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UNFPA-UNICEF GLOBAL PROGRAMME TO END CHILD MARRIAGE

GENDER-TRANSFORMATIVE ACCELERATOR

Zambia Country Report



The Gender-Transformative Accelerator Tool of the Global Programme to End Child Marriage was produced by the United Nations Population Fund (UNFPA) and the United Nations Children's Fund (UNICEF) headquarters' offices in collaboration with Collective Impact LLC. We would like to thank Collective Impact members Chelsea L Ricker and Mwangala Monde for their leadership in facilitating the Gender Transformative Accelerator (GTA) process in Zambia.

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INTRODUCTION

The UNFPA–UNICEF Global Programme to End Child Marriage (the Global Programme) has embraced gender-transformative approaches based on the evidence that child marriage is both a symptom and a result of deep-seated gender inequalities, restrictive gender norms and stereotypes, and power dynamics.

During Phase II (2020–2023), the Global Programme solidified its role in leading the global agenda to end child marriage by 2030. Key among its efforts in this phase was the articulation, operationalization and roll out of an ambitious approach to gender-transformative programming across countries, regions and partners. This approach aimed to address the root causes of gender inequality to transform harmful gender roles, norms and power relations.

Phase III requires the Global Programme ‘to go deeper’ by amplifying and investing in embedding gender transformative approaches in all elements of programming. A gender-transformative approach promotes gender equality – including shared control over resources and decision-making – and is grounded in girls’ and women’s agency and empowerment. Gender transformative approaches actively examine, question and change rigid gender norms, stereotypes and imbalances of power that advantage the majority over marginalized groups, men/boys over women/girls and other diverse genders, and people affiliated with subordinated identities. Examining programmatic strategies and measurement design through a gender-transformative lens is not simple because both the approach and the context in which programmes are

executed are tremendously complex and challenging.

Before programme design and implementation, there is a need to identify and understand key concepts of gender, gender inequality, power and resource redistribution. During Phase II, supported by Collective Impact, the Global Programme developed, tested and rolled out a new GTA tool for use both in a virtual and in-person workshop setting in six “trailblazer” countries: Bangladesh, Burkina Faso, Ethiopia, India, Mozambique and Niger.¹ The GTA tool has been updated for Phase III, integrating participatory values clarification activities to create an active learning environment for programme staff and partners, to help them go deeper into the foundational concepts and principles of gender transformative programming: power, agency, bodily autonomy, unconscious bias, empathy, allyship, and gender norms and stereotypes. Each core element of the Global Programme’s gender transformative approach has been paired with a participatory values clarification activity to help workshop participants deepen their understanding, analysis, and discussion of the underlying values for gender equity.

Aligned with their Phase III work planning process, UNFPA and UNICEF offices in Zambia volunteered to test the new, expanded GTA process during a five-day workshop in Lusaka from 4–8 September 2023. Participants expressed their appreciation for the workshop both in person and in evaluations, highlighting in particular the value of the interactive learning style, the applicability of the concepts to their work, and the ability to form deeper partnerships during the week of intensive discussion and collaboration.



The GTA training helped us reflect on where our programmes are and where we want to take them to make meaningful change. Before the training, gender transformative was used as a ‘buzzword’ but the training challenged us and made us realize that our actions were gender-responsive at best. These actions were agreed upon to move our programmes from responsive to transformative. We understand now that to successfully implement our programmes, we need to not only centre our beneficiaries, but also ensure that we change the environments they exist in

UNFPA and UNICEF focal persons

¹ For more on this initial phase, please see the synthesis report at <https://www.unicef.org/documents/gender-transformative-accelerator-tool>

VALUES CLARIFICATION ACTIVITIES

Day 1

1- PERSONAL VALUES

In the first exercise, participants individually reflected on their personal values and then discussed their shared values and reflections in small groups. Many discovered that they shared a desire to be accountable in all parts of their lives, and discussed how that influences their approach to their work. Participants then moved on to an activity where facilitators read out statements from UNFPA and UNICEF programme documents and policies. They had to cross a line to show that they agreed with the statement or stay in place if they disagreed. Most questions received unanimous agreement. Where participants did disagree sparked productive discussions about gender equity and equality, the role of men and boys in creating a more gender-equal world, and where we are as a society on our path to gender equality.

2 - UNCONSCIOUS BIAS

Participants examined their personal and affinity biases and how these biases affect who they work with and why. After a brief introduction to the concept, participants read stories written without personal or gender details about the narrators and discussed what assumptions they made about the narrator based on the details. There were lively discussions about what we assume about boys' and girls' roles and interactions with adults in their lives and this drew out some debate about gender norms, stereotypes and their use in programmes. It ended with participants brainstorming groups and stakeholders they had not engaged with before and assessing what influenced their decision-making. Participants continued to reflect on and revisit the concept of unconscious bias throughout the workshop and continued to build on this list, making sure to include it in their action plan at the end of the workshop.

3 - GENDER NORMS AND STEREOTYPES

The gender norms and stereotypes activity was used to get participants to think about what gender norms are, where we learn them and how they impact our lives. Participants were asked to reflect on what it means to be a man or a woman, where they learn how they are supposed to behave, and how these rules are reinforced. Finally, participants explored how norms function at all levels of society and discussed examples of how particular norms related to child marriage impact their programming.

The discussion drew out particularly how gender norms and stereotypes shape how implementers and communities treat adolescent mothers and generated ideas about how programmes could better support adolescent parents through gender norm change.

Day one ended with an introduction to and overview of the GTA tool.

Day 2

4 - AGENCY AND BODILY AUTONOMY

The second day started with an activity that bonded participants and began to break the ice. They were paired into groups of two and asked to reflect on a time when they felt most confident, supported and empowered. They shared deeply personal stories with one another and created a 'quilt of support' to show their sources of strength. The participants then acted out a skit that helped them see the importance of supporting adolescent girls' choices by creating a "web" of support around a girl. What followed this activity was the ranking of the first element in the GTA tool: Adolescent girls' skills, agency and empowerment.

5 - MASCULINITIES

The activity required participants to reflect on their perceptions of masculinity. They also shared personal stories of the male and female figures in their lives that they relate masculinity to. This part of the exercise led participants back to the gender norms and stereotypes exercise. They reflected on and shared masculinity traits they learned from these figures and which ones they would continue into their own lives and which ones they would leave to the past. Some participants shared particularly hard reflections of their experiences as children and received emotional support from the group through verbal affirmation and a short energizer activity to create a physical sense of support. Following this activity, participants ranked their programme on the second element in the GTA tool: Addressing masculinities and engaging men and boys.

6 - POWER AND IDENTITIES

This activity had participants discuss their identities, which identities hold power in their communities and how they shape their relationships and work. Participants agreed that many communities in Zambia assign power to men, elders, and highly educated or economically privileged married people and Christians. They began to question whether

this distribution of power was fair or productive for the girls and adolescents in the community. The activity was followed by GTA element 3: Family and community mobilization.

Day 3

The third day started with a presentation on a recent gender norms study from UNFPA and UNICEF and continued with values clarification activities as well as GTA elements.

7 - PATTERNS OF POWER

This activity on power mapping and identifying different patterns of power helped participants identify where power lies and who holds power in areas where they are implementing their

programmes. It also helped them see who has power over adolescent girls' decisions and choices. Following this discussion, participants moved on to rank their programmes on GTA element 4: Systems and services.

8 - ALLYSHIP AND COLLABORATION

The importance of this activity was that it helped participants see themselves as allies to the adolescents they design and implement programmes for, and to question what allyship and meaningful engagement mean and how they interact with power in their programmes. The meaningful engagement spectrum led participants to think critically about how they can move beyond consulting adolescents to work to make adolescent girls true partners.



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RANKING AND ASSESSMENT OF THE GTA CORE ELEMENTS

The GTA looks at six elements that need to be assessed to address gender in a transformative way: **girls' skills, agency, and empowerment; addressing masculinities and engaging men and boys; enabling environment: community mobilization; systems and services; and structural change: institutional partnerships and gender norms.** For each component, participants were asked to rank their programmes on the "gender continuum" as gender-blind (stage 1), gender-aware (stage 2), gender-responsive (stage 3) or gender-transformative (stage 4), using descriptions of each stage provided in the tool.

Adolescent girls' skills, agency and empowerment – gender-responsive

This element was ranked as gender-responsive after discussions from all groups. This is because of the gap that exists between programme design and implementation. While the programmes appear responsive and even transformative on paper, most agreed that there is a lot of work to be done for the programmes to become gender transformative in practice. Some areas where participants felt the programme could improve were:

- Implementing partners are giving sexual and reproductive health information to girls and adolescents and they, in turn, have choices on whether or not to use the information to access services such as contraceptives; however, implementing partners are not completing the loop to link adolescent girls with services and ensure services are adolescent girl-responsive.
- Programmes involve traditional leaders in conversations surrounding adolescent girls' issues but some of these leaders do not believe or support the girls. There have been situations where adolescents who want to leave their marriages are mocked and told that they chose to marry so their experiences cannot have been as bad as they make them out to be.
- Some programmes are engaging parents because they are key in shifting gender relations and transforming gender norms and stereotypes. Home is the first place where norms and values are learned, imposed and observed through gender socialization.

- One programme's mentorship classes use teaching techniques that let adolescent girls share their lived experiences and then have a mentor conclude the sessions with the correct information to take home from what has been shared. This not only shows the girls that their voices matter, but also takes them away from the classroom style of teaching that can be responsive to their reality.
- Some implementers and programmes are promoting adolescent girls' skills through interventions in schools, safe spaces, positive role modelling and the school re-entry policy to break down barriers to education for pregnant and married adolescents. Although these programmes do a lot to build the skills and confidence to go after their ambitions, they do not address the systems and barriers that keep girls from realizing these ambitions.

Key programmes addressing adolescent girls' skills, agency, and empowerment

UNFPA, UNICEF, the Government and YWCA are implementing **Safe Spaces and Menstrual Health Management (MHM) Clubs** for adolescents. The purpose of these programmes is to promote sexual and reproductive health and reduce gender-based violence (GBV) and early, forced and child marriage. **Safe Spaces** promote access to youth-friendly SRH services, build life skills for adolescent girls and mentor boys to embrace gender-sensitive norms. The safe spaces also target traditional leaders (both men and women), health personnel and the entire community. The **MHM** clubs also target both adolescent girls and boys and give accurate information on menstruation while dispelling myths around menstruation that have disadvantaged girls in the past. The clubs also include lessons on making menstrual products using locally available (chitenge) material. These lessons sometimes involve the adolescent girls' fathers and other male relatives. The goal is to normalize menstruation and ensure that adolescent girls are not staying out of school as a result of menstruation. Government and other NGOs also come in to support schools with **WASH** services to ensure that adolescent girls have access to water and other amenities that are especially needed during menstruation.

Addressing masculinities and engaging men and boys – gender-aware

When it came to voting, there was an argument for programmes in this element being gender-responsive, but following collective discussion, participants chose to rank it gender-aware. The GAPS programme working on adolescent pregnancy engages men and boys, but as the perpetrators of teenage pregnancy. Some of the men and boys admit to being the problem and are open to discussing solutions while others are resistant to interventions. The engagement of traditional leaders has not been as successful as partners hoped: implementers reported that some traditional leaders will agree to interventions and implementation of certain programmes during meetings but change their minds once they get back to their communities. They believe that these are Western solutions that would not work in their communities.

Safe spaces for men are being created where they can be vulnerable and share the challenges they face. These safe spaces are more popular in low-density areas compared to high-density areas where men would rather have one-to-one sessions with a mentor.

The Men's Network is training young men and boys on the values of the 'ideal man.' However, these programmes are centred around values such as protecting and respecting women as their mothers, sisters and daughters, and could do more to promote gender equality from a human rights approach where the specific needs and challenges of men can be discussed in their own right. None of the programmes under this element are seeking to shift any power from men but are instead using it to protect women from other men who have not undergone the training. They have documented success stories of boys who have transformed and gone on to become role models. Some are reporting backlash from women and girls who expect men and boys to perform according to traditional gender norms and stereotypical roles. There are consequences for a woman whose male partner might be seen to be performing roles typically seen as a woman's role. Implementers were challenged to think about how they can ensure that the change in men and boys is societally accepted; there is a need to find a balance between changing individuals and shifting gender norms and stereotypes at the societal level. Participants agreed that work in this area has to be bold and radical if they are to create lasting change.

Participants also discussed the need to be careful about what type of men are being engaged as champions and role models. There have been multiple high-profile cases of public figures being elevated as "champions" despite, or in some cases directly after, having perpetrated violence in their private lives. The Men's Network shared a story of a known man whose partner publicly shared that he had physically abused her. The Men's Network worked with the man until he 'reformed' and started speaking against gender-based violence. However, this led to people thinking that his partner had made up her account of the abuse because they could not believe a man who spoke against GBV was capable of it.

Key programmes addressing masculinities and engaging men and boys

As part of the **Coaching Boys into Men** programme, government partners are implementing a 12-week sports coaching programme that helps athletes promote gender equity and build responsible, respectful and non-violent relationships.

The curriculum emphasizes respect for women and girls (both online and in person), personal responsibility for boys, consent and fostering a school culture that is healthy, safe and productive.

One challenge is that the programme's initial focus is athletes: in schools where they have strong sports teams and culture, the programme shows promise.

However, it is worth noting that a lot of schools do not have a strong sports culture and facilities, which means many adolescents are excluded or unreachable. The programme is said to transform the way boys treat girls and women but there is no way to monitor or track this change.

Gender norms and stereotypes – gender-responsive

This element was ranked as gender-responsive because participants felt that for all the work being done to change existing harmful gender norms, no work is being done to replace them with more positive norms. The conversation on gender norms and stereotypes was concurrent in the workshop but none of the current interventions or programmes on ending child marriage have specific content on changing or shifting gender norms. Participants discussed at length the development and roll out of a new curriculum for traditional initiators as a prime opportunity to address norms more directly at the community level, using traditional structures. UNFPA will be taking the lead on this in Phase III.

Gender norms and stereotypes are very deep-seated and held dear in these communities; therefore interventions need to be consistent and structured. However, implementers have said that speaking one language would be impactful. For instance, there is a contradiction in the approaches of the Ministries of Education and Health. The health sector is speaking to young people about the choices and options they have when it comes to their sexuality, whereas the education sector is only preaching abstinence. Educators do refer young people to healthcare centres for SRH services, but programmes would be more effective if the messaging and human rights-based approaches were consistent.

Enabling environment: family and community mobilization – gender-responsive

Under this element, implementing partners are using community dialogue tools with social behaviour change (SBC) approaches to engage communities. The tools have topics on child marriage, the rights of adolescents, parental involvement and gender and power. It is easy to see why this element ranked as gender-responsive because the content in the tools include topics that have previously been considered taboo in Zambian culture. For example, the right to access to safe abortion care to the full extent of the law is mentioned under adolescents' rights. Abortion is a topic that is controversial even for modern/urban cultures, and addressing it in communities where ending child marriage programmes are being implemented shows how deep the conversations are being addressed.

Other programmes under this element use the SASA! approach at community level to develop community

activists against GBV and engaging with initiators on gender norms. Communities are reached via dialogues, focus group discussions, community radio and community theatre. Progress on these is slow but impactful. Even though these conversations are centred around gender norms and target different groups, there is need to be clearer about what gender norms and stereotypes implementers are trying to change and also how progress is tracked. The Men's Network shared a great case study on community mobilization where one community created a GBV survivor's fund from pooled money, which was then used to support adolescent girls.

Systems and services strengthening – gender-responsive

This element was ranked as gender-responsive because programmes in this element are multisectoral but implementers feel that there is need for the government to own and take a lead on these programmes so they are sustainable. Most resources do not reach their targets when increased access to services is key to the successful implementation of most programmes. Participants felt that implementers need to collaborate more so that they can share ideas and best practice. Participants also agreed that systems and services are not doing much to include marginalized and at-risk adolescent girls. Programme design does not identify target audiences so they end up being prescribed solutions without enough context and reality about who the target groups are. Gender norms and stereotypes continue to remain a barrier to access to information and services for marginalized girls and adolescents.

Policy and structural change and institutional partnerships – gender-aware

Interventions under this element support policies that are child and adolescent friendly. The issue, however, is that conversations around SRH get very political so it takes years for policies to be passed, and even when good policies are passed they are not implemented. Programmes under this element are therefore ranked as gender aware mostly due to little or no enforcement of policies, especially by the government. Policy and legislature are often driven by partners who do not have unlimited funding. Participants felt that the national budget is not gender-responsive and there is no funding for gender mainstreaming. Participants also noted that there is limited access to data which could support the development of progressive policies and laws.

Participants emphasized the need for a multisectoral approach including the deliberate inclusion and funding of youth-led and women-led organizations. The organizations will lead the empowerment of youth and adolescents so they can hold policymakers to account and claim their rights. Participants agreed that they could do more in building partnerships with marginalized groups such as adolescent girls with disabilities. The importance of including adolescent girls in every step of the programme from design to implementation was noted, as was the involvement of local people in owning and leading the implementation of programmes. In-house efforts are being made for staff capacity-building and improved programming; most staff and implementers ascribe to gender equality principles but struggle to apply them to their work.



Ending early marriages in our community will require joint efforts, meaning we should be inclusive in all of our programming.”

Participant evaluation response



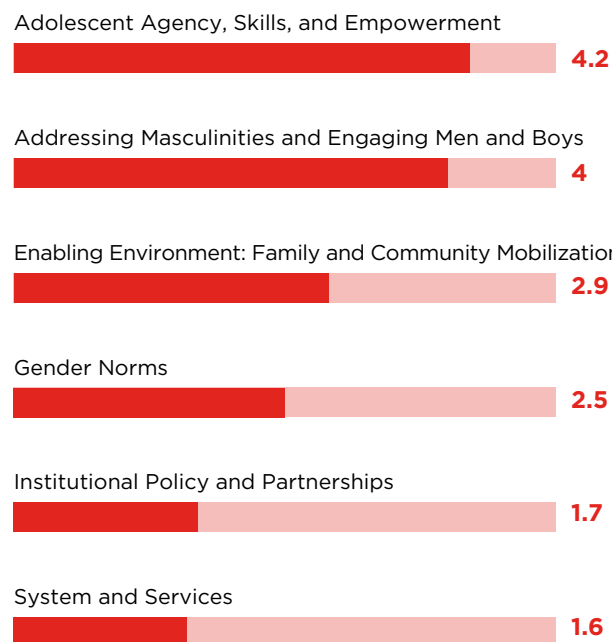
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DEEP DIVES

On Day 4, participants selected two priority areas where they felt they could make the most change and impact based on their current work plans. The focus areas were deeply assessed using each level of the socio-ecological model: individual, interpersonal, community, systems, and policy.

Figure 1: Participant responses on priority areas

WHICH ELEMENT GIVES US THE MOST CHANCE TO MAKE PROGRESS IN THE NEXT YEAR?



DEEP DIVE 1 - ADOLESCENT GIRLS' AGENCY, SKILLS AND EMPOWERMENT

Gender norms and stereotypes, lack of access to information and services, negative cultural practices and inconsistent implementation of policies were listed as some of the barriers that keep implementers from implementing gender transformative approaches that can meaningfully improve the lives and circumstances of adolescent girls in their communities. However, participants also saw opportunities in their work plans that could shift their programmes towards more gender-transformative approaches.

Opportunities and Actions

- **Progressive free education** and school re-entry policies. Implementers could take advantage of new free education and school re-entry policies to keep girls in school. They can connect girls to scholarships and empowerment programmes under the constituency development fund (CDF) and use social cash transfer initiatives to cushion families from additional costs of education.

- **Work through existing structures:** Programmes can work to strengthen existing community structures such as the Community Welfare Assistance Committees and Alangizis (traditional initiators) by revising/expanding their curricula to integrate gender equality.
- **Improve resources for adolescent girls:** Implementers agreed to focus on building service provider capacity and creating linkages between girls and service providers who provide mentorship and vocational training.
- **Activate public interest:** There is a crucial opportunity to involve entire communities in programming and take advantage of current political will (Zambian President is an ECM champion) and policies such as the child code bill and renewal of the anti-GBV act.

DEEP DIVE 2 - ADDRESSING POSITIVE MASCULINITIES AND ENGAGING MEN AND BOYS

Programmes involving men and boys were said to have been successful but participants also agreed that they need more deliberate efforts to move them from gender aware to responsive and ultimately, transformative. Men's lack of willingness to share power was cited as one of the barriers keeping these programmes from being gender transformative. Other challenges include peer pressure to be seen as masculine, toxic masculinity traits, initiation and marriage rites that pass on negative gender norms, stereotyping and masculinities and systems that make men's participation exceptional.

Opportunities and actions

- **Single-sex platforms:** Programmes could invest in more safe spaces for men and boys as a place where men can freely talk about their feelings with no judgment or mockery. Implementers also highlighted the need to have male champions and positive deviants do peer-to-peer outreach, including through male teachers' networks in schools.
- **Gender synchronization - shared platforms for adolescent girls and boys:** Women and girls also perpetuate negative and toxic masculinities, and a shared platform where masculinity is being redefined with and by both girls and boys would go a long way to addressing gender norms and negative stereotypes.
- **Address violence:** Create safe houses for men and boys who experience GBV and other forms of violence. Men and boys are mocked when they speak about experiencing GBV. Implementers also expressed a desire to advocate for more specialized services for men.

ROADMAP: SPECIFIC ACTIONS FOR THE NEXT 12 MONTHS

On Day 5, UNFPA and UNICEF went into Phase III planning a few weeks after the GTA workshop and both agreed on the priorities below as those they would add to the plan and budget and implement in the next 12 months.

Priority action #1

Building community and support for adolescent mothers by engaging community leaders and education and social protection sectors around re-entry policy.

This priority addresses elements one and two in the GTA tool which focus on adolescent girls' skills agency and empowerment and creating an enabling environment at family and community level. Both agencies agreed on the importance of this priority action which seeks to build community and social support for adolescent mothers. Adolescent pregnancy and childbearing are major drivers of early and child marriage in Zambia, and many factors that keep adolescent mothers away from education and other opportunities are tied to their having little to no support at home and in their communities.

They will collaborate with the gender division who are currently working on a programme to offer support to the children of adolescent mothers so the mothers can continue with their education and pursue other opportunities with lessened worry about providing for their children. Both agencies have committed to making adolescent mother support groups an aspect of their programming. The idea of support groups was floated by YWCA who are supported by UNFPA.

UNICEF Education will take the lead in making sure that the re-entry policy is flexible and inclusive of adolescent mothers. Both agencies will continue to work with the government to ensure that there is an enabling environment to encourage adolescent mothers back to school. They are also looking into south-to-south learning for best practice from other countries on supporting adolescent mothers.

Priority action #2

Establish support materials and networks for gender sensitization for community initiators, marriage counsellors and gatekeepers.

This priority action addresses element six of the GTA tool which highlights gender norms and stereotypes. Workshop participants identified influential gatekeepers, individuals and institutions that reinforce gender norms and roles that perpetuate inequality in communities. One of these institutions is the network of traditional initiators who are responsible for transitioning girls and boys into adulthood upon entering puberty. UNFPA have been working on a curriculum for these initiators that will include positive messaging meant to shift norms and empower girls.

The initial action plan included curricula and training for gatekeepers and marriage counsellors but both UNFPA and UNICEF consider that they will only be able to work on the initiator curriculum for adolescent girls. UNFPA has a draft ready which they will review for gender-norm content based on the learning during this workshop, and work on simplifying it in the next 12 months. The simplification process will be supported by a consultant and the UNFPA team that has led on initiator curriculum. The current draft is text-heavy and technical and will need to be simplified to a level that (most) initiators with little to no education will be able to readily understand and interpret.

UNFPA and UNICEF will also work on adjusting the community dialogue tool(s) to reflect gender transformative approaches using material in the GTA tool.

Priority action #3

Develop partnership with adolescent participation/advocacy programmes to expand positive gender norms.

This priority addresses elements one of the GTA tool (Adolescent girls' skills, agency, and empowerment) and five (institutional policies and partnership) in the GTA tool. Participants discussed the importance of bringing adolescents on as partners in their programmes using the youth engagement spectrum.

UNFPA and UNICEF agree on the importance of developing partnerships with adolescent participation and advocacy programmes. They have made meaningful engagement a guiding principle for the programmes in Phase III of the Global Programme. A core part of their strategy is moving from 'talking to' to listening to and centring adolescents.

For more on these actions, see the full roadmap in Annex 1.

ROADMAP FOR ACTION

	ACTION	STEPS/PROCESS	TIMEFRAME	SUPPORT NEEDED	HOW TO MEASURE SUCCESS	RESPONSIBLE FOCAL POINTS
1	Build community and social support for adolescent mothers by engaging community leaders and education and social protection sectors around re-entry policy	<ol style="list-style-type: none"> 1. Adolescent mother support groups (YWCA) 2. Engage school leadership and teachers to reduce stigma against adolescent mothers returning to school (targeting teacher training) 3. Connect adolescent mothers with social support and cash transfers to support childcare and school re-entry 4. Review adolescent pregnancy prevention programme materials to remove stigmatizing messaging 5. Deliberate inclusion of girls and adolescent mothers in CDF scholarships and initiatives 6. Allow for flexible re-entry and school attendance for adolescent mothers 7. Work with government to bring mission schools on board with the re-entry policy 	<p>-3 months (support groups)</p> <p>-6-12 months</p> <p>-long term</p>	<p>Review of revised / recommended tools</p> <p>Training manual on gender-transformative approaches for partners</p> <p>How to measure gender-transformative results (ODI developing toolkit)</p>	<p>Documentation of story of change</p> <p>Periodic assessment of life skills (baseline and endline)</p> <p>Qualitative measures of GTA</p>	<p>UNICEF & UNFPA (focal points)</p> <p>YWCA</p> <p>GAPS</p>
2	Review and improve community volunteer training and capacity programmes to address social and gender norms, stereotypes and build girls' empowerment	<ol style="list-style-type: none"> 1. Review existing training and support materials for community volunteers to improve gender norms content from a GTA lens 2. Integrate more participatory and inclusive and less dialogue-focused methods into community volunteer materials 3. Translate materials into local languages, make them inclusive and accessible for all, particularly audio-visual 4. Connect community volunteers with champions and role model/mentorship strategy 5. Develop refresher/second-line training for existing community volunteers (ToT/ champions/advocacy training) 6. Open volunteer programme to all who are interested 	<p>-3 months (support groups)</p> <p>-6-12 months</p> <p>-long term</p>	<p>Review of revised / recommended tools</p> <p>Training manual on gender-transformative approaches for partners</p> <p>How to measure gender-transformative results (ODI developing toolkit)</p>	<p>Documentation of story of change</p> <p>Periodic assessment of life skills (baseline and endline)</p> <p>Qualitative measures of GTA</p>	<p>UNICEF & UNFPA (focal points)</p> <p>YWCA</p> <p>GAPS</p>
3	Establish support materials and networks for gender sensitization for community initiators, marriage counsellors, and gatekeepers	<ol style="list-style-type: none"> 1. Review and finalize initiator curriculum (UNFPA) with additional outreach/ advocacy/community outreach skills 2. Develop parallel curriculum for male initiations from a positive masculinities perspective 3. Establish network of initiator champions for gender equality 4. Train initiators on finalized curriculum and equip them to train others 5. Identify influential gatekeepers and train them on gender equality through GTA lens 6. Develop SBCC materials for gatekeepers to use during community dialogue 7. Ensure manual is simple, localized and contains positive norms and information on SRH 8. Engage religious leaders (ZINGO) 	12 months	<p>Financial</p> <p>Human resource (consultant to work on curriculum)</p> <p>Training material from GTA workshop</p> <p>IEC material</p>	<p>Finalized manual/ curriculum</p> <p>Number of initiators trained</p> <p>Reduced initiation period for girls</p>	<p>UNICEF, UNFPA, GAPS, YWCA, Restless Development, Generation Alive, Boys2men Network</p>

	ACTION	STEPS/PROCESS	TIMEFRAME	SUPPORT NEEDED	HOW TO MEASURE SUCCESS	RESPONSIBLE FOCAL POINTS
4	Develop partnership with adolescent participation/ advocacy programmes to expand positive gender norms and challenge stereotyping	<ol style="list-style-type: none"> 1. FGDs and research surveys with girls 2. Adolescent participation in meetings, i.e. ADH - TWG and monthly review meetings 3. Meet adolescents in their spaces such as schools, churches, youth orgs and health facilities 4. Have adolescents contribute their skills, knowledge and experiences to programmes by providing platforms for adolescents to contribute to how programme/interventions are implemented and evaluated 5. Have adolescents become implementors; e.g. mentors or educators in health facilities 6. Include adolescents in decision-making committees; e.g. accountability committees 7. Support adolescents in developing and leading their own programmes 8. Offer trained adolescents jobs and roles such as data entry clerks 9. Empower them to influence policy and hold policymakers accountable 	12 months	<p>Technical Support</p> <p>Financial support</p>	<p>Finalized manual/ curriculum</p> <p>Number of initiators trained</p> <p>Reduced initiation period for girls</p>	All workshop participants

ANNEX 2

LIST OF PARTICIPANTS FOR THE GTA WORKSHOP IN ZAMBIA, 4-8 SEPTEMBER 2023

NAME	ORGANIZATION	ENTITY	POSITION
Wantula Simbaya	Generation Alive	CSO	M&E Officer
Johannes Mtonga	Zambia Centre for Communication Partnership (ZCCP)	CSO	Executive Director
Joachim Mumba	Social Workers Association of Zambia (SWA)	CSO	Chief Executive Officer
Chanda Chisenga	Restless Development	CSO	Executive Director
Theresa K. Mwansa	UNICEF	UN	SBC Officer
Edwin Mumba	UNICEF	UN	Gender Specialist
Mutinta Gwenente	UNICEF	UN	Child Protection Officer
Precious Habeenzu	UNIEF	UN	Health in Emergencies
Nachilima Kaunda	UNFPA	UN	Programme coordinator
Nicholas Malapa	UNFPA	UN	Sub-office, Eastern Province
Leonard Zulu	UNFPA	UN	Sub-office, Southern Province
Stephen Chikate	UNFPA	UN	Gender analyst
Mary musonda	WLSA	CSO	Legal officer
Priscilla Chama	Childfund	CSO	Programme Officer
Mercy Ngoma	World Vision	CSO	
Nasson Banda	Men's Network	CSO	Executive director
Madeline Banda	YWCA	CSO	District coordinator
Cindy Mwila	YWCA	CSO	District coordinator
Nalucha Hatontola	YWCA	CSO	District coordinator
Ruth kalaba	YWCA	CSO	Programme coordinator
Kennedy Banda	Men's Network	CSO	Programme Officer

end
child
marriage

A voice. A chance. A future.

UNFPA-UNICEF GLOBAL PROGRAMME TO END CHILD MARRIAGE AND
UNFPA-UNICEF JOINT PROGRAMME ON THE ELIMINATION OF FEMALE GENITAL MUTILATION

GENDER-TRANSFORMATIVE
ACCELERATOR

Zambia Country Report

