GLOBAL PROGRAMME TO ACCELERATE ACTION TO END CHILD MARRIAGE

PHASE II DESIGN WORKSHOP REPORT

UNFPA

unicef
for every child

UN WOMEN

Contents

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Abbreviations

APRO	Asia and the Pacific Regional Office
ASRO	Arab States Regional Office
C4D	communication for development
ESARO	East and Southern Africa Regional Office
GAGE	Gender and Adolescence: Global Evidence
GP	Global Programme to Accelerate Action to End Child Marriage
GPSU	Global Programme Support Unit
HIV	human immunodeficiency virus
ICRW	International Center for Research on Women
ILO	International Labour Organization
M&E	monitoring and evaluation
MENA	Middle East and North Africa

MENARO	Middle East and North Africa Regional Office
NGO	non-governmental organization
ROSA	Regional Office South Asia
SDG	Sustainable Development Goal
SRH	sexual and reproductive health
TOC	theory of change
UN	United Nations
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UN Women	United Nations Entity for Gender Equality and the Empowerment of Women
WCARO	West and Central Africa Regional Office
WHO	World Health Organization

Introduction

The United Nations Population Fund (UNFPA), the United Nations Children's Fund (UNICEF) and the United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) organized a design workshop for discussion on Phase II of the Global Programme to Accelerate Action to End Child Marriage (GP), in Jaipur, India, 18–23 February 2019.

In preparation for the workshop, each of the UNFPA, UNICEF and UN Women country and regional teams responsible for the implementation of the GP were asked to jointly prepare a short document on the main themes of the workshop: gender transformation, multi-sectoral approaches, scaling up, measuring outcomes and the theory of change (TOC) and results framework.

These themes were chosen by the Global Programme Support Unit (GPSU) and confirmed as priorities for discussion at the workshop after a brief consultation process led by Child Frontiers with key actors in UNFPA, UNICEF and UN Women, and with external stakeholders such as non-governmental organizations (NGOs) and researchers. In addition to preparing country/regional reports, each team was also asked to jointly prepare a visual presentation in order to share their collective work and learning from the GP with others in a 'world café' format during the workshop.

> Throughout the report, please find this 'home' symbol in the top right corner of each page. By clicking on this symbol, you will automatically be taken back to the list of contents.
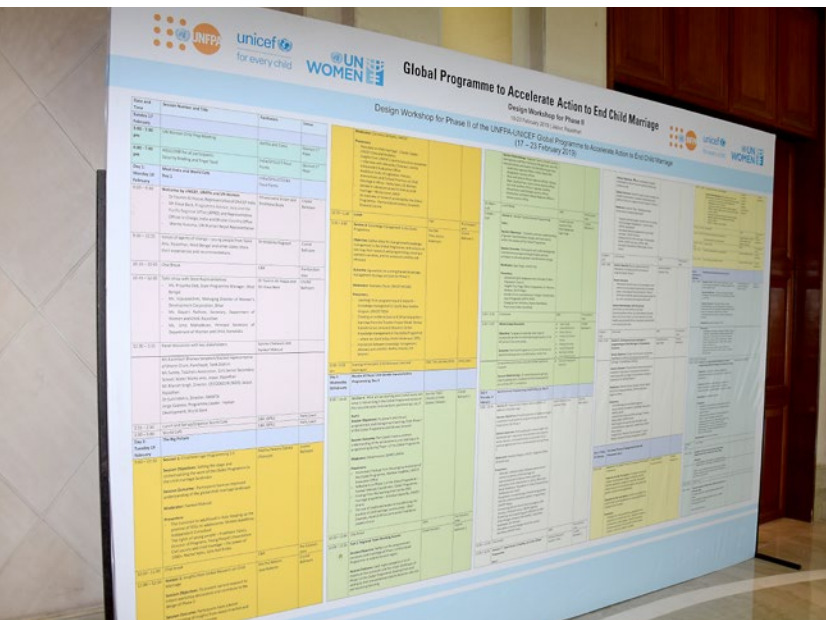
The objectives of this workshop were to:

- exchange views with other country and regional teams, agencies and experts about the successes and challenges of Phase I of the GP;
- review the global TOC, the results framework and generate inputs for needed revisions for the next phase;
- build the capacity of participants on aspects of measurements and gender-transformative approaches; and
- begin the process of building a shared vision between UNFPA, UNICEF and UN Women for Phase II of the GP, including in humanitarian settings.

The following report is a summary of the presentations, panel discussions and regional, mixed or country level group work by more than 100 participants during the course of this workshop. The workshop led to a series of commitments to action made by the country and regional offices of UNFPA, UNICEF and UN Women, as well as by the GPSU, compiled in the section 'Next Steps'.

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DAY 1

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Welcome by UNICEF, UNFPA and UN Women

Presenters:
- **Yasmin Ali Haque,** Country Representative, UNICEF India
- **Klaus Beck,** Programme Advisor, UNFPA Asia and the Pacific Regional Office (APRO) and Representative Officer in Charge of UNFPA India and Bhutan
- **Wenny Kusuma,** Representative of UN Women Nepal

Yasmin Ali Haque:
- We need to work with agents of change and positive role models to amplify their voices while also engaging the whole community (including men and boys) to reach those who have not embraced change yet.
- We need to have a holistic perspective on the work to end child marriage. Ending child marriage is not an end in itself. We need to create alternatives for young people and be able to showcase these, and we need to look at the whole context to understand why child marriage occurs. This also requires us to work with non-traditional partners, like the private sector.
- Evidence is key on the role of education, cash transfer schemes, what works at scale while ensuring no one is left behind and to be able to create plans and strategies that are implementable.
- The GP is an example of the United Nations (UN) reform and how the UN stays relevant in a changing context. We need to figure out how best to report on the joint work that is taking place to donors and partners.

> **Ending child marriage is not an end in itself. We need to create alternatives for young people.**
> **YASMIN ALI HAQUE**

Klaus Beck:
- The GP is well positioned to address child marriage, given the mandate of the three UN agencies, including the new partner UN Women. This programme shows the whole is greater than its parts.
- We need to accelerate progress to enable girls to fulfil their potential and to benefit from the economic gains of finishing secondary education and delaying pregnancy into their twenties.
- Girls need to be given voice, choice and agency.
- How do we ensure scale while making sure no one is left behind?
- Men and boys need to be partners in the change.

> **Girls need to be given voice, choice and agency.**
> **KLAUS BECK**

Wenny Kusuma:
- Child marriage is closely linked to gender inequality and gender discrimination.
- To be gender transformative we need to address norms, practices, beliefs and attitudes which create gender inequality in the first place.
- We also need to ensure the safety, voice and agency of girls.
- As UN Women joins the partnership, we want to add to the gender perspective of the GP in terms of women's economic empowerment, addressing violence against women and supporting women's leadership, including in humanitarian settings.

Summary of key points:
- Voices and agency of girls and change-makers must be amplified.
- Shift from the narrative of ending child marriage to creating alternatives for girls.
- Partnerships are essential to accelerated progress within the GP, including with men and boys.
- How do we ensure scale, while making sure no one is left behind?

Voices of agents of change

Presenters:
Young people from Rajasthan and Tamil Nadushar
- **Sona,** married at 16 years old
- **Shama,** unmarried, 19 years old
- **Mahendra,** unmarried young man

When Sona was 16 years old she was married in the same ceremony as three of her sisters because of her parents' poor economic situation. Sona was then pressured to drop out of school and live with her in-laws to take care of the house and her husband. She refused and instead continued her education with her father's support (he sold land to enable her to study). Sona faced many struggles with her in-laws, including insults directed at her and her father. According to Sona, "only my father understood my reason, not anyone in my village." Sona resisted because she "wanted to achieve something for herself" and has now finished her Bachelor of Arts degree with support from the Government. People in her community stigmatized Sona for studying, but she wanted to be a teacher and not live a life spent "taking care of people… following all the norms." She is also motivated to work to end child marriage. There are NGOs currently working with

> **I resisted to go live with my husband, because I wanted to achieve something for myself.**

community groups, but Sona believes boys need to become involved because child marriage affects them too. She wants to build a great movement to end child marriage and educate girls and boys and has been recognized by her community and the local parliament.

Shamat's parents died when she was very young, and she had to move in with an aunt who pressured her to marry early. However, sensitizing discussions with the aunt about "the damage child marriage can do to a girl" resulted in her agreeing that Shamat would not marry while underage. Shamat is struggling to stay in school and is looking for a scholarship to continue her studies. According to Shamat, "we should put all our efforts in abolishing child marriage within the villages."

After Mahendra's father passed away, his family wanted him to marry at age 16. He understood how harmful child marriage can be to both girls and boys and successfully convinced both his family and the family of the girl he was supposed to marry to delay the marriage. Mahendra was also supported by some older men in his village. He continued his studies with assistance from a civil society organization. Finishing his education enabled him to start a small tourist organization in Udaipur. For Mahendra, if he had married at 16, he would not have been able to start his business. He considers education imperative: "Most child marriage happens in the villages, but education can change that."

Summary of key points:
- All of the adolescents struggled as a result of difficult family environments and were pressured by their families and/or communities to marry early.
- All three adolescents resisted child marriage, based on their own agency, but with support by either family, community or civil society actors.
- The motivation to study and benefit from livelihood opportunities were critical motivators for all three adolescents and helped build their resilience and resistance to child marriage.
- Changing gender social norms is critical to creating an enabling environment for adolescents' development and empowerment, along with education and livelihood opportunities.

Talk show with Indian state representatives

Presenters:

- **Gayatri Rathore,** Secretary of Department of Women and Child, Rajasthan
- **Uma Mahadevan,** Principal Secretary of the Department of Women and Child, Karnataka
- **Vijaya Lakshmi,** Managing Director of Women's Development Corporation, Bihar
- **Saswati Chakrabarti,** Deputy Project Manager of Kanyashree Prakalpa, West Bengal

Rathore emphasized the importance of changing social norms to transform attitudes about girls' education and the need to improve reporting of child marriage. The importance of empowering young girls as role models for each other was also highlighted.

Uma Mahadevan highlighted the strength of a life cycle approach that empowers youth and brings together former stand-alone programmes in a comprehensive approach. She also warned against the downsides of cash transfer programmes and argued for a restructuring of these programmes.

Vijaya Lakshmi stressed the importance of an interdisciplinary approach that addresses child marriage-related issues and described the experience of the state-wide campaign against dowries and child marriage.

Saswati Chakrabarti highlighted the importance of looking at conditional cash transfer programmes – not as handouts but with the broader aim of financial inclusion and empowerment of youth. This is "an empowerment plus" approach, not "a cash plus" approach.

Panel discussions with stakeholders

Presenters:

- **Kamlesh Bhirwa,** Sarpanch/Elected representative of Bharni Gram Panchayat, Tonk District
- **Sunita,** Teachers Association, Girls Senior Secondary School, Water Works area, Jaipur, Rajasthan
- **Manish Singh,** Director, CECODECON, Jaipur, Rajasthan
- **Sunil Mehta,** Director, MAMTA
- **Jorge Coarasa,** Programme Leader, Human Development, World Bank

Kamlesh Bhirwa:

- Her constituency has been child marriage-free for the past three years.
- They achieved this by establishing women groups and engaged them in social services. Also, they made links between women and girls and large social protection schemes and promoted the education and financial autonomy of girls.
- They were committed to follow-up and monitoring of the girls' and women's welfare.
- They promoted the importance of female teachers as role models.

Sunita:

- Life skills programmes and outreach programmes create platforms for boys and girls to interact. These have helped reduce gender gaps. Boys are now beginning to believe in gender-neutral chores, which is critical for changing mindsets.
- Older-generation women – mothers and grandmothers – are engaged as brokers between female students and their families to stop child marriage.

Manish Singh:

- Many interventions happening to rally for girls' rights. Aim of the joint campaign supported by NGOs is to bring all partners together, including the government.
- Capacity gaps are an important issue that need to be addressed to sustain efforts.
- Strategic action plan supported by NGOs helps to develop convergence and gives legitimacy to regional efforts.

Sunil Mehta:

- Across states and with Swedish and UNICEF funding, 156 NGOs work jointly with civil society organizations, and the State of Bihar is making great strides.
- UNICEF is working in Bihar to prioritize child marriage in state-level policy and to support convergence with World Health Organization (WHO) programming.
- Action should now shift from states to districts.
- Also, there is need for the development of indicators to track convergence and results.

Jorge Coarasa:

- Child marriage is a human rights issue, a goal in itself.
- Poverty is a trigger for child marriage. There is need for investment in human capital, such as the World Bank's adolescent girl-focused social protection schemes, which help build alternative life trajectories for girls.
- Work in Rajasthan and West Bengal supports convergence among sectors at the state level and helps states move from schemes to systems.
- Partnership with UNICEF is engaging different sectors and stakeholders.

Summary of key points:

- Educating girls is a critical strategy for child marriage prevention. The aim should be to create an enabling environment for girls.
- Reaching out-of-school girls through social protection schemes and accessibility is essential, as is changing norms and providing remedial skills and life skills programmes.
- Advocacy for the right to free education until 18 years old (instead of the current 14 years in India) is instrumental for change.
- Second-chance programmes for married girls is another strategy for re-entry to school but is often neglected.
- There is need for a systems approach to achieve convergence of sectors.

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DAY 2

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Child marriage programming 2.0

Presenters:

- **Shireen Jejeebhoy,** Aksha Centre for Equity and Wellbeing
- **Prabhleen Tuteja,** Young People's Foundation
- **Rachel Yates,** Girls Not Brides
- **Ramatou Toure,** UNICEF West and Central Africa Regional Office (WCARO)

Shireen Jejeebhoy:

- There are several markers of a successful transition from adolescence to adulthood:
  - completion of at least secondary education: we are still a far off on achieving this;
  - acquisition of livelihood skills: wide variation of youth not in employment, education or training;
  - sexual and reproductive health (SRH) outcomes, including premarital sex, first pregnancy and birth; and
  - exercise of agency: little data across countries on different dimensions of girls' agency. Married adolescents are especially disadvantaged.
- Situation looks bleak in many countries in the South Asia region. Need investment in seven areas for successful transitions to adulthood:
  - entitlements for school-going adolescents to keep them in school;
  - conditional cash transfers with short pay-outs to promote school completion and support other indirect benefits, such as delaying age of marriage;
  - comprehensive skilling programmes (more than vocational skills) associated with employment of

girls, building girls' career aspirations and delaying marriage;
  - school-based comprehensive sexuality education;
  - non-formal gender transformative life skills education, which develops agency, awareness and new notions of masculinity and femininity;
  - programmes to engage parents to improve adolescent outcomes, including agency, school performance and safe sex; and
  - programmes for married girls to build their agency and improve reproductive health outcomes.

Prabhleen Tuteja:

- Leadership in three aspects is critical, including access to contraception, delaying marriage until age 18 and security from violence and disease.
- Who sets the agenda? Voices of girls and implications:
  - "I am married, but because I am underage, I live with my parents. On special occasions, I am made to visit my in-laws and my husband." Concepts of choice and pleasure for the girl are missing. She is expected to perform "a wife's responsibility".

> **What are young people's agendas? They should be supported to ideate, set the narrative and set the agenda.**
>
> **PRABHLEEN TUTEJA**

- "I am a peer educator in my community but have recently dropped out because my parents feel I would not be considered for marriage later." Girls' agency is increasing, as are girls' leadership skills, but communities still do not accept young people as decision-makers. Youth need to be supported as agents of change and youth advocates, not just peer educators.
- "I have completed higher secondary education and now I am looking for a job." What is happening to the girls' preparedness? Girls do not have aspirations independent of their parents' and husbands'. What are the choices for them entering the workforce? Girls need to be seen as economic agents.
- "How do I convince my parents that I can have a boyfriend who is 21 years when I am already 18 years old and at the threshold for me to get married in our community?" Expand conversation to include discussions of forced marriage.
- "People say marriage is a union between a man and a woman. So, how do I get married with my girlfriend [as a girl]?" Importance of shifting beyond the gender binary to the choice of sexual orientation.
- "As a 16-year-old boy, I am interested in being in a relationship, but I wonder if I am ready for marriage." How do we to talk to boys and work with them to become allies in gender equality? In India, sexual activities before the legal age is criminalized, but adolescents are sexual beings.
- What are young people's agendas? They should be supported to ideate, set the narrative and set the agenda.
- Six pillars for a youth-led and youth-focused programme: inclusive goals; integrate strategies; increase investments; intergenerational dialogue; impact measurement; and indicator alignment.

Rachel Yates:
- How to be contextual and also work at scale?
- Girls Not Brides works with national partnerships and civil society coalitions to support coordination, strengthened capacities, peer learning and subnational advocacy.

- Girls Not Brides' focus is to connect; profile and position; to coach and capacity build; to manage and secure funding; to capture and document learning.
- In Nepal, Girls Not Brides supports subnational advocacy with municipal authorities on budget allocations and planning.
- In Zambia, Girls Not Brides mobilizes a network of traditional leaders.
- In Bangladesh, Girls Not Brides helps give young people a voice.
- Critical success factors:
  - dedicated national coordinators;
  - facilitating leadership and consensus building;
  - diverse membership with wide range of skills and expertise;
  - strong programming that supports evidence-based advocacy;
  - NGO members who have a supportive role to the coalition, but do not dominate;
  - adaptive capacities; and
  - sustained engagement and support.

Ramatou Toure:
- Diverse situation in Africa with limited decline in rates of child marriage but overall increase in numbers due to population increase.
- Political momentum now for ending child marriage because it is on the political agenda of most countries.
- Need to work at scale: High prevalence rates mean we will not make our targets; we need system-wide transformation and to rethink our way of working. What can we do for innovative scaling up in an environment in which governments have limited resources?
- Need multisectoral interventions, including the education and social protection sectors.
- Innovative partnerships are required: no organization can do this on its own.
- Need to rethink our work with communities to better harness their energies and capacities.

Summary of key points:
- There are important investments for successful transitions from adolescence to adulthood.
- There are six pillars for a youth-focused programme.
- Partnerships strengthen civil society coalitions, subnational governments and traditional leaders and amplify the voices of young people.
- Need to make the right choices because we cannot do all the interventions. Not all are scalable.
- Build on core government systems and services.

Insights from global research on child marriage

Presenters:

- **Claudia Cappa,** UNICEF Data and Analytics
- **Nicola Jones,** Gender and Adolescence: Global Evidence (GAGE)
- **Alexandra Chambel,** UNFPA Independent Evaluation Office (video recording)
- **Sadiq Syed,** UN Women East and Southern Africa Regional Office (ESARO)
- **Ramya Subrahmanian,** Innocenti Research Centre

Cornelius Williams, moderator:

- The GP needs an integrated research strategy to inform and support Phase II.
- The GP needs to structure our data and evidence generation to interrogate and not simply validate the TOC.
- The GP needs to locate child marriage in the context of the women's movement and gender transformation.
- Move beyond the what to the why, who and how. Be more specific in our findings, conclusions and recommendations, and answer the question of why child marriage declined or did not decline in various parts of the world and what interventions work for which populations.
- Make use of existing data before commissioning new studies.
- Criminalization of child marriage: What are the experiences? How to address this?
- Stop programming that is not based on evidence.

Claudia Cappa:

- There are child marriage data on 150 countries going back to the 1970s.
- Some 25 million child marriages prevented in the past 10 years.
- There has been a fast decline in South Asia but not in other regions, with stagnation in Latin America, the Middle East and Africa.
- The share of child brides is shifting from South Asia to Africa.
- The annual rate of progress of 1.9 per cent over the past 10 years must increase to 23 per cent per year to achieve the Sustainable Development Goal (SDG) target on ending child marriage by 2030.

> **The annual rate of progress of 1.9 percent decline in child marriage prevalence over the past ten years must increase to 23 percent per year to achieve the SDG target on ending child marriage by 2030.**
>
> **CLAUDIA CAPPA**

Nicola Jones:

- GAGE is conducting a mixed-methods longitudinal study (2015–2024) on gender and adolescence in Ethiopia, Jordan, Lebanon, Palestine and Rwanda.

- The research has cross-cutting themes but also variations.

- Researching arranged marriages, early pregnancy, social isolation, limited voice and agency and curtailed economic opportunities.

- Adolescent-initiated marriages: Findings include reluctance to share problems within marriage (such as intimate partner violence) and the role of brokers in pressuring girls to accept marriage proposals. Response should focus on adolescent girls and boys, parents, religious leaders and health service providers.

- Clan-enforced cousin marriages: Findings include high rates of intimate partner violence and limited exit options for girls. Response should focus on clan leaders and religious leaders who sanction child marriage.

- Bartered marriages in humanitarian settings: Findings include high risk of divorce, risk of sexually transmitted diseases, high risk of intimate partner violence and a dearth of support services. Response should focus on parents in refugee communities, "fake" sheiks who facilitate short-term marriages, girls' ability to report and wider public engagement through media campaigns.

- Implications for policy and practice: Services needed for married and divorced girls; generation divide on how parents can best support adolescents; cash transfers to delay marriage in humanitarian contexts; strengthen referral across services; do not collapse female genital mutilation and child marriage but think differently about these two practices.

- Given rapid change, surveillance type data needed to keep up with changes and lack of data on girls younger than 15.

Alexandra Chambel:

- Same root causes of gender-based violence and harmful practices, including son preference and sex selection, female genital mutilation and child marriage.

- Synergies of joint programmes are effective to change harmful practices.

- Drivers of change of child marriage vary by region and state.

- Recommendations: Focus on prevention. With consistent funding for gender-based violence increasingly difficult, strengthen funding mechanisms linking humanitarian and development contexts.

Sadiq Syed:

- There are different types of child marriage and drivers in Africa. A focus on prevention is important.

- Implications for programming: behaviour, culture and community; legislation and policy; economic opportunities for parents; education; support services; resources; involve girls; and monitoring and evaluation (M&E).

- Way forward: Criminalization of child marriage?

Ramya Subrahmanian:

- Absence of overall GP research strategy. Need integrated research strategy to inform and support Phase II.

- Few studies include focus on early sexual activity and teenage pregnancy.

- Hard to synthesize studies.

- Research gaps: Research on economic support and incentives (aside from India); understanding what is effective and why; understanding the relationship between early marriage and early pregnancy; child marriage in conflict situations; the situation of married girls; how best to engage men and boys; impact of media on changed norms and attitudes. Also, there are understudied populations.

- Need impact evaluations with more than generic recommendations.

Summary of key points:

- **Trends:** Fast decline in child marriage in South Asia (mainly India) but not in other regions. Stagnation in Latin America, the Middle East and Africa. The share of child brides is shifting from South Asia to Africa. The annual rate of child marriage decline was 1.9 per cent over the past 10 years but will have to be 23 per cent per year to achieve the SDG target.

- **Implications for policy and practice:** Services needed for married and divorced girls; generation divide on how parents best support adolescents; cash transfers help delay marriage in humanitarian contexts; strengthen referral across services; do not collapse female genital mutilation and child marriage but think differently about these two practices.

- **Implications for data:** Rapid change means that data is quickly out of date. Need surveillance type data to keep up with changes and data for persons younger than 15. Need faster feedback loops for programming to be informed by data and evidence.

- **Research gaps:** What is effective and why; the relationship between early marriage and early pregnancy; child marriage in conflict; married girls; how to engage men and boys; the impact of media on changed norms and attitudes; and understudied populations.

Knowledge management in the Global Programme

Presenters:
- **Kendra Gregson,** UNICEF South Asia Regional Office (ROSA)
- **Ramya Subrahmanian,** UNICEF Innocenti Research Centre
- **Kristin Andersson,** GPSU
- **Alethia Jiminez,** UN Women

Knowledge management gaps and recommendations:

It takes time to look at knowledge generated, to absorb and integrate this knowledge into programmes. ROSA and APRO regularly pull together and synthesize evidence to inform programming. To combine resources and effort, experts can critically review programmes, agencies can share and conduct joint research.

Build a common narrative through knowledge management:

Build a common narrative across sections and agencies on trust and excitement, sharing the learning and bringing experiences together. Research framework developed to identify evidence, reflect on the nuances and differences and to highlight unintended consequences.

Challenges include knowledge management structures and systems not prioritized at the launch of the GP and, as a result, not in place. Also, no clarity on synergies between UN agencies. Much good work is going on in knowledge management, but no visibility to showcase the work.

Steps taken to address challenges:
- Dedicated staff on operationalization of the knowledge management strategy.
- Guidelines for synthesizing knowledge and evidence.
- Use of webinars.
- Consolidation and dissemination of information in a publication catalogue.
- Internal team site for programme and reference

documents, list of child protection focal points and stakeholders.
- Monthly newsletter on good practices and lessons.
- Twitter and Instagram accounts set up to facilitate greater visibility.
- External website.

What to consider in Phase II of the GP:
- Integrate research in the programme design from the beginning so that evidence informs programming.
- Understand who research is for and what it is we want to achieve.
- Establish clear priorities for research.
- Commit to learning new research methods.

Learn from other models to build visibility:
- Virtual Knowledge Centre developed by UN Women extensively used.
- Map of knowledge management cycle will help to set up a process of linking research to advocacy and communications.
- Build community of practice for knowledge and exchange platform.

Learning from the Transfer project:
- Technical support hub for standardization and quality assurance.
- The knowledge network convenes, presents and promotes evidence and quality.
- Collates and synthesizes data and evidence for programme staff.
- Builds capacity on ethics in research and programming, on how to do evidence synthesis, and on how to commission research and manage it.

Bringing UN Women into the GP:
- Build trust and leverage collective knowledge.
- Take knowledge outside the 12 countries in the GP and include other stakeholders to build sustainability.
- Investment in knowledge is needed – is a virtual platform a $3 million investment?

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DAY 3

PHASE II DESIGN
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What are we learning about what works and does not work in the Global Programme?

Presenters:

- **Mathew Varghese,** UNICEF Evaluation Office
- **Nankali Maksud,** GPSU
- **Annalisa Caparello,** UNICEF Ghana
- **Clara Mah Anyangwe,** UN Women Zambia, presenting video from Chief Kachindamoto

Matthew Varghese:

- Evaluation of the GP shows progress underway. We are on track to achieve what we wanted to achieve:
  - child marriage is an issue that is visible at regional platforms and girls know their rights;
  - national action plans on child marriage are in place, not only in the countries in the GP; and
  - we are seeing full mobilization of communities, including targeting of specific needs of girls.
- Evaluation shows much investment on knowledge management and research, but it has not been strategic or systematic.
- Evaluation recommendations:
  - Our greatest impact has been the normative and it should be prioritized.
  - Consolidate the evidence base, be strategic about it and build the programme based on this. How will the GP countries share knowledge between themselves?
  - Need to define what "jointness" means (the value added of agencies coming together).
  - Contextualize the M&E framework and have a system for measuring impact.
  - Increase the capacity of the GPSU.
- Contributions of the GP:
  - Convening power of the UN with leadership of governments and regional bodies.
  - Working as one: "We are not where we want to be, but we are on the way". With UN Women coming onboard, it

is important to continue building efforts to work as one.
  - Want to reach beyond the 12 countries. Spotlight and other initiatives give the opportunity to do this.
- To improve programming:
  - Identify fiscal space to fund the plans that are already in place.
  - Define what convergence means and add the micro level. We have done a good job on policy and national level frameworks, but how do we move to a more local level?
  - Shift from gender sensitive to gender transformative.
  - Ensure more predictable funding to enable multiyear planning.
  - Use standard tools for costing and M&E at outcome levels, with support from headquarters and regional offices.
- Resource mobilization: Canada has agreed to fund Phase II.

Annalisa Caparello:

- Findings from the 2017 learning assessment in Ghana:
  - Previous funding started child marriage interventions and later these were complemented by the GP.
  - Patterns of child marriage are changing in Ghana. Increasingly, formal cohabitation is the norm, with teenage pregnancy, poverty, lack of education and economic empowerment opportunities as drivers of child marriage.
  - System strengthening across different sectors and leveraging national-level platforms.
  - National action plans costed and cross-sectoral in nature, but money is not trickling down. This is risky because official development assistance is going down, and governments are not allocating funding for local-level services. Can address by recognizing structural drivers: (1) Multisector: How can other sectors drive the agenda? (2) Complement community-based initiatives with convergent programming.

> **The evaluation of the Global Programme shows progress: we are on track to achieve what we wanted to achieve. Child marriage is an issue that is visible at regional platforms and girls know their rights; national action plans on child marriage are in place, also beyond the Global Programme countries; and we are seeing full mobilization of communities, including targeting of specific needs of girls."**
>
> **MATTHEW VARGHESE**

Gender transformative programming

Presenters:
- **Annabel Erulkar,** Population Council
- **Nounou Maman,** UNFPA Niger
- **Ingrid Fitzgerald,** UNFPA APRO
- **Shamsi Kazimbaya,** Promundo (video recording)

Sagri Singh, moderator:
- Critical for gender transformation is addressing women's and girls' positions and not their conditions.
- Important to work with men and boys on institutions and policies if we are to enforce gender equality.
- Gender transformation looks beyond the self-improvement of girls and women towards transforming the power dynamics and structures that serve to reinforce gendered inequalities.

> **Gender transformation looks beyond the self-improvement of girls and women towards transforming the power dynamics and structures that serve to reinforce gendered inequalities.**
> **SAGRI SINGH**

- The GP is addressing gender roles, norms and power structures in four areas: adolescent girl-focused programming; social and behaviour change communication in communities; integrated approaches and the leveraging of sectoral platforms to reach girls, boys and their communities; and strengthening institutions and policies to be gender-responsive and address inequalities.

Annabel Erulkar:
- Complexity of child marriage is that it has many faces and requires tailored approaches.
- Evidence and readily available datasets should be used to provide direction and keep girls at the centre of programmes.
- The assumption that girls are forced to leave school to get married does not hold in most settings. Only a minority of girls married are in school at the time of their marriage. Girls at highest risk of child marriage are those not attending school.

- Focus on out-of-school girls at the community level or other at-risk girls.
- Many girls do not have foreknowledge of marriage (before the day of their marriage).
- Family planning is promoted only after the girl has had a first child because of the assumption that newly married girls are under pressure to prove their fertility. We are missing opportunities to delay first birth.
- Family planning should be an option for newly married nulliparous girls. We should be promoting family planning even when the girl is not married or has not had the first child.
- Most at-risk girls are largely unaffiliated and unconnected, and therefore not reached through existing platforms, such as media, mobile phones and health centres.
- New platforms, such as safe spaces and girls' groups with house-to-house recruitment are necessary platforms to reach girls.
- Multiple reviews show that what works in child marriage programming is empowering girls directly and/or offering incentives.

- Empowering girls requires going beyond knowledge. Building girls' assets has shown to be effective.
- House-to-house recruitment is critical in enabling identification of house-bound girls for the promotion of safe spaces and also an opportunity to negotiate with gatekeepers.
- Girls' safe spaces raises girls' visibility in the family and community.
- Safe spaces are good venues for building girls' social assets and building girls confidence, voice and ability to apply skills.
- Tailor programmes using data from different settings because the practice is not similar across contexts.
- Keep girls at the centre of programming and focus interventions on the girls, but do not ignore others around them.

Nounou Maman:
- Community dialogues are effective in changing social norms.
- Traditional chiefs have a critical role in the transformation of social norms and ending child marriage.
- Commitments to end child marriage should be sustained with traditional chiefs, administrative authorities and customary and religious leaders because they are critical in mobilizing communities in community dialogue sessions.
- The involvement of communities and local leaders in identifying and recruiting girls through home visits strengthens community ownership of the programme.
- Challenges do exist, especially with links between the programme and health service delivery to meet SRH needs of girls.

Ingrid Fitzgerald:
- We need clarity and precision in the GP to better understand social norms.
- The evidence that public declarations necessarily translate into abandonment is questionable.

- Harmful practices, such as child marriage, are driven by multiple factors, not only social norms.
- Who defines social norms? Structural inequalities and unequal power relations perpetuate harmful social norms.
- Social norms change happens in both negative and positive aspects.
- Community outreach in child marriage is also effective in preventing violence against women and girls.
- Changing norms around adolescent sexuality is very hard.
- Economic growth is a strong driver of changing social norms.
- Change in one set of gender norms does not automatically result in change in related norms.
- Tackling child marriage norms alone is insufficient.
- Behaviour change campaigns need to be carefully crafted, based on local context and gender norms.
- Dosage matters: High-intensity investments pay off for achieving a shift in changing gender norms.
- Community engagement for social norm change is necessary to avoid unintended consequences.

Shamsi Kazimbaya:
- Many commonalities show masculinity, femininity and sexuality shape relationship and marriage practices.
- Pathways to change for men and boys include learning, rehearsing attitude and behaviour changes, internalizing new attitudes and norms, including gender-equitable and non-violent attitudes.
- Consciousness-raising group education can change individual attitudes and behaviours.
- Collective norm change via community mobilization works.
- Structural changes are important to address child marriage drivers, including meaningful educational and employment opportunities for girls and boys and stronger legislation.
- Conduct more research on the roles of men and boys.

Summary of key points:
- Gender norms do not exist in isolation and need to be tackled together with other norms.
- Gender transformation and changing gender norms are different. Changing gender norms is one part, but without addressing structural factors, it cannot lead to gender transformation.
- Include men and boys as part of the design and solution.
- Scaling up should not compromise the quality of the work.
- We need clarity and precision in understanding social norms in the GP.

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DAY 4

PHASE II DESIGN
WORKSHOP
REPORT

but now that I have a baby,
I'm not a child anymore

Experiences in multisectoral work to address child marriage

Presenters:
- **Florence Auma,** UNFPA Uganda
- **Suman Sachdeva,** UNICEF India
- **Pragya Shah,** UNICEF Nepal
- **Marina Plesons,** WHO HQ
- **Clara Mahanyangwe,** UN Women Zambia

Florence Auma:
- The Empowerment and Livelihood for Adolescents Programme provides an integrated package of rights, strengthens rights holders and duty bearers within multisectoral community-based referral mechanisms in the ecological model, including SRH services and livelihood opportunities for girls.
- Empowerment and Livelihood for Adolescents clubs are safe spaces.
- Capacity building of health workers to provide SRH education through community outreach.
- Services provided at Empowerment and Livelihood for Adolescents clubs and schools are maternal health services and screening for sexually transmitted infections.
- Mobile legal aid provides for women who are victims.
- Supports Government of Uganda in developing their multisectoral framework.
- Uses service data to advocate for inclusion of access to contraception for adolescents who are sexually active.

Suman Sachdeva:
- The school platform provides high reach: almost one million in 17 states.
- Addressing equity through access, relevance and quality. Support provided for pathways from out of school to in-school. Identifying girls out of school and understanding the community through Communication for Development (C4D).
- Focus on gender transformation from the beginning through a review of pedagogy and curricula. Certain geographical pockets require greater focus, especially around safety and security (such as residential schools) and through academic plus programs involving life skills education for children who are in or out of school.
- Advocacy around early child education and water and sanitation helps with providing an enabling environment. There has been progress in Rajasthan in recent years due to innovation supported by the Government and UNICEF.

- Two-pronged approach to life skills for those in and out of school.
- Example of convergence in the United Nations Development Programme (UNDP)-UNICEF partnership to provide career guidance through one portal system. It is not an easy approach but was important to start from inception.

Pragya Shah:

- The Rupantaran model is a life skills package for financial skills, with social skills embedded in content. Annual reach is one million girls. Critical ingredients to ensure a multisector approach:
  - Fifteen modules aimed at adolescent empowerment.
  - Modules developed over a year, with Government involvement from the beginning and NGOs from different sectors.
  - Integrated into school curriculum at grades 11 and 12.

Marina Plesons:

- Lessons learned from the WHO work in Rajasthan and Bihar:
  - MAMTA secured funding for supporting multisectoral work. Advocated for convergence and built capacity. Did not directly implement or engage in monitoring.
  - Coordination of districts was through committees established and strengthened.
  - Good-quality facilitation and management are necessary for strengthening coordination, but there are some questions around use of time and resources.

Clara Mahanyangwe:

- Thematic convergence of child marriage, violence against women and harmful practices. It is essential to use a human rights approach to child marriage programming because "child marriage equals rape".

- Need to address root causes of child marriage using "a positive deviant approach" and "a movement approach".
- Sectoral convergence is important at the national and subnational levels to avoid "splitting the girl" into different programmes.
- It is critical to consider the 3Rs: resources, reach and results.

> **Sectoral convergence at the national and subnational levels is important to avoid 'splitting the girl' into different programmes.**
>
> **CLARA MAHANYANGWE**

Summary of key points:

- Joint programming does not mean doing everything together, but instead, complementing activities take place through coordination and alignment to the same big picture.
- Embracing modesty, honesty, strength and weakness are principles for a systems approach to make sure convergence happens.
- Important to bring in other players outside the GP, such as the WHO. This is a good practice for non-GP countries, too.
- Gender-transformative change that is irreversible happens through strengthening the agency and identity of girls. Transformation is not easy but requires life skills, resilience building and is an intense, reflective and iterative process.
- For adolescent-friendly services, it is difficult to achieve transformation without quality of services. Important to have comparative advantage for complementarity to happen. The Family Planning 2020 partnership, with a focus on access to contraceptives, is a good example of convergence.
- It is important to work on the ecological model, coordinating platforms for multisectoral responses.

Experiences in scaling up in the Global Programme

Presenters:
- **Kendra Gregson,** UNICEF ROSA
- **Zemzem Shikur,** UNICEF Ethiopia
- **Jaya,** UNFPA India
- **Dhuwarakha Sriram,** UNICEF India
- **Marai Larasi,** Imkaan (video recording)

Kendra Gregson:
- Presented on national budget commitments to end child marriage, stressing the importance of investments in scale.
- National budget plans require both budget allocation and financial management.
- Investments occur at three levels: girls, policy and systems. Major investments are in health and education settings. National and private investments should be captured.

Zemzem Shikur:
- Focused on the importance of working with education systems to end child marriage, including retention in school, quality of education, empowerment building, catalysing other services, gender-responsive pedagogy and referrals to other services.

Jaya:
- Presented the UNFPA experience in comprehensive sexuality education in national systems of health and education, reaching more than six million students.
- They began working with civil society organizations and moved to strengthening systems, including capacity building for teachers and trainers, promoting quality assurance, advocacy on the importance of planning and leveraging national resources to build on sustainability.
- Chose schools in marginalized settings when possible.

Dhuwarakha Sriram:
- Spoke about testing an approach and making the case for going to scale, raising political commitment and engaging partners at the national and state levels.
- Scaling up requires the commitment of government, civil society and the private sector to build socio-ecological platforms to support the acceleration required to end child marriage.

Marai Larasi:
- Focused on the importance of an intersectional approach to analysing the different kinds of oppression that interventions should consider when going to scale to avoid leaving the most vulnerable persons behind and to prevent harm.

Summary of key points:
- Budgeted national allocations are needed for scaling up, ownership and sustainability.
- Advocacy and political dialogue will help sustain political will to invest in interventions.
- Make the case to scale up UN programmes based on proven interventions.
- Intersectionality analysis helps us to move to scaling up transformative approaches and interventions.
- Preventing harm is critical.

Achievements and challenges in programming on child marriage in humanitarian settings

Presenters:
- **Line Baago Rasmussen,** UNICEF Middle East and North Africa Regional Office (MENARO)
- **Julie Gill,** UNICEF Yemen
- **James Gray,** UNICEF Sierra Leone
- **Humaira Farhanaz,** UNFPA Bangladesh

Enshrah Ahmed, moderator:
- There was a clear dichotomy between development and humanitarian work, but not anymore.
- Concept note on child marriage in humanitarian settings has been drafted, and a meeting will take place in 2019 to bring together partners on a common agenda.

Line Baago Rasmussen:
- In the Middle East and North Africa (MENA) region, data collection is difficult. For example, the Demographic and Household Survey and the Multiple Indicator Cluster Survey are not available during or after conflict. But there is ongoing research in several countries to build the evidence base.

- Is there need for a TOC specific to humanitarian setting? Not necessarily, but specific modalities are required, which will differ from conflict to conflict.
- The MENA Regional Accountability Framework focuses on both humanitarian and development settings. It is based on what countries in the region are doing, with recommendations from research and consultations with countries on what is important. There is an open and transparent network of organizations working across the region in a democratic and participatory way. UNICEF and UNFPA have taken the convening role. Trust is built through a high level of coordination, transparency and knowledge sharing.
- A multisectoral approach is imperative in humanitarian settings ("piggy-backing on other sectors").

Julie Gill:
- Leave no one behind and target the most vulnerable countries, even if it is hard.
- Yemen is one of the most funded places for child protection because of the conflict, and there are opportunities to link to other resources.

- Humanitarian crisis and child marriage in Yemen: Julie Gill, UNICEF Yemen
- Reaching girls during and after the Ebola crisis (school dropout, pregnancy): James Gray, UNICEF Sierra Leone
- Insights from "Women Friendly Spaces" in Cox's Bazaar: Humaira Farhanaz, UNFPA Bangladesh

- We are delivering life skills for girls and boys in schools and communities. Using a peer-to-peer approach to find participants (with girls who have been targeted recommending other girls in their communities). But are we reaching those out of school?
- C4D focus on targeting enablers in the communities to be able to address gender issues.
- Evidence development is ongoing to see if programming is addressing the actual drivers and has impact.
- Importance of extending programmes over a longer period of time to increase impact.
- Leverage humanitarian and emergency funds, including child marriage, in emergency pledges.
- Give opportunities to young people, such as economic empowerment opportunities.

> **We need to tackle child marriage in humanitarian settings and target the most vulnerable countries to ensure we leave no one behind, even if it is hard.**
>
> **JULIE GILL**

James Gray:
- Ebola led to a close of schools and degradation of health systems and an increase of adolescent pregnancies and child marriage. Without the protection of schools and with the breakdown of families, major issues for adolescent girls emerged.
- Reached girls where there were no formal systems through the distribution of radios (to enable continuation of education), setting up of learning centres for pregnant girls (usually excluded from schools) and visits by SRH staff to communities and learning centres to give information and

services. Quarantined communities received dignity kits.
- Mental health: Emergency funding allowed for training of social workers for psychosocial support.
- No existing guidance on how to respond to child marriage in a serious crisis. Attempt to understand the impact. Assessment made to understand teenage pregnancy, and girls also made links to violence.
- Multisector approaches and holistic services are essential.
- Emergency response initially focused only on the health response, with child marriage not a priority.
- Unintended consequences: undermining children's rights – for example, children separated from their parents when not working with community systems but only the formal government.

Humaira Farhanaz:
- Refugees bring their social norms. In crises, drivers might be exaggerated, such as sexual violence, illicit sexual relationships before marriage and informality of marriage within the camps.
- Child marriage as a protection measure: When aid is distributed to families, girls are married off to become a separate household.
- Because of the security issues, focus has not been on child marriage.
- Evidence generation is ongoing to better understand the situation.
- Women-friendly spaces are important. Need to also have sessions for just adolescent girls, life skills information linked to services. Programmes need to be engaging so that girls want to participate.
- Community engagement is necessary to enable real change and to support girls' participation in the life skills programmes.
- Girls and women need tangible skills, even when in a context in which they might not be able to work.

Summary of key points:
- Evidence generation is necessary to understanding the context and specific drivers of child marriage in humanitarian situations.
- There has been a lot of learning by doing, and now we need to adapt programming to the context.
- In humanitarian settings, some child marriage drivers might be exaggerated, and modalities to address them might be different, but at large it is the same issue.
- Partnerships are key, between different sections (leveraging existing systems) and between the development and the humanitarian sectors. To build partnerships, trust is the basis.
- Unintended consequences occur when programming is not fully thought through in humanitarian settings.
- Child marriage programming is not a primary focus in humanitarian settings – security is – so we need to bring child marriage into existing structures of work.
- It is important to broaden the narrative on child marriage in conflict settings.
- Need to give girls tangible skills to enable them to have economic opportunities.

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DAY 5

PHASE II DESIGN
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Using the Global Programme's theory of change and the results framework to shape programming

Presenters:
- **Claudia Lo Forte,** Child Frontiers
- **Mathew Varghese,** UNICEF Evaluation Office
- **Sylvi Hill,** UNICEF Zambia

Claudia Lo Forte:

- Summary of reflections on the TOC for Phase I of the GP by the GPSU, regional and country teams:
  - Quite comprehensive.
  - Multisectoral in nature and aligned to national action plans and thematic strategies.
  - Overwhelming recognition of the need to contextualize the global TOC to the country context, involving the right partners to do so.
- For the TOC for Phase II:
  - Better define results and the logical path at all levels of the TOC, including assumptions and outputs.
  - Account for diverse forms and changing patterns of child marriage, as well as emerging evidence.
  - Conduct stronger gender analysis to understand underlying drivers of gender inequality.
  - Clarify the humanitarian and development continuum.
  - Strengthen links to allied sectors, including education, SRH and social protection, poverty reduction and economic empowerment.
  - Recognize unintended outcomes of the programme: Are we doing no harm?
- For measurement:
  - Clearly define "what success looks like" in our context.
  - Improve the results framework to measure system strengthening, quality of services and reach.
  - Measure government ownership; for example, budget allocation, mainstreaming of child marriage across different areas and commitment to scale up.
  - Use qualitative indicators, especially for measuring social norm change and gender transformation and to measure access to and control over resources, such as work and time use, income and assets.

Sylvi Hill:

- Zambia contextualization of the TOC process:
  - Qualitative and quantitative district-level data collection led to causality analysis and district action plans.
  - Relied on systematic enquiry through "doing and reflection" and the use of local administrative data.
  - Put children at the centre of the analysis.
  - Local change in perceptions and ownership through reflective practice.
  - Local knowledge of trends, successes and threats contributed to success of the programme.

> **We need to put children at the centre of the analysis when contextualizing the global theory of change.**   SYLVI HILL

Mathew Varghese:

- The purpose of a contextualized, country-level TOC:
  - As a useful tool for M&E, building transparency and logic.
  - For good programme design: The global TOC and country-level TOC have the same purpose but different modalities and must not be confused.
  - Helps everyone involved develop a common and ingrained understanding of what the programme is about, including a common narrative about concepts, strategies and pathways of change.
  - Addressed fragmented approach to child marriage by UN agencies. Country contextualized TOC helps clarify the challenges that need to be addressed and the results you are aiming to achieve. Promotes convergence to make best use of capacities and

comparative advantages of the UN agencies. Shows progress and problem solving to help get the attention of policy-makers and donors.

Facilitator reflections on country-level TOC group work:

- Problem statement:
  - Strengthen around choice in marriage, early unions and self-initiated marriage.
- Reference the reality that boys get married too.
- Add to the drivers:
  - gender inequality, fear and social control of women's bodies;
  - adolescent pregnancy;
  - development and humanitarian context continuum;
  - how poverty manifests itself in different contexts; and
  - nuanced system strengthening.
- Strategies:
  - Rewrite to include gender transformation and girls' agency.
  - Outcome 1: More on sexual education and gender-based violence.
  - Outcome 2: Tweak language to explain who is being engaged (boys and men, gatekeepers, parents, leaders, youth networks, etc).
  - Outcome 3: Add economic empowerment, support and opportunities.
  - Reflect on the implementation of polices, beyond the enabling environment.
  - Unpack child protection systems language (not referenced right now) and add to references of education and health systems.
  - Outcome 5 (and cross-cutting across outcomes): Importance of data development and analysis.

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DAY 6

PHASE II DESIGN
WORKSHOP
REPORT

How can we make better use of monitoring and evaluation to measure progress and refine programmes?

Presenters:
- **Joseph Mabrizi,** GPSU
- **Rajnesh Patnaik,** UNICEF India
- **Sanjay Kumar,** UNFPA India
- **Debora Nandja,** UNFPA Mozambique

Joseph Mabrizi:
- Best practices of M&E include tailoring it to users' needs ("no one reads big reports"). Example of Bangladesh's one-page report communicating findings and recommendations.
- Example of Nepal using standard measures.
- Example of the MENA region developing a guidance tool measuring social and behavioural drivers.
- The way forward includes developing quality standards and guidelines, improving technical methods and approaches and improving access and utilization.

Rajesh Patnaik:
- Explained the process of moving from a small-scale to a large-scale project.
- Emphasized the role of implementing partners.
- Discussed the importance of quality productivity measurement systems and the use of standardized tools.
- Discussed the importance of using local languages.

Sanjay Kumar:
- Some of the main challenges: definitions of child marriage; the different indicators and how far disaggregation of data should go; selection of control blocks; different agencies engaged in data collection; tools to measure the effect of asset-building approach; and measurement issues, such as matching questions from baseline to end line and the attrition of respondents due to marriage and migration for work.
- Some of the lessons learned: emphasis on evaluation design and choice of statistical techniques; addressing clearly what is being measured and having a clear understanding of the levels of results and logical links; and how the duration of interventions and maturity of projects affect child marriage interventions.

Debora Nandja:
- Discussed real-time monitoring, using innovative technology for data collection. Shared the experience of using smartphones and tablets for mentors and service providers.
- Highlighted the role of different agencies working together jointly.
- Challenges include: Lack of credit to connect to Internet; lack of understanding of how to use devices; data-upload problems; and the frequency and quality of inputs.

> **We should not compromise quality of data over availability of data."**

Summary of key points:
- What is the use of sophisticated systems? Important to be mindful about how data are used for action and advocacy.
- Clarify the expectations we have about the data we collect. Need to keep a minimum of quality in data collection, even in small studies.
- Relevance is crucial for data. Should not compromise quality of data over availability of data.
- Not all the evidence about child marriage is coming from the GP. Part of our job is to use external evidence to develop quality programming.

Using qualitative research to inform programming, monitor progress and measure change

Presenters:
- **Joseph Mabrizi,** GPSU
- **Désiré Yameogo,** UNICEF Burkina Faso
- **Hemlatha Verma,** International Center for Research on Women (ICRW)
- **Lori Michau,** SASA! Uganda (video recording)

Joseph Mabrizi:
- In male-dominated communities where women and girls live in fear of violence and male control, how can we get truthful responses from girls?
- Complex indicators require us to ask several questions and qualitative tools help us with that.
- Measuring social change: For example, using the power of conversations and observations is currently missing in our work but important for the triangulation of data.
- Outcome 5 indicator (data and evidence) has elements missing: inclusion, appropriateness, transparency, triangulation and contribution. Use of qualitative checklist/tools may be helpful.

- Move beyond the assumption that more indicators are better, but good qualitative measures can help.

Désiré Yameogo:
- Mixed method study on child marriage in Burkina Faso: document review, qualitative approach, quantitative survey of 3,316 households.
- Revealed reasons for child marriage: customs, norms, culture (for example, the cultural norm related to the taboo on premarital sex), religion, the need to comply with social and economic interests of parents, and the desire of teenagers to comply with their peers. The findings informed the three-year national operational action plan.
- Lessons: Mixed-method research provides a solid evidence base; women are an important part in child marriage; it is critical to incorporate qualitative monitoring; qualitative research provides insights on community-based action to end child marriage; and the interests and needs of communities, especially girls and boys, are not sufficiently considered through common top-down approaches.

Hemlatha Verma:

- Qualitative study to inform TOC: Formative research and hypothesis building; designing programme and outcome tracking using qualitative methods.
- Parents are critical actors: Challenge dominant power roles in the family.
- Community: Safe spaces for girls (sports for gender equality).
- Analysing narratives over time to understand changes.
- Fathers can be supportive as agents of change but often do not want to be seen as supporting girls' mobility.
- ICRW research showed reproductive coercion and child marriage in Nepal.

Lori Michau:

- SASA! has been implemented in 25 countries by 60 NGOs.
- Challenges in measuring community-wide change include: developing qualitative tool for activist organizations and

> ## Monitoring takes time and commitment but makes programmes stronger and more responsive.   **LORI MICHAU**

non-monitoring specialists, something more tangible needed to quantify change (beyond narratives).
- Outcome tracking: Observation tool scores changes (with spectrum of resistance to acceptance) in three outcome areas. Assesses shifts at community level in knowledge, attitude, skills and behaviours.
- Lessons: Activist organizations can do meaningful monitoring because they are self-reflective and critical; monitoring takes time and commitment but makes programmes stronger and more responsive; and norm-change programming must show meaningful progress.

Summary of key points:

- Qualitative research is important for research and monitoring on sensitive issues, where data and insights cannot be generated through quantitative tools alone.
- Qualitative data can be gathered for formative research, programme strategy development, monitoring and measuring change in gender attitudes and narratives.
- Fathers can be supportive as agents of change, but often do not want to be seen as supporting girls' increased mobility.
- Activist organizations can do meaningful monitoring that is self-reflective and critical to make programmes stronger and more responsive, but social norm-change programming must show meaningful progress.
- Qualitative methods can sometimes be used to measure existing indicators.

Next Steps

This section maps out the next steps for the development of Phase II of the GP, as agreed between the participants at the workshop.

General

1. The GPSU, with input from regional offices, defines different types of child marriage as part of a glossary of key terms and concepts.

Knowledge Management

2. The GPSU and regional offices develop and resource a learning approach for internal and external audiences, including a common web-based platform;

3. The GPSU develops branding and a common narrative for the three UN agencies, including on key definitions;

4. The GPSU, regional offices and country offices allocate adequate human and financial resources for knowledge management.

Research

5. The GPSU, with input from regional offices, develops an integrated research strategy;

6. Country offices structure data collection and evidence generation to interrogate, and not simply validate, the TOC, as well as to inform quality implementation.

Gender Transformative Approaches

7. The GPSU and regional offices develop a common definition of gender transformation, including of gender norms, and operationalize gender transformative approaches across the outcome areas;

8. The GPSU, with input from regional offices and in partnership with civil society organizations, develops guidance on the role of men and boys in child marriage programming. As part of this guidance, it will be recognized that boys are not only potential agents of change, but also survivors of child marriage.

Multi-Sectorality

9. The GPSU and regional offices define and agree on a common definition of multi-sectoral and convergent programming and what it means for operationalization of programming.

10. Country offices to explore possible partnerships with health programmes beyond SRH.

11. The GPSU to explore linkages with other initiatives, such as Spotlight.

Scaling Up

12. The GPSU, with input from regional offices, clarifies what scaling up means (geography, number of people, reach, different programmes in different areas);

13. Regional offices and country offices document experiences of successful large-scale national level programmes and initiatives;

14. Country offices begin or continue to invest in scaling up effective programmes according to their country context;

15. Country offices clarify contribution and attribution in measuring results of 'at-scale initiatives'.

Reach

16. Country offices begin or continue to invest in broadening the reach of their programming for the most vulnerable girls according to their country context.

Theory of Change

17. Country offices develop a country level TOC with partners and identify GP contributions within that;

18. The GPSU develops a revised GP TOC and clarifies for regional offices and country offices the major shifts in the TOC from Phase I to Phase II;

19. The GPSU, with input from regional offices, explores how Phase II can better engage lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) youth.

Measurement

20. The GPSU develops a revised results framework aligned with the TOC for Phase II;

21. The GPSU and regional offices develop a technical support plan and mechanism to strengthen M&E across the GP;

22. The GPSU and regional offices explore how to measure gender transformative approaches;

23. The GPSU, with input from regional offices, supports country offices to build M&E frameworks into programme design, to choose the right indicators to measure against and standards for quality assurance of services.

Process Moving Forward:

24. The GPSU (with the support of Child Frontiers) develops the proposal for Phase II and the Global TOC;

25. The GPSU develops the Global Results Framework for Phase II;

26. Country offices develop contextualized TOCs and four-year budgeted work plans;

27. The GPSU develops a Management Response to the Evaluation on behalf of all the country and regional offices;

28. The GPSU, regional offices and country offices to continue resource mobilization;

29. The GPSU and regional offices clarify the role of regional offices in developing, implementing and monitoring Phase II.

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ANNEX

PHASE II DESIGN
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ANNEX 1: Regional offices side-meeting

Participants:
- **ESARO:** Maja Hanssen, Sadiq Sayed, Mona Aika, Jebbeh Forster
- **MENARO/Arab States Regional Office (ASRO):** Enshrah Ahmed, Line Baago Rasmussen, Yoko Maruta
- **ROSA/APRO:** Ingrid Fitzgerald, Kendra Gregson
- **WCARO:** Idrissa Ouedraogo, Ramatou Toure, Danae Leger, Elisabeth Gueye, Mary Okumu

Reflections around the core functions of regional offices in the GP:
- Technical assistance to country offices – what are the most strategic interventions?
- Knowledge management.
- Building regional partnerships and advocacy (for example, partnership with the African Union, Girls Not Brides and civil society organizations).
- M&E and evidence (such as discussing the indicators, evidence generation and use).

Experience sharing: UNFPA-UNICEF South Asia regional offices' research and knowledge management:
- Joint research: Evidence-based research (for example, child marriage humanitarian study). Makes the research stronger and considers the comparative advantage of each agency in the research. Also, shared responsibility and transfer of funds across agencies.
- Joint knowledge management strategy: Joint conference calls, webinars, joint message for indicators.
- Each agency takes the lead on one thing, but all are

involved in the process (focus group for knowledge management, for example). There is a joint email list for country offices with a joint signature.

Coordination:
- Joint missions with the two regional offices (including with headquarters) and meet together individually.
- Coordination is happening because it is also what the donors expect.
- Joint clearing process for communication products and documents.
- For coordination, you need to build trust and reflect on where you want to be joined beyond the GP.
- Do not underestimate the amount of time it takes to coordinate and work together. This needs to be communicated to management.

Action points and "asks" at the regional office level:
- Create a regional office coordination mechanism (documents to be shared via SharePoint).
- Provide a common UNFPA-UNICEF regional office response to the evaluation of the GP.
- Build trust and assistance. Communicate jointly to headquarters.
- ESARO to share draft letter from regional offices on UN Women's engagement in Phase II.

"Asks" to headquarters:
- Ask headquarters to create a regional tab on the GP SharePoint for regional offices to share documents.
- Insist on a role for the regional offices in the development of Phase II of the GP.

ANNEX 2: Mixed group work on knowledge management in the Global Programme

Learning approach

How can we ensure a strong learning approach across all three agencies (and up to 51 offices)?

- One cohesive approach for all three agencies with standard framework and approach and tools for lessons learned; country offices submit to regional offices, who consolidate and forward to headquarters.
- Form reference group composed of staff from the three agencies.
- Facilitate sharing of existing products (from bottom up and top down).

What additional investments are needed for ensuring a strong learning approach?

- Standardize tools across the agencies for collecting lessons learned.
- Headquarters and regional offices to provide information highlights (for example, on research findings) in "digested form" for country-office level.
- Establish partnerships beyond agencies.
- Develop an interactive platform for community of practice across the three agencies.
- Allocate a budget for dedicated staff and build agency capacity in focal points on knowledge management.
- Training and other capacity-building opportunities for all GP staff.

How can we best coordinate a strong learning approach between the three agencies and across offices?

- Management level needs to be involved.
- Harmonized and standardized tools.
- Clarify comparative advantages and role division between agencies.
- Build monitoring complementarity and synergy.
- Build trust and excitement.

For ensuring a strong learning approach, what do we need for knowledge management and how will we use it?

- Clarity of expectations.
- Good practices.

Common narrative

How can we ensure a common narrative across all three

agencies (and up to 51 offices)?

- Common glossary of terms and common tools.
- Trust and rely on the technical expertise of each agency.
- Agree on a common results framework for example for agency participation.
- Define and agree on a common goal (such as to end child marriage).
- Use the same results matrix across all agencies and countries.
- Develop a mutual understanding of various kinds of marriage (such as forced marriage).
- Agreement on "gender rights lens" as basis for programming and develop a mutual understanding of what this means.
- Build more time to reflect together.
- Decentralization of global knowledge management platform.

What additional investments are needed to ensure a common narrative?

- Strategy development so that cross-sectoral contribution to child marriage is clear.
- Allocate budget for each country office to upload data to an online dashboard.
- Common tool to address multisectoral interventions to track results.
- Staffing and human resources to ensure knowledge is systematically found and codified.
- Bring all sectors together to learn and identify the data missing (for example, on adolescent health).
- Build in time for reflection and planning.
- Internal and external expert group to guide the process for regular, periodic reflection.
- Review country office programming for gender transformation and assess commonalities, existing guidance and tools.
- Dedicate resources for capacity building on gender transformative approaches and integrate it within programming.

How can we best coordinate a common narrative between the three agencies and across offices?

- Reframe joint understanding of rights-based approaches.
- Joint monitoring and follow-up responding to the

comparative advantage of each agency.

- Develop a knowledge management plan.
- Identify what is useful across agencies and countries.
- Agencies take turns ensuring knowledge management products are put in one online repository.
- Critical information filtered at central level.
- Joint agency assessment of knowledge and tools.
- Common platforms for knowledge management.
- Agreed framework for collaboration and joint planning and implementation.
- Joint knowledge management group in country.

What do you need in terms of knowledge management to coordinate a common narrative, and how will you use it?

- Importance of documenting learning from best practices, as well as to be open to share and learn from failures.
- Knowledge management committee composed of staff from all agencies.
- Dedicated staff across all agencies.
- Accessibility of knowledge.
- Useable knowledge for programming and advocacy.
- Multidisciplinary research.
- Coordination by formal, technical team.

Visibility and branding

How can we strengthen external communication, visibility and branding of the GP?

- Develop a brand.
- Internal clarity on communication.
- Look at other sector examples.
- Develop a shared narrative.
- Ownership by the government.
- Engage change makers from communities and stakeholders.
- Shared platform for coalitions of youth, faith leaders, etc.

What additional investments are needed to encourage external communication?

- Requires more deliberation.
- One focal point person for knowledge management in each country office.
- Common knowledge management platform (for example, Girls Not Brides's site).

How can we best coordinate external communication between the three agencies and across offices?

- Develop a common strategy and framework.
- Map existing knowledge management platforms.
- Uniform branding strategy with one logo: "many voices but one message".

What do you need in terms of knowledge management, and how will you use it?

- Capacity building for practitioners.
- Active community of practice.

ANNEX 3: Regional group work on what we are learning about what works and does not work in the Global Programme

EAST AND SOUTHERN AFRICA

Successes in Phase I:
- Building a coherent policy context, including national action plans and advocacy towards creating government commitment (including at the district level).
- Research on the drivers of child marriage.
- A tested model that can be documented and taken to scale.
- Learning how to work jointly as UN agencies.
- Using the TOC to leverage bilateral funding outside the GP.
- Reaching out-of-school adolescents.

Challenges to be addressed in the GP Phase II:
- Tracking the allocation of resources.
- Better documentation of programme implementation to improve programming.
- Understanding how to sustain the results of Phase I implementation, including community mobilization.
- Measuring social norms and practices interventions.
- Coordination and leadership of the child protection system across sectors. What does a multisectoral system for child protection mean? How can we build consensus to strengthen the child protection system?
- Implementing a gender transformative programme (with less focus on gender targeting).
- **Scarcity of capacity:** How can we maximize our limited resources to go to scale?

How should the challenge of sustaining community mobilization be addressed in Phase II:
- Strengthening government capacity for community mobilization, including the need to define roles and responsibilities.
- Learning from the evaluation and implementing the recommendations.
- Adapting innovative approaches for community mobilization.
- Investing in gender-transformative approaches at community levels. For example, by using the right language and the right messages.
- Inclusion of children with disabilities and children in refugee settings to ensure no child is left behind.
- Collective support for community level agents of change.
- Linking community mobilization platforms and networks for services.

MIDDLE EAST AND NORTH AFRICA

Successes in Phase I:
- Implementing a child marriage programme in Yemen during the current context combined with an already restrictive environment for gender transformation. Also, provides an opportunity to learn how to programme in these types of settings.
- Leveraging humanitarian funds in Yemen to build bridges between the humanitarian and development divide.
- Cross-sectoral collaboration with schools. Provides ability to deliver life skills in schools in spite of issues with teacher salaries. Also, mainstreaming gender-based violence education.
- Leveraged other funds to develop standard operating procedures across ministries to strengthen referral pathways between social workers, schools and the health sector.
- Regional Accountability Framework to End Child Marriage in the MENA region strengthened partnerships between UN agencies, civil society and academia in respect to regional work on child marriage.

Challenges to be addressed in the GP Phase II:
- Impossible to work on the normative framework, given conflict situation (two different governments and constant threats).
- Restrictive environment combined with severe security concerns, threats to staff, intimidation and kidnappings, access restrictions, 20 per cent of schools not operational and continuous attacks on schools and hospitals.
- Implementing the programme is a challenge. It is hard but important.

How should these challenges be addressed in Phase II?
- Identify what authorities will be onboard with the programme and mainstream through these openings. For example, mainstreaming child marriage and gender-

based violence programming in low-key interventions in Yemen builds helpful buy-in with authorities.

- Continued multisectoral collaboration, especially with the health and education sectors, combined with flexible and adaptive programming.

- Whole of community approach combined with working with enabling influencers in communities. Understanding where we are going to be impactful (including planning at the micro level).

- Strong integration between C4D and social norms and behavioural change programming in the GP.

SOUTH ASIA

Learnings:
- Link research and monitoring to programming learning, not just advocacy.

- Catalytic role of different UN agencies.

- Measuring the contribution of UN programming.

- Build on gains we have made with gender transformation.

- Catalytic change in one or two domains does not always lead to long-term change. Our work must connect to the bigger picture.

- Learn about coordination and jointness: How do we work together across three agencies?

- Structural change of economics is not just at the individual level but also at the societal and structural level.

- What happens after girls do not get married? What are their options and opportunities? Need to broaden local partners and engage government agencies.

- Need to contextualize the global TOC to the country level.

- What does "non-traditional partnering" mean?

- From what to how? How do we address root causes of inequality and gender norms?

- Media is a broad driver of change. What does evidence say will sustain the interest of media? Need a common communication strategy and campaign.

- Links with health and nutrition are not always clear.

Management: What has worked?
- Leveraging financial resources beyond the GP.

- Child marriage as an office-wide priority for UNICEF India. It means management support and buy-in from other sections; child marriage is included in performance evaluation and a standing item at monthly management meetings.

- Having child marriage as a regional priority has been supportive for UNICEF Nepal.

- High-level donor funds and pressure to perform has been a critical catalyst to move state offices in India (for example, in Hyderabad).

- Empowerment of young people.

- Listening to civil society organizations.

- Implications for adolescent sexuality.

- Management and measurement of TOC are in alignment.

Management: What has worked less well?
- Co-creation across agencies needs more work.

TOC: Successes and weaknesses:
- TOC focused everyone around measurable results.

- Clear messages crafted but what they said was not gender transformative.

- TOC allowed us to look at the broader system beyond girls. A good start, but we have not built on this. Which activities are a springboard for greater progress on the gender continuum?

- Differences in drivers of change by states in India.

- Broad buckets of social norms and poverty, but output indicators do not mean anything.

- Economic drivers need to be looked at.

- Boys and men needs to be reflected in the TOC.

- Need to move beyond our mandates and integrate them more progressively.

- The TOC focuses on changing conditions but not on the position of girls in families and communities.

- Nepal programme focuses on value of girls in society.

- Many root causes of child marriage cannot be influenced by UN agencies – its beyond their mandate, scope and capacities.

- Should have a broader framework for our work to engage a larger number of agencies and actors.

- Need balance of quantitative and qualitative indicators to measure outcomes.

Successes:
- Being able to work together and understand each other.

- Joint advocacy with governments.

- Institutional partnerships.

- Government ownership of the child marriage issue.

- Strong focus on education.

Failures:
- Implementation at field level not successful in Bangladesh.

- Have not addressed marginalization adequately.

- Have not addressed harmful practices.

WEST AND CENTRAL AFRICA

Successes in Phase I:
- Data available on prevalence rates in the region.
- Visible government commitments to ending child marriage (for example, in the creation of national action plans, policies, legislation and budget allocations). There is also a generation of partnerships through governments with NGOs, which allows for discussion and coordination.
- Engagement with community and religious leaders to raise awareness and empower communities to identify harmful practices. Also, capacity building of the communities in both prevention and response.
- Opening up of space for reflections on gender norms, including for boys and men.
- Safe spaces for girls:
  - provides a physical space for girls; and
  - helps build girls' agency and skills and as an entry point for community engagement.

Challenges to be addressed in the GP Phase II:
- Ensuring financial commitments from governments.
- Strategies needed for scaling up despite limited budgets.
- Lack of measurement framework, tools and indicators for the country level. How will we measure gender transformation? Or community engagement?
- Coordination is not translating into results at the subnational level.
- Services:
  - Difficulty of keeping girls in schools. No articulated partnership to address child marriage with the education sector (for example in Sierra Leone).
  - Even if there is collaboration, the structural change is not there.

- Lack of coordination between services.
- Lack of human resources for service delivery. Need to tap into the informal sector's role in service delivery and build links between formal and informal sectors (for example, in WCARO).
- No holistic package for services.
- Need alternative life opportunities to child marriage – education at a higher level? Social protection? Economic empowerment and livelihood opportunities?
- Lack of information package on community engagement. What should be the content of community engagement and how long should it last?
- Are safe spaces transformative? What about quality? And what happens after?

Proposed solutions:
- During sub-regional meetings, advocacy focus to:
  - use regional institutions to push for national ministers;
  - request more budget analysis;
  - reinforce partnerships with regional structures;
  - provide technical support to budgetary committees to apply the three per cent commitment to services;
  - better understand government planning and budgeting and provide technical support; and
  - develop accountability frameworks with performance contracts.
- Develop regional research agenda.
- Develop indicator definitions.

On services:
- Integrated service package definition with government.
- Influence training of education worker, social workers – make sure that we get the trainings at pre-service level to build their capacity and tap into the informal sector.
- For scaling up, all three agencies implement the same package in the same district.

ANNEX 4: Mixed group discussions on gender transformation

OUTCOME 1: Adolescent girl empowerment through life skills programmes – Nepal

How does this type of intervention fit into or contribute to gender-transformative change?

Rupantaran is a multisectoral life skills programme for adolescents to empower them to change the status quo so that they can resist early marriage, stay in school and promote gender equality in their communities and households. It is a girl-centred programme. Other components work within the ecology model with parents and other stakeholders. Parents go through a similar package, mirroring the adolescent package. In Nepal, mothers are taking part in the sessions, but there is difficulty with bringing in the fathers. The programme is 12–14 hours for parents, and for adolescents it is 80 hours over eight to nine months. The adolescent package has 15 modules, including life skills and social education, negotiation skills, financial literacy and livelihood awareness. Each module encourages adolescents to question patriarchy. No specific session on gender, but gender is integrated into each training. The programme reaches girls and boys through school settings and by mobilizing adolescents as peer educators.

Findings of pre and post-tests: consistent increase in change of norms and knowledge about norms. To be gender transformative, a critical ingredient is the dialogue between communities and adolescents around gender and patriarchy.

What strategies or actions would one need to implement a gender transformative intervention?

- Working on positive deviance among the people who have the power in their hands.
- Look at main causes of child marriage to know from where to start, including gender inequality.
- Do not have child marriage interventions only in school areas, use boys' and men's clubs, too.
- Promote man-to-man communication and father-to-daughter communication.
- Promote fathers to take on domestic responsibilities to create positive role models.
- Build the agency of girls to see themselves as influencing others and making decisions.
- For services, move beyond current livelihood and life skills options and empower girls "to be anything".

What are some challenges to move toward a gender-transformative approach?

- Fathers were left out in the programme. How to bring about transformation without them?
- Scale-up: How to reach scale while keeping intensity (especially for marginalized girls) and in a low-resource environment?
- Data collection to show the government programme gains.
- Lack of service providers (for example, not enough women in the health sector) and lack of sensitization of service providers and stakeholders on child marriage.
- Comprehensive sexuality education is a big challenge.
- Need to properly define gender transformative indicators and agree across sectors. What are gender equitable attitudes? What is an indicator for the involvement of boys and men?

What kind of support do country programmes need to implement interventions that promote gender transformation?

- M&E support: data and analysis for gender transformative programming.
- Social behaviour and communication pieces.
- Guidance on positive masculinity.
- Strategy and targets to reach the people excluded.

Learnings from the group discussion about implementing programmes that promote gender transformation in this outcome area:

- Build the capacity of facilitators, whether service providers, mentors, etc.
- Use resources from other partners.
- Address the burden of poverty.
- Simplify tools for measurement (including agreeing on them between agencies).
- Build capacity across agencies on what gender transformation means and develop joint tools on how to integrate this into different sectors.
- Integrate the gender-transformation agenda into school curriculum.
- Increase resources for scaling up.

OUTCOME 1: Adolescent girl empowerment through life skills programmes – Sierra Leone

How does this type of intervention fit into or contribute to gender-transformative change?

Most girls in Sierra Leone become pregnant first and then get married:

- Girls say, "All the other girls have babies, I want someone to love and support."
- Parents send girls to in-laws saying, "We had money for one person but not two."
- Girls want to go to school and to have employment opportunities, but schools are far away, and employment opportunities are scarce.

- Programme started with the Population Council's girl-centred model with a community mapping exercise to identify safe spaces, then sought permission from community leaders to use these spaces.
- Undertook a vulnerability assessment and recruited girls into girl clubs that meet twice a week.
- Developed a life skills curriculum, which aims to build girls' assets, including social support, literacy, knowledge about SRH and financial literacy. Have not revisited since the revised international technical guidance on sexuality education was published in 2018.
- Trained mentors (aged 20–25 and some 15–19 years) who were nominated by the girls as role models went through a one-week training programme. Conduct refresher trainings periodically. Provide ongoing support through visits from social workers every two weeks. Mentors receive a small stipend.
- Implemented for the past two years. Running in selected parts of eight districts (of a total of 16 in the country); districts selected based on child marriage prevalence rates. Have reached approximately 6,000 girls. No data on retention and drop-outs.
- Major challenges: Government involvement and ownership and some backlash over exclusion of boys. Opportunities include the national action plan to end child marriage and reduce adolescent pregnancy. Also, the president recently declared a national emergency on gender-based violence and harmful traditional practices.
- The approach is looking to raise the profile of girls in the community by having a dedicated programme for them, by building their assets in order to disrupt inequality and for girls to see an alternative to motherhood.
- It is gender responsive and perhaps even gender transformative but does not address structural drivers of inequality (the lack of schools, the lack of employment opportunities for girls). Also, it is not working with boys.

OUTCOME 2: Community-level gender norm change – Mozambique

How does this type of intervention fit into or contribute to gender-transformative change?

Community dialogues in Mozambique were based on formative research that identified initiation rites as one of the drivers of child marriage. Community dialogues were conducted by both UNICEF and UNFPA, but not with the same methodologies or approaches. These dialogues have a strong focus on child marriage, as well as gender norms, SRH services, legal frameworks, gender-based violence, etc.

What strategies or actions would one need to implement a gender transformative intervention?

Note: some strategies also identified as challenges:

- Implement long, intensive interventions (six months to one year).
- Ensure links between all services (especially response services).
- Adopt a whole community approach (including influencers and parents).
- High-quality training of facilitators.
- Ensure the three agencies have the same messaging and design and implement the same curricula and tools.
- Ensure coordination in measurement.
- Focus on a broad range of topics (gender analysis, links with gender-based violence prevention, SRH services and human immunodeficiency virus (HIV)-services).
- Build political will, commitment and ownership at all levels (for the government and UN country teams).
- Create a community declaration (this is also a challenge when it does not translate into behaviour change).
- Develop a sustainable platform and diversify content.

What kind of support do country programmes need to implement interventions that promote gender transformation?

- Good, coordinated methodology and tools.
- Internalization of a gender transformative approach.
- Integrated approach across agencies.
- More tools and understanding of how to measure change.
- Good formative research with gender analysis of contextualised drivers of child marriage.
- Good research tools and well-trained researchers.
- Course on child marriage for staff.

OUTCOME 2: Community-level gender norm change – Niger

How does this type of intervention fit into or contribute to gender-transformative change?

- Allows everybody in the community to express themselves on child marriage from their own point of view. Free interaction and expression of views shows how community members have internalized the pros and cons of child marriage. Members also hold each other accountable for the pledges made in their action plan.
- Allows for collective discussion of power dynamics.
- Brings together stakeholders and agents of change at the community level to problem solve and promotes collective action and responsibility.
- Allows influencers to discuss the roots causes of child marriage with community members using non-prescriptive approaches to tackle power dynamics.
- Ensure messages and interventions do not reinforce stereotypes.
- Community dialogues compliment other transformative interventions like skills development (including negotiation skills), assets building and decision-making across the life cycle.

What are some challenges to move towards a gender-transformative approach?

- To influence the mindset of senior citizens is a slow process.
- It is very intensive and raises questions about cost and scalability.
- Facilitators can struggle to facilitate transformation when they do not understand gender transformation.
- Gender transformation takes time and may never be realized in the life of the project.
- Difficulty in understanding how to measure gender transformation.
- No common framework or indicators to measure success.

What kind of support do country programmes need to implement interventions that promote gender transformation?

- Develop a mutual understanding of gender transformative approaches and a framework for application.
- Understanding of how to balance intensity with scale.
- Understanding of how to measure success in gender transformation.

OUTCOME 3: System strengthening for adolescent girls (education system) – India

How does this type of intervention fit into or contribute to gender-transformative change?

- Accelerated learning programme for girls who have never attended school.
- Life skills learning over a period of 11 months.
- Maps stakeholders and undertakes dialogue to understand why girls are not attending school.
- Access to this programme results in rapid transformation and empowerment of girls who pass their exams.
- Gender responsive with the potential to be transformative as it identifies and supports the most marginalized girls to gain access to education.

What strategies or actions would one need to implement a gender transformative intervention?

- One intervention in isolation is not enough to be sustainably transformative.
- Must work on preparing the families and community for the rapid change of newly empowered girls and establish a support system for girls returning to their communities (girls found that their communities were challenging their newly found autonomy and empowered attitudes).
- Important to ensure that the school environment is safe and appropriate for girls and enables their participation (for example, menstrual hygiene management and gender segregated latrines).
- Review and update of curriculum, teaching methods that encourage gender equality and the empowerment of girls and support for female teachers to act as role models.
- Provide gender-appropriate alternatives to formal education.

What kind of support do country programmes need to implement interventions that promote gender transformation?

- Deep and irreversible gender transformative outcomes cannot be achieved by child protection actors alone – it must be a shared goal among all sectors and fully integrated in all aspects of programmes.
- Child protection and education have a joint responsibility to reach the most marginalized girls.
- Reflective practice needs to be encouraged. Is what we are doing contributing to a transformative agenda, and if so, how? What needs to change? How do we do this? What actions will have the most impact?
- Support is needed to establish measurable indicators of change and impact. How do we know what we are doing is transformative?

OUTCOME 3: System strengthening for adolescent girls (child protection system) – Ethiopia

What strategies or actions would one need to implement a gender transformative intervention?

- The three agencies need to plan, implement and approach governments together. Also, to jointly decide who is the target, for what purpose, etc.
- Need a better strategy for involving men and boys and a clear understanding of what gender transformation means when working with men and boys.
- Out-of-school girls are to be considered under community engagement.

What are some challenges to move towards a gender-transformative approach?

- Incorporate programming priorities into government plans and across sectors.
- No understanding of gender discrimination within child protection.
- Not being able to integrate across sectors adequately leads to a duplication of resources.
- No mechanisms to ensure accountability.
- How do we work together in those areas (sub-regional level) where we are not all present?

What kind of support do country programmes need to implement interventions that promote gender transformation?

- Tools for understanding gender transformation are lacking and need to be developed across different sectors, with clarity on what impact looks like.
- How do we look at the barriers to accessing services in different sectors? How do we integrate service provision in terms of sexual violence when we have limited understanding of how sexual violence can lead to forced marriages or is experienced by married girls?
- Need tools for changing organizational culture.

Learnings from this group to help implement programmes that promote gender transformation in this outcome area:

- Need a common set of indicators that define gender transformation.
- Need to strengthen our capacities as focal points at the country office-level to address child marriage more effectively. Study lessons from other sectoral work on child marriage, such as gender-based violence.

OUTCOME 3: System strengthening for adolescent girls (health system) – Uganda

How does this type of intervention fit into or contribute to gender-transformative change?

- Girls empowered with information (comprehensive sexuality education), life skills, creative thinking and problem solving.
- Delivery of integrated package of family planning, maternal health, obstetric fistula, cervical cancer screening, screening for sexually transmitted infections, HIV-screening and referrals, gender-based violence management and multisectoral referrals.
- Social accountability of service provision and quality.
- Linkage to continuing education opportunities
- Ministry of Justice to fast-track high number of pending cases related to gender-based violence.
- Data and evidence for advocacy purposes to transform systems.

What strategies and actions would one need to implement a gender-transformative intervention?

- Health financing from gender lenses.
- Looking at gender from a rights perspective (duty bearer versus right holders).
- Scaling up.
- Working with men and boys.
- C4D strategy, including measurement of its effectiveness.
- Capacity building of health providers to apply standards and promote school health initiatives.

What are some challenges to move toward a gender transformative approach?

- Engagement of boys and men with government strategy for outreach.
- Health financing and economic empowerment for adolescent girls.
- Quality of services and strengthening of systems.
- Implementation of policies with a holistic framework.
- Challenges of addressing sexuality, power relations and choices.
- How to scale up using gender transformative approaches?
- How to share knowledge about how to work with men and boys?

What kind of support do country programmes need to implement interventions that promote gender transformation?

- Clear articulation of health system.

- How to engage men and boys with shared evidence and available resources.
- C4D agenda for health.

Learnings from this group to help implement programmes that promote gender transformation in this outcome area:

- Holistic, inclusive approach to health is needed.
- Health financing, macro-level policy challenges and scalability are critical.
- Engagement on "sexuality, power relations and choices" with adolescent married girls.
- Engagement about contraception with unmarried girls and boys.

OUTCOME 4: Legal and policy frameworks (national action plans and strategic frameworks) – Ghana and Bangladesh

What has been done so far on policy and legal framework in Ghana with the Government:

- National Strategy Framework.
- National Action Plan to End Child Marriage.
- Comprehensive Sexuality Education Guidelines.
- Re-entry Guidelines.
- Adolescent Programme Strategy.

And in the draft stage in Ghana:

- Men and boys engagement strategy.
- Advocacy toolkit.

What has been done so far on policy and legal framework in Bangladesh:

- Child Marriage Restraint Act.
- Rule of Child Marriage Restraint Act.
- National Action Plan to End Child Marriage approved and launched by Government in August 2018.
- Adolescent Health Strategy.
- Process for the above policy framework brings civil society organizations, UN agencies and donor partners' voice together for advocacy. And to some extent, it follows the gender-transformative approach but not in all aspects.

What are some challenges to move towards a gender transformative approach?

- Lack of a mutual understanding of "gender-transformative policy advocacy" among agencies.
- Content of policy does not adequately reflect gender analysis.

- Lack of grass-root's voices, including young people, marginalized adolescents, married adolescents, ethnic groups and other marginalized groups.
- Lack of acceleration and scale up in terms of geography and target.
- Lack of sectoral convergence.

What kind of support do country programmes need to implement interventions that promote gender transformation?

- Civil society organizations to monitor and follow up on policies and strategies from a gender transformative lens, including appropriate costing and implementation at the national and subnational levels.
- Use of both online and offline technology to contribute to the draft of policy and process.
- Incorporating the voices of young people, marginalized groups, and grass-roots community-based groups in drafting policies and strategies.
- Leveraging existing data and research from different agencies and development partners for evidence-based advocacy.

OUTCOME 4: Legal and policy frameworks (national action plans and strategic frameworks) – Burkina Faso

How does the intervention fit into or contribute to gender-transformative change?

- It has the potential to contribute to gender-transformative change, but it cannot be looked at as a stand-alone response without strongly connecting it to other outcomes.
- Need for a cross-cutting approach to gender transformation that links the various outcomes together and reinforces them.

What strategies or actions would one need to implement a gender transformative intervention?

- The prevention component of Burkina Faso's national action plan is an important entry point for gender transformation because it has the potential to address the root causes. However, the national action plan is still new, and the prevention component is mostly focused on community mobilization and engaging men and boys.
- Enough resources to translate policies into action is important for a gender-transformative intervention. Also, institutional change beyond symbolic reforms (such as quotas for women in parliament).
- The translation of policies into schemes that are gender transformative rather than reinforcing gender stereotypes (for example, life skills schemes that train women and girls in sewing and cooking are considered counterproductive).

- Prevention focus is crucial for a gender transformative approach. Particularly, moving to an understanding of prevention as addressing the structural root causes of gender inequality.

What are some challenges to move towards a gender transformative approach?

- The lack of a mutual understanding of what gender transformative policy and legal frameworks look like.
- The difficulty of implementing national child marriage frameworks, given traditional and customary marriages.
- The need for a more harmonized approach that bridges the gap between the national, state and community levels.

What kind of support do country programmes need to implement interventions that promote gender transformation?

- The need to unpack and translate what we mean by gender-transformative approaches, especially for front-line workers, but also for the three agencies. This unpacking and translation should also focus on the operational aspects of a gender-transformative approach.

Learnings from this group to help implement programmes that promote gender transformation in this outcome area.

- The importance of a holistic and comprehensive approach to policy and legal frameworks as they relate to gender equality. A gender transformative approach requires strengthening the links between different laws and reforms in order to ensure that the structural root causes of gender inequality that perpetuate child marriage are addressed (including laws and reforms relating to economic reform, education, violence against women, land reform).
- To collect, collate and share good practices of gender transformative work from various country offices in order to better operationalize this approach for outcome 4, but also other related outcomes.

ANNEX 5: Regional working group discussions on experiences in multisectoral work

EAST AND SOUTHERN AFRICA

What would multisectoral and convergent programming look like at the national, subnational and community levels?

National level:

- Support for policy, advocacy and development of multisectoral plans and harmonization and alignment.
- Coordination and complementarity at all levels.

Subnational, district level:

- Mozambique multisectoral and convergent work is in 20 districts in two provinces with the highest rates of child marriage and biggest populations; six among 20 districts are "child marriage convergence districts" with UNICEF health, nutrition, education, water and sanitation with UNFPA.
- Uganda multisectoral and convergent work is in six learning districts with Uganda Spotlight in four of these six districts. The GP for child marriage and for female genital mutilation with UNFPA and UNICEF converge in seven districts.

Community level:

- Use of community-based resources, such as mothers' groups or community committees.

Challenges:

- M&E.
- Parallel interventions vs joint programming.
- Sectors other than child protection not used to working with other sectors.
- Quality of programming.
- Geographical convergence in the same communities.
- Data constraints to identify pockets of vulnerability (in Mozambique, for instance).
- Comparative advantage of UN agencies often source of competition and tension.
- High level of human and financial resources required for effective work and synergy building.
- Is convergence ideally centred around the girl, family, community or system?

What modalities or underutilized opportunities exist at each level?

- Referral pathways.
- Leadership and ownership by government at all levels.

- Community ownership, contribution and engagement.
- Evidence on cost-effectiveness.
- Accountability for human rights-based approach – platforms not utilized at formal and informal level, including regional, national and global.
- Incentives, such as recognition, scorecards and oversight.
- Geographical convergence provides advantages of better planning and less room for opportunism.
- Subnational pilots provide basis for upstream guidelines and policy development.
- Whole government girls-focused approach.

MIDDLE EAST AND NORTH AFRICA

What would multisectoral and convergent programming look like at the national, subnational and community levels?

- Joint planning with child protection and education sectors to define joint outcomes and to bring multisectoral approach to government.
- **National level:** Define areas of impact and then make an investment case for them. What are the narratives we are most likely to get traction from? Each section needs to advocate within the respective ministries for integration of the work to achieve joint outcomes agreement in government (for example, between ministry of education and ministry of social affairs). Also, better use of planning mechanisms as opportunities for determining the changes that will make the biggest impact for girls.
- **Subnational level:** Success depends on the effective use of governance structures (for example, to promote "trickle-down policies"). UN agencies have a role in facilitating and ensuring these processes in collaboration with government.
- **Community level:** Link to community level structures and invest in social norms and behaviour- change work, including awareness raising through sectoral structures at the community level (for example, education, health and C4D) to make communities ready and aware of national and subnational initiatives.

SOUTH ASIA

What would multisectoral and convergent programming look like at the national, subnational and community levels?

- Programming based on common definition and understanding of child marriage (as a form of violence against women, gender-based violence, harmful practices and/or gender inequality).

- Programming co-created by UN agencies from the beginning, including planning and clarification of roles among agencies at national and subnational levels.
- Programming includes a comprehensive package for girls designed from the bottom up.
- Programmes with greater convergence at local level.
- Programmes coordinated with other UN agencies not in the GP (for example, the International Labour Organization (ILO) and UNDP), and with other development partners (for example, the media) and NGOs.
- Engagement of ministries to talk about women's and adolescent girls' empowerment and child marriage.
- Programming that relies on coordinated knowledge management platform, an effective feedback loop (to talk about challenges at all levels), and the UN Development Assistance Framework (UNDAF) structure to promote better coordination.
- The Partnership for Maternal, Newborn and Child Health example: Dedicated indicators on what each UN agency and government can contribute.

How can we attain multisectoral collaboration and convergence more systematically, rather than opportunistically?

- Build political will.
- Use a systematic approach.
- Bring more agencies on board.
- Promote the participation of girls and boys.
- Define and position child marriage as adolescent's empowerment.
- Ensure NGOs are a strategic partner rather than an implementing partner only.
- Ensure coordination and joint work is part of the performance appraisal for One UN.
- Advocate to have gender in the UNDAF.
- Create political will and accountability for jointness.

Unanswered questions:

- Is focusing on child marriage stopping our work on forced marriage of adult women?
- What about working with boys and girls, not just girls?
- Is our work systematic or opportunistic?

What kinds of resources would help?

- Definition and common framework, tools for measurement, shared vision, jointness at the UN level, direction on how to measure jointness, agreement on national priorities for advocacy with Governments.
- Establish joint reporting by agencies on the GP as part of the One UN effort.

WEST AND CENTRAL AFRICA

Reflections on what convergence means:

- Building a common vision with all stakeholders, particularly education, health and justice sectors.
- Working within a common national framework to develop multisectoral national action plans.
- Delivery of a multisectoral, integrated package of services based on a rights and gender-transformative approach for girls.
- Jointly planning, looking at each region and context, geographical convergence and the complementary advantage of each agency and sector.
- Choosing convergence areas, such as done in Burkina Faso and Niger.
- Reflecting on how to jointly address gender-based violence in communities.
- Creating an enabling environment (specifically with education)

Example from UNFPA Burkina Faso: We have defined convergence in child marriage and developed a holistic package, including safe spaces for girls, birth registration, skills building, empowerment and basic, minimum services in education and health.

Example from UNICEF Niger: From community dialogues, a Village Action Plan has been established that defines entry points at the village level to address harmful traditional practices with adolescent girls and boys, women and men.

How can we attain multisectoral collaboration and convergence more systematically rather than opportunistically?

- Convergence should be co-created from the planning to implementation stages at all levels, with clearly defined roles and resources.
- Joint budgeting for planned interventions.
- Joint monitoring.

What modalities or underutilized opportunities exist at each level?

- Define economic empowerment and explore how we can converge on this, considering different contexts.
- Increase focus on all girls – in and out of school – within the education sector.
- Consider drivers for child marriage – a girl becoming pregnant outside of marriage and social support for being married and a mother.

Whose commitment and action is needed?

- Community involvement and commitment.
- Parents and guardians.

- Teachers for counselling and guidance.
- Link to existing initiatives.
- Traditional leaders.
- Create platforms for linking adolescents to peer-to-peer mentorship and counselling.

What kinds of resources would help?

- Multisectoral referral services are critical to integrate interventions with different actors.
- Expand child marriage cases in case management of the child protection system.
- Increase funding for referrals to services and to accompany family to services.
- Increase resources for adapting multisectoral programming to conflict areas.

ANNEX 6: Regional working group discussions on experiences in scaling up

EAST AND SOUTHERN AFRICA

What are some at-scale or scalable programmes in your country that can be used to advance the goal of ending child marriage?

- ESARO: Spotlight, funded by the European Union, Great Lakes programme, India-Brazil-South Africa collaboration.
- Zambia: World Bank for cash transfers linked to case management and referral for services.
- Ethiopia: GEQIE presents a big opportunity.
- Malawi: Building on lessons with traditional leaders.

How can they be better leveraged in Phase II?

- Share information on best practices, build synergies and clarify methodologies for ease of replication.
- Improve the capacities of ministries of gender and women's affairs to better coordinate interventions.
- Learn from experiences in humanitarian and emergency settings.
- Support ESARO governments to lead priority setting and quality assurance efforts.
- Harmonize the work of UN teams at country level.

What kind of resources would help in leveraging these programmes and platforms?

- Data to inform scaling up of programming.
- Non-traditional data sources (such as citizens' generated data) to complement government data.
- Support for making a business case for ending child marriage.
- Strategies adapted to build national and local authorities' capacities to generate domestic financing (such as gender-responsive budgeting) and to leverage financing from the private sector.
- Community systems and platforms (for example, traditional and cultural leaders).
- Technical assistance on public financing of social services and protection.
- Access to justice and legal services.

Next steps?

- Consensus building on what to replicate in Phase II, including methodologies, outcomes and cost-effective strategies.
- Dealing effectively with the tension between scalability and the imperative "to leave no one behind".

SOUTH ASIA

What is scale?

- Targeted geographical coverage, such as saturation of high prevalence areas or those that are hard to reach.
- Involves multiple partnerships working with the same framework.
- Involves influencing governments for sustainability.

What are some at-scale or scalable programmes in your country that can be used to advance the goal of ending child marriage?

- Adolescent girls' clubs programme in Bangladesh.
- Technological interventions in schools like web-enabled Panchayats, which enable remote learning opportunities.
- Work with youth.

What kind of resources would help in leveraging these programmes and platforms?

- Uniform framework with inter-sectoral convergence.
- Skills building and intellectual leadership on how to leverage existing platforms and better advocate with governments.
- Consortiums that continuously work on child marriage.
- Strategies that work to reach the most vulnerable groups.
- A gender-transformative narrative that can be institutionalized in government frameworks and systems.
- Clarity on the comparative advantages of UN agencies in scaling up interventions (for example, UNFPA for family planning and SRH, UNICEF for education and UN Women on economic empowerment, women in governance and ending violence against women).

WEST AND CENTRAL AFRICA

What are some at-scale or scalable programmes in your country that can be used to advance the goal of ending child marriage?

- Sensitization efforts on child marriage and female genital mutilation with community members in Burkina Faso.
- Joint platforms of UN agencies, civil society organizations, NGOs and governments for coordination, sharing information and advocating on child marriage in Ghana, Niger and Burkina Faso.

- Free education work, especially targeting out of school girls.
- High-level advocacy by First Ladies, as well as their campaign funding.

How can they be better leveraged in Phase II?

- Integrate comprehensive sexuality education into the curricula for Education for All through ministries of education in Burkina Faso, Ghana and Sierra Leone.
- Partner with the private sector.
- Mobilize new constituencies, such as faith-based network and traditional leaders in Sierra Leone and the regional office.
- Strengthen strategic use of mass media and social media for advocacy.

- Seek out and develop unusual partnerships with sectors that have large reach but have not yet engaged adolescent girls. For example, women's microfinance, agricultural extension and rural development.

What kind of resources would help in leveraging these programmes and platforms?

- South-South cooperation in the form of technical assistance.
- Complementary funding for the GP.
- Availability of unit cost for each intervention.
- M&E tools that will help identify best practices.
-

ANNEX 7: Country-level group work on contextualized theory of change

BANGLADESH

Problem statement: The group suggested reframing the problem statement to focus more on empowerment.

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- Gender inequality (as all-encompassing, instead of poverty and conflict and natural disasters).
- Patriarchal and discriminatory gender norms and practices.
- Poverty and lack of economic opportunities.
- Inaccessible (not gender sensitive or youth friendly) and low-quality services (health, education, protection).
- Discriminatory legal and policy frameworks.
- Conflict and natural disasters as "accelerators" rather than drivers.

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- The current strategies are too narrow and not gender transformative.
- They are also too siloed, responding to each driver without strong interlinkages.
- Strategies could be called "strategies and approaches" and linked to cross-cutting issues, rather than specific responses to each driver.

Proposed strategies or approaches:

- Gender-transformative approach.
- Participation and involvement of youth-led and women's movements.
- Coordination of all actors.
- Multisectoral approach with stronger interlinks between drivers.
- Advance the condition and change the social position of girls.
- Men's and boy's engagement.
- Ecological and ecosystem model.
- Evidence-based advocacy and programmes.
- Engaging with influencers (imams, religious leaders).
- Fostering and enabling a gender-transformative legal and policy framework.
- Leaving no one behind.

How could current outcome areas be improved?

Outcome 1: Rephrase to better link environment and agency. Also, add an element of empowerment to reflect both internal agency and the external environment.

Outcome 2:
- Better link outcomes 1 and 2.
- Broaden beyond "households" to "parents, households, communities, influencers challenge gender norms and take action to promote gender equality".

Outcome 3:
- Unpack what is meant by a multisectoral approach: Does it address other services? Should it be limited to just services? How can we ensure girls are at the centre of convergence? How can it be all-encompassing to include various stakeholders? How can it be more gender transformative?

Outcome 4:
- A strong outcome but could be tweaked to be more gender transformative given and not limited to adolescent girls.
- Phase II should focus more on implementation and the language should reflect this (for example, a reference to budgeting).

Outcome 5: This outcome should incorporate scaling up.

Outcome 6: Civil society organizations and the women's movement should be explicitly referenced.

Proposed draft outcomes:

- Increase agency of adolescent girls, including girls' empowerment and enabling environment.
- Parents, communities and influencers demonstrate positive attitudes and behaviours and promote gender equality.
- Ensure gender transformative and youth-friendly multisectoral and coordinated programmes keep girls at the centre.
- National laws, policy frameworks and mechanisms are gender transformative, in line with international standards, and are properly enforced and implemented.
- Governments promote the use of data to inform national coordinated programmes and track progress.
- Coordinated voices of civil society, youth led organizations and the women's movement keep governments accountable to promoting gender equality and adolescent and girls' rights.

How can we best cooperate on operationalizing elements of the country-level TOC?

- If Spotlight works in Bangladesh, there are links and possible convergence between child marriage, our humanitarian focus and work on trafficking.
- **UNFPA role:** Gender-based violence cluster; SRH and rights, and gender-based violence; adolescent-friendly services.
- **UNICEF role:** Education; co-chair LCG WAGE; menstrual health management; water, sanitation and hygiene; child protection; gender-based violence; and multimedia campaign with the Ministry of Women's Affairs.
- **UN Women:** Coordination role on gender in the UN system; relationship building with civil society organizations in the women's movement; building links with violence against women and girls groups; expertise on gender discriminatory laws, social norms and prevention, as well as gender transformative approaches; and lead in Gender in Humanitarian Action Working Group.

BURKINA FASO

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- Engagement at the family level, not just community level. Do not group parents and community members together.
- Separate health, education, social protection and child protection.
- Include non-formal education.
- Improve language on referrals between services.
- Include social protection such as cash transfers.
- Enhance impact on married girls.
- Revise the family and personal code.
- Giving voice to adolescents through programme design, young people's parliament and U-reports.

ETHIOPIA

Clarifying assumptions for the TOC is critical to have a logical flow between drivers, strategies, outcomes and outputs.

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- **New research:** Overseas Development Institute research shows poverty as a driver but also the exchange of bride wealth and reciprocity as a cultural norm that varies between regions; the importance of purity and chastity in some contexts; inequities in access to services and livelihood opportunities; and a new dimension of marriageability (girls wanting to live up to social expectations).

- **Legal framework:** No comprehensive legal framework from a gender lens, two regions have not endorsed the family law, and the lack of access to justice to address gender inequities.
- **Humanitarian context:** Data show girls at risk in the context of emergency situations, with changing dynamics refugee situations (in Gambella, Somali). Need to address the humanitarian-development continuum.
- **Gender inequities:** Is there a need for emphasizing any missing elements? Need for a paradigm shift from social norms to gender norms around chastity, virginity, patriarchy, harmful practices, disinterest in investing in girls' education and the definition of maturity. For example, girls' perception of their marriageability is linked to gender norms but also linked to self-identity and the wider ecology of families and communities.
- **Limited services:** Need access to and quality of education, health and psychological services.

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- **Legal framework:** Review laws, advocate for endorsement and capacity building.
- **Humanitarian framework:** No clear strategy yet. Reflect with other development partners.
- **Gender inequalities:** Engage men and boys as allies to end child marriage; promote positive masculinities and femininities; and social mobilization for gender norm change.
- **Girls focused programming:** Empowerment of girls with information and skills, services and social networks to influence decision-making.
- **Education:** Economic incentives for school attendance and retention.
- **Services:** Capacity building of service providers and tailoring services for adolescent girls.

How could current outcome areas be improved?

- Gender-transformative approaches are key, including engaging boys.
- Enabling policy and legal environment to support adolescent girls.
- Strengthening shift in gender norms to better support adolescent girls, including to express and exercise choices.
- Enhanced accountability for delivering accessible, available and quality services.
- Increased data and evidence building.

How can we best cooperate on operationalizing elements of the country level TOC?

- UNFPA works in two of the country's seven regions and UNICEF works in six regions. They have overlap in one region (in three districts) and at the federal level.

- Both agencies participate in the national alliance.

- Strategize on how best to harmonize tools, guidelines and approaches, given the memoranda of understanding on female genital mutilation, gender-based violence, child protection (humanitarian context), adolescents and youth.

- On scaling up:
  - funding limitations prevent complete geographical convergence but collaboration with other development partners can strengthen national systems;
  - capacity building with partners; and
  - strengthen accountability through costed national action plans.

- Reach girls in the context of limited resources by using government structures as platforms.

- UN Women supports gender-based violence responses through one-stop centres providing various services and UNICEF supports legal services, education and referrals to services.

GHANA

Problem statement: Ghana is updating the problem statement of the TOC to reflect the current percentage rate of child marriage (both formal marriages and cohabitation).

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- Reflect adolescent curiosity about sex.
- Teenage pregnancy.
- Gender norms around femininity and masculinity, including the stigma of not being married.
- Family breakdown.
- Lack of access to education.
- Lack of access to social protection and economic empowerment opportunities.
- Lack of access to adolescent SRH services.

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- Empowering girls with information, skills and support networks to access services capitalizing on formal and informal structures.

- Quality of services (age and gender responsive).
- Quality of education (formal and informal).
- Economic incentives for the empowerment of girls through social protection, livelihoods training, financial literacy and numeracy skills building and savings schemes.
- Identifying caregivers in addition to parents.
- Recognizing that partners in communities include traditional and religious leaders, women's groups, adolescents and men.
- Support effective implementation of policy frameworks and coordination mechanisms.
- Improve knowledge generation, evidence use and knowledge management.

How could current outcome areas be improved?

- Families and communities demonstrate positive attitudes and promote equitable gender norms (such as support for delayed marriage, education and economic alternatives for girls).
- Relevant multisectoral systems provide quality, accessible, integrated services.
- Promote adolescent girls' rights through implementation of properly resourced action plans at the national and subnational levels.

How can we best cooperate on operationalizing elements of the country-level TOC?

- Recognition that one agency will lead on certain issues and agencies will work together on others.
- UN Women's comparative advantage: Providing evidence around scalable economic empowerment strategies, gender-responsive budgeting, knowledge management and masculine identities.
- UNFPA comparative advantage: out-of-reach girls, SRH, dialogues with traditional leaders, child-integrated approaches to safe spaces (life skills, SRH, economic empowerment).
- UNICEF comparative advantage: national-level technical assistance to support government, implementation of integrated services, community engagement and evidence generation.

INDIA

How might you change the current TOC language on drivers?

Discrimination against girls and women:

- Discrimination, violence and fear of violence.
- Perceived need to control girls' sexuality (influencing norms related to chastity and honour).

Gender roles that restrict girls and women to family and household roles:

- Unpaid care, free labour.
- Unpack social norms.
- Gender stereotypes.

Economic opportunities and structure of the economy:

- Unpack poverty and examine intersections with sex, gender, social background, humanitarian situations and disability.
- Lack of economic opportunities, structural inequality.

Legal and policy frameworks that do not protect adolescents:

- Conflation between child marriage, child protection, sexual age of consent and implications for adolescents' choices and agency.
- Lack of policy investments and education, employability, employment opportunities.
- Policy investments and alternatives.
- Legal: sexual consent and age.

Inaccessible and low-quality services, such as schools or health facilities:

- Services, including skills.

How might you change the current TOC language on strategies?

- Greater focus on economic empowerment.
- Accountability as part of strategy on system strengthening.
- Agency, voice, choice, space, collectivization and assets.
- Role of enablers.
- Women's participation in decision-making.
- Positive masculinities, violence and gender roles.
- Diversification of education, learning, training and skilling opportunities.
- Monitoring and feedback loops.
- Add different levels – individual, community, services and systems and policies.
- Strategies as per national and state contexts.
- Safety, discrimination and control as cross-cutting issues.
- Partnerships – women's groups, EWRs, community-based organizations and religious leaders.
- Which strategies offer the biggest return on investment? Weighting of strategies.
- Safety (violence) cutting across from drivers to strategies: What are we going to do? Discrimination: Lower expectations for girls (do not mix safety or violence and discrimination).

- Partnerships with religious leaders.
- Contextualised strategies depending on settings: migration, conflicts and natural disasters.
- Sustainability focus for strategies.
- India conceptualization and operationalization of TOC.

Empowering girls with information, skills and support networks:

- Move beyond this: agency, voice, space, freedoms, movement and assets.
- Prevention of gender-based violence.
- Intersectionality.
- Positive role models.

Educating and mobilizing boys:

- Role of enablers for adolescents.
- Positive masculinities, violence and gender roles.

Offering economic support and incentives for girls and their families.

Enhancing the accessibility and quality of protection for girls:

- Diversification beyond formal schooling to learning, training and skilling opportunities.
- Other essential services and systems.

Fostering an enabling legal and policy framework and improving the knowledge and evidence base:

- Make concrete investments.
- Implementation and financing interventions on the ground is at stake.
- Monitoring and feedback loops.
- Building political will and governance.
- Knowledge as a cross-cutting issue (separate output for data and evidence).

How could current outcome areas be improved?

- Unpack child marriage language for early, forced and child marriages.
- Add all stakeholders.
- Focus on enhancing the value of girls.
- Address son preference.
- Segmentation of strategies for girls and boys – linked to education, life skills, health services.
- Stakeholder segmentation.

Cross-cutting:

- Humanitarian situations, conflict, migration.
- Gender transformative.

Adolescents:

- Not just choices but also rights of adolescent girls.
- More girls involved in education, training, skilling and employment as indicators.
- Boys as affected by child marriage, as cause and change agent.

Households:

- Include reference to boys.

Sectors and systems:

- Mechanisms of implementation, review, monitoring and revision.
- Girls in education, training, skills and employment.

Laws and policies:

- Gender-responsive budgeting, adequate resourcing of policy implementation.
- Laws and policies: mechanisms, monitoring and implementation and review.
- Broader TOC to include women's empowerment and political participation.

Data and evidence:

- Intersectional monitoring and disaggregation of data.

How can we best cooperate on operationalizing elements of this TOC?

STRATEGY	UN AGENCIES
Alternative education linked to skills and employment opportunities	UNICEF, World Bank, UN, UNFPA
Economic empowerment	UN Women, UNICEF (linked to UNDP)
Empowerment (agency, voice, space, choice, assets)	UNICEF, UNFPA, UN Women
Parents, community, EWRs, women's movement	UNICEF, UNFPA, UN Women
Policy development and implementation (human resources, finances, monitoring, gender budgeting).	UNICEF, UNFPA, UN Women
Include boys and men. Building positive masculinities	UNICEF, UNFPA, UN Women
Strengthening systems and services (child protection, health, education, justice).	UNICEF, UNFPA, UN Women
Enabling political will	UNICEF, UNFPA, UN Women
Contextualize strategies based on settings (conflict, migration).	UNICEF, UNFPA, UN Women

MOZAMBIQUE

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- Explicitly include gender inequality and discrimination as an underlying driver. Gender-based discrimination against girls and women includes gender roles, acceptance of gender norms that undervalue women and girls and define family and community structures and discriminatory laws.

Subnational data to identify high prevalence districts of child marriage and understanding the multiple deprivations of the girls and women (SIL and Niger and Uganda used data on vulnerability mapping).

Unpack the broader drivers – manifestations – contextualize – lifecycle and trajectory of the girl.

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- Unpack strategies to promote economic empowerment through non-traditional areas and those that have potential to generate sustainable incomes. For example, social protection and cash transfer models that increase opportunities for girls.
- Mozambique country office to work more on the ecosystem of the girl, particularly to address the drivers of child marriage that are gendered
- Unpack "communities"; for instance, religious sects as powerful in shaping communities thinking and reinforcing gender inequality and the submissive position of women and girls. Need to work with these new and emerging influencers that are faith-based and rooted in the community.
- National policies to consider budget and investment analysis and implications for province and district level. For example, the Government of Mozambique developed a gender code that can be applied to investments in impacting drivers of child marriage.
- Country office to further refine the pathway between outputs and outcomes, because currently there is "too much of a leap".
- Knowledge management and programme indicators mainstreamed at the start of and throughout the programme.

How could current outcome areas be improved?

Outcome 1: Encompass empowerment more broadly.

Outcome 3: Accommodate alternative pathways (not limited to formal education) that will support economic empowerment and positive opportunities for girls.

How can we best cooperate on operationalizing elements of this TOC?

- UNFPA's, UNICEF's and UN Women's comparative advantages to be discussed further in country discussions.
- Spotlight programme overlaps with GP in one province, but technical assistance can support across provinces. Also, Spotlight TOC can be adapted for the GP TOC.
- Action for Adolescent Girl and DREAMS.
- World Bank investments in education and youth employment.

NEPAL

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- Revise to include "gender roles that restrict girls and women to family and household roles and unequal values".
- Revise to include "governance structures and ambiguous legal frameworks" and "inaccessible and/or low-quality services such as schools or health facilities".
- Add harmful cultural practices and local traditions confined to a caste or community.
- Perceived fear and social control of girls.
- Self-initiated marriage.

How might you change the current TOC language on strategies or outputs?

- Empowering, educating and mobilizing parents, men, boys and other community members.
- Economic empowerment for girls and their families.
- Enhancing the accessibility and quality of formal and non-formal schooling and health services for girls.
- Empowering girls with information, skills and support networks with focus on comprehensive sexuality education and gender-based violence.
- Advocacy and implementation for an enabling legal and policy framework.
- Improving the knowledge and evidence base.

What additional contextual strategies should the TOC include?

- Strengthening coalitions and partnerships for advocacy and implementation of national strategies.
- Gender-transformative approach.
- Humanitarian preparedness and response.

How could current outcome areas be improved?

Outcome 1: Adolescent girls at risk of and affected by child marriage are better able to express voice, choice and agency.

Outcome 2: Explicitly add boys.

Outcome 3: Relevant sectoral systems deliver accessible quality and cost-effective services to meet the needs of adolescent girls.

All outcomes: Align gender equality and equity.

Add outcomes on:

- Economic empowerment.
- Gender-based violence.
- Comprehensive sexuality education.
- Gender budgeting.

How can we best cooperate on operationalizing elements of this TOC?

Outcome 1: Use the same online database and implement the same social and life skills training.

Outcome 2: Complementarity in some of the same implementing partners.

Outcome 4: UN WOMEN co-chairs International Development Partners Group and can put child marriage on the agenda. As part of the advocacy and joint programming with other UN agencies, request a presentation with the UN country team to showcase how child marriage cuts across all agencies. Convene the national action plan consortium for implementation and monitoring, including draft terms of reference for this consortium.

NIGER

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- Patriarchy as a key driver.
- Social norms that are unfavourable and discriminatory and prevent the empowerment of women and girls.
- Lack of accessibility and poor quality of services beyond schools and health facilities.
- Negative coping mechanisms (for example, marriage as a protective mechanism).
- Wrong beliefs and taboos about women's sexuality mixed with religious beliefs and pressure by the community to maintain the status quo.
- Harmful masculinities.
- Lack of understanding of drivers in humanitarian contexts.

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- Legal and policy frameworks need to be contextualized, given discrepancy between national frameworks, international standards and Islamic law. Could jointly support advocacy initiatives to address conflicts between customary, indigenous, religious laws and the formal justice system.

- Economic empowerment strategies for girls, providing alternatives and skills building.

- Improve access to services.

- Add women's involvement to advocacy work on legislative and policy change.

- Mobilize parents on the protection of girls' rights, including access to services.

- Develop a joint comprehensive prevention strategy for a more integrated approach.

- Stop focusing on community declarations because they do not lead to social change.

- Build a better understanding of the continuum of the life of a girl (risk of violence before, during and after marriage), entry points of existing work on SRH as a mechanism for prevention and response.

- To maintain girls in school, incentives could be put in place.

- Strengthen joint interventions that target those who are in and out of school and ensure access to comprehensive sexuality education on a more systematic manner with geographic convergence.

- Strengthen institutions' interest in the gender-responsive budgeting process and develop the capacities of specific line ministries to adopt gender responsive planning and budgeting.

- Jointly reinforce integration of certain aspects of the Second-Chance Education and Vocational Learning Programme.

How could current outcome areas be improved?

- Strengthen prevention focus.

- Include qualitative data across outcome areas.

- Add economic empowerment as an outcome.

- Capacity building at community level to focus on prevention.

How can we best cooperate on operationalizing elements of this TOC?

- UNICEF continues to strengthen government systems to implement legislative reforms and normative frameworks, supports education, strengthens the capacity of communities on child protection, including

building links between formal and informal actors.

- UNFPA continues its focus on SRH services and family planning, community work to change ideas about girls and women's sexuality, reproductive health and family planning, as well as women's ability to negotiate access to services and family planning.

- UN Women focuses on violence against women and girls (including education on the risk of violence in marriage), support for the Women's Association of Jurists, builds links between gender-based violence and community mobilization and capacity building of line ministries in connection with national action plans.

- UNICEF and UN Women jointly work on preparing the ground for legal reform, in dialogue with religious leaders on the application of traditional law and on promoting second chance education in humanitarian settings.

- UNICEF and UNFPA jointly support young men's clubs.

- UNFPA, UN Women and UNICEF jointly support girls to return to school or have access to vocational skills training and work with traditional and community leaders (to be linked with work of UN Women at the regional level).

SIERRA LEONE

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- Add pregnancy: This includes being pregnant, fear of becoming pregnant and peer pressure to become pregnant.

- Add agency: Girls choose marriage in order to be valued, to transition into adulthood and/or to escape their childhood home.

- Add female genital mutilation: After female genital mutilation, girls are considered "adults" ready for marriage.

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- Add "engage men and boys in protecting and fulfilling the rights of girls".

- Stronger, specific reference to SRH services.

- Add language on additional, specific services, such as social services.

- Add "identify, generate and use quantitative and qualitative data for programming".

How could current outcome areas be improved?

- Add "evidence to inform programming and scale up".

Next steps at the national level:

Several platforms to help galvanize the Government, including:

- Hands Off Our Girls Campaign (First Lady Campaign).
- Strategy on Reduction of Adolescent Pregnancy and Child Marriage (Teenage Pregnancy Secretariat).
- Declaration of National Emergency Against Sexual Violence (under the President).
- Free education campaign.
- The Government's National Development Plan.

How can we bring all these opportunities together?

UN agencies continue their relationships with the Government and add in stronger connections to the Social Welfare Ministry. Encourage addition of staff to the Secretariat on Reduction of Pregnancy.

How can we best cooperate on operationalizing elements of this TOC?

- Debrief UN agency representatives collectively.
- Establish coordination mechanism.
- Create an integrated package to collectively take to key government partners, including safe spaces, SRH, community dialogues.
- Identify the current gaps in implementation by UNICEF and UNFPA (building on the country office report for this workshop) and propose how to move forward with UN Women.

UGANDA

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- For quality of services, remove the examples so that we do not exclude anything. Sometimes there are no services, that should also be captured. Change driver to: Not enough social services available, accessible and/or of acceptable quality.
- The driver on economic opportunities should be written as a problem, and we should specify the structural economic problems as there are several barriers. Means of economic assets not the same (for example, access to land or resources). Change driver to: Inaccessibility to and limited control of economic opportunities and productive resources for girls and women and inequalities in the structure of the economy.
- Maybe add a new driver on gender inequality and unequal power relations? Create space for addressing child marriage among boys. Can we work with boys and men against stereotypes? Add driver: Harmful norms and practices that undermine children's rights.

- What about targeting conflicting legal frameworks at different levels? Add "inadequate and/or conflicting".
- Add a new driver: Inadequate or low prioritization and financing of social services.
- High fertility rates might be a driver.

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- The child marriage focus is too narrow. Add gender transformation.
- **Strategy 1:** Does empowering girls cover gender transformation (including information, skills and support networks)?
- **Strategy 2:** Maybe say "social mobilization of" instead? Add something at the end – "for change". Change "communities" to "community members".
- **Strategy 4:** Should we separate health and education? Or change the strategy to: "Enhancing the availability, accessibility, acceptability and quality of services for adolescents".
- **Strategy 5:** Separate policies from evidence. Add to policy development that women's groups should be included. Add "informed by the participation of adolescents and women".
- **New strategy:** Strengthen participation, movement building and alliances for change.
- **New strategy:** Separating out the strategy on the evidence base, including generation and use of administrative and citizens' data.

How could current outcome areas be improved?

- **Outcome 1:** Is "choices" the right word? Choice also includes marriage before age 18. What about "informed choice"? Change to "...exercise their rights and make informed choices", delete "express".
- **Outcome 2:** Strategy targets households and communities, but the outcome focuses only on households. Can we add "Communities and...".
- **Outcome 3:** Problem with the word cost-effective. Problem with not mentioning boys – targeted interventions are for girls, but when it is system-level work it is for both girls and boys. If the strategies are looking at both girls and boys can the outcomes only look at girls?
- **Outcome 4:** What do we mean by mechanisms? The means or how or the process of developing laws, policies and gender-responsive budgeting. Maybe remove "national" when referencing laws.

- **Outcome 5:** Government data go well beyond the GP, so instead of saying "to inform the programme", we can say "which will inform programme design" or "for informed policy and programming". How to bring in citizens' generated data, beyond administrative? The outcome should not be as specific, instead capture this under a strategy.

How can we best cooperate on operationalizing elements of the TOC?

- Keep in mind our contributions to the UNDAF and existing joint initiatives like Spotlight (Uganda is already working together under the UNDAF and in the Spotlight process, so this modality is not something new).

- With UNDAF, work on two key outputs: organizational results group on gender and human rights co-lead by UN Women and the Office of the United Nations High Commissioner for Refugees (UNHCR) and organizational results group on gender-based violence and violence against children, co-lead by UNFPA and UNICEF.

- UN City Adolescent Girl Initiative working group for UN Uganda, co-chaired by UNFPA and UNICEF.

- Spotlight pillar 1 (laws and policies) led by UN Women, pillar 2 (institutional strengthening) led by UNDP, pillar 3 (social norms change) led by UNICEF, pillar 4 (services) led by UNFPA, pillar 5 (data) led by UNFPA, pillar 6 (movement building) led by UN Women.

- Joint programme on gender-based violence: outcome 1 (legislation) led by UN Women, outcome 2 (prevention and social norms) led by UN Women, outcome 3 (services) led by UNFPA, outcome 4 (data and knowledge management) led by UNFPA.

- Also, joint programme on HIV.

- Phase I of the GP built on complementary strengths, with outcome 1 led by UNFPA (but UNICEF leads on output 1.2), outcome 2 led by UNICEF, outcome 3 co-led by UNFPA and UNICEF (UNFPA on health and UNICEF on education), outcome 4 led by UNICEF and outcome 5 led by UNFPA. Joint reporting for all.

- UNFPA and UNICEF already work with UN Women, even if not formalized in the joint programme in Phase I. When the results framework is done, there is a need to formalize the division of labour. Could follow the Spotlight framework, where all agencies already are present. This would mean outcome 1 would be led by UNFPA, outcome 2 would be led by UNICEF (potentially co-led by UN Women), outcome 3 led by UNICEF or co-led by UNFPA and UNICEF, outcome 4 led by UN Women, and outcome 5 led by UNFPA.

YEMEN

TOC problem statement: Include "economic factors" as another structural factor that influences child marriage.

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- Root causes need to include gender inequality, unequal social norms that affect girls more than boys and lack of economic opportunities for girl.

- Important to unpack poverty as a driver and how it manifests itself in Yemen.

- In Yemen, the issue is not just about quality of services, but the fact that they are inaccessible due to conflict.

- Attacks on schools and hospitals are drivers of child marriage because they affect service provision, especially lack of education.

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- Reflective practice as a strategy to tease out drivers of child marriage and develop contextualized strategies at the country level.

- Engagement with parties on respecting international humanitarian law as a core component of our work.

- Engaging with the recognised government in the south of the country (majority of the country is now held by the Houthi rebels and the UN does not engage them) to develop a violence against children strategy where child marriage is brought in.

- Add "boys and men" explicitly as s target of community engagement activities as well as boys' empowerment, alongside the empowerment of girls.

- Sustainable socioeconomic opportunities that are meaningful for families and communities are important to tackle child marriage in Yemen.

- Important to work on formal and informal education, especially when formal education is disrupted.

- Conduct a gender analysis. We have cases of boys as young as nine who are married off before they go off to fight.

- Advocacy with parties to the conflict on attacks on schools and hospitals and how women are affected by conflict.

How could current outcome areas be improved?

- Better data collection to capture the specificities of child marriage in Yemen.

- Attacks on schools and hospitals must stop.

- Gender analysis used by the parties to the conflict to address the different ways in which the conflict affects women and men.

ZAMBIA

How might you change the current TOC language on drivers? What additional contextual drivers of child marriage should the TOC include?

- Make explicit the analysis on gender norms within the framework of social norms.
- Include analysis on patriarchy, including toxic and dominant masculinity related to intimate partner violence, gender-based violence and power.
- Strengthen references to poverty and the linkage to lack of economic support.

How might you change the current TOC language on strategies or outputs? What additional contextual strategies should the TOC include?

- Strengthen the language of current strategy for working with religious and traditional leaders.
- Missing strategy to integrate community mobilization, services and community responses at the community and district levels.
- Explicit strategy needed for engaging with men and boys.
- Add assumptions.
- Add unintended consequences (for example, of criminalization of child marriage).
- Strengthen wording on policies and budget allocation.

How could current outcome areas be improved?

Outcome related to national laws, policy frameworks and mechanisms should integrate gender transformation.

How can we best cooperate on operationalizing elements of the country level TOC?

- Interagency communication at all levels between UNICEF, UNFPA and UN Women.
- Harmonize tools and processes.
- Fully utilize the role of the UN Resident Coordinator as a convener and unifier of the GP.
- Each agency takes lead on the aspect where they have comparative advantage (for example, UNICEF on child protection, C4D, education, social policy; UN Women on legal and policy frameworks, gender responsive budgeting, economic empowerment and working with cooperatives, engagement of men and boys, and legal support systems; and UNFPA on adolescent sexual reproductive health, comprehensive sexuality education, data and population, adolescent girl-centred programming).
- Joint work on community mobilization, working with traditional and religious leaders.

GLOBAL PROGRAMME TO ACCELERATE ACTION TO END CHILD MARRIAGE

PHASE II DESIGN WORKSHOP REPORT

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