

Community Awareness Program

(On Child Protection in Disaster Situation)

Child Friendly Space

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Submitted by

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Community Awareness program on Child Rights Protection in the time of Crisis

Devastating earthquake of Nepal on April 25, 2015 with the 7.8 killed around 9000 people, 22,000 thousands injured, and homeless. More than half million houses collapsed and damaged. Thousands of children and their families compelled to spend a day and nights in temporary shelters. The disaster of earthquake created the harsh living conditions with unsafe food, scarcity of safe drinking water and sanitation including insecure temporary shelters, which disproportionately have affected the life of children and women in the community. Mostly children and women are more vulnerable to abuse, violence, exploitation and neglect in disaster. Post earthquake situation also can lead to human trafficking, increase in prostitution, high risk of sexual violence etc.

To prevent violence, abuse, exploitation and neglect awareness and sensitization programs is beneficial for the women, children and adolescents in the community. Women, parents, teachers and youths are primarily responsible for the care and protection of the children. Awareness programs were organized to create protective environment for the children, women and youth with responsive care in the post disaster situation.

Due to earthquake and its aftershocks, various problems and issues were emerged in the community. Volunteers of Child Friendly Space (CFS) did assessment in earthquake affected areas ; Bhaltar, Dandathok, Lamatar, Khale Tole, Patichaur, Gachhe Tole of Lubhu and Dhashi Tole, Gwarkhel, Igamuga Tole, Tapakhle, Chanacho Tole of Siddipur. The objective of the assessment was to know the situation of children, women/ girls and community during and post earthquake situation and to get information on their needs.

The issues identified in the assessment; health and sanitation, girls trafficking, gender issues and caste discrimination. People continued to be afraid of earthquake and aftershocks and they need some psychosocial support to reduce fear. To address these issues and bring the community people back to a normal situation, HimRights organized 16 awareness programs at VDC/ward level, schools on issues of human rights, women's rights, child rights and protection, and health and sanitation to children, women, youth and teachers. Similarly, safety measures and risk minimization during earthquakes were also shared with the participants.

There was total of 441 participants from various caste and ethnicities in the program. HimRights has coordinated with the ward office, women from various groups, youth clubs and cooperatives to organize

the program. In the awareness programs the members of Ward Citizen Forum, ward office have also actively participated in the various programs.

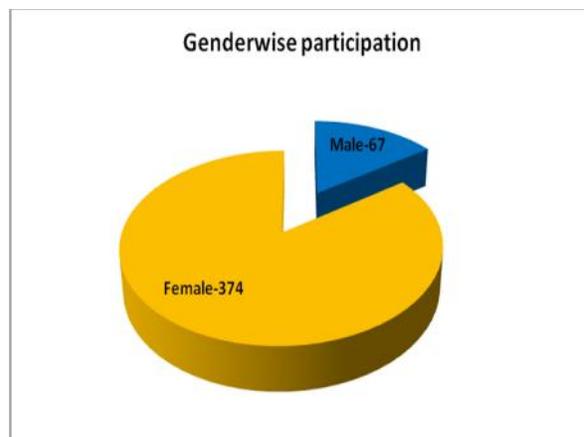
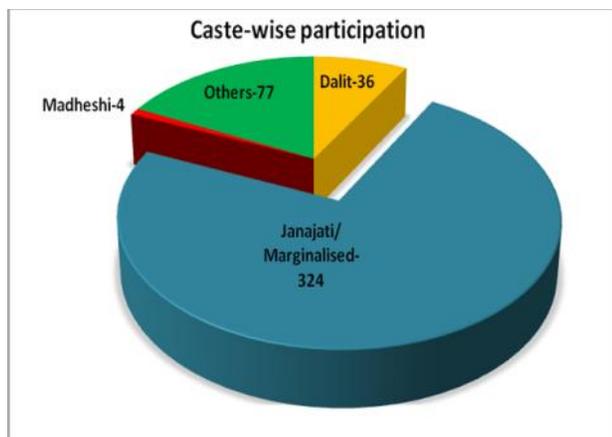
Objectives of the program

- To raise awareness and enhance capacity of community on women's rights, child rights and protection.
- To sensitize community members about post-disaster situations where there are high chances on the violation of the human rights.
- To share information on the importance of environment and how to maintain the clean environment.
- To enhance the capacity of community on how to deal with emergency or disaster situations.

List of the program organized

Date	Child Friendly Space	Address	Number of participants	
			Male	Female
August 7, 2015	Lubhu	Lubhu Secondary School, Lubhu	25	17
August 28, 2015	Lubhu	Lubhu		32
September 10, 2015	Siddipur	Satyatole, Siddipur		21
September 11, 2015	Lubhu	Lamatar, Lalitpur		20
September 24, 2015	Lubhu	Patichaur, Lalitpur	5	25
September 28, 2015	Siddipur	Igamuga Tole, Siddipur		23
September 30, 2015	Siddipur	Dhashi Tole, Siddipur		25
October 6, 2015	Siddipur	Tapakhel, Siddipur		24
October 8, 2015	Lubhu	Dandathok, Lamatar		25
October 9, 2015	Siddipur	Satyatole, Siddipur		25
November 26, 2015	Siddipur	Chanacho, Siddipur		29
November 27, 2015	Lubhu	Gachhe Tole, Lubhu	15	15
November 30, 2015	Siddipur	Gwarkhel, Siddipur		31
December 4, 2015	Lubhu	Khashi, Lubhu		30
December 27, 2015	Lubhu	Lubhu Secondary School, Lubhu	18	10
December 28, 2015	Siddipur	Satya Youth Club, Siddipur	4	22

Dalit	Marginalized/ Janajati	Madheshi/ Tharu	Others
36	324	4	77



The contents of the awareness programs comprised of four themes: **rights** (human rights, women's rights and child rights); **environment** (environment, its deterioration and conservation, and natural disasters); **earthquakes** (what they are and their effects, and precautions prior, during and after earthquakes); and **child protection** (child protection concerns during and after natural disasters like earthquake).

The facilitators used participatory methods such as story telling (event/earthquake), group discussions, brainstorming, buzz groups, drawing, games and sharing. After an informal opening, objectives clarifications, introductions were carried out.

The programs started with the introduction of HimRights. Mr. Chitra Niraula, senior trainer conducted the training, facilitation was done by HimRights staffs and CFS volunteers. HimRights team effectively organized the programs as in the objectives of the CFS and the awareness program at community level.

"After the earthquake it was difficult time for us to protect the children and there was frequent occurrence of the tremors and schools were closed, however there is no CFS camp in Lamatar to support our kids." - Ms. Shobha Gautam, Lamatar-4, Lalitpur

"Through this program we are aware that government has allocated budget for the women through VDC. We are discussing how we can use that budget in our community. I have changed my behavior while

dealing with children in my family and I have requested my family members to deal the children in a child friendly manner.” - Ms. Bipana Maharjan, Siddipur

The contents of the program are as following :

Session: 1	Contents of the topic	
Human Rights	Long Life	
	Prosperity	
	Identity	
	Freedom	
Session : 2	12 most critical areas of concern on women rights	
Women Rights	Women and Poverty	Education and Training of women
	Violence against women	Women and the economy
	Women and Health	Women in power and decision making
	Institutional Mechanism for decision making	Human Rights of Women
	Women and the Media	Women and the armed conflict
	Women and the environment	The girl child
Session: 3	Four major concern of child rights	
Child Rights and Protection	Right to Life	Right to protection
	Right to participation	Right to development
Session: 4	Types of environment	
Environment	Physical environment	
	Biotic environment	
	Socio-cultural environment	
Session : 5	Preventive measures of earthquake	
Disaster/ Earthquake	Before earthquake	
	During earthquake	
	Post earthquake	

The awareness programs were not only focused on the direct hazards of earthquake and other disasters, but also on ways and means for safety and security during such situations. The most significant part of the discussions focused on child protection and their rights, particularly girls, and women during and after

natural disasters. Especially children and adolescent girls are more vulnerable to exploitation, abuse, trafficking and other illegal activities during the disaster. Therefore, sessions of the awareness programs dealt on issues how families and communities should be vigilant and sensitive to protection concerns during and after disasters.

The participants took part in the activities (discussions and exercises) actively and enthusiastically on the contents of the awareness program. Many participants stated that their houses collapsed entirely or cracked partially. Some of them added that they had not received relief for house construction and/or human or material losses. They also shared that the relief distribution was not transparent and lately distribution.

Extensive discussions were held pertaining to the direct hazards and effects of earthquake and other disasters. The sessions were also focused on the ways and means for safety and security, not only physical but also relating to protection concerns during such events.

Feedbacks were collected on the end of the day from the participants on meta-cards. Participants expressed that the awareness program has been able to address the issues raised by them. They shared that the lessons of the awareness program were very relevant and very useful. They said that they would share what they learnt about the disaster, rights and protection concerns with their family members and neighbors.

"I am from an uneducated family. I spend my time in household work and in fieldwork. I never attended such program before so I am very happy and learned more on women rights, child rights, cleanliness and consequence of earthquake. There are lots of caste and gender discrimination, which is going on in our community. Being from the Dalit family, I also faced various difficulties in the society. The so called upper castes are violating our rights. Before, we were not aware of 10% budget separated by government for women empowerment in village/ward. After participating in the program we are aware of the budget allocated by the government for empowerment of women. We will try to get the budget for the empowerment of women in our community"-Ms. Anju Pariyar, participant of awareness program, Dandathok

"After participating in this program I realized that youth can play important role in raising awareness in the community for this there is need of coordination among the youth."- Ms. Rina Shrestha, Lubhu

Some of the major contents of the sessions described by the trainer

Human Rights:

All basic needs of all human beings are human rights. According to the Universal Declaration on Human Rights (UDHR), Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are interrelated, interdependent and indivisible. Mr. Chitra Niraula also added that the state as the duty bearer is responsible to protect the rights of their citizen. Sometimes the state could violate the rights of the citizen. There is interrelationship between duty bearers and the right holders.



Human rights issues are directly or indirectly related in between state and its citizen. State should guarantee the rights of its citizen. Responsibilities of state as a duty bearer are;

- Respect: the state should fulfill the basic needs of the citizen. The state should respect and treat each citizen equally.
- Protection: it is the responsibility of the state to provide security to the people for their basic requirements. No rights of the citizen should be violated.
- Fulfill: the state should fulfill basis needs of the citizen in any condition and in any circumstances.

Women Rights:

Mr. Niraula shared the 12 critical areas of concern of Beijing platform for fulfilling the rights of women and for better understanding of women rights. Mr. Niraula shared that the Fourth World Conference on Women was organized in September 1995 in Beijing, China. The conference has become a platform for attaining equality, development and peace for women. The platform for action is an agenda for women's empowerment.

"Till now I used to think that due to lack of education women are marginalized in the society but after participating in this program I realized there are other means such as training which can support for their empowerment." Ms. Sulochana Shrestha, Gwarkhel, Siddipur

12 critical areas of concern related with women rights are:

1. Women and poverty
2. Education and training of Women
3. Violence against women
4. Women and the economy
5. Women and health
6. Women in power and decision making
7. Institutional mechanism for decision making
8. Human rights of women
9. Women and the media
10. Women and armed conflict
11. Women and the environment
12. The girl-child



“The program was very effective for me. I got a chance to understand about women rights, social behavior and discrimination. As we are from deprived community, so-called high-class society dominates us. Even we have to wash glasses after drinking tea in their restaurants. There is social, caste, class as well as gender discrimination in the society, which is very injustice.

Even women from the deprived caste can also do better than women and man from higher class if they get opportunity. This program was great opportunity for me and it has enhanced my capacities to fight against discrimination. I have also learnt that women are not only responsible for household work, if we got opportunities we can do better in household work as well as jobs in different sectors than man.” -Ms. Nanichori Pariyar, Dandathok, Lubhu

Child Rights:

According to the Nepalese law, children below the age of 16 are termed as children. As per the international law, children below the 18 years are termed as children. In Nepal when children become 16 years old they are no longer considered dependent and can be treated as an adult under the law, but they have voting rights only at the age of 18.



Mr. Niraula discussed why children need rights. He added that small children do not know about their rights. Children also have the right to special protections because of their vulnerability to exploitation and abuse. Often children cannot share their problems with other people in their community, as some adults do not listen to the voice of children so often they are ignored. Children are young citizens who need care and support from elders in the family. They cannot do everything by themselves and are always in need of support. Children are young so they are entitled to have equal right similar to other human.

Mr. Niraula added that children could not protect themselves from different kinds of harm. They are too small to defend themselves from any kind of harm, which is done against them. Children cannot differentiate wrong and right. As well as, they are not familiar with their rights. We also need to understand children are always at risk in the times of crisis.



He also stated on the importance to change our behavior while dealing with children. Dealing with the children, we are knowingly and unknowingly violating their rights. Normally, the elders in the family or in the community violate rights of the children. From the young age, we need to be serious about their nutrition. Primarily, family is responsible to protect children. Parents are responsible for building protective and loving home environment. Then schools and communities are also responsible for building a safe and child-friendly environment beyond home. In the family, school, and community, children should be fully protected for their development, survival, growth for their better future.

Children are being exploited, abused, and discriminated in our society. Such violations limit their chances of surviving, growing, developing, and pursuing their dreams. They need special protections to promote their physical, mental, spiritual, moral and social development. With this information, he discussed how children are vulnerable during the crisis. In the time of natural disasters, children cannot protect themselves. If there is occurrence of any disasters like the earthquake, we need to think about them. In the time of disaster, children could be the victim and even may lose their lives. It is the responsibility of senior citizen to care for them.

In the time of crisis, psychological impact is very high among the children. Crisis may raise the degree of stress among the children, which may lead to depression and trauma with other mental illnesses. It is always important to support children mentally and physically with the immediate response mechanisms so that they can cope with all situations.

Some of the basic rights of the children are right to live, right to development, right to protection, and the right to participation. Mr. Niraula discussed on the different rights of the children in an interactive way. He shared that all the children have the right to survive, to be safe, to participate in different activities, to receive adequate care, and to grow up in protective environment. Participants were actively involved in the discussion while dealing with different rights. If the parents/guardians including children provided these kinds of information, they can be protected.



"In our community normally woman takes care of the children but for the better future of the children both men and women should be equally caring in bringing up the children." Ms. Alina Maharjan, Gwarkhel, Siddipur

"While dealing with children we don't give priority to their feelings. After participating in this program I realized that we have to listen to them carefully". - Ms. Bhagwati Basnet, Lubhu

"In the program, topic related with child right is very important for me because before I was not serious with feelings of the children and most of the time I used scold the children but now changes have come in me while dealing with them in my home". -Ms. Dip Mala Maharjan, Siddipur

"This kind of program should be frequently organized in the community so that more youths can benefit and they can play important role in the community by sharing information to other people in the community. No program has been organized before focusing on youth."Mr. Subin Magar, Lubhu

HimRights organized the sensitization program for teachers on December 27, 2015 in Lubhu Secondary School in Lubhu. After discussion on different rights of the children participants were divided into four different groups. Groups were assigned to discuss roles to be played by the teachers, school and School Management Committee for ensuring child rights and protection. Participants shared the following important points to be done for the child protection.

Roles of School, Teachers, School Management Committee and Parents

- Important to interact with parent to understand the psychological problems observing children's behavior.
- Children's psychology need to be understood by the teachers based on children's behavior and personality and need to interact with their parents.
- School and School management committee should manage free health check-up program to children.
- School should interact with the guardians on how to maintain nutritious foods to the children for their better health.
- School should do monitoring on the enrollment of children doing labor job.
- School should conduct awareness to society on child rights.
- Child Friendly Environment should be managed in school.
- Formation of Child club in school and monitoring should be done by school on its implementation.
- School management should identify the children who have been facing different problems and try to solve their problem.
- Development of playing ground/open spaces in the local level is very important.
- Frequently interaction program should be organized between school and the guardians on child protection.
- School should manage lunch for children in the school so that they will not eat junk foods.
- School management committee should initiate for finding donors to support for poor children for their enrollment in the schools from the community.
- Education should be provided without punishment.
- Child friendly education should be compulsorily adopted for better learning.
- Respect the feelings of the children.
- Child friendly furniture should be used.
- Adequate Sports materials should be made available.
- Child friendly building should be built.
- School should manage scholarship to the needy children.
- Home visit program made.
- Construction/establishment of children's park in community is most for child development and protection of the children.

Environment/ Disaster:

The next session was on environment. The resource person explained that environment consist of both man-made things and natural things. All surroundings of a living organism, including natural and other living things could be understood as an environment. Further, he illustrated of its types:

- a) **Physical environment:** physical environment includes non-living and physical things such as air, water, soil, rocks, light energy etc.
- b) **Biotic environment:** It is also known as biological environment. It includes the plants, trees, animals, mammals, underwater living beings, human beings, and microorganisms like bacteria and fungi. It is responsible for living things. Biological environment involves the living part of the earth.
- c) **Socio-cultural environment:** This type of environment involves culture and lifestyles of human beings. The historical, cultural, political, moral, economic aspects of human life constitute to the social or cultural environment.

Mr. Niraula discussed on what environment is and its importance to living beings. He further asked participants who is responsible for polluting the environment. Participants replied "we all are responsible to pollute the environment."

Mr. Niraula briefed that disaster is a sudden event, such as an accident, natural or man-made catastrophe, which causes damage or loss life and destruction of the physical environment. There are to two types of disasters; they are man-made and natural disaster.

Disasters also can be caused by human errors. Workplace fires are more common and can cause significant property damage and loss of life. Nuclear blast, civil unrest, contamination of water, fire etc are the examples of man-made disasters. Natural disasters are the extreme sudden events caused by environmental factors that injure people and damage property. Even sometimes, it takes human life as well. Earthquakes, windstorms, floods, Tsunami, droughts, landslides, volcanoes etc are the example of natural disasters.

During the session, participants were divided into different groups and requested to sketch the picture of polluted and non-polluted environment and presentation was also done by the participants. From the picture and presentation it was clear that how human being were polluting the environment. Mr. Niraula asked what should be done to protect environment and participants suggested the following points.

- Waste should be managed by each household by themselves.
- Government should punish strictly, who does pollution.
- People living in the community should clean their environment by themselves by forming groups.
- Degradable and non-degradable wastages should be managed by individual houses.
- Community, parents and teachers should teach their children not throw wastages openly.
- Dustbin should be managed in different places.

After the sharing, Mr. Niraula suggested different prevention measures to protect environment. He further discussed on disaster. "Thing which harms environment and human life can be understood as disaster." Participants shared the views on disaster.

Major natural disasters can cause severe social, natural and economic impacts on human life. An earthquake of April 25, 2015 its epicenter was in Barpak, Gorkha created huge loss in human life with physical destructions. He further added an earthquake is the shaking of the ground caused by the sudden breaking and movement of large sections (tectonic plates) of the earth's crust. Some plates that are almost hundred kilometers in thickness get dislocated because of seismic waves. Earthquake intensity is measured with the help of seismometers on which is known as Richter scale. The damage caused depends on the location of the epicenter of the earthquake. Major destruction occurs near the epicenter of the earthquake. He shared that Nepal is geographically located in very sensitive place where chances of earthquakes are very high. So we should be always prepared to face the impact caused by earthquake.

"After participating in this program I understand that youth can play very important role for the community especially in the time of crisis. I think youth need to come together and develop the strategy for future to address different problems of the society."- Ms.Sangita Maharjan

"Participating in this program has inspired me for social welfare activities focusing on disaster for this youth should initiate."- Ms.Maya Maharjan

"We can share the important information to the community people and can actively involve in environmental sanitation in the community." –Ms. Anu Maharjan,

Safety measures of the earthquake

During the session, Mr. Chitra Niraula described the safety measures of earthquake. He suggested three different procedures to follow:

- a) **Preparation before earthquake**: It is not possible to know when earthquake will hit. Therefore, we should be cautious in every moment. If we get prepared in advance than we can minimize the risk from the earthquake. Earthquake preparedness can help to minimize physical and psychological harm and other risks that may come. We should always share information to family members for the precautions.

Before Earthquake

When you are inside the home/room: Create a disaster plan to protect yourself and your family. Earthquake preparedness can help reduce anxiety and minimize injury. Know where to take cover in your house and how to communicate with other family members after the earthquake if you are not together. Designate a safe place to meet outside of the house after the shaking stops

- Analyze the situation try to know your risk.
- Secure any furniture such as bookshelves and cabinets to the walls to minimize risk of falling over during a quake. Secure cabinet doors to help keep dishes and other contents from falling out.
- If possible, make sure you have a fire extinguisher, first aid kit, clean water, nonperishable food, and a set of toiletries, a battery-powered radio, flashlight, extra batteries and any other supplies at home stand by.
- It is better to have knowledge on first aid so that we can support the injured.
- Learn the earthquake plan at your school or workplace.

"I realized that youth from every community should form a group to work in the time of disaster so that its impact could be minimized for this I will discuss in the club in which I am associated." Ms. Beni Rajthala, Lubhu

During Earthquake

- Stay calm! If you are inside the home, stay away from windows and furniture that could potentially fall over. One of the biggest hazards during an earthquake is falling debris and furniture
- If you are indoors, stand against a wall near the center of the building, stand in a doorway, or crawl under heavy furniture (a desk or table). Stay away from windows and outside doors.
- Take cover in a safe place in your house. Get under a study table, desk, or bed to avoid being hit by anything and protect your head and neck with your arms.
- If you are in home, do not try to go outside until after the shaking stops. Attempting to leave your house during an earthquake you could be hit by falling debris as you are trying to get out.
- Do not go near the windows, mirrors, cupboards, racks, or other heavy objects.
- If you are in a car, stop the car and stay inside the car until the earthquake stops.

After an Earthquake

- Check yourself and others for injuries. Provide first aid for anyone who needs it.
- Be prepared for aftershocks. Aftershocks' can be followed after the main earthquake for few weeks and months.
- Check your gas lines and make sure there are no leaks. Do not use an open flame in your house until you are sure it is safe.
- Stay out of damaged buildings.
- Check for damaged electrical wiring. Shut off the power if you see damaged wiring in your house.
- Turn on the radio. Do not use the phone unless it is an emergency.
- Be careful around broken glass and debris. Wear boots or sturdy shoes to keep from cutting your feet.
- Stay away from damaged areas.
- If you are at school or work, follow the emergency plan or the instructions of the person in charge.
- Document the damage. If your insurance policy covers earthquake damage, make sure you take photos or video of the damage to use in the claim process.

“I am very thankful to HimRights for choosing our school to organize this program. It is a great opportunity for our teacher to participate in this program focused on child rights and protection. Other different organization have organized program in the school but there were no program ever focused on teacher and children. I believe that this program will be very helpful to me and teacher performing their duty.

School should play very important role in child protection. Children spent their most of the time in school after home. Examples shared by the facilitator on the issues of child protection influencing and all the teachers should be serious in those issues. Participating in this program has made us to be more responsible for child rights protection. Creating of Child friendly space and environment in the school is important which shared on the program for this I will try my best.

Program on child rights and child psychology should be organized in future to the teachers to understand child psychology. We are thankful to HimRights and Plan Nepal for organizing different program for the welfare of school children.” - Mr. Sahakul Karki, Principle of Lubhu Secondary School, Lubhu

Lessons learned

- In post-disaster situation awareness program are very important to the community people so that they can be alerted in time.
- The schedule of the program was not enough to share detailed information on the contents. For a more effective outcome of the program, days should be extended.
- Most of the participants of the program were earthquake victims thus some support program (Life skill training, income generation and long-term relief materials) should be organized to enhance their daily life.
- Coordination with the ward office, women's group, clubs, and cooperatives are important to select the participants of the program.
- Awareness programs should also be organized focusing male and youth participants also.

Challenges

- It was quite challenging to give information on various topics in a single day.
- Due to daily household work of the women, participants from some areas were not interested to attend the daylong program.
- Daily allowances were demanded from the participants of the program.
- Lack of program hall at local level to organize the program.

- Most of the participants from the local ethnic community (Newars) in Siddipur and some of them could not communicate in Nepali language or understood the technical words of the contents.
- Due to the current political situation and crisis of the energy, it was difficult in monitoring the impact of the awareness program to the participants.

Outcomes

The enthusiasm of the participants was praiseworthy. They were keen to learn the information delivered by the resource person. The participants expressed that they learnt new things about rights, the environment, and earthquakes. They shared that they would share about the child protection concerns with their family members and neighbors, including children. Participants were informed about the budgets of women, children and Dalit allocated by the government of Nepal in each VDC/ ward. The resource person of the program shared the budget allocated by the government for women and children to the participants. Participants were also committed to share information about budget among other members of the women group and visit to their VDC/ ward office to get the information and process to use the budget. Teachers and youths of the awareness programs are also committed to create child friendly spaces and environment within school and in their community.

Awareness programs for women are being able to sensitize women on the budget allocated by the government on women's issues. They have committed us to follow with ward office and citizen ward forum to get the budget for women empowerment. Similarly, local women groups of Siddipur and Lubhu were committed to organized the sensitization programs for the adolescents and women in coordination with Ward Citizen Forum.

After participating in the awareness program, parents were able to understand the importance of child friendly environments in schools, home and in public places. They also realized that the open spaces should be insured in every community to protect children and community members from the risks of any kinds of disaster. They also realized that most of children would be vulnerable of abuse and exploitation within their home from relatives and elders. Parents always should be cautious for their children because they could be exploited in schools, in family, and in community as well. Therefore, it is the responsibility of the parents to visit schools for knowing the status of their children in school.

Participants of awareness program of Siddipur started Montessori School influenced by the CFS. Some of the women participants of awareness programs initiated the Montessori by realizing child friendly environment and protection.

Similarly, participants were also informed the Child Helpline toll free number 1098 and 104 emergency telephone number of Department of Women, Children and Social Welfare, Nepal Government to protect the children from risk and danger.

Monitoring of Awareness program

Total sixteen awareness programs successfully organized in Lubhu and Siddipur within the project period. Participants of the awareness program were children, women, teachers, youth and club members from the community. After completing of each program, monitoring and follow-up was done to know the impacts of the program on participants and as well on community. For monitoring HimRights staff and CFS volunteers visited community level to interact with participants and the communities. CFS volunteers including HimRights staff did group discussion with the participants visiting their community and did door-to-door visit in communities. Participants and local communities positively interacted in the group discussions and shared their experiences on the impact of the program on their life. During the interaction, they shared that they have been sharing important information to family members, relatives and to other members of communities as well. Awareness program made aware them on the availability of the budget in the VDCs for women empowerment. Woman in the community from the ward level is coordinating with ward office to get the budget from the VDC for the women empowerment program. During monitoring team was able to get positive response from the participants and the program has been playing important role to bring changes on their perspectives and behavior.

Participants of Lubhu and Siddipur have shared the following information during the monitoring.

“Information shared on program was very useful to us. After participating in the program, we have realized the importance of open child friendly spaces in our community for their development and growth. After the earthquake open spaces have been covered by debris and this has increased risk to the children. For managing of open space, we will discuss to community people.” -Ms. Dhaneshwori Shrestha

“My child regularly goes to CFS. He is doing well in his study after joining in CFS. This CFS has helped a lot in doing assignments; as well, it has become the place for refreshment after the school to them. While participating in the awareness program, my friends and I have understood its importance more to the children and community. We would like to thanks HimRights and Plan International for their crucial support of our children in community. With the news of ending of CFS from the end of December has made us sad. Including my friends and me has made plan to discuss on the continuation of CFS in our community. We have women's group called 'Khasi Mahila Samuha' in our community. Once a month we organize meeting of group. We will raise the issue how we can continue the CFS on in our own initiation.”- Ms. Ramita Shrestha

"If this kind of program was organized to the male member of the family it will be easy to change in the society. Now I am familiar with the rights but it is challenging for to aware other member in my family."- Ms. Saru Maharjan, Siddipur

"It is very challenging to implement all the things practically but I am aware on the behavior while dealing with children."- Ms. Pramila Bajracharya, Lubhu

" CFS in Siddipur has made us realize to give priority for children and we are able to form Child Protection Committee as part of this youth club. From the awareness program I learned how we could work effectively for the benefit of children."- Ms. Bipana Maharjan, Youth Club Member of Siddipur