



# Joint Evaluation of the UNICEF- UNFPA Global Programme to End Child Marriage 2020-2023

## Annexes

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# Annex 1: Terms of Reference

## 1. Introduction

The UNICEF Evaluation Office and the UNFPA Evaluation Office are jointly commissioning an independent evaluation of the UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage (GPECM). The evaluation is expected to provide an independent assessment of the progress made against planned results with a view of identifying key lessons learned and good practices over the 2020-2023 implementation period to guide the strategic direction of the next phase of the global programme (2024-2030).

The focus of the evaluation is both to provide accountability as well as learning and insights for the global, regional and country-level management of the GPECM. In terms of accountability, the evaluation will independently assess and validate programme progress and results. In terms of learning, the evaluation will identify key lessons emerging from programme implementation experience, and review approaches to improve programme management. The evaluation recognizes in its design that the GPECM is a complex programme that is jointly managed between two UN agencies in each country, supported by the regional and global offices; with multiple partners and donors. The GPECM is implemented in Bangladesh, Burkina Faso, Ethiopia, Ghana, India, Mozambique, Nepal, Niger, Sierra Leone, Uganda, Yemen and Zambia.

The proposed evaluation is planned and budgeted for in the GPECM Phase II, 2020-2023. The evaluation will be jointly managed by the UNFPA and UNICEF Evaluation Offices and conducted by an independent team of external experts. The main users of the evaluation include UNFPA and UNICEF programme managers and practitioners at all levels who implement the GPECM; regional and country office teams; the Global Programme Steering Committee, including donors that have funded the programme; programme country governments and implementing partners, civil society organizations and diverse stakeholders (including beneficiaries, critical institutions and households) in programme countries.

These Terms of Reference serve to outline the background, purpose, objectives and proposed scope, as well as provide details on the evaluation design, including proposed questions and methods. Considerations of evaluation oversight, timeline and deliverables are also included.

## 2. Background

### 2.1 The Global Programme

The global commitment to the Sustainable Development Goals by the international community, implies a commitment to end the practice of child marriage by 2030. While there are globally more than half a billion girls and women alive today who were married in childhood, the prevalence of the practice of child marriage is overall in decline. Nevertheless, there is a great variation across geographic areas and socio-economic profiles. The highest rates of child marriage are 34 per cent in sub-Saharan Africa and 28 per cent in South

Asia.<sup>1</sup> The COVID-19 pandemic affected the everyday lives of girls: their physical and mental health, their education, and the economic circumstances of their families and communities. According to some estimates, these circumstances might imply that over the next decade, up to 10 million more girls will be at risk of becoming child brides.<sup>2</sup>

The UNFPA-UNICEF Global Programme to End Child Marriage promotes the rights of adolescent girls

to avert marriage and pregnancy and enables them to achieve their aspirations through education and alternative pathways. Supported by the Governments of Belgium, Canada, the Netherlands, Norway, the United Kingdom, the European Union, and Zonta International, the GPECM helps households in demonstrating positive attitudes, empowers girls to direct their own futures, and strengthens the services that allow them to do so. It also addresses the underlying conditions that sustain the practice of child marriage, advocating for laws and policies that protect girls' rights while highlighting the importance of using robust data to inform such policies.

The GPECM was designed as a 15-year programme (2016 - 2030). The Theory of change of the programme, available in the Annex of this document, indicates that a holistic programming approach is adopted to define the interventions of Phase I (2016 - 2019) aimed to strengthen critical institutions and systems; to deliver quality services and opportunities to adolescent girls; and set the foundations of attitudes, behaviours and norms against child marriage in families and communities. Phase II (2020 - 2023) was designed to accelerate actions to end child marriage by enhancing investments in and support for both unmarried and married adolescent girls; by engaging key actors and increasing political support, resources, gender-responsive policies and frameworks; and by improving data and evidence on what works. Phase III (2024 - 2030) will have a longer-term gender transformative goal for significantly larger proportions of adolescent girls to fully enjoy a childhood free from the risk of marriage. The detailed GPECM annual progress reports, technical notes and briefs, and other relevant documents are available in the GPECM resource websites.<sup>3</sup>

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<sup>1</sup> United Nations Children's Fund, 'Towards Ending Child Marriage: Global trends and profiles of progress', UNICEF, New York, 2021.

<sup>2</sup> United Nations Population Fund, 'Impact of the COVID-19 Pandemic on Family Planning and Ending Gender-Based Violence, Female Genital Mutilation and Child Marriage', UNFPA Information Note, UNFPA, New York, 2020; and United Nations Children's Fund, 'COVID-19: A threat to progress against child marriage', UNICEF, New York, 2021

<sup>3</sup> <https://www.unicef.org/protection/unfpa-unicef-global-programme-end-child-marriage>, accessed on December 6, 2022.

Table 1: Aim of the GPECM phases

AIMS	PHASE I: INITIAL LEARNING AND IMPLEMENTATION (2016-2019)	PHASE II (MIDTERM): EXPANDING SCALABLE MODELS (2020-2023)	PHASE III (LONGER TERM): NATIONAL COVERAGE OF MODELS (2024-2030)
Change attitudes and behaviours	<ul style="list-style-type: none"> <li>Lay the foundations of attitude change among a critical mass of families and communities for longer-term shifts in behaviours and norms on child marriage</li> </ul>	<ul style="list-style-type: none"> <li>Use the demonstration and catalytic power of (i) strengthened systems; (ii) mobilized communities; and (iii) empowered girls to further accelerate progress at significantly large scale</li> </ul>	<ul style="list-style-type: none"> <li>Significantly larger proportions of girls fully enjoy a childhood free from the risk of marriage, and experience healthier, safer and more empowered life transitions, including through making choices about their education, sexuality, relationships, marriage and childbearing</li> </ul>
Strengthen institutions and systems	<ul style="list-style-type: none"> <li>Strengthen critical institutions and systems in selected locations and countries to deliver quality services and opportunities for a significant number of adolescent girls</li> </ul>	<ul style="list-style-type: none"> <li>Scale up interventions and strengthened systems to reach more girls, locations and countries</li> </ul>	<ul style="list-style-type: none"> <li>Working models are mainstreamed within and between countries</li> <li>Higher educational levels for girls</li> <li>Lower adolescent pregnancy rates</li> </ul>
Political leadership and resources	<ul style="list-style-type: none"> <li>Generate political will and mobilize financial resources to end child marriage</li> </ul>	<ul style="list-style-type: none"> <li>Increase political and social support to end child marriage</li> <li>Engage more governments, donors and actors</li> <li>Finance and implement budgeted plans</li> </ul>	<ul style="list-style-type: none"> <li>Largely local ownership, and large-scale implementation</li> </ul>
Measurable change	<ul style="list-style-type: none"> <li>Demonstrable change in some locations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrable change in some significant locations of considerable size</li> </ul>	<ul style="list-style-type: none"> <li>Decline in child marriage rates in a significant number of high-burden countries</li> </ul>

Source : GPECM Phase II Programme Document

## 2.2 GPECM Governance

The *Joint Steering Committee* of the GPECM comprises the signatory agencies UNFPA and UNICEF, donors and at least one representative from a programme country government. It provides overall oversight and strategic direction for the GPECM and holds the decision-making authority.

The *Partners Advisory Group*, consisting of United Nations agencies, donors and civil society organizations, provides advice to the Global Programme and serves as a platform for coordination and knowledge sharing for the sector at large with a variety of actors in the child marriage area.

Each participating United Nations agency, *UNFPA and UNICEF*, has programmatic, financial and reporting responsibilities for its part of the GPECM. At the headquarters offices of UNFPA and UNICEF, the *Global Programme Support Unit (GPSU)* is tasked with high-quality planning, implementation and management of the programme at its various levels. The headquarters offices are responsible for overall leadership and work together with regional offices on programme guidance, planning, reporting, and oversight. The GPSU is responsible for joint annual planning, review and monitoring of the programme for submission and approval to the Steering Committee. UNICEF, as the Administrative and Convening Agent, takes the lead and management of the GPSU. It is also responsible for the consolidated annual global narrative and financial report.

Drawing from both UNFPA and UNICEF technical experts, there are also technical advisory groups to advise on sector-specific aspects of country strategies around key annual milestones and work streams such as planning, monitoring, research, communication and advocacy.

## 2.3 Overview of relevant GPECM evaluative work and research

The Evaluation of the GPECM Phase I, 2016-2019, conducted in 2019 jointly by the evaluation offices of UNICEF and UNFPA, concluded that all the stakeholders viewed the GPECM leadership as critical to accelerating the end of child marriage. The complementarity of the capabilities of UNFPA and UNICEF

supported the convergence of a multi-sectoral approach that is vital to tackling the complex issue of child marriage. The evaluation made eight strategic recommendations calling for: leveraging normative leadership; moving the global framework towards country contextualization; consolidating and strengthening the evidence base and knowledge management; defining and monitoring 'jointness', convergence and complementarity; strengthening and contextualizing monitoring and reporting systems; further investing in human resources; strengthening the programme design; and finding funds or structuring the programme according to resource availability.<sup>4</sup>

Overall, eight evaluations on child marriage programmes have been conducted across regions and countries in 2020 and 2021. At the global level, in 2021, the evaluation offices of both UNICEF and UNFPA conducted an assessment of the GPECM adaptations in response to the COVID pandemic, which provided recommendations and insights to adjust the country level programmes for the year 2022.<sup>5</sup> With the objective of improving the availability, quality and timeliness of data and evidence, the GPECM Phase II has supported and engaged in diverse key activities, including maintaining the biannual publications catalogue:

- Internally, the Strategic Technical Assistance for Research (STAR) Initiative to end harmful practices, provides high-quality research and analytical support to UNICEF and UNFPA country and regional offices seeking technical support, leads evidence synthesis to identify and address prioritised evidence gaps, and promotes the use and uptake of evidence by policymakers, practitioners and researchers. Externally, the Child Marriage Research to Action Network (CRANK) intends to coordinate with global research efforts from diverse organizations.
- The Impact Feasibility Assessment of the GPECM, is an exercise managed by the evaluation offices of UNICEF and UNFPA, to provide an expert, independent assessment of the opportunity to design and conduct rigorous independent impact evaluations on potentially scalable community led interventions within the GPECM.

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<sup>4</sup> The complete evaluation report and annexes can be consulted here: <https://www.unicef.org/evaluation/reports#/detail/16498/joint-evaluation-of-unfpa-unicef-global-programme-to-accelerate-action-to-end-child-marriage>. The actions undertaken by the GPECM management, following the evaluation recommendations, can be consulted here: <https://evaluationreports.unicef.org/GetMRPdf?documentID=16498>. Links accessed on December 6, 2022

<sup>5</sup> The complete report, the analytical briefs, and the twelve country reports, can be consulted here: <https://www.unicef.org/evaluation/reports#/detail/18405/joint-assessment-of-adaptations-to-the-unfpa-unicef-global-programme-to-end-child-marriage-in-light-of-covid-19>, accessed on December 6, 2022

The GPECM Support Unit provides technical support to Implementing Partners including UNFPA and UNICEF Country Offices towards strengthening monitoring and reporting data systems. This is expected to help building the capacity of implementing partners, including UNFPA and UNICEF Country Offices, implementing the Global Programme, for the measurement and documentation of results.

### 3. Purpose and Objectives

The purpose of the evaluation is to support identifying and integrating learning among stakeholders at all levels, and to support the programme accountability for the results achieved. As the second phase of the programme, 2020-2023, nears its conclusion, the evaluation is expected to take stock and capture

the changes the programme has gone through in this phase; to assess progress made in different country contexts; and to assess the integration of gender-transformative approaches. This is intended to support learning among key stakeholders to inform the design of the next phase of the programme.

In line with its purpose, the primary objectives of this evaluation are to independently assess progress towards and achievement of results and the management of the GPECM as well as recommend changes if appropriate. The evaluation will also help to improve programme implementation and management by identifying good practices and lessons learned from the first phase of its implementation. The specific objectives are:

- a. Assessing the results achieved against objectives.
- b. Assessing the sustainability of the results achieved.
- c. Assessing the extent to which issues of human rights, disability, cultural sensitivity, equity and gender equality have been taken into consideration in programme implementation. Particular consideration will be given to the adoption and use of gender-transformative approaches.
- d. Assessing the efficiency of implementation by both agencies.
- e. Assessing the effectiveness of the joint management modalities at global, regional and national levels.
- f. Assessing the extent of coordination with partners at the various levels of the programme (global, regional and Headquarters).
- g. Produce clear conclusions and actionable recommendations, identify lessons learned and good practices that support and inform decision-making for the programme

The primary intended audiences and users for this evaluation are the UNFPA and UNICEF GPECM management, the broader child protection programme divisions at headquarters, and GPECM regional office and particularly country office levels with responsibilities with the GPECM; the donors; the programme governments and implementing partners.

#### 4. Scope

This exercise will cover the GPECM Phase II period, and all levels (countries, regions, headquarters) as well as the relevant units for the GPECM. Key aspects of evaluation scope are summarized in the following table:

*Table 2: Evaluation scope*

Area	Scope
Timeframe	The evaluation will cover the implementation of the programme during the period of 1 January 2020 to the point of data collection by the second quarter of 2023, although GPECM planning, and reference documents cover the whole phase II period
Levels	All relevant programme levels from both agencies: relevant units at headquarters level, regional offices and country offices
Geographic	Twelve GPECM countries: Bangladesh, Burkina Faso, Ethiopia, Ghana, India, Mozambique, Nepal, Niger, Sierra Leone, Uganda, Yemen, Zambia. With deep dives in four of the countries.

Programme context	All contexts where the programme operates will be included
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## 5. Evaluation criteria and questions

The evaluation questions will be informed by the Organization for Economic Co-operation and Development Assistance (OECD DAC) criteria of relevance, effectiveness, efficiency, coherence and sustainability. The evaluation questions are articulated around the key objectives and scope of the exercise and further focus the evaluation criteria. The evaluation questions and sub-questions below are indicative and will be finalized during the inception phase.

### Program Relevance

- To what extent are the activities and outputs consistent with its goal, objectives, intended outcomes and impacts?
- Are the activities and outputs of the Program consistent with the overall goal and the attainment of its objectives?
- Are the activities and outputs of the program consistent with the intended outcomes, and impacts?

### Programme Effectiveness

- Is there adequate evidence to indicate whether the Program is advancing towards the achievement of its goal and objectives?
- To what extent the phase II has progressed as planned at the onset of the period? Are there unexpected results (positive or negative)?
- What have been supporting and constraining factors in terms of progress towards and achievement of results and why?
- To what extent has the programme been implemented following a human rights, gender equity and culturally-sensitive approach?
- To what extent has the programme ensured that those most left behind are reached?

### Programme Efficiency

- How and to what extent does the Program present Value for Money
- To what extent has the programme made good use of human, financial and technical resources in pursuing the achievement of results?

### Programme Coordination

- To what extent is the joint governance and management structure effective at all levels of the GPECM to facilitate results and efficient delivery?
- To what extent do programme interventions at global, regional and national level facilitate linkages and synergies to accelerate efforts to end child marriage?
- To what extent are the monitoring, reporting, financial and human resource management systems in place and working effectively?

### Programme Sustainability

- To what extent has the GPECM had a catalytic effect at the different levels (global, regional and country) and in the broader global community and national governments?
- To what extent the changes made throughout the programme will be legacy of the interventions conducted as part of the programme?
- To what extent is learning from other components informing design and implementation of activities?

## 6. Evaluation approach

The evaluation will employ a mixed methods approach and draw on quantitative and qualitative data and methods of analysis. These complementary methods and collection of different sources of data will be deployed to ensure that the evaluation is participatory and integrates the spectrum of voices



required, and to triangulate the data collected to increase reliability and validity of results.

The evaluation will be focused on the GPECM performance against objectives and targets during the period under review. The analysis will be based on the intended outcomes, outputs, activities and the contextual factors that may have influenced the implementation of the programme. This approach is theory-based in that it relies on the Theory of Change, the GPECM results framework with indicators and targets, as references to make judgements. The analysis of the programme's theory of change will play a central role in the design of the evaluation, in the analysis of the data collected, in the reporting of findings, and in the development of conclusions and of relevant and practical recommendations.

The evaluation will assess and identify lessons and good practices, in line with its primary learning focus, to ensure that there are learnings extracted that can inform the revision of the programme design and future implementation of the programme. The relevant learnings will be shared in real-time with the GPECM management team at headquarters level, to allow for their use to shape the design and work plans of the next phase of the GPECM.

## 7. Evaluation methods and analysis

In accordance with the approach described above, it is expected that diverse data collection methods are going to be used. The evaluation is expected to draw on the large amount of available GPECM monitoring data, administrative data whenever available, studies, evaluations.

- Comprehensive document review: the evaluation will review and analyse a set of key documents including annual reports at the global, regional and country levels; work plans and strategies; reviews, assessments, studies and evaluations; and other relevant documentation identified through the process and especially at the inception phase.
- Secondary data analysis: this includes the analysis of administrative and secondary data, either performance monitoring data, financial data and human resource data.
- Key informant interviews, focus group discussions: interviews and other consultations will be conducted with a select number of staff and partner key informants from the headquarters, regional and country offices from a wide range of stakeholders, to provide context, perceptions and background on facilitating and hindering factors.
- Deep-dive studies: 4 countries will be selected as deep-dive case studies, to deepen understanding of particular programmatic issues or themes. The evaluation team might have to conduct field missions to these countries. In these countries, the team will consider, during the inception phase, the inclusion of beneficiaries in data collection; in this case, the use of child-focused data collection methods will be strongly encouraged and supported. The selection of countries will be done during the inception phase, and the process will consider inclusion of diverse levels of development indicators; geographic coverage across regions; humanitarian-development spectrum; role and dimension of GPECM funding in the countries; programme patterns.
- On-line surveys: the evaluation will gather quantitative and qualitative data from a wider array of stakeholders, including UNICEF and UNFPA staff, implementing partners, and others if needed.

The data analysis is expected to include at least the following:

- Descriptive analysis to identify and understand the contexts in which the joint programme has evolved, and to describe the types of interventions and other characteristics of the programme.
- Content analysis of documents to analyse documents, interviews, group discussions, focus groups notes, qualitative survey data and other qualitative data, to identify common trends,

themes and patterns, using coding and other qualitative analysis methods.

- Quantitative analysis includes detailed assessment of performance monitoring data, data from surveys conducted, and information from the joint programme reports, country level studies and reports, and financial data.

The analysis is expected to be supported with appropriate and relevant software (e.g. QDAMiner, MaxQDA, Kobo, Survey Monkey, Lime Survey, R, etc...). Analysis plans should fully integrate these expected, differing evidence streams.

Data analysis will proceed with consolidation of information drawn from each method through use of an evidence matrix which also serves as basis for triangulation. Triangulation will be conducted across methods (e.g. document review, secondary analysis) and across sources within single methods (e.g. key informant). UNICEF and UNFPA welcome the use of diverse and innovative evaluation methods, and this will be considered in the selection of evaluation proposals. Each component analysed will be synthesized to form the evaluation findings and conclusions. The inception paper will describe the analysis plan for each method as well as the overall approach to the triangulation and synthesis.

There are potential limitations and risks. They will be considered in the inception phase and mitigation strategies described in the inception report. All limitations and risks, and their proposed mitigation strategies, will be communicated with the management team as soon as they are identified, to allow time to share views and react in the best possible manner.

*Table 3. Examples of potential risks and limitations*

Risk	Mitigation Strategies
Availability of quality data, including timely availability of key informants	The use of alternative, complementary data collection methods (or informants) will be encouraged. Primary data collection may be considered, particularly in deep-dive countries where field missions may be conducted. The use of local evaluation capacity in case study countries, to support data collection, is strongly encouraged as a mitigation strategy – the management group will facilitate administrative processes and will discuss this with the evaluation team.
Tight deadlines/timeframe for the evaluation	Some parts of the evaluation may be overlapped. For instance, during the inception phase, ethics review process may be initiated at early stages, data collection and documentation review may start in parallel during this phase; data coding may start in parallel to data collection, etc.

## 8. Ethical considerations

The evaluation team is expected to follow the UNICEF and UNFPA standards on evaluation ethics and quality; guiding documents are publicly available and will be provided to the team. They are consistent with the United Nations Evaluation Group (UNEG) norms and standards, the UNEG Ethical Guidelines and UNEG Code of Conduct and the UNICEF Procedure on Ethical Standards in Research, Evaluation and Data Collection and Analysis. The evaluation will ensure:

- Respect for rights of individuals and institutions: The evaluation team will accord informants the opportunity to participate voluntarily while maintaining their anonymity, and to make an independent decision to participate without pressure or fear of penalty (informed consent/assent). Also, interviewers will assure respondents that information would be confidential, and that reports would be written such that responses/contributions would not be

traced back to them. Interview notes and any recordings will be accessible to the team members only.

- Respect for cultural identities and sensitivities: Variances in ethnicities, culture, religious beliefs, gender, disability, age will be respected. As a result, evaluation processes will be mindful of cultural settings, developmental status and evolving capacities/ages of children and other stakeholders, and the needs of the respondents and rights-holders that programmes are supposed to serve.
- Professional responsibilities and obligations of evaluators: The evaluation team will exercise independent judgement and operate in an impartial and unbiased manner. During data collection, any sensitive issues and concerns will be addressed through the appropriate mechanisms and referral pathways. A protection protocol will be in place for each setting where data collection involves children and community members.

As noted above, and as per Evaluation Office standard procedure, the evaluation design will undergo ethical review during the inception phase. Ethical approval will be sought from the UNICEF Institutional Review Board or designated subsidiary prior to implementation. The possibility of seeking in-country approval by the competent national authorities will be studied, particularly where children will be involved in data collection.

## 9. Evaluation management structure

The evaluation will be led by the management group (MG), with the UNICEF Evaluation Office and the UNFPA Evaluation Office. The management group will be chaired by the Evaluation Specialist of the UNICEF Evaluation Office. The evaluation will be conducted by an evaluation team selected on competitive basis and according to performance and demonstrable ability. The MG will be responsible for the day-to-day oversight and management of the evaluation: budget management, quality and independence of the evaluation and guarantee of its alignment with UNEG Norms and Standards and Ethical Guidelines; quality assurance checking that the evaluation findings and conclusions are relevant, and recommendations are implementable; dissemination of the evaluation findings and follow-up on the management response.

Staff of the UNICEF Evaluation Office and from the UNFPA Evaluation Office are independent from UNICEF and UNFPA management and operations. As part of their guidance and quality assurance role, the MG will provide quality assurance on all evaluation tools and documents based on the above-mentioned norms, standards, ethical guidelines, processes and tools. This includes assessment of gender, equity and human rights responsiveness of the evaluation. The evaluation team will be familiarized with these and is expected to observe them during the entire evaluation process.

The MG role involves day-to-day support to all aspects of the evaluation process, including facilitating access to data, communications and meetings; providing input to key methodological and strategic choices and decisions; and managing all contractual aspects including the evaluation budget. The MG members may participate in key informant interviews and other activities during implementation. The MG provides a first quality review (i.e. zero draft) of all evaluation tools and deliverables presented by the evaluation team before key deliverables are shared with the Evaluation Reference Group or other stakeholders. The MG will also produce the final report version before copy-editing and layout and co-lead the authorship of the final deliverables if necessary.

The Evaluation Reference Group (ERG) was constituted and an inception meeting was held in December 2022. It consists of a mix of UNICEF and UNFPA managers and advisors from the three levels (headquarters, regional, country) and members from donor countries. The ERG will serve as an advisory organ for the evaluation, providing substantive technical inputs, facilitating access to

documents and informants, and ensuring the hightechnical quality of the evaluation products as well as organizational learning and ownership of the exercise. The ERG may play a role in implementation of management response actions.

#### 9.1 Quality assurance standards and processes for evaluations

The evaluation team will conduct quality control of all outputs (including drafts) prior to submission to the MG. Quality assurance based on [UNEG](#) and [UNICEF](#) norms, standards, processes and tools is expected.

Levels of quality assurance:

- The first level of quality assurance of all evaluation deliverables (including drafts) will be conducted by the evaluation team, ultimately the team leader, prior to submitting the deliverables to the evaluation management group.
- The second level of quality assurance of the evaluation deliverables will be conducted by the evaluation MG.
- The third level of quality assurance of the evaluation report will be conducted by the ERG.

Draft deliverables are first to be shared with the management group for quality assurance and, once approved, will be more widely disseminated to key stakeholders for comments. Comments received are expected to be transparently addressed by the evaluation team when providing the revised version of the reports (for example, by providing a track-change performance or log file of comments and remedial actions). Deliverables will only be approved when they are judged to be of sufficient quality by the management group and if comments have been adequately addressed.

All reports must be in Microsoft Word format and presentations preferably in Microsoft PowerPoint. The evaluation team will submit no PDF or hard copy (if so, only in addition). All data collected for the evaluation, documentation gathered, photos/videos taken, and analyses produced will be made available at stage of the process to the management group. Graphs and maps must be in editable format for layout purposes. The format of the evaluation report will follow the guiding template and checklist provided by the UNICEF's global evaluation reports oversight system for an independent quality review.

Deliverables must be in professional-level standard English, written in a concise, clear and easy-to-understand language, and comply with the most recent UNICEF Style Book and the UNICEF Brand Book, although changes may be considered and agreed with the MG. Using reader-friendly techniques such as bullet points, tables, graphs, photos, or videos embedded in presentations, reports, and other visualisation methods is strongly encouraged and desired. PowerPoint presentations should include notes below each slide to make them easy to understand for people who could not attend the sessions where the presentations are utilized. Annexes should include among others, evaluation tools and key process documentation, secondary information that is not directly related to the evaluation findings, and any technical documentation intended for a specific audience.

The final evaluation report that will be made available on the UNICEF and UNFPA websites and widely disseminated to key stakeholders (such as staff, partners or target groups), may not be exactly the same product submitted by the team. Nevertheless, substantive adjustments will be acknowledged if required. UNICEF will have copyright of the report, presentations and data collected. However, the members of the evaluation team and their roles and products will be acknowledged in the report.

## 10. Timeframe, deliverables and pay schedule

## 10.1 Timeframe

A total of nine months from inception to finalization is envisaged for the whole evaluation process. Insights, preliminary results or learnings identified will be shared with the GPECM team through the process to support programme adjustments.

Table 4. Indicative detailed timeline

Activity	Time Estimate
<b>Preparation</b>	<b>November-December 2022</b>
Setting up governance structure for the evaluation: Evaluation Reference Group; initial discussions with programme management and other stakeholders	October-November 2022
ERG meeting kick-off	December 2022
Selection and recruitment of evaluation team	January – February 2023
<b>Inception</b>	<b>February-March 2023</b>
Draft Inception Report and Ethics review: including development of evaluation framework and evaluation matrix, work plan, and use and influence plan	16 February – 20 March
Present draft Inception Report to the Reference Group	24 March
Final Inception Report	31 March
<b>Data collection and analysis</b>	<b>March-June</b>
Pilot data collection tools and conduct data collection	27 March – 26 May
Data analysis and triangulation (using triangulation matrix or alternative agreed with the MG). Includes data analysis workshop with the MG to finalize evidence synthesis and identify preliminary findings	1 May – 23 June
Preliminary findings report (including learnings) and presentation for validation workshop	23 June
Hold validation workshop with Reference Group	30 June
<b>Reporting and dissemination</b>	<b>Seven weeks</b>
Zero draft Evaluation Report to the MG, deep dive country reports, outline of learning briefs	1 August

Activity	Time Estimate
Revised draft report based on feedback received, including conclusions and recommendations	15 August
Review and co-creation workshop of recommendations with the ERG; learning briefs draft	21 August

Second draft evaluation report with integrated feedback from ERG	1 September
Final Evaluation Report, master presentation and learning briefs	15 September

## 10.2 Deliverables

The expected deliverables are the following:

- a. An inception report (maximum 25 pages, excluding annexes): following the initial desk review, which outlines the scope, methods and chapter plan for the final evaluation including data collection instruments and protocols, work plan and a completed evaluation matrix;
- b. Preliminary findings report (maximum 30 pages, excluding annexes) and PowerPoint presentation
- c. Zero draft evaluation report (maximum 60 pages excluding annexes);
- d. Revised evaluation report (maximum 60 pages, including conclusions and recommendations and excluding annexes)
- e. Deep dive country reports
- f. Draft learning briefs (2-3 briefs; 5 pages maximum each)
- g. Final evaluation report based on comments received on the draft report/s and an executive summary (maximum 60 pages, excluding annexes)
- h. Final learning briefs (2-3 briefs, 5 pages maximum each)
- i. Preliminary findings PowerPoint presentation and Master PowerPoint (with final report) presentation including an overview of the evaluation, summary of key findings, conclusions and recommendations.

## 10.3 Payment schedule

*Table 5: Payment schedule*

Deliverable	%
1. Inception Report	25
2. Preliminary findings report and presentation for ERG validation workshop	25
3. Draft evaluation report with findings and draft conclusions and recommendations, draft PowerPoint Presentation, draft deep dive country reports, draft learning briefs	30
4. Final evaluation report, master PowerPoint, final deep dive country reports, learning briefs	20

## 11. Composition of the evaluation team

The evaluation team will consist of two international experts: a team leader with an evaluation profile, and a technical expert with child rights/protection/gender/reproductive health background. They will be supported by a research evaluation officer and local capacity. UNICEF and UNFPA are looking for individuals with deep commitment and strong background in multi-country, complex evaluations, and child rights/protection/gender/reproductive health, to undertake this evaluative exercise.

Candidates from any gender, ethnic background, disability status and geographic origin, are encouraged to apply. The roles and profiles of consultants sought for this evaluation are the following:

Senior Evaluation Expert (Team Leader)

Duration of contract: 100 days, starting 16 February 2023, ending 30 September 2023

*Expected responsibilities:*

- Lead and direct all parts of the evaluation, including work planning.
- Coordinate and supervise the evaluation team's work in their contributing roles.
- Act as the leading contact person for the Management Group and work closely with it throughout the process, ensuring regular updates and consultation.
- Manage and ensure the quality of the evaluation process; methodological approach and the production of evaluative knowledge
- Ensure the comprehensiveness and quality of all data collected and analysed, and of key deliverables before submission to the Management Group, by reviewing and harmonizing their format and content in line with the requirements specified in the TOR
- Take direct responsibility for all deliverables being delivered timely and of satisfactory quality.
- Participate, design and facilitate the validation workshop in coordination with the Management Group.

*Key qualifications:*

- At least eight years of professional experience in leading evaluations, research, or other formative and summative exercises in international cooperation, humanitarian and development assistance, social sciences, social and behavioural change, community engagement, and organizational/institutional effectiveness.
- Master's level degree (or equivalent) in a relevant field across the social sciences, with an advantage for degrees or primary emphasis in evaluation, or areas directly related to the evaluation.
- Extensive experience working with multilateral or intergovernmental organizations.
- Experience with multi-country, complex evaluations
- Demonstrated ability to supervise an evaluation team at the talent and experience level required.
- Excellent written and oral communication skills in English.
- It is a strong asset to have experience in conducting evaluations or research in areas of child rights/protection/gender/reproductive health
- It is a strong asset to have experience in collecting data from children, or using child focused data collection methods

Evaluation Thematic Expert: child rights/protection/gender/reproductive health

Duration of contract: 100 days, starting 16 February 2023, ending 30 September

*2023 Expected responsibilities:*

- Inform the evaluation with experience and insights from the area of expertise of child rights/protection/gender/reproductive health, especially on gender equity or gender-transformative approaches, ensuring that the process and products are programmatically sound
- Support the team leader throughout the evaluation process, by taking on specific tasks, according to own relevant expertise and skills and in coordination with the team leader.
- Contribute to the overall work planning of the evaluation team.
- Provide inputs to key deliverables and support the team leader in ensuring the comprehensiveness and quality of all data collected and analysed, and in reviewing and harmonizing key deliverables before submission to the Management Group.

*Key qualifications:*

- At least eight years of professional experience in research, studies, evaluations or evidence generation exercises in international cooperation, development assistance, particularly in areas related to child rights/protection/gender/reproductive health
- Ability to support data collection and analysis methods and lead on one or more elements of the

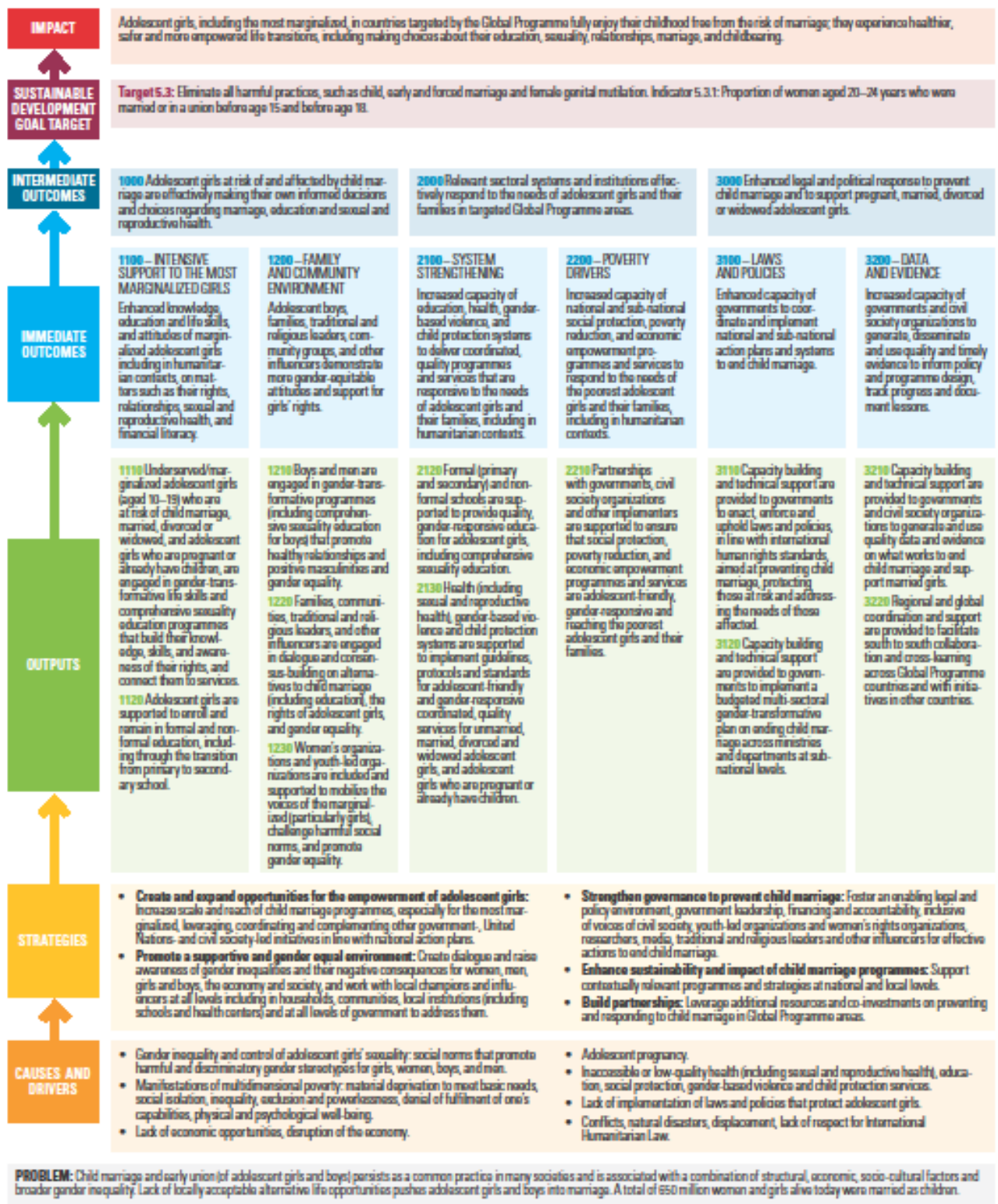
work complementing the strengths of the team, such as dedicated experience with qualitative or quantitative methods or in the use of specific research, studies or evaluations

- Proven experience in contributing to similar.
- Experience working with multilateral or intergovernmental organisations is an asset.
- Excellent written and oral communication skills in English, and ideally in at least one other UN language.
- It is a very strong asset to have experience in collecting data from children, or using child focused data collection method



# Annex 2: GPECM Phase II Theory of Change

## GLOBAL PROGRAMME PHASE II THEORY OF CHANGE



## Annex 3: Evaluation Matrix

### EVALUATION OF THE GLOBAL PROGRAMME TO END CHILD MARRIAGE EVALUATION MATRIX

This annex has two parts. Part A presents the entire evaluation matrix, and part B presents a methodological note with explanations of the rationale of the structure and its elements (assumptions, indicators, sources of information and methods).

#### PART A. The Evaluation Matrix

EQ1. To what extent does the programme (objectives and design) respond to the needs of adolescent girls at most risk of child marriage and is contextualized and aligned with national policies and priorities.			Relevance
Assumptions to be assessed	Indicators/markers	Sources of information	Methods for data collection
1.1 The programme is designed to prevent child marriage, by addressing the <b>needs of adolescent girls</b> who are most at risk of child marriage while integrating a <b>human-rights and gender-transformative approach</b> .	1.1.1 Evidence that the programme targets geographical areas and populations based on the needs of girls who are most at risk of child marriage – in line with the principles of LNoB. 1.1.2 Evidence that the programme is designed to prevent child marriage by targeting the intersectional needs <sup>1</sup> of adolescent girls most at risk. 1.1.3 Evidence that the programme design integrates a human rights and gender transformative and disability inclusion approach at all levels which is understood by partners, and other stakeholders. 1.1.4 Evidence that the programme design incorporates acceleration levers <sup>2</sup> to produce catalytic (scaled) effects at programmatic and financial levels.	Programme documents Programme staff (UNICEF/UNFPA HQ, RO or CO) Implementing partners Civil society organizations (including women’s and girls’ rights organizations, youth organizations, advocacy groups and coalitions etc.) Local community stakeholders (gatekeepers, religious leaders, community leaders)	Document review and coding Key informant interviews Focus group discussions
1.2 The programme <b>design is responsive to</b>	1.2.1 Evidence that the global Theory of Change is contextualized/adapted and relevant to the local setting.	Programme documents Programme staff (UNICEF/UNFPA RO and CO)	Document review and coding Key informant interviews

<sup>1</sup> Based on the GPECM Phase II programme document, the intersectional needs means that the necessities of adolescent girls and young women should take holistically, which includes education, protection, health, disability and rights. All of them should be addressed in an integrated way.

<sup>2</sup> Based on the GPECM Phase II programme document, this phase will accelerate actions to end child marriage by enhancing investments in and support for both unmarried and married adolescent girls; by engaging key actors in catalysing shifts towards positive gender norms, including the right to choose when and whom to marry; increasing political support, resources, gender-responsive policies and frameworks; engendering respect for laws, including international humanitarian law; and by improving data and evidence on what works.

<p><b>changes over time including country contexts, and priorities.</b></p>	<p>1.2.2 Evidence that country-level Theories of Change are coherent (from inputs/activities, to outputs, intended outcomes, goals and impacts).</p> <p>1.2.3 Evidence that the programme is designed to align with key global, regional and country level policies, strategies and priorities.</p> <p>1.2.4 Evidence that the programme design is adapted to the capacities of implementing partners and other organizations, in particular to implement gender-transformative and human rights-based approaches.</p> <p>1.2.5 Evidence that the programme adapted to changing local contexts including humanitarian crisis, climate change effects, COVID-19 pandemic or other natural disasters or crises.</p>	<p>Implementing partners Civil society organizations (including women's and girls' rights organizations, youth organizations, advocacy groups and coalitions etc.) Local community stakeholders (gatekeepers, religious leaders, community leaders)</p>	<p>Focus group discussions</p>
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<b>EQ2. To what extent did the programme achieve, or is expected to achieve, its intended results (outputs-outcomes)?</b> (What worked well, what did not work well, for whom, under what circumstances, and why?)			<b>Effectiveness</b>
<b>Assumptions to be assessed</b>	<b>Indicators</b>	<b>Sources of information</b>	<b>Methods for data collection</b>
<p>2.1 <b>Adolescent girls</b> at risk of, and affected by child marriage, have the knowledge, information and skills to <b>effectively make informed decisions and choices</b> regarding marriage, education and sexual and reproductive health <b>due to</b> enhanced knowledge, education and life skills and more gender-equitable attitudes and support for girls' rights from their families and communities.</p>	<p>2.1.1 Support to the most marginalized girls. Evidence that targeted girls engaged in gender-transformative life skills through formal and non- formal education (including remaining in school and transitioning to secondary school) and comprehensive sexuality education programmes that build their knowledge, skills, and awareness of their rights, and provide referral to services when needed.</p> <p>2.1.2 Family and community environment. Evidence that boys and men, engaged in gender-transformative programmes that promote healthy relationships and positive masculinities and gender equality.</p> <p>2.1.3 Family and community environment. Evidence that families and community leaders engaged in dialogue and consensus-building on alternatives to child marriage (including education), the rights of adolescent girls, and gender equality.</p> <p>2.1.4 Family and community environment. Evidence that women's organizations and youth-led organizations are included and supported to mobilize the voices of the marginalized (particularly girls), challenge harmful social norms, and promote gender equality.</p>	<p>Programme documents (incl. monitoring data) Programme staff (UNICEF/UNFPA CO) Implementing partners Civil society organizations (including women's and girls' rights organizations, youth organizations, advocacy groups and coalitions etc.) Local community stakeholders (gatekeepers, religious leaders, community leaders) Staff of line ministries (national, subnational) Local government service providers (Health providers and community health workers, teachers/Principal/Head of school, social workers, child protection officers) Adolescent girls Adolescent boys and young men Parents/care givers</p>	<p>Document review and coding Key informant interviews Focus group discussions Consultations with young people</p>

EQ2. To what extent did the programme achieve, or is expected to achieve, its intended results (outputs-outcomes)? (What worked well, what did not work well, for whom, under what circumstances, and why?)			Effectiveness
Assumptions to be assessed	Indicators	Sources of information	Methods for data collection
	2.1.5 Evidence of enabling and hindering factors to the achievements of this outcome, including enabling environment (institutional, cultural).		
2.2 Relevant sectoral <b>systems and institutions</b> effectively respond to the needs of adolescent girls and their families in targeted Global Programme areas due to strengthened systems and increased national capacity to address poverty drivers.	<p>2.2.1 System strengthening: Evidence that sectoral systems have increased capacity to deliver coordinated quality programmes and services, for adolescent girls and their families, i.e.:</p> <ul style="list-style-type: none"> <li>a. Capacity of education sector system</li> <li>b. Capacity of health sector system</li> <li>c. Capacity of GBV system</li> <li>d. Capacity of child protection system</li> </ul> <p>2.2.2 Poverty drivers: Evidence that governments, civil society organizations and other implementing partners, are supported to ensure that social protection and economic empowerment services are adolescent-friendly and gender-responsive.</p> <p>2.2.3 Evidence of enabling and hindering factors to the achievements of this outcome, including enabling environment (institutional, cultural).</p>	<p>Programme documents (incl. monitoring data)</p> <p>Programme staff (UNICEF/UNFPA CO)</p> <p>Implementing partners</p> <p>Civil society organizations (including women's and girls' rights organizations, youth organizations, advocacy groups and coalitions etc.)</p> <p>Local community stakeholders (gatekeepers, religious leaders, community leaders)</p> <p>Staff of line ministries (national, subnational)</p> <p>Local government service providers (Health providers and community health workers, teachers/Principal/Head of school, social workers, child protection officers)</p> <p>Parents/care givers</p>	<p>Document review and coding</p> <p>Key informant interviews</p> <p>Focus group discussions</p>
2.3 <b>Enhanced evidence-based law and policy response</b> to prevent child marriage and to support pregnant, married, divorced, or widowed adolescent girls <b>due to</b> increased government capacity to coordinate and implement laws and policies and together with civil society organizations that use data and evidence for policy and programme design.	<p>2.3.1 Laws and policies. Evidence that governments received technical support:</p> <ul style="list-style-type: none"> <li>a. to enact, enforce and uphold laws and policies, in line with international human rights standards, aimed at preventing child marriage.</li> <li>b. to implement a budgeted multi-sectoral gender-transformative plan on ending child marriage.</li> </ul> <p>2.3.2 Data and evidence. Evidence that governments and CSOs received technical support to generate and use quality data and evidence on what works to end child marriage.</p> <p>2.3.3 Data and evidence. Evidence that regional and global coordination and support was provided to facilitate south to south collaboration and cross-learning across GPECM countries and through initiatives in countries beyond the global programme.</p> <p>2.3.4 Evidence that governments and partners within and across countries support and promote the generation and use of robust</p>	<p>Programme documents (incl. monitoring data and national policy documents)</p> <p>Programme staff (UNICEF/UNFPA CO)</p> <p>Implementing partners</p> <p>International NGOs (e.g., CARE, Save the Children, World Vision)</p> <p>Other International organizations (e.g., World Bank, UNDP, RCO, UN Women, UNESCO, ILO, WHO)</p> <p>Donors</p> <p>Civil society organizations (including women's and girls' rights organizations, youth organizations, advocacy groups and coalitions etc.)</p> <p>Staff of line ministries (national, subnational)</p>	<p>Document review and coding</p> <p>Key informant interviews</p> <p>Online survey</p>

EQ2. To what extent did the programme achieve, or is expected to achieve, its intended results (outputs-outcomes)? (What worked well, what did not work well, for whom, under what circumstances, and why?)			Effectiveness
Assumptions to be assessed	Indicators	Sources of information	Methods for data collection
	<p>data and evidence to inform programme design, track progress and document lessons learned.</p> <p>2.3.5 Evidence of enabling and hindering factors to the achievements of this outcome, including enabling environment (institutional, cultural).</p>		
<p>2.4 There were some <b>unintended outcomes</b> (positive and negative), and they affected the target groups and stakeholders in different ways.</p>	<p>2.4.1 Evidence of cases in which programme strategies and interventions resulted in unintended outcomes (positive and negative).</p> <p>2.4.2 Evidence of how unintended outcomes affected target groups/stakeholders.</p>	<p>Programme documents (incl. monitoring data)</p> <p>Programme staff (UNICEF/UNFPA CO)</p> <p>Implementing partners</p> <p>International NGOs (e.g., CARE, Save the Children, World Vision)</p> <p>Other International organizations (e.g., World Bank, UNDP, RCO, UN Women, UNESCO, ILO, WHO)</p> <p>Donors</p> <p>Civil society organizations (including women's and girls' rights organizations, youth organizations, advocacy groups and coalitions etc.)</p> <p>Local community stakeholders (gatekeepers, religious leaders, community leaders)</p> <p>Staff of line ministries (national, subnational)</p> <p>Local government service providers (Health providers and community health workers, teachers/Principal/Head of school, social workers, child protection officers)</p> <p>Adolescent girls</p> <p>Adolescent boys and young men</p> <p>Parents/care givers</p>	<p>Document review and coding</p> <p>Key informant interviews</p> <p>Focus group discussions</p> <p>Consultations with young people</p>

EQ3. To what extent has the programme effectively utilized a gender transformative approach, a Leave No one Behind approach, and catalytic measures to accelerate progress? (What worked well, what did not work well, for whom, under what circumstances, and why?)			Effectiveness
Assumptions to be assessed	Indicators	Sources of information	Methods for data collection
3.1 The programme utilized a <b>gender-transformative approach (GTA) to accelerate progress.</b>	<p>3.1.1 Evidence of utilization of GTA and/or processes for implementing, and monitoring gender norms (consider role of acceleration).</p> <p>3.1.2 Evidence that the programme has implemented GTA interventions that accelerated progress to prevent and eliminate child marriage (including through scaling-up)</p>	<p>Programme documents (incl. monitoring data)</p> <p>Programme staff (UNICEF/UNFPA CO)</p> <p>Implementing partners</p> <p>Local community stakeholders (gatekeepers, religious leaders, community leaders)</p> <p>Staff of line ministries (national, subnational)</p> <p>Local government service providers (Health providers and community health workers, teachers/Principal/Head of school, social workers, child protection officers)</p> <p>Adolescent girls</p> <p>Adolescent boys and young men</p> <p>Parents/care givers</p>	<p>Document review and coding</p> <p>Key informant interviews</p> <p>Focus group discussions</p>
3.2 The programme utilized a <b>Leave No one Behind approach to accelerate progress.</b>	3.2.1 Evidence that programme implementation effectively targeted adolescent girls most at risk of child marriage, or the families and communities they live in.	<p>Programme documents</p> <p>Programme staff (UNICEF/UNFPA CO, RO, HQ)</p> <p>Implementing partners</p> <p>Local community stakeholders (gatekeepers, religious leaders, local authoritarian leaders)</p> <p>Staff of line ministries (national, subnational)</p> <p>Local government service providers (Health providers and community health workers, teachers/Principal/Head of school, social workers, child protection officers)</p> <p>Adolescent girls</p> <p>Adolescent boys and young men</p> <p>Parents/care givers</p>	<p>Document review and coding</p> <p>Key informant interviews</p> <p>Focus group discussions</p>
3.3 The global programme has been a <b>catalyst in global, regional and country efforts</b> to end child marriage.	<p>3.3.1 Evidence that the GPECM has contributed to increasing multi-sectoral engagement of stakeholders (government, CSO, INGO, donors, media) towards ending child marriage, and its determinants.</p> <p>3.3.2 Evidence that the partnerships built or developed have resulted in regional and globally significant legal, policy or strategic directions aimed at holding countries to account for their position on child marriage.</p>	<p>Programme documents</p> <p>Programme staff (UNICEF/UNFPA CO, RO, HQ)</p> <p>Implementing partners</p> <p>Other International organizations (e.g., World Bank, UNDP, RCO, UN Women, UNESCO, ILO, WHO)</p> <p>International NGOs (e.g., CARE, Save the Children, World Vision)</p>	<p>Document review and coding</p> <p>Key informant interviews</p> <p>Online survey</p> <p>Focus group discussions</p>

<b>EQ3. To what extent has the programme effectively utilized a gender transformative approach, a Leave No one Behind approach, and catalytic measures to accelerate progress?</b> (What worked well, what did not work well, for whom, under what circumstances, and why?)			Effectiveness
Assumptions to be assessed	Indicators	Sources of information	Methods for data collection
	<p>3.3.3 Evidence that the programme has developed partnerships at country, regional and global level that have successfully leveraged additional resources and co-investments to respond to child marriage.</p> <p>3.3.4 Evidence that the GPECM programming approaches, tools and knowledge, have been adopted by countries and stakeholders beyond the GPECM.</p>	Donors	
<b>EQ4. To what extent has the programme been efficiently managed and governed, making good use of human and financial resources in pursuing the achievement of results (outputs - outcomes)?</b>			Efficiency
Assumptions	Indicators	Sources of information	Methods for data collection
4.1 The programme has put in place institutional arrangements and delineated roles and responsibilities for oversight, management, and coordination.	<p>4.1.1 Evidence of well-functioning formal and informal coordination mechanisms between both agencies (UNFPA and UNICEF).</p> <p>4.1.2 External actors such as government agencies value the partnership and cooperation between the two agencies (UNFPA and UNICEF).</p>	<p>Programme documents</p> <p>Programme staff (UNICEF/UNFPA CO, RO, HQ)</p> <p>Implementing partners</p> <p>International NGOs (e.g., CARE, Save the Children, World Vision)</p> <p>Other International organizations (e.g., World Bank, UNDP, RCO, UN Women, UNESCO, ILO, WHO)</p> <p>Donors</p> <p>Staff of line ministries (national, subnational)</p>	<p>Document review and coding</p> <p>Key informant interviews</p> <p>Online survey</p>
4.2 The programme has used the human and financial resources as planned and to enhance efficiency	<p>4.2.1 Evidence-based examples of efficient use of financial resources (full utilization of resources, documented justifications, risks managed)</p> <p>4.2.2 Evidence of the programme maximising human resources available at UNICEF and UNFPA for the benefit of the programme</p> <p>4.2.3 Evidence of innovations in co-financing, leveraging and cost-saving at all levels.</p>	<p>Programme documents</p> <p>Programme staff (UNICEF/UNFPA CO, RO, HQ)</p> <p>Implementing partners</p>	<p>Document review and coding</p> <p>Key informant interviews</p>
4.3 The programme has in place adequate planning, monitoring,	4.3.1 Evidence that the current monitoring system and tools allow for the measuring of results, progress, lessons learned, and have no gaps.	<p>Programme documents</p> <p>Programme staff (UNICEF/UNFPA CO, RO, HQ)</p>	<p>Document review and coding</p> <p>Key informant interviews</p>

EQ3. To what extent has the programme effectively utilized a gender transformative approach, a Leave No one Behind approach, and catalytic measures to accelerate progress? (What worked well, what did not work well, for whom, under what circumstances, and why?)			Effectiveness
Assumptions to be assessed	Indicators	Sources of information	Methods for data collection
reporting and learning mechanisms and practices to capture results and learn from interventions.	4.3.2 Evidence that the monitoring and reporting system has informed adaptations in resource allocation by the programme and its partners to ensure results for adolescent girls most at risk of child marriage. 4.3.3 Evidence that monitoring data was used to adjust the programme based on newly identified risks/challenges, best practices and learning. 4.3.4 The data and evidence produced by or with support from the GP, is shared between programme countries and regions, and beyond GP countries.	Implementing partners	Online survey
EQ5. To what extent are the changes generated/outcomes likely to be sustained?			Sustainability
Assumptions	Indicators	Sources of information	Methods for data collection
5.1 The programme has <b>integrated sustainability</b> in its design and implementation to support national ownership of efforts.	5.1.1 Evidence of an exit strategy or plans for developing such strategies in collaboration with the relevant organization(s) that will take over the work from UNICEF and UNFPA 5.1.2 Evidence of community groups and local structures having participated in activities or training on programme exit strategies aimed at building their capacity and ownership to take over relevant actions/interventions at the close of the GPECM.	Programme documents Programme staff (UNICEF/UNFPA CO, RO, HQ) Implementing partners Staff of line ministries (national, subnational) Civil society organizations (including women's and girls' rights organizations, youth organizations, advocacy groups and coalitions etc.) Local community stakeholders (gatekeepers, religious leaders, local authoritarian leaders) Local government service providers (Health providers and community health workers, teachers/Principal/Head of school, social workers, child protection officers)	Document review and coding Key informant interviews Focus Group Discussions
5.2 The GP has <b>identified and addressed the risk factors</b> that can hinder the sustainability of the changes generated and priorities to work towards sustainability in the next phase.	5.2.1 Evidence that programme staff and/or implementing partners have identified sustainable interventions and gaps in the sustainability strategy of the programme and are acting upon them. 5.2.2 Evidence that phase II programme documents identify the focus areas for the next phase to foster sustainability and	Programme documents Programme staff (UNICEF/UNFPA CO, RO, HQ) Implementing partners	Document review and coding Key informant interviews



EQ3. To what extent has the programme effectively utilized a gender transformative approach, a Leave No one Behind approach, and catalytic measures to accelerate progress? (What worked well, what did not work well, for whom, under what circumstances, and why?)			Effectiveness
Assumptions to be assessed	Indicators	Sources of information	Methods for data collection
	ownership of the changes brought about by phase II. 5.2.3 Evidence that beneficiaries and partners of the programme were able to also adapt to changes in the programme's implementation and what was put in place to mitigate the effects of COVID-19., climate and humanitarian crisis.		

## PART B. Methodological Note

The evaluation matrix structures the evaluation's inquiry into an analytical framework. This framework reflects how the evaluation team will focus the inquiry to provide credible and evidence-based answers to the evaluation questions on relevance, effectiveness, sustainability and efficiency, as well as coordination of GPECM.

The matrix is structured in evaluation questions by evaluation criteria. For each evaluation question, there are assumptions, and each assumption has indicators, sources of data and data collection methods.

**The Evaluation Matrix's assumptions** originate from the ToC and the Programme Document. They are affirmative statements reflecting a situation in which the answer to the evaluation question would be positive. Evaluation matrix assumptions reflect events that might have occurred or things that might have worked. Based on this, all assumptions are formulated in positive terms.

Evaluation matrix assumptions are not necessarily the same as the assumptions of the Theory of Change. Assumptions in the matrix are assumptions for the purpose of the evaluation (what should be happening if the answers to the questions are positive/affirmative answers).

For example, the assumption (A2.2) "*Relevant sectoral systems and institutions effectively respond to the needs of adolescent girls and their families in targeted Global Programme areas due to strengthened systems and increased national capacity to address poverty drivers*" reflects a situation in which the immediate outcomes 2100 and 2200 would positively and successfully contribute to the achievement of intermediate outcome 2000. This would indicate a positive answer to evaluation question 2 (EQ2) on effectiveness: "*To what extent did the programme achieve, or is expected to achieve, its intended results?*"

**Indicators are formulated in terms of evidence.** Indicators have been formulated in terms of the evidence. They are markers or signals showing that the assumption is holding true (is happening). Indicators direct the attention to the data to be collected to test the assumptions and answer the evaluation question. For simplicity, all indicators are formulated in terms of evidence that the assumption is holding true (is occurring). However, the team will read indicators as "evidence, counterevidence or lack of evidence" that something is occurring. The evaluation team will look for confirming as well as for

disconfirming evidence. Once all evidence and counterevidence for each indicator has been collected, it will be graded by referring to it as compelling, clear, reasonable, modest, mixed, contradictory, and contrasting evidence (showing different views and perspectives).

Indicators signal what type of evidence to look for to prove or disprove the assumptions. The Matrix's indicators point to a generic kind of evidence. To guide data collection (evidence) by indicator, an internal **evidence framework** has been developed. The evidence table details examples of the specific type of information, events, facts, observations, opinions, and views that could constitute evidence for each indicator. The evidence table assists in ensuring probing to find sufficiently detailed evidence to answer the primary question and allow for grading of the evidence.

Once all the actual evidence and counterevidence has been collected for each indicator, the evidence will be categorized into compelling, clear, reasonable, modest, mixed, contradictory, and contrasting evidence (showing different views and perspectives). This process will assist in identifying detailed evidence to prove or disprove the assumptions and answer the evaluation questions.

The column in the Evaluation matrix including **sources of information** includes stakeholder and documentary sources. This column links the evaluation questions with the stakeholder mapping, paving the way to produce data collection instruments such as key informant interview, focus group discussion guides and guides for consultations with young people. The inventory of sources of information used to populate the evaluation matrix is as follows:

#### **Stakeholders**

- Programme staff (UNICEF/UNFPA HQ, RO or CO)
- Implementing partners, including specialized roles (e.g., mentors) and volunteers
- Staff of line ministries (national, subnational)
- Local government and private sector partners and service providers (Health providers and community health workers, teachers/Principal/Head of school, social workers and protection services, child protection officers)
- Civil society organizations (including women's and girls' rights organizations, youth organizations, advocacy groups and coalitions etc.)
- Local community stakeholders (gatekeepers, religious leaders, local leaders) and youth leaders.
- Donors
- Other International organizations (e.g., World Bank, UNDP, RCO, UN Women, UNESCO, ILO, WHO)
- International NGOs (e.g., CARE, Save the Children, World Vision)
- Adolescent girls and young women target groups.
- Adolescent boys and young men target groups.
- Parents/care givers

#### **Documentary sources**

- Country Programme Documents and Annual Work Plans
- Results frameworks
- National laws, policies and regulations (including an overview of the status of legislation/policies)
- National development plans and strategies (and budgets)
- National protocols, standards, and guidelines
- Human rights council resolutions, formal and shadow reports, UPR reports
- SDG monitoring reports (e.g., Voluntary national reviews)
- SDG monitoring reports and data portals
- Project documents (e.g., ToC, reports, budgets, etc.) from GPECM and partners
- Reports relating to the application of the gender transformative accelerator tool and any other materials relevant to the review of gender transformative approaches (design, management programming) at country level.
- Research reports and studies of GPECM and partners
- Peer reviewed literature (relevant)
- National and subnational surveys (e.g., DHS, MICs)
- SBC materials (posters, curricula, radio spots, advertisements, training materials, flip charts, brochures, etc.)

The evaluation matrix also includes a column with **methods for data collection** by assumption. Data collection methods include document review and coding, an online survey, key informant interviews, focus group discussions, and consultations with young people. The following list of methods for data collection has been considered to develop the evaluation matrix:

- Document review (reports, studies, evaluations, plans, strategies)
- Key informant interviews
- Focus Group Discussions
- Consultations with young people
- Online survey for external stakeholders
- Review of UNFPA/UNICEF databases (machine learning; financial analysis, CPDs)

**Adjustments to the evaluation matrix.** The evaluation matrix may be refined and adjusted at two points during the evaluation process to ensure that it remains relevant, credible, meaningful, and user-focused.

The first adjustment touchpoint will occur after the first round of data collection, following a GPECM meeting in relation to the design of Phase III of the GPECM taking place in South Africa the first week of May. Learning from the team meeting and learning from the desk case studies will be shared between the GPSU, focal points and consultants supporting the design of Phase III. Following this discussion, indicators and data collection methods will be fine-tuned and slightly revised based on feasibility and quality considerations. The second adjustment touchpoint will occur right after the first deep dive pilot country case study where the team will reflect on how well the matrix and data collection and analysis instruments capture the learning desired for the evaluation. Adjustments to the matrix and tools will be made as needed at this point, prior to conducting the final three deep dive country case studies. Such adjustments may include more focus on specific assumptions and indicators and/or reformulating or adding indicators to reflect user priorities. The refinement of the matrix will be based on discussions with evaluation users, the emerging pressing issues, decision-making needs, and phase III design priorities. Fine tuning and adjustments of the evaluation matrix will be presented and approved by the ERG.

## Annex 4: Supplementary methodological information

### Details on the analysis approaches and tools (analytical frameworks)

#### ***The contribution analysis approach***

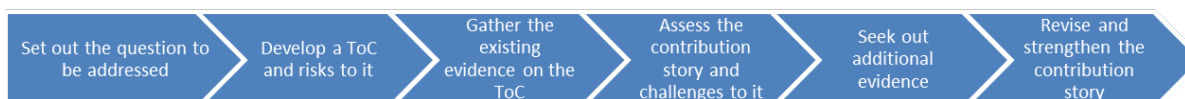
Throughout the evaluation, and to feed into questions three and four on effectiveness, the evaluation team will use a contribution analysis approach.

This approach helps identify the contribution of UNICEF and UNFPA towards reaching the GPECM's intermediate outcomes, which include:

- Adolescent girls at risk of and affected by child marriage are effectively making their own informed decisions and choices regarding marriage, education and sexual and reproductive health.
- Relevant sectoral systems and institutions effectively respond to the needs of adolescent girls and their families in targeted GPECM areas.
- The enhanced legal and political response to prevent child marriage and to support pregnant, married, divorced or widowed adolescent girls.

The value of this approach is that it helps reduce any uncertainty in the analysis and presentation of the evaluation findings on whether and to what extent the intervention contributed to the observed changes in the intervention contexts. A contribution analysis approach can be used to confirm or revise the ToC for future interventions.

A contribution analysis approach involves six steps:



The consultants or the program have already undertaken the first two steps. The question to be addressed relates to the extent to which the GPECM contributes to eliminating all harmful practices, such as child, early and forced marriage and female genital mutilation through the achievements of the previously stated intermediate outcomes.

#### ***The realist evaluation lens***

This evaluation will pilot the application of a realist lens. Applying a realist lens to evaluations is an innovative approach within the UN system. The value of a realist lens is that it highly complements the analysis of the contribution by extracting learning on how and why outcomes based on behavioural changes work – which is at the essence of the GPECM. We will document the results of this pilot methodological innovation.

The realist evaluation lens will be applied to evaluation questions three and four on effectiveness. These questions are formulated in terms of “what worked well, what did not, for whom, in what circumstances and how”, which corresponds to the essence of a realist evaluation question. While collecting case data (in-country deep dives, country desk cases and the global/regional case), the evaluation team will incorporate the realist lens by looking not only at whether the intervention worked or not but looking at what worked (or did not work) in particular, for whom (and to what extent), in what circumstances it worked and why/how.

The purpose of applying a realist perspective is to understand what generated the programme's outcomes and to test and refine the programme theory based on the insights accrued.

Once the evidence dataset (Dovetail) is filled with data following the evaluation matrix structure, the evaluator will interrogate the dataset to identify Context-Mechanism-Outcome (CMO) configurations. CMO are realist patterns and can be read as “in this context, that mechanism generates this outcome”. Some factors in the context may enable or prevent particular mechanisms from being triggered. The interaction between the context and the mechanism is what generates the outcome (or not) of the programme (this is what we call the *context-mechanism-outcome configuration*)

The core of the CMO operationalizes the central premise of realist approaches, which is that programmes work differently in different contexts and can work in different ways for different people – in other words, programmes trigger different change mechanisms for different people depending on the context. This will be the basis for identifying lessons learnt to inform the design of the next phase. The table below describes the three elements of a CMO configuration.

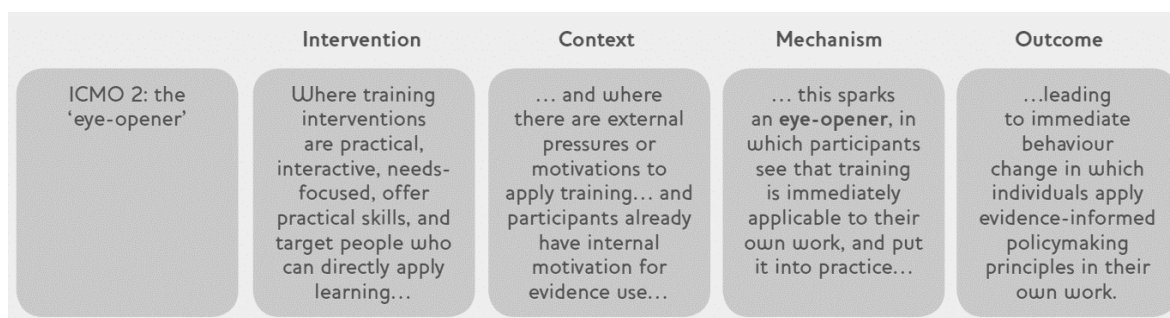
Table 1: CMO configurations

CMO configurations
<b>Context</b>
The context refers to the socio-economic and political environment, organizational context, local history, and culture. Whether mechanisms activate/are triggered or not (operate at a particular moment) depends on the context. What matters about context is what influences whether mechanisms operate and which mechanisms operate. The context influences the 'reasoning'. Also, mechanisms can only work if the circumstances are right, which depends on the context.
<b>Mechanism</b>
The mechanism reflects the interaction between what the programme provides (resources such as information, skills, money, and support) and <b>the reasoning of the target groups</b> , which is shaped by their values and beliefs, norms, cultural roles, previous experiences, and current circumstances. The reasoning shapes the decisions of the target groups and, therefore, the programme outcomes.
<b>Outcome</b>
Outcomes are the programme's outcomes as expressed in the theory of change. The <i>interaction between what the programme provides and the reasoning of the target population generates the outcomes</i> . This interaction constitutes the programme mechanism, which may be activated (or not) depending on the context.

Given that GEPCM country-level interventions do not include all the features of the standard intervention reflected in the programme's theory of change, we will most probably use ICMOs, where the "I" stands for "particular features of an intervention". The ICMO then reads as "particular features of an intervention (I), introduced in a specific context (C), spark a mechanism (M) that leads to an outcome (O)."

The figure below illustrates an example of an ICMO from the Building Capacity to Use Research Evidence (BCURE) programme funded by the UK's Foreign, Commonwealth & Development Office.

Figure 1: A BCURE ICMO configuration



Source: Punton, M., Vogel, I., & Lloyd, R. (2016). Reflections from a realist evaluation in progress: scaling ladders and stitching theory.

Given that realist evaluations require an in-depth understanding of how interventions work for different groups, data coding is of the essence. We will code to disaggregate outcome data according to different groups (e.g., adolescent girls, boys, men, women, youth, older people, different castes, etc.).



## Annex 5: Data collection tools

### Key Informant Interview Guides

#### General objective

Interviews with GPECM focal points and UNICEF and UNFPA collaborating staff at all levels may be conducted individually or as small group interviews at all levels.

The GPECM focal point will be the main interlocutor, but there will also be interviews with the Resident and or Deputy Representative of either or both UNICEF and UNFPA, in order to gain a more strategic overview of issues related to relevance and positioning of the programme (EQ1), aspects of effectiveness (EQ2 and EQ3); with operations staff to discuss efficiency aspects in detail (EQ4), and/or with other UNICEF and UNFPA focal area staff (e.g. reproductive health, gender, education) to discuss collaboration between programmes and activities (EQ3-5).

Interviews at the UNICEF and UNFPA CO and RO level will cover all assumptions in the evaluation matrix. The main purpose is to obtain GPECM staffs' views and evidences on all the relevant aspects covered in the matrix to allow subsequent triangulation. Moreover, the discussions with the UNICEF and UNFPA staff will be crucial to identify issues that stand out in terms of country and partner capacities to sustain progress on key aspects such as implementing gender transformative laws and policies to end child marriage (EQ5).

**This Guide provides the overall evaluation question in blue. This is for the interviewers information only.** Question to be asked to the respondents are in **black** and numbered. The Guide distinguishes between key areas to be covered (numbered questions), and specific evidence requiring further probing (probes). Following the question, the interviewer should probe for evidence of the key issues highlighted in **orange**.

The **Evidence Framework Checklist** is a tool to be used alongside the questionnaire. As you go through the questions, ensure that the key evidence for question (as shown on the evidence framework) have been covered. To apply our **realist analysis lens** we must gather detail on how, why and for whom specific programme interventions worked or did not work, and in which context. The probes in the questionnaire should lead you to discuss the evidence we are looking for.

#### Suggested Prioritisation of questions

Each type of stakeholder respondent will have areas where they can provide the greatest amount of information. A prioritisation of questions is provided for each stakeholder group.

Note where the respondent may have further detail and focus on where they can offer the most in-depth examples. This will allow the interviewer to prioritise questions should there be time limitations. When time allows, all aspects should be covered in the interview.

# Key Informant Interview Guide: GPCEM staff and other UN Staff

Date:

Location:

Sex of participant:

Participant organisation, position/title:

Observations about the group:

## Suggested Prioritisation of questions

For UN and GPECM staff, due to time limitations, please prioritise questions in the following order:

1. Relevance
2. Efficiency
3. Effectiveness
4. Sustainability

## Introduction

**1.0 Please briefly describe your role and your work in relation to the Global Programme?**

**Probe:**

- **Importance** of the activity to the programme
- **Duration** of implementation and their involvement (Design phase? Implementation only?)
- **Other partners** (donor or implementation) in the same activity space?

**Note:** Tailor the following questions accordingly.

## Relevance

**1.1 How were the needs of adolescent girls most at risk identified and considered in the design? Do you have examples of how this was done? (Ind. 1.1.1; Ind 3.2.1))**

**Probe:**

- **Needs assessment?** How was this design process done?
- **Specific targeting of 'at risk' girls** (groups, communities) done? Who was targeted?

**1.2 How were a human rights-based approach (HRBA) and gender transformative programming (GTA) integrated into the programme design? (Ind.1.1.1 - 1.1.4; Ind. 3.1.1-3.1.2)**

**Probe:**

- Use of the **gender transformative accelerator tool**?
- Partners sharing a **common understanding of HRBA and GTA** (consider programming approaches, materials, implementation strategies)?
- **Successful programme approaches related to GTA and HRBA were scaled up** in phase II? How? Where? (Explore: how was "successful" defined)

**1.3 How was the global programme's theory of change adapted, applied and aligned for the country level programmes? (Ind. 1.1.2; Ind. 1.2.1 - 1.2.4, Ind 3.3.1; Ind 5.2.3)**

**Probe:**

- **Specific adaptations** for the context (e.g. cultural context; relevant policies, strategies and priorities? Internally coherent?
- How was the programme designed to be **integrated and multisectoral**? Examples?



- **National capacities taken into account** of implementing partners, government counterparts, other organizations in the design (e.g. skill assessments conducted, specific training conducted)?
- **ToC (and programme) adapted to changing local contexts** (consider: humanitarian, climate change, COVID-19, natural disasters). Examples? Did it revert back after the crisis?

## Effectiveness

### Note to the interviewer:

- **Apply a Realist Lens** - Consider what worked well, what did not work, for whom, in what circumstances, and why?
- **Ask about enabling and hindering factors** (that is, factors that made it possible or helped it work; and factors that were an obstacle, make it difficult or not possible to work)

### 2.1 In your perspective, did the program empower adolescent girls with knowledge, information and skills to make informed choices about their lives? (Ind.2.1.1; Ind 3.1.1.-3.1.2; 3.2.1)

#### Probe:

- How were **girls empowered** by the programme? Were some interventions more successful than others? What was the **most important intervention**? Check Skills/CSE, School retention, delaying pregnancy, seeking SRH services (contraception), employment)
- **Which girls were empowered** by the programme activities (most at risk?)

### 2.2 In your opinion, how did the program engage with families, communities and civil society organisations to change gender norms and engage in alternatives to child marriage? (ind.2.1.2-2.1.4)

#### Probe:

- Were parents/caretakers, boys and men, community and religious leaders, **engaged in dialogues or advocacy around changing gender norms**, and gender equality? /in what ways? Examples?
- Did you work with **NGOs, (feminist and youth groups) to advocate** for gender equality and against CM? Examples?

### 2.3 Did the programme engage with relevant sectoral/institutions to address the poverty drivers of child marriage? (Ind 2.2.1-2.2.3)

#### Probe:

- Which **sectors? Capacity building** to engage on ECM? Did the sectors **work together** in an integrated way? How? Examples?
- How were partners (e.g. government, CSOs, IPs) supported to ensure **social protection and economic empowerment initiatives** were adolescent-friendly and gender-responsive?

### 2.4 Has the programme supported the government to put in place laws and policies to prevent child marriage? (Ind 2.3.1)

#### Probe:

- Are specific **laws or policies in place** due to the programme?
- b) Are there **gender transformative budgeted plans** being implemented?

### 2.5 Has the programme conducted research and used data to inform policy making to prevent child marriage? (Ind. 2.3.2 - 2.3.4)

#### Probe:

- **Data was promoted, generated and used** for evidence-based policy and programming? Examples?
- From your point of view, what was the **quality** of the data used?

**2.6 Are you aware of any cases in which programme strategies and interventions resulted in unintended outcomes (positive and negative)? Please explain.** (Ind. 2.4.2)

## Effectiveness

**3.1 In your opinion, how did the programme contribute to global, regional or country level advocacy and policy efforts to end child marriage?** (Ind. 3.3.1- 3.3.4)

**Probe:**

- Were any **new partnerships** created to hold governments to account for their commitments on ending CM? Examples?
- **Leveraging additional resources and co-investments** through partnerships?
- GPECM programming approaches, tools and knowledge products are **used by other partners organisations or country teams** (of UNICEF or UNFPA).

## Efficiency

**4.1 As a joint programme, what institutional and coordination mechanism are/have been in place to increase efficiency of programme implementation?** (Ind. 4.1.1)

**Probe:**

- Was **coordination institutionalised** (formally and informally)? Examples?
- Did **implementing partners and stakeholders appreciate the partnership and cooperation** between the two agencies? Did it work for them?

**4.2 In your opinion, did the GPECM use the full potential of human and financial resources to make it more efficient?** (Ind 4.1.2; Ind 4.2.1 – 4.2.3)

**Probe:**

- **Efficient use of financial resources?** Examples: full utilization of resources, documented justifications, risks managed), or innovations in co-financing, leveraging and cost-saving at all levels.
- **Access to technical capacity from other staff** from both organisations to expand expertise for the programme? Examples?
- **Added value** of a joint programme capitalised on? Examples: innovation, leveraging of programmatic and financial resources.

**4.3 Did the M&E system identify key lessons learned from implementation, that were then used to make programming corrections when needed?** (Ind. 4.3.1 – 4.3.4)

**Probe:**

- Which **aspects of the M&E system that worked well, or less well?** Consider: adequate planning, monitoring, reporting and learning mechanisms.)
- **Monitoring system and tools** adequately measured results/progress? How? Examples of gaps to date, improvements?
- **South-south collaboration, and cross-learning** across GPECM countries beyond the programme? Supported by global or regional? Examples?

## Sustainability

**5.1 How was national ownership integrated into design and implementation to ensure sustainability? (Ind. 5.2.1- 5.2.2)**

***Probe:***

- Was an **Exit strategy** discussed or put in place in phase II? Example?
- Has the GPECM identified **risk factors** to sustainability? If so, which ones? How are they being addressed to increase sustainability at the end of the programme?

**5.2 What do you think could improve the programme? Is there anything more that could be done to accelerate progress on ending child marriage at all levels?**

**Closing**

Let the respondent/s know that this is the end of the interview and ask them if there is anything else they would like to share. Provide your contact details in case something occurs to them later.

Thank the respondent/s and remind them that the information shared will be treated as confidential and will not be shared beyond the evaluation team. §1

# Key Informant Interview Guide: External partners (donors, governments, INGOs)

Date:

Location:

Sex of participant:

Participant organisation, position/title:

Observations:

## Suggested Prioritisation of questions for external partners

Due to time limitations, please prioritise questions in the following order:

1. Relevance
2. Effectiveness
3. Sustainability
4. Efficiency

## Introduction

### 1.0 Please briefly describe your connection to the Global Programme?

**Probe:**

- **Importance** of the activity to the programme
- **Duration** of implementation and their involvement (Design phase? Implementation only?)
- **Other partners** (donor or implementation) in the same activity space?

**Note:** Tailor the following questions accordingly.

## Relevance

### 1.1 How were the needs of adolescent girls most at risk identified and considered in the design? (Ind. 1.1.1; Ind 3.2.1))

**Probe:**

- **Needs assessment?** How was this design process done? Examples?
- **Specific targeting of 'at risk' girls** (groups, communities) done? Who was targeted?

### 1.2 The programme included specific human rights and gender transformative programming (GTA) approaches. In what ways were these approaches evident in the programme? (Ind.1.1.1 - 1.1.4; Ind. 3.1.1-3.1.2)

**Probe:**

- How was a **gender transformative approach** embedded in the programme design?
- How was a **human rights based approach** included in how they worked?
- Do you think all partners of the programme share the **same understanding of a HRBA and GTA** (consider programming approaches, materials, implementation strategies)?

### 1.3 Was the programme aligned to the country context and strategies on ending child marriage? (Ind. 1.1.2; Ind. 1.2.1 - 1.2.4, Ind 3.3.1; Ind 5.2.3)

**Probe:**

- **Specific adaptations** for the context (e.g. cultural context; relevant policies, strategies and priorities? Internally coherent?

- Designed to be **integrated and multisectoral**? Examples?
- **National capacities** of implementing partners, government counterparts, other organizations taken into account in the design (e.g. skill assessments conducted, specific training conducted)?
- **ToC (or programme) adapted to changing local contexts** (Consider: humanitarian, climate, COVID-19, natural disasters). Examples? Did it revert back after the crisis?

## Effectiveness

### Note to the interviewer:

- **Apply a Realist Lens** - Consider what worked well, what did not work, for whom, in what circumstances, and why?
- Ask about **enabling and hindering factors** (factors that made it possible or helped it work; and factors that were an obstacle, make it difficult or not possible to work)

**2.1 In your perspective, did the programme empower adolescent girls with knowledge, information and skills to make informed choices about their lives? ?** (Ind.2.1.1; Ind 3.1.1.-3.1.2; 3.2.1)

#### Probe:

- How were **girls empowered** by the programme? Were some interventions more successful than others? What was the **most important intervention**? Check Skills/CSE, School retention, pregnancy prevention/SRH services, employment)
- **Which girls were empowered** by the programme activities (most at risk?)

**2.2 In your opinion, did the program engage with families, communities and civil society organisations to change gender norms and engage in alternatives to child marriage?** (Ind.2.1.2-2.1.4)

#### Probe:

- Were parents/caretakers, boys and men, community and religious leaders, **engaged in dialogues or advocacy around changing gender norms**, and gender equality? /in what ways? Examples?
- Did you work with **NGOs, (feminist and youth groups) to advocate** for gender equality and against CM? Examples?

**2.3 Were the relevant sectoral/institutions engaged to address the poverty drivers of child marriage?** (Ind 2.2.1-2.2.3)

#### Probe:

- Which **sectors? Capacity building** to engage on ECM? Did the sectors **work together** in an integrated way? How? Examples?
- How were partners (e.g. government, CSOs, IPs) supported to ensure **social protection and economic empowerment initiatives** were adolescent-friendly and gender-responsive?

**2.4 Has the programme supported the government to put in place laws and policies to prevent child marriage?** (Ind 2.3.1)

#### Probe:

- Are specific **laws or policies in place** due to the programme?
- Are there **gender transformative budgeted plans** being implemented?

**2.5 Has the programme conducted research and used data to inform policy making to prevent child marriage?** (Ind. 2.3.2 - 2.3.4)

**Probe:**

- **Data was promoted, generated and used** for evidence-based policy and programming? Examples?
- From your point of view, what was the **quality** of the data used?

**2.6 Are you aware of any cases in which programme strategies and interventions resulted in unintended outcomes (positive and negative)? Please explain.** (Ind. 2.4.2)

## Effectiveness

**3.1 In your perspective, has the programme contributed to [global, regional or country level] advocacy and policy efforts to end child marriage.** (Ind. 3.3.1- 3.3.4)

**Probe:**

- Were any **new partnerships** created to hold governments to account for their commitments on ending CM? Examples?
- **Leveraging additional resources and co-investments** through partnerships?
- GPECM programming approaches, tools and knowledge products are **used by other partners organisations or country teams** (of UNICEF or UNFPA).

## Efficiency

**4.1 In your experience, was the programme managed and coordinated efficiently?** (Ind. 4.1.1)

**Probe:**

- **Coordination between the agencies?** Were **roles and responsibilities** clear?
- Was the **joint programming approach** between the two agencies (UNFPA and UNICEF) helpful for programme implementation, and collaboration with partners?

**4.2 Have programme lessons learned been shared with partners? Has the information been used to improve programming or policies?** (Ind 4.3.1-4.3.2)

**Probe:** Were there **feedback sessions**, or discussions about how the lessons are being used; or improvements made? Examples?

## Sustainability

**5.1 In your option, will the government and national partners continue activities to end child marriage after the programme ends?** (Ind. 5.2.1- 5.2.2)

**Probe:**

- Was an **Exit strategy** discussed or put in place in phase II? Example?
- Has the GPECM identified **risk factors** to sustainability? If so, which ones? How are they being addressed to increase sustainability at the end of the programme?

**5.2 What do you think could improve the programme? Is there anything more that could be done to accelerate progress on ending child marriage at all levels?**

## Closing

Let the respondent/s know that this is the end of the interview and ask them if there is anything else they would like to share. Provide your contact details in case something occurs to them later.

Thank the respondent/s and remind them that the information shared will be treated as confidential and will not be shared beyond the evaluation team.

# Key Informant Interview Guide: Implementing partners of the programme

Date:

Location:

Sex of participant:

Participant organisation, position/title:

Observations:

## Suggested Prioritisation of questions for implementing partners

Due to time limitations, please prioritise questions in the following order:

1. Effectiveness
2. Efficiency
3. Sustainability
4. Relevance

## Introduction

**1.0 Please briefly describe your role (activities you implement and where) in the global programme?**

**Probe:**

- **Importance** of the activity to the programme
- **Duration** of implementation and their involvement (Design phase? Implementation only?)
- **Other partners** (donor or implementation) in the same activity space?

**Note:** Tailor the following questions accordingly.

## Relevance

**1.1 How were the needs of adolescent girls most at risk identified and considered in the design?** (Ind. 1.1.1; Ind 3.2.1))

**Probe:**

- **Needs assessment?** How was this design process done? Examples?
- **Specific targeting of 'at risk' girls** (groups, communities) done? Who was targeted?

**1.2 How were a human rights-based approach (HRBA) and gender transformative programming (GTA) integrated into the programme design?** (Ind.1.1.1 - 1.1.4; Ind. 3.1.1-3.1.2)

**Probe:**

- Use of the **gender transformative accelerator tool?**
- Partners sharing a **common understanding of HRBA and GTA** (consider programming approaches, materials, implementation strategies)?

**1.3 Are you familiar with the programmes theory of change? Do you think it is appropriate and applicable to your work on the programme?** (Ind. 1.1.2; Ind. 1.2.1 - 1.2.4, Ind 3.3.1; Ind 5.2.3)

**Probe:**

- **Specific adaptations** for the context (e.g. cultural context; relevant policies, strategies and priorities? Internally coherent?
- Designed to be **integrated and multisectoral?** Examples?



- **National capacities taken into account** of implementing partners, government counterparts, other organizations in the design (e.g. skill assessments conducted, specific training conducted)?
- **ToC (and programme) adapted to changing local contexts** (Consider: humanitarian, climate change, COVID-19, natural disasters). Examples? Did it revert back after the crisis?

## Effectiveness

### Note to the interviewer:

- **Apply a Realist Lens** - Consider what worked well, what did not work, for whom, in what circumstances, and why?
- **Ask about enabling and hindering factors** (factors that made it possible or helped it work; and factors that were an obstacle, make it difficult or not possible to work)

### 2.1 In your perspective, did the program empower adolescent girls with knowledge, information and skills to make informed choices about their lives? (Ind.2.1.1; Ind 3.1.1.-3.1.2; 3.2.1)

#### Probe:

- **Were girls empowered** by the programme? **Most important intervention?** Check Skills/CSE, School retention, pregnancy prevention/SRH services, employment)
- **Which girls were empowered** by the programme activities (most at risk?)

### 2.2 In your opinion, how did the program engage with families, communities and civil society organisations to change gender norms and engage in alternatives to child marriage? (Ind.2.1.2-2.1.4)

#### Probe:

- Were parents/caretakers, boys and men, community and religious leaders, **engaged in dialogues or advocacy around changing gender norms**, and gender equality? /in what ways? Examples?
- Did you work with **NGOs, (feminist and youth groups) to advocate** for gender equality and against CM? Examples?

### 2.3 Did the programme engage with relevant sectoral/institutions to address the poverty drivers of child marriage? (Ind 2.2.1-2.2.3)

#### Probe:

- Which **sectors? Capacity building** to engage on ECM? Did the sectors **work together** in an integrated way? How? Examples?
- How were partners (e.g. government, CSOs, IPs) supported to ensure **social protection and economic empowerment initiatives** were adolescent-friendly and gender-responsive?

### 2.4 Has the programme supported the government to put in place laws and policies to prevent child marriage? (Ind 2.3.1)

#### Probe:

- Are specific **laws or policies in place** due to the programme?
- Are there **gender transformative budgeted plans** being implemented?

### 2.5 Are you aware of specific research activities supported by the programme that has been used to inform policy making to prevent child marriage? (Ind. 2.3.2 - 2.3.4)

#### Probe:

- **Research reports or data used** to inform policymaking? Examples?
- In your estimation, what was the **quality** of the data used?

**2.6 Are there cases in which programme strategies and interventions resulted in other, unintended outcomes (positive and negative)? Please explain.** (Ind. 2.4.2)

## Effectiveness

**3.1 In your opinion, how did the programme contribute to global, regional or country level advocacy and policy efforts to end child marriage?** (Ind. 3.3.1- 3.3.4)

**Probe:**

- Were any **new partnerships** created to hold governments to account for their commitments on ending CM? Examples?
- **Leveraging additional resources and co-investments** through partnerships?
- GPECM programming knowledge products are **used by other partners organisations or country teams** (of UNICEF or UNFPA).

## Efficiency

**4.1 In your experience, did you receive the technical and coordination support needed for your activities?** (Ind. 4.1.1)

**Probe:**

- What **worked well/less well**? Why?
- How was the **coordination between the agencies**? Were **roles and responsibilities** clear?
- Was the **joint programming approach** between the two agencies (UNFPA and UNICEF) helpful for programme implementation, and collaboration with partners?

**4.2 In your experience, was there an added value of it being a joint programme? What were the benefits of joint programming in your opinion?** (Ind 4.2.1 – 4.2.3)

**Probe:**

- **Access to technical capacity from other staff** from both organisations to expand expertise for the programme? Examples?
- **Added value** of a joint programme capitalised on? Examples: innovation, leveraging of programmatic and financial resources.

**4.3 Did the M&E system identify key lessons learned from implementation, that were then used to make programming corrections when needed?** (Ind. 4.3.1 – 4.3.4)

**Probe:**

- Which **aspects of the M&E system worked well, or less well**? Consider: adequate planning, monitoring, reporting and learning mechanisms.)
- **Monitoring system and tools** adequately measured results/progress? How? Examples of gaps to date, improvements?
- **South-south collaboration, and cross-learning** across GPECM countries beyond the programme? Supported by global or regional? Examples?

## Sustainability

**EQ5. To what extent are the changes generated/outcomes likely to continue after the programme?**

**5.1 In your opinion, will the government and national partners continue activities to end child marriage after the programme ends?**

**Probe:**

- Was an **Exit strategy** discussed or put in place in phase II? Example?
- Has the GPECM identified **risk factors** to sustainability? If so, which ones? How are they being addressed to increase sustainability at the end of the programme?

**5.2 What do you think could improve the programme? Is there anything more that could be done to accelerate progress on ending child marriage at all levels?**

**Closing**

Let the respondent/s know that this is the end of the interview and ask them if there is anything else they would like to share. Provide your contact details in case something occurs to them later.

Thank the respondent/s and remind them that the information shared will be treated as confidential and will not be shared beyond the evaluation team.

## Focus Group Discussion Guides

### Focus Group Discussion guide: CSOs

FGD tool for CSOs women’s and girls’ rights organisations, youth organisations, advocacy groups and Networks/coalitions.

*To be adjusted/reduced to be relevant to the specific country context.*

**General information**

Date:	Location:			
FGD leader:	FGD notetaker:			
<b>Participants:</b> <i>Do not collect the names of participants. Just give them an identifying number. You need</i>	<b>Participant no.</b>	<b>Sex</b>	<b>Role, position</b>	<b>Organisation</b>
	1			
	2			

<p>between 6-12 people for a session.</p> <p>Ask each person when they arrive and take are given the informed consent information whether they have difficulty seeing, hearing, walking, or using their hands <u>without mentioning the term disability</u>. Include this information in the far column.</p>	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
Note any specific group characteristics (e.g., sex, age, ethnicity, caste, disability, etc.)				

## FGD Questions

### Introduction

**1.0 Please briefly describe how you have been involved in the programme (activities you implement and where)?**

**Probe:**

- **Importance** of the activity to the programme
- **Duration** of implementation; their involvement in design phase?
- **Other partners** (donor or implementation) in the same activity space?

**Note:** Tailor the following questions accordingly.

### Relevance

**1.1 At the design phase, in your view, was the programme approach adapted to the local context?** (Ind. 1.1.2 - 1.1.4)

**Probe:**

- Programme **responded to key issues**, barriers and enablers? How?
- **Align with other ECM activities** in the localities? Example?
- Explore the **level of meaningful engagement of beneficiaries** (e.g. girls, communities, CSOs etc. in the design.

**1.2 Is the programme reaching girls most at risk of child marriage? Why/why not?** (Ind.1.1.1; Ind.3.2.1)

**Probe:** Consider out-of-school girls, disabilities, other factors of exclusion (ethnicity, LGBTI, geography-urban/rural, etc.) relevant to the context.

**1.3 Has the programme integrated a human rights and gender-transformative approach into its intervention strategies? How?** (Ind. 1.1.3; 3.1.1 – 3.1.2)

**Probe:**

- Were you **trained** in GTA and HRBA? How familiar are they with both approaches?
- How are **human-rights integrated** into the activities? How is **gender norm change implemented**? Examples of implementation processes, monitoring etc.
- **Change observed** in norms in their communities?

#### 1.4 Has the programme adapted to changing local/national context (including humanitarian crises, climate change effects, COVID-19, or other disasters/crises)? (Ind.1.2.5, Ind. 5.2.3)

**Probe:**

- How were activities **modified**? Did the **community appreciate the changes** made? **Did they work** to keep the programme going?
- After the crisis, did the programme **return to the previous way of working**? Why, why not? Examples?

### Effectiveness

**Note to the interviewer:**

- **Apply a Realist Lens** - Consider what worked well, what did not work, for whom, in what circumstances, and why?
- Ask about **enabling and hindering factors** (factors that made it possible or helped it work; and factors that were an obstacle, make it difficult or not possible to work)

#### 2.1 Have girls directly benefited from the activities? Examples. (Ind. 2.1.1)

**Probe:**

- Gained **knowledge, information and skills**
- Check **how have they benefited** - life skills/CSE, school retention, delaying pregnancy, seeking SRH services, employment

#### 2.2 What has been the impact of programme activities on the views and attitudes of families, communities, men and boys? (Ind.2.1.2 – 2.1.4)

**Probe:**

- Are **views and attitudes changing around child marriage** and harmful practices due to programme interventions? How? For whom (parents, men/boys, community leaders etc.)? Examples?
- Are **views of girls' position changing** within your area of work? How? (Are gender norms changing?) Examples?
- Are **boys and men more engaged** to promote healthy relationships?

#### 2.3. Are local women's and youth-led organizations (CSOs) mobilizing their voices to challenge harmful social norms and address poverty in the community? (Ind. 1.2.4; Ind. 2.1.4; Ind. 2.2.2)

**Probe:**

- What are the **main messages** of the advocacy? Who is targeted with advocacy messages?
- Are CSOs supporting **poverty alleviation** through work on social protection? Economic empowerment?
- Do CSOs have **adequate support and capacity** (technical, financial, methodological) to respond to the needs and rights of adolescent girls?

#### 2.4 Have the education, health, GBV, and child protection systems increased their capacity to deliver coordinated quality services for adolescent girls and their families? (Ind. 2.2.1)

**Probe:** Are **support services available to adolescent girls** that are adolescents-friendly and gender-responsive?

#### 2.5 Were there any other results of the programme good or bad that happened because of programme interventions? Please explain. (Ind. 2.1.5)

## Sustainability

**5.1 In your opinion, will these activities continue after the programme ends (no longer supported by UNICIF/UNFPA funding)?** (Ind. 5.1.1 - 5.1.2)

**Probe:**

- Has there been any **discussion about what will happen** after the programme ends?
- Is there an **exit strategy?** Do you think the programme will **continue?**

**5.2 What do you think could improve the programme activities? Do you have any suggestions about how the programme could better support those adolescent girls at risk of child marriage?**

## Closing

Thank you for your time today – it has been very useful to hear your thoughts. Remember that your answers will be merged with the views of other CSOs in other locations/countries and we will not reveal your identity or specific thoughts to anyone.

# Focus Group Discussion guide: Teachers and Health service providers

*To be adjusted/reduced to be relevant to the specific country context.*

## General information

<b>Date:</b>	<b>Location:</b>			
<b>FGD leader:</b>	<b>FGD note taker:</b>			
<b>Participants:</b> <i>Do not collect the names of participants. Just give them an identifying number. You need between 6-12 people for a session.</i>  <i>Ask each person when they arrive and take are given the informed consent information whether they have difficulty seeing, hearing, walking, or using their hands <u>without mentioning the term disability</u>. Include this information in the far column.</i>	<b>Participant no.</b>	<b>Sex</b>	<b>Role, position</b>	<b>Organisation</b>
	1			
	2			
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	12			
<i>Note any specific group characteristics (e.g., sex, age, ethnicity, caste, disability, etc.)</i>				

## FGD Questions

### Introduction

**1.0 Please briefly describe how you have been involved in the programme (activities you implement and where)?**

**Probe:**

- **Importance** of the activity to the programme
- **Duration** of implementation and their involvement (Design phase? Implementation only?)
- **Other partners** (donor or implementation) in the same activity space?

**Note:** Tailor the following questions accordingly.

### Relevance

**1.1 Which girls are most at risk of child marriage in your community? (Ind. 1.1.1; Ind. 3.2.1)**

**Probe:**

- Why are they **most 'at risk'?** Consider out-of-school girls, disabilities, other factors of exclusion (ethnicity, LGBTI, geography-urban/rural, etc.) relevant to the context.
- **Are they being reached by the programme** activities in school, through the health services, through social services?

- **Who decided** who would participate and why?

**1.2 Do you think the programme activities in the schools, community and health services are adapted to your context to help end child marriage here?** (Ind. 1.2.1)

**Probe:** **Example** of why and how it was adapted or not?

**1.3 Are other sectors engaged in the activities/trainings/programmes you have been involved with, as well?** (Ind. 1.1.2; Ind. 3.3.1)

**Probe:**

- **Who** (health, education, social services, ministry of women, men and boys, parents, police, etc.)? **How**?
- Is there **participation** of different local government and community groups?

**1.4 How has the programme activities integrated a human rights and gender-transformative approach into its intervention strategies? How?** (Ind. 1.1.3; 3.1.1 – 3.1.2)

**Probe:**

- In the context of your work, were you **trained on gender transformative service provisions, and human rights** related to child marriage? How familiar are you in these concepts?
- How are **gender norm change and human-rights integrated** into your work? Examples?
- **Change observed** in norms . girls empowerment (recognition of their rights) in the school, health service or community spaces?

**1.5 Have services (education, health social welfare) adapted to changing local/national context (including humanitarian crises, climate change effects, COVID-19, or other disasters/crises)?** (Ind.1.2.5, Ind. 5.2.3)

**Probe:**

- How were activities **modified**? Did the **community appreciate the changes** made? **Did they work** to keep the programme going?
- After the crisis, did the programme **return to the previous way of working**? Why, why not? Examples?

## Effectiveness

**Note to the interviewer:**

- **Apply a Realist Lens** - Consider what worked well, what did not work, for whom, in what circumstances, and why?
- Ask about **enabling and hindering factors** (factors that made it possible or helped it work; and factors that were an obstacle, make it difficult or not possible to work)

**2.1 Are adolescent girls and boys directly benefiting from programme interventions in the education, health, social service sectors? How (examples)?** (Ind. 2.1.1)

**Probe:**

- Gained **knowledge, information and skills**
- Check **how have they benefited** - life skills/CSE, school retention, delaying pregnancy, seeking SRH services, employment

**2.2 Are you seeing an impact of the programme activities on the views and attitudes of adolescents and young people, families, community leaders, religious leaders, CSOs, government?** (Ind.2.1.2 – 2.1.4)



**Probe:**

- Are **views and attitudes changing around child marriage** and harmful practices due to programme interventions you have been involve in? How? For whom (girls, providers, school teachers, parents, men/boys, community leaders etc.)? Examples?
- Are **views of girls' position changing** within your area of work? How? (Are gender norms changing?) Examples?
- Are **boys and men more engaged** to promote healthy relationships?
- Are **women and youth groups** advocating for social norm change?

**2.3 Have the education, health, GBV, and child protection systems increased their capacity to deliver coordinated quality services for adolescent girls and their families?** (Ind. 2.2.1)

**Probe:**

- Are **support services available to adolescent girls** that are adolescent-friendly and gender-responsive?
- Is there **referral between sectors** and services to ensure coordination of the response to cases of GBV, child marriage, FGM, VAC?
- Has **training been sufficient** to change ways of working in your work context (health services, schools, social services, social protection activities)?
- **Challenges** to changing service provision to improve the response to the needs of at risk girls? (Examples?)

**2.4 Is the programme aligned with relevant sectoral policies, strategies, and priorities?** (Ind. 1.2.3; Ind. 2.1.5; Ind. 2.2.2-2.2.3)

**Probe:**

- **Which sectoral plans and policies/laws support/hinder** meeting the needs of at risk adolescent girls?
- Government is supported to **ensure social protection and economic empowerment** for young people?
- Are there **external factors/elements** (institutional, cultural) that have hindered the programme's achievements.

**2.5 Were there any other results of the programme good or bad that happened because of programme interventions? Please explain.** (Ind. 2.1.5)

## Sustainability

**5.1 In your opinion, will efforts made in schools and other sectors (health, social) continue after the programme ends (is no longer supported by UNICIF/UNFPA funding)?** (Ind. 5.1.1 - 5.1.2)

**Probe:**

- Has there been any **discussion about what will happen** after the programme ends?
- Is there an **exit strategy**? Do you think the programme will **continue**?
- Are the **ministries sufficient engaged** to maintain the programmes at the end of the project funding?

**5.2 What do you think could improve the programme activities? Do you have any suggestions about how the programme could better support those adolescent girls at risk of child marriage?**

## Closing

Thank you for your time today – it has been very useful to hear your thoughts. Remember that your answers will be merged with the views of other CSOs in other locations/countries and we will not reveal your identity or specific thoughts to anyone.

## Focus Group Discussion guide: Parents (Mothers and Fathers) or other caregivers

*To be adjusted/reduced to be relevant to the specific country context.*

### General information

<b>Date:</b>	<b>Location:</b>			
<b>FGD leader:</b>	<b>FGD note taker:</b>			
<p><b>Participants:</b>  <i>Do not collect the names of participants. Just give them an identifying number. You need between 6-12 people for a session.</i></p> <p><i>Ask each person when they arrive and take are given the informed consent information whether they have difficulty seeing, hearing, walking, or using their hands <u>without mentioning the term disability</u>. Include this information in the far column.</i></p>	<b>Participant no.</b>	<b>Sex</b>	<b>Role, position</b>	<b>Organisation</b>
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<i>Note any specific group characteristics (e.g., sex, age, ethnicity, caste, disability, etc.)</i>				

### FGD Questions

#### Scenario: Grace, early marriage and teenage pregnancy

I would like to start by talking about a fictional scenario (*to be amended based on context, including names*).

#### Part 1

*First, I will tell you the story of a girl who lives in (name of district/region you are in) in a village similar to yours. I will call her Grace.*

*Grace is a 15-year old girl. Since childhood, she has had aspirations of becoming a teacher. She does very well in school and her teacher says that she would be accepted into a teacher's college. Her parents, Memory and Harold, are worried about her going to teachers' college because it will cost money to send her there. They would prefer her to get married and believe she is at the right age for marriage.*

*Grace, however, wants to go to teachers' college and does not want to get married. According to her mother Memory, Grace would not need to work after she gets married as her husband will take care of her. Memory tells Grace that she should instead, focus on household work, helping out her mother-in-law and having children.*

- What do you think most parents in Memory and Harold's situation would do?

- What do you think Grace's community thinks she should do?
- What would others think about Grace if she insisted on attending teacher's college?
- What do you think would be the usual result in a situation like this?

### Part 2

*Grace has a younger brother who also wants to attend college. Grace's father Harold, does not think they can afford for both of them to go to college. He tells Grace that they will not support her dreams of attending a teacher's college. Memory, her mother, says she should get married instead.*

- What would happen if Grace still refused to get married?
- What would happen if Grace's parents forced her to get married?
- Is it more important for Grace or her brother to get further education?
- What would happen if Memory and Harold decided to support Grace and not her brother to get further education?

### Part 3

*Soon after leaving school, according to the wishes of her parents Grace marries a man, Chiso. Grace is 15 years old. Chiso takes very good care of her and she does not have to work. They have only been married a short while when Grace's mother Memory tells her she should soon start having children. Chiso and his mother also think it is time. Grace is not sure if she wants children right now and wants to wait.*

- Why would now be a good time for Grace to have children?
- Why would now be a bad time for Grace to have children?
- Do you think the community would think it is the right time for Grace to have children? Why? Why not?
- What will Chiso think if Grace refuses to have children and wants to wait?
- What will Grace's mother and mother-in-law think of Grace if she does not have a child soon as is being suggested?
- What will the community think about Grace and Chiso if they do not have children soon?
- If Grace has children now, even though she does not want to, are there any negative consequences?
- Is there anyone in the community who could support Grace to not have children?
- Do you think Grace could go to the clinic to avoid having children now without telling anyone?

Let's now talk about child marriage in your community and about the programme implemented by UNICEF and UNFPA.

**Using the scenario of Grace, you have shared your current views on child marriage with me.**

*(Facilitator to provide a brief summary of what was discussed and ask the participants to confirm that this is a good summary).*

**Would you say that the views of people in this community have changed on the topic over the last 3 years? If so, how? And why?**

### Questions

- 1. Who within your communities is at the most significant risk of child marriage? Is the programme reaching/supporting these girls and their families? (Ind. 1.1.1; Ind. 3.2.1)**

**Probe:**

- **Which girls are not reached?** Why?
- **Any suggestions** about how the programme could better support those adolescent girls at risk of child marriage?

- 2. The programme has several activities in your area. Which do you think are the most important to help reduce child marriage? (Ind 2.1; Ind. 2.4)**

**Probe:**

- **Most important interventions** for them; gaps

- Where have they seen **changes in attitudes and behaviours** on child marriage (e.g. in health, education, GBV services, among girls, boys, family and community environment).
  - **Unintended effects**/hindering factors and negative effects
3. **Thinking about adolescent girls in particular – do you think they have more rights now to make better-informed decisions regarding marriage, education, and SRH?** (Ind. 2.1.1-2.1.2)
- Probe:
- **Examples or reasons** for positive/negative responses
  - Explore **what empowered the girls** (e.g. education, life skills, access to GBV and other SRH services; adolescent girls/boys engaging in peer discussions)
4. **Do you think there is a more favourable environment in the community for boys and men to be more engaged and promote “healthy” relationships for adolescent girls?** (Ind. 2.1.2)
- Probe:
- **Which boys/men** are more engaged? Why is that?
  - Have **attitudes changed** among some men and boys? Examples?
5. **Are you aware of the law (national policies, strategies, and priorities) regarding child marriage?** (Ind. 1.2.3).
- Probe: Explore their **level of understanding** – how they have been made aware (providing local context, e.g., of legislation)
6. **Is there a more favourable environment for change amongst families and community leaders/members?** (Ind. 2.1.2 - 2.1.3)
- Probe:
- **Which families/community members** are most involved in dialogues and consensus-building on alternatives to child marriage? Why?
  - Have **attitudes changed** amongst families and community members? Leaders? Examples?
7. **Have community structures been involved in trying to sustain the awareness raising activities of the programme at the community level relating to ending child marriage?** (Ind. 5.1.2)
8. **Finally, I would like to discuss other factors such as climate change effects, the COVID-19 pandemic, or other disasters or crises that affect whether girls are married early.**
- Can you tell me how such crises impact on child marriage? Do more girls get married due to crisis? Why?** (Ind. 1.2.5; 5.2.3)
- Probe:
- **Outline changes/emerging factors**, and how these affected their community and adolescent girls?
  - **Negative or positive impacts** of these changes?
  - Have the **adaptations in the programme activities gone back** to the way they were before the crisis? Should they?

## Closing

Thank you for your time today – it has been very useful to hear your thoughts. To remind you that these will be merged with the views from other communities in other locations, and we will not reveal your identity or specific thoughts to anyone.

9. **Do you have any questions to ask me or any other comments regarding the programme that you would like to make?**

## Analysis Sheet

**Please complete this sheet in English based on the responses to the questions in the Focus Group Discussion. This sheet should be filled out after the discussion and not in during the focus group and/or presence of participants. This is the first step of the analysis. Where possible, include any relevant quotes.**

1. What do participants in this FGD think people normally do in relation to early marriage?
2. What do participants in this FGD think people normally do in relation to adolescent pregnancy?
3. What do participants in this FGD think should be done in relation to early marriage?
4. What do participants in this FGD think should be done in relation to adolescent pregnancy?
5. What do participants think that others in their community believe should be done in the case of adolescent pregnancy?
6. If people do not do what people think they should do in relation to early marriage, what are the social consequences?
7. If people do not do what people think they should do in relation to adolescent pregnancy, what are the social consequences?
8. Who makes the decision on whether girls will get married?
9. Whose opinion matters most to the people who make the decision on whether girls will get married?
10. What have been the project greatest achievements based on the testimonies shared in this FGD?
11. What have been the project main challenges and negative effects based on the testimonies shared in this FGD?
12. Any other key observations?

# Small Group Interview Guide: Community members and religious leaders

Date:

Location:

Sex of participant:

Participant community, religious institution, position/title:

## Suggested Prioritisation of questions for external partners

Due to time limitations, please prioritise questions in the following order:

1. Relevance
2. Effectiveness
3. Sustainability

## Introduction

**1.0 Please briefly describe how you have been involved in the programme in your community (activities you implement and where)?**

**Probe:**

- **Importance** of the activity to the programme
- **Duration** of implementation and their involvement (Design phase? Implementation only?)
- **Other partners** (donor or implementation) in the same activity space?

**Note:** Tailor the following questions accordingly.

## Relevance

**1.1 Which girls are most at risk of child marriage in your community? Did those girls and their families participate in your activities?**

**Probe:**

- Why are they **most 'at risk'**? (Ind. 1.1.1)
- **Who decided** who would participate and why? (Ind. 1.1.1; Ind 3.2.1)

**1.2 Do you think the programme activity is adapted to your community context and what's needed to end child marriage here?** (Ind. 1.2.1)

**Probe:** **Example** of why and how it was adapted or not?

**1.3 Does your activities involve participation of different local government and community actors/groups?** (Ind. 1.1.2; Ind. 3.3.1)

**Probe:** **Who** (health, education, social services, ministry of women, men and boys, parents, police, etc)? **How**?

**1.4 Has your programme activities been adapted to changing contexts (e.g. humanitarian, climate, covid)?** (Ind. 1.2.5; 5.2.3)

**Probe:**

- How were activities **modified**?
- After the crisis, did the programme **return to the previous way of working**? Why, why not? Examples?

- Did the **community appreciate the changes** made? **Did they work** to keep the programme going?

## Effectiveness

### Note to the interviewer:

- **Apply a Realist Lens** - Consider what worked well, what did not work, for whom, in what circumstances, and why?
- Ask about **enabling and hindering factors** (factors that made it possible or helped it work; and factors that were an obstacle, make it difficult or not possible to work)

### 2.1 Have girls directly benefited from the activities? Please give examples. (Ind 2.1.1)

#### Probe:

- Gained **knowledge, information and skills**
- Check **how have they benefited** - life skills/CSE, school retention, delaying pregnancy, seeking SRH services, employment

### 2.2 What has been the impact of your activities on families, communities and civil society organisations? (Ind.2.1.3; Ind. 2.1.2; Ind. 2.1.4)

#### Probe:

- What was discussed in your activity (**main messages**)?
- Are **community views and attitudes changing around child marriage** and harmful practices? How? For whom (parents, men, community leaders etc.)? Examples?
- Are **views of girls' position changing** within the family/community? How? (Are gender norms changing?) Examples?

### 2.3 Were there any **other results** of the programme good or bad that happened because of the activities in your community? Please explain. (Ind. 2.1.5)

## Effectiveness

### 3.1 Did you receive training on gender norms and the rights of girls related to eliminating child marriage? How did the programme work on gender norms and the rights of girls? (Ind. 1.1.3; Ind. 3.1.1; Ind. 3.1.2)

#### Probe:

- What were the **main messages** about gender from the training? Human rights?
- Did the training **change your views** in any way? How? Examples?

### 3.3 Do you think your activities have contributed to raising awareness about child marriage across the community and maybe even beyond to other communities? (Ind. 3.3.2)

#### Probe: **How**? Examples?

## Sustainability

### 5.1 In your opinion, will these activities continue after the programme ends (no longer supported by UNICIF/UNFPA funding)? (Ind. 5.1.1; Ind. 5.1.2)

#### Probe:

- Has there been any **discussion about what will happen** after the programme ends?
- Do you think the programme will **continue**?

**5.2 What do you think could improve the programme activities? Is there anything more that could be done to help end child marriage more quickly in your community?**

### Closing

Let the respondent/s know that this is the end of the interview and ask them if there is anything else they would like to share. Provide your contact details in case something occurs to them later.

Thank the respondent/s and remind them that the information shared will be treated as confidential and will not be shared beyond the evaluation team.



## Activity guides: young people

### Activity guide: young men and boys

#### Introduction and verbal consent

Welcome, my name is [Insert name] and I am here today on behalf of UNICEF and UNFPA who are running a programme in this village. Do you know those organisations and the programme I am talking about?

Thank you for agreeing to speak to me today. I hope our time together will be as meaningful for you as it is for me. Today, I hope to have fun and also learn from your experiences. We will talk about the different roles of girls and boys.

This is not a test or an exam; there are no right or wrong answers. I only ask that you share your true feelings. My job is to listen to your every word and ask you some questions. I don't want to talk a lot; I want you to talk because what you have to say matters a lot to me.

Your stories will be used to help us find ways to work better with all children, many of whom may have similar life experiences to yours.

Can I take notes and record what you are going to say because I have a short memory? I want to remember everything you will tell me. I promise not to share this recording with anyone else.

*Facilitator's note:* Pause to allow the children to signal agreement.

Do you have any questions or concerns before we start?

*Facilitator's note:* Pause to allow the children to ask questions, if any.

Our time together may last about 1 hour. I know that sounds like a long time, but we will have fun!

You can take a break at any time, just let me know. If you don't want to talk about a certain topic you don't need to, just say so. If you don't want to take part in the activity any longer, that is fine, just tell me. Whether you participate to the whole activity or not will have no consequences on you or your family/village's participation in the programme. I am honoured that you want to share your stories with us.

Are you ready and willing to start?

**Note to facilitator:** Pause to allow the children to respond. They should all verbally confirm their assent to participate in the evaluation.

If yes, thank you! Let's start!

	Boy 1	Boy 2	Boy 3	Boy 4	Boy 5	Boy 6	Boy 7	Boy 8
Age								
Locality								
In/out of school								
Married?								
Number of years of engagement in the program								
Disability?								

1. First of all: which activities of this programme did you take part in?

### Activity 1: Ideal Man and Woman

- **Objective:** To explore with young men and boys what it is to be a young man/woman, how gender roles are socially defined and to recognize gender stereotypes.
- **Tool:** Brainstorming and illustration
- **Materials:** Flip Chart, markers, tape, sticky notes
- **Participants:** 6-8 persons
- **Time:** 30 min

#### Facilitator:

**Step 1:** Divide the large group into 2 small groups of 3-4 persons. Hand out a drawn picture of a woman and a man on a flip chart paper.

**Step 2:** One group will brainstorm characteristics of an ideal/good man and one group will brainstorm characteristics of an ideal/good woman, this includes both physical traits and roles and responsibilities.

**Step 3:** Small groups work separately to describe and write on sticky notes what they perceive the characteristics, both physical and roles, of an ideal/good man and ideal/good woman are.

**Step 4:** The facilitator brings the two groups back together. One person from each group presents the information and description of the ideal man/ideal woman.

**Step 5:** The facilitator asks the large group probing questions for discussion:

- **Q1:** If the participants described the ideal man/women based on society standards : ask them how their own personal opinion differ from the society's ones they just describe – if the boys gave their own personal opinion/preferences, then ask about how those compare to the society's standards and what is usually expected from a man/woman
- **Q2:** What did you learn about being a boy/man or girl/woman when you were growing up? How did you learn that? From whom or where did you learn that?
- **Q3:** Who created the description or picture of an ideal woman/man? Where do these images and descriptions of an ideal/good man and ideal/good woman come from? Are these ideals/descriptions changeable?
- **Q4:** What are the things that men/boys and women/girls can do differently to be more equal? Please explain.
- **Q5:** What are the remaining obstacles in the society/community/family for boys and girls to be equal?

### Activity 2: Power and Influence: Power Map Diagram

- **Objectives:** To gain an understanding of how power is constructed and how participants feel when they have power and when they don't.
- **Materials:** Power Map Diagram on flipchart, markers
- **Participants:** 6-8 persons - individually
- **Time:** 30 mins

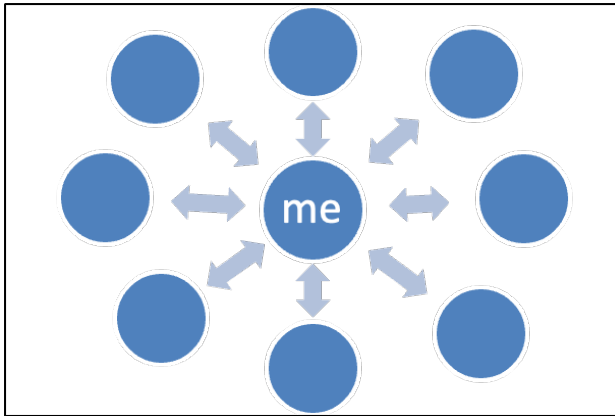
#### Facilitator:

**Step 1:** Explain to participants that we would like to undertake an activity that explores the key stakeholders in their lives and the power influencing each other.

**Step 2:** Hand out the Power Map Diagram Flip Chart to the group. The inner circle (ME) represents themselves.

(20 min)

Power Map Diagram



**Step 3:** Ask participants to label the **outer ring of circles with key relationships/stakeholders**. (i.e. mother, father, family member, girlfriend/boyfriend, friend, village chief, elder, etc.).

**Step 4:** For each stakeholder/relationship in the outer ring of circles, participants discuss how that group influence their lives, as well as how the participant group influences the stakeholder group by:

**Step 5:** On the arrow that extends **outwards from the centre circle (ME)** to each circle on the outer ring write a word or sentence that describes the nature of the **power you exercise over the other person/stakeholder (e.g. the type of decision that you can impose on them)**.

**Step 6:** On the arrow that goes **inwards from each outer circle** to the centre circle (ME), write a word or sentence that describes the nature of the **power that person /stakeholder exercises over you (e.g. the type of decision that they can impose on you)**.

**Note to Facilitator:** Reference to the four power dimensions:

**Power Over:** The power to dominate others. Power is seen as an external control over something or someone else. The source of “Power Over” is authority

**Power With:** The power of mutual support, solidarity and collaboration. This comes when groups work together to achieve a common goal. The source of “Power With” is other human being

**Power To:** The power that come from experience, knowledge, financial resource and capacity to accomplish something. The source of “Power To” is knowledge, skills and or talent.

**Power Within:** The power of internal belief, dream, attitudes and habits. This has to do with a person’s sense of self-esteem and self-knowledge. The source of “Power Within” may be self-confidence

**Step 7:** When the diagram is finished, the facilitator asks the group the following questions: (30 min)

- **Q1:** What kinds of power do you have over other people? How do you express it?
- **Q2:** What kinds of power do other people have over you? How do other people express it?
- **Q3:** What are the positive aspects for those who are subjected to the power? (i.e. learn right from wrong)
- **Q4:** What are the negative aspects for those who are subjected to the power? (scared, lose confidence)
- **Q5:** As men, do you mostly have power over other men or women? Why is that? And on what types of decisions specifically)
- **Q6:** What are the determinants that define who has power over who? (gender, age, personality traits, money, education...)
- **Q7:** What can we do as boys/men to challenge and change others use of power over us? How?
- **Q8:** What can we do as boys/men to change the way we use our power over others? How?
- **Q9:** Through your participation in UNFPA/UNICEF’s activities, have you learnt anything about relations between men and women? And have you changed anything in the way you interact

with women and girls? Please give concrete examples.

## Closing

### Facilitator:

- Asks participants to share how they felt or what they learned about the exercises today.
- Ask about their opinion on UNICEF/UNFPA activities they participated in:
  - Did they find those activities useful/important? And why?
  - What did they learn from those activities/what are the positive aspects of their participation in the programme?
  - What are the negative aspects/effects and ideas for improvements?
- Asks participants to share how they felt or what they learned about the exercises today.
- Closes the group discussion and thanks them for their participation.
- Explains how UNICEF/UNFPA will use the information for reports, program design and how we will report key results back to the group.

## Analysis sheet

**Please complete this sheet in English based on the responses to the questions in the Focus Group Discussion. This sheet should be filled out after the discussion and not in during the focus group and/or presence of participants. This is the first step of the analysis. Where possible, include any relevant quotes.**

What do participants in this discussion think the ideal woman is like? What are her main characteristics?

What about the ideal man?

Where are those expectations coming from?

How do those expectations differ from men and women? Do they seem stricter for men? For women? How realistic are they for both gender?

What do people think men/boys and women/girls could do differently?

How do power relations differ for men and women?

Do men and boys believe that those differences are normal or do they see anything that they would like to change?

Have participants made any references to what they have learned/discussed as part of the programme? What are the main learnings?

Can any conclusions can be drawn on the effect of the programme on men and boys based on this discussion? If so, what?

Any other key observations?



## Activity guide: girls

### Introduction and verbal consent

Welcome, my name is [Insert name] and I am here today on behalf of UNICEF and UNFPA who are running a programme in this village. Do you know those organisations and the programme I am talking about?

Thank you for agreeing to speak to me today. I hope our time together will be as meaningful for you as it is for me. Today, I hope to have fun and also learn from your experiences. We will talk about the different roles of girls and boys.

This is not a test or an exam; there are no right or wrong answers. I only ask that you share your true feelings. My job is to listen to your every word and ask you some questions. I don't want to talk a lot; I want you to talk because what you have to say matters a lot to me.

Your stories will be used to help us find ways to work better with all children, many of whom may have similar life experiences to yours.

Can I take notes and record what you are going to say because I have a short memory? I want to remember everything you will tell me. I promise not to share this recording with anyone else.

*Facilitator's note:* Pause to allow the children to signal agreement.

Do you have any questions or concerns before we start?

*Facilitator's note:* Pause to allow the children to ask questions, if any.

Our time together may last about 1 hour. I know that sounds like a long time, but we will have fun!

You can take a break at any time, just let me know. If you don't want to talk about a certain topic you don't need to, just say so. If you don't want to take part in the activity any longer, that is fine, just tell me. Whether you participate to the whole activity or not will have no consequences on you or your family/village's participation in the programme. I am honoured that you want to share your stories with us.

Are you ready and willing to start?

**Note to facilitator:** Pause to allow the children to respond. They should all verbally confirm their assent to participate in the evaluation.

	Girl 1	Girl 2	Girl 3	Girl 4
Age				
Locality				
In/out of school				
Married?				
Number of years of engagement in the program				
Disability?				

### Activity 1: Doors to my future (25 minutes)

- **Objectives:** To gain an understanding of girls' aspirations, hopes and dreams for the future.

- **Materials:** printed pictures of different doors, markers/pens, paper sheets,
- **Participants:** 4 persons
- **Time:** 25 mins

Process:

1. Ask participants to sit in different corners of the room instead of next to each other as a group and provide each of them with the different printed pictures of doors.
2. Say, " These are some very special doors. These are not ordinary doors that lead to a building or a house. These doors lead to your hopes and dreams for the future (let's say that this door allows you to imagine your dream future in 10 years' time)! Behind these doors are the life hopes of children. Choose a door that represents the hopes you have for yourself.
3. Ask each participant to make a choice and then ask: Why did you choose this door?
4. Say, "Now close your eyes and imagine that you see this door from afar. All your dreams and hope hiding behind that special door. You start walking towards the door and finally you are in front of the door. You stretch out your hand to open it. Slowly, your door opens... Take a few minutes to imagine what you see behind this door."

You can for example see what you want to accomplish if life, what job you will have, maybe the studies you will have accomplished, the type of house you will be living in, who you will be living with, where you will be living (same village, other rural area, town, capital...) the type of interactions and relations you will have with the persons living with you and the different roles and responsibilities of everyone within this house, what you will be doing on a normal day...

5. Say, "Now you can open your eyes. I would like you to share your hopes and what you have imagined with us. You can either draw/take notes of what you've seen or just tell us with your own words. What do you prefer?" Provide participants who choose drawing with papers and pens."
6. Say, "Now what did you see behind the door? »

*Note to facilitator: It is not necessary to ask all of the questions below, but they can be helpful in deepening your discussion with the children. The facilitator should also probe based on the girl's story. For example, if a girl says that she wants to become a teacher and life in the city, ask why.*

*Take notes based on each individual stories. For example: Girl 1 said... Girl 2 said...*

Examples of probes (in addition to the probes already mentioned during the visioning narratives, if they are not mentioned by the participants):

- What obstacles may stand in the way of realizing your hopes?
- Do you think your hopes will come true for you? Or do you think they won't? What makes you think that?
- What could you do to make your hopes a reality? What needs to change at the community level for this to become a reality? (*for older group only*)
- Who has an easier time realizing their hopes, boys or girls? How do you feel about that? Is it easier for boys or girls to become... (a teacher/doctor/business person *adjust based on the girl's aspiration*)
- Why are there differences between boys and girls' ability to realise their hopes and dreams? What are the obstacles in the society/community/family for boys and girls to be equal? (*for older group only*)

Thank the participants and let them know that you really appreciated their ideas.

Tell them that you will now talk about another aspect of her future – marriage.

## **Activity 2: Marriage history (30 minutes)**

- **Objectives:** To gain an understanding of girls' vision of marriage, married life and relationships between husbands and wives
- **Materials:** printed pictures of a couple (*adapted to the local context*), markers,/pens paper sheets
- **Participants:** 4 persons
- **Time:** 25 mins

Process:

1. Show the participants a picture of a couple.
2. Say, "Tell me the story of this couple. You can use your imagination! Do they look happy or unhappy to you?"

Probes:

- Why is the husband happy/unhappy? What about the woman?
  - Do you know a husband and wife like this in your community? Tell me their story?
  - Are all marriages like this?
3. Then ask the girls: what about you: would you like to get married one day? Why? *Only the girls who say yes are invited to continue the activity.*
  4. For younger group: Say, "Here is paper and pencils. Take 5 minutes to draw your future marriage. You don't need to draw a perfect picture, try to do it quickly so we can talk about it.
  5. For the older group: Say "now I would like you to imagine your future marriage and husband. Try and have a clear picture in your head – you can take some notes using the pen and paper if you want"

Think about:

- How will you meet your partner?
- How old will you be when you will get married? How old will your husband be? Why?
- Who will decide for the wedding to happen? Who will have to give their permission/agreement?
- How will you feel?
- What will you usually do as a job?
- What will your spouse usually do? What will you be doing as your main occupation?
- Where will you live?
- What kind of house do you live in?
- How many children will you have? Will you be able to decide exactly how many children you will have? If so, how will you do that? And how will the decision be made? *Probe about the use of contraception, decision making power...*
- What age do you wish to have your first child?
- Who is doing what in the house (activities, chores...)? What is your husband doing?
- What are the main qualities of your husband? Why is he perfect for you?"

*Take notes based on each individual stories. For example: Girl 1 said... Girl 2 said...*

Probes

- Tell me more about your picture?
- How does that fit in with the hopes you told me about?
- How should your husband act for you to describe the type of marriage that you just described? (*for the older girls only*)
- Do you think this will happen?
- What is the typical role of women at home/family? What is the typical role of men at home/family?

Thank the participants and let him know that you really appreciated their ideas.

## Closing



**Facilitator:**

- Ask about their opinion on UNICEF/UNFPA activities they participated in:
  - Did they find those activities useful/important? And why?
  - What did they learn from those activities/what are the positive aspects of their participation in the programme?
  - What are the negative aspects/effects and ideas for improvements?
- Asks participants to share how they felt or what they learned about the exercises today.
- Closes the group discussion and thanks them for their participation.
- Explains how UNICEF/UNFPA will use the information for reports, program design and how we will report key results back to the group.

**Analysis sheet**

- **Please complete this sheet in English based on the responses to the questions in the Focus Group Discussion. This sheet should be filled out after the discussion and not in during the focus group and/or presence of participants. This is the first step of the analysis. Where possible, include any relevant quotes.**
- Do these girls have big dreams and aspirations?
- How realistic do the girls think their dreams are? And what power do they think they have to make those dreams and hopes come true?
- What are the differences noted in terms of comparisons with boys' dreams and aspirations?
- How do girls envision their marriage? What decision power do they have in the matter?
- How do they expect to be treated by their partner and what type of decision-making power they envision to have in their household?
- Is contraception considered? What decision-making power do girls envision to have in that regard?
- Whose opinion matters most to the people who make the decision on whether girls will get married?
- Have participants made any references to what they have learned/discussed as part of the programme? What are the main learnings?
- What can be conclusions can be drawn on the effect of the programme on men and boys based on this discussion?
- Any other key observations?



## Online survey

### Introduction and consent

The Evaluation Offices of UNFPA and UNICEF are conducting a Joint Evaluation of Phase II (2020-2023) of the joint UNFPA-UNICEF Global Programme to End Child Marriage (GPECM). The evaluation results will inform the design of the Phase III of the global programme (2024-2030). We are interested in your views because you work in a country where child marriage is a relevant issue.

The survey is anonymous, and all information will be stored in a protected UNICEF server and treated confidentially, in conformity with the UNICEF Policy on Personal Data Protection, 2020, and ethical guidelines.

Completing this survey takes on average 8 minutes, while your views are really important for global investments to eliminate child marriage.

Should you have any questions or wish to provide any additional information please contact Eduard Bonet ([ebonet@unicef.org](mailto:ebonet@unicef.org)) and Rita Magawa ([rmagawa@unfpa.org](mailto:rmagawa@unfpa.org)).

We thank you in advance for your participation!

C1. Do you agree to participate in this survey?

1. Yes  B1
2. No

C2. Can you please explain why you prefer to not participate in this survey?

Thank you

<b>General information</b>	
B1. Please indicate your sex	<ol style="list-style-type: none"> <li>1. Male</li> <li>2. Female</li> <li>3. Other</li> </ol>
B2. Which of the following best describes the organization you work in?	<ol style="list-style-type: none"> <li>1. UNFPA</li> <li>2. UNICEF</li> <li>3. National NGO/Civil Society Organization</li> <li>4. International NGO</li> <li>5. Academia</li> <li>6. Donor</li> <li>7. Government ministry/department/institution</li> <li>8. Other (please specify)</li> </ol>
B3. Could you please select the option that describes better your current profile in the organization?	<ol style="list-style-type: none"> <li>1. Manager</li> <li>2. Senior specialist</li> <li>3. Specialist/Technical expert</li> <li>4. Other (please specify)</li> </ol>
B4. What is your area of expertise? <i>Select from 1 to 3 options</i>	<ol style="list-style-type: none"> <li>1. Adolescent Empowerment</li> <li>2. Social and behavioural change</li> <li>3. Gender equality</li> <li>4. Health</li> <li>5. Sexual and Reproductive Health</li> <li>6. Education</li> <li>7. Child Protection</li> <li>8. Gender Based Violence</li> <li>9. Harmful Practices</li> <li>10. Other (please specify)</li> </ol>
B5. In which region are you based?	<ol style="list-style-type: none"> <li>1. East Asia and the Pacific</li> <li>2. South Asia</li> <li>3. Europe and Central Asia</li> <li>4. Middle East and North Africa</li> <li>5. West and Central Africa</li> <li>6. East and Southern Africa</li> <li>7. North America</li> <li>8. Latin America and the Caribbean</li> <li>9. More than one region (please specify)</li> <li>10. Global</li> </ol>
B6. What is the scope of work of your country office/organization? <i>Select all that apply</i>	<ol style="list-style-type: none"> <li>1. National level</li> <li>2. Regional level</li> <li>3. Global level</li> </ol>
B7. In what country are you based?	[Open answer]

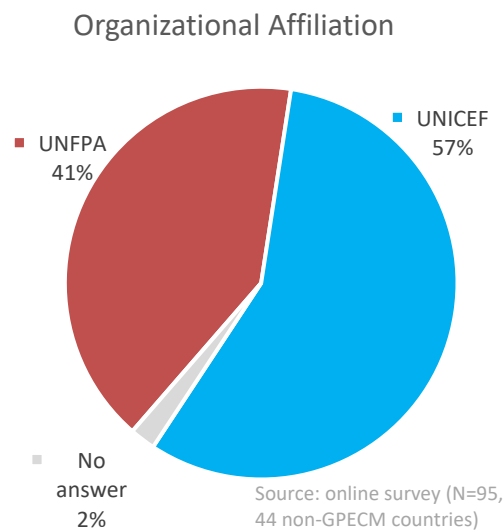
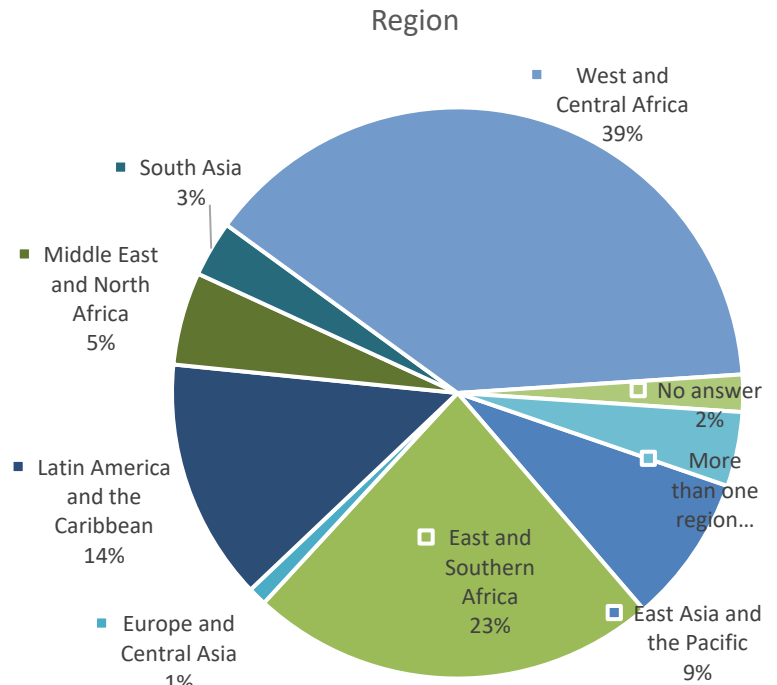
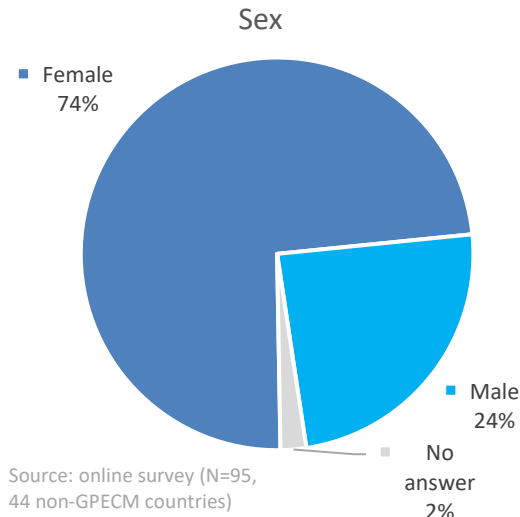
Indicator	GPECM awareness	
	Q1. Have you ever heard about the Global Programme to End Child Marriage (GPECM)?	1. Yes <input type="checkbox"/> Q4 2. No
	Q2a. Is your country office/organization working on the prevention/elimination of child marriage?	1. Yes 2. No <input type="checkbox"/> Q3
	Q2b. In what areas you and your country office/organization work on the prevention/elimination of child marriage?  <i>Select all that apply</i>	<ol style="list-style-type: none"> <li>1. Supporting marginalized girls with life skills and comprehensive sexuality education programmes, awareness of rights, school retention</li> <li>2. Engaging boys, families and community leaders (traditional, religious), women and youth organizations and other influencers, so they support girls rights: for example, positive masculinities, community dialogues on gender equality and girls' rights</li> <li>3. Systems strengthening for education, health, child protection, GBV quality services made available to girls and families, including health and sexual education in schools</li> <li>4. Addressing poverty drivers: reach the poorest girls and families through social protection and economic empowerment</li> <li>5. Enabling laws and policies to increase capacity of governments to end child marriage</li> <li>6. Increasing capacity of governments and civil society organizations to produce and use quality and timely data and evidence</li> <li>7. Other (please specify)</li> </ol>
	Q3. How do you think UNFPA and UNICEF can contribute accelerating the elimination of child marriage?	[Open answer]
Thank you		
<b>The influence of the GPECM</b>		
	Q4. Did you work in the past in any of the GPECM countries?  <i>The GPECM countries are: Bangladesh, Burkina Faso, Ethiopia, Ghana, India, Mozambique, Nepal, Niger, Sierra Leone, Uganda, Yemen and Zambia.</i>	<ol style="list-style-type: none"> <li>1. Yes, and left the country before 2020</li> <li>2. Yes, and left the country in 2020 or afterwards</li> <li>3. No</li> </ol>
N/A	Q5. How familiar are you with the GPECM?	<ol style="list-style-type: none"> <li>1. I or my current country office/organisation have participated in activities organized by the GPECM.</li> <li>2. While I have a good understanding of the GPECM aims, objectives and activities, I or my current country office/organisation have not participated in any activities related to the programme.</li> </ol>

		<p>3. I have some understanding of the GPECM aims objectives and activities.</p> <p>4. I have heard of the programme but do not know much about it.</p>
3.3.4	<p>Q6. Please indicate whether from 2020 to 2023, you or your current country office/organization has made use of any materials produced by the GPECM?</p> <p><i>Select all that apply.</i></p>	<p>1. Theory of change</p> <p>2. Technical notes</p> <p>3. Fact sheets</p> <p>4. Research studies</p> <p>5. The Gender transformative acceleration tool</p> <p>6. Other (specify)</p> <p>7. I or my current country office/organization did not use any GPECM materials</p> <p>8. Don't know</p>
3.3.4	<p>Q7. Have you or your current country office/organization received any technical support and/or assistance from the GPECM, between 2020 and 2023?</p>	<p>1. Yes</p> <p>2. No <input type="checkbox"/> Q9</p> <p>3. Don't know <input type="checkbox"/> Q9</p>
3.3.3	<p>Q8. Can you please describe the technical support or assistance received from the GPECM?</p>	[Open answer]
<p><i>Before we finalize, could you please share your opinion to the last three following questions?</i></p>		
<p><b>Opinion</b></p>		
1.1.2	<p>Q9. The GPECM addresses the key determinants of child marriage</p>	<p>1. Strongly agree</p> <p>2. Agree</p> <p>3. Disagree</p> <p>4. Strongly disagree</p> <p>6. Other (please specify)</p> <p>9. Don't know</p>
1.2.3	<p>Q10. The GPECM is well aligned with key policies, strategies and priorities at <b>the country/region/global level where I work.</b></p>	<p>1. Strongly agree</p> <p>2. Agree</p> <p>3. Disagree</p> <p>4. Strongly disagree</p> <p>6. Other (please specify)</p> <p>9. Don't know</p>
3.3.4	<p>Q11. The GPECM has made/is making clear contributions to the global agenda/work to end child marriage?</p>	<p>1. Strongly agree</p> <p>2. Agree</p> <p>3. Disagree</p> <p>4. Strongly disagree</p> <p>6. Other (please specify)</p> <p>9. Don't know</p>

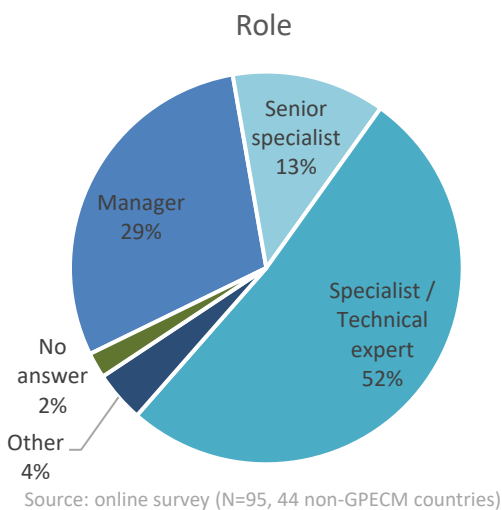
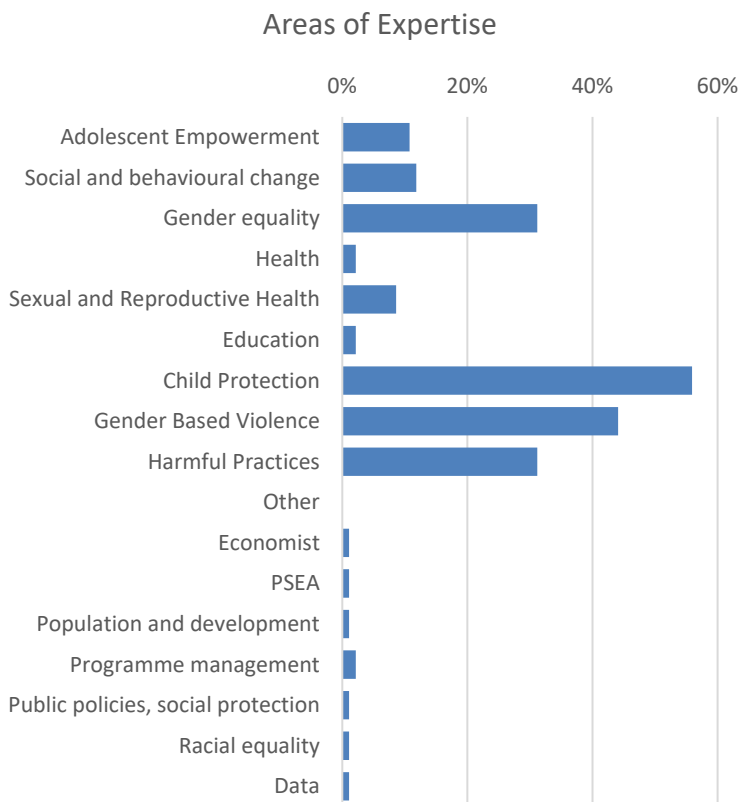
4.3.4	Q12. The GPECM is at the forefront of the research agenda, contributing to new knowledge and evidence on child marriage.	<ol style="list-style-type: none"> <li>1. Strongly agree</li> <li>2. Agree</li> <li>3. Disagree</li> <li>4. Strongly disagree</li> <li>6. Other (please specify)</li> <li>9. Don't know</li> </ol>
3.3.3	Q13. The GPECM has been instrumental to increase resources and investments to prevent child marriage	<ol style="list-style-type: none"> <li>1. Strongly agree</li> <li>2. Agree</li> <li>3. Disagree</li> <li>4. Strongly disagree</li> <li>6. Other (please specify)</li> <li>9. Don't know</li> </ol>
2.2.2 2.3.1 2.3.3 3.3.1 4.3.4	<p>Q14. In your view, has the GPECM <b>made a contribution</b> through any of the following?</p> <p><i>Select all that apply.</i></p>	<ol style="list-style-type: none"> <li>1. Put child marriage on the political agenda.</li> <li>2. Facilitated dialogue around gender inequalities.</li> <li>3. The empowerment of girls through SRHR (including CSE) interventions.</li> <li>4. Used social protection mechanisms to target girls at risk of child marriage</li> <li>5. Increased multi-sectoral engagement of stakeholders.</li> <li>6. Helped developing, enacting and enforcing laws, policies and plans to end child marriage.</li> <li>7. Generating quality data, evidence building on 'what works' to end child marriage.</li> <li>8. Facilitated south to south collaboration and cross-learning.</li> <li>9. It made no contribution.</li> <li>10. Other (please specify)</li> <li>11. I don't know.</li> </ol>
3.3.1 3.3.2 3.3.3	<p>Q15. In your view, has the GPECM leveraged partnerships at <b>national, regional and global level</b> (i.e. worked together, reinforced each other) resulting in any of the following?</p> <p><i>Select all that apply.</i></p>	<ol style="list-style-type: none"> <li>1. Significant legal, policy, or plans aimed at holding countries to account for their position on child marriage.</li> <li>2. Collective action among stakeholders working to end child marriage.</li> <li>3. Increased resources and investments to respond to child marriage.</li> <li>4. It did not leverage partnerships</li> <li>5. Other (please specify)</li> <li>6. I don't know.</li> </ol>
2.4.1	Q16. Please indicate your ideas or suggestions on how the elimination of child marriage could be accelerated in your level of work (country/region/global)? Please indicate if you see a role for the GPECM.	[Open answer]
	Many thanks for your participation!	

## Annex 6: Online survey, frequencies tabulation

The online survey was sent via email to 291 valid recipients. 95 responses were received (33 per cent response rate) with two respondents delivering partial responses. In total, respondents from 44 non-GPECM countries replied.



Source: online survey (N=95, 44 non-GPECM countries)



Source: online survey (N=95, 44 non-GPECM countries)



Sex	Freq.	Percent
Female	70	73.68
Male	23	24.21
No answer	2	2.11
Total	95	100.00

Which of the following best describes the organization you work in?	Freq.	Percent
UNFPA	39	41.05
UNICEF	54	56.84
No answer	2	2.11
Total	95	100.00

Could you please select the option that describes better your current profile in	Freq.	Percent
Manager	28	29.47
Senior specialist	12	12.63
Specialist / Technical expert	49	51.58
Other (please specify)	4	4.21
No answer	2	2.11
Total	95	100.00

Areas of expertise (more than 1 possible)	Freq.	Percent
Adolescent Empowerment	10	10.53
Social and behavioural change	11	11.58
Gender equality	29	30.53
Health	2	2.11
Sexual and Reproductive Health	8	8.42
Education	2	2.11
Child Protection	52	54.74
Gender Based Violence	41	43.16
Harmful Practices	29	30.53
Other		
Economist	1	1.05
PSEA	1	1.05
Population and development	1	1.05
Programme management	2	2.10
Public policies, social	1	1.05

protection		
Racial equality	1	1.05
Data	1	1.05

In which region are you based?	Freq.	Percent
East Asia and the Pacific	8	8.42
East and Southern Africa	22	23.16
Europe and Central Asia	1	1.05
Latin America and the Caribbean	13	13.68
Middle East and North Africa	5	5.26
South Asia	3	3.16
West and Central Africa	37	38.95
No answer	2	2.11
More than one region (please specify)	4	4.21
Total	95	100.00

Level of work (more than 1 possible)	Freq.	Percent
National level	85	89.47
Regional level	14	14.74
Global level	6	6.32

In what country are you based?	Freq.	Percent
Afghanistan	2	3.16
Angola	2	2.11
Benin	1	1.05
Brazil	1	1.05
Burundi	1	1.05
Chad	2	2.11
Cameroon	2	2.11
Colombia	1	1.05
Comores	2	2.11
Congo	1	1.05
Costa Rica	1	1.05
Cote d'Ivoire	1	1.05
El Salvador	2	2.11
Eritrea	1	1.05
Gabon	2	2.11
Guinea	2	2.11

Guinea Ecuatorial	1	1.05
Honduras	1	1.05
Iraq	2	2.11
Kenya	2	2.11
Lao PDR	4	4.21
Liberia	1	1.05
Madagascar	3	3.16
Malawi	2	2.11
Mali	4	4.21
Mexico	2	2.11
Myanmar	1	1.05
Nigeria	2	2.11
Pakistan	1	1.05
Panama	3	3.16
Peru	1	1.05
Republique Centre Africaine	6	6.31
Republique Democratique du Congo	3	3.16
Sao Tome et Principe	1	1.05
Senegal	5	5.26
Somalia	2	2.11
South Sudan	2	2.11
Sudan	3	3.16
Switzerland	1	1.05
Tanzania	3	3.16
Tchad	2	2.11
Togo	2	2.11
Thailand	4	4.21
Zimbabwe	2	2.11
No answer	3	3.16

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Total	95	100.00
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Have you ever heard about the Global Programme to End Child Marriage (GPECM)?	Freq.	Percent
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No	11	11.58
Yes	82	86.32
No answer	2	2.11
Total	95	100.00

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Did you work in the past in any of the GPECM countries?	Freq.	Percent
---	-------	---------

No	54	56.84
Yes, and left the country before 2020	10	10.53
Yes, and left the country in 2020 or afterwards	13	13.68
.	18	18.95
Total	95	100.00

How familiar are you with the GPECM?	Freq	Percent
I have heard of the programme but do not know much about it.	21	22.11
I have some understanding of the GPECM aims objectives and activities.	18	18.95
I or my current country office/organisation have participated in activities organized by the GPECM.	22	23.16
While I have a good understanding of the GPECM aims, objectives and activities, I or my current country office/organisation have not participated in any activities related to the programme.	16	16.84
.	18	18.95
Total	95	100.00

Use of GP 2020-2023 tools, materials	Freq.	Percent
Theory of change	27	28.42
Technical notes	25	26.32
Fact sheets	20	21.05
Research studies	22	23.16
The Gender transformative acceleration tool	20	21.05
I or my current country office/organization did not use any GPECM materials	13	13.68
I don't know	19	20.00
Total	95	100.00

Received technical support from GPECM between 2020 and 2023?	Freq.	Percent
Don't know	19	20.00
No	40	42.11
Yes	18	18.95
.	18	18.95
Total	95	100.00

What technical support received	Freq.	Percent
Assistance for programme implementation (not in Mada)	1	1.05
Conduct community dialogue, establish school clubs, disseminate	1	1.05

messages on Saleema and end of CM		
Don't have the details, however, it was in collaboration with UNICEF	1	1.05
Feedback from HQ	1	1.05
Funding	1	1.05
Inputs to the technical team	1	1.05
Iraq has one of the biggest GBV programming for UNICEF in the MENA region and within this ending child marriage is a key intervention. We received guidance on evidence-based prevention and response interventions, with a focus on engagement of adolescent girls in our programmes as agents of change.	1	1.05
Missions and team support Sudan	1	1.05
Regional Advisor on early marriage provides tools to address early marriage at the country level	1	1.05
Regional support	1	1.05
Review knowledge products, webinars, methodology	1	1.05
Support to shape our own child marriage programme through access to technical guides, etc. Invitation to participate in the GPECM review and planning meetings.	1	1.05
Technical support from a UNFPA Advisor working at HQ who came to Mexico to help support activities related to early unions and child marriage	1	1.05
Through the Civil Society Engagement two Malawian (local NGOs) were funded to implement the UNICEF AUO youth advocacy project on ending child marriage, GBV and violence against children and women	1	1.05
While working in Ghana, the Country office received technical and financial assistance to end child marriage. The tools and capacity building made the technical support.	1	1.05
.	79	83.16
<b>Total</b>	<b>95</b>	<b>100.00</b>

The GPECM addresses the key determinants of child marriage	Freq.	Percent
Strongly agree	19	20.00
Agree	38	40.00
Disagree	1	1.05
Strongly disagree	1	1.05
Don't know	12	12.63
.	24	25.26
<b>Total</b>	<b>95</b>	<b>100.00</b>

Other GP key determinants	Freq.	Percent
Needs to work more to address social, traditional, religious and gender norms that underpin the practice	1	1.05
.	94	98.95
<b>Total</b>	<b>95</b>	<b>100.00</b>

The GPECM is well aligned with key policies, strategies and priorities	Freq.	Percent
Strongly agree	16	16.84
Agree	37	38.95
Disagree	1	1.05
Strongly disagree	1	1.05
Don't know	15	15.79
.	25	26.32
Total	95	100.00

The GPECM has made/is making clear contributions to the global agenda/work to end child marriage	Freq.	Percent
Strongly agree	17	17.89
Agree	36	37.89
Strongly disagree	2	2.11
Don't know	15	15.79
.	25	26.32
Total	95	100.00

Other GP contribution work/agenda	Freq.	Percent
It would be essential to integrate countries in which the recurrence of the practice of marriage is high, such as Chad, which cannot mobilize resources to help fight effectively and hope to put an end to it, because this practice has enormous consequences on girls in my country	1	1.05
.	94	98.95
Total	95	100.00

The GPECM is at the forefront of the research agenda, contributing to new knowledge and evidence	Freq.	Percent
Strongly agree	11	11.58
Agree	34	35.79
Disagree	4	4.21
Strongly disagree	2	2.11
Don't know	19	20.00
.	25	26.32
Total	95	100.00

Other on knowledge	Freq.	Percent
GPECM is also valuable as cross-learning among participating countries and the collaboration between UNICEF and UNFPA makes it a compelling force in ending child marriage.	1	1.05

I do not know	1	1.05
.	93	97.89
Total	95	100.00

The GPECM has been instrumental to increase resources and investments to prevent child marriage	Freq.	Percent
Strongly agree	13	13.68
Agree	27	28.42
Disagree	5	5.26
Strongly disagree	2	2.11
Don't know	22	23.16
.	26	27.37
Total	95	100.00

Other GP increase resources	Freq.	Percent
Also, in strengthening political will, prioritizing the issue at the national/subnational level and bringing in traditional and nontraditional partners to collectively address this issue.	1	1.05
.	94	98.95
Total	95	100.00

Achievements GPECM in your opinion	Freq.	Percent
Put child marriage on the political agenda.	46	48.42
Facilitated dialogue around gender inequalities.	38	40.00
The empowerment of girls through Sexual and Reproductive Health Rights (including Comprehensive Sexuality Education) interventions.	34	35.79
Used social protection mechanisms to target girls at risk of child marriage	29	30.53
Increased multi-sectoral engagement of stakeholders.	44	46.32
Helped developing, enacting and enforcing laws, policies and plans to end child marriage.	38	40.00
Generating quality data, evidence building on what works to end child marriage	36	37.89
Facilitated south to south collaboration and cross-learning.	18	18.95
It made no contribution.	2	2.11
.	49	51.58
Total	95	100.00

The GPECM has leveraged partnerships to attain...? (Select the one/s you agree with)	Freq.	Percent
Significant legal, policy, or plans aimed at holding countries to account for their position on child marriage.	31	32.63

Collective action among stakeholders working to end child marriage.	51	53.68
Increased resources and investments to respond to child marriage.	33	34.74
The GPECM did not leverage partnerships	0	0.00
.	64	67.37
Total	95	100.00

GP leveraged partnerships: Other	Freq	Percent
.	.	.
With the documents I read about this program, it strengthens collective actions, sharing experiences, increasing resources	1	1.05
We need more focus on access to education for girls to progress faster	1	1.05
.	93	97.89
Total	95	100.00



## Annex 7: Ethics and safeguarding documentation

### Consent forms

#### Informed Consent Form – Key Informant Interviews

##### Evaluation of the UNICEF-UNFPA Global Programme to End Child Marriage

#### Introduction

Thank you for taking the time for this interview today. I am here as a **[name of evaluator]** of UNICEF-UNFPA Global Programme to End Child Marriage.

The purpose of the evaluation is to assess implementation the Global Programme since 2020, with a view to providing lessons learned and evaluative evidence to inform phase II of the evaluation. The evaluation plans to capture good practices and generate knowledge from Global Programme's experience on what is working and not working in efforts to prevent child marriage interventions.

During this evaluation, we will be interviewing a broad range of stakeholders at global, regional and country levels including civil society organisation partners and stakeholders and beneficiaries. You have been selected to participate due to your engagement in policy, programming or research on ending child marriage. We believe your views, as a stakeholder, are important to helping UNICEF and UNFPA improve the programme, and make more significant contributions towards ending child marriage in the future.

The discussion should take about one hour. I have a framework of questions to guide us, but please feel free to add any points that you think are relevant or important.

The information you provide is confidential. We are talking to many people and will use all of the information to inform the findings and recommendations of this evaluation. We will not share your name or details with anyone. I will be taking some notes during the interview for my own purposes. With your permission, we may also audio record the interview to ensure we don't miss any important details. The notes/recording will be securely stored in files protected by passwords. Only I and the other members of the evaluation team will have access to the files. These will be destroyed after we have completed the report.

**COVID-19** – (*for face-to-face interviews/FGDs*): Our team has taken every precaution to conduct this discussion safely. If at any point you are uncomfortable, please feel free ask for additional precautions.

**Withdrawal:** If you choose to participate in this evaluation, you have the right to withdraw at any point in time without consequence to you. You are free to skip any questions you do not wish to answer or to stop at any time. You may ask any questions you have at any time.

If you have any questions, please contact the lead evaluator for the case study: **[Ms Adriane Martin-Hilber, amartinhilber@gmail.com]**

- Do you have any questions before we get started?
- Do you agree to participate in this interview?

#### Consent

Do you have any questions about the interview? Do you agree to participate in this interview? Do you agree we record the interview for note taking purposes?

Yes

No

Date _____	Location _____
Respondent's code _____	
Respondent's Name _____	
Organisation _____	
Signature _____	(Respondent's Signature)
Interviewer's Name _____	(Interviewer's name)

Signature \_\_\_\_\_ (Interviewer's Signature)

**Informed Consent Form – Focus Group discussions- (1) CSO representatives, (2) Teachers and Health service providers, (3) Parents and others caregivers and Small group interviews with community members**

**Evaluation of the UNICEF-UNFPA Global Programme to End Child Marriage**

**CONDUCT THE INFORMED CONSENT PROCESS WITH EACH PARTICIPANT INDIVIDUALLY, AND IN PRIVATE.**

**Introduction and informed consent**

*(Ideally, the UN team should have already advised the participants of the evaluation and explained that this is not related to additional/continued funding – if not, make this clear in the introduction)*

Hello, my name is \_\_\_\_\_. I am part of an external team of evaluators commissioned by \_\_\_\_\_ to undertake an evaluation of this programme (*explain*). Are you familiar with this programme?

*Introduce interpreter/facilitator – ask if the person is familiar with the selected language and/or with the use of a translator.*

I would like to ask for your thoughts and opinions about the programme; there are no right or wrong answers, so please speak freely. We are working as a group, so I ask you to respect each other's opinions and right to speak. Everything you say here should be kept within the group and not shared afterwards.

We have asked to speak with you because your opinions are important in helping UNICEF and UNFPA with better planning and delivery of the programme or similar interventions in the future. We are talking to many people and will use all of the information to write a report with our findings and recommendations. Your name or anything that identifies you will not be linked to specific statements; it will be anonymous.

The discussion should take about one hour. I have a framework of questions to guide us, but please feel free to add any points that you think are relevant or important. I do not work for UNICEF and UNFPA; everything you say will be private. We will not share your name or details with anyone. I will be taking some notes during the interview for my own purposes. The notes/recording will be securely stored in files protected by passwords. Only I and the other members of the evaluation team will have access to the files. These will be destroyed after we have completed the report.

**COVID-19** – *for face-to-face interviews/FGDs*: Our team has taken every precaution to conduct this discussion safely. If at any point you are uncomfortable, it is entirely permissible to decide to leave the group discussion or to ask for additional precautions.

**Withdrawal**: If you choose to participate in this evaluation, you have the right to withdraw from it at any point in time without any consequences to you. You are free to skip any questions you do not wish to answer or to stop at any time. You may ask any questions you have at any time.

**Consent:**

Do you have any questions about the discussion? Do you agree to participate in this discussion?

Yes

No

Do you agree for the session to be taped for us to check our notes afterwards in case we missed anything? The recording will be destroyed after the notes are finalised.

Yes

No

**Parental consent form- template**

**Evaluation of the UNICEF-UNFPA Global Programme to End Child Marriage**

*The following description should be read to parents before asking them if they agree to their child participating in the evaluation.*

*The participant will then be asked to mark their name or a thumbprint to confirm their understanding and consent.*

### **Introduction**

Good morning/afternoon, my name is **[insert name]** and I work as a Focal Point for UNICEF/UNFPA in this community. UNICEF/UNFPA is an organization working in this country to support children and their families.

### **Presentation of the evaluation**

UNICEF and UNFPA are currently conducting an evaluation of the second phase of the Global Programme to Accelerate Action to End Child Marriage. **[Relevant country]** has been selected as an important country for the programme where we are doing in-depth research.

Doing an evaluation means trying to identify what the programme did well and what benefits it brought to your village, your family and your life but also looking at what did not go so well and could be improved in the future. UNICEF and UNFPA want to do this in order to make their programme better and make sure that it is useful for you and the rest of the community.

The evaluation will look at all activities under by UNICEF and UNFPA in this community related to child marriage and the promotion of girls' rights since 2020.

In order to have a comprehensive evaluation, we would like to discuss and collect the points of view of all the main persons involved in the programme, such as UNICEF and UNFPA staff, the children that have taken part in some of the programme activities, parents, school staff, local authorities, etc.

The objective of this evaluation is to improve the implementation of the programme in the coming years. The evaluation will also capture lessons learned throughout the years that will be used to formulate future programmes in other countries.

As part of this evaluation, we would like to speak to children and young people through a series of activities using drawings and questions/answers.

The activities will be led in a safe environment and will last around an hour. We will ask children questions about the roles of boys and girls in the community, how they imagine their future, etc. In order to give children the freedom to speak, we are requesting parents not to listen to the conversation, however.

### **Data protection rights**

All information collected during those activities will be treated **anonymously** and will remain **confidential**: this means that we will write down what children tell us, but we will not say or write down which child said what.

The results obtained at the end of the activities will be summarized in a report presenting children's experiences, which will be shared with other organisations like UNICEF and UNFPA and in which the identity of the participants will not be revealed. No information that will allow to identify your child or your family will be collected, for instance we will not be collecting the names of the children and we will not include any information in the final report that would identify which people provided which information. We will not tell anyone what a specific child has said unless we think they are in danger or have been hurt.

The information collected will be stored on a protected server for a period of one year before being completely erased.

### **Right to leave the study at any time**

Participation in this study is **completely voluntary**: you or your child can say no when we ask if you would like to speak to us. Be aware that even if you decide to let your child participate in the activities, it is possible to stop at any time. Also be aware that participating or not participating in this study will have **no impact on your child's participation and enrolment in the programme** or any other activity led by UNICEF or UNFPA.

You and your child will not receive anything in return for participating in the discussion.

## Consent to participate and to give the rights to the consultants to use the outputs of the activities

Is there anything that you did not understand or would like me to explain in more details?

If you have any question about this discussion, you can speak to *[insert name of the UNICEF staff witnessing consent]*. You can also contact me through phone at *[insert number]* if you changed your mind about giving consent or have additional questions.

Do you accept that your child participates in the study? You can choose between the two following options:

- Yes, I agree that my child take part
- No thank you, I would prefer my child not to be involved

Do you accept that the consultants use the information provided by your child and the outputs of the activities (drawing produced by the child) in the final report and in dissemination materials?

- Yes
- No

If you agree to have your child participate in the study, please send them at the time and place for the first activity: It will take place on the *[date]* at the *[meeting point]*.

Name/Thumbprint \_\_\_\_\_

## Referral pathways

### Referral Pathways and Information – template

***Template to be adapted and completed prior to the field visits for each location where data collection will take place.***

#### Introductions and objectives

In order to ensure that children and other programme stakeholders who disclose experiences of violence and abuse can be provided with necessary forms of care and support, it is essential that a response plan is in place. An integral part of a response plan is to have a clearly mapped and documented referral pathway. A referral pathway is:

*“a flexible mechanism that safely links survivors to supportive and competent services, such as medical care, mental health and psychosocial support, police assistance and legal/justice support.”*

The goal of a response plan is to ensure that a clear system is in place that identifies what to do when cases of violence or abuse are disclosed during data collection, and which people or agencies need to be contacted to respond. Within a particular region or context, referral pathways are developed as an inter-agency effort, and reflect agreed-upon coordination mechanisms between government actors and service providers. These referral pathways then form a key part of your response plan.

The role of the team in charge of the data collection exercise is to connect to referral pathways that already exist within a particular context rather than setting up parallel structures.

Referral pathways identify:

1. What to do if a case of violence against children is reported
2. What services are available
3. How a survivor can access services, and which agencies are responsible

Referral pathways are necessary to avoid duplication of services and ensure that child survivors receive care from qualified providers with the relevant background and expertise. In addition, having referral pathways increases coordination among providers, and enables information sharing and consultation

on particular cases to take place in a way that avoids additional harm to affected children and protects their safety, confidentiality and best interests.

An effective response plan and referral pathway enables survivors to seek help as soon as possible once cases are reported, and avoids questions among providers regarding who is responsible for particular types of services.

In order to be able to fulfil the responsibilities of the data collector in responding to disclosures, the team must all have access to:

- **A list of organizations** that provide relevant services in the local area
- **Contact details of a social worker or equivalent** that can support people within the local area

The list of organizations must be validated prior to the data collection exercise and the organizations listed must have agreed in advance to provide services to survivors of violence and/or abuse in the local area. Likewise, the social workers whose contact details will be provided must have agreed in advance to provide support to survivors.

In order to validate the list of organizations a **referral pathway** must be mapped and documented.

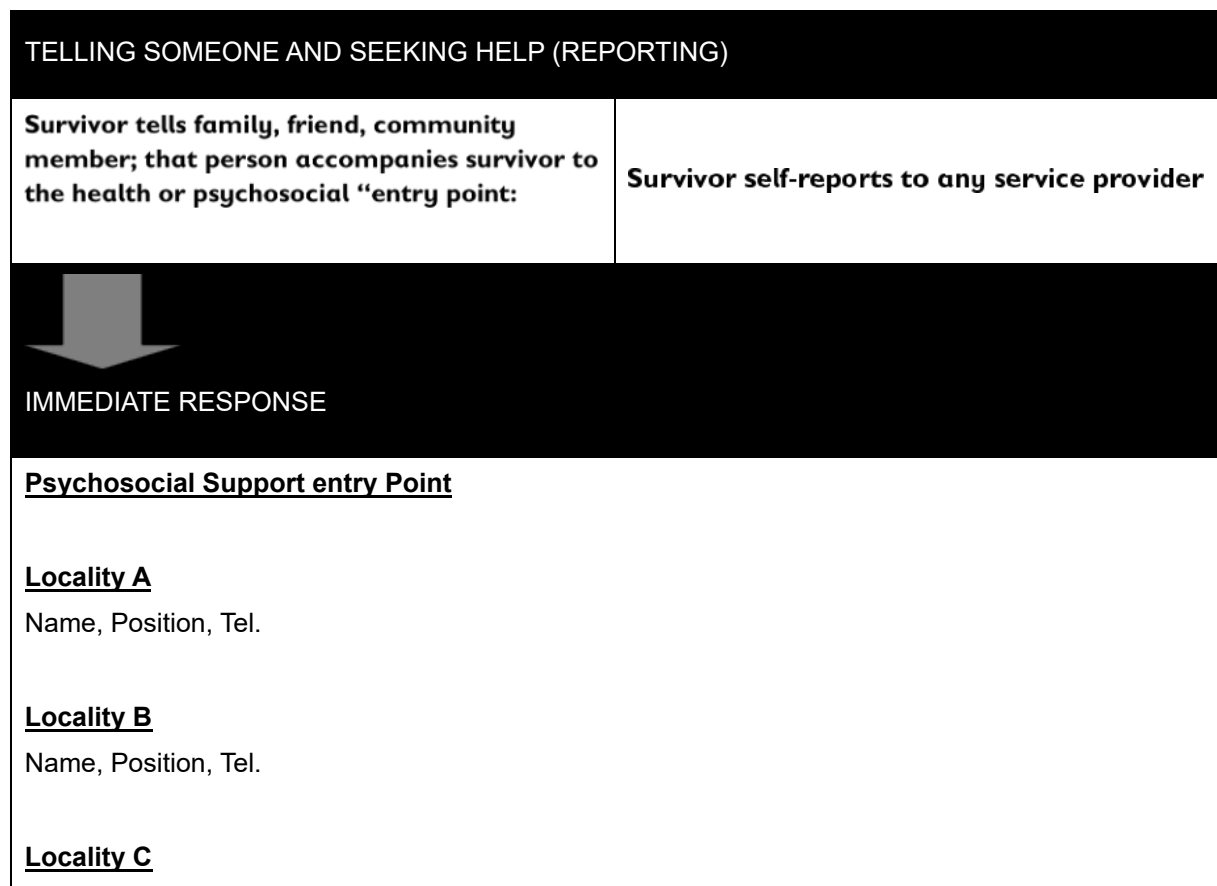
The actors involved in service provision for child survivors of violence will vary according to context. As a result, referral pathways should be as specific as possible, and include the following types of information:

- Types of services available (psychosocial, police/security, legal/judicial, health- including HIV counselling and treatment, etc.)
- Names and contact details for designated service providers, specific location and working hours and days

The following referral pathway template was developed by the Inter-Agency Standing

Committee (IASC) and reflects the types of information that should be included, as well as areas in which the names of designated service providers should be added.

### **IASC SAMPLE REFERRAL PATHWAY (COMMUNITY LEVEL)**



Name, Position, Tel.

**Locality D**  
Name, Position, Tel.



**IF THE SURVIVOR WANTS TO PURSUE POLICE/LEGAL ACTION - OR - IF THERE ARE IMMEDIATE SAFETY AND SECURITY RISKS TO OTHERS**  
Refer and accompany survivor to police/security - or - to legal assistance/protection officers for information and assistance with referral to police

Police/Security <b><u>Locality A</u></b> Name, Position, Tel.  <b><u>Locality B</u></b> Name, Position, Tel.  <b><u>Locality C</u></b> Name, Position, Tel.  <b><u>Locality D</u></b> Name, Position, Tel.	Legal Assistance Counsellors/Protection Officers <b><u>Locality A</u></b> Name, Position, Tel.  <b><u>Locality B</u></b> Name, Position, Tel.  <b><u>Locality C</u></b> Name, Position, Tel.  <b><u>Locality D</u></b> Name, Position, Tel.
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**AFTER IMMEDIATE RESPONSE, FOLLOW-UP AND OTHER SERVICES**  
Over time and based on survivor's choices **can** include any of the following:

<b>Health care</b>	<b>Psychosocial services</b>	<b>Protection, security, and justice actors</b>	<b>Basic needs, such as shelter, ration card, children's services, safe shelter, or other</b>
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**CONTACT DETAILS WITHIN UNICEF and UNFPA**

In addition to referring cases at community level, data collectors should also ensure to refer cases within UNICEF and UNFPA in order to ensure that appropriate follow-up can be done. In order to do so, the following tables should be filled before data collection in each country:

NATIONAL LEVEL:

N°	Name	Function & structure	Contacts
1			
2			
3			

REGIONAL LEVEL:

N°	Name	Function & structure	Contacts
1			
2			
3			

## Annex 8: Stakeholders consulted

Country	Total per country	UNFPA and UNICEF staff			Implementing partners and Government representatives			Additional stakeholders (Donors, Representatives of NGOs/academics working on CM)			Parents and care givers			Teachers and service providers			Community/traditional/religious leaders and community structures			Adolescents and youth		
		Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M	Total	F	M
Bangladesh	9	4	3	1	4	3	1	1	1		-	-	-	-	-	-	-	-	-	-	-	-
Burkina Faso	16	6	2	4	10	3	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ethiopia	217	16	10	6	47	22	25	3	3	-	13	9	4	22	9	13	62	30	32	54	36	18
Ghana	166	15	7	8	20	13	7	2	2	-	23	13	10	23	10	13	21	10	11	62	31	31
India	209	19	10	9	40	20	20	1	1	-	16	14	2	50	43	7	30	12	18	53	35	18
Mozambique	18	11	8	3	6	2	4	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Niger	8	5	1	4	3	0	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nepal	6	2	2	-	4	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sierra Leone	64	6	6	-	8	4	4	-	-	-	12	6	6	8	5	3	14	4	10	16	8	8
Uganda	12	6	4	2	6	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Yemen	16	10	4	6	6	4	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Zambia	18	5	2	3	13	2	11	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Global/regional	34	24	18	6	-	-	-	10	10	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>793</b>	<b>129</b>	77	52	<b>167</b>	80	87	<b>18</b>	17	1	<b>64</b>	42	22	<b>103</b>	67	36	<b>127</b>	56	71	<b>185</b>	110	75



<b>GLOBAL/REGIONAL</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA HQ	2 F & 2 M
UNFPA Arab States Regional Office (ASRO)	1 F
UNFPA East and Southern Africa Regional Office (ESARO)	2 F
UNFPA Latin America and the Caribbean Regional Office (LACRO)	3 F
UNFPA West and Central Africa Regional Office (WCARO)	1 F
UNFPA Eastern Europe and Central Asia Regional Office (EECA)	1 F
UNICEF HQ	4 F & 1 M
UNICEF Eastern and Southern Africa Regional Office (ESARO)	1 F & 2 M
UNICEF Middle East and North Africa Regional Office (MENARO)	1 F
UNICEF West and Central Africa Regional Office (WCARO)	1 F
UNICEF Regional Office for South Asia (ROSA)	1 F
UNICEF West and Central Africa Regional Office (WCARO)	2 F
UNICEF Office of Research- Innocenti	1 F
<b>Donors</b>	
Commonwealth and Development Office	1 F
Global Affairs Canada	1 F
(former) Global Affairs Canada	1 F
Ministry of Foreign Affairs Netherlands	1 F
The Norwegian Agency for Development Cooperation (NORAD)	1 F
<b>External partners/ Academia</b>	
American Jewish World Service (AJWS)	1 F
Child Frontiers	2 F
Department of Sexual and Reproductive Health & Research, WHO	1 M
Equimundo	1 F
Girls not Brides	1 F
Population Council	1 F
CHOICE for Youth & Sexuality	1 F

<b>BANGLADESH</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	2 F & 1 M
UNICEF	1 F
<b>Implementing partners</b>	
BRAC	1 F
CARE Bangladesh	1 F
Concerned Women For Family Development (CWFD)	1 F
Ministry of Women and Children Affairs	1 M
<b>External stakeholder/ Academia</b>	
London School of Hygiene and Tropical Medicine	1 F

<b>BURKINA FASO</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	2 M
UNICEF	2 F & 2 M
<b>Government</b>	
Ministère de la solidarité, de l'action humanitaire, de la réconciliation nationale, du genre et de la famille	1 M

<b>Implementing partners</b>	
ARF Tenkodogo	2 M
ASMADE	1 F & 1 M
Association pour le Développement Communautaire et la Promotion des Droit de l'Enfant (ADC/PDE) – base centre Nord	1 F & 2 M
Association Voix de Femmes (VdF)	1 M
Mwangaza Action	1 F

<b>ETHIOPIA</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	1 F & 1 M
UNICEF	8 F & 6 M
<b>Government</b>	
Ministry of Justice	1 F
Bureau of Women and Children	4 F & 6 M
Ministry of Women and Social Affairs	2 F & 4 M
Woreda level government	2 F & 5 M
Women's bureau	5 F & 1 M
<b>Implementing partners</b>	
Care International	1 M
Inter-Religious Committee of Ethiopia	1 F & 2 M
Norwegian Church Aid (NCA)	3 F
Population Media Center	2 F
<b>External stakeholders/ Academia</b>	
NGOs	2 F
Gender and Adolescence: Global Evidence (GAGE)	1 F
<b>Focus Group Discussions</b>	
<b>Community/ traditional / religious leaders and community structures</b>	
Anti-HTP committee 1, Sidama region	2 F & 3 M
Anti-HTP committee 2, Sidama region	3 F & 5 M
Anti-HTP committee, Sigimio Region	5 F & 1 M
Community Development Committee, Sidama region	5 F & 4 M
Community, traditional and religious leaders, Sigimio Region	3 F & 10 M
Community, traditional and religious leaders, Oromia Region	5 F & 4 M
Women's group, Sidama region	6 F & 6 M
<b>Teachers and Service Providers</b>	
Teachers, Sidama region	2 F & 2 M
Service providers and teachers, Sigimio region	4 F & 4 M
Service providers, Oromia region	7 M & 3 F
<b>Parents and care givers</b>	
Group 1, Sigimio region	4 M
Group 2, Sigimio region	5 F
Oromia region	4 F
<b>Adolescent and youth consultations</b>	
<b>Adolescents and Youth</b>	
Boys and men 15-24 years old, in the programme, Sidama Region	6 M
Boys 14-15 years old, in the programme, Oromia Region	7 M
Boys up to 15 years old, not in the programme, Oromia Region	5 M

Girls 10-14 years old, in the programme, Oromia Region	4 F
Girls 15-18 years old, in the programme, Oromia Region	4 F
Girls 15-18 years old, not in the programme, Oromia Region	4 F
Girls 15-18 years old, in the programme, Oromia Region	4 F
Girls 10-14 years old, in the programme 1 Sidama Region	6 F
Girls 10-14 years old, in the programme 2 Sidama Region	4 F
Girls 10-14 years old, not in the programme, Sidama Region	4 F
Girls 15-18 years old, in the programme, Sidama Region	8 F

<b>GHANA</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	2 F & 5 M
UNICEF	5 F & 3 M
<b>Government</b>	
Ministry of Gender, Children and Social Protection	1 F & 1 M
Ghana Health Service	1 F
Domestic Violence Secretariat, Ministry of Gender, Children and Social Protection	2 F
Ghana Education Office	2 F
Ghana Health Service	1 F
<b>Implementing partners</b>	
NORSAAC	2 F & 4 M
Purim African Youth Development Platform (PAYDP)	2 F
International Needs Ghana	2 F & 1 M
Planned Parenthood Association of Ghana	1 M
<b>External stakeholders/ Academia</b>	
Plan International Ghana	1 F
World Vision Ghana	1 F
<b>Focus Group Discussions</b>	
<b>Community/ traditional/ religious leaders and community structures</b>	
Community/Traditional/Religious Leaders 1, Cape Coast Metropolitan Assembly	4 F
Community/Traditional/Religious Leaders 2, Cape Coast Metropolitan Assembly	5 M
Community/Traditional/Religious Leaders 1, Tolon District	6 F
Community/Traditional/Religious Leaders 2, Tolon District	6 M
<b>Teachers and Service Providers</b>	
Regional level service providers, West Mamprusi District	2 M
Regional level service providers, Tamale Metropolitan District	2 M
Regional level service providers, Cape Coast Metropolitan Assembly	4 M & 6 F
Service providers, Cape Coast Metropolitan Assembly	2M & 2F
Service providers, Tolon district	3M & 2F
Service providers, West Mamprusi District	1 M & 1 F
<b>Parents and care givers</b>	
Group 1, Cape Coast Metropolitan Assembly	6 M
Group 1, Tolon District	4 M
Group 2, Cape Coast Metropolitan Assembly	8 F
Group 2, Tolon District	5 F

<b>Adolescent and youth consultations</b>	<b>Number and sex</b>
<b>Adolescents and Youth</b>	
Boys and men 15-24 years old, in the programme, Cape Coast Metropolitan Assembly	8 M
Boys and men 15-24 years old, in the programme, Cape Coast Metropolitan Assembly	8 M
Boys and men 15-24 years old, not in the programme, Cape Coast Metropolitan Assembly	6 M
Boys and men 15-24 years old, not in the programme, Cape Coast Metropolitan Assembly	6 M
Boys and men 15-24 years old, in the programme, Tolon District	9 M
Boys and men 15-24 years old, not in the programme, Tolon District	8 M
Girls 10-14 years old, in the programme, Cape Coast Metropolitan Assembly	5 F
Girls 10-14 years old, in the programme, Tolon District	4 F
Girls 15-18 years old, in the programme, Tolon District	3 F
Girls 15-18 years old, not in the programme, Cape Coast Metropolitan Assembly	5 F
Girls 15-18 years old, not in the programme, Tolon District	4 F
Girls 15-18 years old, in the programme, Cape Coast Metropolitan Assembly	4 F
Girls who attended the programme from the start, Cape Coast Metropolitan Assembly	6 F

<b>INDIA</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	F 2 & M 1
UNICEF	F 8 & M 8
<b>Government</b>	
Ministry of Justice, Odisha	F 1
Women and Child Development Department, Government Odisha	F 3 & M1
District Education Office, Odisha	1 M
Department of Education, Rajasthan	1 M
Department of Child Rights, Rajasthan	2 F & 5 M
Women's empowerment department, Rajasthan	1 F & 1M
<b>Implementing partners</b>	
AidetAction	3 M
Breakthrough	3 F & 1 M
Catholic Relief Service (CRS)	1 F
Cecoedecon	1 F
Centre for Health & Social Justice (CHSJ)	1 F & 1 M
Enfold	1 F
HAQ Centre for Child Rights	1 F
Jatan Sanstha	1 M
Jeevan Ashram Sanstha	1 F
Partners for Law in Development (PLD)	1 M
People's Rural Education Movement PREM	4 F & 3 M
Shiv Shiksha Samiti	1 M
<b>External stakeholders/ Academia</b>	
Academic	1 F
<b>Focus Group Discussions</b>	
<b>Community/ traditional/ religious leaders and community structures</b>	
Community Leaders, Sawai Madhopur District	5 F & 3 M
Community Leaders, Tonk District	4 F & 1 M

Community structures: Members of Temple Trust, Members of Caste Group, Priests, Integrated Child Development Service (ICDS), Child Marriage Prohibition Officer, Ganjam District	3 F & 6 M
Father of Church, Ganjam District	1 M
Religious Leaders, Tonk District	7 M
<b>Teachers and Service providers</b>	
Anganwadi Worker and ICDS Supervisors, Ganjam District	20 F
Health workers and Teachers, Sawai Madhopur District	12 F & 1 M
Health workers, Tonk District	5 F
Teachers, Ganjam District	F 6 & M 6
<b>Parents and care givers</b>	
Madhopur District	6 F
Tonk District	8 F & 2 M
<b>Adolescent and Youth consultations</b>	
<b>Number and sex</b>	
<b>Adolescents and Youth (in the programme)</b>	
Girls 10-14, Ganjam District	6 F
Girls 15-18, Ganjam District	8 F
Girls 10-18, Sawai Madhopur District	7 F
Girls 10-14, Tonk District	6 F
Girls 15-18, Tonk District	8 F
Boys and men 15-24 years old, Ganjam District	7 M
Boys and men 15-24 years old, Ganjam District	6 M
Boys and men 15-24 years old, Ganjam District	5 M
Boys and men 15-24 years old, Sawai Madhopur District	6 M

<b>MOZAMBIQUE</b>	
Key Informants interviewed	Number and sex
<b>Global Programme agencies</b>	
UNFPA	2 F & 1 M
UNICEF	6 F & 2 M
<b>Donor</b>	
High Commission of Canada in Mozambique, Global Affairs Canada	1 M
<b>Government</b>	
Ministry of Gender, Children and Social Action	1 M
<b>Implementing partners</b>	
International Child Development Programme (ICDP)	1 M
Linha Fala Crianca (Child Helpline)	1 M
N'weti	1 F
Rede Homens Pela Mudanca (HOPEM)	1 F & 1 M

<b>NEPAL</b>	
Key Informants interviewed	Number and sex
<b>Global Programme agencies</b>	
UNFPA	1 F
UNICEF	1 F
<b>Implementing partners</b>	
Adventist Development & Relief Agency (ADRA)	1 M
Nepal Fertility Care Centre (NFCC)	1 F
Siddhartha Samajik Bikas Kendra (SSDC)	1 M
Voluntary Service Overseas (VSO)	1 M

<b>NIGER</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	2 M
UNICEF	1 F & 2 M
<b>Government</b>	
Ministère de la Population	1 M
Ministère de la Promotion de la Femme et de la Protection de L'Enfant	1 M
<b>Implementing partners</b>	
CONIPRAT	1 M

<b>SIERRA LEONE</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	3 F
UNICEF	3 F
<b>Government representatives</b>	
Ministry of Basic and Senior Secondary Education (Sierra Leone)	1 F
Ministry of Gender and Children's Affairs	1 M
Ministry of Social Welfare	1 F
National Secretariat for the Reduction of Teenage Pregnancy (NSRTP)	1 F
<b>Implementing partners</b>	
Defence for Children International	1 M
Fambul Initiative Network for Equality - Sierra Leone (FINE-SL)	1 M
International Rescue Committee	1 F
Restless Development	1 M
<b>Focus Group Discussions</b>	
<b>Community/ traditional/ religious leaders and community structures</b>	
Community/Traditional/Religious Leaders, Koinadugu district	10 M & 4 F
<b>Teachers and Service Providers</b>	
Service providers, Koinadugu district	3 M & 5 F
<b>Parents and care givers</b>	
Koinadugu district	6 M
Koinadugu district	6 F
<b>Adolescent and Youth consultations</b>	
<b>Adolescents and Youth (in the programme)</b>	
Boys and men 15-24 years old, Koinadugu district	8 M
Girls 10-14 years old, Koinadugu district	4 F
Girls 15-18 years old, Koinadugu district	4 F

<b>UGANDA</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	2 F
UNICEF	2 F & 2 M

<b>Government</b>	
Ministry of Gender Labour and Social Development	2 F
<b>Implementing partners</b>	
Action Aid	1 F
International Rescue Committee	1 F & 1 M
Joy for Children	1 M

<b>YEMEN</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	1 F & 1 M
UNICEF	3 F & 5 M
<b>Government</b>	
Ministry of Labor and Social Affairs	1 F
<b>Implementing partners</b>	
Abyan Youth Foundation	1 M
Child Protection and Youth Organization CYPO	1 F & 1 M
Yemen Women Union YWU	2 F

<b>ZAMBIA</b>	
<b>Key Informants interviewed</b>	<b>Number and sex</b>
<b>Global Programme agencies</b>	
UNFPA	2 F
UNICEF	3 M
<b>Government</b>	
Ministry of Education, Health and Social Welfare from Lundazi, Mundazi, Sesheke and Chama districts	10 M
Gender Division	1 F
<b>Implementing partners</b>	
Lifeline Childline Zambia	1 M
Young Women's Christian Association YWCA	1 F

## Annex 9: List of field visits

<b>List of field visits, subnational areas, for the case study deep dives</b>
<b>Ethiopia</b>
Sidama region: Dara Woreda
Oromia region: Sigimo and Haramaya Woredas
<b>Ghana</b>
Northern region: Tolon and West Mamprusi districts
Central region: Komenda Edina Eguafo Abrem (KEEA) and Cape Coast Metropolitan Assembly district
<b>India</b>
Rajasthan State: Sawai Madhopur and Tonk districts
Odisha State: Ganjam and Khordha districts
<b>Sierra Leone</b>
Koinadugu district



## Annex 10: Glossary of key terms and concepts

Key terms and definitions used in this report are defined below.

- **Acceleration levers:** elements increasing the velocity and amplifying the intended changes that the programme aims to contribute: (1) enhanced investments for supporting both unmarried and married adolescent girls, (2) engaged key actors and strengthening partnerships in catalysing shifts towards positive gender norms, (3) increased political support, resources, gender-responsive policies, and frameworks; (4) engendered respect for laws, including international humanitarian law; and (5) improved data and evidence on what works and sharing knowledge and experiences across countries and beyond.<sup>3</sup>
- **Catalytic effect:** This is a gradual effect that manifests in different dimensions. The grading is related to the extent to which the GPECM transcended the GPECM itself and this way contributed accelerating the elimination of child marriage with the GPECM countries and beyond. Transcending the GPECM, i.e. going beyond the GPECM itself, can be intentional or not. A non-exhaustive list of examples is the following: to what extent the GPECM has achieved placing the elimination of child marriage in the agenda of national partners? To what extent the GPECM leading teams (Child protection, Gender and SRH experts) within UNICEF and UNFPA, mobilized teams from other sector areas to integrate the GPECM framework (theory of change, targeting, refining approaches, measurement of results, etc.)? To what extent the GPECM partnerships led or facilitated other partnerships and alignment of goals with broader coalitions to eliminate child marriage? To what extent the GPECM tools and knowledge generated is used beyond the GPECM countries?
- **Child marriage (also referred to as early marriage):** is a formal marriage or informal union before age 18.<sup>4</sup> Even though some countries permit marriage before age 18, international human rights standards classify these as child marriages, reasoning that those under age 18 are unable to give informed consent. Therefore, child marriage is a form of forced marriage as children are not legally competent to agree to such unions.<sup>5</sup>
- **Gender-based violence (GBV):** an umbrella term for any harmful act perpetrated against a person's will and based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries, and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution, domestic violence, trafficking, forced/early marriage, harmful traditional practices such as female genital mutilation, honour killings, and widow inheritance.<sup>6</sup>
- **Gender analysis:** a critical examination of how differences in gender roles, activities, needs, opportunities, and rights/entitlements affect women, men, girls, and boys in certain situations or contexts. Gender analysis examines the relationships between females and males, their access to and control of resources, and their relative constraints.<sup>7</sup>
- **Gender-blind programming:** the failure to recognize that the roles and responsibilities of men/boys and women/girls are given to them in specific social, cultural, economic, and political contexts and backgrounds. Projects, programmes, and attitudes which are gender blind do not take into account these different roles and diverse needs, maintain the status quo, and will not help transform the unequal structure of gender relations.<sup>8</sup>
- **Gender-responsive programming:** intentionally employing gender considerations to affect the design and implementation of legislation, policies, budgets, plans, or programmes. Gender-responsive programmes and projects reflect women's and girls' realities and needs in site selection, project staff, content, monitoring, etc. It also means paying attention to the unique needs of females,

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<sup>3</sup> UNFPA and UNICEF, 'GPECM Phase II programme Document 2020-2023'.

<sup>4</sup> UNICEF, <<https://www.unicef.org/protection/child-marriage>>, 15 May 2023.

<sup>5</sup> UNHCR, 2003, 'Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons', 2003, <<https://www.unhcr.org/media/sexual-and-gender-based-violence-against-refugees-returnees-and-internally-displaced-persons>>, accessed 15 May 2023.

<sup>6</sup> UNICEF, 'Gender Equality. Glossary of Terms and Concepts', 2017,

<<https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf>>, accessed 15 May 2023.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

valuing their perspectives, respecting their experiences, understanding developmental differences between women and men, girls and boys, and ultimately empowering women and girls.<sup>9</sup>

- **Gender-aware/sensitive programming:** programmes and projects that are aware of and address gender differences.<sup>10</sup>
- **Gender-transformative programming:** programmes and projects that analyse the root causes of gender inequality and especially commit to (i) develop initiatives that sustainably change the conditions enabling those root causes and (ii) promote gender equality.
- **Harmful traditional practices:** cultural, social, and religious customs and traditions that can harm a person's mental or physical health. Every social grouping in the world has specific traditional cultural practices and beliefs, some of which are beneficial to all members, while others are harmful to a specific group, such as women. These harmful traditional practices include female genital mutilation; forced feeding of women, child marriage; the various taboos or practices that prevent women from controlling their fertility; nutritional taboos and traditional birth practices; son preference and its implications for the status of the girl child; female infanticide; early pregnancy; and dowry price.<sup>11</sup>
- **Human Rights-Based Approach (HRBA):** entails consciously and systematically paying attention to human rights in all aspects of programme development. This approach is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. The objective of the HRBA is to empower people (rights-holders) to realize their rights and strengthen the State (duty-bearers) to comply with their human rights obligations and duties. States' obligations to human rights require them to respect, protect and fulfil women's and girls' rights and the rights of men and boys. When they fail to do so, the United Nations has a responsibility to work with partners to strengthen the capacity to realize that duty more effectively.<sup>12</sup>
- **Intersectionality:** as defined in the GPECM Programme document 2020-2023, intersectionality *refers to particular forms of intersecting oppressions – for example, intersections of race and gender, or of sexuality and nation. Child marriage is an intersectional issue. It is important to recognize that child marriage is rooted in intersecting inequalities that girls and boys are subjected to on the basis of sex, gender and age. This is further compounded in many contexts by other factors, including economic inequality.* This implies that the intersectional needs of adolescent girls and young women should be addressed holistically and in an integrated way, deploying multisectoral interventions including education, protection, health, disability and rights.
- **Reproductive rights and sexual and reproductive health:** reproductive rights include the rights of all individuals and couples to decide freely and responsibly the number, spacing, and timing of their children and to have the information and means to do so. Further, decisions concerning reproduction should be made free from discrimination, coercion, and violence. These services are essential for all people, married and unmarried, including adolescents and youth. To realize their reproductive rights, they need access to reproductive and sexual health care in primary health care. This should include a range of family planning; obstetrical and gynaecological care; prevention, care, and treatment of STIs and HIV/AIDS; education and counselling on human sexuality and reproductive health; prevention and surveillance of violence against women and elimination of traditional harmful practices.<sup>13</sup>
- **Sex disaggregated data:** data that is cross-classified by sex, presenting information separately for women and men, girls and boys. When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities. Sex-disaggregated data is necessary for effective gender analysis.<sup>14</sup>

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<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> OHCHR, 'Fact Sheet No. 23: Harmful Traditional Practices Affecting the Health of Women and Children', 1995, <<https://www.ohchr.org/sites/default/files/Documents/Publications/FactSheet23en.pdf>>, accessed 15 May 2023.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

## **Annex 11: List of resources**

### **Common documents**

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