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UNFPA-UNICEF GLOBAL PROGRAMME TO END CHILD MARRIAGE

GENDER-TRANSFORMATIVE ACCELERATOR

Mozambique 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. Mozambique 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 privileged 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 challenging.

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 and 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/institutional 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.

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 Mozambique Country Office undertook the GTA through three full days (three hours each) with the full

engagement of sectoral experts and 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 prioritised during the actual GTA process. More details on facilitation methodology are explained in the [Facilitation Guide](#).



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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 in 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.

ASSESSMENT OF THE SIX ELEMENTS IN THE GENDER EQUITY CONTINUUM

The assessment of the six elements in the Global Programme is broad and, as such, it is possible that in different outcomes and/or interventions, the ranking of each component may differ. To provide an objective ranking, cross-sectoral views were encouraged against concrete examples of programme interventions.

1. Gender norms – Gender responsive

Addressing gender norms is key both at the individual and community levels. There is an unanimous agreement that influencing positive values on adolescent girls is a core focus of the work to end child marriage for work on UNFPA and UNICEF, which relates directly with the existing gender and social norms.

This element was initially ranked gender transformative as the interventions have contributed to a certain extent to challenge gender stereotypes and harmful practices such as initiation rites and child marriage that violates children's rights. Through media campaigns, radio novellas and SMS Biz information challenging gender stereotypes and discrimination, some community members and religious leaders are changing the way they view girls and standing up against child marriage. Nevertheless, as participants got clarity with regards to the gender-transformative concept, the ranking was changed to gender responsive. This is particularly relevant given that the UNICEF Gender Programmatic Review³ had identified the agency's constraints to address and challenge the gender norms and made suggestions to improve its work in challenging gender norms.

In addition, participants understood that addressing gender norms in a transformative way implies addressing unequal power relations intentionally and being mindful of challenges to influence social and gender norms such as unacceptability of child marriage without changing power dynamics or expectations related to gender norms. For instance, if the primary role of a girl is to become a wife and mother, programmes may be able to delay the age of marriage until 18,

but power imbalances may likely occur soon thereafter. Thus one may influence change in gender roles and still face gender inequality due to unchanged power dynamics/relations. Therefore, to truly be transformational, one needs to intentionally challenge power in the gender relations.

2. Girls' skills, agency and empowerment – Gender responsive

After the collective discussions, this element was ranked gender responsive as the programme made significant contributions by strengthening girls' skills and building their agency as well as raising awareness regarding the need to address gender issues in the education sectors, youth, gender, health and social protection. Through Rapariga Biz, girls were empowered with knowledge about their rights to make informed choices about their own education, their sexual and reproductive health and rights to accept or not initiation rites, safe sex, speaking up for themselves and being aware and confident to make their own life decisions. In addition, young people are the main group calling the helpline to denounce child marriage, which means that at the individual level, there are great advancements. UNFPA has a scholarship programme that helps girls to stay in school and increase their skills, agency and empowerment. Participants also noted that in order for true empowerment to happen, other interventions within the socio-ecological framework need to be gender transformative e.g. the need to strengthening the financial and economic skills.

3. Addressing masculinities and engaging men and boys – Gender aware

UNFPA, UNICEF and partners ranked this element gender aware since neither agencies has been working on this component other than one pilot. Even though boys are involved in comprehensive sexuality education sessions, there is not a specific approach to work with them such as the one that is used to empower girls through Rapariga Biz. UNFPA has started developing a curriculum for male mentors, and the agencies are in the process of identifying an implementing partner to support a specific programme focusing on mentorship for boys. In addition, it was noted that engaging men and boys has not consistently challenged power dynamics. In some cases, implementing partners work with men and boys to raise awareness about gender equality while treating men and boys, advantaged group or decision makers as the power holders. In other cases, where implementing partners are promoting positive masculinities, they have been able to do more to challenge the power dynamics between women and men. Therefore, there is a need to improve the work with boys and young men in general in the programmes by addressing positive masculinities and power dynamics in gender relations.

4. Enabling environment: Community mobilization – Gender responsive

This element was ranked gender responsive since a lot of work has been done through community dialogues, yet mainly on awareness raising. It was noted that there is a need to improve the work done at the community level in engaging community leaders to make sure programmes create an enabling environment for girls and women to actively participate in decision-making spaces and processes as well as exercise their agency and use their skills freely, which currently is not quite happening. In addition, both agencies are organising community dialogues but using different tools. Given that the programme is the same, there is need to get to a common understanding and harmonize the tools across agencies. At the moment, UNICEF has a more structural guide, which is slightly different from the one UNFPA uses with Foundation for Community Development (FDC [Fundação para o Desenvolvimento da Comunidade]) and Center of The Women's Associations of Zambezia (NAFEZA [Núcleo das Associações Femininas da Zambézia]). It was also acknowledged that while recognising the advancements made so far by the programmes, more should and can be done to address power dynamics on gender relations at all levels.

5. Information and services – Gender responsive

UNFPA and UNICEF ranked this element as gender responsive. Radio novellas and programmes such as SMS Biz have greatly expanded access to information and services. However, due to insufficient resources (human and financial), many adolescent girls, especially those in remote rural areas, are left behind without access to information and services, and more can be done to systematically scale up education and sexual and reproductive health and rights services that respond to reduce girls' risk of child marriage. Services also do not disaggregate data collection by gender and age, and it is therefore difficult to access reliable administrative data on violence against children and gender-based violence.

One aspect that was mentioned during the discussions and that speaks to the complexity of addressing gender issues and sustaining changes was the fragility or vulnerability of the country to disasters. When communities are hit by disasters either natural (cyclones, floods, etc.) or human (armed conflict), they revert back to harmful practices as a coping mechanism to overcome the situation by giving their girl child for marriage in an attempt to secure a future for her. Therefore, it is crucial to take into consideration the vulnerability of the country when thinking about moving towards gender-transformative programming, which could imply more investment in the livelihood and economic empowerment interventions to minimize this risk.

6. Structural change: Institutional partnerships – Gender aware

This element was ranked gender aware as there is little implementation of the laws and the capacity of different service providers is quite low, even though there are progressive policies and laws in place regarding child marriage and gender-based violence (e.g. government decree to allow pregnant girls to attend school). There is also a focus from the United Nations, civil society organizations and the donor community in pushing for programmes to end child marriage and promote gender equality (there are currently three joint United Nations programmes in partnership with the government addressing child marriage and gender-based violence). Among constraining factors, the capacity of the Ministry of Gender, Child and Social Action (MGCAS [Ministério do Género, Criança e Acção Social]) as the lead for child marriage is not as strong as it should be to influence other ministries and to advocate more funding from the state that would allow them to invest in the human resources necessary to strengthen their child marriage prevention work.



“I think many initiatives that we have been doing from years now are thought to be gender transformative, also we started with male engagement and positive masculinities work...but on this last issue, we don't have much experience so we need support to start the initiative on male engagement through a gender transformative approach from the beginning. Also, at the level of services this is work in progress.”

Mozambique GTA workshop participant

The ranking of the six 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 priorities (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 to be addressed, 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 tool⁴.

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

The SEM was used to inform the process that led to the priority focus areas whereby the agencies assessed the extent to which the programme interventions are being implemented at the five levels, namely, the individual level (girls); the interpersonal level (families, friends and social networks); the community level (community based organizations, faith-based organizations, women's groups, girls clubs and youth groups); the systems/institutions level (service systems, cash transfer programmes, information and health systems); and the policies/legislative level. In addition, the discussions looked at what interventions are being done and which opportunities are in place to accelerate progress in the coming years.

Three priority focus areas were identified based on the potential impact the elements could have on other critical elements and the overall programme goals, as opposed to purely reviewing the lag in the "gender equity continuum". Given the importance of equipping adolescent girls with livelihood skills for agency and empowerment, the **Girls agency, skills and economic empowerment** element was chosen as priority one. While this element was ranked gender responsive, with great progress made in strengthening the girls' agency and skills, it was felt that addressing livelihood and economic empowerment, which are critical, were lagging behind. It was noted that this element and the element **Addressing masculinities and engaging men and boys** were also previously identified by the agencies as priority focus areas as a result of analysis done by the country offices and informed by programme evaluations and gender reviews.

Girls' agency, skills and empowerment (with a particular focus on economic empowerment and livelihood), **Addressing masculinities and engaging men and boys** and **Enabling environment: community mobilization** were the identified priorities. Figure 2 captures the consultative process undertaken to identify the priority actions.

1. Girls' skills, agency and economic empowerment

Within the framing of the contextualised global theory of change, both agencies recognize the importance of promoting economic empowerment for adolescents girls and are currently supporting work through their life skills for education programmes addressing transferable skills, financial literacy, vocational training for girls, dignity kits, registration and access to land, scholarships for girls, and a child grant scheme, which fosters girls' retention in schools as well as their transition to secondary school. However, owing to the proportion of girls that are out of school and not employed or in training, this priority focus area calls for a better intervention to facilitate the transition to employment in order to secure a livelihood that can serve as an alternative to child marriage. Therefore, this offers a key opportunity to move towards a more transformative approach, including promoting non-stereotypical jobs.

Given that neither agency is a strong niche in livelihood and economic empowerment, partnerships with organizations such as World Bank, International Labour Organisation, United Nations Development Programme, MUVA and UN Women to name just a few will be important. This element is particularly critical to be addressed in a transformative way when considering the evaluation of the National Child Marriage Strategy where the empowerment component scored low despite having a substantial budget.



Actions agreed:

- Mapping of organizations with gender-transformative experiences/approaches in the livelihood and economic empowerment component that aim at linking school with employability and sharing evidence-based approaches as well as further development of strategic partnerships with these organizations.
- Review the manual for economic empowerment interventions that is being implemented by a national civil society organization in partnership with the Secretary of State for Youth and Employment (SEJE [Secretaria do Estado da Juventude e Emprego]) and review the entrepreneurship kits to expand the opportunities to areas that have been dominated by men and boys (electrician, plumbers, etc.). In addition, given the impact that disasters have on livelihoods and the implications on child, early and forced marriage, the programme will develop manuals on resilience to prepare, respond and avoid risks at household and community levels.
- Assess the extent to which existing and resourceful vocational training manuals and entrepreneurship kits provide opportunity and/or services for girls to apply the knowledge in their small communities to earn income.
- Consider the revision of the life skills programme to move beyond strengthening the technical and vocational skills to include aspects to build girl's confidence, communication, problem solving and negotiation skills, among others.
- Generate evidence-based approaches (World Bank and MUVA are good examples) that can be used to develop meaningful partnerships not only to scale up interventions but also to contribute to the continuity and sustainability of programme interventions.
- Continue to support scholarships to promote adolescent girls' school retention and support the reintegration of girls who experience child marriage and early pregnancy back into schools. In addition, the country office will synthesize evidence and good practice experiences for increased advocacy on supporting girls' education.
- Support evidence-based analysis on the links between subsidies provided to families for children and child marriage to support evidence-based advocacy for public and private budget allocation under the Ministry of Finance.

2. Masculinities and engaging men and boys

Not much work has been done so far on masculinities and engaging men and boys. Most of the interventions are in the piloting phase, and this component therefore provides an ideal opportunity to design programme interventions that are more gender transformative.

The comprehensive sexuality education in school or out of school can be used as a point to discuss masculinities and engaging boys and men in a more transformative way. Another entry point is the mentorship manual that was developed together with the selection of an organization to pilot the manual for the boys and young men mentorship programme that will create synergies with Rapariga Biz. In addition, it is also expected that the current consulting work on community dialogues provides room to integrate positive masculinities at the community level.

Also in the piloting phase is the programme on school-related gender-based violence, working with boys and girls separately and together to assess which strategies have the most impact to influence behaviour changes in gender-stereotyped roles. Based on results that are expected to come early next year, a proposal can be made to scale up this programme in the districts of focus for the Global Programme. Parenting programmes is another intervention that will have a component on positive masculinities and elimination of gender stereotypes. Similarly, under the essential services packages, there is an opportunity to incorporate a component on positive masculinities and train service providers of all sectors. Another potential opportunity discussed is continuing to strengthen and build partnerships with mass media to use current data gathered through Info Violência to promote radio spots that discuss toxic masculinities and provide models of positive masculinities.

Another key aspect that came up during the discussion was the need to always be mindful, when looking at the SEM, on how the different elements complement or have backlashes and therefore the need to be holistic. In some instances, girls who were actively involved in economic empowerment have been assaulted or killed, which brings to bear the importance of engaging men, boys and families as a strategy for girls' empowerment. The key in this approach is to challenge power dynamics and relations between women/girls and men/boys by promoting positive masculinities.

Actions agreed:

- Address masculinities and engage men and boys in all programme interventions as an overarching strategy, beyond the Global Programme.
- Ensure boys are more involved and benefit from the comprehensive sexuality education activities given that girls are currently the only ones accessing those services.
- Ensure that there is a focus on gender, power and shared decision-making with regards to sexual reproductive health and rights.
- Develop a minimum package for male engagement that can be implemented through the community or school platforms.
- Expand and support the existing mentorship programme for boys and young men (peer-to-peer sessions) given the need to engage boys/men in a more systematic and challenging way.
- Influence change on gender-based violence and child marriage by using mass media – radio novella (Ouro Negro). To move towards a gender-transformative approach, the script of the radio novella will be reviewed to reflect messages about positive masculinities, power relations and child marriage. To monitor how positive masculinities will be incorporated, the programme will develop indicators on male engagement (e.g. number of stories with male engagement, with positive masculinities, etc.).
- Positive parenting and role models will be disseminated through radio spots and campaigns that link to other interventions (such as model family and nutrition programmes) that are challenging gender roles, power dynamics in gender relations, fatherhood and sharing of good practices such as positive parenting during the COVID-19 pandemic (52 stories developed with Radio Mozambique).

3. Enabling environment: Community mobilization

A lot of work has been done through community dialogues and forums discussing sexual and reproductive health and rights, and involving parents, boys, girls and leaders. Nevertheless, the work done so far has not been challenging the harmful masculinities and power dynamics in gender relations and, therefore, not contributing to an enabling environment for girls to fully exercise their rights

at the community level. Some topics of focus include: roles in society, family planning, peer sessions to exchange information, orientation sessions for girls and boys, support in cancelling early marriages, support in strengthening the capacity of “centro de atendimento integrado as vitimas de violencia”(integrated service centers for victims of violence). There was a suggestion that positive parenting programming should challenge the way motherhood is perceived and should create space for a shared responsibility in parenthood, for example the model of MenCare. Community radio and radio novellas have been key in disseminating information about co-responsibility.

Multiple opportunities to move towards a more gender-transformative approach were discussed. The radio novella Ouro Negro can produce specific episodes on positive masculinities and male engagement in the prevention of gender-based violence, child marriage and other gender issues. Community dialogues can be improved from awareness-raising approach to include men and boys’ engagement on gender-based violence and child marriage challenging the gender and stereotypical roles, norms and harmful masculinities. Religious leaders and women can discuss during meetings expanding beyond the traditional roles of boys and girls. The need for factoring time to influence sustained change was noted.

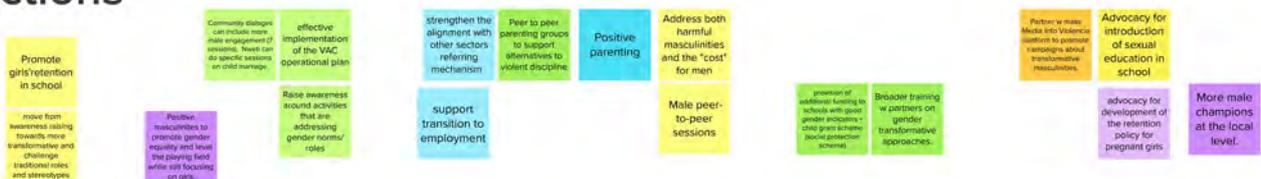
Actions agreed:

- Review/update the manual on community dialogues to integrate masculinities and male engagement module with concrete indicators that will discuss positive masculinities, power dynamics in gender relations, as well in the manual for religious leaders.
- Finalize the training module on masculinities and male engagement to strengthen/support the work of local civil society organizations to be gender transformative.
- Address harmful practices such as initiation rites through the elaboration of an evidence-based national communication strategy to foster behavioural change to prevent and eliminate harmful practices. The strategy will have specific interventions per target audience (for example, mothers, grandmothers, traditional leaders, schoolteachers) and will be adapted to different cultural/geographical contexts and languages.

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

Figure 2. Mural on brainstorming of actions

Actions



Which of these actions will shift power and resources towards the most marginalized girls and children?



ANNEX 1



ROADMAP OF ACTIONS

PRIORITY	NO.	THEME	PROCESS	YEAR	TA SUPPORT	RESPONSIBLE FOCAL POINT
Girls' skills, agency and economic empowerment	1	Strengthening partnerships to expand economic opportunities for adolescent girls	<ul style="list-style-type: none"> -Mapping of organizations with gender-transforming experiences/approaches in the economic empowerment component (e.g. linking school with employability). -Development of strategic partnerships with specialized organizations identified (e.g., CECAP, World Bank, UN Women, FDC, Forum Mulher, Coalizão, etc.) 	2022	<ul style="list-style-type: none"> -Sharing of best practices. -Tools/checklist for the minimum component of GT into economic empowerment. 	UNFPA-UNICEF
	2	Evidence-based advocacy for donors to allocate funding to the gender component of school funding	Scholarships to promote the retention rate of girls in schools and support the reintegration of married girls and early pregnancy in schools.	2022	Sharing of best practices; and review of available evidence on Education for advocacy.	UNFPA-UNICEF
	3	Literacy, financial literacy, professional training, and small business creation kits, in addition to life skills and knowledge and negotiation skills to mitigate the impact of harmful social norms	<ul style="list-style-type: none"> -Update of the economic empowerment manual to expand into less traditional female jobs such as electrician and plumber (transferable skills and vocational training). -Promote community mobilization to support and avoid unintended negative consequences. -Develop handbooks on resilience and on preparing, responding and avoiding risks at home and community level 	2022	Review of design documents activities and recommendations. (UNFPA). Support with development of the guidelines on life skills underway (UNICEF)	UNFPA- UNICEF and strategic partners
	4	Social protection schemes	<ul style="list-style-type: none"> -Implement evidence-based advocacy for allocating public and private funds (Ministry of Finance). -Conduct and analysis of the links between child subsidies and ending child marriage. 	2022-2023	<ul style="list-style-type: none"> -Analysis of the links between child subsidies and child marriage. -Creating a one page with key messages 	UNICEF in partnership with the World Bank

PRIORITY	NO.	THEME	PROCESS	YEAR	TA SUPPORT	RESPONSIBLE FOCAL POINT
Engagement of men and boys	5	Community mobilization	<ul style="list-style-type: none"> -Review/update the manual on community dialogues to integrate positive masculinities, power dynamics and gender relations. -Strengthen/support the work of local CSOs working with men and boys to implement gender transformative interventions. 	2022-2023	<ul style="list-style-type: none"> -Include masculinities and male engagement content in the community dialogue manual and finalize the training module on masculinities and male engagement. -Review the indicators related to masculinities and male engagement. -Review the manual for religious leaders to address masculinities. 	UNICEF in partnership with N'weti, HOPEM, CECAP, FDC and UNFPA
	6	Peer sessions for men and boys up to 24 years old	Expand and improve methodologies for 10-24-year-old boys and young men mentors, with a strong focus on masculinities (gender and power).	2022	<ul style="list-style-type: none"> -Review the content of mentoring manual for boys and men to be piloted with a focus on masculinities and power (e.g., reviewing against the Programme H or Manhood 2.0) -Propose common indicators with UNICEF and UNFPA (e.g., analyse GEM scale) 	UNFPA-UNICEF in partnership with Rede HOPEM Leverage the Spotlight Initiative
	7	Radio Novela Ouro Negro	Provide technical assistance so that the script reflects messages about positive masculinities, power relations and challenge gender stereotypes.	2022	<ul style="list-style-type: none"> -Train writer and producers of Radio Novela Ouro Negro on gender and masculinities. -Develop indicators on male engagement (e.g. number of stories promoting positive masculinities or male engagement, transformative/power issue etc.) -Ensure the radio novela is role modelling on positive and healthy masculinities as well create the linkages with community mobilisation and the mentorship programme. 	UNFPA Gender and GBV and UNICEF Gender Child Protection and C4D
	8	Positive parenting models	Continuation of radio spots and links with existing interventions (e.g. model family, ECD)	2022-2023	Analyse model family implemented by CAP and nutrition programme and link with model family with child marriage; sharing of best practices such as MenCare; positive parenting during COVID (52 stories developed with Radio Mozambique-ECD) link with child marriage.	UNICEF (CAP, Nutrition, Education and CP).
Community Mobilization	9	Harmful practices (including rites of passage)	-Elaborate an evidence-based national communication strategy to foster behavioural change to prevent and eliminate harmful practices (with specific interventions per target audience e.g. mothers, grandmothers, midwives, male traditional leaders, schools, teachers) which can be adapted to different cultural/geographical context and local languages.	2022-2023	<ul style="list-style-type: none"> -Gathering evidence to identify the best approach. -Desk review on existing harmful practices in Mozambique (disaggregated by geographical areas). -Define a strategy with partners to tackle harmful practices (through new CM Strategy). 	UNFPA-UNICEF in partnership with MGCAS with support from CECAP and other CSOs.



PARTICIPANT LIST

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10. Vladimir Nomiér	Expert	MGCAS
11. Jacky Repila	Senior Gender Advisor	Girls Not Brides
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14. Tassiana Tomé	Programme Analyst, Gender & GBV	UNFPA

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 UNICEF Mozambique, *Gender Programmatic Review*, February 2021, unpublished.
- 4 For details of the three-day Mozambique GTA exercise please reach out to the UNFPA and UNICEF offices.

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