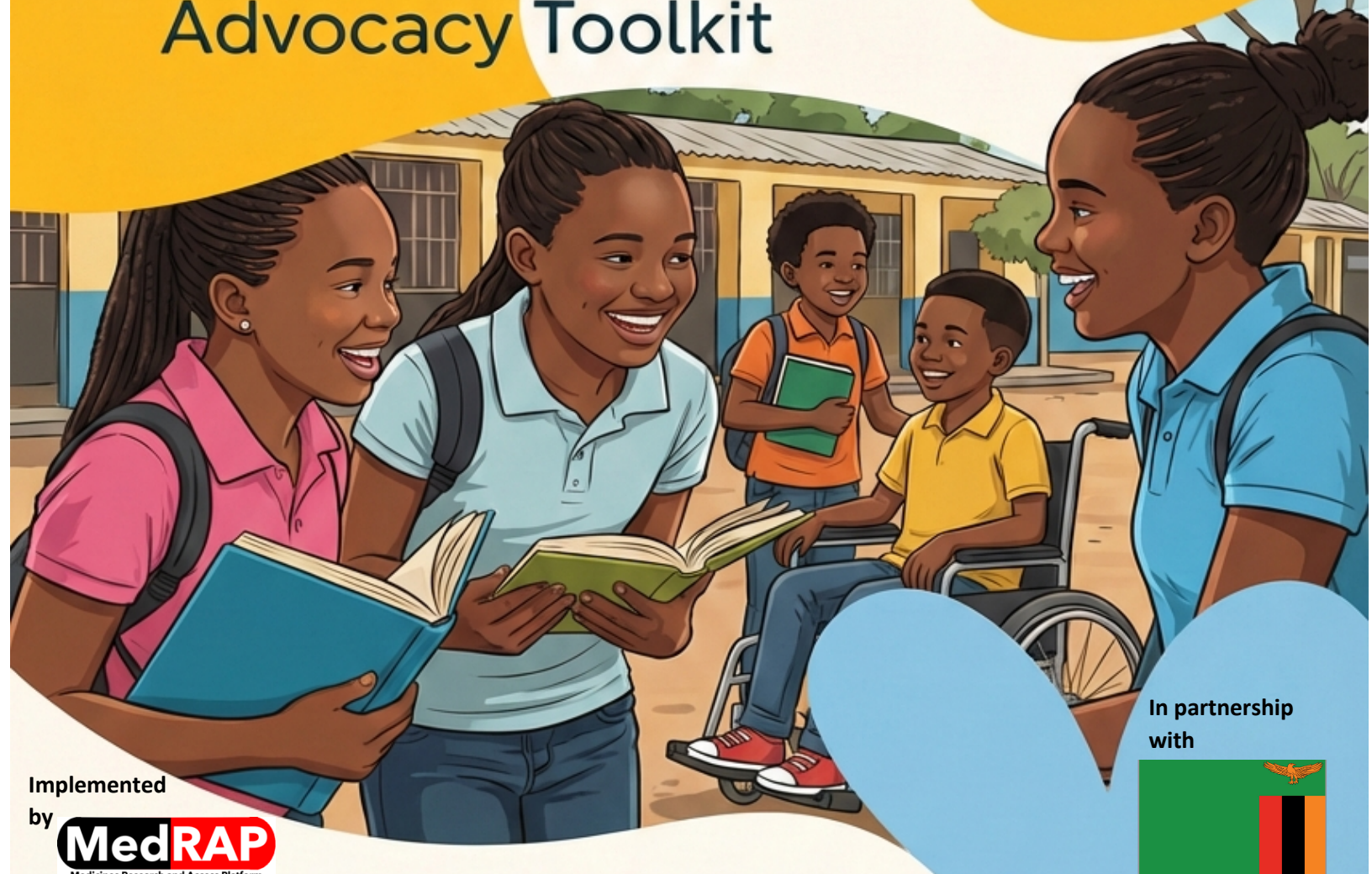


# Ending Adolescent pregnancies and child marriage

## Advocacy Toolkit



Implemented by




In partnership with



Traditional Leaders, Educationists, Media, Social Media Influencers, Peer Educators

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## Key definitions and acronyms

- **Adolescent:** A young person aged 10–19
- **Advocacy:** Speaking up and taking strategic action to influence decisions and make positive changes using facts and strong arguments.
- **Adolescent Pregnancy:** Pregnancy in a girl aged 10–19.
- **Child Marriage:** A marriage/union involving someone under 18, or where a person cannot fully consent due to development or lack of information / options.
- **Constituency Development Fund:** A government financing mechanism through which public funds are allocated directly to electoral constituencies to support community-identified development projects, education (bursaries), and youth/women empowerment.
- **Demands:** The change you want—clear and measurable.
- **Forced Marriage:** A marriage where one or both partners have not given full and free consent and cannot leave or end it.
- **Gatekeepers:** Influential community decision-shapers (chiefs, headpersons, religious leaders, councillors).
- **Junior Council:** Youth-led group within the local authority enabling youth participation in governance.
- **Life Skills and Health Education:** A curriculum-based process that equips learners with essential skills and values to promote physical, mental and social well-being, enabling informed decisions and healthy behaviors.
- **Pacesetters:** People that set trends and shape opinions online and offline.
- **Referral pathway:** Where to go for help (health services, child protection, social welfare, counselling, police/Victim Support Unit).
- **Stakeholders:** People affected by, or influencing, the issue—such as the education sector/government, media and communications, civil society, and civic and traditional leaders.
- **School Council:** Elected learners representing peers in school decision-making.
- **Targets:** People with the power to approve/ implement your demands.
- **Unions:** Informal cohabitations not formalized by authorities, often linked to unplanned pregnancy.

- **Youth:** A person aged 18 to 35 years.
- **Peers:** Young people of similar age, social background, and lived experiences who influence one another's attitudes, decisions, and behaviours related to relationships, sexuality, education, and life choices.

## Commonly used acronyms in advocacy to end child marriage and adolescent pregnancies

- **AIDS** – Acquired Immune Deficiency Syndrome
- **ASRHR** – Adolescents Sexual and Reproductive Health Rights
- **ADFHS** - Adolescent Friendly Health Services
- **CSO** – Civil Society Organisation
- **CBO** – Community Based Organization
- **CDF** – Constituency Development Fund
- **HIV** – Human Immune-deficiency Virus
- **LSHE** – Life Skills and Health Education
- **MP** – Member of Parliament
- **MedRAP** – Medicines Research and Access Platform
- **MoE** – Ministry of Education
- **MoH** – Ministry of Health
- **MCDSS**-Ministry of Community Development and Social services
- **NGO** – Non-Governmental Organization
- **PTC / PTA** – Parents Teachers Committee / Association
- **UNICEF** – United Nations Children’s Fund
- **SRHR** – Sexual and Reproductive Health Rights
- **SDGs** – Sustainable Development Goals
- **SGBV**: Sexual and Gender-Based Violence
- **UNCRC**: United Nations Convention on the Rights of the Child
- **VSU** – Victim Support Unit
- **WDC** – Ward Development Committee
- **WHO** - World Health Organization

# 1. What this toolkit is about

## Background

In Zambia, approximately five million adolescents aged 10–19 years—about 26% of the population—represent a critical demographic group (2024 Zambia Demographic and Health Survey [ZDHS]). The World Health Organization (WHO, 2015) defines adolescence as ages 10–19 years, a period of rapid physical, psychological, and social development. Zambia’s National Adolescent Health Strategic Plan (2022–2026) identifies adolescence as a second window of opportunity to influence life trajectories and support a healthy transition into adulthood. Legally, adolescents under 18 remain protected as children under the UN Convention on the Rights of the Child (UNCRC) and Zambia’s Children’s Code Act No. 12 of 2022 (WHO; Ministry of Health Zambia, 2022; UNCRC; Children’s Code Act, 2022).

Despite this policy focus, adolescents—particularly girls—face persistent risks including child marriage, adolescent pregnancy (28% among girls aged 15–19), sexual and gender-based violence, substance abuse, and mental health challenges, which undermine wellbeing and education outcomes (2024 ZDHS; Republic of Zambia, Cabinet Office, Gender Division, 2026). Adolescent pregnancy remains a major health and development concern, increasing maternal and neonatal risks while reinforcing gender inequality (UNICEF, 2024).

Child marriage and adolescent pregnancy are closely linked to poverty, harmful social norms, and low educational attainment. Zambia has an estimated 1.8 million girls in marriage, including 396,500 married before age 15. Nationally, 14.4% of girls aged 15–19 are married, compared to 1.1% of boys, with higher prevalence in rural areas (2024 ZDHS; Marriage Amendment Act, 2023). Evidence indicates that marriage is often used as a response to pregnancy or sexual violence, reinforced by initiation ceremonies and gendered expectations (Plan International, 2025; Gender Norms Study; Children’s Code Act, 2022).

Education data show 12,799 learner pregnancies recorded in 2024, alongside 17,339 learner re-admissions, highlighting pregnancy as a key driver of dropout

risk, particularly at primary level (2024 Education Statistics Bulletin). These challenges have been exacerbated by climate-related shocks, including the 2024 drought, which heightened protection risks and transactional sex, underscoring the need for coordinated, rights-based adolescent health and protection interventions (Republic of Zambia, Cabinet Office, Gender Division, 2026).

In response, UNICEF and the Medicines Research and Access Platform (MedRAP) prioritize adolescent programming that creates supportive environments for young people aged 10–19 years to build skills, participate meaningfully, and achieve positive developmental outcomes.

## **The Toolkit**

This toolkit is designed to promote positive change to help end child marriage and reduce adolescent pregnancies in Zambia. It guides users through the learning journey - from understanding the basics, to planning and taking action, and finally to reflection and identifying next steps.

Below is a list of the intended users of the toolkit:

- **Adolescents/Peers:** Young people who influence one another’s attitudes and behaviours.
- **Educationists:** Education professionals and school structures supporting teaching, leadership, and learner welfare.
- **Media & Social Media Influencers:** People and platforms that inform the public and shape opinions online and offline.
- **Civic & Traditional Leaders:** Local government, customary, and faith leaders who guide community norms and decisions.
- **CSOs/CBOs/NGOs:** Non-profit and community groups that advocate for rights and deliver community programmes.
- **Government Agencies:** Public institutions providing services, protection, and law enforcement (e.g., youth, social welfare, local government and police etc).

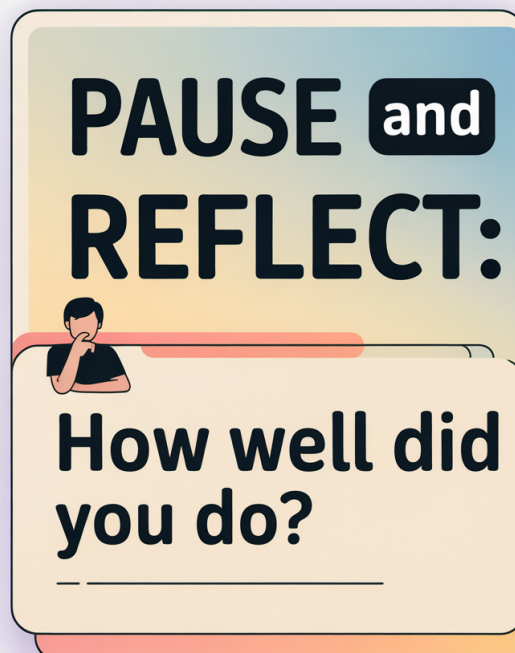
## 2. How to use this toolkit

- **Adolescents:** Use in clubs/ youth groups (45–90 mins); work in teams with a trusted adult; do **PAUSE & REFLECT**; tailor peer messages and referrals.
- **Education and other Government sectors:** Use in school and social welfare service meetings (45–90 mins); clarify roles for prevention, reporting, referral; do **PAUSE & REFLECT**; tailor to policies and pathways.
- **Media & Communications:** Use in content planning (45–90 mins); partner for accurate, survivor-sensitive messaging; do **PAUSE & REFLECT**; tailor radio/ social media calls-to-action.
- **Civil Society:** Use in community dialogues/trainings (45–90 mins); co-facilitate with duty-bearers; do **PAUSE & REFLECT**; tailor advocacy and follow-up support.
- **Civic & Traditional Leaders:** Use in community/ faith and leadership meetings (45–90 mins); involve technical support (from trained facilitators or partner organisations); do **PAUSE & REFLECT**; tailor norms-change and community commitments.

### Reflect: How Well Did You Do?

As you go through this toolkit, take a moment to check your progress!

At the end of each main section, use the questions below to think about what you've learned, what worked well, and what you can improve.



### 3. Learn and understand

**Advocacy** means **speaking up and taking action** to make things better for adolescents. It helps change harmful beliefs and improve laws, budgets, and services by using facts, real experiences, and respectful discussion.

**Table 1** explains who adolescents are and shows **who can speak up and how** to support adolescents and pacesetters in ending child marriage and adolescent pregnancy.

<b>Table 1: Foundation for advocacy for adolescents and pacesetters</b>
<p><b>Introductory questions (for discussion)</b></p> <ul style="list-style-type: none"> <li>□ <i>What things do you see in your community that can lead to child marriage or early pregnancy?</i></li> <li>□ <i>Who can you speak to or work with to help stop child marriage and adolescent pregnancy in Zambia?</i></li> </ul>

<b>Who is an adolescent?</b>	<b>Who can speak up and how?</b>
<p>The United Nations says adolescents are young people aged <b>10-19</b>.</p> <p>This is the time when a person is transitioning from being a child to becoming an adult, and a lot changes—body changes, feelings, and the way of thinking.</p> <p>A child means every human being below the age of 18 years Nations, 1989, Article 1 of the UNCRC, The Children’s Code Act No. 12 of 2022 of the Laws of Zambia)</p> <p>That means an adolescent has special protection under an agreement called the <b>Convention on the Rights of the Child</b>, which helps make sure the adolescent’s rights are respected and the adolescent is kept safe as they grow.</p>	<ul style="list-style-type: none"> <li>• <b>Adolescents:</b> Use School/Junior Councils and youth spaces to raise issues, educate peers, and link adolescents to support services.</li> <li>• <b>Education Sector/Government:</b> advocate for safer schools, re-entry/retention, clear reporting/referrals, and funded youth-friendly services.</li> <li>• <b>Media and Communications:</b> Share accurate, stigma-free messages that promote preventive and available services.</li> <li>• <b>Civil Society:</b> Mobilise communities, support adolescents, link to services, and hold duty-bearers accountable.</li> <li>• <b>Civic &amp; Traditional Leaders:</b> Lead community commitments, strengthen protective norms/by-laws, and keep girls in school.</li> </ul>

## 4. Principles of advocacy for adolescent health

The **Guiding Core Principles for Adolescent Engagement** ensure that adolescents and relevant stakeholders/pacesetters can safely and meaningfully take part or influence decisions that affect the health and wellbeing of adolescents—including efforts to end child marriages and adolescent pregnancies.

The **Guiding Core Principles for Adolescent Engagement** help make sure that adolescents and people who support them (such as parents, leaders, teachers, and other pacesetters) can safely and meaningfully take part in or influence decisions that affect adolescents' health, wellbeing, and future. These principles are especially important in efforts to end child marriage and adolescent pregnancies in Zambia.

This section also explains:

- **Why adolescents should speak up**, and
- **Why pacesetters and leaders should advocate** to support adolescents and create positive change

### Introductory questions (for discussion)

#### *On guiding principles:*

□ *What helps adolescents feel safe, respected, and confident to share their views?*

#### *On advocacy:*

□ *Why do you think it is important for adolescents and adults to speak up to stop child marriage and early pregnancy?*

## Key advocacy principles

The following are the key principles:

- ✓ Adolescents come first
- ✓ Be safe and protect privacy
- ✓ Participation must be recognised
- ✓ Support adolescents to take part
- ✓ Include *all* adolescents
- ✓ Participation is voluntary
- ✓ Share clear and correct information
- ✓ Use facts, not rumours
- ✓ Be fair and inclusive
- ✓ Work respectfully with others
- ✓ Leaders must listen and respond
- ✓ Keep following up for change

## Why should adolescents advocate?

Adolescents should speak up because their voices:

- Show what young people are really facing.
- Help create solutions that work.
- Protect the right to safety, education, and health.
- Challenge beliefs that lead to child marriage and early pregnancy.
- Help friends find support early.

## Why should pacesetters advocate?

- **Protect rights and safety:** Safeguard children's rights to protection, dignity, and freedom from abuse.
- **Keep girls in school:** Reduce dropouts and support girls to return to school by strengthening advocacy for the re-entry policy and supporting adolescent mothers so they can learn without worry.
- **Improve health outcomes:** Prevent risky pregnancies, maternal complications, and poor newborn health.

- **Strengthen communities:** Build safer families, reduce poverty cycles, and promote gender equality.
- **Reduce violence and exploitation:** Lower risks of sexual abuse, coercion, and gender-based violence.
- **Save public resources:** Prevention costs less than responding to health, legal, and social impacts later.
- **Ensure laws and policies work:** Turn commitments into action through funding, services, and accountability.
- **Support national development:** Healthier, educated adolescents contribute to Zambia’s social and economic growth.

## 5. Understanding platforms for conducting advocacy

### Where can adolescents advocate?

- **School spaces:** Assemblies, school clubs, school/ junior councils, PTA/PTC meetings, and school board sessions.
- **Community spaces:** WDC meetings, community dialogue meetings, focus group discussion forums, churches/youth groups, markets, sports events, and women’s groups.
- **Local authority spaces:** Junior councils, council consultative meetings, and CDF/planning meetings.
- **Members of Parliament (MP) spaces:** MP constituency offices, public meetings, CDF meetings, and community outreach by MPs or parliamentary committees.
- **Service spaces:** Health centre meetings, outreach days, adolescent and youth-friendly spaces.
- **Protection spaces:** VSU awareness sessions, community child protection structures, and social welfare referral/linkages.

### Where can pacesetters advocate?

### *Education sector / government*

- **Schools and education spaces:** School management meetings, PTA/PTC, school boards, DEBS/PEO meetings, re-entry/retention review meetings.
- **Planning and budgeting spaces:** District/ward planning meetings, CDF prioritisation, and council consultative meetings.
- **Coordination and protection spaces:** District child protection committees, social welfare case conferences, GBV/VSU coordination meetings.
- **Service delivery spaces:** Health-education link meetings, outreach planning, adolescent and youth-friendly service coordination platforms.

### *Media and social media influencers*

- **Media platforms:** Radio/TV talk shows, newsrooms/editorial meetings, community radio programmes.
- **Digital spaces:** Social media campaigns, live discussions, WhatsApp community forums, Facebook, Instagram, X, TikTok, U-Report etc.
- **Community engagement:** Roadshows, public debates, school/community interviews and features.

### *Civil society (CSOs/CBOs/NGOs)*

- **Community spaces:** Community dialogues, parenting sessions, safe spaces women as well as adolescent and youth groups etc.
- **Advocacy platforms:** District pacesetters' forums, coalition meetings, technical and policy dialogues.
- **Service linkage spaces:** Engagements with pacesetters to reinforce referral between sectors i.e. health, schools, social welfare, police and legal aid.

### *Civic, faith and traditional leaders*

- **Traditional leadership spaces:** Palace meetings/indabas, village action meetings, by-law and community resolution platforms.
- **Faith spaces:** Church/mosque gatherings, faith youth meetings and, premarital counselling sessions.

- **Local governance spaces:** Ward meetings, council consultative meetings, CDF and community development meetings.

## 6. Adolescents and pacesetters: positions and roles in ending adolescent pregnancies and child marriage

Adolescents and pacesetters can speak up and take action to help end child marriage and early pregnancy. They each have different roles in advocacy, based on what they can do and where they are.

### Introductory questions (for discussion)

- *Who can help speak up to stop child marriage and early pregnancy?*
- *What role do you think you can play to help make change?*

**Table 2: Positions and roles in advocacy**

Group	Key positions / roles	Role description (what they do)
Adolescents (in-school & out-of-school)	<b>Adolescent Leaders</b> (School Council president/Chairperson & Vice; Junior Mayor/Deputy or Junior Council Chairperson/Deputy; Out-of-school youth leaders/peer educators)	Lead and represent adolescents, chair meetings, engage to duty-bearers, and coordinate advocacy actions in schools and communities.
	<b>Executive/Support Roles</b> (Secretary, Treasurer, Vice/Deputy)	<b>Vice/Deputy:</b> supports the leader and acts when needed. <b>Secretary:</b> records minutes and handles communication. <b>Treasurer:</b> manages resources for adolescent-led activities (where applicable).
	<b>General Members</b> (Class/grade reps; Junior Councillors from wards;	Gather issues from peers, share information back, and represent

	members from youth clubs, sports teams, church youth, safe spaces, apprenticeships)	adolescents' views in school and community decision-making spaces.
	<b>Patron/Mentor</b> (Guidance Teacher/Patron; CSO mentor; health worker)	Ensures safeguarding, supports referrals, and links adolescents (in and out of school) to health, protection, and social services.
<b>Education Sector / Government</b>	<b>School leadership</b> (Head teacher/administration; School Board; PTA/PTC; Guidance staff)	Enforce child protection and re-entry/retention, prevent abuse, support learners, and ensure reporting/referral systems work.
	<b>District/sector officers</b> (MoE/DEBS; MoH; Social Welfare; Local Authority)	Plan and coordinate services, allocate resources, supervise programmes, and improve access to adolescent/youth-friendly services and protection.
	<b>Protection services</b> (Police/VSU, Social Welfare, legal aid)	Respond to cases, protect survivors, investigate and enforce laws, and provide case management and referrals.
<b>Media and Communications</b>	<b>Journalists/Media houses</b> (Radio, TV, print, online, community media)	Raise awareness, use respectful language, host discussions, and share solutions without causing harm or stigma.
	<b>Social media influencers/content creators</b>	Promote positive norms, share correct information, link people to help, and stop myths and misinformation.
<b>Civil Society (CSOs/CBOs /NGOs)</b>	<b>Programme staff and community volunteers</b>	Mobilise communities, run dialogues/safe spaces, support adolescents, as well as link adolescents and families to services.
	<b>Advocacy/coalitions</b>	Advocate for policy and budget action, track commitments, and hold duty-bearers accountable.
<b>Civic &amp; Traditional Leaders</b>	<b>Traditional leaders</b> (Chiefs/Headpersons )	Lead positive change, stop child marriage, support protective by-laws, and promote girls' education.
	<b>Civic leaders</b> (Councillors, WDC)	Champion community plans, support referrals, and prioritise prevention in ward plans and CDF discussions.

	<b>Faith leaders</b>	Share protective messages, support adolescents and families, and reduce stigma when young people seek help.
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## 7. Adolescents and pacesetters: who, what and key messages

Adolescents and adults (pacesetters) who support them can speak up and help stop child marriage and early pregnancy. Everyone has a part to play.

### Introductory questions (for discussion)

- *Who can help keep girls safe and in school?*
- *What can we say or do to stop child marriage and early pregnancy?*

**Table 3** shows **who can help, what they can do, and the messages they can share** to protect adolescents.


*Table 3: Messages for adolescents and pacesetters*

Who	What	Key messages
Government Officials	Enforce existing laws, invest more in education, health, and social services, and work with traditional leaders to end child marriage.	<ul style="list-style-type: none"> <li>• Protect children by enforcing the law.</li> <li>• Invest more in schools and health services.</li> <li>• Support social workers who protect adolescents.</li> <li>• Work with traditional leaders to keep adolescents safe and supported.</li> </ul>
Community leaders and gatekeepers	Support leaders to lead by example in preventing child marriage and share what works across communities.	<ul style="list-style-type: none"> <li>• Lead by example to end child marriage and early pregnancy.</li> <li>• Promote positive cultural practices.</li> <li>• Share learning between chiefdoms.</li> <li>• Support girls' education and health.</li> <li>• Protect children, especially during crises.</li> <li>• Speak out against gender-based violence.</li> </ul>

		<ul style="list-style-type: none"> <li>• Ensure age-appropriate teachings during traditional ceremonies.</li> </ul>
Parents and guardians	Stress the long-term benefits of keeping girls in school and delaying marriage and childbirth.	<ul style="list-style-type: none"> <li>• Education secures the future.</li> <li>• Support girls to stay in school.</li> <li>• Talk openly with your adolescents.</li> <li>• Delay marriage and childbirth.</li> <li>• Create a safe, supportive home.</li> <li>• Be a positive role model.</li> <li>• Support access to family planning.</li> </ul>
Adolescents	Provide information on their rights, the importance of education, and how to access support services.	<ul style="list-style-type: none"> <li>• You have the right to choose your future.</li> <li>• Education is power—stay in school.</li> <li>• Pregnancy does not end your dreams.</li> <li>• School comes first—pregnancy can wait.</li> <li>• Speak up and ask for help.</li> <li>• Know where to find support.</li> <li>• You are not alone.</li> </ul>
Media and influencers	Use platforms to raise awareness, share success stories, and push for positive cultural and legal change.	<ul style="list-style-type: none"> <li>• Use your platform to protect girls' futures.</li> <li>• Share stories that inspire change.</li> <li>• Push for positive cultural and legal change.</li> <li>• Promote access to support services.</li> <li>• Share learning across communities.</li> <li>• Champion girls' education.</li> </ul>

**Scenario**  
*Mary is being pushed to leave school and get married.*

*Who can help Mary, what should they do, and what messages can they share to protect her and keep her in school?*



**Policies and laws** that support adolescent engagement and health

Here are the **main policies and laws in the toolkit that support adolescent engagement** and health. These regulations support adolescents to have a voice and participate in decisions in schools, communities, and services:

- **Education Act (2011):** Supports student voices through School Councils and protects learners from child marriage.
- **Children’s Code Act (2022):** Protects children under 18 from harm and child marriage, and supports safe participation.
- **National Youth Policy:** Promotes youth leadership and participation in decision-making.
- **Decentralisation Policy:** Creates local spaces like **Junior Councils** where adolescents can take part.
- **Planning and Budgeting Act (2020):** Allows adolescents and youth groups to call for funding for education, health, and protection.
- **Adolescent Health Strategy:** Supports youth-friendly health services and peer education.
- **Re-Entry Policy:** Allows girls who become pregnant to return to school.
- **National Strategy on Ending Child Marriage (2026–2030):** Guides national efforts to prevent and respond to child marriage.
- **Life Skills and Health Education (LSHE):** Helps adolescents learn about health, relationships, and safety.
- **African & UN Child and Youth Charters (ACRWC, CRC, African Youth Charter):** Protect adolescents’ rights to participation, health, education, and protection.
- **SDGs & Global Health Strategy:** Commit governments to support adolescents’ education, health, and wellbeing.

### Pause reflect

#### Am I ready to advocate?

1. What’s one new thing I learned about advocacy?

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2. Do I understand spaces to use to advocate against adolescent pregnancies and child marriage works?

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3. Can I explain why young people should be involved in advocacy?

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4. Do I feel more confident speaking up about adolescent pregnancies and child marriage?

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If you can answer these questions with confidence, you're ready to move forward!

## 8. Plan and prepare

### Getting ready to advocate: adolescents and pacesetters

#### A. Find the Problem, Be The Solution

Let's build a problem tree! 🌳

**A fun and easy way for in-school, out-of-school adolescents, pacesetters to address adolescent pregnancies and child marriage**

Greetings there, young leaders/ pacesetters! 🙌

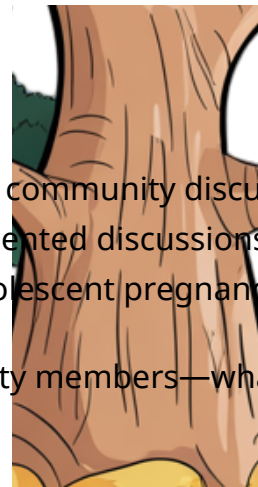
Do adolescents/ pacesetters ever wonder why **adolescent pregnancies** and **child marriages** keep happening in school and in the community?

There's a simple way to break the problem down and find real solutions—it's called a **Problem Tree!**

#### Step 1: Find the big problem

##### (The trunk of the tree) 🌳

- ✓ Review past school or junior council, youth group and community discussions, or conduct a brainstorming session if there are no documented discussions, to identify recurring issues related to child marriage and adolescent pregnancies.
- ✓ Ask in-school and out-of-school adolescents/community members—what is affecting them most, and why?

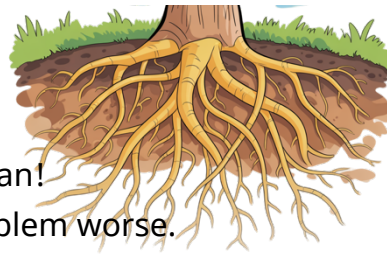


✓ Talk with teachers, parents/guardians, health workers, and community leaders—what problem needs urgent action now?

☞ **Once you pick the big problem, write it in the centre of a big paper or on a board. ✎ This will be your tree’s trunk!**

**Step 2: What’s causing the problem? (The roots)**

Now, let’s think about why this problem exists. These are the roots of the tree because they are hidden but keep the problem going.



How can we find the root causes?

- 💡 Ask “WHY?” as many times as you can!
- 💡 Think about what’s making this problem worse.
- 💡 Write each cause below the problem on your paper.

**Step 3: What’s happening because of the problem? (The branches) ✨**

Every problem has consequences— these are like the branches of the tree because they spread out above the trunk. Think about:

- ✓ What happens to adolescents because of this problem?
- ✓ How does it affect the school, family, health and community?



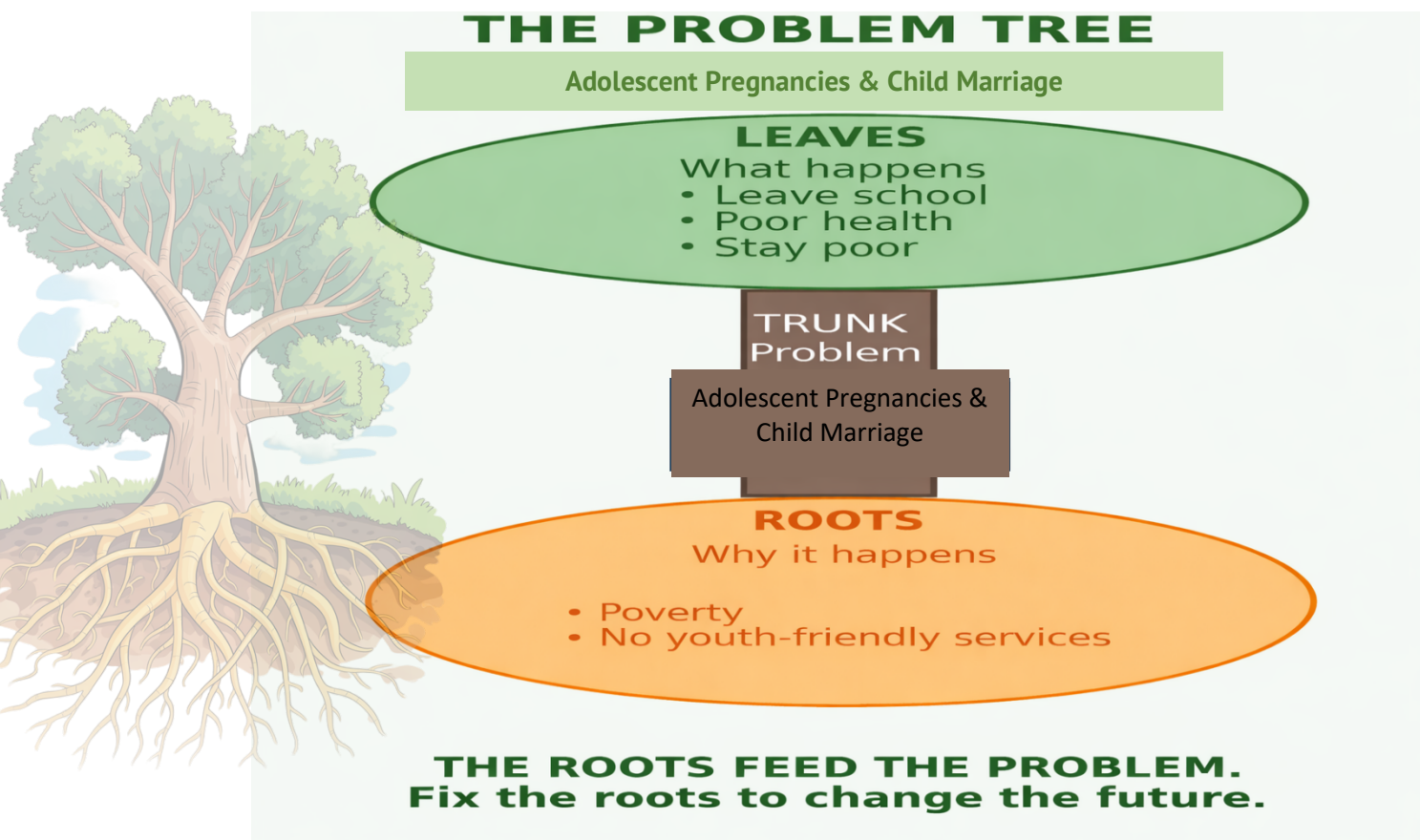
**Table 4: Problem analysis**

Example—If the Big/Main problem is "Too many adolescent pregnancies"		
<b>The root causes might be:</b> ● No access to adolescent friendly services	<b>The effects might be:</b> ● Girls drop out of school ● Young mothers struggle to find jobs	<b>THESE ROOT CAUSES FEED THE PROBLEM!</b>  <b>IF WE</b>

<ul style="list-style-type: none"> <li>● Parents don't talk about sexual health</li> <li>● Harmful practices like child marriages</li> <li>● Peer pressure &amp; lack of awareness</li> <li>● Poverty—girls depend on relationships for financial support</li> </ul>	<ul style="list-style-type: none"> <li>● Continued poverty cycle (i.e. more children grow up in poverty)</li> <li>● Less educated girls mean fewer female leaders in the future</li> <li>● Health risks for the mother and child</li> <li>● Parenting challenges</li> </ul>	<p><b>DON'T FIX THEM, THE PROBLEM WON'T GO AWAY.</b></p> <p><b>THE BRANCHES SHOWS WHAT THE MAIN PROBLEM IS CAUSING.</b></p>
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Figure 1 provides a comprehensive illustration of a problem tree, clearly showing the main problem (**the trunk of the tree**), its root causes (**the roots**), and the resulting effects (**the branches and leaves**). It highlights the big problem, what is causing it, and what is happening as a result.

**Figure 1: The problem tree**





## 9. Goal setting

### Scenario

*Malambo is 15 years old. She has stopped going to school because her family is planning to marry her off. Some people say it is because of poverty, others say it is culture, and some say it is because she has no support.*

*Let's use the Problem Tree to understand Mary's situation.*

Adolescents and pacesetters: Set your goal, make it happen

**Now comes the fun part—turning your Problem Tree into a Solution Tree!**

**📌 ✨ Instead of focusing on the problem, flip it and think about how to fix it! 📌**

The table below provides some examples on setting goals aimed at addressing the identified problems.

**Table 5: Goal setting for adolescents**

	PROBLEM TREE	SOLUTION TREE	EXPLANATION
<b>BRANCHES &amp; LEAVES (Effects)</b>	1) Girls drop out of school 2) Continued poverty cycle (i.e. more children grow up in poverty) 3) Less educated girls = fewer female leaders in the future	<b>RESULTS (Positive changes)</b> 1) Girls complete secondary education and go to college 2) Reduced number of children living in poverty 3) More women become teachers,	In a solution tree, the <b>negative effects</b> in the problem tree become <b>positive results</b> .

		doctors, MPs, councillors, etc.	
<b>TRUNK (Main problem)</b>	Too many teenage pregnancies	<b>GOAL (Main goal)</b> Reduced teenage pregnancies	The <b>main problem</b> becomes the <b>main goal</b> in the solution tree.
<b>ROOTS (Causes)</b>	<ul style="list-style-type: none"> <li>1) Parents don't talk about sexual health</li> <li>2) Peer pressure &amp; lack of awareness</li> <li>3) No access to adolescent friendly services</li> <li>4) Harmful practices like child marriages</li> </ul>	<b>ACTIVITIES (What to do)</b> <ul style="list-style-type: none"> <li>1) Promote Life Skills and Health Education among teachers and parents</li> <li>2) Hold radio programmes and drama targeting adolescent boys and girls</li> </ul>	The <b>root causes</b> become <b>activities/solutions</b> —specific actions adolescents and partners will do to address the causes.

### Scenario: Lack of Information

Adolescents say they do not get correct information about relationships, health, or pregnancy, and rely on friends or rumours.

Discussion prompts:

What needs to change?

Who can help?

What activities can be done at school or in the community?

👉 **Goal example:** Adolescents have access to clear, correct, and age-appropriate information.



## 10. Advocacy planning

An advocacy plan for adolescents & pacesetters/ stakeholders is about the **what**, (change we want to see); the **who** (which people or organizations can help us achieve this change) and the **how** (the means, tactics and even resources required for us to achieve what we want). Below are the key steps in advocacy planning.

### Step 1: Define your demands

🔍 What needs to change in the school, community, or district to reduce **adolescent pregnancy** and **child marriage**? This should already be clear from the Problem Tree and Solution Tree.

Your demand must be **clear, realistic, and measurable**.

### Example

- ✗ Vague: "We want to stop teenage pregnancy and child marriage."

- ✓ Clear: “We want the local council and health office to create a youth-friendly space at the clinic and hold monthly school and community health talks starting in January, so more adolescents can get services by June.”

## Step 2: Identify the decision makers (your targets)

Key decision-makers include **Members of Parliament, Ward Councillors, Council officers, Traditional and Faith leaders,** and **Heads of Department** (Health, Education, youth, local authorities, Social Welfare, Police/VSU, Water), as well as **business leaders** who can support local solutions.

### Quick advocacy tips

- **Map influence:** Who can approve, fund, or enforce the change?
- **Match the message:** MPs (policy), councils (budgets/services), traditional/faith leaders (norms).
- **Find champions:** Identify leaders who support your issue.
- **Go where decisions are made:** Council meetings, community indabas, school/PTA meetings, constituency offices.

## Step 3: Gather your strength (current resources & potential supporters)

### What do you already have?

Some key questions to ask when mapping or assessing the current strengths and resources include the following:

#### ✓ Skills

- Are adolescents/stakeholders good at public speaking, facilitating dialogues, writing letters/proposals, or organizing events?
- Can the team collect basic evidence (stories, numbers, and case examples) and present it clearly?

*N.B . Need to provide some training for pacesetters on pitching, gaining access and trust of communities, public speaking, negotiation skills and building confidence for their credibility in the communities.*

### ✓ **Connections**

- Does anyone know a Ward Councillor, Council officer, MP/Constituency office, or a DEBS/health/social welfare officer?
- Does anyone have links to radio/TV stations, journalists, influencers, or community media?
- Are there connections to traditional/faith leaders, CSOs, youth groups, or school structures?

### ✓ **Tools**

- What channels can we use? (social media, WhatsApp, radio, schools, churches)
- What materials can help? (posters, letters, petitions, drama)

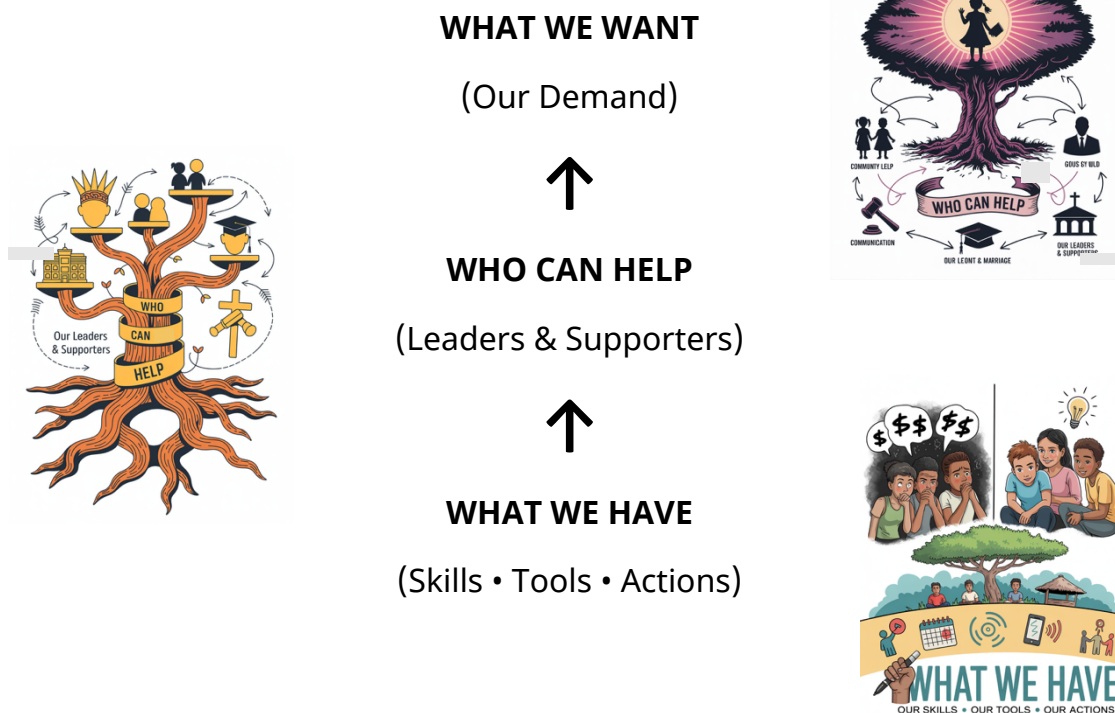
What support is available? (health, social welfare, VSU, safe reporting paths)

### **Who else cares and can support?**

- Adolescents (in-school & out-of-school), School/Junior Councils, youth clubs
- Teachers, Guidance staff, PTA/PTC, School Boards.
- CSOs/CBOs/NGOs and community volunteers.
- Parents/guardians, traditional and faith leaders.
- Health services, Social Welfare, Police/VSU, local authorities.
- Business leaders (support materials, transport, events, skills training).

Below is a simple summary of the advocacy planning steps:

### HOW WE MAKE CHANGE HAPPEN



The table below shows an **advocacy plan** that includes examples of what we want (demand), who can make the change happen (target), what skills, tools, and knowledge we have, who supports us, and the actions adolescents will take.

*Table 6: An advocacy plan*

What do we want (Demand)	Who can make the change happen directly? (Target)	What skills/tools/knowledge do we have?	Who is on our side? (Supporters)	How are adolescents going to do it? (Actions)
Adolescent and Youth-friendly SRH services and information in our area	Health Centre In-Charge; DHMT/MoH reps; Council Health Office	Peer education skills; social media/WhatsApp ; drama/poems; adolescent and youth-friendly space knowledge	Health workers; CSOs; Guidance teachers; youth clubs	Ask for adolescent/ youth-friendly spaces, hold monthly outreach, run school and community talks, and share SRH referral contacts.

Girls stay/return to school after pregnancy	Head teacher; School Board; DEBS/MoE; PTA/PTC	Speaking/writing letters; school data/stories; meeting facilitation	Teachers; PTA/PTC; CSOs; Social Welfare	Present a re-entry support plan; school dialogue; buddy/support groups; follow-up on re-entry cases
Community commitment to end child marriage (by-laws/norms change)	Traditional leaders/ counsellors; Ward Councillors	Local language; community mobilisation; storytelling	Faith leaders; women's groups; CSOs; parents	Hold community dialogues, use youth-led drama, agree on actions, and share reporting and referral pathways.
Stronger reporting and response to abuse/forced marriage	Police/VSU; Social Welfare; Child Protection Committees	Knowledge of reporting pathways; referral contacts; confidentiality practices	Social Welfare; VSU; schools; CSOs	Teach where to report, share hotline contacts, link survivors safely, and follow up with responsible leaders.
Dedicated support through CDF for prevention activities (school safety, youth programmes)	CDF Committee; Council; MP/Constituency Office	Petitioning; simple budget asks; community mapping	Ward Councillor; CSOs; traditional leaders; Ward Development Committee, school leadership	Join meetings, share a short proposal, gather signatures, and present adolescents' priorities using real evidence.

**You can also include dates when you will do your activities and even people who might oppose your demands so that you can look at how you can win them over.**

### Scenario

*In a community, many girls are dropping out of school because of early pregnancy and pressure to marry. Adolescents want better health information and support, but they are not sure who to talk to or what to ask for.*

*Let's use advocacy planning to turn this problem into action*

## Safe VS. Unsafe advocacy practices

Before any public advocacy, inform a trusted adult or organization to stay safe and get support (e.g. a teacher, parent/guardian, counsellor, social worker, health provider, or child protection focal point).

### *Introductory questions (for discussion)*

- *What can make speaking up safe for adolescents/pacesetters, and what can make it unsafe?*
- *Who is a trusted adult or organisation you can talk to before speaking up in public?*

Advocacy can also bring harm to adolescents, pacemakers/ stakeholders and their communities; so don't forget to plan in advance on how you are going ensure that it is safe (Tables 8 and 9).

**Table 7: Safe vs. unsafe advocacy practices for adolescents**

<b>Adolescents</b>	
<b>Safe advocacy practices</b>	<b>Unsafe advocacy practices</b>
<p><b>In Schools:</b></p> <ul style="list-style-type: none"> <li>• Write a petition with fellow learners.</li> <li>• Hold peaceful meetings with the principal/teachers.</li> <li>• Use suggestion boxes for proposals.</li> <li>• Use School/Junior Council to push policy changes.</li> <li>• Run assemblies/class talks with a patron present.</li> <li>• Lead club activities (drama, debates, and poems).</li> <li>• Put up approved posters/notice-board messages.</li> <li>• Make safe referrals to Guidance/health/child protection (no naming).</li> <li>• Raise issues through PTA/PTC with adult support</li> </ul>	<p><b>In Schools:</b></p> <ul style="list-style-type: none"> <li>•Threatening or bullying teachers/learners.</li> <li>•Acting without school permission and trusted adult guidance.</li> <li>•Naming/shaming or exposing private information.</li> <li>•Sharing photos/videos without consent.</li> <li>•Spreading rumours or misinformation and disinformation.</li> <li>•Confronting suspects or “investigating” cases.</li> <li>•Disrupting learning or damaging property.</li> <li>•Handling cases alone instead of referring to •Guidance/VSU/Social Welfare</li> </ul>
<b>In the Community:</b>	<b>In the Community:</b>

<ul style="list-style-type: none"> <li>• Attending community meetings and expressing concerns.</li> <li>• Using social media responsibly to raise awareness.</li> <li>• Collaborating with trusted organizations (CSOs, youth groups).</li> <li>• Reporting issues to local authorities or child protection agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part in demonstrations that might turn violent.</li> <li>• Sharing personal information online while advocating.</li> <li>• Approaching unknown or unverified groups to support your cause.</li> <li>• Engaging in advocacy in unsafe locations without supervision.</li> <li>• Using School Councils and Junior Councils to support or campaign for political parties or other selfish motives.</li> </ul>
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**Table 8: Safe vs. unsafe advocacy practices for pacesetters**

Stakeholders:	
Safe Advocacy Practices	Unsafe Advocacy Practices
<b>Schools:</b> Use official channels (Head, Guidance, and PTA/PTC/Board); support councils/clubs; protect privacy; use referral pathways (health, Social Welfare, VSU).	<b>Schools:</b> Intimidation; acting without clearance; naming/shaming; sharing photos without consent; rumours; “investigating” cases; bypassing referrals.
<b>Community:</b> Peaceful dialogues; respectful engagement; accurate, stigma-free messages; support safe spaces; report to the right services; partner with credible CSOs.	<b>Community:</b> Violent actions; exposing case details online; working with unknown groups; unsafe locations/times; blaming survivors.
<b>Media:</b> Ethical reporting; verify facts; protect identities; promote services/help-seeking.	<b>Media:</b> Sensationalism; naming minors/survivors; harmful language; unverified claims.
<b>Public/political spaces:</b> Engage MPs/councils on policy/budgets non-partisan; children and adolescent-centered manifestos, track commitments.	<b>Public/political spaces:</b> Using adolescents/councils for party politics or personal gain.

**You can also include dates when you will conduct your activities and even people who might oppose your demands so that you can look at how you can win them over. You are now ready to take action but first look back at what you have done so far.**

## Pause and reflect

### Have I set myself up for success?

1. What resources or support do I have to help me advocate?

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2. Did I clearly define the problem I want to solve?

1. Yes      2. No

3. Do I know who the key decision-makers are?

1. Yes      2. No

4. Did I create a plan that is realistic and achievable?

1. Yes      2. No

If you can check off these steps, then you're ready to take action!

## 11. Taking action

### **What steps will you take to make decision-makers listen and act? – Adolescents/ Pacesetters**

#### *Low-level actions (friendly approach)*

- ✓ Write a formal letter requesting a meeting and clearly state what you want changed.
- ✓ Organise a community dialogue with parents, guardians, adolescents (in/out of school), and leaders.
- ✓ Start a petition to show community support for preventing child marriage and adolescent pregnancy.
- ✓ Speak at local meetings (School Board/PTA, WDC, council consultative, Junior Council).

✓ Use media responsibly—invite radio/community media to raise awareness and promote services and reporting pathways.

*High-level actions (stronger pressure if needed)*

✓ Peaceful demonstrations with clear, child-safe messages and required approvals.

✓ Engage traditional and religious leaders to publicly commit and influence community norms.

✓ Social media campaigns that tag relevant offices/media and promote services (no naming/shaming).

✓ Leverage businesses to support and advocate for prevention activities and adolescent/youth-friendly services.

✓ Public forums/debates and invite the MP/Councillor to respond to clear, practical demands.



**Scenario (For Discussion or Role-Play)**

*Adolescents in a community want an adolescent/ youth-friendly space at the clinic and regular school health talks. They write a letter and collect signatures, but there is no response after one month.*

*Discuss:*

*What low-level actions should they try first?  
When should they move to stronger actions?  
How can they stay safe while advocating?*

Below is an example of how adolescents and pacesetters can take action in advocacy

### **ADVOCACY ACTION PATHWAY**

Example pathway: From asking to action

#### **LETTER + PETITION**

(Write a letter and collect signatures)



#### **MEETING WITH LEADERS**

(Ward Councillor / School Leaders)



#### **STRONGER ACTION**

(Involve CSOs, businesses, and community media)

## **12. Monitor progress and keep speaking up!**

**Even after officials agree, follow up to ensure they deliver.**

### **Ways to track progress**

- ◆ **Set clear** deadlines for decision-makers.
- ◆ Keep **public interest** through social media & community meetings
- ◆ Ask media to track the issue.
- ◆ Use a simple **scorecard** (commitment, person, deadline, status).
- ◆ Keep **records** (minutes, photos, attendance—no names).

- ◆ Do quick **peer check-ins/surveys** on changes seen.
- ◆ Track **service updates** (outreaches held, referrals made).
- ◆ Send **written follow-ups** after meetings (actions + dates).
- ◆ Assign a small **follow-up team** (with a trusted adult)
- ◆ **Escalate politely** if deadlines pass.

### If no action happens? Escalate!

Involve higher officials. Advocate for policy changes gather more supporters & media attention. Below is a simple monitoring template.

*Table 9: Monitoring template -simple scorecard*


Commitment/ Action	Decision- maker/Office	Deadline	Status (Not started/In progress/Done)	Evidence (no names)	Next follow- up date
Issue guidance to schools on enforcing the re-entry policy	District Education Board Secretary	//__	—	Meeting minutes; circular copy	//__
Hold a community dialogue on ending child marriage	Ward Councillor + Traditional leader	//__	—	Attendance count; photos (no faces)	//__
Strengthen referral link between schools and adolescent/youth-friendly services	District Health Office	//__	—	Referral log totals; outreach report	//__
Conduct school talk on SRHR/GBV reporting pathways	Head teacher + Guidance teacher	//__	—	Session report; agenda; class totals	//__

## GAME CARD: Did they do what they promised?

### *Monitoring and follow-up for adolescents*

#### **Purpose:**

To help adolescents learn how to check promises, follow up, and keep speaking up safely after leaders agree to take action.

- Time: 15–20 minutes
-  Group size: 6–12 participants

#### **Scenario:**

Adolescents asked leaders to create an adolescent/ youth-friendly space at the clinic and hold monthly school health talks. Leaders agreed—but two months later, nothing has happened.

#### **Roles:**

- Adolescents
- School Representative
- Health Office Representative
- Ward Councillor / Community Leader
- Monitor (keeps scorecard)

#### **How to Play:**

- |               |  |
|---------------|--|
| <b>Step 1</b> | Check the promise: What was promised, who promised it, and when? |
| <b>Step 2</b> | Follow up politely and ask for progress or dates.                |
| <b>Step 3</b> | Decide if action is happening or if more support is needed.      |
| <b>Step 4</b> | Escalate safely if deadlines pass (with trusted adults).         |

#### **Reflection Questions:**

- What helped leaders listen?
- What evidence was useful?
- When is it okay to escalate?
- How do we stay safe while following up?

#### **Key Message:**

Advocacy does not end with a promise. Following up turns words into action.

### 13. Win over the big decision-makers!

Winning the support of decision makers is critical for successful advocacy and requires clear messages, evidence, and respectful engagement. Table 11 presents practical tips for influencing and winning the support of decision makers.

*Table 10: Tips for winning decision makers*

Important	Remember
<p><b>Want leaders to say YES to ending teenage pregnancy and child marriage? Here’s how adolescents— in or out of school—can speak up, meet leaders, and take action!</b></p>	<p>Decision-makers respond when you are serious, prepared, and respectful—following these steps can lead to real change in your school and community!</p>
<p>Meeting with stakeholders</p> <ul style="list-style-type: none"> <li>✓ <b>Prepare before you go</b> <ul style="list-style-type: none"> <li>• Know the issue, collect a few key facts, and agree on a clear ask.</li> <li>• Assign roles (speaker, note-taker) and carry a one-page brief.</li> </ul> </li> <li>✓ <b>Be respectful and confident</b> <ul style="list-style-type: none"> <li>• Greet properly, dress neatly, speak politely, and focus on solutions.</li> <li>• Don’t share names or private case details.</li> </ul> </li> <li>✓ <b>During the meeting</b> <ul style="list-style-type: none"> <li>• State the problem and impact, present your ask, and request a commitment.</li> <li>• Agree on <b>who will do what by when</b> and set a follow-up date.</li> </ul> </li> <li>✓ <b>Go as a team</b> <ul style="list-style-type: none"> <li>• Attend with 2-5 members (include out-of-school youth if possible) and a trusted adult.</li> </ul> </li> </ul>	<p>Presenting your ideas confidently and persuasively during the meeting</p> <ul style="list-style-type: none"> <li>✓ Start strong – Introduce yourself, your council, and why you are there.</li> <li>✓ Use facts and examples – Show proof! Surveys, photos, or real stories from other learners make your case stronger.</li> <li>✓ Keep it simple and clear – Don’t use big words or talk too much. Get straight to the point.</li> <li>✓ Offer solutions, not just complaints – Leaders like ideas that fix problems, not just point them out.</li> <li>✓ Believe in yourself! – If you are confident, they will take you seriously.</li> </ul>
<p><b>TURNING “NO” INTO “YES”</b></p> <ul style="list-style-type: none"> <li>✓ <b>Ask why</b> and what’s possible instead.</li> <li>✓ <b>Negotiate a smaller step</b> if they can’t agree to everything.</li> <li>✓ <b>Build support</b> (adolescents, parents, teachers, CSOs, leaders).</li> <li>✓ <b>Show public backing</b> (petition/community meeting/social media—no naming).</li> <li>✓ <b>Follow up</b> with actions, deadlines, and a next meeting date.</li> </ul>	



### **Scenario 1: Winning a decision marker (Meeting the Head Teacher)**

*Adolescents notice that pregnant girls are not returning to school after giving birth.*

*What they do:*

- *Prepare key facts and stories (no names).*
- *Meet the Head Teacher with a clear ask: "Can the school support re-entry and share the policy with teachers and parents?"*
- *Agree on actions and a follow-up date.*

*Learning point:*

*✓ Being prepared, respectful, and clear helps leaders say YES.*

### **Scenario 2: Turning "NO" into "YES"**

*Adolescents ask for a youth-friendly space at the clinic, but the health office says there is no budget.*

*What they do next:*

- *Ask what is possible now (e.g. monthly outreach).*
- *Build support from CSOs and community leaders.*
- *Collect signatures and follow up with a smaller, realistic request.*

*Learning point:*

*✓ If the answer is NO, negotiate, build support, and follow up.*



### **Pause and reflect**

1. Have I reached out to decision-makers or taken steps to

Advocate for change?

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2. Did I communicate my message clearly and confidently?

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3. How did people react? Were they supportive, unsure, or against my idea?

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4. What challenges did I face, and how can I overcome them next time?

## 14. Disability inclusion

Use this checklist before and during advocacy activities to ensure adolescents with disabilities are safely included and supported, so no adolescent is left behind.

### Participation

- Adolescents with disabilities are included in meetings, clubs, and councils
- They are supported to speak for themselves
- Girls and boys with different disabilities are actively involved

### Safety and protection

- Activities protect adolescents with disabilities from harm and stigma
- Safe reporting and referral pathways are clear
- Privacy and confidentiality are respected

### Accessible information

- Information is shared in easy-to-understand formats
- Sign language, pictures, or simple language are used when needed
- Digital platforms are accessible

### Access to services

- Schools and health services are physically accessible
- Adolescents with disabilities can access SRH information and services

- Referrals are supportive and followed up

**Support from adults and leaders**

- Teachers and parents support inclusive participation
- Traditional and faith leaders promote positive norms
- CSOs and service providers include adolescents with disabilities

**Advocacy and voice**

- Advocacy messages include adolescents with disabilities
- Adolescents with disabilities are recognised as leaders and change-makers
- Policies and budgets are checked so no one is left out

**Key message:**

Adolescents with disabilities have the right to be heard, protected, and supported to shape their future.

**15. Final reflection**

**What's next?**

**Key questions every advocate should ask themselves and answer:**

What was my biggest lesson from this process?

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What do I need to improve on for next time?

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What advice would I give to other learners who want to advocate for change?

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**Takeaway Message:**

Advocacy is a process, not a quick win. 🌐 Keep learning, keep raising your voice, and keep taking small steps that lead to big change. 🚀 Stay committed, stay encouraged, and move forward together.

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## Annexes

### ANNEX 1:

#### *Checklist: Advocacy to reduce child marriages and adolescent pregnancies in Zambia (In-school, out-of-school pacesetters)*

**Group/Club/Council/Community Space:** \_\_\_\_\_

**School (if applicable):** \_\_\_\_\_

**Area/Ward (if applicable):** \_\_\_\_\_

**Issue to be addressed:** \_\_\_\_\_

**Advocacy Lead(s):** \_\_\_\_\_

**Trusted Adult/ Pacesetters (Patron/VSU/Media Expert/ CSO/Health/Social Welfare):** \_\_\_\_\_

#### **STEP 1: Define Your Goal (What do we want to change?)**

◆ Describe the issue: (What is happening in school/community?)

\_\_\_\_\_

◆ Proposed solution: (clear & realistic) \_\_\_\_\_

◆ Who is affected?

- In-school adolescents
- Out-of-school adolescents
- Parents/guardians
- Community
- Other: \_\_\_\_\_

◆ By when? (Deadline) \_\_\_\_\_



#### **STEP 2: Identify Decision-Makers (Who can approve the change?)**

◆ **Primary target (most power):**

- Headteacher/Principal  School Board  PTA/PTC  DEBS/MoE officer
- Health Centre In-Charge/MoH  Ward Councillor/WDC  Council officer
- Social Welfare  Police/VSU  Chief/Headperson  Faith leader  MP/Constituency office  Other: \_\_\_\_\_

◆ **Secondary target (influencers):**

- Guidance teacher/Patron  Teachers/HODs  CSOs/CBOs  Media/radio

Business leaders

Parents' reps  Youth leaders/peer educators  Community volunteers

Other: \_\_\_\_\_

### **STEP 3: Build Evidence (Support & information)**

◆ How will we show these matters?

Quick anonymous survey/scorecard  Suggestion box feedback

Petition/signatures

Meeting notes/stories (no names)  Service/referral gaps identified

School/community data (if available)

Examples from other areas  Research/news summaries

### **STEP 4: Plan Actions (Start with friendly, safe actions)**

✓ Choose at least **3** actions:

Write a formal letter/request to meet target

Hold a dialogue (school or community) with a trusted adult present

Peer sessions (clubs/safe spaces/sports/church youth)

Awareness materials (posters, drama, debates)—approved where needed

Engage PTA/PTC or community leaders

Link adolescents to youth-friendly services (referral info)

Radio/community media discussion (stigma-free, no naming)

Submit ideas at WDC/council/CDF meetings

Set up/strengthen a school or community “safe reporting & referral” focal point

💡 Other: \_\_\_\_\_

### **STEP 5: Monitor Progress & Follow Up**

◆ How will we track progress?

Scorecard (commitment–deadline–status)  Follow-up meetings  Feedback from adolescents/teachers/community

Track activities done (sessions/outreaches)  Track referrals made (no names)

Updates via meetings/WhatsApp/community noticeboard

◆ If there's no action, next step:

Second meeting  Escalate to DEBS/DHMT/Council/MP office  Engage

CSOs/media  Community resolution/by-law discussion

## FINAL REFLECTION

- 💡 Challenges expected: \_\_\_\_\_
- 💡 Who can support more? \_\_\_\_\_
- 💡 What does success look like? (clear signs) \_\_\_\_\_

**Date of next follow-up:** \_\_\_\_\_

**Who is responsible for follow-ups:** \_\_\_\_\_



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