

## SOCIAL ACCOUNTABILITY

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Facilitator: [Loan Liem](#), Senior Programme Officer, Simavi

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Speakers:

[Irene Siaw](#), Youth Country Coordinator, Ghana

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Other contributors: YONECO Malawi, RHU Uganda/ IPPF

## INTRODUCTION

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This session explored how efforts to increase social accountability can create empowerment and positive change. Social accountability includes a broad range of actions and mechanisms that rely on civic engagement, which citizens can use to hold the state and duty bearers accountable. In the Get Up Speak Out (GUSO) programme, youth-led social accountability approaches have increased young people's confidence, strengthened their voice, and improved the response of SRHR service providers, local authorities and decision-makers. This session presented the tools and results from the GUSO programme on social accountability. A panel, including young people from Ghana and Malawi, presented the views on the partnership, the tools that they used, and their insights on what it meant to them.

Further reading:

- The [GUSO webpage](#) contains research reports on social accountability

## KEY TAKEAWAYS FROM THE DISCUSSION

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### WHAT ARE CHALLENGES IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- When giving trainings, it was challenging that not all the participating organisations had the same level of knowledge or similar understandings of social accountability. This made the trainings challenging, but at the same time enabled mutual learning. It was furthermore important to also include policy makers in the discussion and make sure everyone knows and understands the applicable laws.
- Sometimes the problem of young people's limited access to health services goes beyond the community health facility. Other stakeholders, such as those at policy level, need to be involved to make the change happen.
- There is increasing attention to social accountability and efforts by various partners, yet not in a systematic way. Social accountability efforts should be better structured and coordinated, e.g. through developing and following guidelines such as [this manual published by Simavi](#).

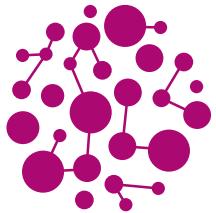
### WHAT ARE THE STRATEGIES USED IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- Tools used included a checklist or scorecard that young people used when visiting health services to assess the youth-friendliness of services, as well as young people acting as mystery shoppers.
- Efforts were made to increase young people's understanding of SRHR, and to enable them to identify the gaps and challenges in service provision to their own needs.
- Activities included stakeholder engagement. Improving the relationship between young people and stakeholders can address possible negative attitudes or prejudices from either sides, while also improving the sustainability of the efforts.

## **WHAT ARE BEST PRACTICES/LESSONS LEARNED IN THE PARTNERSHIPS RELATED TO THE TOPIC?**

- Empowering young people through social accountability efforts requires encouraging skills to hold others accountable. This includes developing negotiation skills and leadership skills.
- It is not only young people's skills that benefited from social accountability efforts, but it has also improved the collaboration between health workers and young people. Both have expressed feeling able to continue their collaboration after the programme ends.
- Involve policymakers from the start ensures that they are up to date about the efforts, and promotes collaboration between policy makers, health workers, and young people. Involving policymakers also allows young people and health workers to continue holding policymakers accountable after the termination of the programme.
- Principles and mechanisms of social accountability are not embraced overnight. Confidence and trust from the community is gained over the years, and multi-year programmes and efforts can allow for that. Long-term planning and managing expectations are thus also necessary components of planning and promoting social accountability.





## THE PLEASURE PERSPECTIVE

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Facilitator: Lindsay van Clief, SRHR Programme Manager, Simavi

## INTRODUCTION

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This session explored how and to what extent pleasure was discussed in the different partnerships. With a focus on the Get Up Speak Out (GUSO) programme, the session discussed the challenges, but also successes in taking a pleasure perspective. The session highlighted lessons that might strengthen the pleasure perspective in future SRHR partnerships.

## KEY TAKEAWAYS FROM THE DISCUSSION

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### WHAT ARE CHALLENGES IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- In many communities, pleasure continues to be seen as something mainly men are entitled to. Especially in communities where Female Genital Mutilation and Cutting (FGM/C) is prevalent, and thus women's desire is highly controlled and reduced, it is important to start a conversation on sex positivity while addressing underlying gender norms. In similar vein, there is a divide on how sex and sexuality are discussed for men and for women. There are thus gendered dynamics to integrating a pleasure perspective that should be better understood, and will be different for each community and groups within communities.
- The concept of pleasure might be understood in different ways by young people across the globe. Participants highlighted examples from, for instance, South Asia where sex was not so much seen as a pursuit of pleasure but rather as a biological need. Whereas in other countries, young people strongly associated sex and sexual pleasure to marriage. Taking a pleasure perspective can thus not be a standardized approach, but requires knowing and engaging with the community's and the young people's perspectives.
- None of the participants in the session have explicitly worked on non-binary perspectives of pleasure. One person mentioned to do trainings for teachers to talk about sex positivity for non-binary people, but this was faced with a lot of backlash.

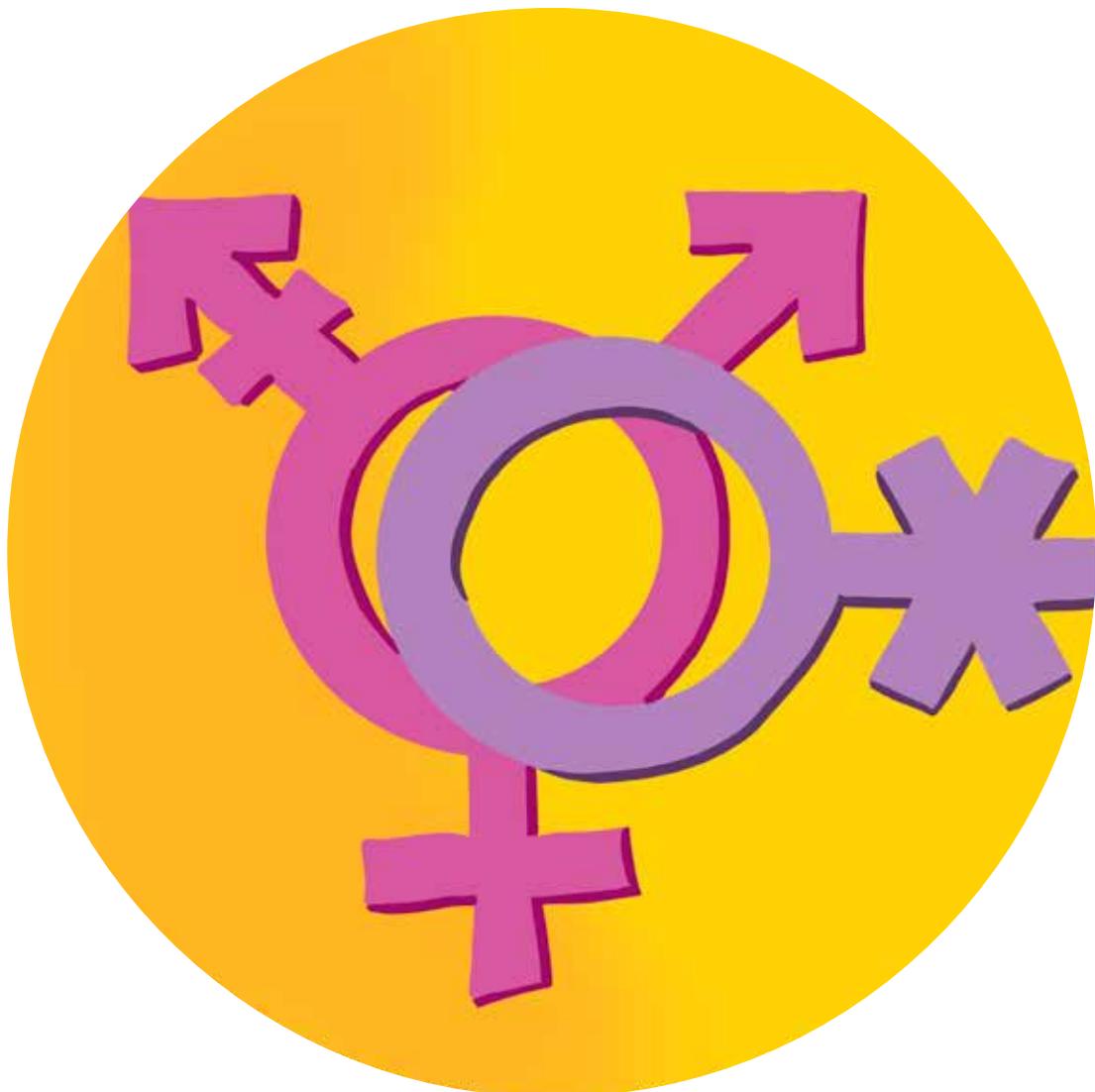
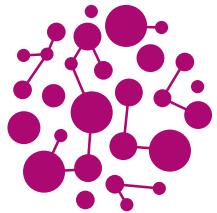
### WHAT ARE THE STRATEGIES USED IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- An exercise during the session amongst participants showed that while pleasure was not always fully embedded in all programmes, most participants did address pleasure through using sex positive language and training educators to be more sex positive.
- Approaches taken to include a pleasure perspective included focusing on pleasure for all and consent. These entry points could also be used to address non-binary pleasure, potentially avoiding backlash (see above).
- Strategies on consent usually focus on the right to refuse to have sex. It is indeed fundamental to agree that everyone needs to consent to a sexual activity and that they can change their mind any time they want. While doing so, the approach can also be switched around to talk about when and how to say 'yes', i.e. learning to express when you are interested. This switch could encourage a more sex positive approach, while still supporting the importance of being able and allowed to refuse sex.
- Recent efforts by Share-Net Netherlands members have been to produce a [Sexual Pleasure Checklist](#) to (self-) assess to what extent sexual pleasure is integrated into programmes.

## WHAT ARE BEST PRACTICES/LESSONS LEARNED IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- Sexual pleasure and sex positivity go hand-in-hand. However, violence and safety should continue to be addressed as well. This includes safety from sexual violence and coercion, as well as safe sex. Bridging the gap between talking about pleasure and health and safety concerns will have a positive impact on people's sexuality. It is furthermore important engage young people in making the connection between pleasure, exploitation, their consequences, and what constitutes positive sexual experience.
- In speaking about sex positivity and sexual pleasure, it is important to know the socio-political implications of using these terminologies in a given society, and to know how to frame it so it might become more acceptable and appropriate.
- Research on integrating sex positivity approaches in Comprehensive Sexuality Education (CSE) in Ghana and Kenya highlighted that young people expressed a need for more information on sexual pleasure, and that educators need more support on integrating sexual pleasure in CSE.
- Pleasure is not a universal feeling or concept with a universal definition. What is pleasurable for someone might not be the same as someone else. Furthermore, pleasure has a gendered aspect which also needs to be considered. It is, therefore, important to use participatory approaches among (young) men and women to define and understand how pleasure is understood, and how it might be addressed in order for everyone to enjoy the highest attainable standard of sexual well-being and pleasure.





## INCLUDING A GENDER PERSPECTIVE

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**Facilitator:**

**Nathalie Metheuver**, Programme Development and Quality Manager for TeamUp,  
War Child.

**Speakers:**

**Fabienne Simenel**, Senior Programme Officer, Rutgers  
**Tigist Tsegaw**, DEC Ethiopia

## INTRODUCTION

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This session focused on best practices and strategies used to incorporate a gender perspective in SRHR programmes. The session opened with the explanation of the Gender Transformative Approach as an example of a strategy and how it was implemented in the field. Following this, the floor was open to participants to share their own experiences and examples of how to include gender in programmes

## KEY TAKEAWAYS FROM THE DISCUSSION

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### WHAT ARE CHALLENGES IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- A challenge which was shared regarding gender was how to challenge cultural norms so that gender and sexual diversity (the LGBTI+ community is a taboo subject and misunderstood in a lot of cultures) can discussed openly. It is difficult to have a non-judgmental discussion about sexuality and gender diversity, even if people want to learn about this, they have reservations about sharing questions because they are afraid of repercussions from their peers and community members.
- Socially constructed gender norms are another challenge when implementing a gender perspective. Gender norms highly influence the position of women and often subjugate them and so agency and self-confidence are key.

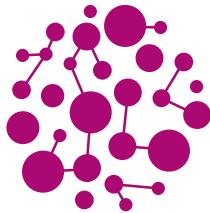
### WHAT ARE THE STRATEGIES USED IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- The Gender Transformative Approach (GTA) is a way of addressing harmful gender norms and power imbalances. It is not only a way of seeing things, but also for doing things. Rutgers developed six pillars to implement this. The first three revolve around how: (1) human rights, (2) power and (3) gender norms. Then it is about whom: (4) women and girls, (5) men and boys and (6) diversity.
- The GTA aims to move away from the binary approach of gender and include the whole spectrum of sexual diversity. It is challenging but the reason that it is done is that it contributes to better and more comprehensive SRHR—so this is applied as a strategy as well.
- To implement a Gender Transformative Approach, the following was developed:
  - A quick scan: you can ask yourself (as an organisation/alliance) how gender is applied in your organisation?
  - GTA toolkit – for several aspects of a programme (e.g. in education/advocacy/justice your own organisation and how you position yourself
- GTA Master trainers have been trained since 2017 and have done many Training of Trainers
- The inclusion of GTA in SRHR programmes has resulted in women having more power and putting them in a better position to advocate for their SRHR rights

## **WHAT ARE BEST PRACTICES/LESSONS LEARNED IN THE PARTNERSHIPS RELATED TO THE TOPIC?**

- In one programme, health care workers were asked to keep a diary and to reflect on who comes into their facilities and how they react/feel. It was shared that this exercise contributed to the successful addressing of bias and negative personal opinions in health care workers against certain groups of people. Self-reflection often leads to change in opinions and it was found that personal reflection was more successful than a group session.
- Addressing gender norms starts with the self. It is important to reflect on your own beliefs to ensure that harmful views and biases are not perpetuated in the work that you are doing.





## LES JEUNES REFLETTENT: LE LEADERSHIP, LA CONSTRUCTION DU MOUVEMENT ET LA PARTICIPATION SIGNIFICATIVE

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Modératrices :

Katinka Moonen (Oxfam Novib, Pays-Bas)

Sarah Harris (Save the Children, Pays-Bas)

Panelistes :

Nènè Goïta, coordinatrice du Conseil Consultatif National des Enfants et Jeunes du Mali, représentant MTBA Mali, Kadidiatou Diallo, présidente club des jeunes fille Saré Issa et jeune leader à Enda Jeunesse Action, Sénégal, représentant Son Choix Sénégal, Poutpou Piri Marietta Merveille, ambassadrice de la jeunesse à la République centrafricaine, représentant Jeunes S3 RCA

## INTRODUCTION

L'objectif de cette séance était de réfléchir sur le travail accompli avec les jeunes leaders – mettant en évidence le leadership des jeunes, l'(établissement du) mouvement des jeunes et la participation significative des jeunes. Trois jeunes leaders qui ont travaillé avec les alliances More Than Brides, Jeunes S3 et Son Choix ont partagé leurs expériences de revendiquer leur santé sexuelle et reproductive (SSR) et de travailler en tant que jeunes leaders avec les organisations non-gouvernementales (ONGs). Il est important d'être conscient des fragilités dans pays francophones impliqués dans ces alliances.

## POINTS CLES A RETENIR DE LA SEANCE

### QUELS SONT LES DÉFIS DES PARTENARIATS LIÉS AU SUJET?

Les principaux obstacles qui empêchent les jeunes de jouir de leurs droits en matière de SSR sont similaires entre les trois pays :

- En général, il y a un manque de volonté politique parce que les priorités de la politique sont à la sécurité du pays. En même temps, les lois existantes sont pas toujours appliquées.
- De plus, il y a des défis socio-culturelles qui aboutissent dans un environnement difficile pour promouvoir les droits des jeunes en matière de leur SSR dans leurs communautés. Ces obstacles incluent les perceptions négatives des parents et les tabous.
- En outre, le niveau d'éducation dans les pays n'est pas assez fort et le système de santé est inadéquat. L'environnement et la qualité des services n'est pas bien adapté aux besoins des jeunes. Certains programmes essaient d'augmenter la demande de services de SSR mais les problèmes de disponibilité découragent et démotivent les jeunes à se rendre aux services qui existent pour eux.

Beaucoup de ces défis sont provoqués par la pauvreté, la non-harmonisation des textes juridiques protégeant les enfants et les adolescents, les inégalités du genre, les pesanteurs sociales et les usages et coutumes.

Finalement, Nènè a donné un exemple de défi dans leur travail quotidien. Elle explique : « Lors de l'organisation d'activités de sensibilisation de la civilisation, beaucoup de gens nous prennent comme des gens qui viennent avec des idées européennes. » Ceci rend leurs activités plus difficiles.

### QUELLES SONT LES STRATÉGIES UTILISÉES DANS LES PARTENARIATS LIÉS AU SUJET?

- Plaidoyer envers les autorités locales et la municipalité
- Mener des séances d'éducation sexuelle complète dans les écoles et au milieu extrascolaire dans des maisons de jeunes
- Club de filles pour donner la possibilité d'acquérir des informations en matière de la SSR et d'avoir une matrone qui les forme sur la thématique.
- Avoir des rôles clairs :
  - Les **autorités** sont les décideurs dans le sens qu'elles décrètent des lois et voient à l'application stricte de ces lois. Leur rôle est aussi d'accompagner et impliquer les enfants et les jeunes dans le processus de la prise de décisions.
  - Les **parents** constituent le socle dans le domaine de la promotion et la protection des droits de l'enfant et leur rôle est de veiller que les enfants aient une éducation de qualité et de s'assurer que les enfants évoluent dans un environnement sain et protecteur.
  - Les **enfants** doivent respecter leurs parents. Ils doivent participer dans les décisions leur concernant et aussi veiller à l'application stricte de leurs droits.
- Campagne de sensibilisation des communautés dans le média et à la radio.

## QUELLES SONT LES RECOMMANDATIONS DES JEUNES ENVERS LES PARTENARIATS?

Les jeunes expliquent que les organisations de la société civile (OSC) les aident beaucoup. Elles n'hésitent pas à aider les jeunes. Marietta même raconte qu'il y a des parfaites collaborations qui vont continuer après le programme Jeunes S3. Néanmoins, les panelistes expriment des recommandations pour améliorer la situation dans les trois pays.

### Impliquez plus de jeunes !

Les OSC déjà font beaucoup de confiance dans la jeunesse et les impliquent dans les décisions qui les concernent. On devrait augmenter le nombre des jeunes qui participent dans la prise des décisions, comme le nombre de jeunes impliqués est toujours peu.

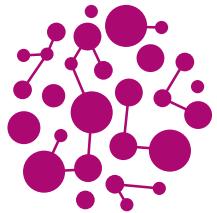
### Impliquez les jeunes de zones rurales !

Souvent, les jeunes habitant dans les zones rurales ne sont pas entendu. En fait, souvent les jeunes du banlieue parlent à leur place. Dorénavant ce serait mieux de travailler avec les jeunes qui sont dans les zones où le besoin y est vraiment et d'assurer que leur voix est entendue. C'est dans ces zones-là qu'il y a beaucoup plus de filles-mères, grossesses précoces et de mariages forcés. Il faut donc élargir le champ d'action et travailler dans plus que quelques lieux-clés.

### Augmentez le nombre de services pour les jeunes !

Il est important que les jeunes aient accès à des services qui leur permettent de parler à quelqu'un qui peut les aider. Il faut travailler pour la couverture universelle de la santé parce que ceci est clé à la SSR. Ceci est reconnu par des jeunes au RDC. Il y a des services de qualité, mais cela ne touche pas un grand nombre de gens. Rendre des services de SSR sur le campus d'universités aiderait à fournir des services aux jeunes.





## EXPERIENCIA Y NECESIDADES DE LA INCIDENCIA BASADA EN LA COMUNIDAD LOCAL POR PARTE DE LÍDERES JUVENILES

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Esta sesión era facilitada por [Natalia Lozano](#) de HIVOS, RHRN Honduras, y [Bryan Alejandro Uria](#) de la Fundación Munasim Kullakita, DtZ Bolivia. Guiaron una entrevista en vivo semiestructurada con las siguientes ponentes:  
[Jireth Venturolli](#) de Fundación Renacer, DtZ Colombia  
[Teresa Alarcón](#) de HIVOS, RHRN Bolivia  
[Cindy Gomez Sanchez](#) de Asociación Tesis, DtZ Nicaragua

## INTRODUCCIÓN

La Plataforma Derechos Aquí y Ahora (“RHRN” siglas de “Right here right now” en inglés), es una plataforma global implementada en diez países de ingresos bajos y medianos en África, Asia y América Latina y el Caribe. La plataforma tiene como objetivo mejorar los derechos y salud sexual y reproductiva de las personas jóvenes.

La explotación sexual comercial de niños y niñas es un problema que debe ser abordado en todo el mundo con urgencia. La Alianza Down to Zero (DtZ) tiene como objetivo poner freno a la explotación sexual de niños y niñas en once países en Asia y América Latina.

Esta sesión se compartieron los aprendizajes de estos dos programas en la región de América Latina. Tres líderes juveniles que hablaron sobre sus experiencias con la incidencia a nivel comunitario y lo que necesitan para hacerlo.

## RESULTADOS CLAVE DE LA SESIÓN

### ¿CUÁLES SON LOS PRINCIPALES DESAFÍOS QUE LAS ALIANZAS HAN EXPERIMENTADO DURANTE LA IMPLEMENTACIÓN DEL PROGRAMA?

- Hay una clara dinámica de poder en la que los adultos son los protagonistas. Las ponentes enfatizaron que ser reconocidas como personas conocedoras tomó tiempo y muchos esfuerzos. Jireth Venturolli lo describió como un desafío persistente, pero paso a paso aquellos que toman decisiones empezaron a verlas como una pieza fundamental y estratégica, cuyas voces debían ser escuchadas.
- Las jóvenes líderes destacaron también como reto la normalización social y cultural de la violencia hacia la mujer, los niños, niñas y adolescentes. Cambiar estas actitudes toma mucho tiempo y requiere un proceso de incidencia constante y diferencial para reclamar los derechos de todas personas.
- Los gobiernos, las políticas y las cooperaciones en América Latina desarrolladas en los últimos años son más conservadoras, lo que preocupa a las jóvenes líderes. ¡Se dieron cuenta de que los movimientos anti-derechos están transmitiendo estrategias muy efectivas a los jóvenes y es un reto presentar opciones contrarias a estas narrativas conservadoras! Los jóvenes líderes también experimentaron dificultades para navegar la ira de los padres de los jóvenes que asistían a su programa y que no estaban de acuerdo con los enfoques basados en los derechos que sus hijas conocieron ahí.

### ¿CUÁLES SON LAS ESTRATEGIAS UTILIZADAS EN LAS ALIANZAS RELACIONADAS CON EL TEMA?

Jireth Venturolli, DtZ Colombia habló sobre su grupo en la Guajira que se ha enfocado en llegar a las instituciones educativas de su departamento, donde trabajaron realizando procesos de sensibilización para hacer reflexionar a los niños, niñas y adolescentes sobre los peligros de la explotación sexual y la trata de personas. ¡Desde ahí quieren que los niños y niñas pasen del pensamiento a la acción!

La joven líder Tersa Alarcón de RHRN Bolivia, enfatizó la importancia de su aprendizaje personal y sentimiento de empoderamiento al poder influenciar en diferentes niveles de incidencia, siendo parte de reuniones locales, regionales e internacionales como la CSW, OEA, conferencia regional de UNFPA o en los procesos de Ginebra. Insistió en que los y las jóvenes no deberían ir y participar de manera simbólica, pero a ella le importó mucho poder formar parte del largo proceso, y asegurarse de tener una voz protagonista en estas reuniones.

*“Tenemos que trabajar en vínculos de lo nacional hacia lo local, lo regional y lo internacional. Incluye organizar procesos globales y articulados. Porque esto es una alianza global y evidentemente eso impulsa un bloque de jóvenes que inciden en estos espacios. (...) Y esto ha sido posible a partir de juntarnos, a partir de lograr consenso de tener agendas articuladas integradas.” Tersa Alarcón de RHRN Bolivia*

Además, Down to Zero reconoció la diversidad de contextos en el programa. Líder Jirth Venturolli contó el caso de su grupo donde había mucha variedad, incluyendo también participantes de la comunidad wayuu. Con los compañeros wayuu reflexionaron sobre sus costumbres y los riesgos para las niñas wayuu. Desde ahí llevaron este mensaje a quien corresponda para empezar a transformar ese tipo de situaciones de riesgo. De Cindy Gomez Sanchez aprendimos como los jóvenes en Nicaragua se asociaron con otros actores claves, con distintas ONGs y también la policía, para identificar los grupos y espacios más vulnerables. En estos lugares los jóvenes se volvieron activos con capacitaciones y seguimientos de casos.

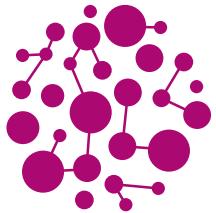
## **¿CUÁLES SON LAS MEJORES PRÁCTICAS / LECCIONES APRENDIDAS?**

En ambos programas los jóvenes han utilizado muchas herramientas que ellos mismos diseñaron, como folletos y carteleras informativas, plataformas online, radio o TV para llamar la atención de jóvenes. Una estrategia muy exitosa fue transferir opiniones, ideas y reflexiones por medio de la música y el teatro.

*“A través del acordeón que identifica la región, las notas del vallenato con letras compuestas por nosotros, las utilizamos como una clave de la estrategia para llevar nuestro mensaje de prevención a todos los públicos, niños, niñas, adolescentes y adultos. La música nos ha permitido abrir muchas puertas y llegar a muchas personas.” Jireth Venturolli, DtZ Colombia*

Una segunda lección aprendida es la importancia del diálogo intergeneracional. Teresa Alarcón recomienda fortalecer este diálogo con los adultos y reconoce que la lucha del liderazgo joven no sería posible si no se basara en las experiencias y aprendizajes de los activistas mayores. La agenda conjunta de SDSR será aún más poderosa si la lidera una asociación intergeneracional respetuosa.





# L'ÉDUCATION SEXUELLE COMPLETE ET L'ÉDUCATION AUX COMPETENCES DE LA VIE COURANTE AU SAHEL ET EN AFRIQUE CENTRALE – DEFIS ET LEÇONS APPRISES

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Facilitatrice : [Geertje van Mensvoort](#), Cordaid, Pays-Bas

Panelistes : [Erenst Mendy](#), Jeune S3 RDC, [Assitan Sogore](#), MTBA Niger, [Habsatou Seyabou Hamani](#), MTBA Niger, [Zalika Wahab](#), MTBA Niger, [Souleymane Tyabienga](#), Son Choix Burkina Faso

Représentants des jeunes : [Seferain](#), Jeune S3 RDC, [Wahabe](#), MTBA Niger, [Solange](#), Son Choix Burkina Faso

## INTRODUCTION

L'objectif de cette séance était de partager les expériences de trois partenariats (Jeune S3, More Than Brides Alliances, et Son Choix) et les leçons apprises en matière d'éducation sexuelle complète/compétences de la vie courante dans des contextes fragiles. La séance réfléchissait sur les succès et la manière dans laquelle les partenariats ont fait face aux défis. Les leçons apprises étaient partagés par le personnel directement impliqués dans la mise en œuvre et les jeunes eux-mêmes.

## PRINCIPAUX POINTS A RETENIR DE LA SEANCE

### QUELS SONT LES DÉFIS DES PARTENARIATS LIÉS AU SUJET?

- Les partenariats ont couvert plusieurs pays, y inclus francophones et anglophones. Les pays francophones qui ont fait partie des partenariats étaient des pays avec faible sécurité, souvent différent des pays anglophones. Le contexte des pays francophones était donc très différent de la situation des autres pays des programme, ce qui a requis une approche spécifique.
- Souvent dans les interventions, il y a des mots utilisés qui ne sont pas compris par tout le monde. Il fallait prendre le temps pour expliquer ces mots afin de faciliter la compréhension et mise en œuvre du programme. En plus, chaque pays a ses propres terminologies. Par exemple, quelques-uns utilisent éducation aux compétences de la vie courante (CVC) et des autres l'éducation à la sexualité complète (ESC), tandis que les deux approches regroupent les mêmes thématiques. Pourtant, dans quelques pays, par exemple Niger, le CVC fait aussi attention à l'éducation financière, la négociation et la prise de décisions.
- Un très grand défi était la réticence des religieux pour l'intégration de l'éducation sexuelle complète dans le curriculum de l'éducation des filles.

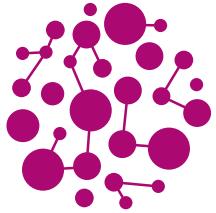
### QUELLES SONT LES STRATÉGIES UTILISÉES DANS LES PARTENARIATS LIÉS AU SUJET?

- ESC/CVC a été utilisé comme stratégie pour améliorer les connaissances des jeunes en matière de SDSR, lutter contre le mariage précoce, et d'amener les adolescentes à développer des compétences essentielles en matière de SDSR pour influencer le changement des normes sociales.
- Dans tous les partenariats, la participation des jeunes a été un stratégie clé. La mobilisation et l'utilisation des jeunes formés a été utilisé comme stratégie pour l'animation des séances, car « quand c'est les jeunes qui interagissent avec des autres jeunes, ça court bien parce qu'il n'y a pas de différence d'âge ». Les jeunes experts ont aussi fait la suivi et évaluation pour assurer la qualité de l'éducation.
- Pour encourager la communication entre les parents et les jeunes sur la sexualité des stratégies étaient former jeunes à part et les parents à part sur la communication et la sexualité ; activités de visite de proximité utilisant des enseignants pour avoir une discussion avec les parents et les enfants ensemble ; et réunions communautaires pour renforcer la communication entre parents et les enfants. Au RDC, les parents ont aussi été impliqué dans l'intégration des modules CVC.

## QUELLES SONT LES PRATIQUES EXEMPLAIRES ET LES LEÇONS APPRISES DANS LES PARTENARIATS LIÉS AU SUJET?

- L'ESC a contribué à une réduction des grossesses en milieu scolaire, une réduction en mariages précoces, et une meilleure communication entre mères et filles en sexualité.
- Grâce à l'implication des ministères et l'intégration d'ESC dans les structures de l'état au RDC, le programme continuera dans les écoles. Le partenariat de Son Choix a vu des résultats similaires que l'implication de l'état était essentielle pour la durabilité des initiatives.
- L'implication des jeunes dans le processus du début jusqu'à la fin du programme rendait le programme pertinent à leurs besoins, et encourageait la confiance en soi et leur compétence en leadership. En Niger, les jeunes participaient aussi en la conception des nouveaux projets. La participation des jeunes a aussi permis un changement dans la perception d'ESC dans la communauté.
- Les recherches opérationnelles ont montré les succès du programme et indiqué les prochaines étapes pour améliorer les efforts pour la SDSR des jeunes. La recherche est donc un component essentiel pour guider les actions et les stratégies.





## COMMUNITY RESPONSES IN TIMES OF COVID-19

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### Speakers:

**Archana Bilung**, Project Assistant Manager, More than Brides Alliance

**Roman Dudnik**, Director of AFEW Kazakhstan, Bridging the Gaps Alliance

**Twambiliri Mwabungulu**, AMREF Flying Doctors

## INTRODUCTION

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This session was a space for partners from all SRHR partnerships to exchange strategies and good practices on ‘community responses in times of COVID-19’. This session looked at in times of COVID? What have been your most successful strategies to ensure that your community could continue to access services? What alternative advocacy approaches have you developed to ensure your advocacy work could continue? After a brief introduction to frame the session and key questions, speakers from different parts of the world from the Bridging the Gaps, Health Systems Advocacy and More Than Brides Alliance (MTBA) shared their good practices.

## KEY TAKEAWAYS FROM THE DISCUSSION

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### WHAT ARE CHALLENGES IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- All aspects of society have been impacted by COVID-19 and containment measures - social, economical, cultural, agricultural, etc. Entire nations have been shut down for months and as a result, many people have lost their jobs, especially already vulnerable people in lower tier jobs and/or migrant workers. The loss of jobs means that many people migrated back to their home towns, which can be thousands of miles away. This narrative was prevalent in India and Kazakhstan.
- The More than Brides Alliance conducted an online survey to understand the socio-economic impact of COVID-19 and containment measures. Most notably the results showed that:
  - Most people lost their livelihoods;
  - 70% experienced food shortages;
  - People experienced gender-based violence;
  - Increased domestic workload;
  - Hygiene challenges due to decreased female privacy;
  - Faltering distribution of free materials due to closure of schools
- In Kazakhstan, many people also lost their jobs. As a result, people migrated from the bigger cities to the towns their families are from. Many people of the LGBTI+ community and women were negatively impacted because of the less progressive culture within the smaller towns towards these communities.
- In Malawi, COVID-19 and its containment measures have had big socio-economic impact, with various interrelated effects on the marginalised communities. Companies are downsizing and as a result, people are staying at home more. There is an increase in domestic and gender-based violence, as well as teen pregnancies.
- Programmes have been largely impacted by containment measures, restricting mobility and enforcing social distancing – making it harder for the staff to reach their clients. People themselves were also less inclined to leave their houses and their communities, afraid of contracting and spreading COVID-19.
- Community mobilization is hard when people need to socially distance. Trainings were cancelled and inland outreach made impossible due to travel restrictions. Program outputs had to be redesigned to fit into the new reality.
- Many healthcare services related to SRHR were not provided to those who needed them because all services were focused on COVID-19. People from marginalised communities were further denied healthcare due to discriminatory perceptions and practices in the smaller communities.
- Transport has been restricted and costs are up, making it harder to make use of healthcare related services (or even get to work).

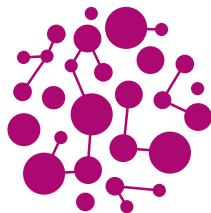
## WHAT ARE THE STRATEGIES USED IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- Strategies used to mitigate the impact of COVID-19 on the different SRHR programmes included switching engagement online where possible (i.e. trainings and support).
- Using social media and communication tools which are relevant to different age groups was also another strategy to be able to connect with target populations (e.g. using WhatsApp and Instagram to connect with young people and using radio to connect with older people).

## WHAT ARE BEST PRACTICES/LESSONS LEARNED IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- Programmes have been reprogrammed using online platforms. For the MTBA, the programme found that Whatsapp was an effective tool for the target group of adolescent girls and was therefore chosen as the main platform for communication. MTBA created WhatsApp groups to share messages about rights, hygiene and other health care information. The WhatsApp groups were also used for home-schooling by sharing voice recordings of teachers. The main challenge is that not all the (most vulnerable) girls are in possession of smartphones. Where possible, they asked parents for permission to use let the girls use their phone to be a part of the WhatsApp group. They also used WhatsApp to collect information from their target population with regard to COVID-19 and SRHR related issues.
- In the Bridging the Gaps Alliance, the programme provided paralegal support to marginalised communities. In order to do so, they train paralegals to support the various groups. The training of the paralegals has been transferred online in order to comply with social distancing legislation. Similarly, they train psychologists to provide psychological support, which has also been moved online. Furthermore, they actively search for members of relevant marginalised groups and organise them in WhatsApp groups. They directly communicated with the population that way, and it also functions as a shared self-help community. They also make use of Facebook to share information on SRHR, and they refer the target population to NGOs and health care facilities.
- Within Health Systems Advocacy, the programme focuses on lobby and advocacy. They had to update their communication strategy to include the use of mass media such as radio to inform people. The programme had to be redesigned to include COVID interventions and to guarantee people's safety from COVID within the programme. Supplies such as PPE and phone credit/data bundles were provided for people who now had to participate in the programme online but have insufficient financial resources to do so. As a result of the unexpected expenditure, a reduced amount of financial resources were available to achieve the objectives of the programme and thus it had to be scaled down. Furthermore, they mainly used WhatsApp for the communication with their target population, which also allowed them to collect information from various parts of the country.





## PUNTOS DE VISTA PERSONALES DE LOS LÍDERES JUVENILES

Esta sesión era facilitada por [Natalia Lozano](#) de HIVOS, RHRN Honduras, y [Bryan Alejandro Uriá](#) de la Fundación Munasim Kullakita, DtZ Bolivia. Guiaron una entrevista en vivo semiestructurada con las siguientes ponentes:  
[Marelín María Leonardo](#) de Plan International, DtZ República Dominicana  
[Sandy Arteaga](#) de HIVOS, RHRN Honduras  
[Luisa Rodríguez](#) de CHS Alternativo, DtZ Perú

## INTRODUCCIÓN

La Plataforma Derechos Aquí y Ahora (“RHRN”, siglas de “Right here right now” en inglés), es una plataforma global implementada en diez países de ingresos bajos y medianos en África, Asia y América Latina y el Caribe. La plataforma tiene como objetivo mejorar los derechos y salud sexual y reproductiva de las personas jóvenes.

La explotación sexual comercial de niños y niñas es un problema que debe ser abordado en todo el mundo con urgencia. La Alianza Down to Zero (DtZ) tiene como objetivo poner freno a la explotación sexual de niños y niñas en once países en Asia y América Latina. Esta sesión se compartieron los aprendizajes de estos dos programas en la región de América Latina. Desde la perspectiva de tres jóvenes líderes, se buscaba comprender las dificultades que las ponentes de la sesión atraviesan para convertirse en jóvenes líderes y las lecciones y habilidades que han obtenido a través de su experiencia.

## RESULTADOS CLAVE DE LA SESIÓN

### ¿CUÁLES SON LOS PRINCIPALES DESAFÍOS QUE LAS ALIANZAS HAN EXPERIMENTADO DURANTE LA IMPLEMENTACIÓN DEL PROGRAMA?

- En Down to Zero, emergió el desafío de llegar y proteger a la población ya vulnerable, trabajando particularmente con niñas que viven en la pobreza, niñas sin escolarizar, niñas de familias sin padre y durante el último año especialmente las niñas sin acceso al internet.
- En la sesión abordamos el hecho de que ambos programas estaban implementados en países conservadores, donde jóvenes y adultos reproducen roles de género tradicionales. Además a nivel político y escolar no se habla mucho de derechos a una libre sexualidad o sobre la explotación sexual.
- En ambos programas, los propios líderes jóvenes debían ganarse la confianza de los niños y los jóvenes antes de ser aceptados como personas sabias en el programa. Marelín María Leonardo compartió que crear un espacio seguro con los participantes y que la vieran como una compañera más requería mucho tiempo. Establecer estos espacios seguros facilitaba hablar de temas delicados relacionados con la sexualidad.

### ¿CUÁLES SON LAS ESTRATEGIAS UTILIZADAS EN LAS ALIANZAS RELACIONADAS CON EL TEMA?

Los contribuyentes de la sesión compartieron los siguientes aspectos destacados del programa Derechos Aquí y Ahora:

- La alianza está muy orgullosa de sus logros de los últimos cuatro años, en particular de los enfoques creativos utilizados para involucrar a la población objetivo.
- RHRN lideró poderosas campañas contra la discriminación de todo tipo, provocando debates muy necesarios sobre los derechos de las poblaciones LGBTI a nivel nacional y local.
- Se recopilaron 100 preguntas de jóvenes sobre la salud y los derechos sexuales y reproductivos y se creó una base de conocimientos para los jóvenes.
- Se centraron en proporcionar anticonceptivos en situaciones de emergencia, destacando la necesidad de lenguaje e infografías para jóvenes.
- Para sensibilizar a las comunidades y generar conversaciones abiertas sobre LGBTI, sus proyectos cerraron con una bandera LGBTI pintada en las calles.

*“Cuando el programa no más este, se sienta. En todos lados en que el proyecto se rompe, a la gente lo duele. Y si les duele significa que era algo que se necesitaba. Y si se necesitaba, es algo que finalmente va a volver a surgir de una u otra manera (...). Llevamos una visión conjuntos que es segura que traerá frutos más allá del 2020.”* Natalia Lozano, RHRN Honduras

Del programa Down to Zero las ponentes destacaron las siguientes estrategias:

- Down to Zero comenzó su trabajo ofreciendo herramientas a los jóvenes para expresar sus sentimientos e ideas. A partir de ahí hablaron sobre distintos temas como los roles de género, que es la trata de tráfico y poco a poco los jóvenes aprendieron y comprendieron las medidas preventivas que ellos mismos pueden apoyar.
- Lograron como red de niños y niñas trabajar en conjunto con comunidades y familias, el sector público y el sector privado.
- Los participantes del programa se organizaron en grupos dirigidas por líderes juveniles para que accedan a servicios especializados que los protejan, los ayuden a rehabilitar, reintegrar y reducir su vulnerabilidad a la explotación sexual.
- Compromiso de los niños y los hombres: Si un niño aprende las herramientas que tiene para ser un aliado y sabe cómo reaccionar ante situaciones peligrosas, puede marcar la diferencia!
- Los líderes juveniles se sienten empoderados al ver que los niños y niñas y jóvenes que los rodean se vuelven más fuertes, más seguros y con mayor autoestima
- #GuardianesDeLasNiñas

*“Como parte de Down to Zero, he recibido y he facilitado formación en explotación sexual y como reportar los casos. Por eso me siento segura que ni a mí y ni a mis compañeras, ningún hombre podrá explotarnos sexualmente.”* Marelín María Leonardo, DtZ República Dominicana

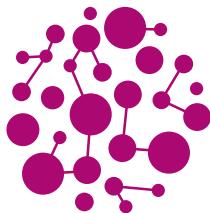
## ¿CUÁLES SON LAS MEJORES PRÁCTICAS / LECCIONES APRENDIDAS?



La sesión enfatizó la importancia de mantenerse en contacto con los participantes. Llevar un cambio en la vida de jóvenes lleva tiempo, pero la situación del COVID-19, por supuesto, agravó la posibilidad de dar seguimiento y acompañar a los participantes del programa.

Por eso RHRN priorizó encontrar nuevas formas de llegar a los grupos vulnerables sin acceso a Internet visitándolos y proporcionándoles recargas de teléfono para que pudieran llamarlos y registrarse con ellos. Esta red de apoyo, resultó muy valiosa para los jóvenes que estaban encerrados con sus familias y atravesaban momentos difíciles.

En honor al día internacional contra la trata de personas, DtZ reunió a jóvenes líderes de diferentes países de América Latina. De Luisa Rodrigues aprendimos sobre el empoderamiento colectivo que sintió al participar en este intercambio de aprendizaje internacional.



## YOUTH LEADERSHIP, MOVEMENT BUILDING AND MEANINGFUL YOUTH PARTICIPATION

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Facilitator: [Fanuel Getachew](#), Youth Engagement Coordinator at TaYa.

Speakers:

[Eka Purni](#), Youth Country Coordinator, Get Up Speak Out

[Judy Amina](#), Youth Country Coordinator, SRHR Alliance Kenya, Yes I Do Alliance

## INTRODUCTION

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This session included a panel discussion of youth country coordinators from Indonesia and Kenya. The session looked at the challenges faced and the experiences of young people in the SRHR alliances. It also looked at best practices which we can use in future to ensure the inclusion of young people in leadership roles in SRHR programmes.

## KEY TAKEAWAYS FROM THE DISCUSSION

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### WHAT ARE CHALLENGES IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- Meaningful Youth Participation (MYP) is not the same in every organisation. MYP should be considered as a spectrum and should be implemented step by step.
- The main challenge that was experienced by the speakers was that sometimes, adults did not fully grasp the concept of adult-youth partnerships. Eka shared that she experienced discrimination, even from government officials, as they question whether young people are best placed and experienced enough to be bringing issues forward.
- Cultural norms was another challenge which was experienced. At the beginning of the Yes I Do programme men did not allow young girls to speak about SRHR. It took time for the communities to understand that young people know best how to talk about their own issues. It took time for the adult-youth partnerships to develop.
- Lack of confidence that young people had in themselves was yet another challenge. Many young people did not realise that speaking out about their issues was their right.

### WHAT ARE THE STRATEGIES USED IN THE PARTNERSHIPS RELATED TO THE TOPIC?

- Most SRHR programmes use trainers and professionals who are already knowledgeable on SRHR. But in the Yes I Do programme, young people were trained as peer educators. This was a good strategy as the programme empowered young people who previously had no SRHR knowledge.
- The Get Up Speak Out (GUSO) programme was also very deliberate on the role of young people in their programme and it took quite a while to build the confidence of young people. However, after the MYP training, it helped to shape opinions and reflect on the assumptions that adults have about young people and vice versa.
- Working with peer educators was also a good strategy in the partnerships as it resulted in more young people being aware of SRHR. The peer educators worked in communities and villages (at grass-roots level) and these are also the areas where much discrimination is found. However, the utilisation of peer educators meant that young people eventually warmed up and wanted to learn about SRHR.
- Working with a youth council was also an effective strategy in the partnerships. It was shared that the existence of this council resulted in it being easier and more comfortable for young people to come up with youth-led ideas.
- Engagement with country assemblies was a good strategy to connect young people and policymakers. Governments can be closed and intimidating to young people. However, it was observed during the country assemblies that the policymakers took the voices of young people seriously and even included budget in their policies and plans to address issues which the young people raised.

- GUSO provided several capacity building trainings to young people to make them more confident to speak out. Judy shared that she received this and feels empowered as a result. Providing training shows that instilling trust in young people empowers them greatly.

### **WHAT ARE BEST PRACTICES/LESSONS LEARNED IN THE PARTNERSHIPS RELATED TO THE TOPIC?**

- For youth leaders to be representative of a diverse group of young people, they need to ensure that they include the different perspectives of the young people they are representing. This empowers both the youth leader and the young people who are relying on them to voice the issues they are all facing.
- It is important to get support from the national programme coordinator – so that this person can bring the youth perspective forward.
- Having youth as leaders in the SRHR programmes is incredibly important and also effective in empowering them. Having young people as leaders allows them to have a direct link to presidential staff resulting in young people having direct access to the leaders of the country. By being in these positions, the young leaders can be the reference for the country and encourage the normalisation of youth leadership.
- The visibility that young people experienced during the programmes resulted in energy, freedom and flexibility. In the Kenya SRHR alliance case, young people requested budget for communication. They have initiated a lot of social media communication of their own volition, because they felt the ability to do so.
- A lesson learned from the alliances is that building the capacities of a youth leader needs to be followed by creating a safe space.
- For Judy, the main takeaway from GUSO was that we need to continue building youth capacity and involving youth in programmes in a meaningful way.

