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UNFPA-UNICEF GLOBAL PROGRAMME TO END CHILD MARRIAGE

GENDER-TRANSFORMATIVE ACCELERATOR

Ethiopia Country Report



The Gender-Transformative Accelerator Tool of the Global Programme to End Child Marriage was produced by the United Nations Population Fund (UNFPA) and the United Nations Children’s Fund (UNICEF) headquarters’ offices in collaboration with Collective Impact. We would like to thank members of the internal reference group and colleagues in the countries where the tool was field-tested, for their constructive feedback in enriching the tool.

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INTRODUCTION

The UNFPA-UNICEF Global Programme to End Child Marriage (the Global Programme) has embraced a gender-transformative approach in Phase II, informed by the Phase I evaluation and founded on the evidence that child marriage is both a symptom and a result of deep-seated gender inequalities, restrictive gender norms and power dynamics. The inception of Phase II has led to a robust Global Programme Phase II [Programme Document](#) (with [Theory of Change](#) and [Results Framework](#)) grounded on a gender-transformative lens, followed by a second prong, with the development of succinct, evidence-based technical resources¹ on how to deliver both gender-responsive and gender-transformative programmes across the socioecological framework, including in the context of COVID-19.

Additionally, the Global Programme has facilitated capacity-building through the [GenderPro training](#) and a newly launched online course on Adolescent Girls' Agency, Safety and Well-Being.² The Gender-Transformative Accelerator (GTA) is the Global Programme's third prong to operationalize gender-transformative programming. Ethiopia is one of the six trailblazer countries that committed to field-testing the tool.

A gender-transformative approach promotes gender equality – including shared control over resources and decision-making – and is grounded in girls and women's agency and empowerment. Gender transformation actively examines, questions and changes rigid gender norms and imbalances of power that advantage the majority over marginalized groups, men/boys over women/girls and other diverse genders, and people who adhere to subordinated identities. Examining programmatic strategies and measurement design through a gender-transformative lens is not simple as both the approach and the context in which programmes are executed are tremendously complex and complicated.

Well-designed gender-transformative programming calls for multiple investments across the Socio-Ecological Model (SEM). Given that gender issues are very complex, highly context-specific and time-consuming, a gender-transformative approach calls for a holistic or multisectoral intervention and works across the SEM.

The SEM is based on the principle that in order to influence shifts in unequal power relations, it requires combining interventions that effect change at different levels,

namely, the **individual level** (adolescent girls and boys) by strengthening the knowledge, education and skills that leads to agency and empowerment; the **interpersonal level** (families, friends and social networks) through behaviour and social change communication that influences shifts in gender norms; the **community level** (community based organizations, faith-based organizations, community leaders, influencers, women's groups, girls clubs, safe spaces and youth groups) ensuring that communities, systems and social networks are aware and demonstrate investments in girls and positive gender norms; the **systems/institutions level** (service systems and social institutions), which is gender responsive/gender transformative and institutionalized in education, health, social welfare sectors, etc.; and the **policies/legislative level** (national, subnational and local) ensuring gender-responsive/gender transformative budgeting, laws, legal structures, social protection policies, labour's policies and workplace gender equity while engaging men throughout the different levels (individual, interpersonal, community, systems and policies) as allies.

Nevertheless, prior to programme design and implementation, there is the need to identify and understand key concepts of gender inequality, power and resource redistribution. For instance, through the 'gender equity continuum', programme implementers can map pathways of change from 'gender blind' to 'aware' to 'responsive' with the vision for transformative change.

The Global Programme has developed the GTA tool to facilitate interactive programmatic reflection and action planning through a three-day (three to four hours each day) process involving:

- **Day 1 – Core elements of a gender-transformative approach:** A collective assessment of programme interventions, while clarifying concepts, across the socio-ecological framework, through a consultative ranking process across the gender equity continuum.
- **Day 2 – Deep dives:** In-depth reflection and analysis of barriers and bottlenecks, and exploration of opportunities, based on a prioritization of programme priorities.
- **Day 3 – Road map of actions:** Building on the second day, and based on a shortlist of actions, involves articulation of strategic actions along with details of the time frame, support needed and measures of success, and with assignment of responsibilities among team members.



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It is worth mentioning that this process is aligned with the Global Programme technical notes, which are clear, very elaborated and guide the need to address gender in a transformative manner, on gender norms, engaging men and boys, girls' empowerment, and support girls-responsive systems, therefore moving towards the end of the continuum.

The Ethiopia Country Office undertook the GTA through three full days (three hours each) with the full engagement of sectoral experts and some implementing partners (*see participant list in Annex*). Prior to the actual GTA process, the country office's lead focal points participated into two pre-call meetings to: (1) clarify methodology of the tool and expectations; and (2) have a facilitated discussion on themes to be prioritized during the actual GTA process. More details on facilitation methodology are explained in the [Facilitation Guide](#).

RANKING OF GTA ELEMENTS

The GTA looks at six elements that need to be assessed across the gender equity continuum to address gender in a transformative way. Five of these elements are independent, namely, **Girls' skills, agency and empowerment; Addressing masculinities and engaging men and boys; Enabling environment: community mobilization; Information and services;** and **Structural change: institutional partnerships**. The sixth element that cuts across all the others is **Gender norms. Further details are provided in the tool** (see *Figure 1 on page 7*) on what is entailed under the different stages of the continuum.

The highlights of day 1 discussions are captured below based on the ranking of key programme interventions. The ranking process explored assessment of the six elements in the “gender equity continuum” against the contextualised theory of change and on rationale to move towards gender-transformative programming.

1. Gender and social norms: Currently between gender-aware and gender-responsive stages

Participants agreed that the Global Programme in Ethiopia is on the right track in working to address restrictive gender norms that contribute to gender-based violence and child marriage, but that much of the effort to date has been focused at the individual level with adolescent girls. The discussion focused on the need to engage more with families and communities in order to challenge restrictive gender norms at scale and in a more sustainable manner and to move beyond being gender aware to gender responsive.

Additionally, the programmes have been ambitious in taking on gender norms related to ongoing gender-based violence and age of marriage being a challenge in more restrictive settings in Ethiopia. To move fully into being gender responsive, work to address gender norms needs to be taken to scale and expanded to all levels of the SEM, in particular through more consistent engagement with communities, especially with men and boys.

2. Girls' skills, agency and empowerment: Currently at gender-responsive stage

Participants felt that there is a strong need to have a more comprehensive understanding of girls' needs at a systems level, in particular as the programme is attempting to design for and reach adolescent girls in a broad variety of contexts within Ethiopia. The Global Programme is currently conducting formative research to better understand the differences in needs and barriers for adolescent girls in order to better design and deliver initiatives to increase their skills, agency and empowerment. The Global Programme has improved its ability to contextualize specific needs but could invest more in the meaningful engagement of adolescent girls throughout the programme cycle, including design, implementation and accountability to better shift resources and power to adolescent girls.

While the programme has improved the ability to consider adolescent girls' needs in programme design, a recent Gender Programmatic Review found a consistent gap between design and implementation. In the implementation phase, the programme continues to respond to the ‘signs and symptoms’ of gender inequality, rather than investing in multisectoral empowerment programmes targeting the root causes. Participants felt that more work needed to be focused on empowering girls and communities to create their strategies to change inequalities and gender norms in their own contexts in order to move towards a more gender-transformative approach.

3. Information and services: Currently at gender-responsive stage

Currently, concrete interventions that fully address power issues do not exist. However, programmes work within sectoral policies and institutions to remove gendered barriers to access information and services, through developing and implementing cross-sectoral strategies that are primarily girl-only or girl-focused. Work on information and services was ranked gender responsive, as the Global Programme has focused largely on the enabling environment for girls' access to information and services, including through income generation, school-based interventions and significant investments in technology and digital skills for girls.

However, participants felt there was significant variation in the ranking between different types of services, with stronger attention having been paid to access to legal services, promotion of girls' education and building the capacity of health service providers, but that these efforts needed to bring in elements of family and community engagement and a stronger focus on girls' agency, participation and leadership to be more gender transformative. In addition, participants highlighted the need to fully integrate gender norms change throughout awareness-raising and capacity-building activities within the information and services portfolio, in particular looking at the upcoming revisions of the community conversations manual, to address gender barriers to services and information and to promote gender equity in access.

4. Addressing masculinities and engaging men and boys: Currently at gender-aware stage

There have been promising efforts that started challenging some existing gender norms and power imbalances by working with schools and faith-based organizations, though participants highlighted the difficulty in working with boys and men to challenge their own power and privilege. The school-based youth clubs and faith outreach efforts have generated promising results and lessons for working with boys and men within existing gender structures to champion delays in marriage and more equal treatment for girls, but the programme has not yet grappled with how to challenge systemic power imbalances at scale, leaving current efforts at a gender-aware level.

Participants discussed the gap between achieving the ideal of gender-transformative programming and the current reality of programme capacity, highlighting the need for increased technical support and case studies to address harmful masculinities and to challenge gender norms and restrictions with men and boys. A new male engagement manual at the national level offers an opportunity to scale up more gender-transformative approaches to masculinities but will need significant effort to be brought to scale. Participants also highlighted the need to think of long-term investments in male engagement at the grassroots level in order to sustainably shift gender norms through creating more male allies and champions for gender equality.

5. Enabling environment: Community mobilization currently between gender-aware and gender-responsive stages

Communities are currently engaged through community conversations supported by UNFPA and UNICEF. The work currently being done on child marriage and female genital mutilation is much more community focused

than previous programmatic interventions have been. In particular, the Global Programme has made much more progress in how larger communities are mobilized by looking at more diverse groups within communities. The Global Programme has had the most success to date with sharing and promoting information and raising awareness on child marriage and female genital mutilation through long-standing community mobilization programmes.

Participants felt the programme was not quite gender responsive yet, despite significant progress in mobilizing more diverse groups within communities. Efforts are currently largely focused on awareness on child marriage and female genital mutilation through the use of existing leadership and power structures and not in challenging the existing power or normative structures. The practice of sharing information is strong but does need to be connected to action.

Programmes currently work within affected communities and mobilize traditional powerholders and decision makers to promote change. Programmes focus community engagement strategies on dominant or majority groups of girls and adolescents without addressing norms or power structures. However, the programme has still work to do in connecting engagement and awareness-raising efforts to action on the core gender norms and power dynamics within the communities.

6. Structural change: Institutional partnership currently at gender-aware stage

Partnerships with government are mainly gender aware as the programme is not able to effectively challenge power relations or changing structures, and has limited overall influence on government programmes, policies or implementation. In general, the strategies and programme proposals being generated through government partnership are gender responsive, but when it comes to implementation, they are at a gender-aware level. Given the fact that the programme works with both development partners and the civil society, there are significant opportunities to apply increased advocacy to address this gap.

The work with development partners and the civil society could be ranked gender responsive, but challenge remains in translating responsive design to implementation, and the Global Programme has limited capability to influence government capacity programmes for programme delivery. Participants identified an ongoing challenge in insufficient knowledge on gender and policy barriers by stakeholders that hinder the capacity of interventions to address alternatives. In addition, there is a need to work with government partners/stakeholders to bring change on their attitudes and beliefs on gender issues prior to translating programme documents on gender-transformative approaches into action. Nonetheless, there are certain

interventions that can be considered gender responsive, for example in social protection, the cash transfers are targeting and reaching out to young women and girls through its components as a means for redistributing resources.

Partners collaborate, including cross-sectorally and within coalitions, to address the needs of women and girls without questioning underlying gender norms and power dynamics. Programmes provide a convening platform where advocacy and community mobilisation activities are aimed at engaging traditional power holders without challenging existing power or norms, assessing quality of messaging or ensuring budget allocation and disbursement for gender equality outcomes or addressing rights. Funding is geared towards dominant or majority groups without addressing gender norms and power structures that exclude other particularly vulnerable groups. Partners are chosen for their geographic coverage, access to communities and compliance capacity, and not for their expertise and embodied values on women’s and girls’ empowerment and gender equality. Overall, the participants identified multiple pilots and small-scale projects that might be bringing in

a more gender-responsive lens that could encourage the government to bring to scale through combined advocacy with development and civil society partners.

The ranking of the six GTA elements was subsequently reviewed on day 2 (**deep dives**) through in-depth reflection and analysis of barriers and bottlenecks, and exploration of opportunities, based on a prioritization of programme interventions (see *Figure 1*). The prioritizing of three elements was based on a consultative process, with an emphasis on elements with multiple influences across the socioecological framework.

The third and final day of the GTA (**road map of actions**) built on the discussion and reflections of the prior two days and led into an action planning process, with clear gaps and responsible focal points and technical support needs to be addressed by the Global Programme Support Unit and Collective Impact.

The figure below provides a snapshot of the Gender Transformative Accelerator tool³.

Figure 1. GTA Tool Matrix

Adolescent Girls’ Skills, Agency and Empowerment		Please provide a brief explanation for why you chose this level
Enter an x in the box on the right for the option that applies; select only one option.		
Gender Blind	Programmes make choices for adolescent girls and focus on expanding their skills based on existing roles and life choices as defined by the social and gender norms in their context.	
Gender Aware	Programmes aim to expand choices, skills and opportunities for adolescent girls and to address barriers to participation in education, the workforce, and community decision-making in the interest of marginalized adolescent girls. However, few investments are made to influence systems and communities in support of skilling and equipping adolescent girls in non-traditional roles, e.g. science, technology, engineering and mathematics (STEM).	
Gender Responsive	Programmes work to expand choices, skills and opportunities for marginalized adolescent girls through promoting skills that are not usually associated with traditional gender roles, such as girls’ STEM education or boys’ caretaking, and to address barriers to participation in education, the workforce, and community decision-making for marginalized adolescent girls.	
Gender Transformative	Programmes equip marginalized adolescent girls with social, health, cognitive and economic assets and promote autonomy and control over their bodies, sexuality and life choices. Programmes work actively to engage marginalized adolescent girls as change-makers at individual, community and structural levels to challenge norms and restrictions. Programmes make tailored investments to rectify basic inequities between adolescent girls and boys, to remove barriers and expand choices, opportunities and access to skill-building and comprehensive sexuality education for all, including through tailored efforts to challenge norms and restrictions for adolescents.	

For more information, please see the [Gender-transformative accelerator tool brief](#).

PRIORITY FOCUS AREAS AND RELATED ACTIONS

Participants discussed existing opportunities such as the existence of school gender clubs and current revisions of manuals such as the *Men and Boys Engagement package*, *Community Conversations Manual*, the *Code of Conduct for Ending School-Related Gender-based Violence/Violence Against Children in Schools* and the social and behaviour change communication (SBCC) sessions for *Productive Safety Net Programme* (PSNP) clients, which can be used as platforms to promote more gender-transformative approaches. Based on the discussion around current strategies and programme content in Ethiopia, using the “gender equity continuum” against the contextualised theory of change across the socioecological model, four priority action areas were selected.

Figure 2 captures the consultative process undertaken to identify the priority actions.

1. Capacity-strengthening to shift gender and social norms (through the Social Analysis and Action approach into manuals used by service workforces and by conducting values clarification with government partners at all levels)

It was noted that in order to make meaningful change in discriminatory gender norms in the communities, it is important to integrate gender-responsive and gender-transformative approaches to already existing manuals and activities of government workforces (in particular health, justice and social service). To make this happen, the attitudes and values regarding gender equality, including child marriage, of these service providers need to be aligned with the objectives of the programme. Limited knowledge of stakeholders on the topic of gender and policies alike leading to lower commitment have been identified as a challenge. Therefore, capacity-building and values clarification on gender and social norms should be given to these service providers (health, justice and social service workforce) for the programme to be gender transformative through approaches such as the Social Analysis and Action (SAA) approach.

2. Linking the Productive Safety Net Programme and the Health Extension Programme with cross-sectoral gender priorities

Recognizing that the Productive Safety Net Programme (PSNP) and Health Extension Programme (HEP) are important programmes that are creating a positive impact in the community, making significant changes can be difficult. Poor reporting and tracking mechanisms with little to no evidence on child marriage, a lack of commitment from stakeholders and a need for better collaboration among the legal, health and social institutions, especially with regards to resource allocation, have historically limited these large national programmes in ensuring gender issues are addressed. The Global Programme has an opportunity to integrate gender and child marriage themes into the SBCC manuals of the PSNP, which could increase their impact and make the messaging more gender transformative by influencing power shifts toward the benefit of adolescent girls. These manuals have been identified as opportunities earlier in the workshop. The PSNP has already introduced specific targeting of girls at risk of child marriage through increased education-related cash transfers, providing a clear evidence base for the value of integrating child marriage and gender equality messages and interventions into large scale social protection programmes. The Global Programme will look for other evidence, case studies and programme examples to amplify their advocacy for increased gender transformative interventions across both the PSNP and HEP rollouts.

3. Develop an out-of-school girls life skills manual with strategies and methodologies to map and reach out-to-school girls (including sexual and reproductive health and rights)

The Global Programme noted the need to rapidly increase efforts to reach out-of-school adolescent girls in response to both the COVID-19 pandemic and ongoing challenges to girls' education in general in Ethiopia. Investing in increased economic empowerment, resilience-building, sexual and reproductive health and rights (SRHR) and life skills for out-of-school girls could help to bridge some gaps

and support the education system while also increasing family engagement on girls' rights and gender equality. Participants identified the opportunity to increase girls' agency and empowerment through their engagement in planned formative research and the design and review of curriculum materials for life skills programming with out-of-school girls. UNFPA's [International Technical and Programmatic Guidance on Out-Of-School Comprehensive Sexuality Education \(CSE\)](#) along with UNICEF's [Global Framework on Transferable Skills](#) can inform this process at the national level.

4. Revise community conversation and male engagement manuals, including positive masculinities, and roll out plan for formative research

In order for the community conversation and male engagement manuals to have a greater impact and enhance readiness of the community, facilitation manuals need a gender-transformative approach and participation of girls, boys, women and men. As the relatively low engagement of men and boys was identified to be a challenge, incorporating positive masculinities components and methodologies into the community conversation manuals can lead to the manuals becoming gender transformative, as well as contribute to positively influencing the community. In addition to revision and finalization of the document, there needs to be a strong roll-out plan that will define how to orientate and train those using the manuals, to address harmful gender norms, promote positive masculinities and how to measure progress towards more gender-transformative outcomes.

Additional considerations for programme capacity-strengthening

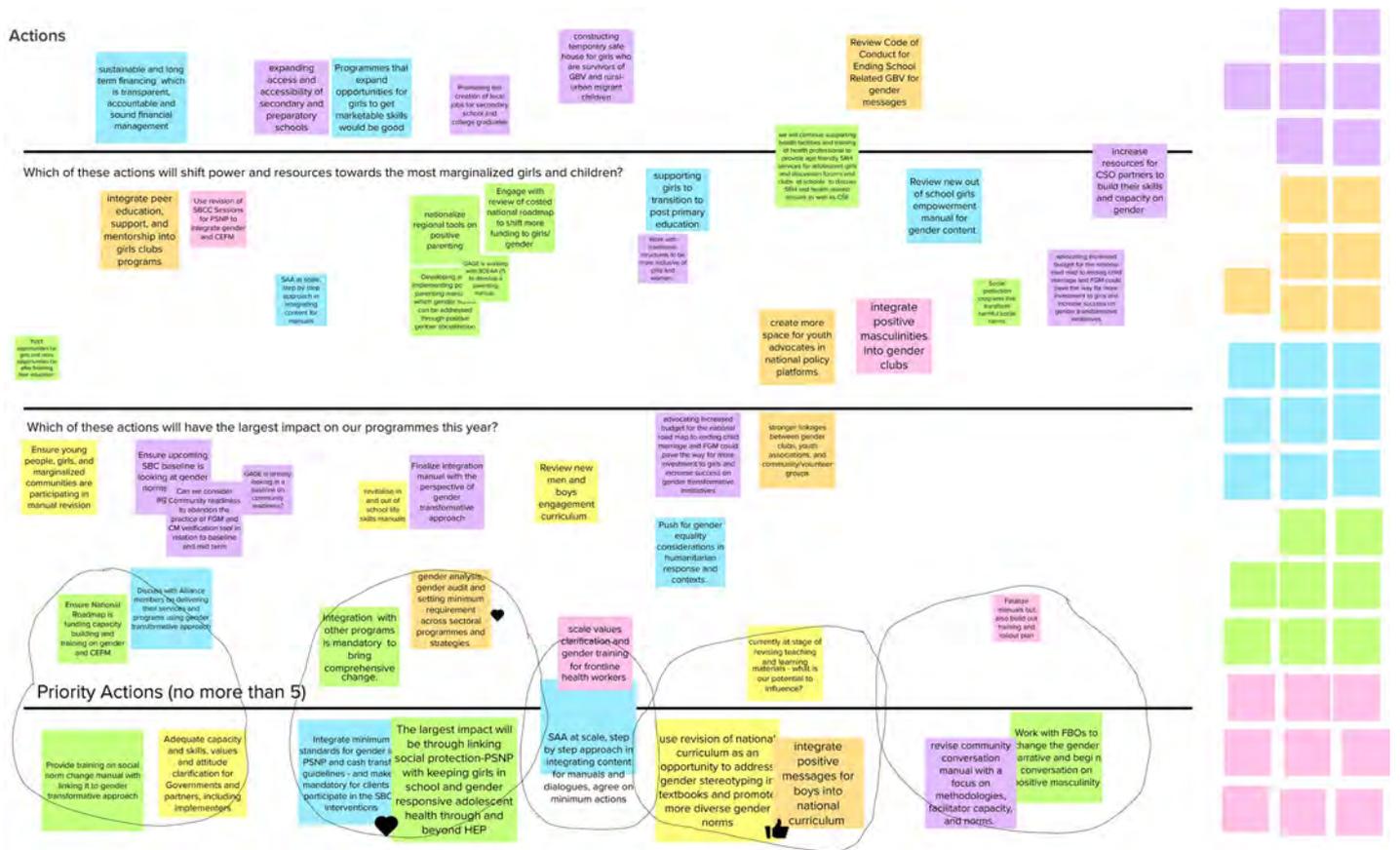
While the GTA process and discussions were targeted on immediate actions that can be taken within the existing work plan, participants nevertheless highlighted a few ongoing areas for consideration in future strategies and work plans:

- Increase meaningful engagement between girls' networks and youth networks in the design of manuals and tools that are used to implement adolescent and youth-focused programmes;
- Build stronger relationships with the Ministry of Education to increase the ability to influence the national curriculum and learning materials;
- Increase cross-sectoral communication and collaboration towards standardizing information and messaging at minimum gender responsive and ideally gender transformative.

A summary of the road map of actions of the GTA tool is presented in Annex 1.



Figure 2: Mural on brainstorming of actions





ROADMAP OF ACTIONS

1	ACTION DOMAIN	PROCESS/STEPS	TIMELINE	SUPPORT (INTERNAL & EXTERNAL)	RESPONSIBLE PERSONS
	<p>Capacity strengthening on gender and norm change (SAA and social norm change manual at scale, capacity, and values training for partners at all levels) beginning in Afar and Somali.</p>	<p>1. Mapping existing capacity and training efforts in health using gender responsive as a baseline for opportunities to integrate SAA.</p> <p>-Staff orientation (UNICEF, UNFPA and partner staff) on SAA methodology and content, share resources with staff and partners on the ground (of UNFPA and UNICEF as well as government)</p> <p>2. Partner outreach and orientation, including Woreda level and capacity assessment for partners (BoH and BoWCY, Regional Attorney General) Afar and Somali Region and implementers.</p> <p>-Mapping and identifying new resources and sources for support.</p> <p>3. Cascaded training through different sectors (can use federal and regional level structures) with strong M&E component.</p> <p>4. Increase stakeholder (potentially including youth and girls) participation in measurement/accountability and in adapting SAA from health to other sectors.</p>	<p>- Initiate ToT in August, cascade with ongoing 'on the job training' and mentorship in Sept till January 2022 (health sector pilot), follow up on action plans beginning in November.</p> <p>- Run sessions with regional offices.</p> <p>- Joint Monitoring with UNFPA, December 2021 (depending on situation in the regions).</p>	<p>- Is there other gender training we can bring to the federal government?</p> <p>Need to be careful not to train for trainings' sake and instead focus on action. Need to better understand the difference between those with standard gender training and gender transformative approach.</p> <p>- Need support from UNFPA to adapt to health extension workers and facilities (SRH, mental health, and service providers) and coordinate shared efforts and learning.</p> <p>- HQ can offer support with positioning measures to track change.</p> <p>-CARE will help with measuring progress, but MEL plan could use additional review and support with participatory accountability approaches.</p> <p>- GAGE-Ethiopia can also support with monitoring and research</p> <p>- Reach out to CARE about adaptation for humanitarian contexts?</p> <p>- Need support from National Alliance to bring this to the Federal level with MoWCY</p> <p>- National Alliance can present this to the Steering Committee to bring them onboard with the action points and bring some learning on GTAs to the General Assembly (sometime in March) as it is an advocacy activity.</p>	<p>UNICEF, Celine Herbiet, Karen Williams, with partners (MoWCY)</p>

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2	ACTION DOMAIN	PROCESS/STEPS	TIMELINE	SUPPORT (INTERNAL & EXTERNAL)	RESPONSIBLE PERSONS
	Linking PSNP and HEP with cross-sectoral gender priorities	<p>1. Starts with a formative outline research, output will guide the rest of the activity. SBCC (including it in the baseline-midline) component of PSNP is being revised, can integrate some elements of a gender transformative approach, try to influence the content and approach - what's the likelihood of success? How much control or influence can we have? UNICEF is charged with the manuals and training, so we have an entry point (6 sections getting revised, tricky to influence), start with advocacy activity to incorporate in the 6 sessions</p> <p>2. Reach out to Social Policy colleagues about linking cash transfers with adolescent girls' well-being (PSNP evaluation: evidence generation is the focus)</p> <p>3. Build inclusive advocacy coalition with girls, communities, implementers, other stakeholders</p> <p>4. identify and build targeted advocacy strategy and messages (checking in with Getachew)</p> <p>Current efforts as follows:</p> <ul style="list-style-type: none"> - Currently working with Health extension workers - linked to SAA. Have integrated HP into the health extension worker training - is it gender transformative? Adhoc training with BoH (Afar) on GTA for HEW - Developing health extension worker training manual into an online platform, could it be revised and made more gender transformative at the same time? - Link health extension worker training with existing resources on AFHS 	<ul style="list-style-type: none"> - Undertake assessment by Sept, advocacy will be Oct-November 2021. - Complete revision by January 2022, activities on HEW March 2022 and evaluation by May 2022 	<ul style="list-style-type: none"> - Need to coordinate with Social Policy colleagues to see what's possible in SBCC/cash transfer programs - Need to explore humanitarian response efforts (SBCC), Ministry of Agriculture, MoWCY, MOLSA, MoA - Need advocacy with other stakeholders to support shifts to the program approach - National Alliance? - Need to influence World Bank in Ethiopia (also global) to support integration of gender and child marriage work with MoWCY, MOLSA, to fully participate using WB research on economic impact of CM - Need more information and resources on the use of cash transfers to reduce CM and best practices - Need to integrate AFHS materials into HEP - GPSU to support with resources and tools on social protection and GTA - Would like support with manual review (potentially Collective Impact) or with some general advocacy messages on the 6 topics (working with GPSU and CO) -Collective Impact local consultant can support with advocacy 'outcome harvesting' and measurement tools 	<p>UNICEF, Celine Herbiet, Ellen Alem, Getachew Kebede, Rachana Sharma</p> <p>UNFPA, Tsehay Gette, Aliabdukie Mahbub</p>

3	ACTION DOMAIN	PROCESS/STEPS	TIMELINE	SUPPORT (INTERNAL & EXTERNAL)	RESPONSIBLE PERSONS
4	Partnership with CARE and UNICEF to develop out of schoolgirls (OOS) empowerment manual with strategies and methodologies to map and reach out of schoolgirls with life skills, SRHR, health.	<ol style="list-style-type: none"> 1. Engage MoH and BoH to integrate SRH into the manual 2. Share draft manual for wider review? Engage out of school girls in the review? Focus review on gender transformative approaches, girls' agency and power, needs in humanitarian contexts <ol style="list-style-type: none"> 2a. Ensure that baseline/ primary data is identifying gender needs and challenges, integrates humanitarian context 3. Create more opportunities for wider consultation (validation workshop is being planned) 4. Map different manuals being used and opportunities to collaborate 	Manual will be in revision until the end of 2021. IGA and BDS training led by UNFPA	<ul style="list-style-type: none"> - Need partners and linkages to out of schoolgirls for review - Support partners with designing the baseline and primary data collection. - GPSU and Collective Impact to share global resources and best practices for OOS girls (focus on methodology, reaching and engaging girls, Out of School CSE International Guidance and Transferable Skills Framework) 	<p>UNICEF, Zemzem Shikur</p> <p>UNFPA, Aliabdukie Mahbub, Tsehay Gette</p>
4	Revise Community Conversation and male engagement manuals, including positive masculinities and roll out plan	<ol style="list-style-type: none"> 1. Explore increased opportunities for collaboration and community participation 2. Need to align with efforts from government and other partners under one approach; formative research looked at existing manuals from other partners, focused more on implementation than content. 3. Ensure that content and methodologies are both gender transformative (work with consultant (ThinkPlace) to focus on norms and masculinities) 	Outline completed, building content done by September, Manual finalized by January 2022	<ul style="list-style-type: none"> - UNICEF to share formative research with colleagues (shared with National Alliance) - GPSU to support on positive masculinities (Jose Roberto) and Community Conversations (Helen) - Explore potential support from Collective Impact and/or GPSU on curriculum review 	Celine Herbiet, Abebaw Bogale, Andinet Challa



PARTICIPANT LIST

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ENDNOTES

- 1 [Gender-Transformative Approaches in the Global Programme to End Child Marriage: Leaving No One Behind: Adolescent Girls' Empowerment; Life Skills Programmes for Empowering Adolescent Girls; Gender Norms; Partnering with Men and Boys to End Child Marriage; Adolescent Girl-Responsive Systems.](#)
- 2 This [course](#) covers two foundational modules on Foundations of Gender-Transformative Approaches and Adolescent Girls Programming and two sub-modules on approaches to End Child Marriage and Eliminate Female Genital Mutilation.
- 3 For details of the three-day Ethiopia GTA exercise please reach out to the UNFPA and UNICEF offices.

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