

# Local System Strengthening for Reducing Child, Early and Forced Marriage Project in Nepal

## A Report on Human-Centered Design Implementation

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# Table of Content

<b>Table of Content</b> .....	<b>1</b>
<b>List of Figures</b> .....	<b>2</b>
<b>List of Tables</b> .....	<b>3</b>
<b>Acronyms</b> .....	<b>4</b>
<b>Acknowledgements</b> .....	<b>5</b>
<b>Executive Summary</b> .....	<b>6</b>
.....	7
Empathize Phase .....	7
Define Phase .....	7
Ideate Phase.....	8
Prototype Phase.....	8
The Seven Activity Prototypes .....	8
Test Phase .....	9
Results.....	9
<b>Background</b> .....	<b>11</b>
<b>Theory of Change</b> .....	<b>11</b>
<b>Human-Centered Design</b> .....	<b>12</b>
Why Implement HCD for R-CEFM? .....	12
The Design Challenge.....	12
HCD Process Implementation .....	13
HCD Process Implementation Timeline .....	13
Ethical Approval .....	14
The Design Team.....	14
Phase 1: Empathize .....	16
Methods.....	17
Capacity Strengthening of Design Team.....	17
Key Informants .....	17
Field Work .....	18
Key Informant Interviews.....	18
Focus Group Discussions.....	18

Phase 2: Define .....	19
Define Workshop .....	20
Workshop Results .....	21
Developing Design Challenges .....	22
What we heard .....	23
What the project heard .....	23
What the project heard .....	24
What the project heard .....	25
What the project heard .....	25
What the project heard .....	26
Design Challenge Results .....	27
Insight and design challenges shared with key stakeholders .....	27
Design challenges selected by municipalities .....	27
Phase 3: Ideate.....	28
Methods.....	28
Results.....	28
Activity ideas prioritized from 14 ideas .....	29
Activities.....	29
Activities.....	30
Activities.....	30
Activities.....	30
Activities.....	30
Phase 4: Prototyping.....	31
Seven Activities Prioritized for Prototyping.....	31
Phase 5: Test .....	32
<b>Conclusion.....</b>	<b>32</b>
<b>Annexes .....</b>	<b>1</b>
Annex 1: Intent of the HCD Process.....	1
Annex 2: Key Audiences for Key Informant Interviews (KII) and Focus Group Discussion (FGD).....	2

## List of Figures

Figure 1: The HCD process cycled through five main phases: empathize, define, ideate, prototype, and test. ....	7
Figure 2. Participants clustering information collected from the field .....	7
Figure 3: Group work to develop prototype of activities selected .....	9
Figure 4: The HCD process cycled through five main phases: empathize, define, ideate, prototype, and test. ....	13
Figure 5. The HCD Process Timeline .....	14
Figure 6: Role Playing during capacity strengthening of Design Team .....	17

Figure 7: Number of Key Informants Interviewed .....	18
Figure 8: Parents for Focus Group Discussion .....	19
Figure 9: Define workshop session objectives .....	20
Figure 10: The major themes that emerged across the six municipalities during the define workshops. ....	21
Figure 11: Cluster of information during define phase .....	21
Figure 12: Participants sharing their feedback .....	27
Figure 13: Municipality Design Team during discussion.....	28
Figure 14: Prioritization quadrants which aid idea selection. ....	29
Figure 15: WCSC Chief of Rajpur Municipality presenting her prototype .....	32

## List of Tables

Table 1. DESIGN TEAM MEMBERS .....	15
Table 2. Design Team Composition .....	15
Table 3. Design Challenges Selected by Municipalities .....	27

# Acronyms

BSPH	Johns Hopkins Bloomberg School of Public Health
CBO	Community-based organization
CEFM	Child, early, and forced marriage
FGD	Focus group discussion
GESI	Gender, equity, social inclusion
HCD	Human-centered design
IRB	Institutional Review Board
KII	Key informant interview
LCRC	Local Child Rights Committee
NDHS	Nepal Demographic and Health Survey
NGO	Nongovernmental organization
PAC	Project Advisory Committee
PITT	Project Indicator Tracking Tool
R-CEFM	Reducing Child Early and Forced Marriage
SBC	Social Behavioral Change
USAID	United States Agency for International Development
WCRC	Ward Child Rights Committee
WCSC	Women, Children and Senior Citizens Section

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# Executive Summary

Breakthrough ACTION, USAID’s global flagship social and behavior change (SBC) project, designed its Reducing Child, Early, and Forced Marriage (R-CEFM) Project to strengthen the institutional and technical capacity of the Government of Nepal in Madhesh Province to design, implement, monitor, evaluate, and coordinate effective SBC and child protection system-strengthening activities to reduce child, early, and forced marriage (CEFM). The project aims to address barriers related to CEFM through a community-based, multi-sectoral, and data-driven lens.

While the legal age of marriage for men and women in Nepal is 20 years old, (CEFM) remains a common practice in many regions of Nepal. The most recent national population and housing census (NPHC) conducted in 2021 revealed that 35% of women aged 20–24 and 16% of men were married before reaching the age of 18. Notably, Madhesh Province exhibits the highest rates of child marriages, with 42% of women and 17% of men in the region. (Government of Nepal, Central Bureau of Statistics. (2021). Married population aged 10 years and above by 5 years age group and age at first marriage, NPHC 2021. Retrieved from <https://censusnepal.cbs.gov.np/results/downloads/provincial/1>.)

The Madhesh Province government has political will and commitment to address CEFM. However, the local funding and decision-making authority lies with municipalities and wards, and they often do not prioritize addressing CEFM due to CEFM being normative and endemic.

The R-CEFM Project facilitated a human-centered design (HCD) process in six focal municipalities, in conjunction with local stakeholders, to understand reasons for child marriage and identify and refine potential SBC activities to address CEFM. The HCD process emphasizes the importance of keeping the intended beneficiaries in the center and, in doing so, leads to the development of innovative solutions that directly meet the needs and desires of the intended audience. This process provides municipal leadership the opportunity to gain empathy for those impacted by CEFM. The leadership and community are then able to jointly develop, test, and monitor programs by investing municipality resources including funds.

The main design challenge guiding the process was the following question: **How might we strengthen the municipality-level systems’ capacity to support local structures to reduce CEFM?**

Dedicated HCD design teams in each municipality were formed to support the independent decision-making power of each municipality and to foster buy-in. Design teams included municipality and ward staff, community leaders and community members. Implementers took care to ensure the design team membership remained consistent throughout the process and to ensure gender, equity, and social inclusion (GESI) representation.

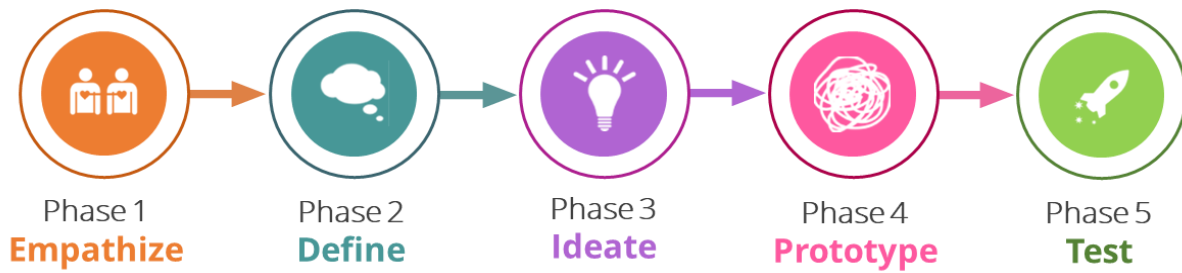


Figure 1: The HCD process cycled through five main phases: empathize, define, ideate, prototype, and test.

## Empathize Phase

During this phase, project implementers worked with municipality-specific design teams to understand the intended audience, the lived experiences of religious/social leaders, married and unmarried adolescents, their parents, chief of different sections of the municipalities, and community workers, school management committee members, and police, through immersive fieldwork and in-depth conversations, identifying their patterns of behavior, motivations, and challenges related to CEFM.

## Define Phase

During the Define Phase reviewed research notes, observation forms, and photos collected during the Empathize Phase to get a sense of the whole picture and to search for common themes.

Audience insights resulted in the following five major themes:

- **Society values prestige (both family and individual)**
- **Community members are indifferent to CEFM.**
- **The community does not acknowledge the prevalence of CEFM.**
- **Society does not value girls.**
- **Parents see girls as a burden.**



Figure 2. Participants clustering information collected from the field

Facilitators then used these key themes to develop insights and design challenges to be used to generate ideas for solutions, as follows:



**Insight #1:** Stakeholders do not acknowledge or internalize the presence of CEFM in all groups regardless of religion, class, education, or place of residence.

**Design Challenge #1:** How might we meaningfully engage the local leadership in formulating effective programs to reduce child marriage?

**Insight #2:** People who are willing to work against child marriage have not been able to come together.

**Design challenge #2:** How might Local and Ward Child Rights Committees (LCRCs/WCRCs) and informal child rights structures reduce child marriage?

**Insight #3:** Parents marry their daughters at an early age because they are concerned about both damage to family reputation and their daughter facing allegations related to her character.

**Design Challenge #3:** How might we increase the social prestige of parents who marry their daughters only after 20 years of age and, in doing so, help make their daughters more self-sustained?

**Insight #4:** Affluent and influential leaders in society are not proactive in reducing CEFM.

**Design Challenge #4:** How might we help affluent and influential people understand the power they have and encourage them to take concrete steps to reduce child marriage?

**Insight #5:** Parents do not prioritize their daughter's education. Daughters then perform poorly in their studies, leading to them losing interest. They then marry off their daughters to fulfill their responsibility and save money.

**Design Challenge #5:** How might we convince parents to value girls as able to contribute to a family, especially if they marry later?

## Ideate Phase

In this phase, participants generated as many ideas as possible for potential solutions responding to the design challenges. In total, they assembled generated 177 ideas for the five selected design challenges.

## Prototype Phase

In this phase, participants prioritized 14 activities and developed detailed implementation plans with associated monitoring indicators. With support from R-CEFM staff, municipalities further prioritized seven activity prototypes as the promising and most innovative prototypes..

## The Seven Activity Prototypes

1. **Transform CEFM social norms:** The local government will enlist and mobilize religious leaders and other individuals who perform marriage ceremonies to discourage child marriage and transform existing social norms.
2. **Mobilize an all-party committee:** Municipalities will form ward-level all-party committees and mobilize them for reducing child marriage.
3. **Award ward chairs:** Every fiscal year, each municipality will offer an appreciation award to the ward chairpersons for wards with the lowest CEFM rate (Challenge #1).
4. **Award parents:** Municipalities will organize an award event twice a year (during the Nepalese months of *Chaitra* and *Mangshir*) for the families who marry their sons and daughters only after they reach 20 years of age.
5. **Provide subsidies:** The municipalities will provide the families who wait to marry off their children until they are at least 20 years old with certain subsidies on services and facilities like electricity and drinking water and prioritize them while providing services from public agencies.
6. **Involve families in local committees:** Various committees at the local level or ward level will include members of the families who wait to have their children marry until they are at least 20 years old.
7. **Form and mobilize R-CEFM committees of affluent and influential people:** Municipalities will form a committee comprising influential individuals and well-to-do people of the ward, provide legal recognition to the committee, and mobilize it for reducing child marriage.



Figure 3: Group work to develop prototype of activities selected.

## Test Phase

Breakthrough ACTION is now providing technical support to the six R-CEFM Project municipalities to implement and pilot test the seven prototypes using their locally allocated budget during the fiscal year 2023. The municipalities will review implementation throughout the year to improvise and refine the activities for effectiveness. They will continue the prototypes they find to be effective in the coming years and discontinue the prototypes they find to be in-effective. The project will also document and integrate the effective prototypes into the R-CEFM Palika package (a job aid to help WCRs, ward secretaries, and concerned sections to plan, implement, and monitor SBC activities for R-CEFM following the government annual planning process for sustainability and scale up).

## Results

The strength of the HCD process is it intentionally and purposefully involves stakeholders from the beginning of the process and all the way through analysis and decision making. This capacity

strengthening program depends on this kind of process because the municipalities are the entities that will be funding and implementing the CEFM programs for sustainability. In the Nepal federal context, the municipalities operate administratively, politically, and financially independently of each other, so each municipality must feel like they are performing their own HCD process for their own specific circumstances. For that reason, the R-CEFM Project has taken the time needed to gain this buy-in, trust, and motivation to act on a municipal level. An initial outcome of the HCD process is unprecedented municipality and ward level buy-in and commitment to R-CEFM. The learnings from the process provide the grounded foundation for innovative municipality-led action to reduce CEFM. Moreover, such action is poised for scale up to support wider implementation.

## Background

While the legal age of marriage for men and women in Nepal is 20 years old, (CEFM) remains a common practice in many regions of Nepal. The most recent national population and housing census (NPHC) conducted in 2021 revealed that 35% of women aged 20–24 and 16% of men were married before reaching the age of 18. Notably, Madhesh Province exhibits the highest rates of child marriages, with 42% of women and 17% of men in the region. (Government of Nepal, Central Bureau of Statistics. (2021). Married population aged 10 years and above by 5 years age group and age at first marriage, NPHC 2021. Retrieved from <https://censusnepal.cbs.gov.np/results/downloads/provincial/1>.)

At the national level, Nepal has recently made progress in its commitments and actions to end CEFM. Most recently, the Government of Nepal committed to ending child marriage by 2030 as part of the Sustainable Development Goals ([Target 5.3](#)). It endorsed the 2015 National Strategy for Eliminating Child Marriage, which recognizes the multi-faceted drivers and consequences of CEFM and calls for an integrated approach across ministries to address and reduce CEFM. Similarly, the Children’s Act of 2018 addresses rights and responsibilities related to CEFM.

The Madhesh Province government has political will and commitment to addressing CEFM. The federal systems and structures are still evolving, with federal and provincial institutions able to set guidelines and standards. However, local funding and decision-making authority lies with municipalities and wards. Municipalities in Madhesh Province do not prioritize CEFM because it is normative and endemic. In this context, whether municipalities will be able to follow through on their mandate to reduce child marriage remains unclear.

## Theory of Change

To accomplish the aims of its R-CEFM Project in Nepal, Breakthrough ACTION developed a theory of change rooted in the potential of capacity strengthening to address CEFM at the local level. This theory of change posits that if provinces, municipalities, and wards in Madhesh Province have the structure and capacity to understand as well as learn about the social norms that perpetuate CEFM practices, the community-level CEFM prevalence rates, and lessons from existing CEFM efforts in the area, and if they have the ability to meaningfully engage with other municipalities, wards, and communities, then they can better plan and budget for R-CEFM activities. This will reduce CEFM incidence rates.

As part of this effort, the R-CEFM Project facilitated an HCD process in six focal municipalities, in conjunction with local stakeholders, to identify reasons child marriage occurs and identify and refine potential SBC activities to address CEFM in Madhesh Province, Nepal.

# Human-Centered Design

HCD is an approach to creating solutions that place end-users—i.e., the people the design is meant to help—at the center of the entire design process. This creative “learning by doing” co-design approach to problem solving offers innovative solutions tailor-made to suit the intended audience’s needs. It starts with building deep empathy between stakeholders and the community, followed by generating ideas, building prototypes, and testing the solutions in the real world. The HCD approach is highly effective for designing and developing SBC programs that respond to the intended audience’s needs.

## Why Implement HCD for R-CEFM?

The R-CEFM Project focuses on strengthening the capacity of Nepal’s municipality and ward political leadership, Social Development Section (including the health; Education; and Women, Children, and Senior Citizens Sections), and Child Rights Committees to prioritize R-CEFM. The HCD process is especially relevant to this project because it provides the opportunity for municipal leadership to interact with audience members to build empathy around CEFM and jointly develop, test, and monitor programs funded by the municipality.

The intensive co-design and pilot process includes designing, pilot-testing, and refining activities, implementation plans, and budgets so the Government of Nepal can incorporate the results and/or support improved implementation of R-CEFM activities into its Annual Plan.

## The Design Challenge

The design challenge is integral to the HCD process. It is the core problem statement framed as an actionable opportunity. As such, the challenge provides direction for all stages and focuses participants’ efforts towards solving the problem.

The main design challenge guiding the process was, **How might we strengthen the municipality-level systems' capacity to support local structures to reduce CEFM?**

The R-CEFM Project, in coordination with community members and municipality representatives, identified this main challenge. The question is based on the assertion that a systems level approach will be most effective at addressing this deeply rooted, systems-level challenge. Implementers used this challenge question to guide the HCD process through its five phases: Empathize, Define, Ideate, Prototype, and Test ([Figure 4](#)). During the final Test Phase, the participants try out the solutions with the intended audience.

## HCD Process Implementation

Involving the audiences in each phase ensures that the results in each phase are from and by the intended audience. The first step, “Empathize,” helps local leadership build an understanding of and rapport with the audiences for whom the process seeks solutions. In this phase, key municipality staff and other key influencers conducted and jointly analyzed field work, including immersive, participatory qualitative programmatic research. In the second step, “Define,” participants triangulated learnings, information, and quotes and observations to identify both key insights and major challenges related to the problem. The third step, “Ideate,” encouraged the audience to brainstorm as many ideas as possible

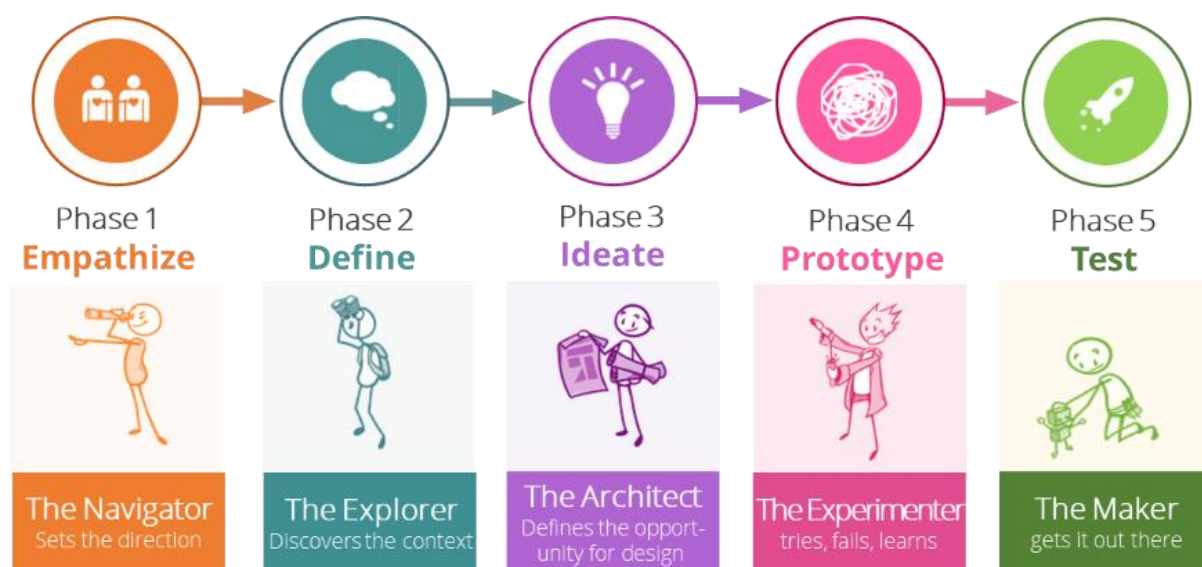


Figure 4: The HCD process cycled through five main phases: empathize, define, ideate, prototype, and test.

for each challenge identified to seek solutions. The fourth step, Prototype, required the participants to prioritize and then rapidly pretest the most promising ideas. Finally, implementers then pilot test shortlisted solutions that emerged from the Prototype Phase in the fifth Test Phase; the pilots occur in the field for different durations of time depending on the specific solutions, and implementers monitor the results to further learn from and refine the activities.

## HCD Process Implementation Timeline

The HCD process works because it intentionally involves stakeholders from the beginning of the process and involves them in analysis and decision making along the way. In the Nepal federal context, municipalities operate administratively, politically, and financially independently of each other. Each municipality needs to feel they have an agency to engage in the HCD process for their specific circumstances. Municipalities are responsible for funding and implementing R-CEFM programs. Therefore, municipalities need to actively participate in the process and moreover sustain it. For that reason, the HCD process facilitators took the time needed, from late 2021–early 2022 (Figure 5), to gain

this buy-in, trust, and motivation to act on a municipal level. An initial outcome of this process has been unprecedented municipality and ward level buy-in and commitment to R-CEFM.

- **Empathize Phase:** Launched in October 2021, the Empathize Phase lasted three months. Major annual Nepali festival holidays and delays related to COVID-19 precautions added an extra month to this process than expected.
- **Define Phase:** The Define Phase also lasted two months to allow for analysis of the findings.
- **Ideate Phase:** This phase took two months to complete to gather input from municipality leadership and other stakeholders and prioritize final ideas.
- **Prototype Phase:** This three-month-long phase ensured the stakeholders involved fully participated in and benefited from the collaborative, co-creative HCD process so they would be

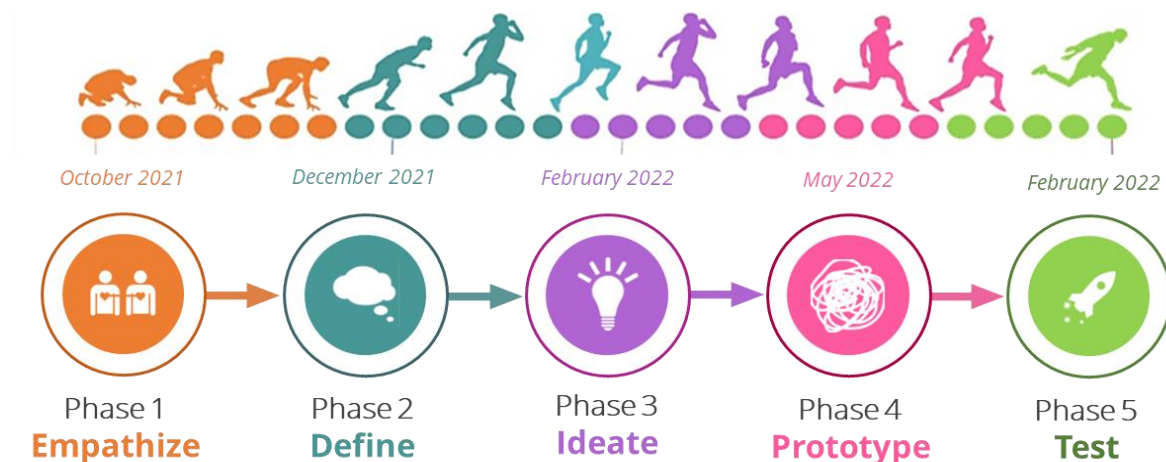


Figure 5. The HCD Process Timeline

able to implement the program. Local elections in May 2022 challenged the timeline because they led to changes in municipal and ward level leadership. This required revisiting some of the process so facilitators could orient the newly elected leadership personnel. Also, municipalities were in their annual planning process of determining what to fund for the 2023 fiscal year, which delayed implementation until July 2022.

- **Test Phase:** This phase is ongoing, and Breakthrough ACTION anticipates it will last through the Nepali fiscal year ending in July 2023, when the process participants will jointly review monitoring and results.

### Ethical Approval

The Johns Hopkins Bloomberg School of Public Health (BSPH)'s Institutional Review Board (IRB) and the Nepal Health Research Council (NHRC) provided research approval before Breakthrough ACTION started the HCD process, conducted capacity strengthening workshops, and initiated field research. The BSPH IRB gave the study a public health practice determination, not one for a research study.

### The Design Team

Dedicated design teams in each municipality were formed at the beginning of the HCD process to support the independent decision-making power of each municipality, to foster buy-in and to learn from the design process (Table 1). Each design team working together was responsible for their own municipality's entire HCD process.

Table 1.

DESIGN TEAM MEMBERS		
S.N.	CATEGORY	PARTICIPANTS
1	Leader	Mayor/chairperson, deputy mayors, executive members, ward chairs, religious leaders
2	Local government staff and other government staff	Women, Children, and Senior Citizens Section chiefs, education coordinators, health coordinators, social development division chief, planning officers/information technology Officers, Ward Secretary, health service provider
3	Community workers	Female community health volunteers (FCHV), teachers, local nongovernmental organization (NGO) staff
4	Community members	Parents, adolescents, marriage brokers, Child Club members, school management, LCRC members

Facilitators took care to ensure design team membership remained consistent throughout the process. However, one challenge was the lack of GESI diversity amongst the municipality government stakeholders, so the project made adjustments as the phase unfolded to expand community participation to reflect wider GESI participation. Table 2 illustrates the participants' diverse professional backgrounds.

Table 2.

DESIGN TEAM COMPOSITION									
MUNICIPALITY/ HCD ACTIVITY PHASE	COMMUNITY MEMBER		COMMUNITY WORKERS		LOCAL GOVERNMENT STAFF		LOCAL LEADERS		TOTAL
	Female	Male	Female	Male	Female	Male	Female	Male	
<b>Durga Bhagawati Rural</b>	<b>1</b>	<b>3</b>	<b>3</b>	—	<b>5</b>	<b>30</b>	<b>3</b>	<b>2</b>	<b>47</b>
Empathize	—	1	1	—	2	10	1	1	16
Define	—	1	2	—	1	9	1	1	15
Ideate	1	1	—	—	1	7	1	—	11
Prototyping	—	—	—	—	1	4	—	—	5
<b>Jaleshwar</b>	—	—	<b>1</b>	—	<b>8</b>	<b>22</b>	<b>2</b>	<b>7</b>	<b>40</b>
Empathize	—	—	1	—	4	3	—	3	11
Define	—	—	—	—	3	2	—	2	7
Ideate	—	—	—	—	1	5	2	2	10
Prototyping	—	—	—	—	—	12	—	—	12
<b>Loharpatti</b>	—	<b>1</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>25</b>	<b>2</b>	<b>4</b>	<b>41</b>



Empathize	—	—	1	2	3	7	—	4	17
Define	—	—	1	—	1	6	1	—	9
Ideate	—	1	—	—	1	—	1	—	3
Prototyping	—	—	—	—	—	12	—	—	12
<b>Matihani</b>	<b>6</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>24</b>	<b>2</b>	<b>4</b>	<b>43</b>
Empathize	2	—	1	—	1	4	1	2	11
Define	2	—	1	—	1	4	—	2	10
Ideate	2	1	1	—	—	5	1	—	10
Prototyping	—	—	—	1	—	11	—	—	12
<b>Pipra Rural</b>	<b>2</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>7</b>	<b>22</b>	<b>1</b>	<b>4</b>	<b>36</b>
Empathize	1	—	—	—	1	7	—	1	10
Define	1	—	—	—	1	5	1	2	10
Ideate	—	—	—	—	2	3	—	1	6
Prototyping	—	—	—	—	3	7	—	—	10
<b>Rajpur</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>—</b>	<b>4</b>	<b>42</b>
Empathize	—	1	1	1	1	7	—	1	12
Define	—	1	1	1	1	7	—	—	11
Ideate	1	1	2	—	—	7	—	1	12
Prototyping	—	—	—	—	1	4	—	2	7
<b>TOTAL</b>	<b>10</b>	<b>8</b>	<b>13</b>	<b>5</b>	<b>30</b>	<b>148</b>	<b>10</b>	<b>25</b>	<b>249</b>



## Phase 1 Empathize



### The Navigator

## Phase 1: Empathize

The Empathize Phase focuses on understanding the intended audience. The purpose of the first stage was for the design team to understand the lived experiences of religious and social leaders, married and unmarried adolescents, their parents, chiefs of different municipality sections, community workers, school management committee members, and police. Facilitators worked to build this understanding through immersive fieldwork and in-depth conversations, identifying patterns of behavior, motivations, and challenges related to CEFM. This deep understanding can only come about through discussion and consultation with the community members who experience the particular problem; in this case, CEFM.

The study's main objective was to help municipality stakeholders develop a deeper understanding of the community norms, needs, barriers, challenges, and motivations regarding CEFM.

The specific objectives of the Empathize Phase included the following:

- Explore multi-level factors that influence CEFM at the local level.
- Explore what may facilitate the reduction of CEFM at the local level.
- Describe opportunities and challenges that exist in developing programs to reduce CEFM at the local level.

## Methods

The Empathize Phase included two key activities: (1) capacity strengthening of the design team and (2) field work.

### Capacity Strengthening of Design Team

The R-CEFM Project staff held a two-day workshop to train and inform the design teams from each of the six municipalities on how to use empathize tools and techniques, so they understood how to undertake the Empathize Phase. Teams learned to conduct in-depth interviews and focus group discussions with community members and observe community behavior. Such engagement helps design teams further define the scope of the challenge and generate insights. The workshop included a discussion of the intent of the HCD activity ([Annex 1](#)) as well as sessions on research ethics, empathetic listening, GESI, how to conduct interviews or FGDs, and logistics management. Project staff strengthened the design teams' skills in empathetic interviews, observations, and notetaking skills by engaging them in practical exercises, role-plays, and presentations. Members of each group received a specific role: interviewer/recorder, notetaker, and observer. Role-playing during the workshop provided workshop participants feedback to foster quality control of the process.



Figure 6: Role Playing during capacity strengthening of Design Team

### Key Informants

Design teams across all six municipalities collected information from 168 KIIs and 36 FGDs ([Annex 2](#)) with the following audiences:

- **Adolescents** (both married and unmarried and including those from marginalized communities).
- **Parents** (with married and unmarried children and including from marginalized communities).
- **Ethnic leaders, religious leaders, and marriage mediators.**
- **Government officials** at both municipality and ward levels

- **Police personnel.**
- **Local NGOs** working toward R-CEFM.
- **Health service providers** and **FCHVs.**
- **School Management Committee members** and **teachers.**
- **LCRC members.**
- **WCRC members.**



Figure 7: Number of Key Informants Interviewed

### Field Work

Each municipality-specific design team conducted field research for five days in each of the six municipalities. Each day, small teams of three or four people conducted immersive KIIs and/or FGDs. These interactions took place in people’s homes, workplaces, or social settings. Interviewers held sessions in quiet, private spaces where others outside of the conversation could not overhear the participants. They followed oral informed consent procedures, obtaining oral consent prior to data collection.

### Key Informant Interviews

Interviewers used open-ended questions and scenarios that gave the interviewee freedom to explore topics and perspectives that were important to them and their communities. Throughout this process, the facilitators did the following:

- Ensured that the interviewee was an active participant in their interview.
- Invited the interviewee to explore and reflect on factors that influence CEFM beyond existing assumptions.
- Gave interviewees space to share what they felt was most important to them and their communities.
- Encouraged storytelling about the interviewee’s experience in its full richness and complexity.

The use of scenarios complemented open-ended questions to elicit a deeper understanding of the interviewee’s world and experience.

### Focus Group Discussions

Through FGDs, the design team sought to gather information about social norms and community-level practices. Facilitators sparked conversation with open-ended questions and gave the group freedom to explore topics and perspectives they identified as important. Facilitators encouraged storytelling,

bringing out examples that breathe life into the points the group was making.



Figure 8: Parents for Focus Group Discussion

Every evening, design teams reflected on the day's learnings, compiled and wrote the most important information collected in meta cards from their notes, golden quotes,<sup>1</sup> and observations and posted them on the wall. Each municipality design team used around 150 meta cards to document information collected in the field, including golden quotes from community members

every day. The field teams presented the information captured in the meta cards during the Define Phase workshop which led to insights which are presented in the Define Phase, below.

Facilitators conducted a total of 210 KIIs and 36 FGDS; participants included adolescent boys, girls, parents, religious leaders, schoolteachers, government workers, police, community-based organization (CBO) and NGO staff, health care providers, mothers' groups and FCHVs. [Annex 2](#) provides additional details.



Phase 2  
**Define**



The Explorer

## Phase 2: Define

When engaging in the HCD process, outcomes depend upon how participants define a problem. Definitions help make the problem more concrete (through insights), as specificity enables solution creation. During the Define Phase, the design team repeatedly reviewed research notes, observation forms, and photos to build a sense of the whole picture and to search for common themes. The objective was to document as much information as possible, discuss the information, create themes, sub-themes, generate insights, and create design challenges based on the insights.

<sup>1</sup> Golden quotes are quotes facilitators collected from the various audience members and valuable for the HCD process as they provide a reflection about CEFM from the audience perspective.

## Define Workshop



Figure 9: Define workshop session objectives

During the define workshop, each municipality team reviewed all discoveries written in the meta cards collected during the Empathize Phase to **identify key findings**.

During Step 1, each municipality design team reviewed the information during the Empathize Phase and separated the information placed on color-coded meta cards with different colors allocated to different categories of audiences. This demarcation eased audience identification during information clustering by themes. Clustering and forming **themes** and **subthemes** (Steps 2 and 3) based on the information collected. The design team then used the themes and subthemes to generate insights (Step 4). [Figure 9](#) summarizes this process. [Figure 10](#) shows the major themes that emerged across the six municipalities during the define workshops.

## Workshop Results

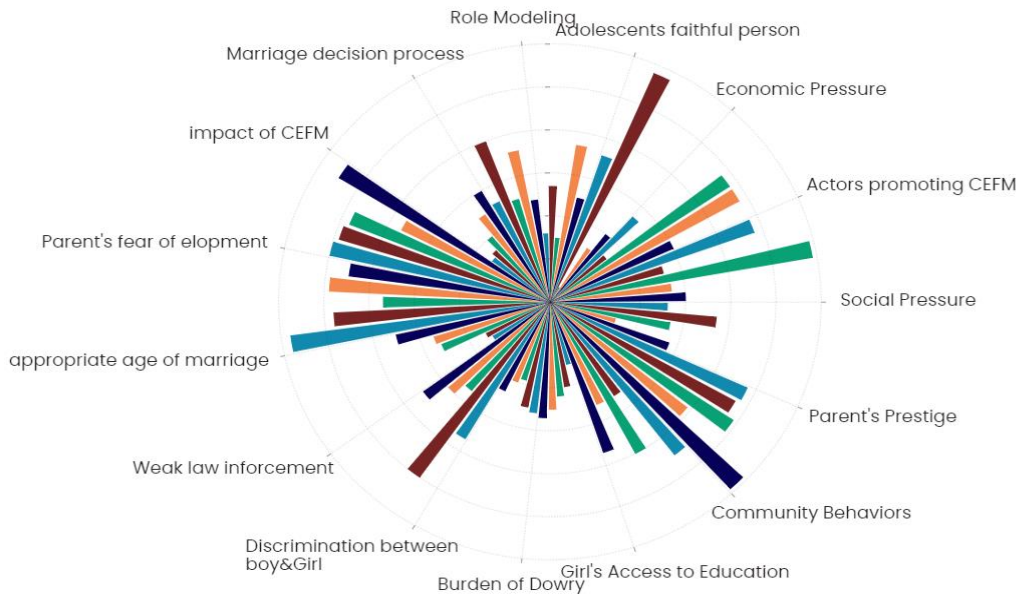


Figure 10: The major themes that emerged across the six municipalities during the define workshops.



Figure 11: Cluster of information during define phase

From among these themes, the design team used a consensus-based process to **identify key themes** most relevant to R-CEFM and related to overall design challenge. They identified five major themes:

- **Society values prestige (both family and individual):** Parents fear that if they expect their children to wait until they are 20 years old to marry, their children may elope. They also worry the community may start saying negative things about their family and the children which may add an obstacle to marry their children to a suitable match later.
- **Community members are indifferent to CEFM:** Community members, especially the educated and the influential think that the CEFM issue is not their problem; rather, they believe it is the

problem of members of the *dalit, janajati*, and other, lower castes. Therefore, others say that they cannot do anything to address CEFM.

- **The community does not acknowledge the prevalence of CEFM:** Some affluent and influential persons, political leaders, and social leaders think CEFM doesn't happen in the community. Such individuals believe that even if CEFM exists, it happens only because of poverty and among lower caste people. They are under the impression that municipality programs exist to assist these groups, but this is not the case.
- **Society does not value girls:** Audience members perceived that male members of a family remain in the family forever and earn for feeding the family, but daughters ultimately leave the family and earn for the family they marry into. Parents, therefore, do not want to invest in their daughters compared to their sons. They think they fulfill their responsibility to their daughter by investing into her marriage instead of her education.
- **Parents see girls as a burden:** Parents feel that keeping girls in the family or waiting till she is older to marry increases the burden of expenses and the likelihood that relatives will gossip about why the girl has not married.

The design teams then used these key themes to **develop insights within themes**. The six insights they created then served as a foundation for developing the design challenges.

### Developing Design Challenges

HCD design teams develop a “design challenge,” which is a question based on the insights they just generated. They then use the design challenge to generate ideas for solutions. After documenting the emerging insights, each municipality's design team worked in groups to examine the insights and generate design challenges. Facilitators then asked the teams to brainstorm about aspects of the particular insights they want to address. With quotes, and insights provided, the design teams reviewed and generated design challenges while bearing in mind the complexity inherent in efforts to reduce CEFM.

The teams produced six design challenges which complemented the insights they identified during the previous step.

#### Insight #1

Stakeholders do not acknowledge/internalize the presence of CEFM in all groups, regardless of religion, class, education, or place of residence.

In Madhesh Province, CEFM's prevalence is high across religious groups, level of education, place of residence, and wealth status. Eighty-three percent of women aged 20–24 married before the age of 20, compared to 76% of those in Karnali province and less than 60% in other provinces across the country.<sup>2</sup> However, the public perceives the problem to exist only among certain castes and in families with low socioeconomic backgrounds. Due to this perception, addressing CEFM remains a low priority in

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<sup>2</sup> Nepal Ministry of Health & New ERA. (2017). *NDHS*. See footnote 1.

government policy and programs. Certain ethnic groups dominate decision-making roles, and marginalized groups do not have the opportunity for meaningful participation. The dominant groups neither acknowledge the presence of issues within their group nor take a holistic approach to R-CEFM.

What we heard

*“People with specific caste and ethnicity have access to decision-making levels, while other castes, ethnicity, and poor people are left back, so the child marriage[s are] not decreasing.”*

– Religious Leader, Rajpur

*“Child marriage is prevalent in all the castes and ethnicit[ies].”*

– Government Officials, Durga Bhagawati

*“The local representative of the village should understand their responsibility because society follows them. They have the main role in stopping child marriage.”*

– School Management Committee

### Design Challenge #1

How might we meaningfully engage the local leadership in formulating effective programs to reduce child marriage?

### Insight #2

People who are willing to work against child marriage have not been able to come together.

Some people in the community, including parents, teenagers, social and religious leaders, political leaders, police, and staff, are against child marriage. They consider it a damaging tradition, but they are not organized and feel alone.

What the project heard

*“I am determined [to] marry my children after 20 years of age, but other people in my community don’t do so.”*

– Father, Jaleswar

*“I want to get married only after I start earning on my own, but my parents will not wait till then.”*

– Unmarried Adolescent Girl, Loharpatti

### Design Challenge #2

How might LCRCs, WCRCs, and informal child rights structures reduce child marriage?

### Insight #3

Parents marry their daughters at an early age, concerned about both damage to family reputation and the possibility their daughter will face allegations related to her character.



Parents prefer to find a reputable family and get their daughter married into it as early as possible. If a girl's marriage is delayed, the community's perception is that the daughter is more likely to suffer allegations related to her character, which makes finding a groom harder. This may result in lifelong humiliation for the daughter, even after marriage if marriage is delayed. To avoid possible allegations, parents restrict their daughter from traversing the village, talking with boys, and dating, and they also force their daughters to drop out of school if it is far away from their residence. Although elopement in reality occurs rarely in the six project municipalities, parents nonetheless experience anxiety over their daughter's reputation. This fear is so strong, parents even ignore possible serious health consequences that may arise due to early marriage, even though they are aware and may even have experienced them.

Parents select the boy whom their daughter marries without her participation in this decision-making process. They see it as their sole responsibility and assume their daughters cannot make the right choice. Furthermore, if the daughter chooses her own partner or elopes, the community holds her mother accountable for the daughter's actions; she potentially faces extreme pressure from family members and relatives. Therefore, mothers particularly push for early marriage.

What the project heard

*"Society thinks that if the girl gets married at an older age, there must be something wrong with the girl."*

– Adolescent boy, Rajpur

*"Who will guarantee to arrange my daughter's marriage if I don't get a suitable boy due to the allegations she could face for waiting 20 years for marriage?"*

– Parents

### **Design Challenge #3**

How might we increase the social prestige of parents who marry their daughters only after 20 years of age and, in doing so, help make their daughters more self-sustained?

### **Insight #4**

Affluent and influential leaders in the society are not proactive in reducing CEFM.

Influential leaders in society (e.g., wealthy persons, religious leaders, ethnic leaders, and high-ranking officials), to sustain their influence, condone the continuity of harmful social practices like CEFM by relating it to family prestige, thus creating an environment of fear. Community members perceive that affluent and influential leaders do not create an enabling environment for equitable access to quality and higher education, nor do they support capacity-building opportunities at the local level. The girls whose families disallow them to continue higher education are thus deprived of education and other opportunities, which makes marrying early more likely.

If any individual or family challenges the social norm, influencers, in the name of tradition and religion, blame and humiliate them for going against the established norms. Data shows that they also do so to hide CEFM within their own groups. Instead of addressing the issue in a holistic way, influential people project the issue of CEFM as prevalent only in specific groups.

What the project heard

*“Political leaders talk about child marriage in their speeches, but they do not have any concrete strategy to reduce child marriage. They have taken the child marriage issue lightly.”*

– Schoolteacher

*“The elders of the society can stop child marriage if they want.”*

– School Management Committee, Jaleshwar

*“Ward chairs are promoting child marriage, increasing girls’ [ages on their] birth certificate[s].”*

– Police, Loharpatti

*“People with specific caste and ethnicity [have] access to decision-making levels, and other castes, ethnicity, and poor people are left back, so the child marriage is not decreasing.”*

– Religious Leader, Rajpur

#### Design Challenge #4

How might we help affluent and influential people understand the power they have and encourage them to take concrete steps to reduce child marriage?

#### Insight #5

Parents do not prioritize their daughters’ education. Daughters then perform poorly in their studies, leading to them losing interest. They then marry off their daughters to fulfill their responsibility and save money.

The community believes women’s only job is to do household chores. Parents feel that if they teach their daughters to complete household chores in a timely fashion, then this is sufficient for their daughters to be qualified for their future role as a daughter and daughter-in-law. Even though they send daughters to the government school, parents see teaching household chores as more important than making daughters self-reliant through education. Parents do not believe investing in their daughters in any other way is to their benefit.

What the project heard

*“There is no use educating girls. After all, a girl has to do household work whether she is educated or not.”*

– Parent, Loharpatti

*“Giving much education preference to a girl is ultimately ruining self-prestige.”*

– FCHV, Durga Bhagawati

*“Being skilled in household work is more important for a girl than education; we engage our daughters in household chores so that they can fulfill the desires of the family when married.”*

– Mother of an unmarried girl, Jaleshwar

## Design Challenge #5

How might we convince parents to value girls as able to contribute to a family, especially if they marry later?

## Insight #6

As a girl gets older, she faces a higher possibility of allegations related to her character. Parents want their daughters to marry early, so the groom’s family bargains for a dowry to marry girls at a younger age.

The groom’s party is equally responsible for child marriage. Believing older girls may have had affairs in the past, the groom’s family wants their sons to marry younger girls. In addition, taking advantage of the bride’s parents’ sense of urgency to get their daughter to marry early, the groom’s family bargains for a dowry so their son can marry a younger girl. Dowries help convince and attract the groom’s family in return for shifting the burden (daughter) as soon as possible. Although the legal age for marriage is 20 years old, families turn to traditions, customs, and religion to define different marriageable ages for their convenience.

Parents and the community as a whole are aware of legal provisions for marriage. However, instead of investing time and money in a daughter’s education, parents choose to marry off their daughter early to avoid possible backbiting and allegations against their daughters’ character within society to preserve the family’s prestige. Parents rationalize their decision by referring to traditions, customs, and religion. Dowries also allow most young men to fulfill their immediate desires for material items like mobile phones and motorbikes.

What the project heard

*“Society thinks that if the girl gets married at an older age, there must be something wrong with the girl.”*

– Adolescent Boy, Rajpur

*“Child marriage takes place because of the societal pressure that their daughter won’t get an appropriate partner if [the girl gets] older.”*

– Religious Leader, Matihani

## Design Challenge #6

How might we make a boy more responsible for marrying a capable girl who has reached the age of marriage as they can play an important role in marriage decision-making?

## Design Challenge Results

Insight and design challenges shared with key stakeholders

The project shared the six insights and design challenges with the LCRCs and with participants involved in the Empathize and Define Phases from each municipality. The objective was to collect primary audiences’ feedback for further refinement.

Each municipality prioritized three out of the six design challenges they found most relevant to their municipality for ideation, prototyping, testing, and implementation (**Table 3**). As each municipality is funding their own solutions, they need to be the ones setting priorities.



Figure 12: Participants sharing their feedback

Table 3.

MUNICIPALITIES	#1	#2	#3	#4	#5
Durga Bhagwati, Rautahat		✓	✓		✓
Rajpur, Rautahat			✓	✓	✓
Jaleshwar, Mahottari		✓	✓	✓	
Matihani, Mahottari	✓	✓		✓	
Pipra, Mahottari	✓		✓	✓	
Loharpatti, Mahottari	✓		✓		✓

Design challenges selected by municipalities.

Note that a sixth design challenge of ‘How might we make boys more responsible for seeking to marry a capable girl who has reached a more marriageable age, such that the boys will play a significant role in marriage decision making?’ was initially included in the list but later dropped during the design challenge review process. The participants removed this design challenge because they thought boys have little influence in convincing their parents. Parents’ have much stronger decision-making authority. Therefore, the project utilized only five design challenges in the Ideate Phase.

## Phase 3: Ideate



### Phase 3 Ideate



The Architect

The two objectives of the Ideate Phase were to (1) generate as many ideas as possible for potential solutions that respond to the five final design challenges, and (2) provide opportunities for stakeholders to collectively consider, compare, refine, elaborate on, and prioritize the emerging solutions, keeping in mind the core needs, motivations, and desires of community members as well as those of key stakeholders (e.g., municipal executive bodies, section chiefs, parents, Child Club members, and WCRC and LCRC members) for the R-CEFM project.

## Methods

Facilitators organized three batches of workshops, each comprising two municipalities. This kept the ideation process creative, lively, and more interactive by limiting the number of participants in each batch. Each municipality still focused on their own regional priorities. The municipality design teams requested prioritization of female participation during the ideate workshop because male family members dominate decision making regarding CEFM at home.



Figure 13: Municipality Design Team during discussion

Participants needed to be at least one of the following to join the workshop:

- Member of the design team.
- Key influencer of local government or community.
- Decision maker within local government.
- Key NGO representative working on CEFM.
- Representative from the provincial government.

## Results

Overall, participants from the three workshop batches generated 177 ideas for the five selected design challenges. They filtered the ideas using an effort/impact matrix, placing the ideas they generated in one of the four quadrants based on where they felt the ideas were best suited (Figure 14). They discarded the ideas in the lower two quadrants (“Fill In Jobs” and “Thankless Tasks”) as they would most likely

## Solutions

**177**  
ideas

have no effect in CEFM reduction. The activities placed in the upper left quadrant need low effort and have higher impact, meaning municipalities will have to invest fewer resources to lower the CEFM rate, making them ideal to pursue.

After the ideate workshop, the R-CEFM Project team prioritized 14 ideas using a separate [checklist](#) based on relevance, impact, available delivery channel, cultural acceptability, innovation, GESI, and feasibility. The team shared these prioritized ideas with each municipality's LCRCs and WCRCs.

R-CEFM Project advisory committees also received the prioritized idea list. The advisory committees consist of five to nine active members, including the mayor, deputy mayor, chief administrative officer, women and children focal person, education focal person, social development focal person, health focal person, child welfare officer, and municipal executive members recommended by the mayor. The committee supports, monitors, evaluates, and provides advice on a regular basis to the R-CEFM Project on behalf of the overall municipality executive committee further prioritization of activities by key local stakeholders and influencers, based on the committee's aspirations for any proposed solution's effectiveness. The project advisory committee members are capable of adapting and allocating funds for R-CEFM activities in their municipality.

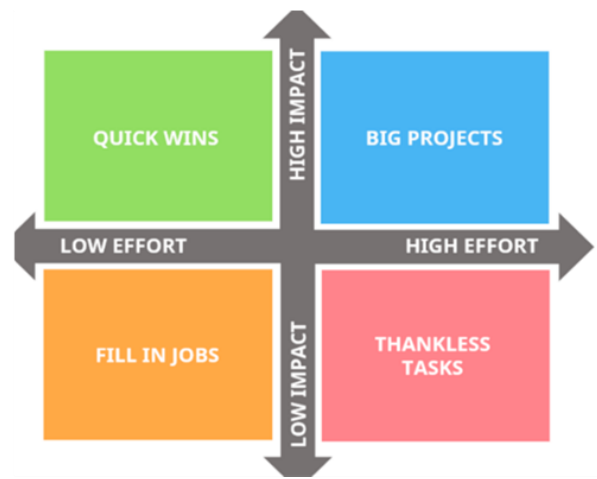


Figure 14: Prioritization quadrants which aid idea selection.

Activity ideas prioritized from 14 ideas

Each municipality prioritized different activities for this year from among the 14 implementation ideas that follow. Of these 14 ideas, municipalities selected between seven and 12 activities to add to their annual plan.

### Challenge 1: How might we meaningfully engage local leadership in formulating effective programs to reduce child marriage?

#### Activities

- 1.1. **Transform CEFM social norms:** The local government will enlist and mobilize religious leaders and other individuals who perform marriage ceremonies to discourage child marriage and transform existing social norms.
- 1.2. **Mobilize an all-party committee:** Municipalities will form ward-level all-party committees and mobilize them for reducing child marriage.
- 1.3. **Award ward chairs:** Every fiscal year, each municipality will offer an appreciation award to the ward chairpersons for wards with the lowest CEFM rate.

## **Challenge 2: How might LCRCs, WCRCs, and other community-level informal child rights structures reduce child marriage?**

### *Activities*

- 2.1. **Strengthen LCRC and WCRC capacity:** The municipalities will work to strengthen the capacity of the local formal and informal child rights structures at the local level and mobilize adolescent girls through engagement with their Child Clubs.
- 2.2. **Appreciate girls:** WCRCs will provide encouragement to and annually honor adolescents who refuse marriage when they were about to be married at an early age.

## **Challenge 3: How might we increase the social prestige of parents who marry their daughters only after 20 years of age and, in doing so, help make their daughters more self-sustained?**

### *Activities*

- 3.1. **Award parents:** Municipalities will organize an award event twice a year (during the Nepalese months of *Chaitra* and *Mangshir*) for the families who marry their sons and daughters only after they reach 20 years of age.
- 3.2. **Provide agricultural endowments:** The municipality will recommend to its agriculture section and local agriculture businesses to provide financial agriculture related incentives to support parents who don't allow their children to marry until they are at least 20 years old.
- 3.3. **Provide subsidies:** The municipalities will provide the families who don't marry off their children until they are at least 20 years old with certain subsidies on services and facilities like electricity and drinking water. They will prioritize such families while providing services from public agencies.
- 3.4. **Involve families in local committees:** Various committees at the local level or ward level will include members of the families who wait to have their children marry until they are at least 20 years old.
- 3.5. **Organize dowry-free group marriages:** Organize collective wedding ceremonies without dowry funding on a fixed date to support families who keep unmarried daughters of marriageable age at home.

## **Challenge 4: How might we help affluent and influential people understand the power they have and encourage them to take concrete steps to reduce child marriage?**

### *Activities*

- 4.1. **Form and mobilize R-CEFM committees of affluent and influential people:** Municipalities will form a committee comprising influential individuals and well-to-do people of the ward, provide legal recognition to the committee, and mobilize it for reducing child marriage.

## **Challenge 5: How might we convince parents to value girls as able to contribute to a family, especially if they marry later?**

### *Activities*

- 5.1. **Provide vocational training for adolescents:** The municipal assembly shall make necessary provisions to support the technical education for girls who pass grade 12 and ensure they receive employment opportunities to ensure their self-reliance.
- 5.2. **Publicly acknowledge “role model families”:** The municipality will publicize and acknowledge exemplary role model families by interacting with such families and acknowledging them in public programs, providing rewards, inviting them to social work, publicizing them on media or social media, and having WCRCs or LCRCs honor them.
- 5.3. **Award scholarships to girls:** WCRCs, Child Clubs, and local and provincial governments, will advocate for providing scholarships for girls to increase higher education access for adolescent girls from poor families.



Phase 4

**Prototype**



## Phase 4: Prototyping

The R-CEFM Team prepared prototypes for pilot testing in this phase based on the ideas generated in the Ideate Phase.

In this phase, participants fleshed out the 14 prioritized ideas into comprehensive activities with implementation details and associated monitoring indicators through several rounds of consultation and feedback with the municipalities. After reviewing the 14 activities with detailed implementation plans in consultation with the municipalities, the R-CEFM project team agreed to test seven of the 14 activities in the coming year. The activities selection was based on the following criteria:

1. Budget limitation and individual municipalities’ budget allocation for R-CEFM this year.
2. Municipality willingness to implement the activities.
3. Aspiration of the people in the municipalities observed during empathize research.
4. Time period available for implementation.

These seven prototypes, listed below, focus on creating an enabling environment for R-CEFM through advocacy and engagement of local leadership and also address, link the critical aspect of parental prestige with R-CEFM important for social normative changes.

### Seven Activities Prioritized for Prototyping

1. **Transform CEFM social norms.**
2. **Mobilize an all-political party committee.**
3. **Award ward chairs**
4. **Award parents**
5. **Provide subsidies.**
6. **Involve families in local committees.**
7. **Form and mobilize R-CEFM committees of affluent and influential people**



Participants deemed the remaining seven activities less important for prototyping because they are already in practice or part of existing government guidelines. The R-CEFM Project will still monitor any progress on these non-prototyping activities.



Figure 15: WCSC Chief of Rajpur Municipality presenting her prototype

LCRCs reviewed these activities to ensure compliance with government policies and procedures. They identified monitoring and evaluation indicators, along with approximate budgets and responsible departments/persons, to make the activities feasible for implementation.



Phase 5  
Test



The Maker

## Phase 5: Test

Breakthrough ACTION is now providing technical support to the six project municipalities while they implement the seven prototypes selected for testing during 2023. As the municipalities conduct the pilots, they will refine the prototypes based on field experiences that illuminate which activities are the most impactful or what parts of the activities modification to solve the CEFM problem. The municipalities will review implementation throughout the year to alter the activities for effectiveness and will monitor and evaluate the activities' effectiveness, according to a detailed monitoring plan which is currently in testing. The municipalities have allocated a budget for their selected activities for this fiscal year.

If found effective, the R-CEFM project will ensure continuation of the prototypes, document them, and integrate them into the R-CEFM Palika Package for sustainability and scale up.

## Conclusion

The R-CEFM Project has intentionally and purposefully involved stakeholders in this HCD process from the beginning, all the way through its final phase, involving them in analysis and decision making along the way. An initial outcome is unprecedented municipality and ward-level buy-in and commitment to R-CEFM. The learnings from the process provide a grounded foundation for innovative, municipality-led action to reduce CEFM poised for scale up to support wider implementation. A subsequent report will detail the monitoring and findings after the pilot test.

# Annexes

## Annex 1: Intent of the HCD Process

**Purpose:** To strengthen the municipality system and capacity of stakeholders to design SBC programs to reduce child, early, and forced marriage (CEFM) in Madhesh Province.

	CURRENT STATE	THE CHANGE	FUTURE STATE
<b>CURRENT STATE</b>	<p><b>The Challenge</b> The Nepal Government has announced its commitment to eliminating child marriage from Nepal by 2030. However, local governments are facing challenges in formulating effective policies and guidance documents to address this issue. Municipalities have not yet developed any action plans to combat child, early, and forced marriage (CEFM), and some officials are unclear about their roles and responsibilities in relation to CEFM. To tackle these challenges, the R-CEFM Project will support six focal municipalities in strengthening their local government systems and incorporating social and behavior change into the local planning process, with the aim of reducing CEFM.</p> <p><b>Formative findings</b></p> <ul style="list-style-type: none"> <li>•Women, children and senior citizen (WCSC) section has a CEFM mandate at municipal level</li> <li>•Section chief not empowered to take lead on R-CEFM, despite being mandated by the GON</li> <li>•Lack of evidence-based planning and follow-up of the planning process;</li> <li>•Lack of coordination within municipality and sections/teams;</li> <li>•No functional M&amp;E system</li> <li>•No specific structure with adequate roles, responsibilities and mandates to address CEFM and associated protection issues.</li> </ul>	<p><b>HOW DO WE GET THERE?</b></p> <p><b>From</b> → <b>To</b></p> <p>"No knowledge of SBC or how to develop programs for CEFM"</p> <p>"We don't know where to get resources for programs"</p> <p>"We don't reach out to community, do not collect any data"</p> <p>" We don't have specific structure with adequate roles, responsibilities and mandates to address CEFM."</p> <p><b>What are we going to do?</b> In conjunction with WCSC section chief, social development committee coordinator, ward secretary and other key actors, the project will help to clarify roles and responsibilities for how the government can support R-CEFM efforts. The project will seek locally appropriate, government-led, sustainable mechanisms and test the best ways to strengthen these systems.</p>	<p><b>FUTURE STATE</b></p> <p><b>Outcome</b> A user-friendly system owned and managed by the municipality designate that helps the municipality and ward level structures incorporate SBC activities for R-CEFM into their planning and implementation.</p> <p>Municipalities will develop audience-driven, locally appropriate, effective programs and then implement and monitor process and behavioral change closely to gauge success and areas for improvement.</p> <p><b>Success from different perspectives</b> <i>WCSC section Chiefs at municipality will say</i> "This initiative has helped me to effectively understand, develop, implement and monitor SBC activities to reduce CEFM "</p> <p>" Job aid is supporting us in providing coordination and technical support to the LCRC , WCRC, and other local structures"</p> <p><i>Implementing partners will say</i> "We would also like to support other municipalities to replicate the learnings from this project."</p>

**Focusing question:** "How might we strengthen the government's municipality and ward-level structures work with communities to support practices that lead to reductions in CEFM? ?"

## Annex 2: Key Audiences for Key Informant Interviews (KII) and Focus Group Discussion (FGD)

**ANNEX TABLE 1. KEY AUDIENCES FOR KIIS AND FGDs**

PRIORITY GROUPS	DISTRICT: RAUTAHAT		DISTRICT: MAHOTTARI				TOTAL
	Training #1		Training #2		Training #3		
	Palika #1	Palika #2	Palika #3	Palika #4	Palika #5	Palika #6	
<b>COMMUNITY MEMBERS</b>							
<b>Adolescent boys</b>							
Unmarried							
1. Younger							
2. Older							
3. Dom, Dusad, Muslim, and Chamar community	5 KIIs 1 FGD	5 KIIs 1 FGD	5 KIIs 1 FGD	5 KIIs 1 FGD	5 KIIs 1 FGD	5 KIIs 1 FGD	30 KIIs 6 FGDs
4. Part of Child Clubs							
5. Not part of Child Clubs							
Married							
1. With children							
2. No children							
3. Dom, Dusad, Muslim, and Chamar community	3 KIIs	3 KIIs	3 KIIs	3 KIIs	3 KIIs	3 KIIs	18 KIIs
<b>Adolescent girls</b>							
Unmarried							
1. Younger							
2. Older							
3. Dom, Dusad, Muslim, and Chamar community	5 KIIs 1 FGD	5 KIIs 1 FGD	5 KIIs 1 FGD	5 KIIs 1 FGD	5 KIIs 1 FGD	5 KIIs 1 FGD	30 KIIs 6 FGDs
4. Part of Child Clubs							
5. Not part of Child Clubs							

**ANNEX TABLE 1. KEY AUDIENCES FOR KIIs AND FGDs**

PRIORITY GROUPS	DISTRICT: RAUTAHAT		DISTRICT: MAHOTTARI				TOTAL
	Training #1		Training #2		Training #3		
	Palika #1	Palika #2	Palika #3	Palika #4	Palika #5	Palika #6	
<b>Married</b> 1. With children 2. No children 3. Dom, Dusad, Muslim and Chamar community	3 KIIs	3 KIIs	3 KIIs	3 KIIs	3 KIIs	3 KIIs	18 KIIs
<b>Parents</b>							
1. With young children 2. With adolescents, not yet married 3. With adolescents, already married	3 KIIs 1 FGD	3 KIIs 1 FGD	3 KIIs 1 FGD	3 KIIs 1 FGD	3 KIIs 1 FGD	3 KIIs 1 FGD	18 KIIs 6 FGDs
Dom, Dusad, Muslim, and Chamar community 1. With young children 2. With adolescents, not yet married 3. With adolescents, already married	3 KIIs 1 FGD	3 KIIs 1 FGD	3 KIIs 1 FGD	3 KIIs 1 FGD	3 KIIs 1 FGD	3 KIIs 1 FGD	18 KIIs 6 FGDs
<b>Religious leaders</b>	2 KIIs	2 KIIs	2 KIIs	2 KIIs	2 KIIs	2 KIIs	12 KIIs
<b>Journalists</b>	1 KII	1 KII	1 KII	1 KII	1 KII	1 KII	6 KIIs
<b>GOVERNMENT</b>							
<b>School (teachers, heads of school, school management committees)</b>	1 FGD	1 FGD	1 FGD	1 FGD	1 FGD	1 FGD	6 FGDs
<b>Police</b>	1 KII	1 KII	1 KII	1 KII	1 KII	1 KII	6 KIIs
<b>Government workers (ward, Palika)</b>	1 KII	1 KII	1 KII	1 KII	1 KII	1 KII	6 KIIs
<b>Political leaders</b>	1 KII	1 KII	1 KII	1 KII	1 KII	1 KII	6 KIIs
<b>INFORMAL SECTOR</b>							
<b>CBOs and local NGO staff</b>	2 KIIs	2 KIIs	2 KIIs	2 KIIs	2 KIIs	2 KIIs	12 KIIs

**ANNEX TABLE 1. KEY AUDIENCES FOR KIIs AND FGDs**

PRIORITY GROUPS	DISTRICT: RAUTAHAT		DISTRICT: MAHOTTARI				TOTAL
	Training #1		Training #2		Training #3		
	Palika #1	Palika #2	Palika #3	Palika #4	Palika #5	Palika #6	
<b>Organizations working for women's rights</b>	1 KII	1 KII	1 KII	1 KII	1 KII	1 KII	6 KIIs
HEALTH							
<b>FCHVs</b>	2 KIIs	2 KIIs	2 KIIs	2 KIIs	2 KIIs	2 KIIs	12 KIIs
<b>Mother's groups</b>	1 FGD	1 FGD	1 FGD	1 FGD	1 FGD	1 FGD	6 FGDs
<b>Health providers</b>	2 KIIs	2 KIIs	2 KIIs	2 KIIs	2 KIIs	2 KIIs	12 KIIs
<b>TOTAL</b>	<b>35 KIIs 6 FGDs</b>	<b>35 KIIs 6 FGDs</b>	<b>35 KIIs 6 FGDs</b>	<b>35 KIIs 6 FGDs</b>	<b>35 KIIs 6 FGDs</b>	<b>35 KIIs 6 FGDs</b>	<b>210 KIIs 36 FGDs</b>