



# TIPPING POINT

## PHASE 1 STRATEGY BRIEF



# TABLE OF CONTENTS

Background	02
Tipping Point Implementation: Phase 1	05
Tipping Point Strategies	06
Staff Reflection and Transformation	10
Adolescent Agency	11
Parents and Guardians Support Girls	14
Equitable Social Norms	16
Networks of Changemakers	19
Lessons Learned	21
Recommendations	22

## LOCAL PARTNER ORGANIZATIONS

Read the full profile of our partner organizations here <https://bit.ly/2Igze>



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# BACKGROUND

## CHILD EARLY AND FORCED MARRIAGE (CEFM)

Thanks to generous support from the Kendeda Fund, Phase 1 of CARE's Tipping Point project addressed root causes of child, early, and forced marriage (CEFM) through a dynamic process of innovation, insight, and influence in Nepal and Bangladesh, two countries with high rates of CEFM. The project focuses on identifying the root causes of CEFM and innovative strategies to create alternative paths for adolescent girls. The project is expected to contribute to the global understanding of the complex issues driving child marriage and different strategies that can contribute to a "tipping point" of sustainable change.

In Bangladesh, CARE partnered with Action for Social Development (ASD) and Jaintia Shinnomul Songstha (JASHIS) to work in 90 villages from 3 Upazilas in the Sunamganj district. In the third year of Phase 1, the project focused on 30 primary villages for social norm changes, collective action, and adolescent sexuality programming, whereas some facilitated activities continued in the 60 outreach villages. In Nepal, Tipping Point collaborated with the Dalit Social Development Center (DSDC), and Siddharth Samudayik Samaj (SSS) to work with 16 villages in two districts in the Terai region of Nepal, Kapilvastu and

During Phase 1, Tipping Point deeply engaged with the communities selected for the intervention to understand the root causes of CEFM using participatory feminist approaches. The project also created space for innovation and learning through encouraging field staff to modify interventions for their contexts, and documented this learning for advocacy. Tipping Point's CARE and partner staff conducted formative and participatory research to inform innovative and iterative program activities.



### Bangladesh

Sunamgonj, hoar region

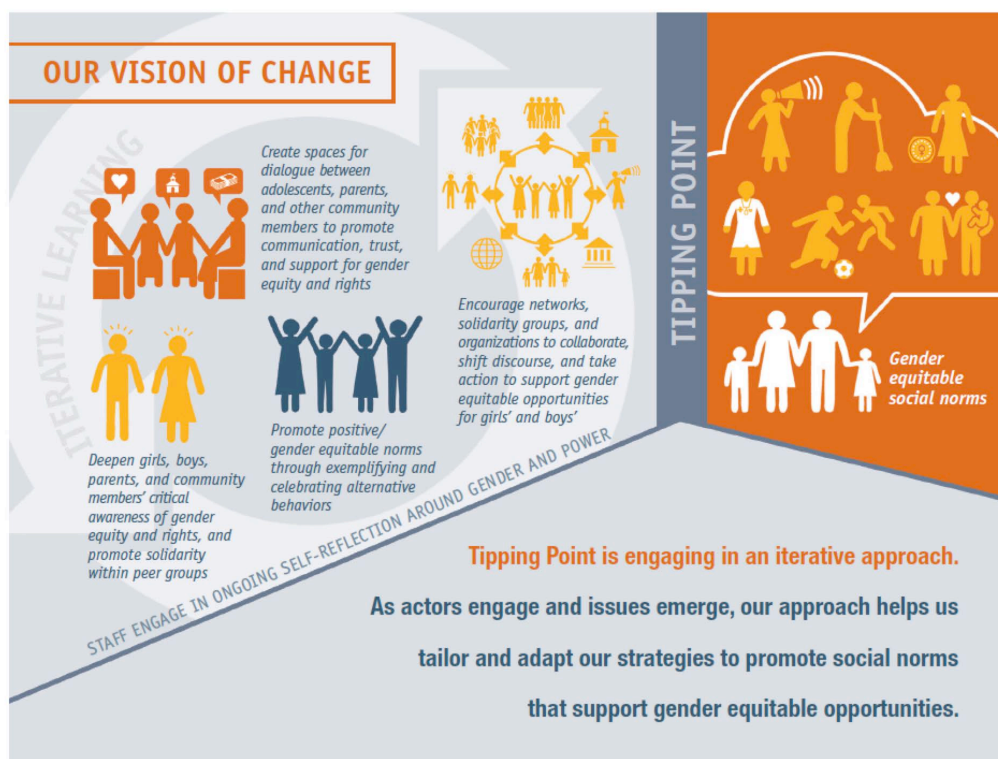


### Nepal

Kapilvastu and Rupandehi districts, Terai area

## VISION OF CHANGE

The Tipping Point developed a vision of change while remaining cognizant of the unpredictable nature of social change. The theory of change highlights an iterative approach that accommodates emergence of new ideas and adaptation along the way.



## TIPPING POINT PHASE 1 IMPLEMENTATION FOCUS BY YEAR

YEAR 1	YEAR 2	YEAR 3
<ul style="list-style-type: none"> <li>Community Participatory Analysis (CPA)</li> <li>Using Outcome Mapping principles to identify Outcomes and Boundary Partners based on CPA findings</li> <li>Engagement with diverse stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Implementing activities specific to Boundary Partners and Outcomes</li> <li>Monitoring, reflecting, learning and changing activities iteratively</li> <li>Using learning for multi-level advocacy</li> <li>Transformation of adolescent capacity, relationships and social discourse</li> </ul>	<ul style="list-style-type: none"> <li>Collective action</li> <li>Sexuality and rights programming with adolescents</li> <li>Economic empowerment initiatives</li> <li>Documentation of strategy</li> <li>Phase 1 evaluation</li> <li>Amplification of efforts</li> </ul>

## MONITORING, EVALUATION, AND LEARNING

Phase 1 of the Tipping Point focused on iterative learning and designing. All of this occurred using developmental and feminist evaluation principles to guide the monitoring, evaluation and learning throughout the first phase of the project.



**Year 1 of the Tipping Point** started with a **Community Participatory Analysis** (CPA) study that explored the root causes of CEFM in the particular context of the target communities. The participatory methods used in CPA initiated conversations in the communities on the issue. The community-level program staff conducted the data collection and analyses. Based on the CPA findings, the Tipping Point identified the stakeholders who would be involved in the intervention package (“boundary partners”) and developed the following outcomes for programming in a process of **Outcome Mapping**:

- 1a) Girls have a critical awareness of gender and rights, and strengthened confidence, skills, and social capital to make progressive choices in their lives
- 1b) Boys reflect critically on how society’s expectations of “what it means to be men: affect their lives and relationships. Advocate for their own rights to freedom of choice in life, specifically about marriage and education; and become role models for gender-equitable values and behaviors

2. Parents/guardians value the voices, opinions, and aspirations of adolescent girls
3. Social norms related to marriage- dowry expectations, perceptions of girls' potential and perceptions of marital relationships that promote hegemonic masculinity and ignore girls' rights- are changing to be more supportive of girls and against early marriage
4. Networks, solidarity groups and organizations collaborate (laterally and vertically) to take actions for girls
5. Staff members continue to reflect on and take up practices and action that model anti-oppression (based on gender, caste, and other group identities) and reflect critically on their beliefs about sexuality.

**In Year 2**, the implementation of the planned activities began through girls', boys', and parents' group meetings. Building on the findings of the CPA study refined the project's design. Adaptable intervention packages designed for each boundary partner were implemented in the project areas. Once interventions were executed, the team came back together to reflect and improve on the activities. Staff identified resources and tools for engagement of adolescents and parents and tested innovations to engage men and boys to address social norms that limit girls' opportunities. Additionally, partner organization staff enhanced their skills through training and reflective practice.

**In Year 3**, the groups of core boundary partners continued to meet regularly. Leadership development of adolescent girls, collective action by the girls' groups, and the facilitated discussions on sexual and reproductive health and rights (SRHR) and masculinities were core items being monitored in year 3. The parents' groups in both countries and the ERAW forums in Bangladesh (comprised of some parents, and community leaders and stakeholders) also met regularly to cultivate an environment that supports girls' rights and encourage intergenerational dialogue. The teams also created and strengthened linkages with different government and non-government structures at the sub-district, district, and national level.



# TIPPING POINT STRATEGIES

## ADOLESCENT AGENCY

**OUTCOME 1:** Girls have critical awareness of gender and rights, and strengthen confidence, skills, and social capital for making progressive choices in their lives. Boys reflect critically on how society's expectations on what it means to be men affect their lives and relationships, exercise their own rights over life choices specially about marriage and education, and become role models for gender equitable and inclusive values and behaviors.

Tipping Point worked primarily with adolescents, but also the people around them. Bringing together adolescent girls was a key approach to the empowerment programming and hence the partner staff made home visits, identified girls in the community and encouraged them to come together as a group. The girls' groups, assisted by partner staff, motivated the community members to donate a space for conducting meetings. Involving boys for gender equality and changing inequitable was also one of the key strategies, and many boys were eager to form groups. The adolescent groups conducted different activities and met regularly. Initially, many of the girls participating were out of school, but slowly they started enrolling in school. The adolescents also engaged with parents and community leaders, and organized collective actions and events to challenge gender inequitable social norms.

## PARENTS AND GUARDIANS SUPPORT GIRLS

**OUTCOME 2:** Parents/guardians value the voices, opinions and aspirations of adolescent girls

The Tipping Point formed parents' groups and conducted intergenerational dialogues to help parents support social norms change and empower their adolescent children. The aims of interventions in this outcome area were to see parents supporting adolescents, supporting their dreams and aspirations and bridging the communication gap between adolescents and parents so parents assert apprehensions and adolescents negotiate for their rights. Both teams involved adolescents in reaching out to parents to form parents' groups. The parents were also involved in the collective actions, such as in "Amra o korch'i" campaigns, where men demonstrate that they can also do tasks that previously only women in their village did, such as cooking laundry and child care.



## EQUITABLE SOCIAL NORMS

**OUTCOME 3:** Social norms related to marriage – dowry expectations, perceptions of girls’ potential, and perceptions of marital relationships that promote hegemonic masculinity and ignore girls’ rights – are changing to be more supportive of girls and against early marriage girls

Positive change requires a shift in society where support for gender equity becomes normal and accepted. Because of the ways that norms influence behavior, the Tipping Point needed to change the “normal” practices of how girls are viewed in the broader community, to address the root causes of CEFM. So, activities were designed according to a set of social norms design principles. There were many activities to challenge social norms in open village forums so that people have opportunity to challenge and discuss new norms that promote equity and opportunities for girls. Innovative activities that challenged gender stereotypical roles of men and women were designed and implemented under three themes: visibility of girls in public spaces, men in domestic spaces, and public events. The Tipping Point released eight innovation briefs that provide a guide based on these experiences.

## NETWORKS OF CHANGEMAKERS

**OUTCOME 4:** Networks, solidarity groups, and organizations collaborate (laterally and vertically) to take actions for girls

To have a more pronounced impact, the Tipping Point used collaboration with networks and solidarity groups as a key strategy. The in-country teams built up linkages with different government and non-government structures and duty bearers, so that these different entities can take actions and allocate resources to support girls’ rights. In Bangladesh, there were community volunteers in the EWAV Forums at the village level who motivated the girls, spoke to their parents and brought them together. In Nepal, the Village Child Protection Committees (VCPCs) helped the girls’ groups gain space and sports equipment. The teams also engaged on national and international levels, participating in national strategy meetings, Girls Not Bride’s global convening, and several other forums.

## STAFF REFLECTION AND TRANSFORMATION

**OUTCOME 5:** Staff members continue to reflect on and take up value practices and action that model anti-oppression (based on gender, caste and other group identities) and reflect critically on their beliefs about sexuality.

Tipping Point facilitated staff reflection on their attitudes and personal beliefs, and built technical knowledge and skills related to the project outcomes. The facilitated dialogues provided an opportunity for staff to weigh their own values, beliefs and opinions about gender, sexuality and power. Phase 1 of the Tipping Point incorporated multiple opportunities for staff to explore issues related to gender, power dynamics and sexuality, as one training is not sufficient and to begin a process of self-transformation. These opportunities included training workshops, reflection meetings, qualitative and participatory analysis with community members and cross-visits to other field sites and country programs. As discussions related to sexual violence or sexual expressions are considered taboo in these communities, Tipping Point built the capacities of staff to be able to address these issues in a safe space for reflections on behaviors and attitudes related to sexual and reproductive health, rights and social norms.



# LESSONS LEARNED

## 1. Program Strategies will not always be accepted

Talking about sexuality and sexual rights was a challenge for both the country teams, either due to strong social norms or security concerns. Both teams prepared for discussions with adolescents and parents on issues of menstrual health, sexual health and sexuality with intensive capacity building programs on sexuality planned in the next phase of Tipping Point.

## 2. Social norms and collective action should remain the focus

Overall, the work with adolescent groups and different adult groups have focused on individual level changes. For the next phase, a key shift must happen to work towards groups being able to see themselves as a collective and take actions as a collective.

# RECOMMENDATIONS

## 1. Amplify adolescent girls' collective voices

Adolescent girls were at the center of Tipping Point. Interventions focusing on CEFM should empower those most affected- adolescent girls- to collectively create the change they wish to see.

## 2. Facilitate intergenerational dialogue

For sustained change in the lives of adolescents, the perceptions of other people in their lives must change. Therefore, interventions must not only increase adolescent agency, but work to transform relationships so that voices of girls are valued.

## 3. Focus on changing norms

In addition to addressing individual behavior change, addressing social norm change becomes a must specially for social reasons of CEFM and positive pictures of girls in all spaces related to education, economic empowerment and other aspects of development. CARE's social norms design principles should be integrated into projects to achieve gender transformative change.

## 4. Utilize networks and partnerships

Wide-scale impact requires people from all sectors coming together towards a common goal. Partnering with governments, religious leaders, and civil society can create changes far greater than an organization trying to do it on their own.

## 5. Invest in staff transformation

Internal reflection and changing one's own view of gender and power should be part of CEFM programming. As shown by the way staff first felt uncomfortable with sexuality education, all people can internalize the harmful norms of society, so it is necessary that staff members reflect on these to not reinforce gender inequity while ostensibly working to end it.



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Founded in 1945 with the creation of the CARE Package, CARE is a leading humanitarian organization fighting global poverty. CARE places special focus on working alongside poor girls and women because, equipped with the proper resources, they have the power to lift whole families and entire communities out of poverty. Last year CARE worked in 93 countries and reached 63 million people around the world. To learn more, visit [www.care.org](http://www.care.org).

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