Movers and Models for Change on Ending Child Marriage in Zambia

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<tr>
<td>C4D</td>
<td>Communication for Development</td>
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<tr>
<td>CBO</td>
<td>Community-Based Organization</td>
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<td>CM</td>
<td>Child Marriage</td>
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<td>CSO</td>
<td>Central Statistics Office</td>
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<td>CSOs</td>
<td>Civil Society Organizations</td>
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<td>DATF</td>
<td>District Aids Task Force</td>
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<td>DC</td>
<td>District Commissioner</td>
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<td>DDCC</td>
<td>District Development Coordinating Committee</td>
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<td>ECM</td>
<td>Ending Child Marriage</td>
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<td>E-E</td>
<td>Edutainment</td>
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<td>ICT</td>
<td>Interactive Communications Technology</td>
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<td>IGA</td>
<td>Income Generating Activity</td>
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<td>GBV</td>
<td>Gender-Based Violence</td>
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<td>KAP</td>
<td>Knowledge, Attitudes and Practices</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<td>MoCTA</td>
<td>Ministry of Chiefs and Traditional Affairs</td>
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<td>MoG</td>
<td>Ministry of Gender</td>
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<td>SCT</td>
<td>Social Cognitive Theory</td>
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<td>SEM</td>
<td>Socio-Ecological Model</td>
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<td>SLT</td>
<td>Social Learning Theory</td>
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<td>SMS</td>
<td>Short Message Service</td>
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<td>ToC</td>
<td>Theory of Change</td>
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<td>VSU</td>
<td>Victims Support Unit</td>
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<td>YWCA</td>
<td>Young Women’s Christian Association</td>
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<td>ZCCP</td>
<td>Zambia Center for Communication Programs</td>
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<td>ZDHS</td>
<td>Zambia Demographic and Health Survey</td>
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FOREWORD

Child Marriage constitutes a multiple violation of children’s rights curtailing their opportunities for full realization of their potentials. It is both a symptom and a cause of ongoing development challenges, as the practice violates the human rights of girls and boys and further perpetuates the poverty cycle. The practice affects girls disproportionately compared to boys as the consequences are more severe for the girls.

The 2013/14 Zambia Demographic Health Survey (ZDHS) shows that 31% of the women aged 20-24 years were married before the age of 18, representing a 25% reduction from the 2007 ZDHS where it was at 42% for the same age group.

As a response to the child marriage challenge Government developed and launched the National Strategy and the Action Plan. Besides other interventions aimed at addressing the drivers of child marriage, there is also the urgent need to engage with the affected populations themselves and other stakeholders in order to address some negative cultural practices and norms which contribute to the perpetuation of the problem. Thus, the development of this National Advocacy and Communication Strategy to End Child Marriage. This Strategy will therefore, provide a strategic direction in the engagement of various stakeholders at both national and community levels for behaviour change.

The implementation of the National Advocacy and Communication Strategy 2018 – 2021, will enhance the implementation of the National Strategy on Ending Child Marriage Strategy 2016 – 2021 which will positively impact all areas of national development. I wish to call upon all stakeholders to use the Strategy as a catalytic tool to enhance our interventions from both the Government and Civil Society to end child marriage and ultimately the attainment of Zambia’s Vision 2030 and the 7th NDP.

Hon. Elizabeth Phiri, MP

Minister

MINISTRY OF GENDER
The Advocacy and Communication Strategy 2018 – 2021 has been developed to enhance implementation of the National Strategy on Ending Child Marriage 2016 – 2021. The Strategy has been developed under the guidance of Rain Barrel Communications with support from Government institutions, public and private media organizations, Civil Society Organizations (CSOs) and Cooperating Partners.

The Ministry of Gender would like to express gratitude to the United Nations Children's Fund (UNICEF) and all Cooperating Partners on the campaign to end child marriage for the financial and technical support rendered during the development of this Communication Strategy.

We would also like to extend our gratitude to all institutions and individuals who participated in developing and refining this document. We believe that the Strategy will be effectively implemented by all stakeholders in order to challenge negative attitudes, cultural values and practices and influence positive attitudes towards girls and boys.

The development of National Advocacy and Communication Strategy 2018 – 2021 was consultative and involved key stakeholders from Government institutions, public and private media organisations, Civil Society Organisations (CSOs) and Cooperating Partners. This was done to ensure that there is ownership of the Strategy by all parties and thus ensure effective implementation.

Finally, I wish to thank members of staff in the Ministry of Gender for tirelessly coordinating the process leading to the development of the National Advocacy and Communication Strategy on Ending Child Marriage 2018 – 2021.

I am confident of successful implementation of this Strategy.

Auxilia B. Ponga (PhD)
Permanent Secretary
MINISTRY OF GENDER
A positive political and social environment for ending child marriage is evident among the Zambian government, traditional authorities, religious communities, civil society organizations, communities and the media. Like several of its neighbours, the country is implementing a national strategy to reduce and eventually eliminate child marriage. The ongoing Ending Child Marriage campaign has engaged traditional leaders in creating better understanding of the negative effects of child marriage and has served as a springboard for the creation of a national strategy on ending child marriage.

In 2016, Zambia’s Ministry of Gender led a Government consortium together with the coalition of CSOs in developing and launching the National Strategy on Ending Child Marriage in Zambia for the period 2016 – 2021, for which a National Plan of Action was launched in December 2017. The goal of the National Strategy is to reduce child marriage by 40 per cent by 2021 (UNICEF Zambia, 2015), and this goal is supported by five objectives:

1. To strengthen multi-sectoral responses to reduce children’s vulnerability to marriage;
2. To facilitate the development and review of policies and legislation to ensure a consistent approach to protecting child rights and promoting their well-being;
3. To facilitate positive change in prevailing attitudes, behaviours, beliefs and practices that contribute to the practice of child marriage;
4. To facilitate the provision of child sensitive social services in order to reduce children’s vulnerability to marriage; and
5. To effectively mobilize financial resources in order to facilitate the implementation of programmes aimed at reducing children’s vulnerability to marriage.

This advocacy and communication strategy on ending child marriage is designed to address Objective 3 of the National Strategy. While the overall aim is to improve knowledge and facilitate positive change in prevailing attitudes, beliefs and practices of parents, children, communities and other stakeholders toward reducing the incidence of child marriage, it will also address strengthening the capacity of local stakeholders to act as change agents and will fully engage the media in advocacy and communication efforts. The strategy will simultaneously support achievement of objectives 1, 2, 4 and 5 through the use of advocacy and communication approaches.

Children in Zambia enter marriage for numerous reasons, including pressure from poverty, unintended pregnancies, the desire for increased social status, and lack of realistic future options. Reducing child marriage, therefore, must adopt a comprehensive approach that supports individual behaviour change, community mobilization of products and services, and advocacy that unifies statutory and customary law and increases investments in infrastructure such as secondary schools and boarding facilities.
This document presents a multifaceted, multisectoral programme unified under a proposed umbrella concept, for example, “ECM Models” that will create changes to support the achievement of the goal of the 2016–2021 National Strategy, thus contributing to the elimination of the practice in 2030. The “ECM Models” programme focuses on six thematic areas that surround ECM:

1. Girls' Education
2. Teen Pregnancy and Adolescent Health
3. Protection of Girls and Boys
4. Poverty Reduction and Socio-Economic Opportunities
5. Civil Registration
6. Empowerment of Girls and their Families

Advocacy and communication activities in each of the thematic areas support ECM by directly influencing behaviour and social change or by promoting alternatives that directly or indirectly can empower girls and boys, their parents, and their communities to delay marriage until after age 18. The activities associated with each thematic area will be delivered through six strategic approaches:

1. Capacity Strengthening, including skill building and training of youth, parents, and community members.
2. Media Engagement, including the development of Edutainment programmes and other interactive programming that can spark communication among stakeholders.
3. Social Mobilization, including identifying and celebrating role models and mobilizers for ending child marriage.
4. Community Engagement, including dialogues with traditional and religious leaders and councils, and participation of young people in community theatre for development programmes, media development, storytelling, and showcasing their talents in the arts.
5. Advocacy, including national, provincial, district and community activities targeting leaders, organizations, and decision makers.
6. Coordination and Management, including establishing coordinating mechanisms for the implementation, monitoring, and evaluation of advocacy and communication activities.

The proposed “ECM Models” programme described in this document provides the Ministry of Gender and the Technical Working Group with a comprehensive approach to facilitating positive change in prevailing attitudes, behaviours, beliefs and practices that contribute to the practice of child marriage. Through its activities, it will support all five of the objectives in the National Strategy on Ending Child Marriage.
Zambia is implementing a national strategy to reduce and eventually eliminate child marriage in line with Goal Five of the Sustainable Development Goals that seeks to eliminate all harmful practices such as child, early, and forced marriages by 2030.

Zambia has the honour of having been designated by the African Union to champion efforts in combatting the practice in the continent. His Excellency, President of the Republic of Zambia, Mr Edgar Chagwa Lungu, demonstrated his global commitment when he joined the Prime Minister of Canada at the UN General Assembly in September 2016 in co-sponsoring the UN Resolution to End Child, Early and Forced Marriage. He followed this up during the 2017 UN General Assembly in New York, when he hosted a high-level event on ending child marriage attended by African heads of state.

In addition to these and other encouraging global initiatives, a positive political and social environment for ending child marriage is evident among Zambian government, traditional authorities, religious communities, CSOs, communities and the media. This positive climate can also be attributed to significant gains achieved since 2013, when the Government launched a nationwide campaign to end child marriage led by the Ministry of Chiefs and Traditional Affairs. This ongoing campaign has engaged traditional leaders in creating better understanding of the negative effects of child marriage and has served as a springboard for the creation of a National Strategy on Ending Child Marriage (ECM), 2016 – 2021, for which a National Plan of Action will be launched in December 2017.

This advocacy and communication strategy supports that effort in specific ways that will be elaborated in subsequent sections.

The Government of Zambia launched its 7th National Development Plan 2017–2021 in March 2017. The goal of the 7th National Development Plan is to create a diversified and resilient economy for sustained growth and social and economic development. The plan, dubbed “Accelerating development efforts towards vision 2030 without leaving anyone behind”, calls for a fundamental shift in the way resources are allocated, taking into account global and regional trends, and applies a multisectoral approach. Its five pillars – economic diversification and job creation, poverty and vulnerability reduction, reducing developmental inequalities, enhancing human development and creating a conducive governance environment – have direct and indirect links to ending child marriage and its underlying causes.

**Ending child marriage in Zambia: Background and rationale**

Children in Zambia are entitled to enjoy their childhood and their rights to grow up in a safe
The law on marriage in Zambia is dual in nature, with a statutory law and a customary law. The Marriage Act is a statutory legal instrument that stipulates 21 years as the minimum legal age of marriage. However, the law also allows marriage below that age with parental consent and below the age of 16 with consent of a judge. Particularly in the rural areas, families widely prefer and apply customary law, under which a child is able to marry, with parental consent, after initiation into puberty – approximately 12 years for girls and 14 years for boys. This results in many violations of children’s rights, including their rights to education, health, development and protection. Harmonizing customary and statutory laws in Zambia has been ongoing, but has proven to be a complicated process.

One barrier to the achievement of girls' full potential is that Zambia has a high child marriage rate, with a reported 31 per cent of women aged 20-24 having been married before the age of 18. The prevalence of child marriage stands in the way of ensuring the realization of their rights, particularly those of adolescent girls. In order to protect, promote, and fulfil their rights, there is a need for various sectors to join efforts to end this practice.

The vision and goal statement of the 2016-2021 National Strategy on Ending Child Marriage in Zambia provides the perfect launch pad for an advocacy and communication strategy.

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**Vision and Goal of Zambia's National Strategy on Ending Child Marriage:**

**VISION:** “To have a Zambia free from child marriage by 2030”.

**GOAL:** Toward that vision, Zambia’s goal is “to achieve a 40% reduction in child marriage by 2021.”

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1 The Convention of the Rights of the Child (CRC) defines children as those under the age of 18.
2 Child marriage refers to a marriage in which at least one of the spouses is under the age of 18 (Bicchieri et al., 2014), and generally, when discussing ending child marriage, researchers and practitioners are referring to ending the practice of girls marrying men older than 18. However, a 2015 qualitative study of child marriage in six districts in Zambia found that the practice of child marriage often involves peers.
Determinants of child marriage and teen pregnancy

Based on existing research and fieldwork, several determinants of child marriage and teen pregnancy have been identified. These determinants emerged from qualitative research, including focus group discussions, interviews with key informants, and analysis of policy and other official documents. While a large-scale quantitative study of determinants of child marriage had not been conducted, the findings are supported by the results of the ZDHS (2014) and a qualitative research of six districts (2015). According to the two studies, Zambian girls and boys who are more likely to enter into child marriage include:

- Girl children from poor families or backgrounds
- Those living in rural areas
- Children whose parents or guardians desire to benefit from dowry or material items
- Those not attending school
- Those who had an early sexual debut
- Pregnant girls and their boyfriends
- Delinquent or 'hard to manage' children
- Orphans and stepchildren
- Children without adequate supervision or support
- Children driven by a desire to escape bad living conditions, to meet basic needs, to enhance one's own or one's parents' status in the community, to secure an economic benefit, or to remain within one's peer group
- Lack of information on alternatives to child marriage

Aside from these factors, there are additional motivators described by research participants that are believed to encourage marriage prior to the age of 18. For example, poor families are motivated by material gain in the form of livestock, cash, or other items paid as bride price from the boy's family. Also, upon reaching puberty, most girls, and many boys, take part in initiation rites that include learning about sex, sexual practices, and how to please a spouse sexually (among other topics related to sexual and reproductive health, hygiene, and social etiquette). Those who shared their experiences of initiation noted that puberty seems to be coming earlier for girls and boys in Zambia than in previous generations. With early onset of puberty comes an expectation that girls, in particular, should participate in initiation at younger ages.

A second and no less important factor motivating the desire to marry has to do with the role marriage plays in Zambian culture. Marriage accords significant social status upon both partners, allowing them to participate on a more equal footing in decision-making in their families and communities. For young people who may not have the opportunity to complete education beyond primary school, marriage is, therefore, a rational or pragmatic step in their development as full-fledged members of their communities, despite the downsides of early marriage.

During the fieldwork, participants in research from Senanga, Katete and Lusaka Districts discussed their aspirations for the future. The research team found significant differences in the
future orientation of young people in a suburban area of Lusaka compared to those in the rural areas of Senanga and Katete. While both groups discussed their desire for a career that went beyond subsistence farming or other labour-intensive tasks, the group of approximately 20 under-18 youth in Lusaka described a much wider range of options for potential careers. Those in the rural areas, on the other hand, primarily mentioned only two occupations: teacher and police officer. In addition, youth in both groups expressed concern that these desires for a productive future could be easily derailed by any number of factors compromising their families' ability to pay school fees.

The combination of these determinants suggests that, unfortunately, it is not always in the best short or medium-term interest of young people to make investments of time or effort in the completion of secondary school. The lack of secondary education infrastructure, including boarding schools, also contributes to the challenge of completing school. Inability to access secondary education leads many of them, instead, to the decision to increase one's social and economic status through early marriage. Starting a family can be seen as a coping mechanism for many young people to avoid the disappointment associated with failure to complete secondary school. Child marriage then becomes the best of a group of poor options. ECM efforts, therefore, can be viewed as seeking to change this narrow and dismal calculus.

The communication landscape in Zambia

See Annex I for a description of the communication environment in the country that would be instrumental to achieving the advocacy and communication objectives of this strategy.

Past and ongoing initiatives on ending child marriage

Since the inception of the national campaign in 2013, several advocacy and communication initiatives have been integrated into government and CSO activities aimed at ECM. This strategy builds on the momentum created by past and ongoing efforts and seeks to complement and add value to them. See Annex II for a description of these initiatives.

Theoretical Frameworks

Communication interventions function most effectively when supported by established theoretical frameworks rooted in psychology, sociology, and communication that describe and explain human behaviour. This strategy applies well-tested empirical theories that have been used extensively in previous communication for social change programmes. These theories are the Socio-Ecological Model, the Theory of Planned Behaviour, Social-Cognitive Theory and Positive Deviance. The strategy also includes the Hierarchy of Effects Model, which looks at the ways people's behaviours may be influenced by their knowledge, attitudes, and beliefs about a particular issue. Detailed descriptions of each of the theories and their relationships to key messages in the ECM advocacy and communication programme are presented in Annex III.
Theory of Change for the Advocacy and Communication Strategy

Zambia’s ECM programme is supported by a robust theory of change that reflects the theories discussed above. It projects multiple levels of communication-related outputs and outcomes that are expected to lead to sustainable behaviour and social change when supported by effective legislation and policies, and availability of necessary structures and services.

Figure 1 presents a Theory of Change for Advocacy and Communication on Ending Child Marriage in Zambia that links programme goals and outcomes to communication inputs (activities) and outcomes (changes in knowledge, attitudes, and beliefs) that are theorized to lead to changes in behaviours and social practices among audience groups. These behaviour and social changes should, in turn, lead to reductions in child marriage over time.

The remainder of this document describes the specifics of the “ECM Models” advocacy and communication strategy, as well as a framework for monitoring and evaluating the programme.
Figure 1. Theory of change for the advocacy and communication strategy on ECM in Zambia

**C4D Mechanisms/Platforms/Interventions (INPUTS)**
- Evidence-based and locally owned advocacy and communication implementation activities
- Integrated inter-personal and high-visiblity media-based advocacy and behaviour & social change platforms at institutional, district, community & public levels with branding
- Functional community alliances and networks mobilized to ensure quality facilities and services
- Innovative entertainment-educational platforms for engagement of children, adolescents and young people and their parents, teachers and communities
- Capacity strengthening of stakeholders and improved communication skills on key messages on ECM, education, health, employment, poverty reduction, etc.
- Creative and persuasive media content based on local culture, with positive images
- Identifying and mobilizing champions & role models and giving recognition/awards to inspiring role models and exemplary leadership

**Enabling Environment for Quality C4D (INPUTS)**
- Baseline data on KAP, evidence from social & behavioural formative research, monitoring & evaluation ensure evidence-based advocacy and communication approaches
- Harmonized policy on CM with implementing guidelines
- Effective coordination mechanism among Gov't and all stakeholders
- Strategic partnerships with academia, CSOs, community media, etc.
- Educational access to marginalized adolescents and youth
- Preconditions, structures and quality services in place across sectors
- Livelihood opportunities for young people and their families
- Local governance mechanisms for community voices to be heard and acted upon by decision makers, traditional leaders and influencers

**Advocacy and Communication Strategy on Ending Child Marriage in Zambia**

**IMPACT Programme Goal**
- 40% decrease in child marriage and teenage pregnancy by 2021

**IMPACT Programme + Communication Goal**
- Boys and girls have better alternatives and are delaying marriage and pregnancy

**Prog + C4D OUTCOME 1**
- Vulnerable families and their children benefit from poverty reduction programmes
- Feel confident and motivated to make informed decisions and take appropriate action

**Prog + C4D OUTCOME 2**
- Girls and boys complete primary education and transition into secondary school
- Aspire for bright future beyond roles of wife, mother

**Prog + C4D OUTCOME 3**
- Girls and boys acquire skills that qualify them for gainful employment and livelihood activities
- Feel an enhanced sense of self-efficacy, agency

**Prog + C4D OUTCOME 4**
- Girls and boys benefit from their uptake of improved facilities and services at school, community and primary health care levels
- Feel a heightened sense of community

**Prog + C4D OUTCOME 5**
- Improved policies and legal framework support implementation of interventions on child marriage, teenage pregnancy, education, adolescent and maternal health, birth reg

**Prog + C4D Intermediate (OUTPUTS) Results 1 – Poverty reduction**
- Families/parents:
  - Know and avail of social protection schemes
  - Know how to and avail of credit and loan schemes for IGA
  - Know and avail of agricultural incentives to escape poverty
  - Attend adult literacy class

**Prog + C4D Intermediate (OUTPUTS) Results 2 – Education**
- Girls and boys:
  - Access quality education
  - Stay in school and complete secondary sch
  - Avoid teen pregnancy
  - Practice non-violence, non-discrimination and no substance abuse
  - Be role model students

**Prog + C4D Intermediate (OUTPUTS) Results 3 – Gainful occupation**
- Girls and boys:
  - Participate in available vocational and technical skills building
  - Apply enhanced skills and new capacities
  - Engage in gainful employment
  - Be role models in career

**Prog + C4D Intermediate (OUTPUTS) Results 4 – Supportive family & community environment**
- Parents know and heed laws and policies re: child marriage, education, social protection, health, civil reg, etc.
- Improve capacity to provide guidance on proper sexual behavior, life skills, education
- Boys & girls: Participate in peer associations, avail of recreational & life skills prog
- Orphaned children access community support

**Prog + C4D Intermediate (OUTPUTS) Results 5 – Uptake health and other services**
- Girls and boys:
  - Know and practice healthy sexual, reproductive and family planning behaviors
  - Access available AFSPRH and WASH services
  - Encourage and be role models for peers to practice healthy behaviors
An umbrella concept is proposed in order to build on, add value to and tie together the threads of ongoing multisectoral and multifaceted efforts to end child marriage and the components of the advocacy and communication strategy. It may be provisionally called Models for Ending Child Marriage in Zambia or “ECM Models”. Another option to consider is Everyday Heroes for Ending Child Marriage. It is envisioned that the name, once agreed, accompanied by a logo, tagline, and jingle (short song composition), would be repeated through all local and national media outlets, by school children, other interpersonal channels and would become a “sticky” or household word. Coming up with the agreed name, logo, tagline and jingle should involve stakeholders, particularly young people, through a process of creative engagement and vetting.

The strategy has been designed based on respect for Zambian traditions and culture, and on consultations with a range of stakeholders. It is recognized that social norms like child marriage and traditional practices like initiation rites of passage evolved over long timespans and cannot be changed overnight, and certainly not by stigmatization or coercion. At the same time, the strategy supports modernizing trends in Zambia based on new thinking about human rights, gender roles and individual well being. While it takes time to build grassroots consensus of the need to abandon a social norm like child marriage, especially in rural areas, this strategy has been designed to help accelerate the process.

Components of this strategy will be implemented at both national and district levels. While some media interventions will be national in scope, for the most part, communication activities will engage stakeholders in the districts and communities. The interventions designed at subnational level will be initially piloted in two districts (Senanga and Katete) and later scaled up to the other 18 priority districts of the National Strategy on ECM, based on the lessons to be learned from the pilot phase.

In the context of the National Strategy, the aim of communication is to foster behaviour and social change at individual, family, and community levels. For its part, the aim of advocacy is to promote behaviour and social change at institutional and societal levels (See Figure 5. SEM Model). These
combined aims can be achieved by engaging children and adolescents, women's groups, men and boys, traditional and religious leaders, and communities at large to become protagonists for ending child marriage within their communities. In the process, engagement strengthens their capacities and confidence, fostering meaningful dialogue, positive collective action and empowerment (see Figure 2) toward creating an enabling environment and a social movement toward achieving the vision “To have a Zambia free from child marriage by 2030”.

**Figure 2. The foundation of the advocacy and communication strategy to ECM**

**Guiding principles of this strategy**

- Engage, educate, motivate and empower children and adolescents and their parents to become Models or Everyday Heroes for ECM and active citizens for building a peaceful, healthy, productive and more equitable Zambia.
- Address harmful social norms and inequalities relating to age, gender, educational level, socio-economic status, health status, and disability across all sectors’ programmatic and communication efforts.
- Address parental illiteracy, parenting skills, and agency in having open discussions with their children.
- Promote greater understanding that children’s rights are tied to concomitant responsibilities.
- Involve children and their organizations in diagnosing and mapping the CM-related problems and the strengths of their communities in finding solutions.
- Listen to the voices and stories of children, amplify their demands and promote their participation in local as well as national decision-making.
Promote greater access to safe and inclusive use of traditional and new communication technologies and platforms by children and young people.

- Build on best practices and success stories in addressing the drivers of child marriage.
- Support the quest of young people to find viable educational and livelihood opportunities.

**General objective of advocacy and communication**

The general objective of this strategy, as defined in Objective 3 of the National Strategy, is to:

“Facilitate positive changes in prevailing negative attitudes, behaviours, beliefs and practices in order to reduce the incidence of child marriage.”

**The advocacy strategy**

The advocacy strategy for ending child marriage aims to influence national and subnational leadership, traditional and religious leaders, other decision-makers and influentials, programme planners, donors, stakeholders and other relevant audiences, in order to foster an enabling environment for positive change. An advocacy strategy addresses the powers that-be at all levels in building awareness of the situation regarding child marriage and its drivers, based on evidence. Advocacy also involves motivating them to take actions that are supportive of the five objectives of the National Strategy. Advocacy can be in the form of policy advocacy, programme advocacy or public advocacy.

**Policy advocacy** should result in improved legislation, policies and by-laws on child marriage, and
positively impact cross-sectoral issues that help children and women realize their rights. Policy advocacy will fulfil Objective 2 of the National Strategy, which is “To facilitate the development and review of policies and legislation to ensure a consistent approach to protecting child rights and promoting their well-being”.

**Programme advocacy** should result in effective programmes and interventions, improved and accessible structures and services, and increased allocation of financial and other resources. This can be achieved through collaboration among partners, key influentials and specific groups including young people, and through engagement with and by the media. This type of advocacy will address Objectives 4 and 5 of the National Strategy which are, respectively: “To facilitate the provision of child sensitive social services in order to reduce children's vulnerability to marriage”, and “To effectively mobilize financial resources in order to facilitate the implementation of programmes aimed at reducing children's vulnerability to marriage”.

**Public advocacy** should result in widespread awareness of the situation of child marriage and its causes that would, in turn, mobilize positive actions and commitment among leaders, stakeholders, partners, donors, the business sector, media and the general public in favor of children who are most vulnerable to child marriage. It supports policy advocacy and programme advocacy.

**Advocacy objectives/outcomes**

By 2021, national, district and traditional leaders, decision makers, and influentials will have:

- Reviewed and enacted better laws, policies and by-laws on ending child marriage
- Issued political statements in support of ending child marriage based on research data
- Strengthened programmes, structures and services for children and adolescents
- Exchanged information on progress and good practices during periodic events
- Engaged constituents in actions toward ending child marriage and related issues
- Allocated adequate resources to implement and monitor the national programme on ending child marriage

**Advocacy activities and outputs from this strategy**

In the context of the National Strategy, advocacy activities on ending child marriage will privilege decision-makers, traditional leaders, religious leaders, opinion leaders, influentials and enablers, the media, with advocacy messages based on recent data from research. Those who will be responsible for advocacy – ECM-focused stakeholders including community and youth groups – will use a combination of appropriate media, materials and interpersonal channels while addressing the public through the following general activities:

- Raise awareness among decision makers on key issues around ECM toward reviewing and improving legislation on marriage and creating an enabling environment for effective implementation of policy changes;
- Create partnerships and alliances to improve programmes, structures and services and
generate institutional (schools, health system, social welfare, etc.) support and momentum behind child marriage issues;
• Engage duty bearers, allies and partners at multiple levels of society, in overcoming barriers to implementation, toward widest participation in programmes to protect children and adolescents against child marriage and its drivers;
• Deliver persuasive, evidence-based and solution-oriented messages to decision-makers and those who influence them, to relevant stakeholders, and the public;
• Mobilize the public around ECM issues, change perceptions, build support and create a social movement to influence leaders, decision makers and stakeholders to take action;
• Engage business leaders, media executives and “gatekeepers” in facilitating the creation of platforms for children and young people's voices and stories to be heard and acted upon³.

Proposed targets and specific activities for advocacy can be found in Section III, Proposed Costed Implementation Plan.

The communication strategy for behaviour and social change

In line with the goal of the national programme on ending child marriage for 2016 – 2021 to achieve a 40 per cent decrease in child marriages, the goal of the communication strategy is to:

Empower adolescent girls and boys, their families and communities to make informed decisions to delay marriage and prevent unwanted pregnancies.

The empowerment goal (See Theory of Change, Figure 1) can be achieved when adolescents and their parents know the negative consequences of child marriage and teen pregnancy and have alternatives available to them; have access to and feel confident to avail of social protection and economic opportunities; quality education; sexual, reproductive and health services, along with good nutrition; hygiene and sanitation; and protection from violence, exploitation and discrimination.

Specific communication objectives: expected behaviour and social change outcomes

By 2021, though their exposure to and participation in “ECM Models“ –

1. **Boys and girls**
   - Decide to delay marriage until age 18 or later
   - Believe that completing secondary education will lead to a better future
   - Feel confident to take appropriate actions
   - Participate in decisions affecting them

2. **Parents and guardians**
   - Prefer to delay daughter's marriage until age 18 or later
   - Support their daughters and sons to finish secondary school
   - Feel confident to advise on proper sexual behaviour and life skills
   - Foster positive parenting

3. **Community, traditional and religious leaders**
   - Believe that child marriage is wrong and discourage child marriage
   - Teachers provide inclusive guidance counseling to girls and boys to complete school
   - Duty-bearers foster protective services
   - Health workers provide services and counseling to adolescents on AFSRH and WASH
   - Community leaders foster alternatives to child marriage

Table 1 below provides a more detailed list of specific communication objectives that were reformulated into recommended behaviour and social change outcomes for ending child marriage, for three key participant audiences: children and adolescents; parents/guardians and families; and communities. The table was designed to be comprehensive in order to guide in developing key messages and in deciding on appropriate channels to engage intended participants. Table 1 is linked to the Monitoring and Evaluation Framework in Section IV.

**Seven thematic areas for behaviour and social change**

The communication strategy focuses on seven crosscutting thematic areas for key messages that impact on behaviour and social change, and advocacy outcomes, namely:

- End child marriage (overarching theme)
- Girls' education
- Adolescent health
- Protection of boys and girls
- Social protection and socio-economic opportunities
- Civil registration
- Empowerment of girls and boys and their families

Figure 3 shows how the thematic areas are crosscutting, interrelated and revolve around the overarching theme of ending child marriage.
The behaviour change communication objectives in Table 1 are more detailed and comprehensive. These have been formulated with the purpose of increasing the percentage of individuals, families and communities who KNOW, FEEL and DO recommended behaviours and social practices around ending child marriage. They delineate what communication can do to achieve results across the range of behaviours by engaging participant audience groups (demand side), provided that enabling policies, structures, programmes and services (supply side) are in place.

The objectives build on the theoretical constructs discussed in the Theoretical Frameworks (Annex III) that are measurable, such as knowledge, attitudes, beliefs, perceptions of benefits or risks, intention, efficacy or confidence, skills and abilities, participation, reinforcement and action. While many of the objectives address positive changes in knowledge and attitudes, higher order objectives that focus on what people do that can lead to empowerment and changing social norms are of notable importance in the strategy. These are the desired changes that lead to long-term sustainable social change toward eliminating the practice of child marriage in the country.
### Table 1. Specific communication objectives by 2021, defined as expected behaviour and social change outcomes: Know, Feel, Do

<table>
<thead>
<tr>
<th>Thematic Area</th>
<th>Children &amp; Adolescents: Girls &amp; Boys</th>
<th>Parents, Guardians, Family</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child marriage</td>
<td>• Know risks and harmful impact of child marriage</td>
<td>• Know risks and harmful impact of child marriage</td>
<td>• Community/ traditional leaders discourage child marriage; create by-laws that set minimum age of marriage</td>
</tr>
<tr>
<td></td>
<td>• Refuse to marry before 18</td>
<td>• Prefer to delay daughters’ marriage until age 18</td>
<td>• Community leaders convene periodic community dialogues on ECM and inform constituents of risks and harmful impact of child marriage</td>
</tr>
<tr>
<td></td>
<td>• Participate in family decisions that affect them, including child marriage</td>
<td>• Postpone initiation ceremony for girls 12-17 years until preparation for marriage</td>
<td>• Know and respect children’s rights</td>
</tr>
<tr>
<td></td>
<td>• Increase use and participation in media content (traditional, mainstream and social media) to encourage norm change to end child marriage</td>
<td>• Men prefer to marry girls aged 18 and above</td>
<td>• Community leaders role model delaying marriage of their daughters until at least age 18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Men and boys advocate to end child marriage</td>
<td>• Community and religious leaders show value of alternatives to child marriage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Abandon or reduce exchange of dowry and bride price</td>
<td>• Community increases use and engagement with media (traditional, mainstream and social media and community media and Edutainment) to encourage norms change to end child marriage, promote education and non-violent behaviours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Increase exposure and contribute to media content (traditional, mainstream, E-E and social media) that encourage norms change on child marriage, girls’ education, initiation, boys’ cattle herding, etc.</td>
<td>• AFSRH service providers, teachers, advocate to prevent child marriage, teen pregnancy, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Service providers support needs of married girls</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Community, district, celebrate role models and champions for ECM through annual events and traditional ceremonies, with media coverage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Media feature stories of children and adolescents, women and men re positive social changes related to ECM, in different formats: radio/TV E-E, short drama, social media platforms, community theatre, etc.</td>
</tr>
<tr>
<td>2. Girls’ and boys’ education</td>
<td>• Girls aspire for a future beyond the traditional roles as wife, mother and homemaker</td>
<td>• Value girls’ education</td>
<td>• Schools inform families of improved policies and curriculum, e.g., improved access to schools, school re-entry policy, safe boarding schools, non-violence, WASH facilities, menstrual hygiene materials, etc.</td>
</tr>
<tr>
<td></td>
<td>• Regularly attend school; don’t drop out</td>
<td>• Aspire for a future for their girls and boys beyond the traditional roles in the home</td>
<td>• Schools and communities support girls and marginalized children to complete secondary school</td>
</tr>
<tr>
<td></td>
<td>• Dropouts return and stay in school including those who were pregnant and those with disability</td>
<td>• Support their girls’ aspiration to pursue an education and career</td>
<td>• Schools work with communities to advocate for improved WASH facilities and safe secondary boarding schools for girls</td>
</tr>
<tr>
<td></td>
<td>• Complete primary school</td>
<td>• Know the benefits of education for their daughters</td>
<td>• Teachers respect and practice non-discrimination of returning pregnant and married schoolgirls</td>
</tr>
<tr>
<td></td>
<td>• Complete secondary school</td>
<td>• Give moral and material support for education of their daughter</td>
<td>• Teachers provide guidance counseling on sex and reproductive health</td>
</tr>
<tr>
<td></td>
<td>• Have access to quality education</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
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# Table 1. Specific communication objectives by 2021, defined as expected behaviour and social change outcomes: Know, Feel, Do

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<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Access information and support services on life skills education, vocational training, and other support services</td>
<td>girl children as well as boys regardless of ability</td>
<td>health and nutrition</td>
</tr>
<tr>
<td></td>
<td>Avail of community reading centers and recreation facilities where available</td>
<td>Family members encourage girls to complete secondary school</td>
<td>Teachers advocate for better WASH facilities for girls and boys, and extra-curricular activities, e.g., school clubs, etc.</td>
</tr>
<tr>
<td>3. Adolescent health and avoiding teen pregnancy</td>
<td>Girls are empowered to refuse unwanted sex</td>
<td>Parents are open to advising their girl and boy children about responsible sexual behaviour, risks of premarital sex, teen pregnancy; give advice on contraception, dangers of contracting HIV and STIs, and avoidance of substance abuse</td>
<td>Communities work with schools to offer early childhood education for preschoolers</td>
</tr>
<tr>
<td></td>
<td>Girls and boys practice responsible sexual behaviour</td>
<td>Brothers discourage sisters against premarital sex, teen pregnancy and early marriage</td>
<td>Teachers serve as role models in counseling boys and girls about sex education, reproductive health, avoiding teen pregnancy, delaying marriage and non-violence.</td>
</tr>
<tr>
<td></td>
<td>Avoid early pregnancy</td>
<td>Community, school provide counseling on sexual behaviour and contraception, prevention of HIV/STI, substance abuse and juvenile delinquency, and GBV</td>
<td>Media showcase success stories of girls and boys, both married and unmarried, and single parents who completed schooling despite odds; examples of positive parenting skills, etc.</td>
</tr>
<tr>
<td></td>
<td>Adolescent girls and boys access/seek/demand adolescent-friendly sexual and reproductive health and nutrition education and services</td>
<td>Boys treat girls with respect</td>
<td>Community, health facilities provide adolescent-friendly sexual and reproductive health education counseling, AFSRHS corner with contraceptive services</td>
</tr>
<tr>
<td>4. Protection of girls and boys from violence and abuse</td>
<td>Disclose and report incidents of GBV - sexual abuse, bullying, violence and discrimination</td>
<td>Parents use parenting skills - Positive discipline, no corporal punishment</td>
<td>Community leaders and teachers role model respectful behaviour, non-violence, and non-discrimination</td>
</tr>
<tr>
<td></td>
<td>Train in and practice life skills</td>
<td>Non-discrimination</td>
<td>Community informs constituents about laws/policies and services on GBV/VAC/VAW.</td>
</tr>
<tr>
<td></td>
<td>Girls and boys participate in safe spaces programme in their communities, schools, health facilities</td>
<td>No exploitation / child labor</td>
<td>Community leaders enforce GBV/VAC/VAW laws/policies</td>
</tr>
<tr>
<td></td>
<td>Boys treat girls with respect</td>
<td>No abuse</td>
<td>Community leaders and CBOs, PTA ensure schools free of: discrimination, bullying, corporal punishment, GBV, sexual abuse and discrimination</td>
</tr>
<tr>
<td></td>
<td>Girls and boys advocate for ending GBV</td>
<td>Parents and families role model non-violence</td>
<td>Community has clear referral system and paralegal procedure for cases re GBV, defilement, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Families demand non-violence schools, community protective services</td>
<td>Teachers practice/role model</td>
</tr>
</tbody>
</table>
**Table 1. Specific communication objectives by 2021, defined as expected behaviour and social change outcomes:**

<table>
<thead>
<tr>
<th>Area</th>
<th>Theme</th>
<th>Specific Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thematic Area</strong></td>
<td><strong>Children &amp; Adolescents: Girls &amp; Boys</strong></td>
<td><strong>Parents, Guardians, Family</strong></td>
</tr>
<tr>
<td><strong>Health and Nutrition</strong></td>
<td>- Teachers advocate for better WASH facilities for girls and boys, and extra-curricular activities, e.g., school clubs, etc.</td>
<td>- Family members encourage girls to complete secondary school</td>
</tr>
<tr>
<td><strong>Access information and support services on life skills education, vocational training, and other support services for girls and boys, regardless of ability</strong></td>
<td>- Girls are empowered to refuse unwanted sex</td>
<td>- Parents are open to advising their girl and boy children about responsible sexual behavior, risks of prematurity, and avoiding pregnancy</td>
</tr>
<tr>
<td><strong>Health and nutrition</strong></td>
<td>- Girls and boys practice responsible sexual behavior</td>
<td>- Girls and boys participate in safe spaces program in their communities, schools, health facilities</td>
</tr>
<tr>
<td><strong>Prevent/preclude early marriage</strong></td>
<td>- Adolescent girls and boys access early marriage</td>
<td>- Boys treat girls with respect</td>
</tr>
<tr>
<td><strong>Prevent/preclude GBV and abuse</strong></td>
<td>- Girls and boys advocate for ending GBV</td>
<td>- Parents and families role model respectful behavior, non-violence, and non-discrimination</td>
</tr>
<tr>
<td><strong>Protection of girls and boys from violence and abuse</strong></td>
<td>- Girls and boys participate in safe spaces programs in their communities, schools, health facilities</td>
<td>- Children and adolescents role model respectful behavior, non-violence, and non-discrimination</td>
</tr>
<tr>
<td><strong>Advocacy and Communication Strategy on Ending Child Marriage in Zambia</strong></td>
<td>- Teachers advocate for better WASH facilities for girls and boys, and extra-curricular activities, e.g., school clubs, etc.</td>
<td>- Family members encourage girls to complete secondary school</td>
</tr>
</tbody>
</table>
Table 1. Specific communication objectives by 2021, defined as expected behaviour and social change outcomes: *Know, Feel, Do*

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</table>
|               | that affect them, e.g., initiation rites of passage; marriage; staying in school; household chores; vocational training and income generating activities; sex education and sexual and reproductive health, pregnancy, maternal and child health and nutrition, etc.  
  - Have the ability and agency to pursue alternatives to child marriage.  
  - Are members of peer groups that provide support on life skills, protection, nutrition, health, sexual and reproductive health rights, and livelihood  
  - Participate in advocacy activities (for girls’ education, delay of marriage beyond 18 years, non-discrimination, non-violence and gender equality  
  - Participate in income generating activities  
  - Avail of information to access health and other social services, educational and IGA opportunities, and legal assistance  
  - Be role models and share their life stories with others | decisions about matters that affect them (see column 2)  
  - Support their children with disability  
  - Support orphaned children of relatives, friends and neighbors |
Participant audience groups: stakeholders for ending child marriage

Five broad categories of participant audience groups (sometimes called “target groups”) are identified as stakeholders for the “ECM Models” advocacy and communication strategy (See Figure 4). The full list of stakeholder groups for ECM across Zambian society is in Annex IV.

Communication
Children and adolescents; parents and families; and communities are the participants for communication for behaviour and social change. They are the three main participant audiences for the communication strategy who will finally decide to end child marriage.

Advocacy
On the other hand, leaders, policy makers, institutional/organizational decision makers, the media and the public at national and subnational levels are the participant audiences for advocacy whose actions can create an enabling environment for ending child marriage. Some crossover exists amongst them, but these groupings facilitate the focusing of interventions and targeting of messages to obtain the greatest impact.

Figure 4. Five levels of stakeholders or participant audience groups in the advocacy and communication strategy from a socio-ecological perspective
Key messages

The key messages⁴ on ending child marriage are divided into six categories: 1) children’s rights; 2) child marriage; 3) education; 4) child protection; 5) birth registration, and 6) poverty reduction. They are by no means exhaustive; indeed, they need to be prioritized and added to, simplified as needed, translated, and pre-tested with specific audiences and stakeholders. Message development workshops should be held to agree on messages for use in specific contexts and communication channels, namely, communities, schools, religious associations, TV, radio, print, social media, theatre groups and IEC materials. See Annex V for examples of a compilation of key messages.

Features of “Models for ECM”

Branding

Naming a strategy or a campaign can give it a unique and memorable identity—a real brand that all Zambians will recognize. It can serve as “glue” uniting the various strands of a strategy and aligning a range of partners behind a common cause. In the spirit of full engagement of stakeholders, the suggested name “Models for ECM” (ECM Everyday Heroes or some other) needs to be discussed, agreed, accepted, and carefully translated into the main languages in Zambia. It should then be tested for acceptability, understandability and easy recall.

The rationale for adopting such a name for the strategy is that it would position the strategy as inspiring, positive, national, specific to the Zambian context, and historic in scope and intention. The name would reference the stories, dreams and aspirations and the often-unheard voices of children and young people— as well as that of their families and communities—in overcoming obstacles in their daily lives. It would emphasize the love and pride Zambians feel for their children.

The choice of such a brand name also reflects a shift to a gain frame communication strategy⁵ that will focus on solutions (versus problems), and enabling and motivating factors (versus barriers and challenges). Ending child marriage and teen pregnancy will be packaged as a positive set of behaviours associated with protecting, educating, nurturing, supporting, respecting and empowering children, both girls and boys.

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⁴ Many of the key messages in this section were adapted from Facts for Life, 2010; the 2015 Qualitative Study; the National Strategy.
⁵ “Gain frame” communication strategies frame messages that highlight the short and long-term benefits of engaging in a particular behaviour.
Celebrating role models on ending child marriage

The proposed strategy identifies and reinforces Positive Deviance, inspiring role models and exemplary leadership on the part of individuals, organizations and institutions. When communities and children themselves come together to assess why some children are happy, healthy, educated, raised in a violence-free atmosphere, are achievers, and productive while others in similar settings are not, they can more easily decide on collective action, creating a social movement for ending child marriage, leading to positive change and transformation.

Spotlighting and role modeling the positive will help stakeholders understand the factors that incentivize postponement of child marriage and enable them to more effectively advocate with and mobilize government, traditional and religious leaders, private sector and donor support. By focusing on children and local actors as agents of such a change process, authorities and the public will be encouraged to relate to children and youth as a powerful resource that must be tapped, supported, motivated and empowered.

Recognizing champions and role models for ECM

A fitting annual celebration or event should be selected to bestow recognition awards to individuals and communities that fit the criteria (to be formulated) as mobilizers and as role models in ECM, e.g., outstanding champions of the cause or child marriage-free communities. At the same time, deserving media and institutions should receive awards for being active mobilizers and champions of ECM for the year. Criteria will need to be developed and a selection committee appointed from among youth groups, CSOs, academe, faith communities, Government and business community, etc. The award ceremony should be highly publicized in mass media, the Internet and social media.

The wide media coverage will expose the Zambian public and the world to the initiatives and stories of individuals, organizations and communities being celebrated on a national stage regarding specific qualities and actions on ECM, while they become instruments for fostering social change and celebrating their own local heroes.

Creating and sustaining a media blitz on ECM

Create a media blitz by engaging media partners, telecommunications companies, the business community and civil society to support national and district level ECM Models or ECM Everyday Heroes through public awareness activities, civic education and edutainment. Community theatre groups and community radio will need to be engaged. Offer small incentives when inviting the listening and viewing audiences to participate in community theatre presentations and talent

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6 Positive deviance is an approach to social change that identifies community members who follow uncommon but beneficial practices that lead to better solutions to their problems than those practiced by others (Singhal A and Dura, L., 2009).
community theatre and arts

shows or contests. Likewise, provide small giveaways to radio listeners who send entries for storytelling contests, phone-ins, *vox populi*, etc., or for contributed stories, concepts for dramatized spots and plugs with key messages, using electronic, social media platforms or other appropriate means. Develop discussion guidelines to be used by listeners’ clubs and community forums to delve deeper into the topics highlighted in the radio/TV/social media programme. Such an all-media approach provides ample possibility to interweave themes of social protection, education, livelihood and employment opportunities, adolescent and maternal health, child rights and responsibilities, civil registration, democracy, equity and peace, with the more specific behaviours around ECM.

**Edutainment (E-E)**

This strategy proposes use of E-E approaches across a combination of channels such as radio, television, soap operas, film/video documentary and performing arts such as community theatre, music, song, dance, poetry, as well as visual arts. Through these platforms, E-E uses the power of human interest and emotions via storytelling and role models (e.g., through characters, actors, musicians, and other creative artists) to ignite positive behaviour and social change.

**Community theatre and the arts**

This form of edutainment is widely popular in Zambia and many parts of Africa. It is a good example of effective communication created by local people in their local context. Also known as Theatre for Development (TfD), participatory community theatre, street theatre, popular theatre, and
street drama, it will be a key intervention for community mobilization and engagement for ECM. Local actors and members of the community perform dramas live in a central community location. The performance is in the local language, making it a powerful medium to draw the audience’s attention to important topics such as child marriage, teen pregnancy, GBV, adolescent sexual and reproductive health, prevention of HIV, HPV and other STIs, family planning, and education issues like school dropout and re-entry, etc. Applying participatory techniques, the drama leads to discussion among audience members and with performers.

According to a 2004 estimate, over 400 theatre groups have been active throughout the country. By 2017, theatre groups had grown exponentially in number and popularity. Since 2002, Zambia, through the Ministry of Tourism and Arts (MoTA), hosts annually an International Theatre Arts Festival for four days in April at the Lusaka Playhouse. Participants come from all over Zambia and the region.⁹

The ECM programme should link with MoTA in exploring opportunities to discover new talents in the performing arts – theatre, music, dance, poetry, creative writing, and the visual arts – particularly among children and young people who are vulnerable to child marriage. The performances and creative works could revolve around ECM thematic issues. With media coverage and recordings, these works of art could extend beyond one-off events that would foster wider awareness and meaningful dialogue, thus contributing to positive social change.

**District ECM Youth Council**

Establish an “ECM Models” Council or Forum staffed by young people. This council could be attached to the Chiefdom's, Village Headman's or the District multisectoral Gender Sub-Committee. The latter is charged with coordinating activities of the ECM Programme in their district. The ECM Youth Council could provide a platform through which young people raise their concerns, help solve local problems and plan and support implementation of strategies to end child marriage in their localities.

**Community Information Boards (CIB) in every community centre and district office**

Community information boards (CIBs) could be put up in the districts, at the community centre or at the chieftain's palace to receive, display and disseminate materials, information and periodic monitoring data regarding child marriage. Data could be collected periodically as part of implementation as well as monitoring. District AIDS Task Force (DATF) and Community Aids Task

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⁷ A Latin word for “voice of the people”, vox populi or vox pop refers to a live or recorded interview by a TV/radio broadcaster in which a person is asked on the spot (e.g., a chance meeting in a public place) for his or her opinion on a matter of general interest.

CIBs have been used successfully in Nigeria, among other countries, to display basic social and development data for tracking the situation of children and women, and to provide the focus for community and peer group dialogues, local theatre and house-to-house counseling. Community engagement around CIBs has led to concrete actions to improve services for and the rights status of children, women and families. As a community tool, the CIB requires the participation of community groups in all stages of their creation and use.

For ECM and related issues, CIBs can be used to monitor key behaviour changes based on priority indicators (in addition to HIV and AIDS information) on child marriage, school dropouts, teen pregnancy, GBV violations and birth registration, to name a few. Use CIBs, as well, for awareness and reminders by publicizing opportunities for scholarships, IGA and vocational training and employment, adult literacy classes, recreational programmes, youth club membership and activities, etc.

**Foster ownership: Use local voices, language, and channels**

Foster community participation and ownership by using local languages and images for key messages in all communication materials and community media.

Other ways to foster participation and local ownership include:

- Use humor, surprise and provocation in accordance with Zambian tradition and culture
- Appeal to the heart as well as to the brain
- Be inclusive, celebrate diversity, be age-appropriate, include people living with disability
- Celebrate traditional ceremonies with the ECM brand/logo and meaningful emblems that link key messages on ending child marriage with root causes
- Spotlight communities and partners and voices of children
- Tap appropriate leaders, celebrities and respected spokespersons as message carriers through their speeches and policy statements
- Repeat and multiply key messages and positive stories that resonate, again and again through word of mouth and through community and national media
- Involve adolescents in the design, implementation and monitoring of the strategy using techniques that young people feel are “cool” and “trending”

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10 See: [https://www.unicef.org/innovations/index_c7288.html](https://www.unicef.org/innovations/index_c7288.html)

11 See: [https://www.unicef.org/evaluation/index_c7288.html](https://www.unicef.org/evaluation/index_c7288.html)
• Allow interactive feedback mechanisms for the media platforms and products so that they can be adapted, localized, relayed, multiplied and acted upon
• Showcase children and adolescents' aspirations, hopes and dreams, their strengths and interest in learning
• Recognize and celebrate their achievements, spirit of entrepreneurship, their contributions to their communities and country
• Deploy all the dimensions of national/local traditions and culture through media, music, art, dance, theater, etc
• Collect and showcase stories of change spotlighting in big and small ways how people and institutions are “changing our country for the better”.

Empowerment
Poverty Reduction
Strategic implementation approaches for “ECM Models”

The “ECM Models” initiative (provisional name) will be implemented through six strategic approaches (Figure 7). These approaches – 1) coordination and management; 2) capacity strengthening; 3) media engagement; 4) advocacy; 5) social mobilization, and 6) community engagement – map out the key interventions required to achieve the objectives for advocacy and communication by 2021, and the desired behavioural and social change outcomes as defined in Table 1.

Figure 5. Strategic implementation approaches to “Models for ECM” in Zambia

The following sub-section describes the strategic implementation approaches and includes the targets. Section III, Proposed Costed Implementation Plan, presents suggested activities for each target under each category.

The TWG and Advocacy and Communication Sub-committee will select, decide on and prioritize the targets and concomitant activities on a yearly basis from 2018 to 2021. Selection of activities will depend on which ones are perceived to be most pertinent and doable, and that complement ongoing communication initiatives by members of the coalition of CSOs. The TWG will consider the offers for engagement from media organizations (see Annex VII) that would accelerate achievement of the desired behaviour and social change outcomes for ECM within the resources and time available.
Coordination and management of advocacy and communication

The success and effectiveness of the strategy depends on coordination and regular information exchange between the TWG and Sub-Committee on Advocacy and Communication. They should meet regularly to ensure a participatory process to plan, manage and coordinate implementation, monitoring, documentation, and reporting of progress, good practices and lessons learned. The following targets are proposed to ensure efficient coordination:

**Targets**

- Interagency coordination mechanism established at national, provincial, district and area levels
- Management and oversight mechanism for advocacy and communication activities established by national TWG; District Council
- National and district launches of “ECM Models” Advocacy and Communication Programme
- Launch of branding contests: 1) deciding on a name for the advocacy and communication strategy other than “Models for ECM”, 2) logo contest, 3) tagline contest and 4) jingle or song writing contest to establish a brand name, a logo, a tagline, and a one-minute signature song during national and district launches
- Search for ECM role models and inviting mobilizers or champions during national and district launches

**Capacity strengthening**

This approach focuses on strengthening capacities of key stakeholders as change agents toward smooth implementation of planned activities. At national level, orientations and sensitization workshops shall be organized with members of the Advocacy and Communication Sub-committee, communication partners, and the media.

At the district level, local stakeholders will be invited to participate in lively interactive workshops on child rights and responsibilities sensitization, interpersonal communication and counselling skills and key ECM messages. Participants should be chosen from among members of the District Sub-Committee on Gender, traditional leaders, initiation councillors, youth leaders, teachers, health workers, religious leaders, and other community groups.

National media practitioners will also be invited to participate in media orientations and message development workshops, and on child-friendly, gender sensitive and inclusive reporting. Once their capacities are strengthened, they can in turn train others in a cascading effect across multiple media platforms that would reinforce positive changes in attitudes and practices on ECM among children, families and communities.
Targets:
• Training of Trainers for district and community groups/stakeholders on child rights and responsibilities, key messages on ECM, IPC, counselling and facilitating community sessions, criteria for search for role models and champions for ECM
• Training of trainers for children and youth leaders and groups on child rights and responsibilities, key messages on ECM, storytelling, community theatre, participation in media programming
• Training for community level workers (health, education, agriculture, police, etc.) on child rights and responsibilities, key messages on ECM, IPC, counselling and facilitating community sessions
• Training for media (e.g., managers, editors, broadcasters and journalists) on child rights, child-friendly, gender sensitive reporting, key messaging around ECM, E-E for participatory media programming
• Training of community volunteers and mobilizers (adolescents, youth, adults) as local change agents for ECM and on participatory behaviour monitoring methods.
Advocacy
The success of this strategy depends on respectful engagement with the powers-that-be from the highest to the lowest levels of government and society. Advocacy with them should result in renewed public endorsements and policy statements on ending child marriage and related issues. District administrative authorities, traditional authorities, the chiefs, ndunas, and leaders of religious communities, village headmen and local opinion leaders are looked up to as credible sources of information. They have the influence and power to translate national policy into local by-laws, shape public opinion and strengthen links between families, communities and institutions. They are crucial to ending child marriage.

Targets:
- Policy statements on ECM issued by national leaders; district officials and traditional leaders
- Statutory and customary laws reviewed and harmonized in the form of by-laws and directives on ECM issued by traditional leaders in their chiefdoms
- Revised curriculum of initiation rites for girls by initiation counselors
- Partnerships established with media executives to support ECM strategy

Media engagement
Media engagement is a vital approach for the national ECM strategy. The media are a vibrant and potent force in Zambian society for influencing positive change in prevailing negative attitudes, beliefs and practices as well as for improving policies on child marriage. They include both mass media, interactive communications technology (ICT) in the form of Internet and social media platforms. Owing to its pervasive nature, the media – radio, TV, print, mobile phones, the Internet and social media platforms – can multiply communication efforts with reinforcing messages that can contribute to national level advocacy, visibility and “buzz”.

Equipped with the key messages and guidelines, the media can help spark a national conversation on ECM and its drivers. For example, video and film documentaries of real stories of girls can challenge prevailing attitudes, values, traditional practices and harmful social norms. Stories and calls to action with emotional and personal content, e.g., from a young girl's perspective, encourages empathy among radio listeners and TV and Internet viewers could make leaders and decision-makers at all levels more accountable.

Engaging children and youth as radio hosts or co-hosts, as story-tellers, as composers and singers, drama scriptwriters, poets, actors, performers and creative artists in various art forms on ECM topics will create ripples of social change all over the country.

Education on legislation, policies and by-laws around child marriage, with participation of key
stakeholders, will be one of the major interventions with media.

Annex VII presents media organizations' expressions of interest to support the ECM programme based on consultations conducted in September 2017. They have offered not only to inform, but also to entertain, educate, engage, influence, and serve as a feedback mechanism to elicit stories and inputs from children and their families. They agreed to link different media platforms and interpersonal communication opportunities with key messages and themes, making the different channels mutually reinforcing. They aim to stimulate local dialogue and storytelling, and amplify children's voices in media programming. The following are some specific ways the media have offered to partner with the national ECM programme:

**Targets:**
- Media engagement plan firmed up based on proposals from media organizations
- Media sensitization and message development workshops
- “Models for ECM” logo, tagline and jingle contest
- Media blitz for awareness raising during launch ceremonies and annual events celebrating ECM Models and champions
- Sustained media coverage in varied formats
- Edutainment formats: mass media and community based
- Stories of role models showcased on radio, TV, print, social media and community theatre
- Annual festivals on community theatre, other performing arts and visual arts
- Children as hosts in participatory radio and TV programming
- Interactive communications technology (ICT)/ social media platforms for ECM
- Creative materials development

**Social mobilization**
Social mobilization activates and brings together different partners and allies for ECM to raise awareness and promote the desired behaviour changes. This includes eliciting participation of local governance structures, teachers, health workers, police, and girls and boys clubs, farmers associations, etc., to promote the key messages around ECM.

**Targets**
- Network of ECM stakeholders and allies identified at national centre and districts
- Support and participation of partners and allies for ECM in coordination and implementation activities assured
- Zambia corporate social responsibility-based partnerships established

**Community engagement**
Engaging and mobilizing communities will involve children and adolescents, women and girls,
men and boys, and traditional, religious and civic leaders in promoting ECM and desired behaviours. Orientation and training will be on IPC, key messages, storytelling, participation in community radio and community theatre, and use of behaviour monitoring tools.

Community leaders and members, particularly children, adolescents and their parents, are envisioned to serve as local change agents. They may also take part in participatory behaviour change monitoring at community level. Their engagement can spur community awareness and dialogue, which would ultimately lead to decisions and actions to abandon child marriage and other harmful practices. Such an approach is empowering, as individuals and communities gain both self and collective efficacy to take positive actions. Community mobilization will build on the existing communication networks and the presence of a sizeable number of diverse community groups in Zambia.

**Targets**

- Traditional leaders, religious and other community leaders and initiation councillors promote key messages and desired behaviours around ECM
- Trained local change agents, e.g., members of Child Clubs, Youth Associations, peer educators, school children are mobilized to participate in media programs, promote and monitor key behaviours
- CBOs, PTAs, Mothers Groups, Farmers Associations, etc. include ECM and monitor progress in their regular meeting agendas
- Community members – men, women, young people – dialogue on key issues and participate in sharing stories of positive change on ECM
- Community radio listening forums and mobile film/video discussion groups meet regularly to learn, exchange and update on ECM issues
## SECTION 3 – PROPOSED COSTED IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>SN</th>
<th>Strategic intervention / Target</th>
<th>Activity</th>
<th>Timeframe</th>
<th>Lead &amp; Implementing Institutions</th>
<th>Estimated Cost</th>
</tr>
</thead>
</table>
| 1  | Coordination and Management                             | **NATIONAL - Meetings to:**  
  • Activate the Advocacy and Communication Sub-committee (A&C Sub-Committee) to:  
  • Review, approve and endorse the Advocacy and Communication Strategy with the proposed Costed Implementation Plan and the Monitoring and Evaluation Framework  
  • Prioritize targets and activities by year in the proposed implementation plan and secure funding for national and district level implementation  
  • Determine cooperating partners at national level  
  • Determine terms of reference/ roles and responsibilities of members of A&C and of cooperating partners including media  
  • Tap existing communication capacity at MoG to manage and oversee day to day activities  
  • Determine standing agenda for periodic A&C meetings  
  • Allocate responsibilities  
  **DISTRICT – Meetings to:**  
  • Determine composition/members of A&C Task Force for two pilot districts – Senanga and Katete  
  • Determine cooperating partners at district and area levels, e.g., managers of community radio, cable TV and telecommunications, business community, etc.  
  • Review and adjust terms of reference/ responsibilities of Sub-Committee assigned to A&C. Do likewise for cooperating partners at district and area level  
  • Integrate communication responsibilities in TOR of the full-time district consultant for ECM  
  • Prepare and sign (MOA or MOU) with cooperating partners  
  • Agree on schedule of regular meetings and communication flow for information sharing among members and partners  
  • Determine standing agenda for periodic A&C TF meetings, | 1st Qtr 2018  
  | MoG  
  | TWG  
  | Sub-committee on Advocacy and Communication  
<p>| UNICEF | 3,530 |</p>
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<tr>
<th>SN</th>
<th>Strategic intervention / Target</th>
<th>Activity</th>
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<th>Estimated Cost</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Allocate responsibilities at district, area level</td>
<td>2nd Quarter 2018</td>
<td>Ministry of Gender Advocacy and Communications Sub-Committee</td>
<td>100,000</td>
</tr>
<tr>
<td>1.2</td>
<td>National launch of ECM Advocacy and Communication Programme</td>
<td>• Prepare guidelines for national launch and district launches</td>
<td>2nd Quarter 2018</td>
<td>DDCC</td>
<td>100,000</td>
</tr>
<tr>
<td></td>
<td>Purpose: Initiate the priority advocacy and communication activities presented in this document</td>
<td>• Allow short interval between launch at national level and for each pilot district</td>
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<tr>
<td></td>
<td></td>
<td>• Draft programme agenda for Launch of District Advocacy and Communication Strategy</td>
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<td></td>
<td></td>
<td>• Organize pre-launch activities</td>
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<td></td>
<td></td>
<td>• Develop media kit and visibility materials for launch</td>
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<td></td>
<td></td>
<td>• Invite high profile chief guest and other prominent individuals</td>
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<td></td>
<td></td>
<td>• Invite national and community media to cover launch</td>
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<tr>
<td>1.3</td>
<td>District launches (2) of Priority Advocacy and Communication Activities for ECM</td>
<td>• Prepare guidelines for launch at district level</td>
<td>2nd Quarter 2018</td>
<td>MoG All Consortium Ministries</td>
<td>65,000</td>
</tr>
<tr>
<td></td>
<td>Purpose: Initiate the priority advocacy and communication activities presented in this document in Senanga and Katete</td>
<td>• Allow short interval between launch for each pilot district – Senanga and Katete</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Draft launch programme agenda for districts</td>
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<td></td>
<td></td>
<td>• Invite Chief Ministers, DC, members of DDCC development partners, district level officials, donors, media executives, allies and champions for ECM</td>
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<tr>
<td></td>
<td></td>
<td>• Develop media kit and visibility materials for district launch</td>
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<tr>
<td></td>
<td></td>
<td>• Invite media to cover launch</td>
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<tr>
<td>1.4</td>
<td>Launch of logo contest</td>
<td>• Develop mechanism for a national contest for an “ECM Models” logo/brand, tagline and song/jingle</td>
<td>1st - 2nd Quarter 2018</td>
<td>National: MoG with TWG, A&amp;C District: DC, DDCC, Gender Sub-Com</td>
<td>165,000</td>
</tr>
<tr>
<td></td>
<td>Purpose: Ensure strong campaign awareness and recall for participants in both pilot districts; create a memorable and interesting framework that promotes useful media engagement on the ECM campaign</td>
<td>• Coincide national and district launches of ECM advocacy and communication strategy with nationwide logo, tagline and song contest for ECM brand through schools and communities</td>
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<td></td>
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<td>• Involve out-of-school children in all contests, and activities</td>
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<td>1.5</td>
<td>Search for “ECM Models” and Recognition Events</td>
<td>• Engage national and district partners in developing criteria for ECM Models and</td>
<td>Annually</td>
<td>National: MoG with TWG, A&amp;C District: DC, DDCC, Gender Sub-Com</td>
<td>165,000</td>
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<td></td>
<td>Purpose: Identify individuals who can act as role models for the ECM programme.</td>
<td>• Establish an annual recognition scheme to celebrate individual, family, and community role models on ECM among men, women, girls and boys;</td>
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<td></td>
<td></td>
<td>• Give recognition awards to mobilizers or champions for ECM among community groups, leaders, media and institutions</td>
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| 1.6 | Message development workshops for different participant audience groups | • Organize message development workshops with representatives of four stakeholder groups integrating child rights and responsibilities and other key messages in six thematic areas; advocacy key messages  
• Develop a booklet of key messages for specific users: media, teachers, youth organizations, etc.  
• Translate key messages into major languages | 2nd-3rd Quarter 2018 | National: MoG with TWG, A&C Subcommittee, UNICEF  
District: Gender Sub-Com | 1,249,339 |
|    | PURPOSE: Align creative interests across stakeholder groups and generate key message content. | |
| Sub Total for I. Coordination and Management | | | | 1,682,869 |
| 2. | Capacity strengthening of local actors/stakeholders as change agents | | | | |
| 2.1 | Training of Trainers for district and community stakeholders | • Develop ToR, identify, vet and hire local Training Team to undertake 2.1. and 2.2. ToR for 2.3 and 2.4 may require different skill sets and therefore may need to hire local media training specialists (e.g., BBC Media Action, etc.)  
• Conduct training needs assessment of potential trainers and for potential participants for 2.2, 2.3, 2.4  
• Determine length of training required and develop four different training modules liberally using child rights cards (See 1.6) and key messages  
• Conduct National Training of Trainers applying participatory methodology  
• Monitor training process using daily tools  
• Evaluate training outcomes  
• Cascade training design to 2.2 participants | Annually | MoG  
All Consortium Ministries  
All other stakeholders | 1,483,799 |
| PURPOSE: Prepare trainers to train district staff, CSO members, local media, community leaders and others on child rights and responsibilities, key messages on ECM, IPC, counselling and facilitating community sessions.  
Conduct training of trainers programme. | |
| 2.2 | Orientation sessions with traditional, civic, religious and community leaders | • Invite and schedule orientation sessions on the communication strategy, roles and activities  
• Conduct interactive sessions  
• Documents commitments for future events where they will include endorsements through ECM key messages | 2nd Quarter 2018 | MoG | 398,732 |
| PURPOSE: Prepare leaders to conduct community dialogues | |
| 2.3 | Training workshop for community level workers | • Identify and invite potential participants from communities  
• Prepare training protocol using prepared training module | Annually | MoG  
All Consortium Ministries | 1,483,799 |
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</table>
|    | **PURPOSE:** Prepare community level workers (health, education, protection, agriculture, etc.) to conduct counselling and community sessions on child rights and responsibilities and key messages on ECM | • Conduct participatory training using lively methods including use of illustrated child rights cards and exercises  
• Monitor training process  
• Evaluate learning outcomes and  
• Follow up participants’ application of learning outcomes with respective clientele – schools, health facilities, etc. | 1st Quarter 2018 | MoG | 559,306 |
| 2.4 | Media orientation workshops | **NATIONAL**  
• Hire a local media training consultant/facilitator and appoint a local training team  
• Identify and invite national and district media practitioners  
• With media training facilitator, prepare module and session plans for media workshop  
• Conduct workshop in a participatory style with group sessions relevant film documentaries and video, human interest stories, case studies, research reports, statistics, sample media products, etc.  
• Monitor training process  
• Evaluate learning outcomes  
• Follow up participants’ application of learning outcomes in their respective media work | | | |
| 2.5 | Training workshops with children’s clubs and youth associations by age group. | **PURPOSE:** Prepare children and youth associations to conduct peer – to – peer activities on:  
• Child rights and responsibilities  
• Key messages  
• Identifying role models  
• Storytelling  
• Media programming  
• Engage local training participants from communities  
• Design training session with a training team  
• Identify and invite potential participants from communities  
• Design training sessions adapted from prepared training module and develop training tools and materials  
• Conduct participatory training using lively methods including group exercises, key meggeses adapted to children and adolescents  
• Plan workshops on following topics:  
• Monitor, evaluate training process and plan follow up protocol  
• Write training report noting lessons learned  
• Follow up participants’ application of learning outcomes | Annually | MoG  
ZICTA  
MYSCD  
MCDSW  
MoCTA | 1,483,799 |
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<th>SN</th>
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</table>
|    | • Participatory monitoring methods and tools  
|    | • Using mobile phones (uReport), ICTs, and social media for messaging and monitoring | • Advocate with national leaders and partner ministries for high-level commitment  
|    |                                           | • Advocate with district officials, traditional and religious leaders, political leaders, etc.  
|    |                                           | • Prepare scripts, spiels for speeches, advocacy briefs, and design advocacy materials, e.g., on benefits of delaying marriage, dangers of teen pregnancy, data from research and ZDHS statistics, services and opportunities available | Annually | Ministry of Gender  
|    |                                           |                                                   | All Consortium Ministries | 66,994 |
|    | Sub Total for II. Capacity strengthening |                                                   |                                                   | 5,409,435 |
| 3. | Advocacy |                                                        |                                                   |                    |
| 3.1| Dissemination of policy changes on ECM | • Advocate with district stakeholders, traditional authorities, religious leaders, initiation counselors, parents, guardians and elders  
|    | PURPOSE: Prepare leaders at district and local levels for communities for the impact of legal changes; prepare constituents for changes in the legal system surrounding child marriage | • Traditional leaders coordinate monthly community dialogues to inform constituents about by-laws and directives related to ECM, initiation rites, and key messages on teen pregnancy, school completion, etc. | Annually | Ministry of Justice  
|    |                                           |                                                   | Ministry of Home Affairs  
|    |                                           |                                                   | Ministry of Chiefs and Traditional Affairs | 2,555,105 |
| 3.2| Harmonization of statutory and customary laws on marriage | • Advocate with religious leaders to include key messages on ECM in their sermons during weekly religious ceremonies  
|    | PURPOSE: Provide a well-defined legal basis for the creation of messages and implementation of communication activities | • Develop booklet of key messages on ECM and child rights linked to Bible verses | Annually | Ministry of National Guidance and Religious Affairs  
|    |                                           |                                                   | Ministry of Gender | 3,320,729 |
| 3.3| Inclusion of ECM key messages in religious institutions | • Advocate with religious leaders to include key messages on ECM in their sermons during weekly religious ceremonies  
|    | PURPOSE: Promote ECM key messages in church and other important social venues | • Develop booklet of key messages on ECM and child rights linked to Bible verses | Annually One-off 4th qtr 2018 | Ministry of National Guidance and Religious Affairs  
<p>|    |                                           |                                                   | Ministry of Gender |</p>
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<th>Lead &amp; Implementing Institutions</th>
<th>Estimated Cost</th>
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</table>
| 3.4 | Revised curriculum for initiation rites for both girls and boys | **PURPOSE:** Remove or delay content from initiation rites that encourages early debut of sex  
- Advocate with initiation counselors, elders and parents to revise curriculum with only age-appropriate information (exclude inappropriate information on sex) | Annually | Ministry of Chiefs and Traditional Affairs, Ministry of Gender, Ministry of Community Development and Social Welfare | 2,555,105 |
| 3.5 | Media partnership established | **PURPOSE:** Ensure media commitment to support ECM strategy  
- NATIONAL and DISTRICT  
  - Advocate with media organizations - executives and managers at national, provincial and district level through invitation letters to support national and district ECM programme  
  - Have breakfast meetings with media executives and managers – national radio and community/FM stations, TV, print, digital media, performing and visual artists, etc.  
  - Firm up partnership agreements and ToR through MOUs/MOAs with media organizations including telecommunications companies, creative agencies, media production houses and dissemination channels  
  - Partner with district branches of media organizations including relay telecommunications offices, creative agencies, local media production houses and dissemination channels | Annually | Ministry of Gender | 477,468 |

**Sub Total for III. Advocacy** | | 6,480,856 |

| 4.1 | Social and community resource mapping | **PURPOSE:** Identify and codify network of ECM stakeholders, partners and allies at national, provincial  
- Map the network of ECM stakeholders, partners and allies who could serve as "movers" or champions for public advocacy and social mobilization in the respective districts and communities  
- Agree on ToRs, roles and resource sharing  
- Invite business community to sponsor events; collaborate in the design, pretesting, production and distribution of | Annually | Ministry of Gender | 7,844 |
<table>
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<tr>
<th>SN</th>
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<th>Timeframe</th>
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<th>Estimated Cost</th>
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<tr>
<td>and district levels; prepare to mobilize network resources as needed for research, training, and other ECM activities</td>
<td>visibility materials including district signages</td>
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</table>
| 4.2 | Activation of social and community organizations (from 4.1) | • Support national, provincial, district-wide and community activities with champions and role models for ECM – led by traditional and religious leaders, youth peer educators, teachers-guidance counselors, CBOs, CSOs, and other community groups by providing prizes, logistics, etc. Invite national ECM champions to grace the district events  
• Support media in public awareness of “ECM Models”  
• Support TWG in organizing and judging Annual Recognition Awards for “ECM Models” and champions/mobilizers/movers  
• As champions and “Movers” for ECM, support and mobilize fitting annual festivals, commemoration events in districts and communities – led by chiefs, religious leaders, teachers-guidance counselors, CBOs, CSOs, peer educators, youth groups, and others.  
• Help establish an ECM Models advisory board of young leaders and distinguished personalities to advise TWG and District Sub-Committees on implementation activities and monitoring behavior changes. | Annually | Ministry of Chiefs and Traditional Affairs  
Ministry of Gender | 3,207,584 |
| 4.3 | Zambia corporate social responsibility-based partnerships established | • Partner with the business community to support media engagement, social mobilization and community engagement initiatives | Annually | Ministry of Gender  
Ministry of Community Development and Social Welfare  
Ministry of Chiefs and Traditional Affairs | 25,000 |
<p>| | | | | | <strong>Sub Total for IV. Social Mobilization</strong> | <strong>3,240,428</strong> |</p>
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<tr>
<th>SN</th>
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<th>Purpose</th>
<th>Timeframe</th>
<th>Lead &amp; Implementing Institutions</th>
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<tbody>
<tr>
<td>5.1</td>
<td>Media engagement plan</td>
<td>• Develop a 2018–2019 and 2020–2021 strategy for implementing the media engagement plan and firm up commitments</td>
<td>3rd Quarter 2018</td>
<td>TWG, Advocacy and Communication Sub-committee</td>
</tr>
<tr>
<td>5.2</td>
<td>Media sensitization</td>
<td>• Engage local media training specialists to develop session plans, workshop materials and tools</td>
<td>1st Quarter 2018</td>
<td>TWG, Advocacy and Communication Sub-committee</td>
</tr>
<tr>
<td>5.3</td>
<td>ECM programme branding</td>
<td>• Partner with media organizations to host the search for a brand name, logo and signature song</td>
<td>Ad hoc as required</td>
<td>TWG, Advocacy and Communication Sub-committee</td>
</tr>
<tr>
<td>5.4</td>
<td>Media coverage – critical</td>
<td>• Invite tri-media in all national and district events for coverage, news and features, e.g., Launches, Awards, observances of International and National Days, etc.</td>
<td>Annually</td>
<td>TWG, Advocacy and Communication Sub-committee</td>
</tr>
</tbody>
</table>

**Estimated Cost**
- 5.1 Media engagement plan: 7,844
- 5.2 Media sensitization: 450,000
- 5.3 ECM programme branding: 14,556
- 5.4 Media coverage – critical: 10,930,732
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<tr>
<th>SN</th>
<th>Strategic intervention / Target</th>
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<th>Timeframe</th>
<th>Lead &amp; Implementing Institutions</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5</td>
<td>Media coverage - sustained</td>
<td>Media coverage of high level events. Live events – concerts, photo exhibits, music and art festivals, community theatre festivals. Mobile video showings in communities. Mobile PSAs, spots and plugs in public buses. Radio phone-ins, interviews, PSAs, feature stories of ECM.</td>
<td>Annually</td>
<td>Advocacy and Communication Sub-committee</td>
<td>33,892,396</td>
</tr>
<tr>
<td>5.6</td>
<td>Children's engagement</td>
<td>Media to train children in broadcasting techniques to air messages on ECM before, during and after Child Broadcasting Week. Provide platforms to feature children's and community voices on problems and solutions to CM to be disseminated.</td>
<td>Annually</td>
<td>Advocacy and Communication Sub-committee</td>
<td>559,306</td>
</tr>
<tr>
<td>5.5</td>
<td>Purpose: Carry out</td>
<td>NEATIONAL and DISTRICT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.6</td>
<td>Purpose: Involve children</td>
<td>NEATIONAL and DISTRICT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SN**

- ECM, other special events
- Mobile phone transmission and feedback, etc.
- Engage local musicians to compose songs with lyrics that address ECM, for entry into Zambia annual music festival
- Design, pretest and produce:
  - Mobile PSAs, spots and plugs in public buses
  - Radio phone-ins, interviews, PSAs, feature stories of ECM
  - Mobile video showings in communities
- Mobile video presentations in communities

**PURPOSE:** Carry out

- Engage local musicians to compose songs with lyrics that address ECM, for entry into Zambia annual music festival
- Design, pretest and produce:
  - Mobile PSAs, spots and plugs in public buses
  - Radio phone-ins, interviews, PSAs, feature stories of ECM
  - Mobile video showings in communities
- Mobile video presentations in communities

**PURPOSE:** Involve children

- Media to train children in broadcasting techniques to air messages on ECM before, during and after Child Broadcasting Week. Provide platforms to feature children’s and community voices on problems and solutions to CM to be disseminated.
<table>
<thead>
<tr>
<th>SN</th>
<th>Strategic intervention / Target</th>
<th>Activity</th>
<th>Timeframe</th>
<th>Lead &amp; Implementing Institutions</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.7</td>
<td>Recognition awards</td>
<td><strong>PURPOSE: Create</strong> interest in &quot;Movers and Models/Everyday Heroes for ECM with media, business community, and members of the public • Partner with media organizations (e.g., BBC Media Action, etc. and business community) to develop criteria, mechanics and funding for ECM recognition awards, including media awards. • Pursue PPP – public-private-partnership in sponsoring recognition awards and prizes for contests, reproduction of visibility materials including vests, bags and t-shirts for youth groups and CBOs, buying airtime, etc.</td>
<td>Annually</td>
<td>Advocacy and Communication Subcommittee CSOs ZICTA Media organizations and key TV, radio, print media partners</td>
<td>58,224</td>
</tr>
<tr>
<td>5.8</td>
<td>Edutainment programming</td>
<td><strong>PURPOSE: Develop</strong> pretest/pilot and broadcast E-E content on themes around relevant key messages and desired behaviours with participation of specific audience groups, pretested and broadcast • Engage media managers, creative groups and producers to ensure participation of children, adolescents, parents/guardians, community groups in developing stories and scripts about positive role models on ECM • Develop training modules and train media practitioners on E-E around ECM on key issues and on behaviour and social change • Develop, pretest or pilot creative treatments and storylines, with key audience groups i.e., children, parents, community groups and local creative groups in different media formats including: ○ Community theatre ○ Music and songs ○ Poetry ○ Drama series/soap opera on national TV ○ PSAs, spots and plugs for radio and TV ○ Weekly radio and TV interactive magazine shows hosted by children; and other popular programs • Mount media competitions for best storylines around resolution of issues around CM, teen pregnancy, girls’ education completion, success stories of role models who delayed marriage, completed schooling and reaped economic and social achievements, etc.</td>
<td>Annually</td>
<td>Advocacy and Communication Subcommittee CSOs ZICTA Media organizations and key TV, radio, print media partners</td>
<td>2,237,225</td>
</tr>
<tr>
<td>SN</td>
<td>Activity</td>
<td>Timeframe</td>
<td>Lead &amp; Implementing Institutions</td>
<td>Estimated Cost</td>
<td></td>
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</tr>
<tr>
<td>5.9</td>
<td>Establish partnership with Ministry of Tourism and Arts and NATAA to prepare calendar of festivals for theatre arts, music and songs, dance, poetry and visual arts that would engage children, adolescents, youth, and communities in 2018, 2019, 2020 festivals of performing arts and visual arts. Showcase stories, scripts, lyrics and visuals with ECM themes</td>
<td>Annually</td>
<td>Advocacy and Communication Subcommittee</td>
<td>3,207,584</td>
<td></td>
</tr>
</tbody>
</table>
| 5.10 | Establish MOA with Theatre Groups in Lusaka and district theatre groups, initially with Senanga and Kaiffula. Firm up activities with:  
- Africa Directions (Lusaka)  
- Bandwe (Lusaka)  
Engage TV, radio, print and social media for wide coverage | Annually | Ministry of Gender Technical Committee | 45,000 |
| 5.11 | Prepare concept note or proposal for partnership with corporate groups.  
Develop a module on use of mobiles for messaging and monitoring and include in capacity strengthening for local leaders, school children, teachers and community groups  
Relay and post media products with storylines and key messages online through ECM website, mobile phones, social media platforms – Facebook, Twitter, Google, YouTube, Viber, Instagram, WhatsApp, etc. | Annually | Advocacy and Communication Subcommittee | 4,056,000 |
<table>
<thead>
<tr>
<th>SN</th>
<th>Strategic intervention / Target</th>
<th>Activity</th>
<th>Timeframe</th>
<th>Lead &amp; Implementing Institutions</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VSU, Childline/Lifeline, and others identified by stakeholders</td>
<td>• Use these media vehicles to disseminate short key messages in the form of PSAs, spots and plugs</td>
<td>Q2 2018, Q2 2020</td>
<td>Advocacy and Communication Sub-committee CSOs ZICTA Media organizations and key TV, radio, print media partners</td>
<td>2,555,105</td>
</tr>
</tbody>
</table>
| 5.12 | Creative materials development | • Develop advocacy briefs with local statistics and key messages for traditional, religious and civic leaders  
• Develop and pretest creative communication/IEC materials for message reinforcement in schools, health facilities and district offices.  
• Develop and pretest visibility materials for awareness and reminders. E.g., Design and produce district-specific sign boards in busy intersections and entrances to districts and communities; illustrative posters in schools, health facilities, markets, street intersections, transportation hubs, and government offices.  
• Design and produce/prizes and visibility products with ECM brand. E.g., T-shirts and other giveaways to participating groups – Theatre Groups, Child Clubs, VSU, ChildLine/Lifeline, etc. | | | |
| 6. | Community Engagement | | | | |
| 6.1 | Behaviour change communication – Community dialogues | • Monthly community dialogues with parents and elders using key messages around ECM thematic issues  
• Community leaders, village headmen, chiefs, school teachers, PTA, health workers, etc. conduct community dialogues for sensitization on dangers of CM, teen pregnancy and advantages of completing secondary school, etc.  
• Use established groups and spaces for these activities, e.g., religious leaders insert ECM messages during church functions. | Annually | Ministry of Chiefs and Traditional Affairs Ministry of Gender Ministry of Community Development and Social Welfare | 696,000 |
| 6.2 | Behaviour change communication – peer to peer programmes | • Monthly dialogues in established peer – to – peer groups facilitated by trained peer educators or youth leaders  
• Engage children in developing storylines and content for E-E platforms and for participation in media programming  
• Organize drama performances by local theatre groups showcasing ECM thematic issues | Annually | Advocacy and Communication Sub-committee CSOs ZICTA Media organizations and key TV, radio, print media partners | 7,844 |
<table>
<thead>
<tr>
<th>SN</th>
<th>Strategic intervention / Target</th>
<th>Activity</th>
<th>Timeframe</th>
<th>Lead &amp; Implementing Institutions</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>child and youth audiences (e.g., members of Child Clubs, Youth Associations, peer educators, theatre groups/drama clubs, school children) through participation in peer-to-peer dialogues, media programs, and other initiatives</td>
<td></td>
<td>key TV, radio, print media partners</td>
<td></td>
</tr>
<tr>
<td>6.3</td>
<td>Behaviour change communication – message inclusion for CBOs</td>
<td>• Community leaders from various CBOs and local CSOs hold periodic meetings that engage parents, children and youth, members of CBOs, village committees to dialogue on relevant key messages, assess their attitudes and beliefs, and their intention to delay marriage of their under-18 daughters and sons.</td>
<td>Annually</td>
<td>Ministry of Chiefs and Traditional Affairs Ministry of Gender Ministry of Community Development and Social Welfare</td>
<td>7,844</td>
</tr>
</tbody>
</table>
| 6.4| Behaviour change communication – community dialogues with listening/viewing groups | • Community radio listening and radio forum/community discussion of issues. Community radio is popular in the districts of Zambia owing to the local programming and the clear reception.  
• Community video/film showings with ensuing discussions led by local leaders, media personalities, community role models, on relevant TV soap/drama, radio/TV spots  
• Community theatre group presentations on ECM themes with forum | Annually   | Ministry of Chiefs and Traditional Affairs Ministry of Gender Ministry of Community Development and Social Welfare | 348,000       |

Sub total for VI. Community Engagement  1,059,688  
TOTAL for Strategic Implementation Approaches I - VI  53,381,792  
Sub-total for Monitoring and Evaluation (2018 – 2019)  509,800  

GRAND TOTAL: ADVOCACY AND COMMUNICATION STRATEGY  53,891,592
Objective three

The milestones and targets for Objective Three are divided into a communication component and a capacity strengthening/advocacy component, as follows:

Communication Targets
1. Communication and advocacy strategy developed by June 2016;
2. 50% of targeted men, women, and young people have positive attitudes, behaviours, beliefs, and practice by 2021 as measured by a KAP survey;
3. Programme for engaging the media developed and operational by June 2016.

Capacity Strengthening and Advocacy Targets
1. All identified and targeted local actors have been trained to promote social change and reduce negative behaviours linked to child marriage by end 2017;
2. Advocacy activities (according to the plan) have been conducted by all identified stakeholders on reducing the vulnerability of children to marriage by the end of 2021;
3. 50% of stakeholders are active in reducing children’s vulnerability to marriage by 2021;
4. All targeted chiefdoms are putting the communication strategy into practice by the end of 2018.

The contribution of this Advocacy and Communication Strategy to the 2030 vision is explained by figure 6 below, in which the activities included in the Strategy lead to changes in indicators; changes in these indicators will lead to positive changes in the targets set in the National Strategy on Child Marriage, which will contribute to the goal and vision for Zambia’s response to child marriage.
Advocacy and Communication Strategy lead to changes in indicators, which lead to changes in targets, which lead to achievement of the goal, which leads to fulfillment of the vision: A Zambia free from child marriage in 2030.

While the targets, goal, and vision have been set by the National Strategy, the indicators to be used in the M & E framework are based on the objectives presented in the previous section.

### Communication objectives and associated indicators

By 2021, though their exposure to and participation in communication on ECM, three different audience groups are expected to shift their knowledge, attitudes, and beliefs about child marriage, leading to changes in behaviour that include decisions to delay child marriage. The communication objectives presented in Section 2 of the Advocacy and Communication Strategy document are supported by the indicators in table 2 below.

#### Table 2: Communication objectives and associated indicators

<table>
<thead>
<tr>
<th>Objective/audience Group</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys and girls</strong></td>
<td></td>
</tr>
<tr>
<td>Decide to delay marriage until age 18+</td>
<td>Percent of boys and girls who report making a decision to delay marriage</td>
</tr>
<tr>
<td>Believe that completing secondary education will lead to a better future</td>
<td>Percent of boys and girls who believe that completing secondary education will contribute to a better future</td>
</tr>
<tr>
<td>Feel confident to take appropriate actions</td>
<td>Percent of boys and girls who report that they feel confident to take action that will help delay marriage or pregnancy</td>
</tr>
<tr>
<td>Participate in decisions affecting them</td>
<td>Percent of boys and girls who report that they take part in decision making related to pregnancy, marriage, and other related issues in their families</td>
</tr>
<tr>
<td><strong>Parents and guardians</strong></td>
<td></td>
</tr>
<tr>
<td>Prefer to delay daughter's marriage until age 18+</td>
<td>Percent of parents who report that they would like their children to wait until they are 18 to marry</td>
</tr>
<tr>
<td>Support their daughters and sons to finish secondary school</td>
<td>Percent of parents who report that they support their children (financially, emotionally, physically) in finishing secondary school</td>
</tr>
</tbody>
</table>
Feel confident to advise on proper sexual behaviour & life skills

Foster positive parenting

Community, traditional and religious leaders

Believe that child marriage is wrong and discourage child marriage

Teachers provide inclusive guidance counseling to girls and boys to complete school

Duty-bearers foster protective services

Health workers provide services and counseling to adolescents on AFSRH and WASH

Community leaders foster alternatives to child marriage

Advocacy and capacity strengthening objectives/outcomes and associated indicators

The focus for the advocacy component includes capacity strengthening at national, provincial, and district levels, as well as legislative and policy advocacy. The capacity strengthening component is a critical portion of the strategy as it functions to empower local youth and adolescents, as well as community leaders and other influential individuals, with the tools they need to conduct effective advocacy activities on their own. The indicators for the advocacy and capacity strengthening portion of the strategy reflect the number of workshops and capacity strengthening activities conducted, as well as their effect on the legal and policy environment surrounding child marriage. By 2021, national, district and traditional leaders, decision makers, and influentials will have acted according to table 3:

Table 3: Advocacy and capacity strengthening objectives and associated indicators

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed and enacted better laws, policies and by-laws on ending child marriage</td>
<td>Number of revisions and enactments to existing laws and policies that contribute to ECM</td>
</tr>
<tr>
<td>Issued political statements in support of ending child marriage based on research data</td>
<td>Number of political statements issues that support ECM and that are based on data</td>
</tr>
</tbody>
</table>
Strengthened programmes, structures and services for children and adolescents

Exchanged information on progress and good practices during periodic events

Engaged constituents in actions toward ending child marriage and related issues

Allocated adequate resources to implement and monitor the national programme on ending child marriage

Number of programmes strengthened

Number of periodic events held

Number of exchanges on ECM held

Number of sessions with constituents held

Financial contribution to the ECM programme

The remainder of this section describes a framework for measuring the contribution of communication and advocacy activities to meeting targets and reaching the 2021 goal for the reduction of child marriage. A preliminary framework for measuring the progress toward the 2030 vision is also presented.

**Monitoring and evaluation in practice for ECM: 2018-2019**

To date, there have been no large-scale representative studies of knowledge, attitudes, and beliefs regarding child marriage and its associated determinants conducted in Zambia. However, the existing qualitative data, including the data that resulted in the advocacy and communication strategy document, can be used in the development and implementation of a monitoring and evaluation framework in the two pilot districts of Senanga and Katete. This framework therefore proposes a dual approach, in which piloting of the ECM Models programme is undertaken in these two districts, evaluated for its effectiveness, and subsequently rolled out to other districts, supported by a multistage, representative KAP study to provide baseline data.

**Monitoring in the pilot districts of Senanga and Katete**

**Monitoring** refers to repeated collection of data tracking a programme's communication inputs and the associated outputs; it looks at how closely the programme's implementation matches the design (International Centre for Research on Women, 2010). Establishing monitoring systems in the research and design stages of a communication intervention allows evaluators to better understand the contribution of communication programmes to changes in behaviours.

In this project, monitoring indicators refer to two categories of activities: communication and advocacy/capacity strengthening. Monitoring activities may be conducted at several points in a project's life cycle, but at the start of activities, the following measurements should be made. In the two pilot districts, these monitoring measurements should track all activities through actual counts of activities. The purpose of these measurements is to
collect data that will ensure that a) activities are taking place as planned and b) a relationship between activities conducted and evaluation research can be established. Note that activities in strategic area One, coordination and management, are not included in the monitoring activities.

Table 4: Monitoring for communication activities - Senanga and Katete

<table>
<thead>
<tr>
<th>Monitoring Measurements for Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counts of Public Service Announcements (PSAs), radio dramas, and other ECM media products broadcast on national radio stations with reach to Senanga and Katete(^{12}) (activity 5.4)</td>
</tr>
<tr>
<td>Counts of Public Service Announcements (PSAs), radio dramas, edutainment and other ECM media products broadcast on community radio stations (activity 5.4/5.8)</td>
</tr>
<tr>
<td>Counts of mobile video showings (activity 5.4)</td>
</tr>
<tr>
<td>Counts of mobile PSAs, spots, and plugs in public buses or other transportation (activity 5.4)</td>
</tr>
<tr>
<td>Counts of participatory/community theatre performances (activity 5.4)</td>
</tr>
<tr>
<td>Counts of newspaper articles, television spots, and radio broadcasts that include ECM Models key messages (activity 5.5)</td>
</tr>
<tr>
<td>Counts of ECM related materials and projects conducted during annual festivals Katete (activity 5.9)</td>
</tr>
<tr>
<td>Counts of media products posted on social media/project website (activity 5.10)</td>
</tr>
<tr>
<td>Counts of monthly dialogues held with traditional, religious, and civic leaders (activity 6.1)</td>
</tr>
<tr>
<td>Counts of ECM materials inclusion in CBOs/PTAs/Mothers Groups/etc agendas (activity 6.3)</td>
</tr>
<tr>
<td>Counts of community dialogue sessions on sensitization around CM (activity 6.4)</td>
</tr>
<tr>
<td>Counts of radio listening groups formed (activity 6.5)</td>
</tr>
<tr>
<td>Counts of community film/video showings (activity 6.5)</td>
</tr>
<tr>
<td>Counts of community theatre group presentations on ECM themes (activity 6.5)</td>
</tr>
<tr>
<td>Number of role models, both individuals and groups, identified</td>
</tr>
</tbody>
</table>

\(^{12}\) This assumes that partnerships have been developed and that partners are implementing these PSAs.
Table 5: Monitoring for capacity strengthening/advocacy activities - Senanga and Katete

<table>
<thead>
<tr>
<th>Monitoring Measurements for Capacity Strengthening/Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count of orientation sessions conducted with local leaders (activity 2.2)</td>
</tr>
<tr>
<td>Count of training workshops held for community level workers (activity 2.3)</td>
</tr>
<tr>
<td>Count of training workshops with children’s clubs and youth associations (activity 2.5)</td>
</tr>
<tr>
<td>Count of advocacy activities with district leadership conducted (activity 3.2)</td>
</tr>
<tr>
<td>Count of advocacy activities with religious leaders for key messages on ECM (activity 3.3)</td>
</tr>
<tr>
<td>Count of advocacy activities on initiation rites held (activity 3.5)</td>
</tr>
<tr>
<td>Count of advocacy activities with district media (activity 3.6)</td>
</tr>
<tr>
<td>Count of businesses identified and approached for support of ECM Models (activity 4.3)</td>
</tr>
<tr>
<td>Count of media sensitization and message development workshops held (activity 5.2)</td>
</tr>
<tr>
<td>Counts of training sessions for local stakeholders (activity 6.2)</td>
</tr>
</tbody>
</table>

**Evaluating the effectiveness of the ECM Models programme in the pilot districts**

While *monitoring* is generally used to ensure that programme activities are taking place as planned and are contributing to the expected outputs, *evaluation* is concerned with measuring the merit, worth, and significance of communication programmes (Community Toolbox, n.d.).

Evaluation is typically conducted by measuring changes in people's knowledge, attitudes, beliefs, and practices in order to establish linkages between communication activities and changes in the situation. In the pilot districts of Senanga and Katete, an initial evaluation of the effectiveness of the ECM Models programme should be conducted no later than 2019, so that progress can be assessed and changes, if necessary, may be made. Subsequently, the ECM Models programme should be expanded to other areas of Zambia, as indicated in the national strategy, and supported by a robust, representative KAP study.

Evaluation methods in the two pilot districts should focus on the impact that the programme is having, both on individuals' knowledge, attitudes, and beliefs, as well as their behaviours regarding child marriage. Because there is not representative baseline data available for comparison, evaluation methodologies in pilot districts will be qualitative in nature (in-depth interviews, focus group discussions, and observations) and should include at least one participatory method such as the Most Significant Change (MSC) technique (Davies & Dart, 2005).
The Most Significant Change (MSC) Technique

Simply put, the MSC technique involves the collection of significant change stories from participants in a communication intervention. These stories are used to identify areas of project impact, and are subsequently read aloud as part of discussion or dialogue sessions. In this way, a project’s impact is better understood, and people involved in the project begin thinking more deeply about its effect on their lives—its impact.

In the pilot districts of Senanga and Katete, the MSC technique could be effective in many ways. Children and adolescents could share stories about how the programme may have changed (or not changed) their perception of alternatives to marriage before age 18. It could also help determine whether activities related to skills development and capacity building are having the intended effects, by asking children and adolescents to highlight the changes that they have experienced through the capacity development portion of the activities. Parents who participate in capacity strengthening sessions or other activities and who are willing to participate in an additional evaluation session based on MSC could also form the basis of a rights-based evaluation programme that would provide UNICEF and the TWG with useful information to better understand the ways in which the project has impacted members of communities and their children and adolescents. Such stories often provide raw material for post-intervention communication campaigns and even donor reports. An MSC tool is provided in Annex VI.

Within the two pilot districts, evaluation conducted in 2019 should utilize the qualitative techniques indicated above, and evaluation in 2021 should be based on quantitative KAP research that will provide a baseline for future evaluation.

Evaluation carried with it a pre-defined set of indicators, which define whether or not a communication programme has achieved its objectives, generally in terms of changing knowledge, attitudes, and beliefs, as well as influencing social norms. Table 6 presents a set of key indicators to be used in evaluating the Advocacy and Communication interventions in the pilot districts of Senanga and Katete.
### Table 6: Key indicators for evaluation in the pilot districts of Senanga and Katete

<table>
<thead>
<tr>
<th>Audience</th>
<th>Time</th>
<th>Key output indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children and adolescents</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2019 (qual)</strong></td>
<td></td>
<td>- Know the risks and harmful impacts of CM  &lt;br&gt;- Believe that secondary education will lead to better future  &lt;br&gt;- Believe that they are capable of finishing school  &lt;br&gt;- Believe that those around them think they should finish school  &lt;br&gt;- Aspire for future beyond traditional roles  &lt;br&gt;- Have the skills to pursue alternatives to marriage  &lt;br&gt;- Know how to advocate in their communities  &lt;br&gt;- Believe they are capable of advocating for change  &lt;br&gt;- Feel confident to participate in decision making in their families and communities</td>
</tr>
<tr>
<td><strong>2021 (quant)</strong></td>
<td></td>
<td><strong>All of the above, plus:</strong>  &lt;br&gt;- Know where to access SRH services  &lt;br&gt;- Believe they have a right to SRH services  &lt;br&gt;- Know how to report GBV  &lt;br&gt;- Believe they will be supported if they report GBV  &lt;br&gt;- Believe they have the right to refuse unwanted sex  &lt;br&gt;- Know of available vocational/IGA training  &lt;br&gt;- Know of available livelihood options  &lt;br&gt;- Know importance of birth and marriage registration  &lt;br&gt;- Believe there are benefits to birth and marriage registration  &lt;br&gt;- Believe that those around them expect them to register the birth of their child  &lt;br&gt;- Intend to register the birth of their child</td>
</tr>
<tr>
<td><strong>Parents and guardians</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2019 (qual)</strong></td>
<td></td>
<td>- Know the risks and harmful impacts of CM  &lt;br&gt;- Prefer to delay marriage of their daughters and sons until 18  &lt;br&gt;- Believe there are benefits of education for their daughters  &lt;br&gt;- Value girls’ education  &lt;br&gt;- Aspire for a future for their children beyond traditional roles  &lt;br&gt;- Believe they can advise their children about responsible sexual behaviour, HIV/AIDS, GBV, etc.  &lt;br&gt;- Believe that children have the right to participate in decision making that affects them  &lt;br&gt;- Feel confident in their ability to support their children in their decision making</td>
</tr>
<tr>
<td><strong>2021 (quant)</strong></td>
<td></td>
<td><strong>All of the above, plus:</strong>  &lt;br&gt;- Have skills to use positive parenting practices  &lt;br&gt;- Believe they are capable of engaging in positive parenting practices  &lt;br&gt;- Believe that positive parenting practices will benefit their children  &lt;br&gt;- Know of social protection, loan schemes, IGA, and other livelihood opportunities  &lt;br&gt;- Know the importance of civil registration  &lt;br&gt;- Believe that there are benefits to civil registration</td>
</tr>
<tr>
<td><strong>Traditional, religious, and community leaders</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2019 (qual)</strong></td>
<td></td>
<td>- Believe that CM is wrong and should be discouraged  &lt;br&gt;- Know of and respect children's rights  &lt;br&gt;- Believe that they are role models for children and youth  &lt;br&gt;- Know about laws and policies on GBV/VAC/VAW  &lt;br&gt;- Believe they have a duty to enforce laws on GBV/VAC/VAW  &lt;br&gt;- Know about ICTs and social media and how to use them to share information about ECM</td>
</tr>
</tbody>
</table>

52
<table>
<thead>
<tr>
<th>2021 (quant)</th>
<th>All of the above, plus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have knowledge and skills related to the re-entry policy</td>
<td></td>
</tr>
<tr>
<td>Believe they can support re-entry</td>
<td></td>
</tr>
<tr>
<td>Have the capacity to engage in advocacy</td>
<td></td>
</tr>
<tr>
<td>Have skills to teach adolescents and youth about life skills</td>
<td></td>
</tr>
<tr>
<td>Believe that teaching life skills will benefit their communities</td>
<td></td>
</tr>
<tr>
<td>Have the skills to provide counseling and guidance</td>
<td></td>
</tr>
<tr>
<td>Believe they are capable of providing guidance and counseling</td>
<td></td>
</tr>
<tr>
<td>Have the skills to counsel adolescents on SRH, HIV/AIDS prevention, and GBV</td>
<td></td>
</tr>
<tr>
<td>Believe it is their duty to counsel adolescents on SRH, HIV/AIDS prevention, and GBV</td>
<td></td>
</tr>
<tr>
<td>Know about livelihood opportunities</td>
<td></td>
</tr>
<tr>
<td>Believe that they have a responsibility to provide livelihood opportunities</td>
<td></td>
</tr>
<tr>
<td>Know the policies regarding civil registration</td>
<td></td>
</tr>
<tr>
<td>Believe registration is important for their communities</td>
<td></td>
</tr>
<tr>
<td>Believe they have a responsibility to promote and model civil registration</td>
<td></td>
</tr>
<tr>
<td>Believe that recreational activities are beneficial for children and adolescents</td>
<td></td>
</tr>
</tbody>
</table>

In the case of the ECM programme, there are numerous communication and advocacy activities being undertaken by a variety of local and national stakeholders. Therefore, it will be difficult to say with certainty whether any one particular communication or advocacy programme has caused changes in the situation. However, over the course of the implementation of this strategy, all measurement of change, particularly in attitudes and beliefs about child marriage and associated practices, should help implementing organizations determine whether they are making progress and if changes should be made.

Qualitative research, if done with rigour and care, may be an effective method for determining whether the advocacy and communication activities have contributed to changes that have helped to reduce child marriage. Moving forward with activities, it will be critical to effectively brand the programme, as indicated in the strategy document, so that participants in the programme, particularly those taking part in the MSC technique, will be able to recall the changes that have occurred due to the ECM Models programme. The remainder of this framework provides information on monitoring and evaluation of the programme beyond 2019, when communication, advocacy, and capacity strengthening activities are rolled out to other regions of the country.

**Monitoring and evaluation of the ECM programme after 2019**

As indicated previously, the goal for the National Strategy is to reduce child marriage by 40%. The advocacy and communication strategy contribute to this goal by changing knowledge, attitudes, and behaviours related to child marriage and practices that will help delay marriage. Given the available data from the 2013/2014 ZDHS, approximately 31% of women age 20-24 report that they were married prior to the age of 18. Furthermore, the
ZDHS also indicates that 17% of girls who participated in the ZDHS were married between the ages of 15-19, and approximately 2% were married at age 15. Thus, the targets for reducing child marriage by 40% are as indicated in table 6 below:

**Table 7: 40 per cent reduction in child marriage targets**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Current 2013/2014 ZDHS</th>
<th>Target 2020/2021 DHS (40% reduction)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-24 year olds who report having been married before 18</td>
<td>31.4%</td>
<td>18.8%</td>
</tr>
<tr>
<td>15-19 year olds who report being married</td>
<td>16.9%</td>
<td>10.1%</td>
</tr>
<tr>
<td>15 year olds who report being married</td>
<td>1.8%</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

After 2019, the ECM Models programme is expected to scale up to reach additional regions and districts, based on the progress and results of the programme in the pilot districts.

Future monitoring and evaluation activities are closely related to the proposed Theory of Change for Advocacy and Communication and theoretical frameworks (Annex III) used in the development of key messages for the audience groups identified in the advocacy and communication strategy.

**Required Baseline Data**

As the ECM programme rolls out to additional areas after 2019, effective evaluation of the ECM programme will require the conduct of a representative, large scale survey that describes current levels of knowledge, attitudes, and beliefs related to child marriage and the surrounding socio-cultural determinants, such as access to education, lack of livelihood options, and prevailing social norms. This research is specified in the National Strategy (p. 29).

Successful implementation of the strategy nationwide requires identification and collection of relevant and appropriate data. Although the strategy will be piloted in Senanga and Katete districts and monitoring and evaluation will be supported by existing qualitative data, the rollout of the strategy at the national level will require quantitative, representative data in order to be effective in driving shifts in social norms over time. Conducting quantitative research either nationally or in all targeted districts will enable effective monitoring and evaluation of the programme, and give implementers better information if changes need to be made after the activities have begun. Therefore, quantitative baseline data should be collected on the indicators in table 7. Note that some of these indicators duplicate qualitative research conducted as part of the pilot programme in Senanga and Katete.

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5) Note that this indicator includes girls aged 18 and 19, who are statutorily allowed to marry. Unfortunately, the ZDHS does not provide data among individual age bands. Therefore the 40% reduction will be applied to the entire indicator, as doing so will also encourage girls to delay marriage until into their 20s.
Table 8: Recommendations for baseline data collection to support communication/advocacy activities

<table>
<thead>
<tr>
<th>Children and adolescents</th>
<th>Parents and guardians</th>
<th>Community leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, attitudes and beliefs about child marriage</td>
<td>Knowledge, attitudes, and beliefs about child marriage</td>
<td>Knowledge, attitudes and beliefs about children’s rights and responsibilities</td>
</tr>
<tr>
<td>Knowledge, attitudes and beliefs about school</td>
<td>Knowledge, attitudes, and beliefs about initiation and cultural practices</td>
<td>Knowledge, attitudes and beliefs about child marriage</td>
</tr>
<tr>
<td>Knowledge, attitudes, and beliefs about initiation and cultural practices</td>
<td>Knowledge, attitudes, and beliefs about sex and sexual and reproductive health</td>
<td>Knowledge, attitudes and beliefs about sex and sexual and reproductive health</td>
</tr>
<tr>
<td>Knowledge, attitudes, and beliefs about sex and sexual and reproductive health</td>
<td>Key influencers or role models</td>
<td>Knowledge, attitudes and beliefs about school, particularly support for re-entry</td>
</tr>
<tr>
<td>Perceptions of pregnancy and childcare</td>
<td>Knowledge, attitudes and beliefs about support services and referral agencies</td>
<td>Knowledge, attitudes and beliefs about initiation and other cultural practices</td>
</tr>
<tr>
<td>Key influencers or role models</td>
<td>Perceptions of the prevalence of CM and others’ practices regarding alternatives</td>
<td>Knowledge, attitudes and beliefs about the legal and policy framework around CM/ECM</td>
</tr>
<tr>
<td>Sources of social support</td>
<td>Knowledge, attitudes and practices about birth and civil registration</td>
<td>Knowledge, attitudes and beliefs about support services, VSUs, and other referral services</td>
</tr>
<tr>
<td>Knowledge, attitudes and practices about birth and civil registration</td>
<td>Attitudes and beliefs about girls’ agency and decision making</td>
<td>Knowledge, attitudes and practices about birth and civil registration</td>
</tr>
</tbody>
</table>

Although there is qualitative data for several of the above, the development of a KAP survey that will provide baseline data on the above issues will assist the TWG and implementers in fine-tuning the key messages proposed in the strategy, as well as provide better indicators of whether or not the communication initiatives are having the desired effect on specific participant groups.

Throughout the life of the project (2018-2021, and 2021-2030), data for monitoring and evaluation need to be collected across both advocacy and communication, as indicated in table 9 below.
Table 9: Large – Scale monitoring and evaluation data to be collected, 2019-2021

<table>
<thead>
<tr>
<th>Capacity strengthening/advocacy</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monitoring data</strong>¹⁴</td>
<td></td>
</tr>
<tr>
<td><strong>Input indicators (refers to completion of activities)</strong></td>
<td></td>
</tr>
<tr>
<td>National level activities completed</td>
<td>Activities with mass media completed (communication)</td>
</tr>
<tr>
<td>District level activities completed</td>
<td>Activities with ICTs completed</td>
</tr>
<tr>
<td>Local capacity strengthening activities completed</td>
<td>Social mobilization activities completed</td>
</tr>
<tr>
<td>Local advocacy activities completed</td>
<td>Community engagement activities completed</td>
</tr>
<tr>
<td>Activities with mass media completed (advocacy)</td>
<td>Entertainment – Education activities completed</td>
</tr>
<tr>
<td><strong>Short-term output indicators (refers to reach, scope, and initial perception of messaging &amp; activities)</strong></td>
<td></td>
</tr>
<tr>
<td>Number of district, province, and national level decision makers reached</td>
<td>Number of children and adolescents reached</td>
</tr>
<tr>
<td>Decision makers’ perception of the advocacy issue after first exposure to activities</td>
<td>Children and adolescents’ knowledge and feelings about the seven key issues (from Table 2)</td>
</tr>
<tr>
<td>Decision makers’ intention regarding the advocacy issue after first exposure to activities</td>
<td>Number of parents, guardians, and family reached</td>
</tr>
<tr>
<td></td>
<td>Parents, guardians, and family members knowledge and feelings about the seven key issues (from Table 2)</td>
</tr>
<tr>
<td></td>
<td>Number of community members reached</td>
</tr>
<tr>
<td></td>
<td>Community members’ perceptions about the seven key issues (from Table 2)</td>
</tr>
<tr>
<td><strong>Evaluation data</strong>¹⁵</td>
<td></td>
</tr>
<tr>
<td><strong>Medium-term outcome indicators (refers to changes in infrastructure, systems, and behaviours)</strong></td>
<td></td>
</tr>
<tr>
<td>Number of new investments in infrastructure to support ECM (secondary schools built, WASH facilities installed, counseling centers set up)</td>
<td>Number of children who adopt behaviours that contribute to delaying or deferring marriage</td>
</tr>
<tr>
<td>Number of investments in human resources (teachers, counselors, youth – friendly health center workers)</td>
<td>Number of parents, guardians, and families’ who adopt behaviours that delay or defer marriage</td>
</tr>
<tr>
<td>Media’s typical framing of CM and the ECM programme</td>
<td>Number of community members’ who adopt behaviours that delay or defer child marriage</td>
</tr>
<tr>
<td>Number of chiefs and cheiftanesses who ban CM in their communities</td>
<td></td>
</tr>
<tr>
<td><strong>Long-term impact indicators</strong>¹⁶</td>
<td></td>
</tr>
<tr>
<td>Number of children and adolescents who complete secondary school</td>
<td></td>
</tr>
<tr>
<td>Number of parents who decline to marry their daughters or sons prior to age 18</td>
<td></td>
</tr>
<tr>
<td>Number of children and adolescents who use birth control each time they have sex</td>
<td></td>
</tr>
<tr>
<td>Number of parents who decline bride price or accept a token when a daughter is married</td>
<td></td>
</tr>
</tbody>
</table>

¹⁴ Checklists for the completion of activities will be provided in the finalized M & E framework.
¹⁵ Evaluation data refers to changes in the behaviour of individuals or, in the case of advocacy, investments in and changes to infrastructure or other systems.
¹⁶ These indicators result from the combination of advocacy and communication activities.
The data suggested by table X may be collected after the start of communication activities in regions; however, collecting data prior to the start of the programme will allow the implementers to better understand the current situation related to the various audience groups’ current perceptions.

**Monitoring and evaluation design after 2019**

The design of an effective monitoring and evaluation framework consists of three components: determining what to measure, when to measure it, and how to measure it. In a participatory M & E framework, stakeholders involved in the advocacy and communication activities, including both those implementing communication activities and those receiving them, should be consulted on both components. The implementation plan provided in the communication and advocacy strategy provides a number of ways in which participants on all sides of the advocacy and communication framework can participate in the identification of what should be measured and how.

In addition to the 2018-2021 timeframe, the GRZ has also stated that the practice of child marriage should end completely by 2030. Therefore, the timing of the M & E activities proposed in this document should span the four-year period between 2018 and 2021, as well as the subsequent nine years from 2021-2030.

The timing of M & E activities considers both the 2018-2021 period as well as the 2021-2030 period. The initial 4-year period encompassed in this strategy includes specific measurement activities that will contribute to stakeholders' ability to determine whether the country is on track to reach the 2021 goals. Timing of M & E activities is generally considered in three categories: baseline, which refers to measuring agreed upon indicators prior to the start of communication activities; midline, which refers to measurement of indicators near the middle of a programme implementation period, and endline, which refers to measurement at the end of a programme. Table 9 provides estimates of the magnitude of change expected across the lifespan of this strategy. Assuming that the 2018-2019 period will be evaluated qualitatively, as described in the previous section, the quantitative research period will begin in late 2018/early 2019 with a representative survey conducted in those areas in which activities are planned.

<table>
<thead>
<tr>
<th>Type of evaluation</th>
<th>Time period</th>
<th>Expectations for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>2019</td>
<td>N/A</td>
</tr>
<tr>
<td>Midline</td>
<td>2020</td>
<td>Some changes in indicators between Baseline and Midline</td>
</tr>
</tbody>
</table>
An additional component of evaluation activities that could be implemented involves comparing changes in communities exposed to the communication activities to those communities that do not receive or take part in communication activities. This type of evaluation design refers to those communities that participate in communication activities as case groups, and those that do not as control groups. The advantage of this type of evaluation design is that it allows communication programmers to determine more specifically the effect that communication is having on knowledge, feelings, and practices of the communities involved in the programme, and thereby attribute these changes to the effect of communication with a greater degree of certainty.

Communities used in evaluation designs such as this should be comparable across several criteria; these would be determined during the design phase. Should this type of design be adopted, evaluation research will need to take place in control and case communities throughout the programme period (2019-2021) as indicated in table 11:

Table 11: Expected changes between case and control districts

<table>
<thead>
<tr>
<th>Time of evaluation</th>
<th>Type of information</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (2019)</td>
<td>Comparisons between case and comparison (control) districts (determined from a baseline KAP survey report).</td>
<td>No significant differences between case and comparison communities at baseline.</td>
</tr>
<tr>
<td>Midline (2020)</td>
<td>Midline comparisons between case and comparison (control) districts.</td>
<td>Case posts will score higher than comparison (control) districts at midline</td>
</tr>
<tr>
<td></td>
<td>Baseline and Midline comparisons within case districts.</td>
<td>Significant improvement over time in case districts.</td>
</tr>
<tr>
<td></td>
<td>Baseline and Midline comparisons within comparison (control) districts.</td>
<td>No significant change over time in comparison (control) districts.</td>
</tr>
<tr>
<td></td>
<td>Baseline at comparison (control) districts and Midline at case districts.</td>
<td>Case districts at midline will score significantly higher than comparison (control) districts at baseline.</td>
</tr>
<tr>
<td></td>
<td>Baseline at case posts and Midline at comparison (control) districts.</td>
<td>No significant differences between case districts at baseline and comparison (control) districts.</td>
</tr>
<tr>
<td>Endline</td>
<td>The Endline will provide for 3 points of</td>
<td>Expectations similar to that of midline</td>
</tr>
</tbody>
</table>
In order to determine progress toward the goals, this advocacy and communication strategy proposes activities that span seven thematic areas and three key participant audiences.

A set of potential indicators for each of the three audience groups described above (children and adolescents, parents and guardians, and community leaders) across all seven key issue areas is included in Annex VI. These indicators should be considered preliminary and will be finalized based on the completed design of the advocacy and communication plan.

**Monitoring and Evaluation Tools**

Current thinking and discourse about C4D have shifted from the application of vertical, top-down models to more participatory, dialogic approaches that empower communities to play a leading role in their own development. Measuring the impact of communication interventions, therefore, requires an equally participatory approach in which change is considered from a holistic perspective that not only considers cause and effect but also underlying issues of gender, power relationships, and the effects of social norms on the behavioural choices of individuals. Such assessment of the impact of C4D requires the development and implementation of monitoring and evaluation plans early in the C4D or programme planning process—as in this project.

Ethical approaches to monitoring and evaluation also suggest that drawing on the knowledge of communities and individuals affected by the issue and working on solutions is the most appropriate way to determine whether change has taken place. The imposition of only quantitative methods, with indicators determined only by those outside the communities, contradicts the rights based approaches suggested in this strategy and should be supplemented by participatory methods and agreement on indicators before the start of communication activities.

Experience shows that indicators function best when they are agreed upon collectively by all stakeholders, and not imposed by an external evaluator or a donor seeking to justify investment in a project. Determining what has worked, what hasn't, what could be done better, and whether a project has lived up to its potential is best done with the full engagement of those affected by the communication. A narrow focus on indicators creates a risk that the complexities of social relationships and the realities of social change will be missed. For this reason, it is suggested that, in addition to indicators, the evaluation of the programme should also include alternatives such as the *Most Significant Change* and the use of participatory techniques such as photovoice (for more information on photovoice, see Singhal and Rattine- Flaherty (2008). The use of both techniques will require short training programmes, and will complement each other when used together.
Alternative methods are also proposed for measuring the changes influenced by the ECM programme. The multi-faceted approach to communication activities, together with the advocacy component of the strategy, suggests that qualitative, in-depth methods would be useful in not only measuring changes among communities, but in continuing to build capacity in children, adolescents, and their parents to advocate and promote alternatives to child marriage.

In order to determine progress toward the goals, this advocacy and communication strategy proposes activities that span seven thematic areas and three key participant audiences, as indicated in Table 1, in Section 2.

Table 12 below presents a set of potential indicators for each of the three audience groups described above (children and adolescents, parents and guardians, and community leaders) across all seven key issue areas described in section 2.
<table>
<thead>
<tr>
<th>Key Issue</th>
<th>Children &amp; Adolescents: Girls &amp; Boys</th>
<th>Parents, Guardians, Family</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline Indicators</strong> (Outputs)</td>
<td>Knowledge of risks and harmful impact of child marriage Indicator: Percentage of children and adolescents (11 – 18) who can name at least TWO risks and/or harmful impacts of CM</td>
<td>Knowledge of risks and harmful impact of child marriage Indicator: Percentage of parents/guardians/family members who can name at least TWO risks and harmful impacts of CM</td>
<td>Knowledge of and respect for children’s rights Indicator (1): Percentage of community leaders who can articulate at least 5 of the children’s rights and responsibilities described in section 2. Indicator (2): Percentage of community leaders who publicly commit to upholding the above rights.</td>
</tr>
<tr>
<td><strong>Belief that secondary education will lead to a better future</strong> Indicator: Percentage of children and youth who report that completing school will increase their future potential</td>
<td>Prefer to delay daughters’ marriage until age 18 Indicator: Percentage of parents who report that they prefer to delay their daughters’ marriages until they reach 18 or finish school</td>
<td>Believe that CM is wrong and should be discouraged Indicator: Percentage of community leaders who agree that CM is wrong and should be abandoned in their communities</td>
<td></td>
</tr>
<tr>
<td><strong>Midline and Endline Indicators (Outcomes/Behaviours)</strong></td>
<td>Refusal to marry before 18 Indicator: Percentage of girls who report that they have decided to delay marriage until they have reached 18 or finished school</td>
<td>Postpone initiation ceremony for girls 12-17 years until preparation for marriage Indicator: Percentage of parents who report that they have postponed all or part of their daughters’ initiation ceremony</td>
<td>Community/ traditional leaders discourage child marriage Indicator: Percentage of leaders who report having set or created by-laws against child marriage</td>
</tr>
<tr>
<td><strong>Participate in family decisions that affect them including child marriage</strong> Indicator: Percentage of youth and adolescents who report that they have been increasingly involved in family decision making</td>
<td>Abandon or reduce exchange of bride price Indicator: Percentage of parents who report not accepting lobola for the marriage of their daughters</td>
<td>Community leaders role model delaying marriage of their daughters until at least age 18 Indicator: Percentage of community leaders who report having delayed the marriage of their daughter until age 18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Baseline indicators should also be measured at midline and endline.
<table>
<thead>
<tr>
<th>Key Issue</th>
<th>Children &amp; Adolescents: Girls &amp; Boys</th>
<th>Parents, Guardians, Family</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ education</td>
<td>Girls aspire for a future beyond the traditional roles as wife, mother and homemaker Indicator: Percentage of girls who report that they intend to seek a career outside the home.</td>
<td>Believe there are benefits of education for their daughters Indicator: Percentage of parents and guardians who can name multiple benefits of education.</td>
<td>Knowledge and skills related to the re-entry policy Indicator: Percentage of teachers and administrators who can describe the re-entry policy and identify the steps necessary to re-admit a pregnant or new mother.</td>
</tr>
<tr>
<td></td>
<td>Girls believe that they are capable of finishing school Indicator: Percentage of girls who report that they are confident they will finish school.</td>
<td>Value girls’ education Indicator: Percentage of parents and guardians who agree that completing education is more valuable than marriage (i.e., lobola, status, etc.).</td>
<td>Teachers and administrators believe that they should support girls’ re-entry Indicator: Percentage of teachers and administrators who agree that re-entry benefits students, their school, and their community.</td>
</tr>
<tr>
<td></td>
<td>Girls believe that those around them expect them to finish school Indicator: Percentage of girls who report that their parents, families, and communities expect them to complete secondary education.</td>
<td>Parents aspire for a future for their girls and boys beyond the traditional roles in the home Indicator: Percentage of parents who report that they desire their children to seek careers outside the home.</td>
<td>Teachers have the capacity to provide guidance counseling on SRH Indicator: Percentage of teachers who have completed SRH counseling module(s).</td>
</tr>
<tr>
<td></td>
<td>Teachers have the capacity to provide guidance counseling on SRH Indicator: Percentage of teachers who have completed SRH counseling module(s).</td>
<td>Teachers have the capacity to engage in advocacy activities for WASH, extra-curricular activities, etc. Indicator: Percentage of teachers who have completed advocacy training.</td>
<td>Teachers have the capacity to engage in advocacy activities for WASH, extra-curricular activities, etc. Indicator: Percentage of teachers who have completed advocacy training.</td>
</tr>
<tr>
<td></td>
<td>Teachers believe they are capable of counseling and advocating Indicator: Percentage of teachers who report that they believe they are capable of counseling students and advocating for improvements to their schools.</td>
<td>Teachers believe they are capable of counseling and advocating Indicator: Percentage of teachers who report that they believe they are capable of counseling students and advocating for improvements to their schools.</td>
<td>Teachers believe they are capable of counseling and advocating Indicator: Percentage of teachers who report that they believe they are capable of counseling students and advocating for improvements to their schools.</td>
</tr>
<tr>
<td>Key Issue</td>
<td>Children &amp; Adolescents: Girls &amp; Boys</td>
<td>Parents, Guardians, Family</td>
<td>Community</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------</td>
<td>---------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>Regularly attend school</strong>&lt;br&gt;Indicator: Attendance figures</td>
<td><strong>Support their girls’ aspiration to pursue an education and career</strong>&lt;br&gt;Indicator (1): Percentage of parents who report that they pay school fees&lt;br&gt;Indicator (2): Percentage of parents who report that they advised their pregnant daughter to re-enter school</td>
<td><strong>Teachers respect and practice non-discrimination of returning pregnant and married schoolgirls</strong>&lt;br&gt;Indicator (proxy): Percentage of returning schoolgirls who describe the school setting as supportive and respectful</td>
<td><strong>Teachers provide guidance counseling on sex and reproductive health and nutrition</strong>&lt;br&gt;Indicator: Number of counseling sessions provided by teachers in a time period&lt;br&gt;<strong>Teachers advocate for better WASH facilities for girls and boys, and extra-curricular activities, e.g., school clubs, etc.</strong>&lt;br&gt;Indicator: Percentage of teachers who report that they have engaged in advocacy activities in the past 6 months</td>
</tr>
<tr>
<td><strong>Don’t drop out</strong>&lt;br&gt;Indicator: Drop out figures</td>
<td><strong>Dropouts return and stay in school</strong>&lt;br&gt;Indicator: Data for drop outs who return and complete school</td>
<td><strong>Complete primary school</strong>&lt;br&gt;Indicator: Primary completion rates</td>
<td><strong>Complete secondary school</strong>&lt;br&gt;Indicator: Secondary completion rates</td>
</tr>
<tr>
<td><strong>Complete primary school</strong>&lt;br&gt;Indicator: Primary completion rates</td>
<td><strong>Complete secondary school</strong>&lt;br&gt;Indicator: Secondary completion rates</td>
<td><strong>Teachers respect and practice non-discrimination of returning pregnant and married schoolgirls</strong>&lt;br&gt;Indicator (proxy): Percentage of returning schoolgirls who describe the school setting as supportive and respectful</td>
<td><strong>Teachers provide guidance counseling on sex and reproductive health and nutrition</strong>&lt;br&gt;Indicator: Number of counseling sessions provided by teachers in a time period&lt;br&gt;<strong>Teachers advocate for better WASH facilities for girls and boys, and extra-curricular activities, e.g., school clubs, etc.</strong>&lt;br&gt;Indicator: Percentage of teachers who report that they have engaged in advocacy activities in the past 6 months</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teen pregnancy, and adolescent, maternal and child health and nutrition</th>
<th><strong>Baseline Indicators (Outputs)</strong></th>
<th><strong>Midline and Endline Indicators (Outcomes/Behaviour)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls believe they have the right to refuse unwanted sex</strong>&lt;br&gt;Indicator: Percentage of girls who agree that they can decline sex at any time</td>
<td><strong>Parents believe they can advise their girl and boy children about responsible sexual behaviour, negative consequences of premarital sex, teen pregnancy, advice on contraception, dangers of contracting HIV and STIs, and avoidance of substance abuse</strong>&lt;br&gt;Indicator (1): Percentage of parents who have completed parenting courses or modules in their community&lt;br&gt;Indicator (2): Percentage of parents who report that they feel confident in advising their children on the above issues</td>
<td><strong>Girls avoid early pregnancy</strong>&lt;br&gt;Indicator: Under 18 – pregnancy rates&lt;br&gt;<strong>Girls access sexual and reproductive health and nutrition education and services</strong>&lt;br&gt;Indicator: SRH center and NES use data</td>
</tr>
<tr>
<td><strong>Girls know where to access SRH services</strong>&lt;br&gt;Indicator: Percentage of girls who report correct information about where to get SRH services in their community</td>
<td><strong>Girls believe they have the right to SRH services</strong>&lt;br&gt;Indicator: Percentage of girls who report that they believe they have the right to SRH services</td>
<td><strong>Health facilities provide adolescent-friendly sexual and reproductive health education counseling, AFSRHS corner with contraceptive services</strong>&lt;br&gt;Indicator: Facility availability data</td>
</tr>
<tr>
<td><strong>Parents believe they can advise their girl and boy children about responsible sexual behaviour, negative consequences of premarital sex, teen pregnancy, advice on contraception, dangers of contracting HIV and STIs, and avoidance of substance abuse</strong>&lt;br&gt;Indicator (1): Percentage of parents who have completed parenting courses or modules in their community&lt;br&gt;Indicator (2): Percentage of parents who report that they feel confident in advising their children on the above issues</td>
<td></td>
<td><strong>HCPs believe it is their duty to counsel adolescents on the above</strong>&lt;br&gt;Indicator: Percentage of HCPs who agree that they have a responsibility to provide youth with counseling on the above</td>
</tr>
<tr>
<td>Key Issue</td>
<td>Children &amp; Adolescents: Girls &amp; Boys</td>
<td>Parents, Guardians, Family</td>
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<tr>
<td>Protection of girls and boys</td>
<td>Girls and boys know where and how to report incidents of GBV</td>
<td>Parents and guardians have the capacity to engage in positive parenting practices</td>
</tr>
<tr>
<td></td>
<td>Indicator: Percentage of girls and boys who provide correct information on where and how to report</td>
<td>Indicator: Percentage of parents who have completed a positive parenting module</td>
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<tr>
<td></td>
<td>Girls believe they will be heard and supported if/when they disclose GBV/sexual abuse</td>
<td>Parents and guardians believe that they are capable of engaging in positive parenting practices</td>
</tr>
<tr>
<td></td>
<td>Indicator: Percentage of girls who agree that their peers, families, and communities will believe them and provide adequate support if they disclose GBV/sexual abuse</td>
<td>Indicator: Percentage of parents who agree that they are able to use positive parenting practices</td>
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<tr>
<td></td>
<td>Girls and boys have the capacity to advocate in their communities</td>
<td>Parents and guardians believe that positive parenting practices will benefit their child and their family</td>
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<td>Indicator: Percentage of girls and boys who have completed advocacy training</td>
<td>Indicator: Percentage of parents who agree that there are benefits to positive parenting practices</td>
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<td></td>
<td>Girls and boys believe that they are capable of advocating for the issues they are passionate about</td>
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<td></td>
<td>Indicator: Percentage of boys and girls who report that they have the right to advocate for things they care about</td>
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</table>

**Baseline Indicators (Outputs)**

**Midline and Endline Indicators (Outcomes/Behaviours)**
<table>
<thead>
<tr>
<th>Key Issue</th>
<th>Children &amp; Adolescents: Girls &amp; Boys</th>
<th>Parents, Guardians, Family</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poverty reduction/ socio-economic opportunities</td>
<td>Girls and boys disclose and report incidents of GBV&lt;br&gt;Indicator: Police or VSU data related to reporting of GBV/SA&lt;br&gt;Girls and boys participate in safe spaces programme in their communities, schools, health facilities&lt;br&gt;Indicator: Use data for use of safe spaces&lt;br&gt;Girls and boys advocate for ending GBV&lt;br&gt;Indicator: Percentage of girls and boys who report having advocated for ending GBV or VAC in the past 12 months</td>
<td>Parents adopt and use positive parenting skills&lt;br&gt;Indicator (1): Percentage of parents who report that they used an alternative form of punishment the last time they punished their child&lt;br&gt;Indicator (2): Child labour/exploitation data</td>
<td>Community leaders and teachers role model respectful behaviour, non-violence, and non-discrimination&lt;br&gt;Indicator (proxy): Percentage of children and adolescents who identify one or more community leaders and/or teachers as role models&lt;br&gt;Community leaders inform constituents about laws/policies and services on GBV/VAC/VAW&lt;br&gt;Indicator (proxy): Percentage of community members who report that they have been informed about laws/policies/services&lt;br&gt;Community leaders enforce GBV/VAC/VAW laws/policies&lt;br&gt;Indicator: Police or VSU data related to law/policy enforcement</td>
</tr>
</tbody>
</table>

Baseline Indicators (Outputs)

| Poverty reduction/ socio-economic opportunities | Girls and boys know of available livelihood options<br>Indicator: Percentage of girls and boys who can name at least one livelihood option<br>Girls and boys know of available vocational/IGA training<br>Indicator: Percentage of girls and boys who can name at least one potential way they can receive vocational/IGA training | Parents and guardians know of social protection, loan schemes, IGA and livelihood opportunities in the community/district<br>Indicator: Percentage of parents and guardians who can identify at least one of each of the above | Community leaders know about livelihood opportunities<br>Indicator: Percentage of leaders who can name at least one alternative livelihood opportunity in their community<br>Community leaders believe that they have a responsibility to provide livelihood opportunities<br>Indicator: Percentage of leaders who agree that one role of community leaders is to seek and provide entrepreneurial opportunities for community members<br>Community leaders are knowledgeable about the use of ICTs and social media to share information related to livelihood opportunities<br>Indicator: Percentage of community leaders who have completed some training on social media and ICTs, or who report that they have skills developed elsewhere |

Midline and Endline Indicators (Outcomes/Behaviours)
<table>
<thead>
<tr>
<th>Key Issue</th>
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<th>Parents, Guardians, Family</th>
<th>Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Girls and boys access livelihood and employment opportunities</strong>&lt;br&gt;Indicator: Access/enrollment data for livelihood and employment opportunities</td>
<td><strong>Parents and guardians access social protection/ cash transfer and loan schemes</strong>&lt;br&gt;Indicator: Access data for social protection schemes</td>
<td><strong>Community provides information about labor market, available livelihood opportunities, wage employment and IGAs – who, where, how</strong>&lt;br&gt;Indicator: Number of information sessions held (or alternative communication method for the community)</td>
<td></td>
</tr>
<tr>
<td><strong>Girls and boys access vocational skills and IGA training</strong>&lt;br&gt;Indicator: Enrollment and completion data for vocational and IGA programmes</td>
<td><strong>Parents and guardians attend adult literacy and numeracy classes</strong>&lt;br&gt;Indicator: Enrollment data for adult literacy classes</td>
<td><strong>Community engages traditional, mainstream and social media in communicating economic opportunities and training for IGA, employment and vocational skills</strong>&lt;br&gt;Indicator: Number of traditional and new media information items produced in the previous six-month period</td>
<td></td>
</tr>
<tr>
<td><strong>Civil registration</strong></td>
<td><strong>Baseline Indicators (Outputs)</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Know importance of birth and marriage registration</strong>&lt;br&gt;Indicator: Percentage of girls and boys who can state at least TWO reasons birth and marriage registration is important</td>
<td><strong>Know importance of civil (birth and marriage) registration</strong>&lt;br&gt;Indicator: Percentage of parents and guardians who can state at least TWO reasons birth and marriage registration is important</td>
<td><strong>Know the policy regarding civil registration</strong>&lt;br&gt;Indicator: Percentage of leaders who can describe the civil registration policy</td>
<td></td>
</tr>
<tr>
<td><strong>Believe that there are benefits to birth and marriage registration</strong>&lt;br&gt;Indicator: Percentage of girls and boys who can state at least three benefits to birth and marriage registration</td>
<td><strong>Believe that there are benefits to birth and marriage registration</strong>&lt;br&gt;Indicator: Percentage of parents and guardians who can state at least three benefits to birth and marriage registration</td>
<td><strong>Believe registration is important to their community</strong>&lt;br&gt;Indicator: Percentage of community leaders who agree that civil registration is important for the well-being of their community</td>
<td></td>
</tr>
<tr>
<td><strong>Believe that those around them (family, community) expect them to register the birth of their child</strong>&lt;br&gt;Indicator: Percentage of girls and boys who report that registration is expected within their community/family</td>
<td><strong>Believe they have a responsibility to promote and model civil registration</strong>&lt;br&gt;Indicator: Percentage of community leaders who agree that they have a duty to promote and model civil registration</td>
<td><strong>Believe they have a responsibility to promote and model civil registration</strong>&lt;br&gt;Indicator: Percentage of community leaders who agree that they have a duty to promote and model civil registration</td>
<td></td>
</tr>
<tr>
<td><strong>Have the intention to register the birth of a child</strong>&lt;br&gt;Indicator: Percentage of girls and boys who report that they intend to register their child’s birth</td>
<td><strong>Community leaders are knowledgeable about the use of ICTs and social media to share information related to civil registration</strong>&lt;br&gt;Indicator: Percentage of community leaders who have completed some training on social media and ICTs, or who report that they have skills developed elsewhere</td>
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</tbody>
</table>
**Table 12. Monitoring and Evaluation Framework for Critical Behaviour and Social Change Outputs for Seven Thematic Issues**

<table>
<thead>
<tr>
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<th>Community</th>
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</thead>
<tbody>
<tr>
<td><strong>Midline and Endline Indicators (Outcomes/Behaviours)</strong></td>
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<tr>
<td><strong>Register marriages and births</strong></td>
<td>Register marriages and births in the family</td>
<td>Community leaders inform constituents about policy regarding civil registration and its importance</td>
<td></td>
</tr>
<tr>
<td>Indicator (1): Percentage of girls and boys who report that they registered the birth of their child</td>
<td>Indicator: Percentage of parents who report that they have registered all births and marriages in their family</td>
<td>Indicator: Number of information sessions held (or alternative communication methods)</td>
<td></td>
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<tr>
<td>Indicator (2): Percentage of girls and boys who report that they registered their marriage</td>
<td></td>
<td>Community leaders promote and role model birth and marriage registration</td>
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<td></td>
<td></td>
<td>Indicator: Percentage of community leaders who have completed civil registration for all of their own children/ marriages</td>
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<td></td>
<td></td>
<td>Community and civil registration office engage the mainstream media and social media in improving awareness about importance of civil registration – why, where and how</td>
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<td></td>
<td></td>
<td>Indicator: Number of traditional and new media information items produced in the previous six-month period</td>
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<tr>
<td><strong>Empowerment/agency of girls and boys</strong></td>
<td>Girls and boys feel confident to participate in decisions that affect them</td>
<td>Community leaders or appointees have the skills to teach life skills to adolescents</td>
<td></td>
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<tr>
<td>Indicator (1): Percentage of girls and boys who agree that they have the ability to participate in decision making around initiation rites, marriage, school, work, SRH, pregnancy, and maternal health.</td>
<td>Indicator: Percentage of parents who report that they agree that children and adolescents should participate in decision making</td>
<td>Indicator: Percentage of community leaders or appointees who have completed a life skills training module(s)</td>
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<tr>
<td>Indicator (2): Number of girls and boys who have completed life skills module(s)</td>
<td>Parents and guardians feel confident in their ability to support their children in their decision making</td>
<td>Community leaders or appointees believe that teaching life skills will benefit their community</td>
<td></td>
</tr>
<tr>
<td><strong>Girls and boys have the ability to pursue alternatives to child marriage</strong></td>
<td>Indicator: Percentage of girls and boys who can name at least ONE alternative to marriage prior to age 18</td>
<td>Indicator: Percentage of community leaders or appointees who state at least three benefits of life skills for adolescents and children</td>
<td></td>
</tr>
<tr>
<td>Indicator (1): Percentage of girls and boys who agree that they are capable of pursuing at</td>
<td>Indicator: Percentage of parents and guardians who agree that they have the ability to help their children make good decisions for themselves</td>
<td>Community leaders believe that recreational activities are beneficial for children and adolescents</td>
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<td></td>
<td></td>
<td>Indicator: Percentage of community leaders who state at least two benefits of recreational activities for children and adolescents</td>
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<tr>
<td>Key Issue</td>
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<td>Community</td>
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<td>least ONE alternative to marriage</td>
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</tbody>
</table>

### Midline and Endline Indicators (Outcomes/Behaviours)

| Girls and boys make appropriate decisions about sex, SRH, marriage, and initiation. Indicator: Percentage of girls and youth who report that they have made an important decision in the previous 12 months about one of the above. | Support their girls and boys to make decisions about matters that affect them Indicator: Percentage of parents who report that they have provided advice or support in the previous 12 months for their child to make a decision that helped them avoid being married before age 18. | Community leaders or appointees provide life skills education Indicator: Number of life skills training sessions held
Community leaders provide recreational opportunities to boys and girls Indicator: Number of recreational opportunities provided in the past 3 months |
**Long-Term Evaluation (2021 – 2030)**

During the post–2021 period on the road to the end of child marriage in Zambia, it will be important to continue to measure changes in children and adolescents as they mature and potentially raise their own children. One approach to such assessment could be a Panel Study, which consists of regular interviews and interactions with a consistent group of individuals identified early in the programme. Using this approach, a group of 20 – 30 children and adolescents would be identified in early 2018, and interviewed regarding their perceptions of child marriage, school, sex and SRH, pregnancy, and other factors directly or indirectly related to child marriage. These individuals would be interviewed every two years following the initial interview, and as they mature, could provide significant insights into the impact of the choices they made during their adolescence. This knowledge would help communication programmers immensely as they develop a greater understanding of the impact of early choices, and be able to consistently interact with a well-known and familiar group of individuals.

The development of a post – 2021 M & E framework should be started in 2019, following the implementation of the KAP research specified in the National Strategy and building on the results of the qualitative research conducted in the pilot districts.

**References**


**ANNEXES**

**ANNEX I: The Communication Landscape in Zambia**

**Literacy**
The ability to read is an important personal asset allowing women and men increased opportunities in life. Knowing the literacy level of the population can help communication programme managers decide how to reach and engage girls and boys, women and men, with their messages. In Zambia, about seven in ten women (68 per cent) and more than eight in ten men (83 per cent) are literate. However, literacy varies notably by place of residence. Eighty-three per cent of women residing in urban areas are literate, as compared with only 54 per cent of rural women. Moreover, literacy increases substantially with increasing household wealth, ranging from 38 per cent among women in the lowest wealth quintile to 93 per cent among those in the highest quintile (Central Statistics Office, Zambia, 2015). Communication efforts must, therefore, take these disparities into account, along with considerations relating to reaching speakers of all languages used in Zambia.

**Mass media access and use**

One of the targets spelled out in the National Strategy is a programme for engaging the media on ending child marriage and related issues. To plan for this programme, it is necessary to review media access and use, on the demand side, as well as availability and related initiatives, on the supply side.

The ZDHS 2013-2014 reported that a slim 12 per cent of women and 22 per cent of men ages 15-49 are being exposed to three types of mass media (newspaper, television, and radio) at least once a week. Thirty-four per cent of women and 22 per cent of men are not exposed to any of these mass media. Exposure to mass media increases with increasing educational attainment among both women and men. Less than 1 per cent of women and men with no education are exposed to all three media at least once a week, as compared with 53 per cent of women and 67 per cent of men with more than a secondary education. A similar pattern was observed in the relationship between mass media exposure and wealth. ZDHS data showed that less than 1 per cent of men in the lowest wealth quintile are exposed weekly to all three mass media, compared with 54 per cent of men in the highest quintile. ZDHS did not mention use of mobile phones and Internet for information exchange, information seeking or entertainment.

According to an Audience Scapes (2010) report, radio is the most prevalent and widely available form of mass communication in Zambia, particularly for rural communities. Importantly, national and local radio is cited as the most trusted and most common information source. Community radio stations, known as local FM stations, fill the information demand left unserved by other forms of mass media, due to their clear signals and localized programming.
AudienceScapes further reported that in addition to provincial differences, respondents’ rural or urban location and level of income (tier 1 – 4) also influence access to radio and television, as shown in Figure 7. The study confirmed a consistent difference between urban and rural as well as income bracket, on both radio and TV access; 85 per cent of urban respondents and 68 per cent rural dwellers have radio access, and 79 per cent in urban versus 26 per cent in rural areas have TV access. As for income level, those in the highest bracket (tier 4) have the highest access to both radio and TV.
Advocacy and Communication Strategy on Ending Child Marriage in Zambia

Radio One broadcasts in seven local languages: Bemba, Lozi, Kaonde, Lunda, Luvale, Nyanja and Tonga. This radio channel is seen as a medium through which Zambia’s cultural diversity is

The state-run Zambia National Broadcasting Corporation (ZNBC) dominates television (ZNBC TV 1 and TV2) and radio broadcasting in the country with its wide geographic coverage. ZNBC has three radio channels: Radio One, Radio Two and Radio Four (Kunda, 2013).

A 2010 survey by InterMedia Survey Institute reported that 78 per cent of weekly radio listeners in Zambia said they often listen to one of the three state-run channels. Radio One is most popular in rural areas while Radio Two is popular in urban areas, particularly among the elite and the middle class, while Radio Four is popular among the elite and the youth.

Radio One broadcasts in seven local languages: Bemba, Lozi, Kaonde, Lunda, Luvale, Nyanja and Tonga. This radio channel is seen as a medium through which Zambia’s cultural diversity is

Figure 8. Access to radio and television by rural and urban location and income level

**Internet penetration and social media use**

As of June 2016, there were 6.8 million Internet users, including mobile phone users, or 40 per cent of the country’s 16.7 million population. In the same year, Facebook subscribers were at 1.4 million or an 8 per cent penetration rate (Internet World Statistics, 2017). The advent of digital technology in Zambia has revolutionized information seeking, sharing and exchange through the use of mobile phones, computers and tablets. Particularly among young people, access to the Internet and social media platforms like email, SMS, Facebook, Twitter, YouTube, etc., has made communication faster and easier, including for accessing and reporting news, events, in visual, audio and textual formats.

**Mass media profile**

The state-run Zambia National Broadcasting Corporation (ZNBC) dominates television (ZNBC TV 1 and TV2) and radio broadcasting in the country with its wide geographic coverage. ZNBC has three radio channels: Radio One, Radio Two and Radio Four (Kunda, 2013).

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Radio One broadcasts in seven local languages: Bemba, Lozi, Kaonde, Lunda, Luvale, Nyanja and Tonga. This radio channel is seen as a medium through which Zambia’s cultural diversity is
celebrated in local language broadcasts. Aside from the three state-run radio stations, the country has over 50 other radio stations; the majority of these are community stations, set up by various communities in their respective local environments, including religious groups and NGOs. About three per cent of the radio stations are commercial (Kunda, 2013).

Zambians are at present more inclined to use radio, followed by TV, as well as digital social media, rather than read newspapers for news and information (Kunda, 2013). There are three daily English newspapers; two are state-run (Zambia Daily Mail and Times of Zambia) and one is privately owned (The Post). Lack of access and affordability were cited for low newspaper readership. In recent years however, the advent of private English news websites such as Zambia Reports, Zambian Watchdog, Lusaka Times, and Lusaka Voice has overcome access and affordability constraints for a growing number of newsreaders (InterMedia Institute, 2010).

In summary, this profile of mass media and social media access and use by Zambians will be harnessed to help achieve the objectives of this advocacy and communication strategy on ending child marriage. Indeed, repeated exposure to consistent and appropriate mass and local media content and related public actions helps to support consistency in the look, tone, and ‘feel’ of a new model of communication to change social norms. This type of approach avoids the polarized debate that often surrounds efforts to reduce child marriage by situating ‘expertise’ at family and community level and models strongly positive messages that appeal to wide audiences. The strategy aims to engage new and wider audiences through community engagement, respectful dialogue and interactive communication approaches based on a careful assessment of the types of social norms underlying early child marriage or other behaviours.

**Edutainment programmes**

Edutainment (E-E) is popular in Zambia as in many other countries in Africa as part of behaviour and social norms change communication strategies, many of them associated with HIV and AIDS prevention. Through different forms and channels such as radio, television, soap operas, community or street theatre, and comic books, E-E uses the power of human interest and emotions through storytelling and role models (e.g., in characters, actors or music performers) to affect positive social change. Bouman et al., (2015) reviewed innovative E-E programmes that focused on child marriage and related adolescent girl issues in nine countries where child marriage is high.

Notable African examples of widely popular and norm-changing E-E programmes include Soul City in South Africa; *Siri Ya Mtungi* (Secrets of the Gourd) in Nigeria, Tanzania, South Africa; and UNICEF’s Sara Communication Initiative (Russon et al., 2014) that achieved popularity in Angola, Botswana, Cote d'Ivoire, Ethiopia, Kenya, Malawi, Mozambique, Nigeria, Rwanda, Tanzania, Uganda, Zambia and Zimbabwe (Russon and Associates, 2000).
ANNEX II: Past and ongoing initiatives on advocacy and communication for ECM

Advocacy by the President - UN Resolution to End Child Marriage
At the UN headquarters in New York in September 2016, H. E. President Edgar Lungu and the Prime Minister of Canada jointly sponsored the UN Resolution to End Child Marriages 71/175, calling for an end to child, early and forced marriage. The UN General Assembly has since passed it. During the 2017 UN General Assembly, President Lungu, as designated champion on ending child marriage by the African Union, followed up commitments to the resolution by hosting a well-publicized high-level meeting with African heads of state.

Advocacy by Vice President and former Minister of Gender
In 2014, then Minister of Gender Inonge Wina, now Vice President of the Republic of Zambia, declared child marriage a national crisis and also called for its criminalization in Zambia.

Advocacy by First Ladies
The First Lady Esther Lungu at the summit meeting of the Organization of African First Ladies Against HIV and AIDS (OAFLA) highlighted that the scenario of early marriages and pregnancies had become worrisome and that, as first ladies, their goal was to advocate and find ways to eliminate or reduce early marriages and teen pregnancies.

National campaign by consortium of ministries and CSO coalition
Partnership between government and civil society is proving to be an effective approach to delaying child marriage. As mentioned earlier, the Campaign Against Child Marriage was launched in 2013, spearheaded by MoCTA with 11 other government ministries, together with the coalition of 13 CSOs dedicated to ECM. This campaign has become a continuing programme for 2016 to 2021, when the National Strategy on Ending Child Marriage was launched with the Ministry of Gender as Secretariat.

Engagement of chiefs in preventing child marriage in their chieftdoms
Involving chiefs has been observed to be the most effective way of reducing child marriages. They make influential pronouncements and by-laws that discourage people to practice child marriages in their communities. Multiple chiefs in areas where child marriages have been rampant pledged to support efforts to end the practice (Girls not Brides, Zambia, n.d.), some going so far as to refer members of their communities to the police for ignoring the prohibition.

Co-hosting the First African Girls' Summit on Ending Child Marriage
In November 2015, Zambia co-hosted with the African Union Commission the First African Girls' Summit, with the participation of Ministers dealing with social development issues and children's

Advocacy and Communication Strategy on Ending Child Marriage in Zambia

A ground-breaking radio programme, “Innovating for Girls Education”, was aired from October 2013 to April 2014 over Zambia’s leading private radio station, Radio Phoenix. Thirteen 40-minute radio programmes were produced and aired during prime time, featuring live interviews with experts as well as children discussing issues about child marriage and education. The discussions helped make public the outcomes of reviews of existing child laws and helped create awareness of the importance of promoting girls’ education to prevent child marriage. Other topics discussed included:

- Revision of school curricula by integrating positive messages on gender norms related to violence against children, especially the girl child and ending child marriages
- Lobbying the government to enact, enforce, and raise public awareness of legislation that sets the minimum legal age for marriage, including asserting the primacy of national law over other forms of law, such as religious or customary laws
- Reviewing the status of current children’s laws
- Vocational training and girls’ economic empowerment
- Violence in schools and enactment of policies that promote a conducive environment for girls to complete secondary education
- Advocating for the strengthening of child protection systems to curb child marriages and

The Summit was designed to create region-wide awareness of the negative consequences of child marriage and accelerate an end to the practice in Africa. Participants, including girls themselves, shared experiences and good practices as well as challenges at country, regional and international levels, particularly with countries that have already launched the AUC Campaign on Ending Girls’ Child Marriage.

Advocacy by Girls Clubs of Zambia

Members of Girls’ Clubs in Zambia took the First African Girls’ Summit as an opportunity to make the following recommendations to their government:

- First, educate the parents, especially in rural areas where many families are not literate;
- Educate teenagers about sexual health and distribute condoms to prevent teenage pregnancies;
- Organize recreational activities to keep girls busy and from being exposed;
- Involve schools in prevention;
- “Governments should put their heart in supporting girls – the money, the funds, everything to support girls and give them a voice. Girls are important. And they can bring development to this country if they are supported.”

Radio programme on girls’ education and child marriage

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- Revision of school curricula by integrating positive messages on gender norms related to violence against children, especially the girl child and ending child marriages
- Lobbying the government to enact, enforce, and raise public awareness of legislation that sets the minimum legal age for marriage, including asserting the primacy of national law over other forms of law, such as religious or customary laws
- Reviewing the status of current children’s laws
- Vocational training and girls’ economic empowerment
- Violence in schools and enactment of policies that promote a conducive environment for girls to complete secondary education
- Advocating for the strengthening of child protection systems to curb child marriages and
disseminating the results of the children's law review (Catapult Action for Equality, 2014). (Outcomes of the review will be followed up and featured in future collaborative activities with Radio Phoenix.)

**Edutainment programmes**

Edutainment (E-E) is popular in Zambia as in many other countries in Africa as part of behaviour and social norms change communication strategies, many of them associated with HIV and AIDS prevention. Through different forms and channels such as radio, television, soap operas, community or street theatre, and comic books, E-E uses the power of human interest and emotions through storytelling and role models (e.g., in characters, actors or music performers) to affect positive social change. Bouman et al., (2015) reviewed innovative E-E programmes that focused on child marriage and related adolescent girl issues in nine countries where child marriage is high.

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**Girls’ Clubs: Creating safe spaces for girls**

A CSO in Zambia called Continuity-Zambia, a member of the Girls Not Brides network, runs educational clubs for girls from Grade 8 – 12, helping girls to stand up for their rights, say no to child marriage, and seeking to empower this generation of girls to be tomorrow's leaders. At the club, girls learn about issues that affect them, including child marriage and adolescent pregnancy, gender-based violence and how they can seek help. They learn leadership and life skills that boost their self-confidence, and find friendship and support from a group of girls their age.¹⁹

One such club is active at the Lusaka Girls' Secondary School. For two hours every week, adolescent girls meet in a classroom. A member named Mary shared: “Thanks to the club, I've learned to speak out. As a girl, I also have a voice in my country, in my family. I can speak out when things are wrong.” Her friend Lolanji agreed: “I've learned to be assertive, to set my own goals without anyone pushing me.”²⁰

**Anti-Gender Based Violence Act**

The United Nations Development Programme (UNDP), working with other UN Agencies – UNICEF, UNFPA, ILO and IOM – with financial support from the Governments of Sweden and the Republic of Ireland, led the development of the United Nations Joint Programme on Gender Based Violence and Empowerment of Women and Girls.

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²⁰ Ibid.
Violence. In 2011, GRZ passed the Anti-Gender Based Violence Act, which made early, forced, and child marriage illegal.

**International and regional days**

International and regional days provide multiple events and recurring opportunities for aligning messaging and activities on ECM. Members of the multisectoral consortium and the CSO coalition can take the Day of the African Girl Child, International Day of the Girl Child and International Women’s Day to coordinate messaging and events with partners, including the media, business community and academe, to create a unified voice that could have pervasive and maximum impact.

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20 Ibid.
ANNEX III: Theoretical Framework for “ECM Models” Programme

The Socio-Ecological Model

Three communication-related theories and models primarily inform the proposed Theory of Change for advocacy and communication in the ECM programme, shown in Figure 1 (Section 1). First among these is the Socio-Ecological Model (SEM), which provides the basis for much of the contemporary work on social and behaviour change communication (SBCC) and communication for development (C4D) (Mckee, Manoncourt, Chin & Carnegie, 2000). The SEM, used and promoted by UNICEF’s global C4D Section, postulates that understanding and influencing individual behaviour and promoting social change requires addressing the entire “ecological system”. It shows the interconnected influences on the child of his or her family, peers, community and society. Figure 8 illustrates the expanding circles of influence and the four key communication approaches that UNICEF, other international development agencies and many partners and counterparts use.

The four major communication approaches corresponding to the socio-ecological model – advocacy, social mobilization, social change communication, and behaviour (individual) change communication – are integrated into the design of the ECM programme through the use of the strategic approaches discussed in Section 2.

The final M & E framework for this strategy proposes options for how to include measurement across all levels of the SEM, although the decision to conduct such measurement will depend on available resources.
An important theoretical model that overarches the design of the ECM programme is the Hierarchy of Effects model (Chaffee & Roser, 1986), which suggests that an individual's behaviours or practices are informed by their knowledge and attitudes toward the practice. A quantitative KAP study would support the implementation of the communication portion of the strategy as it would a) provide a baseline from which change can be measured and b) provide insight into the areas most likely to be influenced by communication activities by identifying the current prevalence of knowledge and attitudes supportive of the delay of marriage and pregnancy. With these results identified, communication activities and reinforcing materials can be tailored to address those areas in which knowledge and attitudes could be shifted to enable the adoption of these, as well as other supportive behaviours.

C4D interventions often use the combination of the SEM and the hierarchy of effects models as their sole theoretical framework. However, given the complexity of the social structures surrounding child marriage in Zambia, the use of two additional theories is proposed: the Theory of Planned Behaviour and Social Cognitive theory, explained below.

### Theory of Planned Behaviour
The Theory of Planned Behaviour (Azjen, 1991) is based on research that indicates that an individual's intention to undertake a particular behaviour is highly predictive of the likelihood that the behaviour will be undertaken. The factors that influence the likelihood that an individual will intend to undertake a particular behaviour include attitudes, norms, and the individual's perceived control over the behaviour, as indicated in Figure 10, below.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Attitude</th>
<th>Intention</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural belief: The new behaviour is valuable because:</td>
<td>Attitude towards the behaviour: I will get benefits from the new behaviour</td>
<td>I have the intention to engage in a different or updated behaviour.</td>
<td>I have undertaken the intended behaviour.</td>
</tr>
<tr>
<td>Normative belief: People who I trust want me to engage in the new behaviour</td>
<td>Subjective norm: What those around me expect me to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Control belief: The benefits of the new behaviour are greater than its costs</td>
<td>Perceived behavioural control: It is easy to practice the behaviour</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 10: Changing Intentions in the Theory of Planned Behaviour*
The application of the Theory of Planned Behaviour to the ECM programme will span several aspects of the communication activities, including:

- Identification and elaboration of activities that will delay marriage until age 18, for children under 18 and their parents
- Development of messages that are intended to describe the ways in which the new activities are valuable
- Measurement and communication related to the benefits vs. the costs of activities that delay marriage
- Measurement of the current norms related to the practice of child marriage and activities that can delay marriage
- Measurement of the current attitudes toward, and intention related to, the delay of marriage until after age 18.

Each of these factors can contribute to an individual's intention to delay marriage (either of themselves, as a child under the age of 18, or of their children under age 18). However, the approach is more likely to lead to a strong intention to delay marriages when as many of the factors as possible are considered in communication activities.

Examples of communication activities that could contribute to an individual's intention to delay marriage could include community dialogue and engagement, mass media messaging that discusses the benefits of delaying marriage, the results of research related to social norms among communities that demonstrate success at delaying marriage, and the costs to health, livelihood, and future earning potential associated with marrying before age 18.

**Social Cognitive Theory**

Social Cognitive Theory (SCT) describes a dynamic, ongoing process in which personal factors, environmental factors, and human behaviour exert influence upon each other. According to SCT, three main factors affect the likelihood that a person will change a behaviour: (1) self-efficacy, (2) goals, and (3) outcome expectancies. Self-efficacy, in the case of child marriage, refers to an individual's belief that they are capable of either a) delaying marriage alone or b) engaging in an alternative behaviour to marriage that can be suggested by communication activities.

Communication programmers tend to consider **self-efficacy** a cornerstone of most communication activities because of the many studies demonstrating the link between an individual's confidence that they can achieve a behaviour and the actual practice of the behaviour (for examples, see Bandura, 1977, 1997, 2001, 2004; Glanz, Rimer, & Su, 2005). If individuals have a sense of personal agency or self-efficacy, they can change behaviours even when faced with obstacles. If they do not feel that they can exercise control over their behaviour, they are not motivated to act, or to persist through challenges.
The setting of goals is also an important factor in Social Cognitive Theory. One of the key components of the use of SCT as a theoretical framework in C4D work is the setting of incremental and specific goals that allow people to maintain their self-efficacy as they adopt new behaviours. In the case of ECM, these incremental goals could involve small changes in behaviour of children under the age of 18, in which they commit to, for example, attending school every day. This behaviour can scaffold with subsequent goals, such as achievements on standardized tests, commitments to study sessions, or decisions to join after school clubs or organizations.

Finally, a key component of SCT is the presence of role models and peer mentors who provide guidance to the individual for the appropriate behaviour through their own behaviour. In the case of ECM initiatives, this could involve prominent individuals in Zambia who have decided to delay their own marriage until they had completed school or made other important achievements in their lives.

Social Cognitive Theory is also used extensively in Edutainment programmes, in which characters in the story adopt particular behaviours as either positive role models or as negative examples. These archetypes are often applied to episodic dramas and may also be used in community theatre (see Svenkerud, Rahoi, and Singhal, (1995) for an archetypal analysis of an entertainment education programme from Japan). Such approaches have been used in the Zambian context in previous initiatives; most notably in the Club Risky Business series of short stories developed by the ZCCP and OneLoveKwasila programme to reduce multiple and concurrent partnerships (MCP).

The application of SCT also suggests that as a person adopts new behaviours, this causes changes in both the environment and in the person. Behaviour is not simply a product of the environment and the person, and environment is not simply a product of the person and behaviour. It suggests that individual behavior and environmental factors influence each other dynamically. This implies that small changes in individuals within communities, such as those parents who decide to delay their children's marriage, can lead to significant environmental changes, which in turn can lead to changes in others' behaviour.

SCT evolved from research on Social Learning Theory (SLT), which asserts that people learn not only from their own experiences, but also by observing the actions of others and the benefits of those actions. Bandura later updated SLT, adding the construct of self-efficacy and renaming it SCT (although SCT is the dominant version in current practice, it is still sometimes called SLT). SCT integrates concepts and processes from cognitive, behaviourist, and emotional models of behaviour change, so it includes many constructs. It has been used to design successful behaviour change interventions in areas ranging from dietary change to pain control.

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21 For more information on this programme, see this document: [http://pdf.usaid.gov/pdf_docs/pnadz896.pdf](http://pdf.usaid.gov/pdf_docs/pnadz896.pdf)
### Key Constructs in Social Cognitive Theory

<table>
<thead>
<tr>
<th>Construct</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal Determinism</td>
<td>The dynamic interaction of the person, behaviour, and the environment in which the behaviour is performed</td>
</tr>
<tr>
<td>Behavioural Capability</td>
<td>Knowledge and skill to perform a given behaviour</td>
</tr>
<tr>
<td>Expectations</td>
<td>Anticipated outcomes of a behaviour</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>Confidence in one’s ability to take action and overcome barriers</td>
</tr>
<tr>
<td>Observational Learning</td>
<td>Behavioural acquisition that occurs by watching the actions and outcomes of others’ behaviour</td>
</tr>
<tr>
<td>Reinforcements</td>
<td>Responses to a person’s behaviour that increase or decrease the likelihood of reoccurrence</td>
</tr>
</tbody>
</table>

**Figure 11: Key Constructs in Social Cognitive Theory**

There are multiple ways in which SCT could be applied to communication interventions around ECM. Its main applications include tailoring messages to increase the self-efficacy of youth and their parents to make alternative choices regarding marriage and to provide role models who exemplify the impact that a decision to delay marriage can have.
## ANNEX IV: Stakeholders for ending child marriage in Zambia

<table>
<thead>
<tr>
<th>Level</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Children/Adolescents</td>
</tr>
<tr>
<td></td>
<td>Parents and guardians</td>
</tr>
<tr>
<td></td>
<td>Other family members: grandparents, aunts, uncles, siblings</td>
</tr>
<tr>
<td></td>
<td>Friends, neighbours, social network</td>
</tr>
<tr>
<td>Community</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chieftains</td>
</tr>
<tr>
<td></td>
<td>Traditional leaders: chieftains, chiefs, ndunas, counselors, elders</td>
</tr>
<tr>
<td></td>
<td>Religious leaders and their faith communities</td>
</tr>
<tr>
<td></td>
<td>Community based organizations</td>
</tr>
<tr>
<td></td>
<td>Child and Youth Clubs</td>
</tr>
<tr>
<td></td>
<td>Out of school children</td>
</tr>
<tr>
<td></td>
<td>Rural health centers and Rural health posts</td>
</tr>
<tr>
<td></td>
<td>Small business owners</td>
</tr>
<tr>
<td>Schools</td>
<td>Administrators, head teachers</td>
</tr>
<tr>
<td></td>
<td>Primary and secondary schools</td>
</tr>
<tr>
<td></td>
<td>Teachers, guidance counselors</td>
</tr>
<tr>
<td></td>
<td>Parent-teacher association</td>
</tr>
<tr>
<td></td>
<td>Students/schoolmates</td>
</tr>
<tr>
<td></td>
<td>Student organizations</td>
</tr>
<tr>
<td>Health Centres/Adolescent-Friendly Reproductive Health Services</td>
<td>Community Health Workers (CHWs)</td>
</tr>
<tr>
<td></td>
<td>Health Care Professionals (HCPs)</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Agricultural Extension Workers (AEWs)</td>
</tr>
<tr>
<td>Law Enforcement</td>
<td>Police</td>
</tr>
<tr>
<td></td>
<td>Victims Support Unit</td>
</tr>
<tr>
<td>Civil Registration</td>
<td>Civil registrars; Marriage and birth registration officers</td>
</tr>
<tr>
<td>District</td>
<td>District Commissioner</td>
</tr>
<tr>
<td></td>
<td>District Administrative Officer</td>
</tr>
<tr>
<td></td>
<td>District Planning Officer</td>
</tr>
<tr>
<td></td>
<td>District Development Coordinating Committee</td>
</tr>
<tr>
<td></td>
<td>District heads of line ministries (in process of devolution):</td>
</tr>
<tr>
<td></td>
<td>• District Council</td>
</tr>
<tr>
<td></td>
<td>• General Education</td>
</tr>
<tr>
<td></td>
<td>• Chiefs and Traditional Affairs</td>
</tr>
<tr>
<td></td>
<td>• Community Development and Social Services</td>
</tr>
</tbody>
</table>
Annex IV. Stakeholders for ending child marriage in Zambia

<table>
<thead>
<tr>
<th>Level</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Youth, Sports and Child Development</td>
</tr>
<tr>
<td></td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td>Home Affairs – Police- Victim Support Unit</td>
</tr>
</tbody>
</table>

Traditional Leaders
Hierarchy of Chieftains, Chiefs and Ndunas
- Chiefdoms

Religious communities
- Catholic Church
- Zambia Apostolic Church
- Pastors Fellowship
- Pentecostal Assemblies of God
- Jehovah's Witness
- Bread of Life Church
- New Apostolic Church
- Evangelical Fellowship of Zambia
- Redeemed Christian Church of God
- Seventh Day Adventist
- United Apostolic Faith
- United Church of Zambia

NGOs/CSOs/CBOs
- YWCA
- ChildLine/LifeLine
- Plan Zambia
- ZCCP

Sub-committees:
- Gender – district secretariat for ECM
- Education
- Health
- WASH
- Social Services
- DMMU
- Economic and Investment
- Natural Resources
- Agriculture
- Infrastructure
- District AIDS Task Force (DATF)
- District Planning

Gender Sub-committee for ECM
- District Administrative Officer
- YWCA
- Social Welfare
- Community Development
- Zambia Police - Victims Support Unit
- District Education Board
## Annex IV. Stakeholders for ending child marriage in Zambia

<table>
<thead>
<tr>
<th>Level</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chiefs and Traditional Affairs</td>
<td>Health</td>
</tr>
<tr>
<td>Education</td>
<td>DACA</td>
</tr>
<tr>
<td>Religious community representative</td>
<td>District media – community radio, cable TV, wall newspapers, CIBs, social media, local communicators, creative media content producers, theatre groups</td>
</tr>
<tr>
<td>Business community at district level</td>
<td>Provincial Development Coordinating Committee</td>
</tr>
<tr>
<td>Existing media run at provincial level - Community radio station owners and managers, traditional media, telecom relay station managers, Internet service providers, cable TV operators, media content producers and scriptwriters</td>
<td>Academic and research institutions (tertiary); primary and secondary school administrators, faculty and researchers</td>
</tr>
<tr>
<td>Major business proprietors at provincial level</td>
<td>Interministerial Consortium to ECM</td>
</tr>
<tr>
<td>• Ministry of Chiefs and Traditional Affairs (MOCTA)</td>
<td>• Ministry of Gender</td>
</tr>
<tr>
<td>• Ministry of Community Development and Social Welfare</td>
<td>• Ministry of General Education</td>
</tr>
<tr>
<td>• Ministry of Higher Education</td>
<td>• Ministry of Health</td>
</tr>
<tr>
<td>• Ministry of Home Affairs</td>
<td>• Ministry of Youth, Sport and Child Development</td>
</tr>
<tr>
<td>• Ministry of Local Government and Housing</td>
<td>• Ministry of Finance</td>
</tr>
<tr>
<td>• Ministry of Labour and Social Security</td>
<td>• Ministry of Justice</td>
</tr>
<tr>
<td>• Ministry of Home Affairs</td>
<td>• Ministry of Local Government and Housing</td>
</tr>
<tr>
<td>Coalition of CSOs/NGOs in Zambia:</td>
<td>Academic and research institutions</td>
</tr>
<tr>
<td>• Plan Zambia</td>
<td>• World Vision</td>
</tr>
<tr>
<td>• Girls Not Brides</td>
<td>• Concern Worldwide</td>
</tr>
<tr>
<td>• Women and Law in Southern Africa</td>
<td>• Young Women's Christian Association (YWCA)</td>
</tr>
<tr>
<td>• Zambia Center for Communication Programmes (ZCCP)</td>
<td>Academic and research institutions</td>
</tr>
</tbody>
</table>
Annex IV. Stakeholders for ending child marriage in Zambia

<table>
<thead>
<tr>
<th>Level</th>
<th>Stakeholder Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>National media and</td>
<td>National radio, TV, cable TV operators, film and video producers and</td>
</tr>
<tr>
<td>creative groups:</td>
<td>scriptwriters, music industry, creative media agencies, media production and</td>
</tr>
<tr>
<td></td>
<td>printing houses, Internet service providers, telecommunications agencies,</td>
</tr>
<tr>
<td></td>
<td>theatre groups, media associations</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>Telecommunications and Internet service providers</td>
</tr>
<tr>
<td>and Internet service</td>
<td></td>
</tr>
<tr>
<td>providers</td>
<td></td>
</tr>
<tr>
<td>Business community</td>
<td>Telcom provided</td>
</tr>
<tr>
<td>Multilateral and</td>
<td>Multilateral and bilateral development partners in the Joint Programme on</td>
</tr>
<tr>
<td>bilateral development</td>
<td>Accelerating Action to End Child Marriage</td>
</tr>
<tr>
<td>partners in the Joint</td>
<td>• UNICEF</td>
</tr>
<tr>
<td>Programme on</td>
<td>• UNFPA</td>
</tr>
<tr>
<td>Accelerating Action</td>
<td>• DFID – UK</td>
</tr>
<tr>
<td>to End Child Marriage</td>
<td>• European Union</td>
</tr>
<tr>
<td></td>
<td>• Governments of</td>
</tr>
<tr>
<td></td>
<td>• Canada</td>
</tr>
<tr>
<td></td>
<td>• Netherlands</td>
</tr>
</tbody>
</table>

ANNEX V: Key Messages

Key messages on children’s rights

- Every child has rights, as enshrined in the Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child or The Children’s Act. Every child needs to know that each right has equivalent responsibilities that she or he should fulfill. For example:
  - Children have the right to a family, to be loved and protected from harm ... and the responsibility to show love and caring to his/her parents and other family members;
  - Children have the right to a good education ... and the responsibility to go to school, study and learn, and respect their teachers and other students.
  - Children have the right to a nationality, pride in their heritage, traditions and beliefs ... and the responsibility to respect other people, no matter their age, race, origin, religion or beliefs.

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See: [https://www.unicef.org/southafrica/SAF_resources_childactx1.pdf](https://www.unicef.org/southafrica/SAF_resources_childactx1.pdf)  
[https://www.unicef.org/southafrica/SAF_resources_childactx2.pdf](https://www.unicef.org/southafrica/SAF_resources_childactx2.pdf)  
[http://childprotectionoffice.org/kids/?page_id=44](http://childprotectionoffice.org/kids/?page_id=44)
• Children have the right to special care for special needs ... and the responsibility to be the best people they can be.
• Children have the right to a safe and comfortable home ... and the responsibility to share in keeping it neat and clean.
• Children have the right to be adequately fed ... and the responsibility not to waste food and water.
• Children have the right to quality medical care ... and the responsibility to take care of themselves.
• Children have the right to be protected by their government...and the responsibility to respect the law – that means you must not lie, steal, cheat, vandalize other people’s property or take drugs; and not to drink alcohol or smoke until you are 18 years old.
• Children have the right to participate in making decisions on matters that affect them, including early marriage, etc., ...and take responsibility for their decisions and actions.

• Every child should be cared for, protected, respected and have a voice in matters that concern them.

• Communities and families must ensure that their children are healthy, nourished, have clean surroundings, participate in home, school and community development; attend and complete secondary education and are protected from violence, abuse and exploitation.

• All children and adolescents have the right to age-appropriate information, to be heard and to participate in making decisions that concern them.

• Fulfilment of the right to information enables children to take an active role in their own protection against abuse, violence and exploitation, and to become active citizens.

**Key messages on child marriage**

• Recall the Minister of Justice’s statement of commitment: “On behalf of Government and the People of Zambia, I commit to ensuring that the customary and statutory laws are so reconciled that you, our children, do not have to suffer the shame, pain and suffering that come with our current dual legal system. Law is supposed to protect you and not leave you at the mercy of adults' selfishness and immoral appetites”.  

• A strong legal and policy framework for preventing child marriage and teen pregnancies, and for supporting married girls is the cornerstone of any government programme on ending child marriage.

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- Legally define a child as an individual under the age of 18 years, with no exceptions, as per the Convention on the Rights of the Child. Fix the minimum legal age of marriage for both males and females at 18. Harmonize all legal systems (civil, criminal, family and customary laws) to that standard.

- Enforcing legislation against child marriage should be done alongside addressing the underlying causes. Girls who are pulled out of forced marriages without follow-up protection and support may be abandoned or ostracized.

- Ending child marriage is everyone’s responsibility: government, traditional leaders, religious leaders, civil society, children and youth, media, business community, teachers, parents, families.

- Make birth and marriage registration mandatory and free/low-cost. Establish an effective civil registration system at the national and sub-national levels that is sufficiently resourced with the necessary infrastructure and training of civil registration authorities.

- Recognize the risks associated with child marriage:
  - **Early pregnancy results in a number of health-related complications:** The health risks of child marriage for girls are widely documented. They include maternal death from childbirth, birth complications, and sexually transmitted diseases, including HIV, cervical cancer and other health problems.

  - **Voluntary withdrawal from or forced end to formal education.** Parents who have low education tend to assign a lesser value to girls’ education than to that of boys. Their reasoning is that investing in girls’ education is not worthwhile because they will either marry or become pregnant and then marry. While becoming pregnant does not always lead to marriage, both occurrences make girls less likely than boys to complete their education. National data analysed by the Population Council (2005) indicated that 68 per cent of girls who married did not complete primary school, and approximately 60 per cent were unable to read or write. Married girls who drop out are denied the well-established benefits of schooling, such as better economic prospects, health status and self-efficacy.

  - **Hampers personal development.** Girls and boys gain in maturity throughout adolescence but are not sufficiently mature to enter a marital relationship. Often, they are unprepared to handle the financial, social and emotional responsibilities that come with marriage and family life, resulting in tensions within the marriage, abandonment of the family or divorce.
o **Child single mothers as a result of teen pregnancy, abandonment or divorce.** Child marriage and pregnancy among girls aged 12–17 are widely considered as responsible for the large numbers of single mothers in some communities. There is stigma associated with being a young single mother, whether they are not married, or are abandoned, or divorced. They are perceived to be unable to provide adequate care, support, guidance and supervision for their children. It has been noted that children of under-age single mothers may end up as “street children”, juvenile offenders, or in child labour.

o **Inadequate parental care and supervision.** Child marriage and early pregnancy can result in an ongoing cycle of children growing up without adequate parental care. Given that many child marriages do not last, there is a fear that the cycle of poverty, lack of education and employment and teenage pregnancy will continue into future generations.

o **Increased burden on parents and families.** When child marriages fail, which is a common occurrence, the burden rests on the natal families of both husband and wife. Not only do returning girls require support for themselves and their children, they also failed to deliver the hoped-for economic boost for the wider family.

o **Increased rates of gender-based violence.** Child marriage tends to contribute to increased levels of GBV. Incidents of domestic violence were largely related to marriages between girls and older men, in which girls refused to consistently perform the sexual and domestic roles expected of them.

- Poverty, low level of education, gender-based violence and gender discrimination influence girls’ vulnerability to child marriage.

- Child brides are exposed to a significantly higher risk of abuse, violence, depression, early pregnancy, and complications during childbirth (including fistula), and higher risk of death for their infants. Becoming a child bride often means the end of education for most girls.

**Key messages on education**

- Recall the Minister of Education’s 2015 statement of commitment to ECM: “On behalf Government and the People of Zambia, I dedicate myself to mobilizing the necessary resources that will allow each one of you, our children, to attend high quality education until you are over the age of 18. You are our future and good education is the wing on
which you will fly”24.

- Girls and women who are educated and healthy are more productive and contribute to greater national productivity and higher GDP.

- Boys and girls and their families from the poorest economic quintiles are better positioned to complete secondary education and can become more productive and prosperous when they have access to:
  - Adequate and quality education and learning facilities
  - Guidance counseling services
  - Early childhood education and parenting education
  - Adult literacy classes
  - WASH facilities including menstrual hygiene materials
  - Information on education policies and incentives

- Parents who achieve a higher standard of formal education are more likely keep their sons and daughters in school and less likely to allow them to marry. These parents tend to have better parenting skills, a strong sense of the importance of education and an appreciation of its value in increasing the life opportunities of their children.

- Children who succeed academically are more likely to remain in school, especially girls who are encouraged by their teachers and who aspire for a better future than their parents. They tend to feel a sense of achievement and are able to demonstrate to their parents or guardians that they are benefiting from schooling.

- Education is a key protective factor against child marriage. The Education Act protects a girl who is still schooling from being taken out of school for marriage. And being in school builds a girl's knowledge, skills and confidence so that she is better able to decide on delaying marriage.

- The Government of Zambia is implementing the School Re-entry Policy as a measure to enhance girls' retention rates in school. This policy allows girls who drop out of school due to pregnancy to return and continue their education after they have delivered their babies. (Central Statistics Office, Zambia, 2015).

**Key messages on adolescent sexual and reproductive health and teen pregnancy**

- Recall the Minister of Health’s statement of commitment to ECM: “On behalf of
Government and the People of Zambia, I commit myself to ensuring that you, our children, access the healthcare you need to grow up as healthy citizens of our country... I want to spend our budget on keeping our young people healthy.”

- Parents or guardians should talk with their daughters and sons about relationships, sex and their vulnerability to HIV and other STIs. Girls and young women are especially vulnerable to HIV and HPV infection which can lead to cervical cancer. Girls and boys need to learn how to avoid, reject or defend themselves against sexual harassment, abuse, violence and peer pressure. They need to understand the importance of equality and respect in relationships.

- While girls and boys need to know the biological facts about sex, they also need to understand that sexual relationships involve caring and responsibility. Discussing and stressing the emotional aspect of a sexual relationship with children can help them make healthy decisions and resist peer pressure as they grow and develop. It is important to talk about sex in a way that fits the child’s age and stage of development, and conveys positive values.

- Girls and women have the right to refuse unwanted and unprotected sex. They also have the right to learn skills on how to avoid, reject or defend themselves against unwanted sexual advances.

- Pregnancy before the age of 18 increases the health risks for the mother and her baby. The risk of maternal death related to pregnancy and childbirth for adolescent girls between 15 and 19 years of age accounts for some 70,000 deaths each year. For adolescents under 15 years of age these risks increase substantially. Girls who give birth before age 15 are five times more likely to die in childbirth than women in their twenties.

- Adolescent girls and young women, married or unmarried, should have access to family planning services and contraceptives. Girls who are at least 16 years of age do not need parental consent to avail of sexual and reproductive health services, including counseling on how to prevent sexually transmitted infections, including HIV.

- All who might be involved with an early pregnancy – adolescent girls and young women and adolescent boys and men as well as their families – should be aware of the risks involved and how to avoid them.

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25 Ibid, p. 36
• Girls who are educated and healthy and who have a nutritious diet throughout their childhood and teenage years are more likely to have healthy babies and go through pregnancy and childbirth safely, if childbearing begins after they are 18 years old.

• Complications in pregnancy and childbirth are among the leading causes of death for girls aged 15-19 in developing countries.

• Child brides experience higher rates of anaemia and malnutrition than girls who marry later in life.

Key messages on birth registration

• Birth registration provides an official record of a child's existence and nationality. It is considered a fundamental human right. A child without a birth certificate can be denied health care, legal services, access to school and the right to vote upon reaching adulthood.

• Registering a child's birth is a vital step towards her or his protection. Children under age 5 with a birth certificate are more likely to be immunized and receive health care for childhood illnesses, assuring them a healthier start in life than those who are unregistered.

• Any enforcement of minimum-age marriage or other legislation depends upon an official record of a child's age. For example, a birth certificate can be used to protect a child from illegal recruitment by armed forces or armed groups, from child marriage or from hazardous forms of work.

• Birth registration should be free and accessible for every child. Where it is not, civil society organizations can sometimes assist families in registering their children.

• The birth registration process may be supported by social services, such as health care and education. Health centers and hospitals sometimes have civil registrars on site that can provide a child's birth certificate at birth or during a health-care visit. Registration sometimes takes place in early childhood education programmes.

Key messages on child protection

• Recall Minister of Home Affairs statement of commitment to ECM: “On behalf of Government and the People of Zambia, I pledge that I will invest my energies into making our Police Service a protector and promoter of children's right, among which is your right
to enjoy your childhood unhindered by evil practices veiled as ‘traditions’”.

- Every girl and boy has the right to protection. They have the right to survive, to be safe, to belong, to be heard, to receive adequate care and to grow up in a protective environment.

- Every community should create and implement a plan of action to eliminate all forms of violence against children in the home, school and community:
  - Child marriage
  - Corporal punishment
  - Sexual abuse
  - Child labour
  - Physical, psychological, verbal, sexual violence

- Every community should establish safe ways for children to report violence against them through telephone hotlines and accessible social protection centers.

- Work should not prevent children from attending school.

- A family is the first line of protection for children. Parents or guardians are responsible for building a protective and loving home environment. Schools and communities are responsible for building a safe and child-friendly environment outside the child’s home. In the family, school and community, children should be fully protected so they can survive, grow, learn and develop to their fullest potential.

- Parents, teachers, peer leaders and other role models should provide adolescents with a safe environment and a range of life skills that can help them make healthy choices and practice healthy, responsible and safe behaviour to avoid substance abuse and conflict with the law.

- Girls and boys must be protected from all forms of violence and abuse. This includes physical, sexual and emotional abuse, gender-based violence, neglect and harmful practices such as child marriage. Families, communities and authorities are responsible for ensuring this protection.

- Girls and women need to know what to do and where to go if they have been victims of sexual assault (Give hotline numbers for ChildLine; refer to Victims Support Unit). They should seek the support of a trained health worker or go to a health facility for medical attention and counseling. Health care providers and social workers should be trained to be

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16 Ibid., p. 37
understanding of girls and women in these situations. This information also applies to cases involving boys.

- To effectively address violence, boys and men need to be actively engaged in finding solutions. Their full engagement is needed to work on preventing violence and sexual harassment, resisting peer pressure and achieving gender equality. This should include an understanding of gender stereotypes and inequalities.

- Discussions at home, in school and in the community between children/adolescents and their parents, teachers, community leaders and other role models can help develop healthy attitudes and behaviours. They can contribute to:
  - Respect for girls and women and their rights
  - Equality in decision-making and relationships
  - Skills development on how to confront peer pressure, sexual harassment, violence and stereotypes

- Children must be protected from all work that is hazardous. Work should not prevent them from attending school. Children should never be involved in the worst forms of child labour, such as slavery, forced labour, drug production or trafficking.

- Girls and boys can be at risk of violence and sexual abuse and exploitation in their home, school, workplace or community. Measures should be taken to prevent sexual abuse and exploitation. Sexually abused and exploited children need immediate help to stop such abuse.

- All children have a right to age-appropriate information, to be heard and to participate in making decisions that concern them. Fulfilment of this right enables children to take an active role in their own protection against abuse, violence and exploitation, and to become active citizens.

- Girls who marry before 18 are more likely to experience violence in marriage than girls who marry later.

- Sexual violence has multiple causes and consequences and demands a multi-sectoral response appropriate for children and adolescents.
• Building non-violent homes, schools, and communities depends on building good parenting skills at home, respect among children/pupils and between children/pupils and parents and their teachers. Parents and teachers who use corporal punishment to control children are unlikely to succeed in encouraging non-violent behaviour among children.

• GBV and violence against children impose heavy costs on families, communities and nations. It is responsible for substantial life-changing emotional, psychological and physical harm and disabilities; damages mental health; affects behavioural development; carries serious sexual and reproductive health risks, e.g., HIV and STIs, and undermine human and economic development.

• Children who suffer sexual violence are more likely to adopt risky behaviours that increase the risk of exposure to HIV.

• Government is responsible for ensuring that systems and specific measures are in place to:
  • Prevent child abuse, violence and exploitation
  • Enable children to report abuse and exploitation (ChildLine)
  • Make sure perpetrators of sexual abuse and exploitation are dealt with to the full extent of the law (VSU)
  • Make social services child-friendly and adolescent-friendly as well as confidential, such as health care, psychosocial support, temporary care, education and legal assistance, timely and available for children who have been abused and exploited.

**Key messages on poverty reduction and social protection**

• Recall Minister of Gender’s statement of commitment: “On behalf of Government and the People of Zambia, I promise to increase my promotion of policies and practices that lead to sustainable development in order to remove the excuses for child marriage that are based on household poverty”.  

• Social protection schemes such as social cash transfers and social welfare services can help keep vulnerable families together and children in school and ensure access to health care.

• Child marriage is a multifaceted issue. It affects our efforts to end poverty and violence and to improve health and education for all.

• Child marriage traps girls, their families and communities in a cycle of intergenerational poverty.

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27 Ibid, p. 37
The UNFPA-UNICEF Global Programme to Accelerate Action to End Child Marriage is generously funded by the Governments of Canada, the Netherlands, the United Kingdom, the European Union and Zonta International.