Module 5 Objective

**Who?**
Community members and service providers will be supported by the technical team and neutral facilitators to...

**Why?**
Analyze, present and discuss the results of their score cards process and data in order to ...

**What?**
Develop a joint action plan with commitments from the relevant duty bearers to take actions for improving services based upon community recommendations so that ...

**How?**
Girls and other excluded groups have better access to high quality services in their community
Key Questions and Activities

5.1 What are the main findings of our score cards process?
- Synthesize the score cards data from all focus groups
- Display the results in a child friendly format

5.2 How do we organize the interface meeting?
- Identify and engage neutral facilitators
- Mobilize community members and service providers
- Solidify meeting agenda and logistics

5.3 How do we prepare participants for the interface meeting?
- Discuss focus of presentations
- Identify potential challenges and solutions
- Understand characteristics of effective presentations
- Practice group presentations

5.4 What are our commitments for action and change?
- Community groups present their data
- Service providers present their data
- Discuss community recommendations
- Develop a join action plan
- Discuss and agree upon next steps

Module 5 Reflection
- What did we accomplish?
- What did we learn?
- What worked well and why?
- What do we need to improve?
## Estimated Time and Materials

<table>
<thead>
<tr>
<th>Module Overview</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **5.1 What are the main findings of our score cards process?**                   | Varies by scope | • *Performance Score Cards* from all focus groups and/or data from the *Performance Score Cards Database*  
                                   |               | • Large sheets of paper, colored sheets of paper  
                                   |               | • Tape, scissors, colored markers  
                                   |               | • Notepad and pen/computer |
| **5.2 How do we organize the interface meeting?**                               | Varies by scope | • Notepad and pen/computer  
                                   |               | • Session demographics monitoring data  
                                   |               | • Community meeting refreshments |
| **5.3 How do we prepare participants for the interface meeting?**               | 3-4 hours     | • Notepad and pen/computer  
                                   |               | • Large sheets of paper  
                                   |               | • Tape, colored markers |
| **5.4 What are our commitments for action and change?**                         | 2-3 hours     | • Data visualizations from activity 5.1  
                                   |               | • *Performance Score Cards* (relevant examples)  
                                   |               | • *Rights Tracking Matrix* (relevant examples)  
                                   |               | • Large sheets of paper  
                                   |               | • Tape, colored markers |
| **Module 5 Reflection**                                                         | 30 minutes    | • Large sheets of paper, pens and post-it notes |

All other resources are provided as links within the activity description. Files with this symbol can be downloaded.
Intended Outputs

1. Synthesized/aggregated score cards data
2. Integrated joint action plan
3. Service provider commitments
4. Community commitments

Although service providers are the focus of change in score cards, community members may also have a role in improving the quality of services.
Potential Outcomes

**Participation**
- Increased understanding of unique and common priorities for the different stakeholder groups
- Skills to visualize and present the results and recommendations of the score cards process with community members and service providers
- Skills to participate in community dialogues in an intergenerational, gender sensitive and inclusive way

**Political Education**
- Increased engagement of girls and boys in community and city decision-making processes
- Enhanced awareness of local politics and decision-making processes
- Improved understanding of constraints in service delivery, as well as solutions for improving service delivery

**Empowerment**
- Increased confidence to take action on one’s rights
- Improved gender-sensitive, inclusive and intergenerational communication and empathy
- Better conditions and services for girls and boys, especially among the most marginalized groups
**Potential Challenges & Solutions**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Solution</th>
</tr>
</thead>
</table>
| Reluctant service providers or government officials                      | • Thoroughly analyze the local political and policy context to develop appropriate engagement and advocacy strategies  
• Be aware of or anticipate the level of gender-awareness among service providers  
• Identify champions within institutions that can support their engagement |
| Community member trust and participation                                  | • Engage community members through existing partner agencies, local groups already engaged in the issues, or with individuals who have their trust  
• Ensure community members have an opportunity to learn about the score cards results in advance of the meeting |
| Managing expectations for change                                           | • Acknowledge and value short-term, immediate changes as well as long-term solutions  
• Clearly communicate possible results and potential challenges |
| Adult domination of discussions                                            | • Clearly articulate the goal of listening to girls and boys at the beginning of the meeting  
• Structure the meeting to privilege the participation of young people |
| Male domination of discussions                                            | • Consider the use of gender-sensitive group discussion techniques to ensure the participation of girls and women  
• Structure the meeting to privilege the voices of girls and women |
| Ensuring skilled facilitation of the interface meeting                    | • Engage experienced facilitators (at least one female and one male) who are perceived by the community and service providers as neutral, and who are skilled at conflict-resolution |
Develop a system for keeping track of who participated in the interface meetings. These are some suggestions that are helpful for monitoring and evaluation.

The monitoring group should compile this information using the Session Demographics Template to use at a later time in developing a case study.

### Community Session Demographics

<table>
<thead>
<tr>
<th>Community</th>
<th>Monitors</th>
<th>Facilitators</th>
<th>Participants</th>
<th>Demographics</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session Location</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Date/Time</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Group</strong></td>
<td><strong>Boys</strong></td>
<td><strong>Girls</strong></td>
<td><strong>Women</strong></td>
<td><strong>Men</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>Monitors</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitators</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demographics</td>
<td>Boys who live on the streets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## What are the main findings of our score cards process?

1. Synthesize the score cards data from all focus groups
2. Display the results in a child friendly format

### Suggested Activities

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Synthesize the score cards data from all focus groups</td>
<td>13-18</td>
<td>TECHNICAL TEAM</td>
</tr>
<tr>
<td>2. Display the results in a child friendly format</td>
<td>19-24</td>
<td>FACILITATORS</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td>MONITORS</td>
</tr>
</tbody>
</table>
Synthesize Score Cards Data

A range of data from the focus group sessions may be relevant for the interface meeting.

**Session Demographics**
- Overall total number of participants by target group and community
- Information on the type of participants (girls out of school, orphans, etc.)

**Performance Score Cards**
- Overall frequency responses for “mostly true”, “never true”, etc.
- Comments on the situation of girls and other excluded groups

**Rights Tracking Matrix**
- Performance scores and quantitative service indicators
- Information on rights, roles and community recommendations for services

Example Quantitative Data

Example Qualitative Data
5.1 Strategies for Qualitative Data

**Summarize Narratives**

For example, how do girls or other excluded groups experience a particular service?

What factors contribute to these experiences?

**Tell Compelling Stories**

Summarize some of the unique stories that illustrate the experiences of girls and other excluded groups.
Example Qualitative Analysis

Example Narratives

Girls from all of the target communities in Kampala reported they do not feel safe using taxis or boda boda motorcycles because the drivers sexually harass them, take them to the wrong locations, and take advantage of them by charging higher fees.

Example Story

Lucy has to take a taxi every day in order to go to school. Every time she gets into the taxi the driver insists that she sit next to him so he can touch her leg when he shifts gears. This makes Lucy very uncomfortable and sometimes she does not go to school because she does not want to deal with the harassment.
<table>
<thead>
<tr>
<th>Common Outcome Indicators</th>
<th>Unique Outcome Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphically represent the performance scores for each common indicator according to the target group, community and/or municipality.</td>
<td>Categorize the unique indicators according to the project themes and provide the performance scores for each unique target group or community.</td>
</tr>
</tbody>
</table>
Display the Results in a Child Friendly Format

**There are enough street lights to make girls feel safe at night**

- Red circles: Girls
- Blue circles: Boys
- Green circles: Mothers
- Purple circles: Female Service Providers

**Graph Explanation:**

- **Y-Axis:** # of Groups
- **X-Axis:** Average Score

This graph shows that girls scored this indicator lower than other participant groups, but overall the score is poor for most groups.

Use different colored pieces of paper or colored markers to indicate the performance score for each group on this indicator.

This group of service providers scored the indicator higher than any other groups, why?

This group scored the indicator higher than any other groups, why?
### Other Child Friendly Visualizations

#### THEME: Girls’ Autonomous Mobility in the City

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>Female Service Providers</th>
<th>Community Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taxi drivers support the safety of girls while they are in transit</td>
<td>😞 3</td>
<td>😞 4</td>
<td>😞 2</td>
<td>😞 3</td>
</tr>
<tr>
<td>There are enough street lights to make girls feel safe at night</td>
<td>😞 5</td>
<td>😄 7</td>
<td>😞 5</td>
<td>😞 6</td>
</tr>
</tbody>
</table>

This is another example of how to visualize common indicators in a child friendly format using the same graphic symbols from score cards (smiley faces).

The performance score for each group should also be provided alongside the symbols and the scale.

An average performance score for a community can also be calculated.

In this example, common indicators are sorted by thematic area.

This is an example for illustrative purposes, it does not include all potential target groups.

#### Additional Notes

- **Female Service Providers**
- **Community Average**
### THEME: Girls’ Autonomous Mobility in the City

#### 5.1 Aggregating Score Cards Data

Refer to Module 6, on managing the data with the Performance Score Cards Database.

If the project scope is municipal score cards, the data can also be aggregated across all communities for each target group.

This is an example for illustrative purposes, it does not include all potential target groups.

<table>
<thead>
<tr>
<th></th>
<th>Aggregated Performance Scores for Communities A, B, C, and D</th>
<th>Municipal Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Taxi drivers support the safety of girls while they are in transit</td>
<td>![Sad] 3</td>
<td>![Sad] 4</td>
</tr>
<tr>
<td>There are enough street lights to make girls feel safe at night</td>
<td>![Sad] 5</td>
<td>![Happy] 7</td>
</tr>
</tbody>
</table>

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*Note: The numbers represent performance scores, with lower scores indicating better performance in terms of safety and mobility.*
### Suggested Activities

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<tr>
<td>1. Identify and engage neutral facilitators</td>
<td>7-9</td>
<td>FACILITATORS</td>
</tr>
<tr>
<td>2. Mobilize community members and service providers</td>
<td>10-12</td>
<td>MONITORS</td>
</tr>
<tr>
<td>3. Solidify meeting agenda and logistics</td>
<td>13-18 19-24 25+</td>
<td>COMMUNITY MEMBERS SERVICE PROVIDERS</td>
</tr>
<tr>
<td>5.1 What are the main findings of our score cards process?</td>
<td></td>
<td></td>
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<tr>
<td><strong>5.2 How do we organize the interface meeting?</strong></td>
<td></td>
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<tr>
<td>5.3 How do we prepare participants for the interface meeting?</td>
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</tr>
<tr>
<td>5.4 What are our commitments for action and change?</td>
<td></td>
<td></td>
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</tbody>
</table>
Engage Neutral Facilitators

5.2

*These are guiding questions to help identify appropriate interface meeting facilitators*

1. Which individuals are gender aware and skilled at facilitating community meetings in a gender sensitive and inclusive manner?

2. Which individuals are effective at conflict-resolution and intergenerational communication?

3. Is it more appropriate to have a female or male facilitator given the cultural context of local decision-making or both (refer to the Gender-Based Child Rights Situation Analysis)?

4. Which individuals are perceived as neutral by both community members and service providers?
5.2 Mobilize Community Members

Share the score cards data and community-identified recommendations for service improvements back with community members to gather additional input and to inform them of the interface meeting.

- Performance arts in public spaces
- Awareness through exhibitions and rallies
- Data displays in public spaces
- Pamphlet distribution in local businesses
- Radio, film television and social media
- Community meetings
Engage Community Members

These are guiding questions to help determine community member participation:

1. How can the viewpoints of girls and other excluded groups be privileged and best supported in the interface meeting?

2. How many community members can potentially attend the meeting given the space and other logistical constraints?
   - Community members who did not participate in focus groups can also attend.
   - We recommend no more than 25 community members.

3. What criteria will be used to select participants from the community to attend the meeting if space is limited?

4. Which community members should present the score cards results at the interface meeting for each target group and community involved?
5.2 Engage Service Providers

These are guiding questions to help determine service providers’ participation

- Which service providers should be invited based on the Situation Analysis in Module 2 and the Rights Tracking Matrices from Module 4?

- Which service providers are champions of girls and other excluded groups within their institutions and agencies?

- What is the best method for inviting service providers (e.g., formal invitation letter, email, face-to-face meeting?)

- Are any permissions required for service providers to attend?

We recommend no more than 10 service providers attend the meeting.
## Develop a Meeting Agenda

Suggested Length: 3-4 hours

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1. Introductions** | • Provide an overview of the meeting objectives and goals  
• Conduct a quick game or activity to introduce everyone, including more formal introductions of service providers if appropriate | Neutral Facilitator  
Adolescent Girl Facilitators |
| **2. Score Cards Overview** | • Provide an overview of the project, its goals, and the number and types of target groups involved in the process to date | Neutral Facilitator  
Project Managers  
Monitoring Group |
| **3. Focus Group Presentations on Score Cards Results** | • Girls  
• Boys  
• Adult community members  
• Service providers | Neutral Facilitator  
Representatives from each target group |
| **4. Summarize Common and Unique Issues** | • Use the visuals from step 5.1 to summarize this information | Neutral Facilitator  
Adolescent Girl Facilitators  
Monitoring Group |
| **5. Generate Commitments/Joint Action Plan** | • Agree to a common list of actions and commitments that service providers and community members agree to implement  
• Discuss timeline and joint monitoring on progress | Neutral Facilitator  
Service Providers  
Community Members  
Monitoring Group |
| **6. Meeting Reflection** | • Discuss the results of the meeting using the reflection questions as a guide | Neutral Facilitator  
Monitoring Group |
Solidify Meeting Logistics

These are guiding questions to help determine meeting logistics

What meeting space is the most accessible to the majority of community participants?

Are there any costs or fees for the meeting room space?

What refreshments, supplies and materials will be needed?

Should more than one interface meeting be held, such as in more than one community, or at both the community and municipal scale?
## How do we prepare participants for the interface meeting?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss focus of presentations</td>
<td>7-9</td>
<td>FACILITATORS</td>
</tr>
<tr>
<td>2. Identify potential challenges and solutions</td>
<td>10-12</td>
<td>MONITORS</td>
</tr>
<tr>
<td>3. Understand characteristics of effective presentations</td>
<td>13-18</td>
<td>COMMUNITY MEMBERS</td>
</tr>
<tr>
<td>4. Practice group presentations</td>
<td>19-24</td>
<td>SERVICE PROVIDERS</td>
</tr>
<tr>
<td></td>
<td>25+</td>
<td></td>
</tr>
</tbody>
</table>
Discuss Focus of Presentations

Provide opportunities for community members to simulate their presentations in a safe environment with similar and different sex, age and interest groups.

Guiding Questions

1. How many people participated in score cards for our group?
2. What is unique about our group (e.g., girls who are working, boys who are not enrolled in school, etc.)
3. What are our common priorities?
4. What are our unique priorities?
5. What is the best way to communicate our ideas?
6. What are we asking service providers to do?
7. What are we committed to doing to change the situation?
### Identify Potential Challenges and Solutions

**What challenges may we face during the interface meeting?**

**What approaches might help solve these challenges?**

<table>
<thead>
<tr>
<th>Potential Challenges</th>
<th>Potential Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service providers refuse to make commitments</td>
<td>Try to determine the reason behind this and compromise</td>
</tr>
<tr>
<td>Community members become angry at service providers</td>
<td>Ensure the neutral facilitator can redirect the conversation</td>
</tr>
<tr>
<td>The voices of girls, women and members of other marginalized groups in the meeting are silenced by others</td>
<td>Use ‘talking chips’ or other discussion techniques to manage how many times a person can speak</td>
</tr>
<tr>
<td>The views of adults are considered more important and valid than the views of young people</td>
<td>Ask adults to think back to their own childhood experiences to build empathy</td>
</tr>
</tbody>
</table>

These are only some examples of challenges that may occur during the interface meeting; develop your own list.

Refer to the Gender-Based Child Rights Analysis and Power Analysis to explore these issues in greater detail.
Characteristics of Effective Presentations

Present a persuasive speech using:
- Synthesized score cards data and example *Rights Tracking Matrices*
- Supporting information (photographs, videos, maps, etc.)

Engage the audience by:
- Making the presentation personal, or from the standpoint of someone like them
- Telling short stories or enacting a drama about the issues
- Asking rhetorical questions to get the audience thinking

Communicate effectively by speaking:
- Clearly and annunciating
- Loud enough so those in the back of the room can hear you
- Not too fast or not too slow
- With confidence
- With conviction and passion

Keep it brief!!
- No more than 5-7 minutes per presentation for each target group

These are only some elements of effective presentations; brainstorm this list with participants
5.3 Practice Group Presentations

Can you hear the person clearly when they speak?

Is there enough space to hang up project results?
# How do we prepare participants for the interface meeting?

<table>
<thead>
<tr>
<th>Suggested Activities</th>
<th>Suggested Age Groups</th>
<th>Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community groups present their data</td>
<td>7-9, 10-12</td>
<td>FACILITATORS</td>
</tr>
<tr>
<td>2. Service providers present their data</td>
<td>13-18, 19-24, 25+</td>
<td>MONITORS</td>
</tr>
<tr>
<td>3. Discuss community recommendations</td>
<td></td>
<td>COMMUNITY MEMBERS</td>
</tr>
<tr>
<td>4. Develop a joint action plan</td>
<td></td>
<td>SERVICE PROVIDERS</td>
</tr>
<tr>
<td>5. Discuss and agree upon next steps</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**5.1 What are the main findings of our score cards process?**

**5.2 How do we organize the interface meeting?**

**5.3 How do we prepare participants for the interface meeting?**

**5.4 What are our commitments for action and change?**
5.4 Community Presentations

Example Agenda

- **Score cards results from:**
  - Girls ages 7-9
  - Girls ages 10-12
  - Girls ages 13-18
  - Girls with a disability
  - Boys not enrolled in school
  - Boys who are homeless
  - Adult females from slum communities
  - Adult males who represent an ethnic minority

Privilege girls and the most marginalized groups
Service Provider Presentations

Example Agenda

- Score cards results on common outcome indicators
- Self-evaluation of relevant services
- Constraints on service delivery
- Ideas for improving service delivery
Discuss Community Recommendations

Example Agenda

- Service recommendations and service indicators from:
  - Girls ages 7-9
  - Girls ages 10-12
  - Girls ages 13-18
  - Girls with a disability
  - Boys not enrolled in school
  - Boys who are homeless
  - Adult females from slum communities
  - Adult males who represent an ethnic minority

Suggestions for improvement can also immediately follow group presentations.
### Develop a Joint Action Plan

#### Girls are safe from sexual harassment when using local transport

<table>
<thead>
<tr>
<th>Priority</th>
<th>Current Situation</th>
<th>Performance Scores</th>
<th>Community Recommendations</th>
<th>Service Indicators</th>
<th>Commitments Actions Budgets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Many girls do not feel safe when they are on their own • Girls do not know how to protect themselves • Police do not believe girls when they report incidents</td>
<td>Girls 2</td>
<td>Boys 6</td>
<td>Female Adults 3</td>
<td>Train police in gender-sensitive responses to girls who report crimes on public transport • Increase the number of police on local transport, especially in the early mornings and late evenings</td>
</tr>
</tbody>
</table>

**Prioritize the needs of girls and other marginalized groups; if not all priorities can be addressed, plan additional interface meetings**

**Complete part of the joint action plan prior to the interface meeting for the most important priorities**

**Summarize the performance scores and service indicators for each priority to track progress over time**

---

Download Joint Action Plan Template

*Leave this column blank with the goal of filling it in during the interface meeting*
Develop a Joint Action Plan

5.4

Encourage service providers to brainstorm commitments or actions they can take based upon the community recommendations.

Discuss resources available for improving services or acting upon community recommendations.

Does the community also play a role in improving services?
### Develop a Joint Action Plan

<table>
<thead>
<tr>
<th>Priority</th>
<th>Current Situation</th>
<th>Performance Scores</th>
<th>Community Recommendations</th>
<th>Service Indicators</th>
<th>Commitments Actions Budgets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Many girls do not feel safe when they are on their own</td>
<td>Girls 2, Boys 6, Female Adults 3</td>
<td>Train police in gender-sensitive responses to girls who report crimes on public transport</td>
<td>• At least 100 police are trained in gender-sensitive responses</td>
<td>• Police officers at the meeting agreed to provide their personal cell phone numbers for girls to report crimes to them directly</td>
</tr>
<tr>
<td></td>
<td>• Girls do not know how to protect themselves</td>
<td></td>
<td>Increase the number of police on local transport, especially in the early mornings and late evenings</td>
<td>• The number of girls reporting crimes to police on public transport increases</td>
<td>• Gender-sensitive policing will be integrated into the standard police training in the next fiscal year</td>
</tr>
<tr>
<td></td>
<td>• Police do not believe girls when they report incidents</td>
<td></td>
<td></td>
<td>• At least 2 police are assigned to patrol local transport in the morning and evenings on specific routes</td>
<td>• Officer Jonas will investigate adding more police to morning and evening patrols on the specific bus routes</td>
</tr>
<tr>
<td></td>
<td>Girls are safe from sexual harassment when using local transport</td>
<td></td>
<td></td>
<td>• Potential budget increase for police in next fiscal year; will consider additional steps to use this money for community needs</td>
<td></td>
</tr>
</tbody>
</table>

Summarize proposed commitments, actions and budgets.
## Develop Timeline/Next Steps

<table>
<thead>
<tr>
<th>Priority</th>
<th>Current Situation</th>
<th>Performance Scores</th>
<th>Community Recommendations</th>
<th>Service Indicators</th>
<th>Commitments Actions</th>
<th>Budgets</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Many girls do not feel safe when they are on their own • Girls do not know how to protect themselves • Police do not believe girls when they report incidents</td>
<td>Girls 2 Boys 6 Female Adults 3</td>
<td><strong>Train police in gender-sensitive responses to girls who report crimes on public transport</strong> Increase the number of police on local transport, especially in the early mornings and late evenings</td>
<td><strong>At least 100 police are trained in gender-sensitive responses to girls who report crimes on public transport</strong> The number of girls reporting crimes to police on public transport increases</td>
<td><strong>Police officers at the meeting agreed to provide their personal cell phone numbers for girls to report crimes to them directly</strong> Gender-sensitive policing will be integrated into the standard police training in the next fiscal year</td>
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</tr>
</tbody>
</table>

**Girls are safe from sexual harassment when using local transport**

Immediate action

By next fiscal year

By next month

Within 6 months

---

**Girls**

- 2

**Boys**

- 6

**Female Adults**

- 3
These actions are recommended to plan for next steps, and to monitor progress in service improvements over time. Other follow up activities may also be required.

<table>
<thead>
<tr>
<th>Develop joint monitoring group</th>
<th>Monitoring meetings</th>
<th>Communication protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adolescent girls</td>
<td>• Agree upon a date or calendar for follow up monitoring meetings to assess progress</td>
<td>• How will the joint monitoring group stay in touch?</td>
</tr>
<tr>
<td>• Project Directors</td>
<td></td>
<td>• Who else needs to know about the monitoring meetings?</td>
</tr>
<tr>
<td>• Monitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Service Providers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module 5 Reflection

A - RESULTS
• What did we accomplish?

B - LESSONS
• What did we learn?

C – BEST PRACTICES
• What worked well and why?

D - ADJUSTMENTS
• What issues do we need to improve upon for next time?

The monitoring group should ask some or all these questions to meeting participants and facilitators.

The monitoring group will compile all participant responses into one digital document to use at a later time in developing a case study.

Module Reflection Template