight away and reported to the Spa Manager. The Spa Manager sorted it out straight away.

Actually, I shouldn't be lying. At first, when we started the school. Massage, people laugh, make fun of it. But I was okay.

Everyone thinks this job is a sex job, or a sex drive, but it depends on the therapist.

Even here in my village, if you tell them you are working as a Beauty Therapist they say 'Are you doing extras?'. If a girl is usually skinny and if she has built up they will say she is going out with someone. In today's century, it is still there.

5.6 Changes to formal systems

The scholarships have contributed to the beginning of two formal changes to systems that will require time to have full effect. The first is the beginning of a collective association, through the CIDESCO Fiji Section, that can assist in advocating for consistent pay rates across the sector. The second is the implementation of sexual harassment policies in spas and hotels across Fiji.

Inconsistency in rates of pay across the sector emerged as an issue during interviews. While women may have reached a certain level of certification, that does not guarantee them a particular rate. For example, six of 17 women stated that their pay did not meet their expectations. Spa Academy and Essence of Fiji are currently working to gain membership of the CIDESCO Fiji Section. The Fiji Section will work essentially as a union, specifying and advocating for consistent rates of pay by level of certification. This collective body will assist those individual therapists who can afford yearly membership (FJD150). The collective body is needed as otherwise, it is left to individual women who are often in a vulnerable position (given they need the income and work) to advocate for themselves.

Sexual harassment emerged as the second systemic issue. Two women had experienced harassment directly and another woman's colleague had been harassed:

'Actually in Fiji there are a few spas that do that job. It is not a bad thing, people want to earn money. But people should know only in that particular place there is a sex job. I don't have any problem. I have gone through this with clients, they will say I will give you money if you have sex. I don't stop the treatment. I will just say I am not going to do that job. Our teachers have said, when you come across those types of clients you can just walk out... I don't mind

people who are doing these extra jobs. It is their own life. But people have to know it is only in that spa.'

'For me, there was once. The man... asked... are you guys offering "extras"? We said no so he said "I won't have the massage". Imagine, we are working in a five-star resort and he asks for that?'

The issue of sexual harassment is an issue in Fiji broadly, as identified in the Fiji Women's Rights Movement's (FWRM) research.¹⁹ Part of the issue is the need to develop a zero-tolerance sexual harassment policy as shown in Box 5. But a further issue is implementation of existing sexual harassment policies. As one of the women noted, spas or hotels may hesitate in taking action against a client given that is the source of their revenue. Spa Academy trains women on their rights to a harassment-free workplace. Students are trained that they have the right to leave the room and tell management. Having the CIDESCO Fiji Section work more closely with spa management on this issue from a systemic perspective would reduce the power imbalance where individual women are dealing with these situations largely by themselves.

Box 7: Actions identified through FWRM research for employers and employees to stop sexual harassment in the workplace

Employers:

- Develop a zero-tolerance policy on sexual harassment: Under the Employment Relations Act (2007), 76 (2) an EMPLOYER MUST DEVELOP AND MAINTAIN a policy to prevent sexual harassment in his or her workplace.
- RAISE AWARENESS in your workplace by conducting mandatory employee training
- TAKE ALL REPORTS OF HARASSMENT/ COMPLAINTS SERIOUSLY. Investigate immediately and resolve situation fairly. Do not discriminate against employees who have lodged a complaint.

Employees:

- INFORM your manager or supervisor- put it in writing and keep a copy of the email or letter
- TALK to your Human Resources team or trade union
- COLLECT evidence - keep a diary recording all of the dates and times you have been harassed
- LODGE A COMPLAINT OR GRIEVANCE if you are unsatisfied with the internal grievance procedure, under one of the following legislative regimes:
 - Employment Relations Act 2007
 - Crimes Decree 2009
 - Fiji Humans Rights Commission

¹⁹ Sexual Harassment of Women in the Workplace 2016 Follow-up Study, available at <http://www.fwrn.org.fj/publications/research-analysis/not-ok-stop-sexual-harassment-campaign>

6. Enablers and constraints

Factors that enabled and constrained student’s ability to succeed are shown in Table 4 below.

Table 4: Enablers and constraints to the success of the scholarship program

Enablers	Constraints
<ul style="list-style-type: none"> ▪ Financial support from members of the family, community, Fiji Government (in the form of social protection) and/ or Australian Government. ▪ Non-financial support from extended family. ▪ Training and support from Spa Academy. ▪ Supportive attitudes of family or community members. 	<ul style="list-style-type: none"> ▪ Violence against women (either women themselves or against their mothers). ▪ Demands and attitudes of extended family (not having a supportive environment). For example, many family members being sick or injured at work. ▪ Discriminative community attitudes to what women can and should do. ▪ Negative attitudes about massage therapy from some members of the family and community.

6.1 Factors that enabled the success of graduates

Financial support meant the difference between poor women accessing courses at Spa Academy. For some students, they were able to get financial support from members of their family, the community or received scholarships or social welfare payments from the Fiji Government. For other students, they were able to secure a scholarship from the Australian Government. Graduates described the advantage of securing a DFAT scholarship as being provided with enough money so they could solely concentrate on study. That is, the allowances for accommodation and living meant that these women were not required to work as well as study in order to afford their qualifications. In fact, material advancement for the scholarship recipients and their families often started as soon as the first scholarship payment began.

Non-financial support from extended family was pivotal to the success of students. Many students had family responsibilities such as caring for children or for ill members of the family. Non-financial support from family meant that students were able to live at less expense and there was back up for care tasks.

The support received from the Principal and trainers of Spa Academy also enabled the students to succeed. They are all passionate about students succeeding and work hard to ensure that every student is able to pass. This support and encouragement helped students build their confidence and made it more likely that they would succeed.

Support from within the family or community was also important to students. In one case, the word of a respected community member was enough to persuade a wavering father that the scholarship was worth accepting, and the career of beauty and massage therapy was reputable and worth pursuing.

6.2 Factors that constrained the success of graduates

The high prevalence of violence against women among the cohort of students constrained students from succeeding. While the fact that this violence exists is not surprising, given the national statistics on violence against women and girls, it is often not considered as a factor in delivery of curriculum. The violence that these women had experienced reduced their self-confidence and, in some cases, made them consider suicide.

Extended family constrained the ability for a student to succeed while also being an enabling factor as discussed above. In particular, students noted the demands and negative attitudes of extended family. They were required to contribute to households with complex needs, for example caring for many family members who were sick or injured at work.

Women were constrained by discriminative attitudes held by community members about what women can and should do. Many students described the pressure on them to be married and to start a family. Women did not feel supported in their decision to prioritise studying and working.

Family and community members hold negative attitudes about massage therapy as discussed earlier in this report. Some family and community members connotate massage therapy with sex work and form a negative impression of the women's chosen endeavours based on that false understanding.

These factors align closely to the key findings from the *Pacific Women Women's Economic Empowerment Synthesis Report*. The report used the Overseas Development Institute (ODI) women's economic empowerment framework which identified a set of ten direct and indirect factors that enable or constrain women's economic empowerment.²⁰

Direct factors that enable or constrain women's economic empowerment include:

- education, skills development and training
- access to quality, decent paid work
- unpaid care and work burdens
- access to property, assets and financial services
- collective action and leadership
- social protection.

Indirect factors, the wider structural conditions that determine women's individual or collective experiences, include:

- labour market characteristics
- fiscal policy
- legal, regulatory and policy framework
- gender and discriminatory social norms.

²⁰ Hunt, A. and Samman, E. (2016), *Women's economic empowerment: Navigating enablers and constraints*, Overseas Development Institute

7. Recommendations

The review makes six key recommendations that are intended to inform and guide the next phase of the program.

Recommendation 1: DFAT to continue to provide funding to Spa Academy for scholarships for women from low socio-economic backgrounds, including from rural and remote areas. The data shows that the scholarships are reaching women from the target group and are making a significant difference to these women's lives as well as those of their families. While the Government of Fiji is providing a range of scholarships for citizens, these scholarships do not necessarily directly target the poorest women. Therefore, the DFAT scholarships continue to add value to the services on offer through the Government of Fiji as well as aligning with the aims and objectives of DFAT's Fiji Program, including the *Pacific Women* Fiji program.

Recommendation 2: DFAT and Spa Academy to work closely together to improve the selection process. The selection process is working well in general. This can be seen by the fact that women from the target communities are being reached and receiving scholarships. However, the selection process can be improved by reconsidering some questions in the formal test and interview process which will then ensure that the advertisement does not discourage applications. By working closely together, both DFAT and Spa Academy can draw from learning and improve the process.

Recommendation 3: Spa Academy to consider what staffing is required to best support scholarship students and discuss the potential for this cost to be included as part of the package of the DFAT grant. There are specific supports that scholarship recipients require, because they come from poor and remote backgrounds and are (mostly) young. For example, the students who live far from the school require accommodation and over time Spa Academy came to realise that they required supervision while they were in that accommodation. The supervision that the Matron is able to provide, by living on-site with the scholars at the hostel, provides assurance to families that the students are focused on their studies and in a safe environment. Spa Academy is currently paying for the position of Hostel Matron, so the position is already owned by the partner. However, the position is not sustainable in that Spa Academy are paying an extra staff member for responsibilities related only to scholarship recipients which is not currently covered by the grant. Other students don't require this supervision. Similarly, there may be other positions that are necessary to fully support scholars including a student or academic counsellor.

Recommendation 4: Spa Academy to work to collect consistent data across DFAT scholarship students and self-paying students, potentially through support provided by *Pacific Women's* Monitoring and Evaluation Adviser. The baseline data collected on DFAT scholarship students is more comprehensive than that gathered for self-paying students. For example, these students provide data on monthly household income, the number of household members and whether the students are currently employed, unemployed or studying. All of this provides a useful basis for comparison when tracking longer term outcomes. However, the same data is not collected for self-paying students. The *Pacific Women* Monitoring and Evaluation Adviser could work with Spa Academy to establish a consistent process for both student types, develop a simple excel spreadsheet to support consistent compilation of this data and provide support in producing narrative reports for DFAT.

Recommendation 5: Spa Academy to continue to progress its efforts to develop and build the membership of the CIDESCO Fiji Section. The Fiji Section will be an important vehicle to advocate for the rights of beauty and massage therapists at a systemic level, specifically on issues of consistent pay rates and the development and implementation of sexual harassment policies.

Recommendation 6: Spa Academy and DFAT to work together to get uptake of the student loan package by private spa owners, thereby reducing the risk on Spa Academy and increasing private sector partnerships. Spa Academy has proven the efficacy of its student loan package. The Academy

provides loans to students who are not able to gain DFAT funded scholarships, on an interest-free basis, that students pay back after their graduation through deductions to their pay. Repayment takes two years on average. Spa Academy has tried to engage private spa owners to provide these loans but has had little uptake to date. By working together, Spa Academy and DFAT may be able to increase interest by the private sector in providing loan packages to their own employees.

Appendix 1: Spa Academy Review Plan

Background

This document complements the Spa Academy Review Scope and provides details of how the review will be undertaken as well as draft data collection tools.

Review Phases

The review will be undertaken in four phases: Inception; Data Collection; Analysis; and Reporting. Each phase is outlined below including key activities and timing.

Inception: 18–22 February 2019

The *Pacific Women* Monitoring and Evaluation Adviser will develop the Spa Academy theory of action embedded in the program logic through review of contract documents and consultation with Spa Academy Managing Director and Head Trainer. She will develop the survey and interview protocol.

Data collection: 25 February–22 March 2019

The reviewer will collect data through document review, an online survey and in-person interviews with graduates. The document review will comprise an examination of international and national economic data on the spa industry to validate assumptions regarding employment prospects for graduates.

The online survey will target 290 self-paying graduates and 53 scholarship graduates of the total of 1,178 graduates. The reviewer will work closely with Spa Academy to ensure the required response rate from graduates using three strategies. Firstly, the Spa Academy Managing Director will publicise the review and invite graduates to respond to the survey using a one-year membership of the Fiji CIDESCO Fiji Section as an incentive. This is an online portal providing graduates access to professional development and work opportunities. Free membership for one year will serve as a relevant incentive to participate in the review. Secondly, the Spa Academy Head Trainer will notify graduates of the survey before it is accessible in the week beginning 25 March. Thirdly, the reviewer will monitor responses over the two-week period when the survey is accessible (4–15 March) and liaise with the Head Trainer. The Head Trainer will send out follow-up messages to seek further responses if this is required.

Interviews with graduates will be undertaken in key locations in Viti Levu. The reviewer will work closely with Spa Academy to identify a sample of graduates to interview in person and the key locations for these interviews to occur. The reviewer will undertake interviews in collaboration with a counsellor from FWCC Nadi in nominated locations. All interviewees will be briefed on their rights prior to interview: that they have the right to answer or not answer any questions and stop the interview at any time. The reviewer will interview graduates on the economic and agency outcomes of their study while the counsellor will interview graduates on changes to their attitudes to and experiences of violence. The counsellor will ensure that interviewees are not distressed by questions on violence and provide referrals to required services, should this be necessary.

The reviewer will visit a sample of communities of graduates to interview family and community members on the impact of their study at Spa Academy.

Analysis: 25–29 March 2019

The Adviser will analyse the data from all three sources (program documents, economic data and graduate outcome data) using the program logic and the Rao & Kelleher framework. The reviewer will build a picture of the changes Spa Academy have contributed to in the lives of graduates, their families and communities and compare this to the expected outcomes detailed in the program logic.

The reviewer will also use the Rao & Kelleher framework to further explore the types of outcomes using this framework's key dimensions of change (individual, collective, informal and formal). The examination of outcomes will include a comparison between the outcomes of scholarship recipients to the outcomes of self-paying graduates.

Reporting: 1–15 April 2019

The reviewer will develop a draft report based on the analysis (1–5 April). The report will include an executive summary (not more than two pages), findings (including illustrative case studies) and recommendations.

The findings section of the report will be structured using the Rao & Kelleher framework's dimensions of change and capture analysis (issues, concerns and successes) in relation to each dimension. The report will include an analysis of Spa Academy's progress against its program logic including the success of strategies to address identified root inequalities.

The report will make recommendations based on the findings to inform the next phase of activity (after the conclusion of the current round of DFAT funding) of both Spa Academy and DFAT.

The draft report will be written in accordance with the *Pacific Women* Style Guide and sent to the Support Unit to coordinate the review process. Spa Academy, DFAT and the Support Unit will undertake a review of the draft report over the period of 8-10 April. The Support Unit will provide consolidated feedback to the reviewer who will then finalise the report on 15 April.

Appendix 2: Spa Academy Review – Graduate Survey

Rationale

Thank you for agreeing to complete this survey. We've asked for your feedback because your views are important to us. The survey is part of a review of Spa Academy supported by the Government of Australia. The review examines how Spa Academy has supported you to achieve a better life. We're interested to know what changes (good or bad) have happened in your life and in the lives of your family and community due to studying at Spa Academy.

All of the information we collect is confidential. We will write a report that will include information about graduates in general. All quotes will be de-identified (that means that we won't say who told us the information).

You do not have to answer all of the questions in the survey. Please only answer those questions that you are comfortable with.

The survey has 32 questions. It will take about 20 minutes to answer.

If you have any questions or concerns, please be in contact with Anjaleen Kumar at 992 5852 or trainers@spaacademyfiji.com.fj

Section 1: Your background

1. How old are you?
2. What year did you begin studying at Spa Academy?
3. Which village/ city and District were you born in?
4. What is your ethnic background? iTaukei/ Indo-Fijian/ Other (please specify)
5. Please estimate your total monthly family income (all sources) when you first started studying at Spa Academy.

Section 2: Changes in your life

6. Please select the type of employment you are currently in. Casual/ Part-time/ Full time
7. Do you have the type of employment that you want? Yes/ No
8. If you answered No to Question 7, please explain why.
9. Has the security of your contract of employment improved since you studied at Spa Academy? Yes/ No
10. How has your individual monthly income changed since studying at Spa Academy? Increased/ Decreased
11. If your monthly income increased, how much has it increased by?
12. If your monthly income decreased, how much has it decreased by?
13. Do you have your own bank account? If yes, go to question 14. If no, go to Question 15.
14. Do you have sole control over this bank account? Yes/ No/ Other (please explain)

15. What do you use your income for? Select as many of the following options that apply: Accommodation, Transport, Food, Children's Education, Living Expenses, Other (please specify)
16. Has your husband, partner or family members stopped paying for specific expenses since you've started to earn your own income? Yes/ No
17. If you answered Yes to Question 16, please provide an example.
18. Please answer the following questions by marking (X) how much you agree with each statement about you.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel more confident since studying at Spa Academy				
I feel more valuable since studying at Spa Academy				
I have taken greater control over decisions about my sexual health and contraception since studying at Spa Academy				
I have more decision-making influence in my family since studying at Spa Academy				
I have more decision-making influence in my community since studying at Spa Academy				
I am considered more of a leader at work since studying at Spa Academy				
I am considered more of a leader in my family since studying at Spa Academy				
I am considered more of a leader in my community since studying at Spa Academy				
I am able to move more freely in my community since studying at Spa Academy				
I am able to move more freely in other parts of Fiji since studying at Spa Academy				
I am able to move more freely to other countries since studying at Spa Academy				

19. Please answer the following questions by marking how much you agree with each statement about your thoughts.

Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
When women get rights they are taking rights away from men				
Gender equality—meaning that men and women are equal—has come far enough already				
A wife should obey her husband, even if she disagrees				
It is important for a man to show his wife/partner who is the boss				
It is the job of men, not women, to be leaders				
Women and men should participate equally in household decisions				
Women and men should participate equally in family planning decisions				
It is okay for women and men to work in an office together				
It is okay for women to go outside of the district for education				
It is okay for a man to hit his partner/ wife				
It is okay for a woman to hit her partner/ husband				
It is okay for a man to hit his partner/ wife if he says sorry afterwards				
It is okay for a woman to hit her partner/ husband if she says sorry afterwards				
It is okay for a man to hit his partner/ wife if she cheats on him				
It is okay for a woman to hit her partner/ husband if he cheats on her				

Section 3: Changes to your family

20. Has your family's monthly income changed since studying at Spa Academy? Yes/ No

21. If you answered Yes to Question 20, by how much has your family's monthly income increased?
22. If you answered No to Question 20, by how much has your family's monthly income decreased?
23. Has there been any change in who does care tasks (washing, cleaning, looking after children) in your house since graduating at Spa Academy? Yes/ No
24. If there has been a change, have you increased or decreased how much care work you do? Increased/ Decreased

Section 4: Final comments

25. Please add any final thoughts or comments you would like to share about how studying at Spa Academy has impacted on your life.

Appendix 3: Spa Academy Review – Graduate Interview Protocol

Rationale

Thank you for agreeing to participate in this interview. We've asked for your feedback because your views are important to us. The survey is part of a review of Spa Academy supported by the Government of Australia. The review examines how Spa Academy has supported you to achieve a better life. We're interested to know what changes (good or bad) have happened in your life and in the lives of your family and community due to studying at Spa Academy.

All of the information we collect is confidential. We will write a report that will include information about graduates in general. All quotes will be de-identified (that means that we won't say who told us the information).

There are some questions about violence in the interview. These questions will be asked by a qualified counsellor. She will ask these questions because we know that many women in Fiji (six in every ten women in Fiji) experience violence in their lifetimes. So, we want to know if studying with Spa Academy has helped to change your experience of violence. But you do not have to answer these, or any, questions. Please only answer those questions that you are comfortable to answer. And you can stop the interview at any time. The counsellor will provide you with information about how to contact any support services, if you need them.

The interview has X questions. We will take about 30 minutes together and you will have 20 minutes with the counsellor.

If you have any questions or concerns, please be in contact with Anjaleen Kumar at 992 5852 or trainers@spaacademyfiji.com.fj

Section 1: Your background

1. What were your expectations for your life when you were a child?
2. What were your expectations for your career and income when you finished high school?

Section 2: Changes in your life

3. How does your current monthly income compare to your expectations before you attended Spa Academy?
4. Have you increased your assets (things you own that are valuable, like a car, work equipment, land, a house) since graduating from Spa Academy?
5. Can you explain how every day spending decisions (on groceries and transport for example) are made in your family?
6. Can you explain how large spending decisions (like buying a car) are made in your family?
7. Can you provide an example of how studying at Spa Academy has made a difference to your life?

Section 3: Changes to your family and community

8. How has your graduating from Spa Academy affected your family?
9. Has there been any changes to how your family thinks about what men and women can do since you graduated from Spa Academy?
10. Has there been any change in who does which tasks in your house since graduating from Spa Academy?
11. How has your graduating from Spa Academy affected your community?

Section 4: Attitudes to and experiences of violence

12. Have you ever been subjected to violence during your lifetime?
13. What was your relationship to the perpetrator of violence?
14. Have you experienced violence in the last 12 months?
15. If you have experienced violence in the last 12 months, what is your relationship to the perpetrator of violence?
16. If you are experiencing violence, has there been any change to the frequency of that violence since studying at Spa Academy?
17. If you are experiencing violence, has there been any change to the severity of that violence since studying at Spa Academy?