

ADVANCING GENDER-TRANSFORMATIVE APPROACHES IN THE GLOBAL PROGRAMME
TO END CHILD MARRIAGE: EXPLORING GENDER, POWER, AND RESOURCES

GENDER TRANSFORMATIVE ACCELERATOR

Sierra Leone 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 Joseph Akoro and Aisha Ibrahim for their leadership in facilitating the GTA process in Sierra Leone.

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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. 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, the Global Programme, supported by Collective Impact, developed, tested and rolled out a Gender-Transformative Accelerator (GTA) tool for use both in a virtual and in-person workshop setting. 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 explore more fully 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 support workshop participants in deepening their understanding, analysis and discussion of the underlying values for gender equity.

In line with this, UNFPA and UNICEF offices in Sierra Leone held a five-day residential workshop on the GTA tool at the Njala Venue Hotel, Bo District, Southern Sierra Leone, from 15–19 April 2024. Participants comprised UNFPA and UNICEF staff as well as state and civil society partners working on CEFM (see the participant list in Annex 2). The workshop provided an understanding of the gender-transformative approach, norms related to

child, early and forced marriage (CEFM), the core elements of gender-transformative approaches, the gender equity continuum, and the socioecological model. Participants voted on four core elements using the real-time polling software, Slido, with the main output of the workshop being a co-created prioritized road map of actions that will guide the work of staff and partners in their programming towards gender transformation.

Pre-workshop engagements with the GTA international consultant began in February 2024 and included a desk review of relevant literature and project documents to gather information on the current context in Sierra Leone, and three online meetings to (1) clarify the methodology of the tool and expectations; (2) discuss logistical arrangements, and (3) run through the facilitator’s guide with volunteer facilitators from UNICEF/UNFPA.

The five-day workshop took the following format:

Day 1 – Setting the Scene

On the first day there was an opening ceremony, self-introductions by participants and an introduction to the GTA tool. Statements were made by the heads of programme of UNICEF and UNFPA, both of whom emphasized the importance of the workshop and the commitment of the agencies to work on CEFM from a gender-transformation perspective. The values clarification activities conducted on this day covered personal values, unconscious bias and gender norms.

Day 2 – Beginning the GTA

Full use of the GTA tool started on this day with a focus on three key elements of the tool: girls’ skills, agency and empowerment; addressing masculinities and engaging men and boys; and addressing social and gender norms and inequalities. The values clarification activities conducted discussed bodily autonomy, masculinities, and identities and power.

Day 3 – Thinking Bigger

Participants explored the last three key GTA elements; enabling environment; family and community mobilization; promoting gender responsive systems and services, and policy and structural change and strategic institutional partnerships, to determine the level at which participants’ programming has been gender transformative. The values clarification activities conducted on this day covered types of power and power mapping, and allyship and collaboration.

Day 4 – Deep Dives

On the fourth day three key deep dives were conducted on advancing girls' rights agency and leadership, engaging men and boys to strengthen positive masculinities, and the enabling environment – communities and family mobilization. Participants reflected in depth on what is being done so far in programming using the socioecological framework, analysis of barriers and bottlenecks, and exploration of opportunities, based on a prioritization of GTA core elements to focus on.

Day 5 – Setting Priorities

Building on the fourth day, a shortlist of priority actions was developed, highlighting strategic actions with a detailed time frame, support needed and individuals responsible to enact each action.

Details on facilitation methodology are explained in the Facilitation Guide. It suffices to mention that while the Facilitation Guide is important to give a sense of direction in executing the GTA workshop, facilitators should adopt it to their facilitation style and consider the country-specific context and adapt accordingly.

VALUES CLARIFICATION ACTIVITIES

Days 1-3 were spent on exercises that challenged participants to identify their core values, unconscious biases, existing norms as they relate to CEFM and the root causes of gender inequality. These core values determine how they react to issues of CEFM in their programming and how others react to these programmes as well. The common values shared by participants include compassion, being respectful, building a relationship with God, and integrity, among others.

During the reflections on unconscious biases, participants talked about opportunities women lose because of their gender by giving examples of interviews they have attended or conducted in which a woman was less considered because of an unconscious bias that men are more analytical and less emotional than women and can therefore get the job done. They were able to associate this example with decisions they may have taken in the field about girls such as seeing girls as too immature

to make certain decisions and asking men in their families to make decisions in their place.

Norms related to CEFM were examined from individual, interpersonal, community, systems and institutional levels and included norms around caregiving and household chores, being authoritative as taught in the Poro Bush and being submissive as taught in the Bondo Bush.¹ Other norms discussed include male preference, bride price, early marriage, and the prioritization of boys' education, all of which contribute to the phenomenon of CEFM.

For the first key element on agency and empowerment, participants learned about how to recognize and build the agency of girls to resist and not fall victim to CEFM, as well as the conditions that should be provided to secure girls' agency. The conditions identified by participants include keeping girls in school by providing material and emotional support, having well-equipped and effective safe spaces, including girls in decision-making and encouraging girls to make autonomous decisions, and talking openly about taboo subjects such as female genital mutilation. For the activity on masculinity, participants explored how to identify and analyse forms of power – visible, hidden and invisible – and what each power dynamic could mean in programming/advocacy against CEFM in terms of influence and dominance. For visible power they identified the presidency, paramount chiefs, traditional and school authorities. For the hidden or shadow power, women's advocacy groups such as the 50/50 Group, the Inter-Religious Council and donor and development partners were identified and for invisible power are secret societies, traditional healers, and both traditional and social media. Participants spent a long time debating where the position of the power of "husbands" which they felt was in between "Hidden and Invisible".

While exploring the theoretical approaches to the core elements of the gender-transformative approach, participants continuously reflected on the cases and examples raised during the values clarification activities and how it is relevant to the proposed concepts. An issue debated and agreed on was that the words 'beneficiary' and 'vulnerable' put people in a subjective position and should be changed to more respectful words such as 'partners' and 'collaborators'.

¹ The Poro is a male-only secret society where among other things men are made to take a brotherhood oath and are taught how to be 'men' and the Bondo is a female-only society where girls are socialized to be caretakers and where FGM also takes place.

RANKING OF GTA ELEMENTS

The GTA looks at six elements that need to be assessed to address gender in a transformative way. Five of these elements are interlinked namely, **Girls' skills, agency, and empowerment; Addressing masculinities and engaging men and boys; Enabling environment: community mobilization; Systems and services; and Structural change: institutional partnerships.** The sixth element that cuts across all the others is **Gender norms.** For this training, 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. The ranking process explored the assessment of three out of the six elements in the 'gender equity continuum' against the contextualized theory of change and on the rationale to move toward gender-transformative programming.

For each GTA element, all participants were engaged in a real-time poll (Slido.com) where they rated the current stage of their programme implementation using the gender equity continuum. Rating results were discussed in plenary sessions facilitated by representatives from UNICEF/UNFPA.

In many ways, these exercises and the workshop challenged participants to think deeply about where they are in the gender equality spectrum and motivated them to aim at gender-transformative outcomes. They were challenged by facilitators to reflect objectively on their role in bringing about change, what they are doing currently, and how that can be improved. As a result, participants made a commitment to identify a norm in their communities that they can work to change.

ASSESSMENT OF THE ELEMENTS OF GENDER-TRANSFORMATION APPROACHES

The PowerPoint presentations on the GTA elements and core concepts enabled participants to fully understand the intersections of the elements and how their application can lead to gender-transformative programming. Even though some of the concepts, such as agency and gender transformation, were novel to many, a better understanding was gained through plenary discussions and exchanges with the facilitators. Being able to assess the six core elements alongside the gender equity continuum enabled participants to be able to realistically assess or rank their programming levels.

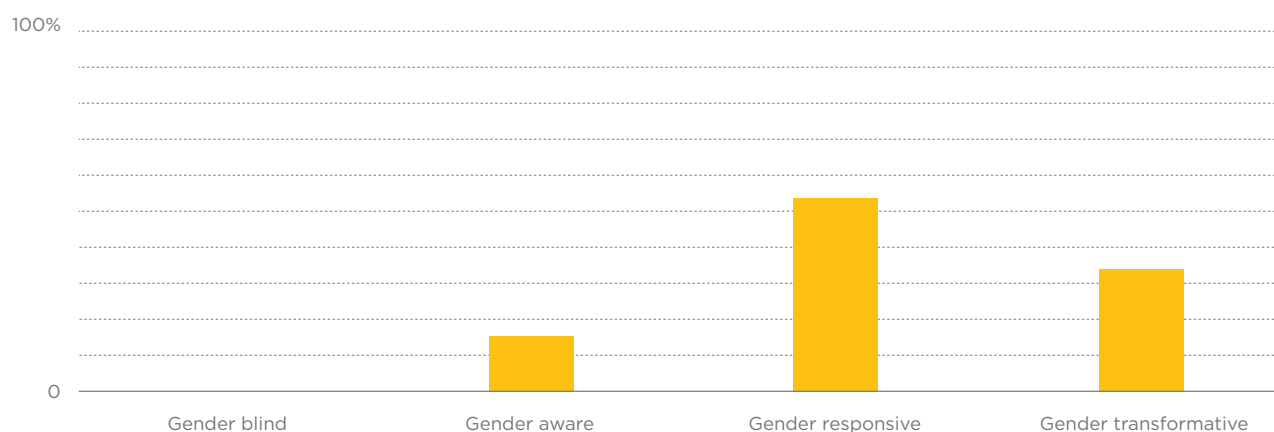
The participants were able to rank five elements as the most relevant focus areas to accelerate gender transformation within the programme. They are (1) Girls' skills, agency and empowerment (2) Engaging men and boys to enhance positive masculinities (3) Enabling environment: family and community mobilization, (4) Systems and services, (5) Policy and structural change and institutional partnerships.

1. Girls' skills, agency and empowerment

Agency, as defined, is the ability to make choices about life without fear or coercion and to put those choices into action to reach one's desired goals. Helping girls build agency is important because gender social norms undervalue girls' capabilities and rights, limiting their choices and opportunities by controlling behaviours and expectations.

The result of the rating for girls' skills, agency and empowerment is shown in Table 1.

GIRLS' SKILLS, AGENCY AND EMPOWERMENT RATING



DISCUSSION

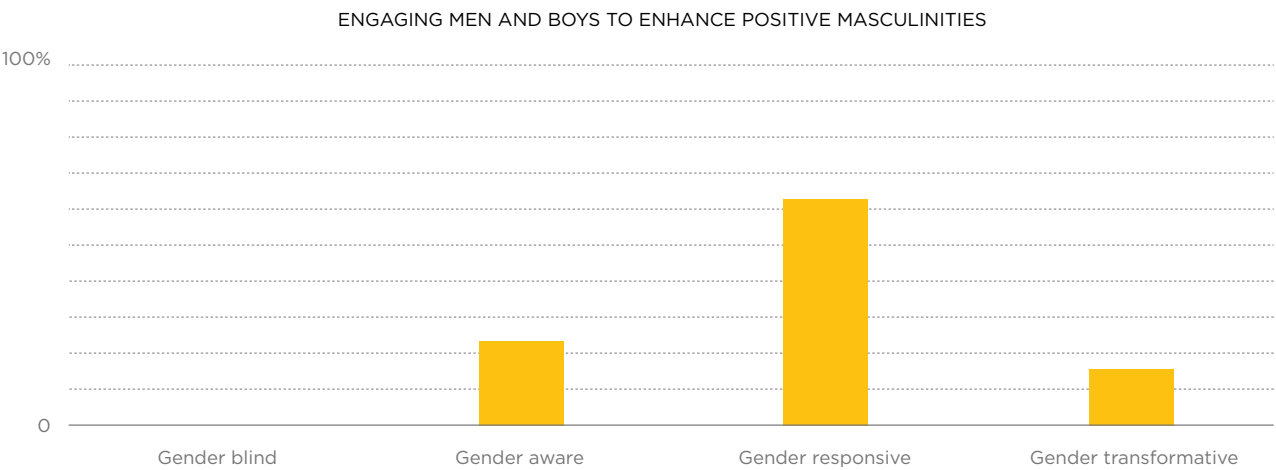
From the ensuing conversation, it emerged that mentorship, life skills training through safe spaces is the most common way through which the Global Programme to End Child Marriage is advancing Girls’ Rights, Agency and Leadership. Using the life skills manual that highlights menstrual hygiene, confidence building, self-worth, etc., adolescents are guided on how to claim rights as well as become advocates for their own rights and well-being. Participants observed that in the Sierra Leonean context, adolescent girls are mostly under care and not independent and thus there is a need to include parents and caregivers in programming because they are key to ensuring that adolescents have autonomy in informed decision-making.

2. Engaging men and boys to enhance positive masculinities

Male engagement is an approach to build more gender-equitable relationships between men and women and involves educating men and boys

about the role and impact of gender norms and expectations in their lives, to try to achieve social and behavioural change. By engaging men and boys they get to understand that expectations about how they are supposed to behave and the roles and responsibilities they take on are shaped from the time they are born, and are reinforced with messages from the family, community and broader society. Engaging men and boys in discussions about positive masculine norms and to move away from toxic masculinities of ‘strength’ or ‘manliness’ that are aggressive is central to this approach because it turns men towards positive definitions of what it means to be a man. However, in engaging men and boys around positive masculinities, there is a need to create a safe space for these discussions as many topics can be very sensitive, and it is important to take the time to build trust and a supportive environment before engaging in dialogue.

The rating result concerning this element is shown in Table 2.



DISCUSSION

The discussions on male engagement highlighted how some organizations are engaging men in their programming and include approaches such as positive masculinities where men are mentored by trained local community members and provided with resources such as classes on positive parenting, healthy coping mechanisms when dealing with trauma and stressors, valuing care work, and preventing violence in their relationships. It was noted that key perpetrators of child marriage in Sierra Leone are men and that is one of the reasons programmes target the men. Men marry these girls at a young age and men, as fathers or guardians, decide on the marriageability of a girl. A

number of groups have been set up such as the Men Advocate and Peer Educators (MAPEs); role model men within the communities are trained as male champions against child marriage, GBV and other forms of violence against women and girls. There are also boys’ clubs, where young boys gain knowledge and awareness of child marriage and related issues, through the use of a standardized manual, and the PaMama, which focuses on positive parenting and supporting girls and women in their lives and facilitating healthy, gender-equitable relationships.

Participants raised the concern that because girls have been targeted and are benefiting from government programmes such as microfinance and livelihood

projects, men and boys sometimes feel they have been left out. This change in power often creates tension and resentment and as such, some women and men tend to push back when gender norms begin to shift.

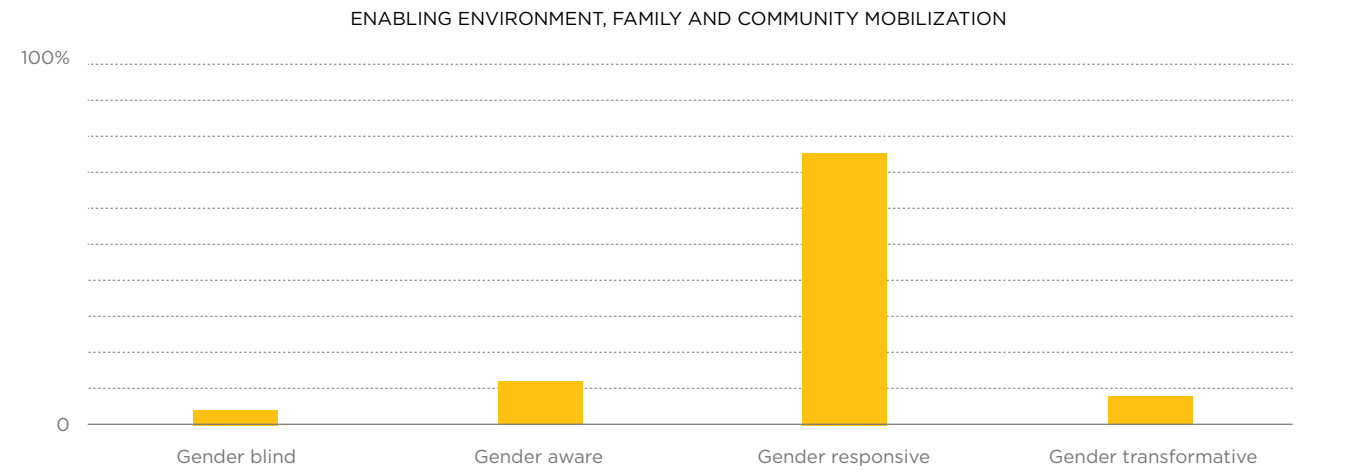
The role of secret societies such as the Poro and Wonday in the socialization of men and boys as ‘manly men’ was also recognized by participants, as was the need to help them redefine the identities of these society men and boys through male engagement programming.

3. Enabling environment: family and community mobilization

A safe and supportive enabling environment and community is essential in the advocacy against

CEFM. To be successful, girls should be surrounded by a community that maximizes their assets, agency and access to services and opportunities, while providing a safe and supportive space for expression and growth. An enabling environment encourages and recognizes young girls, while promoting their social and emotional competence to thrive. Participants recognized that the many taboos regarding sex that girls face, their exposure to different forms of violence and restrictive gender norms can be alleviated by working closely with communities to provide safe and supportive enabling environments.

The rating result concerning this element is shown in Table 3.



DISCUSSION

Discussions on the topic of enabling environment, family and community mobilization focused on poor parenting and lack of intergenerational and community dialogues on sex, family welfare, family priorities, life skills, bodily autonomy, pregnancy, child marriage, etc., and the need for fathers, as heads of the family unit, to understand and take responsibility on relationship issues, intimacy, and different forms of violence experienced by women and girls.

Participants noted that due to poverty, some families do not have the resources to support girls in school, pushing these girls to bear the costs by themselves by, for example, engaging in transactional sex that results in teenage pregnancy and child marriage. Additionally, due to a lack of secondary schools in rural areas, adolescents are sometimes sent to headquarter towns to continue their education where they often live with limited or no adult supervision

and support, having to fend for themselves and thus increasing their risk for transactional sex, gender-based violence and other issues.

Recognizing these challenges, participants discussed how their various programmes focus on intergenerational and community dialogues including community leaders, traditional and religious leaders, through mothers’, boys’ and girls’ clubs and male engagement. Their programmes also focus on providing technical and financial support to traditional and religious leaders, mothers’ clubs, girls’ clubs, and boys’ clubs to initiate ideas, develop community action plans and implement them to address the issues of child marriage and sexual and gender-based violence in their communities, as well as training mentors on how to run safe-space programmes in their communities. Other activities include training community facilitators and peace ambassadors on positive parenting facilitation and community mobilization, creating community advisory groups of community stakeholders who

monitor the progress of the programmes and address gaps and challenges. Local resources, such as venue and facilitators, are used for the smooth running of the programmes. Other activities include organizing radio discussion programmes in communities, providing reproductive health services including contraceptives, hygiene kits, and treatment for sexually transmitted infections at community level, providing teaching and learning materials for at-risk/ vulnerable adolescent girls, and providing capacity-building and training through the life skills manual.

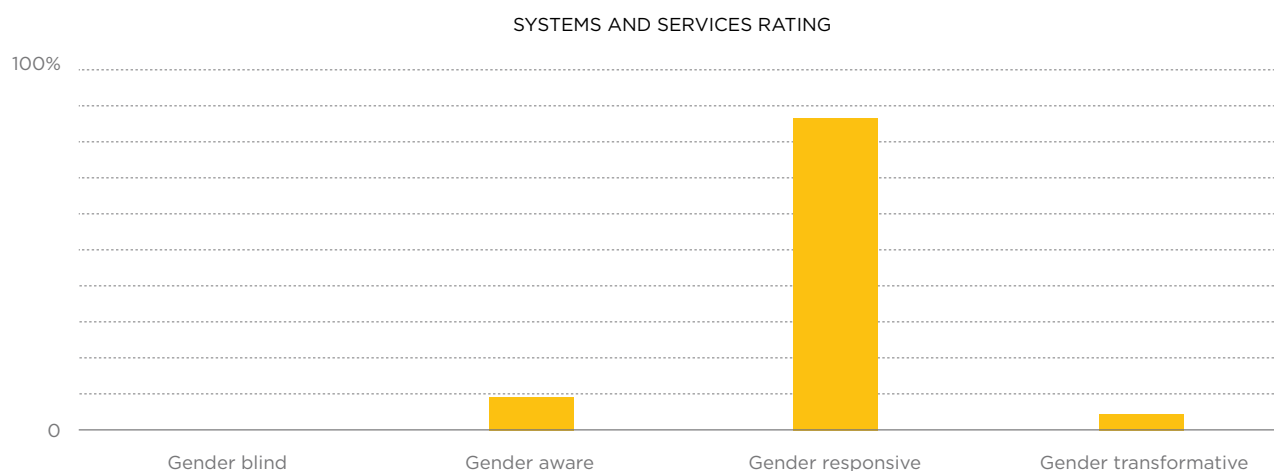
Additional actions taken by partners include collaboration with the Inter-Religious Council of Sierra Leone (IRCSL) to sensitize them on child protection issues, and with social workers of both the ministries of Social Welfare, and Gender and Children's Affairs, for community mobilization, awareness raising and psychosocial support services.

In this phase of the training, participants appreciated learning about agency, the socioecological model and forging partnerships. They also appreciated that gender norms affect girls in the community, and persons with disabilities are often left behind, and suggested that all partners take persons with disabilities into account in their various GPECM implementation activities/programmes.

4. Systems and services

While the right to information is instrumental in ensuring physical, economic and political empowerment, girls continue to face structural obstacles and barriers that undermine their ability to fully exercise this fundamental right. Girls' equal access to information, public goods, services and resources is crucial to achieving gender equality and for them to overcome poverty, illiteracy, and violence. Programming on CEFM therefore must include opportunities for quality participation, access to information and services for girls. Participants highlighted biases against girls based on gender norms, that limit their access to, education, sexual and reproductive health services and information, recognizing that a gender-transformative approach must use a multisectoral collaboration to eliminate gender barriers, gender-based violence, stigma and discrimination, and to increase access to education, skills-building, economic development, child and social protection, water and sanitation, cash or in-kind transfers for poverty alleviation, and health (including sexual and reproductive health, mental health, nutrition, vaccination, and health sector responses to violence) for all children and adolescents.

The result of the rating for systems and services is shown in Table 4.



DISCUSSION

Discussions on systems and services focused on gender norms that inhibit access by women and girls, especially those with disabilities, to systems and services. Such barriers include the fact that women and girls often do not work directly with government institutions and thus do not have identification cards to access cash transfer services, policies that

disallow girls under 18 years old from accessing family planning commodities without the consent of parents, and limited access to information and GBV facilities that provide privacy and confidentiality. Participants tend to address these challenges of access to services and commodities through the Comprehensive Sexuality Education (CSE) projects that have been established in schools, training health-care providers on privacy and bodily integrity, and

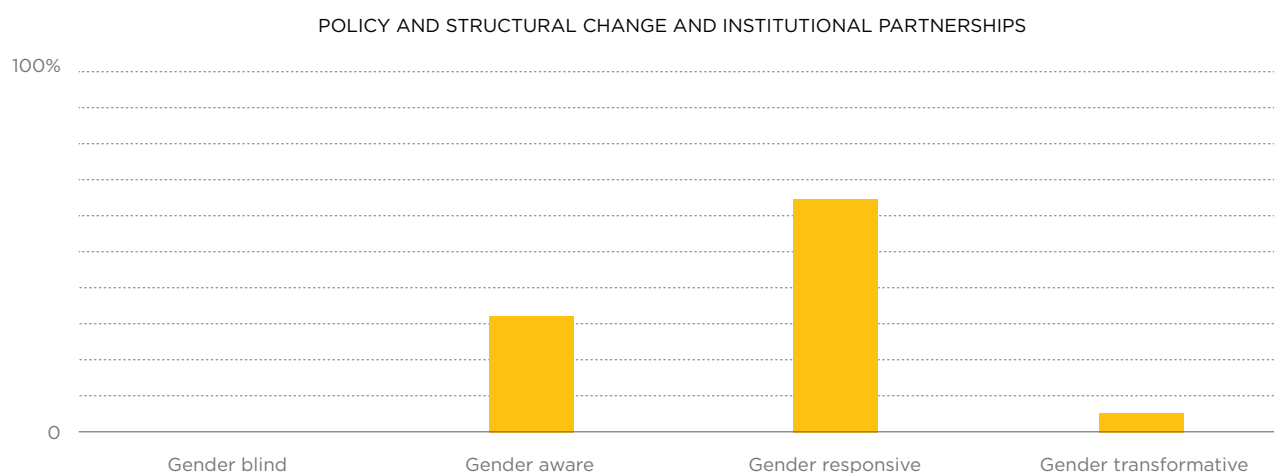
engaging parents and community leaders on the need for girls to access these services.

5. Policy and structural change and institutional partnerships

Partnerships between practitioners and policymakers are a necessary strategy to address complex challenges, such as CEFM, that require multiple stakeholders to work together towards the same goal, including the development and execution of policies and programmes. The aim is to unify stakeholders behind a common campaign, raise the profile of the

issue, and leverage financial and technical resources from multiple stakeholders. Such partnerships require all partners to align and agree on goals and on what needs to happen to achieve objectives. In the advocacy against CEFM, participants recognize that collaboration and a multisectoral approach, rather than competition, is the key to making progress without ‘reinventing the wheel’, because no single organization can provide all the services needed to address all CEFM-related issues.

The result of the rating for Policy and structural change and institutional partnerships is shown in Table 5.



DISCUSSION

Discussions on institutional partnerships focused on the need for a multisectoral approach because no organization can provide all the services needed to address CEFM in all communities. Therefore, they leverage on the strengths and focus of other partners by collaborating with other agencies such as the Family Support Unit of the Sierra Leonean Police, Ministry of Health, and the Ministry of Justice to seek justice for survivors. Participants also talked about leveraging resources to achieve a common goal, having MOUs with partners, and forming consortiums to work on similar thematic areas. Stakeholder mapping was effective for power analysis. It enabled participants to determine the power level and influence of different stakeholders.

Participants discussed the importance of the harmonization of laws that deal directly with CEFM such as the Child Rights and Customary Marriage Acts. The Child Rights Act, currently under review, stipulates the age of consent at age 18, whereas the Customary Marriage Act stipulates marriageability and age of consent at 16. Therefore these Acts conflict with one another. Participants argued that this discrepancy makes gender-transformative programming hard to achieve.

PRIORITY PLANNING

Participants voted on three core elements based on the country context and need. The deep dives on three priority core elements were based on three key questions:

- What is the Global Programme to End Child Marriage currently doing in this area?
- What are the roadblocks or barriers to success/ implementing gender transformative approaches in this area?
- What opportunities does the programme have within the current workplan to shift towards more gender-transformative approaches in this area? What actions could be planned to accelerate progress?

Participants came up with the following barriers to and opportunities for CEFM programming:

Barriers

- Limited access to correct information and low level of education / knowledge of communities
- The resistance of parents and caregivers in allowing access to sexual and reproductive health services,

- including information for girls
 - Persisting cultural social/gender norms as well as religious norms that socialize girls and boys differently
 - Entrenched social norms and values around FGM, Poro, and Bondo societies that fuel child marriage
 - Limited evaluation to inform programme effectiveness
 - Limited political will for the adoption and harmonization of certain laws and policies (child marriage and FGM),
 - Insufficient frontline workers to support girls and boys in existing programmes
 - Difficulty in accessing hard-to-reach areas
 - Conflicting legal and customary laws
 - Weak implementation / monitoring of policies and laws
 - Lack of costed plans and/or limited funds to implement plans
 - Boys and men facing peer pressure and the stigma of being considered weak if they accept gender equality and challenge traditional gender norms
 - Lack of ownership by government and communities to carry on interventions beyond the lifespan of the programme
- Opportunities
- Existence of an appreciable number of development partners, volunteers, male champions and structures in the communities working on CEFM and other child protection related issues
 - Increased awareness of girls of their rights
 - Increased awareness of parents and community members of the rights of girls
 - The enactment of the Prohibition of Child Marriage Act 2024 and the ongoing review of the Child Rights Act
 - The decentralization of local councils and devolvement of service delivery
 - The revision and harmonization of training manuals used in safe spaces and boys' clubs
 - The gradual ownership by MDAs (Health, Gender, Education, and social welfare) of programmes on combating child marriage and FGM

ROAD MAP OF ACTION

ACTION	STEPS/PROCESS	TIMELINE	SUPPORT NEEDED	HOW TO MEASURE SUCCESS	RESPONSIBLE FOCAL POINTS
1. Advancing Girls' Rights, Agency and Leadership Action 1: Enhance the sharing of accurate and timely information relevant to adolescent girls Action 2: Develop capacity of frontline workers including teachers, community health workers and social workers to support girls in safe spaces	Action 1: 1. Review / evaluation of existing safe space manual / life skills curriculum 2. Harmonize and develop life skills national curriculum for girls in and out of school 3. Partner with local organizations to expand reach / mapping of the most-at-risk girls in hard-to-reach communities particularly in 4 districts 4. Establish platforms for learning exchange between girls Action 2: 1. Mapping of frontline workers in collaboration with various ministries, departments and agencies (MDAs) / LC 2. Ensure referral pathways are up-to-date and functional, linking up with the Gender Based Violence Information Management System (GBVIMS) and SRH hubs 3. Capacity-building (digital referral pathway app e-RPW, GBV, Cash plus, etc.) on referral pathways, GBV, etc. 4. Signing of MoU / work agreement between MDAs to support girls 5. Regular monitoring, reporting and evaluation to improve the process	May-July 2024 May-November 2024 June 2024 Dec 2024-Feb. 2025 June 2024 ongoing April 2024 – 2025 Sept 2024 - April	National Secretariat for the Reduction of Teenage Pregnancy (NSRTP) to convene and coordinate partners Consultant to review and develop life skills relating to international best practices Consultant to map frontline workers	No of learning exchange opportunities created for girls Availability of national harmonized life skills curriculum No of referrals made by frontline workers No. of adolescent girls that accessed services No. of partnerships created	NSRTP, Ministry of Health and Sanitation (MoHS), Ministry of Basic and Senior Secondary Education (MBSSE), Ministry of Social Welfare (MSW), Ministry of Gender and Children's Affairs (MGCA), Local Councils, civil society organization partners
2. Engaging Men and Boys to Strengthen Positive Masculinities Action 1: Create and strengthen partnerships and collaboration with Paramount chiefs, section chiefs and religious leaders as champions of positive masculinities Action 2: Strengthen the capacity of MAPES to improve dissemination and popularization of existing policies, translating them into by-laws or MoUs within the communities for advocacy and prompt interventions	• Action 1 • 1. Consultative meetings with paramount chiefs, section chiefs, village chiefs, religious leaders and district councils on their roles in enhancing positive masculinity • 2. Develop and sign MoUs with paramount chiefs, section chiefs and village chiefs and religious leaders on promoting positive masculinity and discouraging early and child marriage. • 3. Establish and build capacity of self-help affinity groups (SAGs) to develop and implement action plans for ending child marriage • Action 2 • 1. Establish, revive and train MAPES to strengthen advocacy on existing and newly revised laws, policies, strategies. • 2. Develop community engagement action plans for MAPES. • 3. Equip and deploy MAPES to implement action plans • 4. Monitoring and supportive supervision to implementation of community action plans. • 5. Quarterly feedback and coordination meetings between MAPES and SAGs and other community groups.	May to December	Technical Support from UNICEF and UNFPA to support training of Men Advocate and Peer Educators (MAPES) and facilitation of consultative meetings. Technical support to review and harmonize training manual on positive masculinities.	1. No. of Paramount chiefs, section chiefs, village chiefs, religious leaders and other interest groups 2. No. of MoUs developed. 3. No. of MAPES established and trained 4. No. of SAGs formed and trained. No. of action plans developed and implemented by MAPES and other interest groups. No. of monitoring visits conducted and outcome reports	Council of Paramount Chiefs, Inter-Religious Councils, District Councils, MGCA, MSW, community-based organizations

ACTION	STEPS/PROCESS	TIMELINE	SUPPORT NEEDED	HOW TO MEASURE SUCCESS	RESPONSIBLE FOCAL POINTS
3. Enabling Environment – Communities and Family Mobilization Partner with the community stakeholders' structures to promote the positive norms and dismantle the negative ones	Action 1: Conduct stakeholders' analysis to identify their different levels of power in the community, and to also Identify both negative and positive social norms that affect child marriage within the community. Action 2: Build the capacity of community facilitators and mentors to facilitate the formation of parents' support groups to help scale the positive parenting programme and support families that have most vulnerable girls.	May -November 2024	Technical support to train community facilitators and mentors on positive parenting, community engagement and stakeholders mapping and assessment.	1. No of community facilitators and mentors trained 2. No of parents' support groups established and supported to become functional 3. No. of communities where stakeholders' analysis has been conducted and documented 4. No. of actions taken by community stakeholders in 10 communities to break negative social norms 5. At least 1 negative norm identified and dismantled	Ministry of Social Welfare (Madam Mariatu Bangura, Chief) Positive parenting Program Consultant (Madam Alice Abadalla) Ministry of Gender and Children's Affairs (Mr Charles Vandy Deputy Chief Director) Ministry of Basic Senior Secondary Education (Madam Olive Musa) National Secretariat for the Reeducation of Teenage Pregnancy (NSRTP) (Mr Victor J. Karim) UNICEF (Madam Emma Vincent) UNFPA (Madam Betty Alpha) Defense for Children Sierra Leone (Mr Tom Beah) Focus One Thousand (Mr Abubakar Jalloh) Restless Development Sierra Leone (Mr David M. Bayo) Action Aid Sierra Leone (Mr Mohamed Fofanah)

PARTICIPANT LIST

NO.	ORGANIZATION/ AGENCY	NAME OF PARTICIPANT	DESIGNATION
1	ActionAid Sierra Leone	Valerie N. Momoh	Monitoring Evaluation Accountability and Learning Manager
2	Acts	Morie Kawa	Youth Activist
3	Defence for Children	Hawanatu Mansaray	Programme manager
4	FINE - Menengagement	George Buanne	ED
5	Girl advocacy development network (Gadnet)	Emilda Savage	Gender advocacy officer
6	Inspiration for Human Development	Monica Ghaliwa	Head/Director
7	Inter-Religious Council of Sierra Leone	Sulaiman Jonathan Bah	Programme Development Manager
8	MBSSE.Non Formal Education	Olive Musa	Directorate
9	MBSSE.Non Formal Education. District Literacy	Maseray Sheriff	Distract Literacy Organizer
10	Ministry of Gender and Children's Affairs	Foday Mohamed Sesay	Assistant Director
11	Ministry of Gender and Children's Affairs	Ramatu Kargbo	National Coordinator SGBV Response
12	Ministry of Social Welfare	Alice Yasmeen Abdallah	Consultant
13	Ministry of Social Welfare	Mariatu Bangura	Chief Director Social Service
14	National Commission for Persons with Disabilities	John Conte	RC
15	National Secretariat for the Reduction of Teena	Victor Gbadia Karimu	Communications and Administrative Specialist
16	Rainbo Initiative	Rebecca J. Kallih	Gender Based Violence Response Coordinator (GBV response Coordinator)
17	Restless Development	David M Bayo	Senior Programs Manager
18	SLP/Family Support Unit	Fatmata D. Kamaru	Head of FSU
19	UNFPA	Islander Kabia	Communications consultant
20	UNFPA	Yatta Musa	Acting Maternal and Reproductive Health Specialist
21	UNFPA	Betty Alpha	Gender Specialist
22	UNFPA	Gamachis Shogo	Technical Specialist
23	UNFPA	Haja Y. Bah	Family Planning Specialist
24	UNFPA	Kristrun Sveinsdottir	Programme Analyst AYSRHR
25	UNICEF	Emma Vincent	Child Protection Specialist
26	UNICEF	Hyunjung Lee	Child Protection Officer
27	UNICEF	Momodu Ismail	Child Protection Officer
28	UNICEF	Neha Naidu	Child Protection Specialist
29	UNICEF	David Lamin	Child Protection Specialist
30	UNICEF Youth Advisory Group	Kadijah Posuwa	Volunteer
31	UNICEF Youth Advisory Group	Michael Nabieu	Youth Activist
32	Women In Crisis Movement (WICM)	David Vandí	MEAL Coordinator
33		Aisha Ibrahim	Facilitator
34	Collective Impact	Joseph Akoro	Facilitator



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