HER
CHOICE

INTERNAL REPORT

Her Choice Regional Meeting
30 April - 4 May 2019
Nagarkot, Nepal

Day One - 30/04/2019

<u>Welcome</u>

The day started with the opening words of welcome by Sarah de Vos (ICDI), the welcome speech of Sumnima Tuladhar (Director of CWIN) and Odilia van Manen (KPZ), coordinator of the Her Choice Alliance.

Highlights from speeches:

- Sumnima (CWIN): Already positive changes seen in Nepal because of Her Choice: more girls can exercise rights and make their voice heard. Ground for learning because of the regional meetings and interaction with so many different organisations; something that cannot be learnt only from workshops. Visits to Bangladesh and Pakistan helped for an exchange of experience on different topics.

- Odilia (KPZ): There are numerous success to report, but also negative things experienced by partners on the ground (threats). Quotes from the partner reports on success stories (e.g., 34 child marriages stopped in intervention areas, Bedari; dreaming of a bicycle THP Bangladesh). Important event took place in NL on 1st April to present findings of mid-line to Ministry of Foreign Affairs, organised by the three alliances combating child marriage in the SRHR strategic partnerships.

<u>Fears, Ideas and Expectations from participants, interactive activity facilitated by Giulia (ICDI)</u>

In summary, these were the main ideas, questions/expectations and fears presented and discussed during this activity. Although the instructions were to focus on fears, ideas and questions with regards to the meeting, participants also shared some broader insight and suggestions about the programme in general. Margaret (ICDI) will get back to these points during the evaluation activity at the end of the Regional Meeting.

Ideas	Questions/expectations	Fears
• collect best practices from all countries for publication	• learn more on comprehensive sexuality education (CSE) visualization tools.	• time-keeping (sessions would take too long; no time for shopping/sightseeing) • home-sick

• online cross-learning through HC webpage or forum/exchange platform • partners to exchange videos produced within HC during meeting and/or afterwards • brainstorm on climate change and child marriage • organise a cultural evening • share ideas on how to work with disabled children	• how to sustain the exchange/sharing/learning after the workshop? • when will the next L&L event take place and where? • will there be a follow-up to HC after 2020? And if yes, when will we know more about it?	• language barrier • scary roads • earthquake

Workshop on Strategy 6 - creating enabling legal and policy environment on preventing child marriage (Bedari, Pakistan)

- Explanation of the different functions of a tuck shop
- Discussion of challenges and achievements
- Poster showing main activities within HC, with examples and pictures

Some key achievements in Pakistan: refusal from the registering person (Nikah Khawan) to register the marriage under 18; Police officials referring cases to Bedari for counseling; teachers more vigilant to report absenteeism and child marriage; children more engaged with teachers on their personal matters.

Some key challenges in Pakistan: difficult to seek approval from Government for doing any activity in Government schools; difficult to cooperate with law enforcements because of busy schedule of Police.

Personal and Team Wellbeing / Core Qualities (Margaret and Sarah, ICDI)

The workshop opened with a 20-minute mindfulness/meditation exercise facilitated by Sarah, during which all participants set on the floor on yoga mats. The goal was to bring attention to our personal well-being, create a relaxed atmosphere and a feeling of openness to share. Then Margaret explained what we mean with the term well-being: better understanding of one's self and contribution to the organization

Group work per organisation: reflect on the following questions

1) How is well-being understood in the organisation?
2) Is the well-being of the staff something that is discussed and addressed in the organization?
3) If yes, how?

There are systems put in place in every organization (flexible working hours; compensation days; office saving box; maternal/paternity leave; letters of appreciation and going to a higher position after completing certain time at the organisation. Especially wide range of policies at the organization level for non-Dutch partners. A few of the organisations such as Bedari, THP Bangladesh and CWIN mentioned during their presentations good staff-satisfaction and high retention. Dutch partners were surprised by the amount of attention and measures all partners have with respect to the well-being of their staff.

Workshop on Strategy 1 - Investing in Girls (Dalit NGO, Bangladesh)

The workshop started with a drama about the impact of Dalit's interventions to fight child marriage through girls and boys clubs. The drama showed the situation in the communities before and after the intervention and highlighted the role girls and boys are now playing in protecting and promoting each other's rights to education, health and participation. The drama especially presented the positive effect of the karate training for girls, who now are more confident and better able to defend themselves against eve-teasing/sexual harassment.
Drama is used by Dalit NGO in their programme with young people parents and community members to raise awareness on the negative impact of child marriage.
The workshop continued with group work on the successes, challenges and ideas for sustainability of the girls and boys clubs. All participants were asked to share their ideas and present them in plenary.

Successes (reported by THP Ba and Bedari):

- monitoring of peers absenteeism (visit to the home of the student and reporting if related to child marriage)
- girls clubs with regular session and involvement of teachers
- 40 parents reported and convicted for marrying their children under the legal age (one mother imprisoned for 2 years)
- reduction of eve-teasing through football tournaments for girls (plan to include also the boys in those tournaments as a strategy for eve-teasing prevention)
- thanks to the club's work, a school provides sanitary napkins (plus separate toilet facilities for boys and girls); organizes SRHR quarterly meetings with the girl's club and then the members spread-out the information to all students; arranges parents-teachers meetings;

Challenges (reported by Dalit and THP Ba):

- local authorities not cooperative (because of fear to lose votes) (Bedari)
- sustainability of the clubs
- using religion argument to benefit men (Bedari)
- making changes in the mindset of the communities takes time

- social media/video chats contribute to early marriage (CWIN includes in its SRHR training how to protect from online harassment)

Sustainability (reported by CWIN and Bedari):

- enhance capacity of club members (sharing role models from the communities – good/bad examples from comm. members)
- awareness raising (door-to-door campaign; street drama) to enhance ownership from communities;
- adolescent centers (Nepal) in which older clubs' members pass on the knowledge to new ones to ensure level of knowledge of all members
- choose the clubs' members from within schools
- create links with local government and other NGOs

Day Two – 1 May 2019

<u>Poster Sessions</u>

Children as Researchers
ESD (Ethiopia), Bedari (Pakistan), and CWIN (Nepal) were trained by ICDI on children-led research methodology. Through their posters they presented how they implemented this activity in their programme areas and how this has helped children to identify problems in their communities and come up with ideas on how to solve them with the involvement of parents, community members, local authorities and schools. Examples of topics researched are: child marriage, alcohol and drug abuse, domestic violence, girl friendliness of schools.

SDG Union Strategy
THP Bangladesh works with the SDG Union Strategy in 185 unions (sub-district), reaching out to 5,2 million people. THP builds partnerships with local and central government and hold them accountable to ensure that all services are delivered with transparency in the union. The strategy is to do this through the THP volunteers/animators in the communities. These volunteers are trained to act as watchdog for the government and to mobilize the communities. Partnerships are built between people, volunteers, and government. The role of THP is to coach, train and empower the volunteers so that they can run all the programs in the communities.

House of Peace
The House of Peace (HoP) is a pilot initiative of Dalit NGO in Bangladesh and is inspired by the multigenerational approach to stop the cycle of child marriage, an idea introduced by ICDI. The HoP is a house where victims of child marriage receive psychosocial counselling, legal advice, medical attention (SRHR, prenatal and postnatal care), vocational training, access to saving schemes, early childhood education programmes for their children 0 to 8 years old and parenting support groups. Direct beneficiaries are widow, victims of child marriage that have been abandoned by their husbands, and victims of domestic violence. The target group is mainly between 18 to 35, but of course younger married and unmarried girls are also welcome. Also grandparents are involved, as the approach believes that all generations must be involved in understanding the negative impact of child marriage and prevent this harmful practice to transfer from one generation to another. The HoP also offers mobile services and organises workshops and counselling in nearby villages on regular basis. Dalit wishes to formally evaluate the impact of the pilot and then expand to new villages.

<u>Findings Midline Evaluation</u>

Winny presented the midline findings for Nepal, Bangladesh, and Pakistan. The presentation is shared as annex to this report. Each organisation has discussed the findings in group and will report back to Winny during separate sessions on their findings, input, and questions. These input will be used by UvA to deepen their data analysis and to improve the design of the endline research in 2020.

Field visit to Balika Peace Home

All participants travelled from Nagarkot to the Balika Peace Home by bus. The BPH is a shelter home for girls victim of violence and is managed by CWIN. Upon arrival CWIN staff presented the history of the BPH and how it has transformed during the years and through the civil war. CWIN started to work in Balika Peace Home since 2002. The home started as a safe shelter for girls and boys affected by conflict. From the very beginning, CWIN tried to restore the contact between the children and the family and work towards reintegration in the family and society. This was often very challenging because society rejects conflict-affected children as they are seen as criminals and society thinks they might have killed people.

Since 2011, the Home functions as a transit shelter home for girls only. The main aim is still to help the girls to reintegrate in family and society. CWIN also started always to create a safe environment for the girls. An important approach to do so is the sister-to-sister mentoring system where young girls are mentored by older girls living in the Home. To reintegrate in the society, socialization is also an important strategy: girls go to school in the community; they celebrate all festivals from different cultures in Nepal, etc. Even though the aim of the organisation is to reintegrate within 6 months, this is often not possible. Some girls stay at the Home for many years and are supported to reintegrate in society when they move to secondary school in Kathmandu. CWIN keeps supporting them for two more years paying their tuition fees and housing costs.

Presentation of Children as Researchers

CWIN used the children-led research methodology and involved 20 girls at the Balika Peace Home in doing research. 4 researches were done by the girls. The research topics chosen by the girls were child abuse, child labour, alcohol and drugs abuse, and domestic violence. The girls presented their research to all participants during the visit with beautifully designed posters!

Day 3 – 2 May 2019

Short exercise on core qualities – personal and team well-being (Margaret, ICDI)

Margaret presented the Core quadrant model (Daniel Ofman): 1. Core quality; 2. Pitfall; 3. Challenge; 4. Allergy (for more info see: https://www.toolshero.com/communication-skills/core-quadrant-ofman/). All participants are invited to fill in the quadrant and reflect on how their qualities and their challenges influence their personal and working relationships.

Key messages: You learn most from the people you are allergic to. Partners often have qualities that relate to your allergies.

Session on Child Safeguarding (Giulia and Asia, ICDI)

ICDI introduced the concept of child safeguarding in relation to child abuse perpetrated by staff and volunteers of NGOs. (PowerPoint and other materials in annex to the minutes)

All participants were invited to analyse four case studies and identify the type of abuse, protective and risk factors and the possible responses. The exercise was followed by a presentation about child protection (definition from UNICEF: child protection refers to: protecting from and responding to violence, exploitation and abuse against children, including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage). Participants were then invited to do an exercise to understand what protective and risk factors for children are: at personal level, at family level and community level. The concept of resilience was also explained. Children are more resilient if the protective factors outnumber the risk ones. Knowledge of protective and risk factors helps organisations to identify vulnerability of children, adequate actions for support and choice of staff. It is also helpful to define the appropriate child protection policy for your organisation.

Key message: CEA (child exploitation and abuse) may happen within the very organisation that is there to protect the children. If you notice certain signs, be alert and follow the steps set by your organisation policy. It is hard to see the signs in emergencies. If you are concerned, speak up today! Each organisation needs to have a clear framework, containing principles, standards and guidelines. Co-workers need to be aware of it, have understanding and ownership. Useful is, to make a short version for staff and a child friendly version for children, for everyday use.

Key features of child safeguarding policy:

- Needs to reflect philosophy of organisation
- Target group needs to be reflected in the policy
- Avoid gaps
- Risk assessment (including within organisation) prior to policy
- Developed in consultation with all actors (staff, children, families, communities, institutional stakeholders)
- Clear reporting procedures.

Very important inselection and training of staff:

- Strengthening recruitment process:
    - ✓ Mention child protection policies in advertisement and during interviews
    - ✓ Be aware that people who want to get in for wrong purposes might have very clever strategies

- Continuous professional development and accountability
    - ✓ (Refreshment) training, mentoring
    - ✓ Awareness of existing policies amongst employees and donors
    - ✓ Get feedback from beneficiaries and their families
    - ✓ Staff should be identifiable (badge, t-shirt), except for certain situation

The way you respond to abuse is as important as preventing it. Never deal with it on your own. Regular monitoring. Co-workers often feel shame to report on abuse within their own organisation. But sharing it shows confidence that you are responding in the right way.

➜ Action: All partners are requested to (re)assess their own child protection policies to include abuse from within the organisation. This is a condition from the Dutch Ministry for submitting the new proposal. See deadline in Action Points.

Workshop Comprehensive Sexuality Education (CSE) – (Miet, THP)

Miet presented the 'Circles of Sexuality' and explained how Sexuality encompasses nearly every aspect of our being, from attitudes and values to feelings and experiences. It is influenced by the individual, family, culture, religion/spirituality, laws, professions, institutions, science and politics.
How can we define sexuality? It has to do with many different subjects, including Sexual Health & Reproduction, Sexual identity, Intimacy, Sensuality and Sexualisation. This last topic is the 'dark side' of sexuality. Using your power to flirt with someone (power imbalance), media, sexual harassment, etc.

(PowerPoint and other materials in annex to the minutes)

When we do sexuality education, it must be comprehensive and include all aspects of sexuality mentioned in the circles. However, in most cases, sexuality education mostly focuses on SRHR and forgets the other aspects.

CSE is information, skills and attitudes to take care of sexual health and make healthy decisions. CSE empowers young people to make healthy decisions. If you don't accept that it is a right of young people to make their own decisions, it is difficult to provide CSE.

CSE should be age appropriate and can start with very young children, for instance with picture books and very simple concepts.

Age 13-17: transition into adulthood. Youth of this age are able to understand their feelings, experience intimacy and to think about the impact for the future.

Research shows that CSE does NOT increase sexual activity, but delays it; it also increases use of contraceptives.

Teaching CSE is not easy. Many adults, including parents, feel uncomfortable to talk about sex with children. The focus should be on learning and exchanging. The trainer is not an expert but a facilitator.

CSE programmes must be contextualised for a certain country, community and age group. From the start, local NGOs, community people and (local) governments should be involved, so you can incorporate all relevant stakeholder input.

➔ Action: As most partners realised that their sexuality education programme are not comprehensive, they are all invited to develop new programmes and tools. Miet will share contact details of local experts that can help with this. See Action Points.

Workshop on Strategy 4 - Improve the economic status of girls and women (THP Bangladesh)

THP presented their interventions in this area:

- Train PAR (Participatory Action Research) animators (3-day workshop). THP works in 185 unions in Bangladesh, of which 55 with Her Choice.
- Self Help Groups (SHG) formation and nurturing by PAR animators
- Periodic reflection meetings with SHG leaders
- Providing skills training and linking with potential livelihood opportunities.
- Poorest of the poor become researchers (barefoot researchers)

THP also presented a drama and showed a documentary, showing that poor people start to organise themselves, receive training and take their lives in their own hands. All this is based on discovering the underlying factors for poverty, and which of these factors can be changed by the people themselves. It is all about self-learning and not lecturing. About connecting people to raise a common voice and be heard.

Day 4 – 3 May 2019

<u>Workshop on Strategy 4 - Transforming social norms and traditional practices (CWIN, Nepal)</u>

Each organisation started with identifying what they do on this strategy, what are the successes, and what are the challenges.

- *Bedari:*
  - o *Intervention:* Volunteers do role plays/theatres in the community, mobilising communities through stencils on the doors of the houses.
  - o *Achievements:* more demands from different schools and other communities to start our work there and do the theatre in their school and communities. Furthermore, more and more households have committed to not marry of their children.
  - o *Challenges:* the religious leaders create problems for Bedari because they say that our activities are against Islam. They say that girls should not come to our activities.
- *Dalit:*
  - o *Interventions:* meetings with local stakeholders to sensitize them about our activities, mass gatherings about topics related to child marriage.
  - o *Achievements:* In our working area, most of the Hindu marriages respect the law and do not marry their children before the official age. More and more community stakeholders try to stop child marriage in their communities.
  - o *Challenges:* religious leaders think that our activities are opposite to Islam. Other challenge is the lack of implementation of the child marriage law. Furthermore, there is no good birth registration system because of lack of capacity at the regional elected bodies.
- *THP Bangladesh:*
  - o *Intervention:* animators training with community leaders, religious leaders, and women leaders. Another part of this intervention is the Women Leaders Empowerment Programme. In each community, we create community development teams who are working on child marriage and other development issues. They arrange campaigns on child marriage, gender-based violence, etc.
  - o *Achievements:* volunteers became change agents on child marriage and other development issues to make their communities self-reliant. They do many activities and campaigns related to girls issues. Women come out and feel free to do some income generating activities.
  - o *Challenges:* It is not easy to change the mind-set of communities, especially not on sexual and reproductive health issues. Another challenge are the other programmes that pay volunteers. The violent radicalisation affects our programs.
- *ESD Ethiopia:*
  - o *Interventions:* lobby and advocacy activities together with other Her Choice partners (e.g. radio programmes).

- o *Achievements:* Community-based organisation are formed in the community and they have developed their own bylaws against child marriage.
- o *Challenges:* we see that because our communities have bylaws against chid marriage, people go to other communities where they do not have these bylaws.

CWIN presents their experiences through "The Flower of Change":

- *Root causes in Nepal:* i) Marriage before menstruation: there is the belief that if you marry before menstruation, they will go to heaven. ii) Dowry: the older the girl, the more dowry they have to pay. iii) The mind-set that girls are not meant to stay in their parents' house. iv) Grandparents believe that if they can marry off their grandchildren, the grand parents will go to heaven.

- *Interventions and Achievements:*
  - o *Life skills training for parents:* parents are aware of the child rights and the laws and they have started to share their knowledge with other parents in the community. They have developed their understanding on these topics. This has led to increase of reporting cases in the CWIN child helpline + behaviour change in the parents.
  - o *Workshop with parents:* parents sign commitments and agreements that they will not marry off their children before the legal age (in Nepal 20 years). Parents have started to act as a watchdog in the community. They actively stop child marriages in their communities.
  - o *Campaigns in the communities:* there is significant presence and participation in the campaigns, which has increased the awareness in the community. This has led to increase of reporting cases in the CWIN Child Helpline.
  - o *Adolescent Forums:* if the adolescent forums see child marriage happening in the community, they immediately report to the helpline or to the police. This has also led to increased school enrolment of girls.
  - o *Workshop on Men Engagement Strategy:* government has a men engagement strategy since 2018. CWIN organizes workshop to make people aware of this strategy and understand this better at community and local level. There are networks formed to make this strategy functioning in the district.
  - o *Workshop with religious leaders:* the religious leaders act as change agents in the communities and they have formed regional groups so that they can join forces at district level.

- *Challenges:*
  - o The intervention areas of CWIN are close to the border with India. In India the legal age of marriage is 18, so there are cases of young people crossing the border to have marry in India and going back.

- Discussion: Is mitigating this risk the most important thing to focus on? What are the risks of the girls if they are married at 18? However, if it is the case that the girl is younger than 18, then it is very important to mitigate this risk . Border control is very difficult. A better suggestion would be that Nepal does not recognize marriages done outside the country.

Bangladesh, Ethiopia, and Pakistan recognize this situation as well. Families who want to marry off their daughters before the legal age of marriage go to nearby villages of cross borders to do so. It is important to realize that we are NGOs, not the police. Our activities can empower girls and boys to make other decisions, and we can help parents and communities to understand the negative effects of child marriage and to positive effects of marrying later. This will help them to make their own informed decisions.

Workshop on Strategy 2 – Keeping girls in schools (ESD Ethiopia and UvA)

Winny started the workshop with a presentation of the development of the three Her Choice Visualisation Tools (Girl-Friendly Schools, Youth-friendly Health Services and Comprehensive Sexuality Education), based on the ICDI Girls-QUAT. The presentation is found in annex to this report.

Group work: participants in two groups discuss and practice with the visualisation tools for Girl-Friendly Schools and Youth-friendly Health Services. Each group explained their experiences and result to the other group. The group work showed that the tool is very useful to show in a visual way, to understand where we are and to open up the discussion to develop improvement plans.

The visualisation tools can be adapted to the local context so that they are really useable and suitable.

➔ Action: to share the word document of the visualisation tool so that organisations can adjust the tool if necessary!

ESD presented their experiences on the intervention to keep girls in school through creating a girl-friendly school environment. The measures taken to make schools girls-friendly are:

- Separate Girls Rooms: these rooms have multiple functions: counselling room, discussions with girls, and as rest room during their menstruation period.
- Separate Toilet: all partner schools have separate toilets.
- Suggestion box: it helps to inform the school management and girls club focal teachers to ensure that the schools are a safe place for girls.
- Facilitating Counselling sessions for girls.
- Making sanitary pad available for girls. ESD provides training to different organisations on the sanitary pad making.
- Training on CSE issues: ESD has been trained by DEC to implement the Maharabe curriculum in the schools.
- First Aid Kit: medical service delivery.

- Engaging boys: there is no separate girls and boys club but they are together in one club. They are also involved in the sanitary pad making.
- Facilitating IGA club: to ensure that girls do not drop out of school due to lack of money for stationary materials etc, clubs do IGA so that they can provide this themselves.
- Creating referral linkages between schools and health services. There is an MOU between schools and health services in which they agree to support each other for free to ensure that girls can access YFHS.
- Supporting girls with sport activities.

Achievements:

- Girls enrolment has increased
- Increased access to locally made sanitary pads and underwear
- Girls absenteeism has decreased because of available sanitary pads.

ESD also did a demonstration of sanitary pad and underwear making. All other partner organisations are very interested to learn more about it and have the manual available, including the video.

➔ Action: ESD to share manual with ICDI so we can share it with all partners.

Brainstorm Child Marriage & Climate Change

Odilia presented the outcomes of the desk research on the situation of child marriage and climate change/humanitarian settings.

Bangladesh (Dalit):

- ✓ Rohingya people in Bangladesh are displaced from Myanmar. Child marriage is their cultural practice and they do not feel as if the law of Bangladesh counts also for them. It is really difficult to monitor child marriage in such a humanitarian crisis. There should be special legislations on child marriage for refugees.
- ✓ After flooding people have lost everything: their shelter, their food, they don't go to school anymore,… This increases the vulnerability of families and child marriage might be a solution to this poverty. However, no real proof for this by Dalit.

Bangladesh (THP):

- ✓ Maybe we should make a difference between people that are affected by climate change and those that are displaced because of climate change. The situation for displaced people is worse because it has also to do with political mismanagement.
- ✓ The radicalism and sexual violence in the Rohingya camps in Bangladesh is increasing, including child trafficking.

✓ Flooding is not new for Bangladesh and it is not clear for Badiul whether this affects child marriage. There is no evidence that child marriage has been growing because of this. More important factors are the political and social factors in Bangladesh.

Nepal (CWIN):

✓ After the earthquake in 2015, lots of people lost their houses and were displaced. They were living in emergency shelters and there were so many problems, including sexual violence and child trafficking.

Evaluation and Next Steps

- **Questions Answered – Questions posed**

Everyone felt satisfied that the questions they came to the meeting with had been answered or were 'mostly' answered.

Additional questions and requests:

How can we better use all the best practices and expertise from the organisations in Her Choice 2.0?

If Her Choice is extended into another phase – what will its duration be?

Please **don't** organize the endline training in Nepal.

Locate next Linking and Learning meeting in the Netherlands.

- **Personal and Team Wellbeing Workshop – feedback and suggestions**

Participants enjoyed the yoga meditation and practice, and found the core qualities tool very helpful. Saw relevance for themselves and keen to share it with colleagues.

Also found it very useful to find out about how staff wellbeing is addressed in all the participating organisations

Suggestions for improvement/further development

Provide standard definition of personal and organizational wellbeing

More time needed to discuss and to make links between personal core qualities and organizational wellbeing.

Use the experiences from partners all over the world to further develop session

Increase the number of sessions on personal and team wellbeing in Regional Meetings – consider using evenings for these sessions.

- **Child Safeguarding Workshop – feedback and suggestions**

Everyone recognized just how important and timely this topic is and would like more workshops/exchange of experience and expertise on this topic – also partners in the Netherlands

Seen as a core topic for Her Choice

Workshop and analysis of issue was experienced as excellent

Session revealed gaps in organisations' policies

Suggestions for improvement/further development

More time needed for workshop and for group work exercises

More clarity needed on concepts of protective and risk factors

Request to ICDI to develop more tools to help organisations develop policy

Share a standardized or draft child safeguarding policy with all Her Choice partners (*see agreed Action Points*)

- **Comprehensive Sexuality Education Workshop – feedback and suggestions**

Excellent facilitation – interactive and exciting.

Gave a better understanding of sex, sexuality and sex education

Should be also included in future training

Suggestions for improvement/further development

Would have been even better and more effective with more time for in-depth discussion – also for group exercises.

More time needed to discuss in context of culture and country – some participants felt it would be difficult to apply in their context

More visual material needed in workshop to make it more understandable

Request to Miet to help develop a CSE training manual for peer educators

- **Personal Action Points**

Action points focused on sharing the learning and tools introduced in the workshops with colleagues and exploring new ideas and opportunities. Some examples:

- ✓ Develop a comprehensive child safeguard policy for the organization
- ✓ I will work for victims of sexual violence
- ✓ I will definitely improve SRHR sessions
- ✓ I will focus on wellbeing of my team
- ✓ Use the GFS and YFHS tool to strengthen environments for girls

- We will organize training for adolescents about how to make sanitary pads and how to use them properly
- Use some of tools we were introduced to for other work in the organization (e.g. spider tool/visualization tool)
- Organise meeting with management and project staff to review organization and project planning to share learning from Regional meeting
- Find donors who are funding water provision in schools
- Discuss with all stakeholders Climate Change and Child Marriage

- **Open Space – about anything and everything re Regional Meeting!**

(most frequently mentioned points first!)

- Organise next L&L and endline training out of Nepal
- Would like opportunity to visit Netherlands next year – including also Junior Staff
- More Time! Why was this Regional Meeting only 4 days long, instead of 5 as previous ICDI organized meetings? If we started the day at 8.30 or 9.00 we could have had more time.
- Excellent workshop – lots of replicable learning – all participants very creative and resourceful
- Child protection and SRH had been relatively small part of our work – after this meeting they will be a bigger and more important part.
- Wonderful tasty food – celebration of birthdays and cultural evening very enjoyable

Action Points

What	Who	When
Circulate **Minutes** of Regional Meeting and **email addresses** of all participants to all	ICDI	17 May
Upload all **presentations** and **materials** on Dropbox/WeTransfer	ICDI	17 May
Revise **Child Protection Policies** to include child safeguarding measures to prevent abuse perpetrated by staff and volunteers	All Her Choice partners	Beginning of July, share draft along with narrative report to ICDI
Adapt/update **Comprehensive Sexuality Education** training materials	All Her Choice partners	by October or end of 2019
Use **visualization tool to identify CSE needs** in each organisation	All Her Choice partners	By end of June
Circulate relevant **CSE consultants/experts contacts** for each country	Miet	17 May
Use consistently **YFHS and GFS visualization tools** in your intervention areas	All Her Choice partners	ongoing, start now!
Share **videos with subtitles** to be uploaded on HC website and social media to Odilia (KPZ)	All partners	ongoing