What We Need to Know about Child Marriage Tool

UNHCR and Plan International

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Purpose

The What We Need to Know about Child Marriage (WWNK-CM) tool presents a diverse range of information that we may need to know about the context and the current child marriage practices and attitudes in order to plan for a strategic response. In particular, to deliver adolescent-girl responsive programming. The objective of this tool is not to find all pieces of information or answer every line of inquiry. This is likely very impractical given time and resources limitations in most humanitarian settings. It is important to only select those pieces of information that are essential for strategic decision-making and where gaps or inconsistencies in understanding persists. You do not need to structure your report findings according to the socio-ecological model, but it will help to organise the information according to these domains to help tease out strategies and interventions.

How to use this tool:

1 Review the WWNK-CM summary and then the full tool.

2 With your team, determine what pieces of information you already have or have access to. Use the Sources column for hints on where to collect information already available.

3 Use the BLANK version of the tool at the end of this tool to complete this information. You may want to consider using an online form for easy data collection and sharing. For example, KoBo Toolbox.

4 Identify the missing pieces of information and prioritise them. Ask yourselves:

QUESTION 1: Do we really need to know this to make a critical programmatic decision at this point? If the answer is "no", do not include.

QUESTION 2: Can we expect to collect reliable information, with the available time, resources and data collection opportunities? If the answer is "no", do not include

5 For all the questions you use, always use an intersectional lens to unpack the data for different sub-groups. In other words, how does X compare to Y. For example, is this the same for refugee communities, for younger adolescents, for married girls, for girls with disability, or members of the LGBTQI community? Consider, how has this been impacted by displacement or the crisis.

5 Design a methodology, using the **context analysis toolkit** to guide you, to collect the missing information within the timeframe and resources you have available. This may be a comprehensive desk review and/or a rapid or in-depth primary data collection with community members and/or staff.

6 You may also want to consult **Tool 1 Adolescents Assessment Framework** in Plan International's Adolescent Programming Toolkit for a broader lens of the needs and priorities of adolescents.

TIP

Remember!

Adolescents are not a homogenous group. Always use an intersectional lens to think through how different sub-groups may be affected or at greater risk than others. Ask yourself: How does group X compare with group Y? Is their experience the same? In particular:

• *Girls compared to boys*

• *People with diverse sexual orientations and gender identities*

• *Younger girls (10 to 14) and older adolescent girls (15 to 19)*

• *Younger boys (10 to 14) and older adolescent boys (15 to 19)*

• *Ever-married girls (e.g. girls who have been married, divorced, or widowed) and young mothers compared to girls who are not married or mothers*

• *Refugee, internally displaced, migrant, compared with the local communities.*

• *Children and adolescents with different types of disabilities*

• *Compounding forms of child protection and GBV risks such as the linkages between child marriage and children associated with armed forces and groups (CAAFAG), or related to family separation*

Summary table

Level	What We Need to Know about Child Marriage
Individual **e.g. girl / child** Vulnerability to child marriage, access to basic needs and services, hopes and aspirations	• **Vulnerability profile** of children and adolescents and their family vis-à-vis child marriage • What **protection concerns** are girls facing? Is this different for boys? • **Who is at risk** of child marriage and why? • **Who is already married** or has experienced marriage (i.e. "ever-married")? Why did they get married? Was the marriage self-initiated or forced by others? What capacities or barriers do ever-married girls face in accessing services and support? • **Impacts** of child marriage on girls (and/or boys), early pregnancy and/or motherhood, education and access to rights and registration. • Participation and **decision-making power of adolescents**, especially girls.
Relationships and family Risk and protective factors at the level of caregivers and the family	• Who are girls married to (**spouse profile**)? • What **factors push parents/caregivers** to practise child marriage? For example, household access to food security and livelihoods to meet basic needs including income-generating opportunities for parents/caregivers or spouse. • Safety of the **home environment.** • Social and gender norms: **Expectations and values** placed on girl children versus boy children, including caregivers' attitudes to education, employment, marriage and relationships. • **Influences of peers** on decision making in favour of or against child marriage, such as idealising marriage, peer group engaging in marriage practices or not.
Community Risk and protective factors in the community environment, social norms and community services	• Access to information on the **benefits of delaying marriage and availability of alternatives** to marriage for girls. • Perspectives and **rewards for community leadership** (community, administrative, religious leaders) to engage in or deter child marriage. • **Community capacities and attitudes** to protect girls from child marriage – e.g. support structures. • **Capacities and attitudes of community-level services** to support at-risk and ever-married girls and their families. • **Social and gender norms and cultural practices** that influence the acceptability of child marriage, such as practices that may be associated with puberty, menstruation or other markers of adolescence and/or transition to adulthood.
Humanitarian capacity and coordination Staff knowledge and attitudes risk mitigation, and prioritisation of child marriage and adolescent girls.	• Shifts in trends of **child marriage practices and decision making**, now vs before the crisis. • **Capacity of the humanitarian response and coordination** to identify and address risks associated with the delivery of aid and child marriage and include girls who are married, pregnant and/or young mothers. • Programme and **practitioner attitudes and knowledge** to support all adolescent girls. • What **barriers do ever-married girls face** in accessing services and support? • **Status of refugee protection processes** with cases of child marriage. • **Prioritisation and visibility** of tackling child marriage as a major protection concern across the sectors and among donors and government.
Society Laws, policies, legislation, services and enabling environment	• **Child marriage policy and legislation** at national and regional level including legal age of marriage and exemptions, legal age of consent to sex, married and pregnant girls' access to education. • Legal framework and enforcement of **laws and rights for refugee and/or displaced communities.** • **Identification of national organisations and action plans** to tackle child marriage and their capacity to do so. • **Formal and informal** marriage registration and ceremony processes, main strengths and gaps. • Status of (child) **marriage and birth registration** and information management systems.

Individual

Relationships And Family

Community

Humanitarian Capacity And Coordination

Society

Level: Individual

Questions	Comments / Considerations	Suggested source
Child Protection / Vulnerability to child marriage and impact on children		
1. What protection concerns are connected with child marriage risks? 2. At what age are children being married? Is this the same for girls and boys? 3. Which children are at-risk of child marriage? 4. Which children are already or have ever been married or have children? 5. Why did these specific children get married or have children early? 6. Are there other child protection of GBV risks interlinked with child marriage? For example, CAAFAG? 7. What decision-making power did ever married children have over the decision of who and when to marry? 8. Are some child marriages being initiated by children / adolescents themselves? What do these decision-making pathways look like. 9. What are the impacts of child marriage on girls? On boys? *Also create a profile on the spouse. See the Relationships and Family level for details.*	**Think about:** ● Family separation and available alternative care arrangements ● Maltreatment in the home or lack of basic needs e.g. physical, psychological and sexual violence, abandonment and other forms of neglect. ● Child marriage trafficking, abduction, recruitment into armed groups, extremism, unaccompanied and separated children, child or female headed households. ● Legal status such as birth certificates and other civil registration and documentation or refugee registration. **Has the child marriage risk profile changed as a result of the crisis dynamics or forced displacement? If so, how?** **Think about negative impacts:** **What are the main consequences** of child marriage for girls and boys? ● Think about physical violence, sexual violence, psychosocial distress, coercive control, economic harm, educational access. ● What are the health consequences of child marriage, including pregnancy, STIs, illness and injury, psychological impacts, including suicide and self-harm? ● Does the child marriage prevent the married child from accessing resettlement and durable solutions? ● Think about the immediate short-term as well as the long-term impacts such as missed education and future livelihood opportunities. **Think about possible benefits or advantages for married children:** ● Social status and access to supportive networks as a married girl/woman? E.g. access to contraception? Decision-making power? Mobility?	**Secondary data collection:** Gender analyses; thematic reports; child protection/ GBV/ SRHR/Health assessments; CPIMS/GBVIMS and ProGres; Household surveys; project reports and evaluations, RRPs and other coordination strategic documents. **Primary data collection:** adolescent profile tool, visioning tool, a day in the life of tool, **Children, adolescents and youth (married and unmarried), service providers** (include where safe and ethical police and security actors) and community stakeholders.

Individual

Relationships And Family

Community

Humanitarian Capacity And Coordination

Society

Level: Individual

Questions	Comments / Considerations	Suggested source
Participation, decision-making power and trust.		
10. How do girls/boys spend their time at home? 11. How do girls/boys spend their time outside the home? 12. Consider, how has this been impacted by displacement or the crisis.	**Think about comparative amounts of time spent on:** • Domestic work such as cleaning, collecting water / firewood, caring for relatives or siblings • Paid work (in-kind or monetary). • Leisure/play/entertainment. • Education/studying/skills building. • Children / girls clubs and safe spaces. • Activities at home and outside the home with friends. **Are there opportunities for girls and boys to meet and interact together without fear of gossip or social ramifications?** **Do girls and boys have access to life skills? This can increase agency and promote bodily autonomy, particularly around prevention of early pregnancy and transmission of HIV/Aids and other STIs as well as increasing awareness of intimate and peer relationships.**	**Secondary data collection:** Rapid Gender analyses (RGAs); thematic reports; project reports and evaluations; GBV/SRHR ad CP assessments. **Primary data collection:** children adolescents or youth (married and unmarried), service providers and community stakeholders.*
13. What kind of decisions do adolescent girls have a say in (and how big is their say)? Think about decisions at home, among friends, in the community. 14. Do girls/boys typically have a say in marriage decision making?	**Think about factors that influence girls' decision-making power at the following levels:** • Individual (how to dress, with whom to socialise, whether to go to school, what to study, what kind of work to engage in, whether or not to marry). • Household (who goes to school, who goes to work, who does the chores, who takes decisions and who is listened to). • Community (leadership committees, peer support groups).	**Secondary data collection:** Gender analyses; thematic reports; project reports and evaluations; GBV/SRHR assessments.; **Primary data collection:** children, adolescents or youth (married and unmarried), service providers and community stakeholders.
15. Who do children/adolescents trust and confide in when they need help? For example, peers, parents, teachers etc.	**Think about,** • What do children/adolescents do when they have trouble at home? • Are there any social norms or practices that prohibit children/adolescents from speaking out about problems that they are facing with others? • Have these people been accessible to children/adolescents during the recent crisis or displacement or has this changed?	**Secondary data collection:** Gender analyses; thematic reports; project reports and evaluations; GBV/SRHR assessments. **Primary data collection:** children, adolescents or youth (married and unmarried), service providers and community stakeholders, parents and caregivers, teachers, community or religious leaders.
Access to information		
16. How do children and adolescents receive information about child marriage or alternative opportunities to marriage?	**Think about,** • How do adolescent girls currently receive information and what are their preferences for receiving information? • What are trusted sources for adolescent girls? • What are the best communication channels to reach married children versus children at risk of marriage (and their families)?	

Level: Relationships and family

Questions	Comments / Considerations	Suggested source
Spouse profile		
1. Who are girls married to? Create a spouse profile.	**Think about:** ● The typical way girls enter into child marriages ● The average age of girls' husband's ● What are the husbands' expectations of his young wife? What motivated the marriage for him? ● Is there a different profile for younger adolescent girls (10-14) compared to older adolescent girls (15-19)? ● The typical economic status of husbands ● The preferred nationality / asylum or refugee status / local for a husband ● Do men typically have multiple wives? If so, how old are his other wives? Are all the wives of the same group or identity? ● What position will the child wife have among the other wives? What does this mean for her power, status, and access to resources in the family or community? ● Was a bride price, dowry, or a gift given or promised? Has this custom changed because of the crisis? For example, the type or amount of the gift? ● Who do gifts typically get given to? For example, girl's parents, the couple, someone else? ● Once married, where does the couple live? Alone or with his family or another arrangement? ● How are decisions made among the couple usually? ● Are there other factors specific and important to the marriage arrangement or expectations?	**Secondary data collection:** existing research on child marriage, programme reports, gender analyses, refugee registration data **Primary data collection:** boys and men married to girls under 18 or who were under 18 at the time of marriage; parents of married children, men and women in the community; with religious or community leaders.
Household food security and livelihoods *See also section on Access to services: Livelihoods in Humanitarian capacity and coordination level*		
2. To what extent are basic needs being met in the child's family (pre-marriage)? • What factors promote access to basic needs? • What factors limit access to basic needs? 3. To what extend do girls feel their basic needs are being met by their parents or caregivers?	**Think about:** ● How the security and safety situation in the community affects access to basic needs. ● Ability to own resources, income, assets and/or ownership of land, access to markets and livelihoods. ● Access to food security, social protection, CVA or other economic support for families and how to access it. What criteria is used to determine support? ● Nutrition status and support, especially for adolescent girls, pregnant girls and young mothers. ● Shelter needs of children, particularly children who are on the move or unaccompanied/separated. ● WASH needs of adolescents/girls, including access to MHH products and private and safe access to showers and latrines. ● Health or medical needs of children/ adolescents and/or close family members. ● Educational needs including financial costs to travel to and from school or school incidentals such as uniforms, safety of the school environment (conflict, harassment or abuse). ● How displaced and host communities might be affected differently.	**Secondary data collection:** Situation and sector/response reports; Gender analyses; thematic reports from FSL and protection; multi-/sectoral service mappings, SRSG-CAAC, ILO, GNB. **Primary data collection:** service mapping; service providers/ response actors; household surveys; community stakeholders.

Level: Relationships and family

Questions	Comments / Considerations	Suggested source
Household food security and livelihoods *See also section on Access to services: Livelihoods in Humanitarian capacity and coordination level*		
4. What are the main income-generation opportunities for adults (parents / caregivers) in the host / displaced/ refugee community?	**Think about:** ● Do displaced communities have the right to work? ● Are there worker rights available for the refugee population? ● What is the impact of the crisis on the labour market and how does this affect household income? ● Main sectors and industries that adults can work in and potential restrictions for at-risk groups. ● Training, financial and other supporting services relevant to these sectors (products/services). ● Are women able to work outside the home? Are they mainly engaged in informal sector work?	**Secondary data collection:** Situation and sector/response reports; Gender analyses; thematic reports from FSL or market analyses **Primary data collection:** community stakeholders or community members; household surveys
5. What are the coping mechanisms of families to meet basic needs?	**Think about:** ● Who in the household is responsible for income, including children. ● Household ability to own resources, income, assets and/or land, in particular for girls and women. ● Household access to food security, livelihoods, social protection and safety nets, including CVA or other economic support. ● How families are adjusting or changing behaviours or actions to accommodate the worsening environment such as eating less, or parents skipping meals. ● Social support networks within the family, community or via diaspora. Also consider online support.	**Secondary data collection:** Gender analyses; thematic reports; project reports and evaluations; GBV/SRHR assessments. **Primary data collection:** children, adolescents or youth (married and unmarried), service providers and community stakeholders, parents and caregivers, teachers, community or religious leaders.
6. Impact of the marriage in accessing basic needs provided by humanitarian aid. Particularly In refugee settings.	**Think about:** ● Since the transfer of the child/wife's data from the parents to the husband's ration card/registration card is typically not possible, what is the impact on the couple to access services and food? ● What challenges does this pose? ● What is the impact of this on girls access to services? Does this affect child marriage decision making on the part of the husband or the parents?	**Primary data collection:** service providers, community stakeholders and leaders; parents and caregivers.

Level: Relationships and family

Questions	Comments / Considerations	Suggested source
Family and caring environment		
7. How safe and caring is the home environment for children and adolescents? Are parents / caregivers able to care of their children? 8. What are the views and expectations of caregivers on the (gender specific) roles and responsibilities of adolescents? 9. What are the main reasons that families use to condone child marriage? 10. Who are the decision-makers regarding child marriage practices?	**Think about:** ● Risks and protective factors in the relationship between children and their caregivers e.g. parental distress, violence, absence, neglect, drugs/ alcohol abuse, parenting skills, communication, or participating in joint activities. ● Availability of social and emotional support for caregivers e.g. partner support, peer support, family / social support. ● Availability of quality family-based alternative care for separated girls. ● Level of awareness on child rights, gender equality and the harmful impact of child marriage. ● Gendered norms that influence how parents raise boys and girls; permit access to services such as education; and justify / condone child marriage. ● Roles, responsibilities and expectations placed on daughters versus sons. ● Household income poverty and dowry (money exchange from the bride's family to the groom's family) or bride price (from the groom's family to the bride's family) practices. ● Social and gender norms or cultural practices associated to adulthood e.g onset of puberty or menstruation, milestones or initiations marking adolescence, early pregnancy ● Lack of access to education / learning opportunities for children. ● Perceived protection of child marriage for girls. ● Crisis-specific pull or push factors such as conflict, migration or family separation. **Think about who is influential within and outside the family,** ● Parents – mother and father ● Extended family – paternal compared with maternal side. Male relatives compared with female relatives ● In-laws ● Community stakeholders (e.g. religious, community or traditional leaders)	**Secondary data collection:** CP/GBV reports; Gender analyses; thematic reports, needs assessments, RRPs and other strategic documents, research, programme evaluations. **Primary data collection:** community stakeholders or community members; household surveys, parents and caregivers, children and adolescents, frontline workers.

Level: Relationships and family

Questions	Comments / Considerations	Suggested source
Intimate relationships *Inc. SRHR, see more in the Access to services: Health under Humanitarian capacity and coordination		
11. What are the views and expectations of husbands / in-laws on married girls? 12. What are the views and expectations of wives / in-laws on husbands / married boys? 13. What is the ability to discuss and decide on family planning or sexual health matters among husbands/wives? 14. What sexual and reproductive health support is provided to young married girls / couples?	**Think about:** ● Roles, responsibilities and expectations placed on married, divorced and widowed adolescent girls by husbands / in-laws. ● Attitudes towards (gender-based) violence against married girls. ● Participation of husbands of married girls in family planning, prenatal care, delivery support, maternal and infant health. ● Education regarding prevention of HIV/AIDS and other STIs. ● Girls' rights in marriage, including to seek divorce or annulment of marriage. ● Roles of community groups, peer support, outreach workers in promoting positive health care-seeking behaviours by young married couples.	**Secondary data collection:** Gender analyses; thematic reports; project reports and evaluations; GBV/CP assessments; **Primary data collection:** service providers and community stakeholders; adolescent girls or youth (married and unmarried), spouses, parents and caregivers.
Peer relationships		
15. What role do peer groups (same and opposite sex) have on decision-making in favour or against child marriage? 16. Are adolescents permitted to engage in intimate relationships? 17. What social and/ or cultural risks are associated to such relationships? 18. Are adolescents permitted to engage in peer relationships with the opposite sex? Is there a specific age or milestone when this becomes more challenging (for example, puberty)?	**Think about:** ● The influence of older / young children, siblings, cousins and other family members. ● Attitudes of peers towards marriage and future aspirations ● Is the peer network is engaging in child marriage? ● What do peers assume to be the benefits of marriage?	**Secondary data collection:** Gender analyses; thematic reports; project reports and evaluations; GBV/SRHR assessments. **Primary data collection:** service providers and community stakeholders; adolescent girls or youth (married and unmarried).

Individual

Relationships And Family

Community

Humanitarian Capacity And Coordination

Society

Level: Community

Questions	Comments / Considerations	Suggested source
Community capacities to protect children from child marriage		
1. What capacities exist in the community that help to prevent child marriage?	**Think about:** ● What measures taken by communities to protect children from child marriage? ● At what age does the community permit / expect marriage? ● What are formal and informal services providing alternatives options to marriage? ● Which local groups and actors are currently working to prevent child marriage? Consider religious and community leaders, child protection committees, anti-trafficking groups, women's rights groups, child/adolescent/ youth groups, school groups and teachers, national social systems, etc. ● Are there specific services or additional support for refugees, internally displaced people, migrants and other minorities? ● Do married children, particularly girls, participate in community-level action? ● Are there female and male role models in the community demonstrating alternative pathways? This is especially important for girls and women.	**Secondary data collection:** Gender analyses; thematic reports; project reports and evaluations; needs assessments, community project reports, evaluations or annual reports of local organisations. **Primary data collection:** community and frontline service providers and community stakeholders; religious, traditional and community leadership. Adolescents and youth (married and unmarried); women-led or youth-led groups including human rights groups; community-based organisations and committees.
2. What are the main social and gender norms and cultural practices influence child marriage? 3. Perspectives and rewards for community leadership to engage in or deter child marriage(community, administrative, religious leaders).	**Think about:** ● Child marriage as a traditional dispute resolution / informal justice mechanism e.g. child marriage to pay off debt, marriage to rapist, marriage because of unplanned pregnancy, marriage to overcome family honour/shame. ● Social constructions of gender, power and privilege and male regulation of / control over female bodies, sexuality, choice and consent. ● Does the community celebrate or disapprove of child marriage? ● Has this changed since the crisis or displacement? ● What social and gender norms condone child marriage, and what norms help to prevent child marriage? ● Are the social and gender norms of either the host or refugee population affecting child marriage practices?	**Secondary data collection**: Gender analyses; thematic reports; project reports and evaluations; needs assessments, community project reports, evaluations or annual reports of local organisations. **Primary data collection:** community and frontline service providers and community stakeholders; religious, traditional and community leadership. Adolescents and youth (married and unmarried); women-led or youth-led groups including human rights groups; community-based organisations and committees.

Level: Community

Questions	Comments / Considerations	Suggested source
Community capacities to protect children from child marriage		
4. Capacities and attitudes of community-level formal and informal services to support at-risk and ever-married girls and their families.	**Think about,** ● How open and supportive are community-based networks or services accessible for adolescent girls? These can be formal or informal. ● What supportive structures exist in the community? For example, women's groups or hotlines	**Secondary data collection**: Gender analyses; thematic reports; project reports and evaluations; needs assessments, community project reports, evaluations or annual reports of local organisations. **Primary data collection:** community and frontline service providers and community stakeholders; religious, traditional and community leadership. Adolescents and youth (married and unmarried); women-led or youth-led groups including human rights groups; community-based organisations and committees.
5. To what extent are adolescent boys and male youth engaged in discussions about child marriage?	**Think about,** ● If boys are comfortable or stigmatised for speaking out on child marriage ● Are boys and men included in the consultations to understand their perspectives and be involved? ● What are the attitudes of boys and youth about child marriage?	
Access to information, sharing information		
6. How do families and communities receive information about child marriage and opportunities for girls' futures?	**Think about, for example:** ● How do families and communities receive information? ● From whom do they trust information? ● Who do they pass information to? ● Are there differences between population groups, e.g. refugee/host; rural/urban? ● What are the best communication channels to reach married children versus children at risk of marriage (and their families)? ● What strategies will work best to engage men and boys in order to change cultural and gender norms?	**Secondary data collection**: Gender analyses; thematic reports; project reports and evaluations; needs assessments, community project reports, evaluations or annual reports of local organisations. **Primary data collection:** community and frontline service providers and community stakeholders; religious, traditional and community leadership. Adolescents and youth (married and unmarried); women-led or youth-led groups including human rights groups; community-based organisations and committees.

Level: Humanitarian capacity and coordination

Questions	Comments / Considerations	Suggested source
Patterns and scale of child marriage prior to versus during the crisis		
1. What was the trend of child marriage in the pre-crisis/ displacement context? • What was the prevalence of child marriage prior to the crisis? • What were the main drivers and protective factors of child marriage prior to the crisis? • Are the dynamics or threat of the crisis creating risks for child marriage? For example marrying girls to deter girls form being abducted by armed groups? • What was standard customary practice round marriage pre-crisis? • What trends are increasing or newly emerging as a result of the crisis?	**Think about,** • How common was the practice of child marriage prior to the crisis? • What was the average age of girls and boys entering into marriage / union prior to the crisis? Has this changed due to the crisis? • How many children were (estimated to be) married prior to the crisis? • What were the main drivers of child marriage prior to the crisis, at individual, family, community and societal level? Are there new drivers? • What are the factors that have compounded the situation over time? • Consider norms around divorce, widows, single parents, polygamous marriages. What about for unmarried pregnant girls? • What do children, parents and communities view as the most serious impacts of child marriage? • Who was involved in the marriage process and decision-making. Has this changed? • How effective and accessible (geographically, financially, linguistically, low literacy, disability, child-friendly, etc.) were civil registration systems vis-à-vis birth and marriage registration?	**Secondary data collection**: child protection/GBV assessments; CPIMS/ GBVIMS and ProGres; MIRA and other cluster assessments; CRVS. **Primary data collection:** Household surveys; community stakeholders and members; traditional, religious and community leadership; children adolescents and youth (married and unmarried); parents and caregivers.

Individual

Relationships And Family

Community

Humanitarian Capacity And Coordination

Society

Level: Humanitarian capacity and coordination

Questions	Comments / Considerations	Suggested source
Capacity and coordination		

2. What are the capacities and gaps in knowledge and skills among Chid Protection and GBV practitioners to deliver quality services to girls at-risk or girls already married?
 	
3. Is child marriage a priority across the humanitarian response?
	Think about,
	● What programming and services are currently available tailored to girls / adolescents / ever married children?
	● How competent are staff in completing these activities?
	● What are the main reasons that prioritising child marriage programming is challenging?
	  - Lack of or low understanding about the issue of child marriage (what it is, why and how often it is happening, etc.).
	  - Lack of or low expertise to implement actions to address child marriage (knowledge and skills).
	  - Lack of or low human resources (dedicated staff availability).
	  - Lack of or low technical guidance or tools.
	  - Lack of or low funding.
	  - Lack of or low commitment organisational commitment to address child marriage. in the organisation
	● How adapted are case management services to meet the needs of girl at risk or to competently handle cases where girls are already married?
	Think about,
	● Has child marriage been identified as a concern among the community during needs assessments?
	● Was data collected directly with community members, including children and adolescents where they could have raised concerns on child marriage?
	● Are donors, humanitarian and national actors informed and aware of the risks crises and displacement pose for elevating the rates of child marriage?
	● Is child marriage being discussed as a concern among advocacy efforts?
	● Is there push back to discuss child marriage by the humanitarian community citing it as outside the humanitarian mandate?
		Secondary data: coordination mechanisms mapping reports, programme reports, evaluations,
		
		Primary data: Capacity and gaps mapping survey and KIIs with staff from frontline workers to local partners and national coordinators, senior management, and other influential representatives.

Individual

Relationships And Family

Community

Humanitarian Capacity And Coordination

Society

Level: Humanitarian capacity and coordination

Questions	Comments / Considerations	Suggested source
Access to services: Education and skills		
4. What is the impact of child marriage on education (participation, access and safety) for children at-risk of marriage and married children? • For girls: are they able to stay in school once married or pregnant/ mothers? • What barriers do they face? For example stigma or bullying? • For boys: do married boys stay in school or drop out? If so, why?	**Cover all relevant types of education: formal, non-formal, informal learning, ECD services, remedial education, technical and vocational education and training (TVET).** **Think about:** • How do dropout and enrolment rates compare before versus during the crisis? Disaggregate by age, sex, disability and other diversity factors. • How is child marriage / pregnancy / motherhood viewed and responded to within schools and the wider education sector? • What resources are needed to support girls who are married, pregnant and/or mothers to access learning? • What are community attitudes towards girls' education? Do these differ for girls who are married, pregnant and/or mothers versus unmarried girls? • What are the needs, views and priorities of ever married girls or young mothers; out-of-school children? • Do girls value education? • What aspirations do they have for their future?	**Secondary data collection:** Gender analyses; thematic reports on education and child marriage; education assessments; project reports and evaluations. **Primary data collection:** education and protection service providers; community stakeholders; consultations with adolescents and/or youth.
Access to services: Health inc. SRHR and MHPSS *See also intimate relationships in relationships and Family.*		
5. Do adolescents have access to age appropriate sexual and reproductive health information and services? • What barriers may they face in accessing services? 6. Are lifeskills or comprehensive sexuality education services available to children and adolescents? 7. Do children/adolescents have access to any mental health or PSS support services?	**Think about:** • The age at which girls and boys begin to engage in intimate relationships. • Access to comprehensive sexual education both in and out of school. • Understand the law on age of consent, and age of marriage and any other age-bound restrictions in accessing services. Consider that marital status may change access. • Do adolescents need parental consent to access contraception? • Does marital status change access to contraception or family planning services? • What happens in cases of unintended / unwanted adolescent pregnancy? Are abortion services safe, legal and accessible? **Think about,** • Access to skills and knowledge that builds their confidence to express their views, build healthy relationships, protect themselves, seek support and access services. • Taboos around sexuality and promiscuity that may restrict participation • If available, were adolescents involved in designing and/or delivering the curriculum? **Think about,** • Safe spaces for children, or women and girls' safe spaces • individual or group PSS activities • Case management services • Taboos and attitudes around accessing or seeking out mental health support	**Secondary data collection:** Gender analyses; thematic reports; health/SRHR assessments; national Demographic and Health (DHS) Surveys; project reports and evaluations. **Primary data collection:** health service providers and community stakeholders; consultations with adolescents and youth (married and unmarried).

Level: Humanitarian capacity and coordination

Access to services: Livelihoods		
8. What is the impact of the crisis on economic and livelihoods opportunities for married and unmarried girls and boys? • How does marriage status affect these opportunities?	**Think about:** ● What decent work opportunities exist for adolescents, in particular adolescent girls? ● Is childcare available for young mothers at work, other services or skills building opportunities? ● Do family members typically help with child care? ● Do married/unmarried adolescents typically work in family businesses or the informal sector? ● Are training, apprenticeship and legal employment opportunities accessible for adolescents of working age? ● Are adolescents entitled to cash and voucher assistance (CVA)? If so, who? ● What is the role of girls and women in receiving and managing family economic resources. ● Financial literacy of adolescents, particularly girls. ● Views and aspirations of adolescents with regards to their education and (future) employment. ● Do girls see marriage as a route to economic security?	**Secondary data collection:** Gender analyses; thematic reports; food security and livelihoods including cash assessments; economic market survey; published household surveys; needs assessments. **Primary data collection:** service providers and coordinators; community stakeholders and members; children adolescents and youth (married and unmarried); parents and caregivers.
Risk mitigation		
9. Are there any child marriage risks associated with humanitarian action?	**Think about,** ● Are humanitarian actors aware of child marriage risks associated to the delivery of aid? Do they know how ti mitigate these risks effectively? ● Do humanitarian actors have child safeguarding and PSEA measures in place that prohibits employees and related personnel from engaging in / promoting child marriage? ● Are there indications that humanitarian actors are involved in child marriage? ● Mitigation measures known to be effective in preventing child marriage risks.	**Secondary data collection:** sector reports, GBV reports, situation reports. **Primary data collection:** service provides and frontline staff; sector or cluster coordinators, PSEA and SG focal points, CP/GBV technical leads.

Individual

Relationships And Family

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Humanitarian Capacity And Coordination

Society

Level: Society

Questions	Comments / Considerations	Suggested source
Child marriage policy and legislation		
1. What are the provisions of the national legal framework to prevent child marriage? • How are these enforced and how are they applied to the refugee community? 2. What are the provisions of the national legal framework to protect and respond to ever married girls? • How are these enforced and how are they applied to the refugee community?	**Think about:** ● Laws criminalising child early forced marriage (including under child protection, marriage laws and exceptions, family violence, GBV, slavery and trafficking legislation)? ● Are there national or sub-national child marriage plans / strategies / policies to eliminate child marriage? Do these include refugee populations? ● What are legal provisions and gaps regarding response services, including justice/legal support for survivors of child marriage including under child protection, family violence, SGBV, slavery and trafficking legislation? ● Formal systems, customary laws and religious laws	**Secondary data collection:** Country reports, shadow reports and concluding observations from Human Rights Council Committee on Rights of the Child, Committee on Elimination Discrimination Against Women. **Primary data collection:** local human rights groups, women-led organisations, youth-led organisations, national policy makers and government ministers and judiciary.
Child marriage actors and capacities		
3. Which actors and services currently exist to support children and adolescents in, or at risk of, child marriage?	**Think about conducting a service mapping with relevant types of service providers and their eligibility criteria:** ● Government, UN, local, national and international NGOs and local organisations or networks including schools and other services used by adolescents ● Actors by geographic areas, sector, target group. ● Cover services across the following areas: ● Formal, non-formal, informal education and ECD. ● Child protection and GBV services (including safe houses for girls at risk of CEFM and for girls – including young mothers – leaving CEFM). ● Social welfare workforce. ● Health including MHPSS, SRHR and MHHM. ● Livelihoods, CVA and social protection. ● Legal services / justice support. ● Child helpline.	**Secondary data collection:** Collect service mappings from the WG/ sectoral groups/ clusters or conduct service mappings. **Primary data collection:** service mapping, sector coordinators, frontline staff; community groups, community leaders, women-led organisations, health providers, community members, adolescent and youth (married and unmarried).
4. What is the quality of these services and how safe and accessible are they for children married or at risk of child marriage?	**Think about:** ● Whether services provide gender- and adolescent-responsive services (e.g. tailored to age, gender specific needs, inclusive of at-risk adolescents such as those with disabilities, or refugees). ● Whether they have the required information, supplies, trained staff and services to prevent or respond to child marriage. ● Whether the costs, distance or other barriers prevent married children, children at risk of marriage, pregnant girls or young mothers from accessing these services.	**Secondary data collection:** Collect service mappings from the WG/ sectoral groups/ clusters or conduct service mappings. **Primary data collection:** service mapping, sector coordinators, frontline staff; community groups, community leaders, women-led organisations, health providers, community members, adolescent and youth (married and unmarried).

Level: Society

Questions	Comments / Considerations	Suggested source
Data and information management		
5. How is data on child marriage collected, stored, shared and used? 6. What is the status of birth and marriage registration and documentation?	**Think about, for example:** • What data collection platforms already exist that collect data on child marriage? • What support would they need to function more effectively? • Are IMS systems are already in place for case management? e.g. GBVIMS or CPIMS or ProGres? • What assessment/monitoring activities are being planned that could accommodate child marriage? • Is data safely collected, stored and shared. • What data is not being collected that could inform programming?	**Secondary data collection:** national statistics databases, reports on progress towards SDG 5.3, thematic reports on child marriage nationally. **Primary data collection:** CP/GBV information managers, notational statistics officers

Individual

Relationships And Family

Community

Humanitarian Capacity And Coordination

Society

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Level	What We already know	What we need to know	Source
Indiviudal e.g. girl / child Vulnerability to child marriage, access to basic needs and services, hopes and aspirations			
Relationships and family Risk and protective factors at the level of caregivers and the family			
Community Risk and protective factors in the community environment, social norms and community services			
Humanitarian capacity and coordination Staff knowledge and attitudes risk mitigation, and prioritisation of child marriage and adolescent girls.			

Individual

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About Plan International

Plan International is an independent development and humanitarian organisation that advances children's rights and equality for girls. We believe in the power and potential of every child but know this is often suppressed by poverty, violence, exclusion and discrimination. And it is girls who are most affected.

Working together with children, young people, supporters and partners, we strive for a just world, tackling the root causes of the challenges girls and vulnerable children face. We support children's rights from birth until they reach adulthood and we enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge.

For over 85 years, we have rallied other determined optimists to transform the lives of all children in more than 80 countries.

We won't stop until we are all equal.

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About UNHCR

What we want to achieve
A world where every stateless person and every person forced to flee can build a better future.

Who we are
UNHCR, the UN Refugee Agency, is a global organisation dedicated to saving lives, protecting rights and building a better future for refugees, forcibly displaced communities and stateless people.

What we do
UNHCR, the UN Refugee Agency, leads international action to protect people forced to flee their homes because of conflict and persecution. We deliver life-saving assistance like shelter, food and water, help safeguard fundamental human rights, and develop solutions that ensure people have a safe place to call home where they can build a better future. We also work to ensure that stateless people are granted a nationality.

Why we matter
Every year, millions of men, women and children are forced to flee their homes to escape conflict and persecution. We are the world's leading organisation dedicated to supporting people forced to flee and those deprived of a nationality. We are in the field in over 130 countries, using our expertise to protect and care for forcibly displaced and stateless people, who number 114 million as of September 2023.

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