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marriage**  
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UNFPA-UNICEF GLOBAL PROGRAMME TO END CHILD MARRIAGE

# GENDER-TRANSFORMATIVE ACCELERATOR

## India Country Report



The Gender-Transformative Accelerator Tool of the Global Programme to End Child Marriage was produced by the United Nations Population Fund (UNFPA) and the United Nations Children's Fund (UNICEF) headquarters' offices in collaboration with Collective Impact. We would like to thank members of the internal reference group and colleagues in the countries where the tool was field-tested, for their constructive feedback in enriching the tool.

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# INTRODUCTION

The UNFPA-UNICEF Global Programme to End Child Marriage (the Global Programme) has embraced a gender-transformative approach in Phase II, informed by the Phase I evaluation and founded on the evidence that child marriage is both a symptom and a result of deep-seated gender inequalities, restrictive gender norms and power dynamics. The inception of Phase II has led to a robust Global Programme Phase II [Programme Document](#) (with [Theory of Change](#) and [Results Framework](#)) grounded on a gender-transformative lens, followed by a second prong, with the development of succinct, evidence-based technical resources<sup>1</sup> on how to deliver both gender-responsive and gender-transformative programmes across the socioecological framework, including in the context of COVID-19.

Additionally, the Global Programme has facilitated capacity-building through the [GenderPro training](#) and a newly launched online course on Adolescent Girls' Agency, Safety and Well-Being.<sup>2</sup> The Gender-Transformative Accelerator (GTA) is the Global Programme's third prong to operationalize gender-transformative programming. India is one of the six trailblazer countries that committed to field-testing the tool.

A gender-transformative approach promotes gender equality – including shared control over resources and decision-making – and is grounded in girls' and women's agency and empowerment. Gender transformation actively examines, questions and changes rigid gender norms and imbalances of power that advantage the majority over marginalized groups, men/boys over women/girls and other diverse genders, and people who adhere to subordinated identities. Examining programmatic strategies and measurement design through a gender-transformative lens is not simple as both the approach and the context in which programmes are executed are tremendously complex and complicated.

Well-designed gender-transformative programming calls for multiple investments across the Socio-Ecological Model (SEM). Given that gender issues are very complex, highly context-specific and time-consuming, a gender-transformative approach calls for a holistic or multisectoral intervention and works across the SEM.

The SEM is based on the principle that in order to influence shifts in unequal power relations, it requires combining interventions that effect change at different levels,

namely, the **individual level** (adolescent girls and boys) by strengthening the knowledge, education and skills that leads to agency and empowerment; the **interpersonal level** (families, friends and social networks) through behaviour and social change communication that influences shifts in gender norms; the **community level** (community based organizations, faith-based organizations, community leaders, influencers, women's groups, girls clubs, safe spaces and youth groups) ensuring that communities, systems and social networks are aware and demonstrate investments in girls and positive gender norms; the **systems/institutions level** (service systems and social institutions), which is gender responsive/gender transformative and institutionalized in education, health, social welfare sectors, etc.; and the **policies/legislative level** (national, subnational and local) ensuring gender-responsive/gender transformative budgeting, laws, legal structures, social protection policies, labour's policies and workplace gender equity while engaging men throughout the different levels (individual, interpersonal, community, systems and policies) as allies.

Nevertheless, prior to programme design and implementation, there is the need to identify and understand key concepts of gender inequality, power and resource redistribution. For instance, through the 'gender equity continuum', programme implementers can map pathways of change from 'gender blind' to 'aware' to 'responsive' with the vision for transformative change.

The Global Programme has developed the GTA tool to facilitate interactive programmatic reflection and action planning through a three-day (three to four hours each day) process involving:

- **Day 1 – Core elements of a gender-transformative approach:** A collective assessment of programme interventions, while clarifying concepts, across the socio-ecological framework, through a consultative ranking process across the gender equity continuum.
- **Day 2 – Deep dives:** In-depth reflection and analysis of barriers and bottlenecks, and exploration of opportunities, based on a prioritization of programme priorities.
- **Day 3 – Road map of actions:** Building on the second day, and based on a shortlist of actions, involves articulation of strategic actions along with details of the time frame, support needed and measures of success, and with assignment of responsibilities among team members.

It is worth mentioning that this process is aligned with the Global Programme technical notes, which are clear, very elaborated and guide the need to address gender in a transformative manner, on gender norms, engaging men and boys, girls empowerment, support girls-responsive systems, and therefore moving towards the end of the continuum.

The India Country Office undertook the GTA through three full days (three hours each) with the full engagement of sectoral experts and staff from select states (see *the participant list in Annex*). Prior to the actual GTA process, the country office's lead focal points participated in two pre-call meetings to: (1) clarify methodology of the tool and expectations; and (2) have a facilitated discussion on themes to be prioritised during the actual GTA process. More details on facilitation methodology are explained in the [Facilitation Guide](#).



# RANKING OF GTA ELEMENTS

The GTA looks at six elements that need to be assessed across the gender equity continuum to address gender in a transformative way. Five of these elements are independent, namely, **Girls skills, agency and empowerment; Addressing masculinities and engaging men and boys; Enabling environment: community mobilization; Information and services;** and **Structural change: institutional partnerships**. The sixth element that cuts across all the others is **Gender norms**. Further details are provided in the tool (*see Figure 1 on page 18*) on what is entailed under the different stages of the continuum.

The highlights of day 1 discussions are captured below based on the ranking of key programme interventions against the contextualised Theory of Change. The ranking process explored assessment of the six elements in the gender equity continuum and approaches to move towards gender-transformative programming. The assessment of the six elements in the programme is broad. To provide an objective ranking, cross-sectoral views were encouraged against concrete examples of programme interventions.

## 1. Discriminatory gender and social norms: Currently at the gender-responsive stage

Addressing social and gender norms is important across all levels of the SEM. There is a unanimous agreement that promoting the value of girls is a core focus of the work to end child marriage. A key challenge that emerged is that families are primarily concerned about protecting girls, which ends up restricting their mobility, denying their agency to choose and reinforcing their low perceived value, which in turn leads girls to drop out of school at the secondary level and pushes girls into marriage at an early age. The country programmes are challenging traditional gender normative expectations and stereotyping from families and communities about gender roles but are less focused on norms around adolescent sexuality and how they underpin perceived expectations and sanctions. For instance, one of the most intractable areas has been the issue of consent in matters of marriage and sexual autonomy for both girls and boys. Decisions about when and who to marry are still very much decided by parents and families. In that respect, the programming is still somewhere in the continuum between gender aware and gender responsive.

Challenging existing gender norms is important along with building up positive alternatives that would guarantee and safeguard rights, freedom of expression, compassion, respect and equality as prioritized by girls, marginalized communities, women's networks and community activists. It would also destabilize existing assumptions about power and control based on traditional norms and expectations.

Questioning normative expectations about gender roles and norms around adolescent sexuality is important and sometimes difficult, especially in communities that situate traditional beliefs as the rule of the families and individuals.

## 2. Girls' skills, agency and empowerment: Currently at the gender-responsive stage

The key focus of this element is to address individual barriers and skills development initiatives. Breaking stereotypes is a critical means to bring change, especially in terms of access to education and health needs and is central for girls' ability to exercise rights and participate in the decision-making process. For example, addressing stereotypes related to girls in science, technology, engineering and mathematics (STEM) education will help to expand occupational choices or through Comprehensive Sexuality Education girls can be empowered to exercise bodily autonomy. There is also a recognition that just addressing the individual level skills may not lead to an increase in girls' agency. Having multiple layers of programmes that address the barriers and harmful norms that restrict access for girls is important. Girls' access to programmes is determined by existing structures, and the programmes are usually found to have an influence on shifting knowledge and advancing skill-building but have gained limited traction on barriers at the family and community levels that restrict access.

The key areas that emerged where the Global Programme could bring in more gender-transformative strategies include content and design for sustained long-term impact, with a focus on girls' education, health and livelihood programmes. Both UNICEF and UNFPA in India are working closely on government programmes by providing technical support – it is important to undertake programme-specific review to assess gaps and how gender-transformative tools could aid in finding solutions. This may take a longer time than expected as many such programmes currently are at a gender-aware level.

While a layered approach is critical, India is a huge country with significant diversity in culture, language and ways of life, and each state will have its own unique pathway and milestones in the gender continuum. For example, in Bihar's 13 districts with the worst indicators, which are also environmental disaster-prone areas, getting the girls to participate in programmes was very difficult at the initial stage. At this juncture, the girls have shown to move in the empowerment and agency ladder many folds. The important reflection here would be to intentionally focus on overcoming the barriers that restrict girls' participation and to highlight/factor -in the distance covered along the continuum by each programme at the state and regional levels.

### **3. Information and services: Currently at the gender-aware stage**

The current programmes are multisectoral and have built-in value for the adolescent as general categories. Almost all the programmes are highly dependent on government collaboration, which restricts much of the efforts of UNFPA and UNICEF to control how the resources or information and services are delivered and accessed.

The discussion categorically found that the government's programmes are supply-driven, leading to a lack of space for choice, where access to services depends on what is available or what the system thinks is the need. For example, adolescent unmarried girls are given access to iron supplement initiative or menstrual products while adolescent married girls (of similar age) are given access to contraceptives (methods to be decided mostly by health providers). One area that the agencies have identified as a high priority is that most information and service providers are not gender sensitive, and they do carry the notion of patriarchal control over women and girls' sexuality. In many settings, contraceptive methods are not available to adults or adolescents. Even when contraceptive methods are available, laws and policies prevent their provision to unmarried adolescents or those under the age of 18 years. In addition, in many places, health workers refuse to provide unmarried adolescents with contraceptive information and services because they do not approve of premarital sexual activity. Moreover, multisectoral and convergent programming needs to be on the table while reflecting how shifts would take place from gender-aware to gender-transformative approach towards information and services (including changing the mindset and removing barriers of health providers).

With the COVID-19 pandemic restrictions, information and services provision has shifted towards awareness while access has undergone a huge shift in terms of reaching target groups of adolescent girls. However, a huge gender gap exists in the use of digital technology in India, and girls also experienced an increase in responsibilities within their households related to care and chores.

Thus, it is important to address the digital divide rather than simply pushing technology to expand services such as education and health-related needs to enhance reach to girls even if the system focuses on households more broadly.

### **4. Addressing masculinities and engaging men and boys: Currently at the gender-aware stage**

There is limited evidence around gender-transformative programming engaging men and boys in India. Even the funding on gender-transformative approaches in programmes engaging men and boys is rarely visible. The existing programmes suggest that engaging men and boys should go beyond questioning the power and privileges that are granted to men, to creating structured spaces for men and boys to challenge and reflect on masculinities, gender, power and privilege in their lives.<sup>3,4</sup>

There is a need to clarify how agencies would like to position work around addressing masculinities and engaging men and boys within the overall strategy of the Global Programme. It is essential to unpack generations of traditional norms, which requires dedicated funding and deeper strategies for addressing issues separately for men and boys using the intersectional framework of masculinity. Reflection and introspection are found to be an important means for participants and community to get to the root causes of discrimination affecting both women and men. These processes when integrated in the intervention design and delivery become in themselves a way to transformation. This is important but slow in nature as changing norms in any community takes time and thus, for many pilot interventions, it leads to a cause of challenge towards replication and scale in itself. One way forward to take such an approach to scale is through the presence of existing long-term programmes with engaging men and boys as well as institutional support. It is critical to include the analysis, reflection and action on masculinities targeting men as stakeholders and decision-makers at the institutional and systems level to create an enabling environment and build allies for gender equality.

The problem with the overall strategy is also about systems-strengthening and looking at scale. Government programmes are gender blind when engaging with men and boys. Thus, investing time and resources in advocacy for the inclusion of men and boys needs hard evidence of the impact of gender-transformative approaches within the country as a proof of concept. Bringing changes at scale through Rashtriya Kishor Swasthya Karyakram (National adolescent engagement programme) is a great opportunity to engage with men and boys at all ecological levels. An important part of inclusive gender-transformative strategies is to have spaces for conversations for girls and boys together, as well as separately, on gender discrimination.



### **5. Enabling environment: Community mobilization currently at the gender-aware stage**

The discussion on this element highlighted that the current programmes engage with a range of stakeholders to end child marriage. However, girls' voice and participation often elicit hesitancy among the stakeholders.

Girls are often excluded from certain activities or spaces when their mobility is restricted in the name of safety (for example, the government scheme Mahila Shakti Kendra ([women power centre])). The question that emerged is, "what more can be done for the scheme embodying values on women's and girls' empowerment and gender equality?". The mobility/safety issues hinder women/girls' participation in volunteerism and is a huge barrier, but it has been viewed as a necessary evil by many development practitioners.

There is a recognition that the community mobilization component needs long-term focus and efforts. For instance, the evaluation report<sup>5</sup> of the Action for Adolescent Girls (AAG) intervention in Udaipur district of Rajasthan and Gaajapati district in Odisha suggested that the intervention to a large extent created the space for adolescent girls to come together to discuss and reflect on the issues; however, the discomfort of peer educators and other trainers in bringing sensitive topics expressed by one third of girls from Gumma and half of girls from Kherwada and Salumber indicate that shifting the approach from gender responsive to gender transformative needs more time and investment at all

levels. Overall, it is important to work with traditional power holders to share power and question assumptions about gender and decision-making to integrate with programme design and content. The system engagement already exists – from local governance i.e. the panchayat and block levels to district and state levels. The opportunity here is to push from dialogue to accountability.

### **6. Structural change: Institutional partnerships currently between gender responsive and gender aware**

Strategies to engage with different levels of partners have been slightly different among the two agencies. Both agencies have collaboration and partnership with government departments and ministries, private sector undertakings and civil society organizations, including non-governmental organizations, community-based organizations and faith-based organizations. The discussion revealed variation in approach; governmental partnership is at a gender-responsive level, while faith-based organizations are at gender aware, and civil society organizations are ranging from gender responsive to gender transformative.

There is a range of partnerships that has emerged in the country, which also leads to variations at the gender continuum stages. In many cases, the grassroots right-based organizations and non-governmental organizations are mostly at the gender-responsive level, while partnerships with government departments and

faith-based organizations are mostly at gender-aware level. It has been observed that the nature of partners influences the level of partnership at the continuum scale. Having women's rights organization vis-à-vis child rights organizations influence such differentials: in case of child rights organizations, the partnerships are more towards the gender-aware stage while the women's rights organizations partnership have moved further and are majorly at the gender-responsive stage. One of the reasons being the shift in focus in women's rights organizations where they are pushing their agenda to accommodate the entire aspect of bodily autonomy while working around child, early and forced marriage and adolescent programmes. Both agencies consider strongly intensifying engagement to support feminist, women and girls, youth-led or youth-serving, and community-based organizations that promote rights, inclusion and equality, and positive social and gender norms is key towards achieving gender transformation.

The ranking of the six elements was subsequently reviewed on day 2 (**deep dives**) through in-depth reflection and analysis of barriers and bottlenecks, and exploration of opportunities, based on a prioritization of programme priorities (see *Figure 1*). The prioritizing of three elements was based on a consultative process, with an emphasis on elements with multiple influences across the socioecological framework.

The third and final day of the GTA (**road map of actions**) built on the discussion and reflections of the prior two days and led into an action planning process, with clear gaps to be addressed, responsible focal points and technical support needs to be addressed by the the Global Programme Support Unit and Collective Impact.

The figure below provides a snapshot of the Gender Transformative Accelerator tool<sup>6</sup>.

**Figure 1. GTA Tool Matrix**

<b>Adolescent Girls' Skills, Agency and Empowerment</b>		Please provide a brief explanation for why you chose this level
Enter an x in the box on the right for the option that applies; select only one option.		
<b>Gender Blind</b>	Programmes make choices for adolescent girls and focus on expanding their skills based on existing roles and life choices as defined by the social and gender norms in their context.	
<b>Gender Aware</b>	Programmes aim to expand choices, skills and opportunities for adolescent girls and to address barriers to participation in education, the workforce, and community decision-making in the interest of marginalized adolescent girls. However, few investments are made to influence systems and communities in support of skilling and equipping adolescent girls in non-traditional roles, e.g. science, technology, engineering and mathematics (STEM).	
<b>Gender Responsive</b>	Programmes work to expand choices, skills and opportunities for marginalized adolescent girls through promoting skills that are not usually associated with traditional gender roles, such as girls' STEM education or boys' caretaking, and to address barriers to participation in education, the workforce, and community decision-making for marginalized adolescent girls.	
<b>Gender Transformative</b>	Programmes equip marginalized adolescent girls with social, health, cognitive and economic assets and promote autonomy and control over their bodies, sexuality and life choices. Programmes work actively to engage marginalized adolescent girls as change-makers at individual, community and structural levels to challenge norms and restrictions. Programmes make tailored investments to rectify basic inequities between adolescent girls and boys, to remove barriers and expand choices, opportunities and access to skill-building and comprehensive sexuality education for all, including through tailored efforts to challenge norms and restrictions for adolescents.	

For more information, please see the [Gender-transformative accelerator tool brief](#).



# PRIORITY FOCUS AREAS AND RELATED ACTIONS

Based on the discussion around current strategies and programme content in India using the “gender equity continuum” and the contextualized theory of change across the socio-ecological framework, several priority actions emerged. These action areas are broadly categorized under three groups, namely, **1) Programme approach, content and messaging; 2) Programme strategies and design; and 3) Measurement and learning.** Five key action priority areas that have greater potential to address and dismantle power and resource hierarchy structures that subjugate girls in most contexts were identified for the gender-transformative process. Figure 2 captures the consultative process undertaken to identify the priority actions.

The process of engaging in the dialogue brought several aspects into consideration to look through each priority action to identify current gaps and emerging opportunities over the next 12-18 months. At the later stage of the discussion, the timeline and required support and responsibilities were included in each area.

## **1. Review (with partners) capacity-building curricula content, methodologies and measurements for GTA elements (content, methodology and approach)**

The discussion around content, approach and methodology emerged in all three days of deliberation under each topic as an important area of work to be achieved to ensure the future implementation of a gender-transformative programme. Two broad areas under which the synergies need to happen are programme content including curriculum and campaign messaging (as part of social and behaviour change communication [SBCC]) and monitoring and evaluation related indicators and narrative development. A third area was also discussed: capacity-strengthening of partners and network members through an appropriate curriculum and training module to capture gender-transformative approach and methodology.

The gap that exists in the current efforts related to the content, methodology and measurement includes non-alignment and differential understanding among actors as per the current GTA framework.

The existing guidelines on GTA developed as part of the Global Programme have not translated into action at the level of content developed and used by partners and government programmes who are implementing partners of the agencies in the country.

This is one of the larger priorities as it includes extending the framing of the entire effort that both agencies are working on at the country level. Thus, to achieve success, this action priority would need to bring together the effort of both internal and external expertise by forming a task force to co-create guidelines for review of content followed by the actual review process and capacity-strengthening of implementation partners.

## **2. Strategy and action plan development for integrating work on masculinity and engaging men and boys (programme strategies and design)**

More often an instrumental approach has been adopted for engaging men and boys and addressing masculinity in almost all government programmes. One clear indication emphasizes the need to look for more opportunities to work with men and boys with the largest focus at the core areas of the content, approaches and methodologies. Areas that emerged from the further reflection that are currently missing include:

- Questioning patriarchy power and privilege at all levels
- Demystify gender construct and need to understand gender equality within such a framework
- Sharing power and dismantling it at all levels of the relationship.

The shift in approach is important at all ecological levels from individual to system engagement. As there is not much engagement with men and boys using the gender-transformative approach, one big push is needed to develop a synthesis paper to collate efforts in India using the framework presented in the Global Programme technical notes on masculinities. Besides creating such a depository of resources drawing on international experiences, capacity-building, content creation and modification are the next few important steps that would also address the first action priority areas.

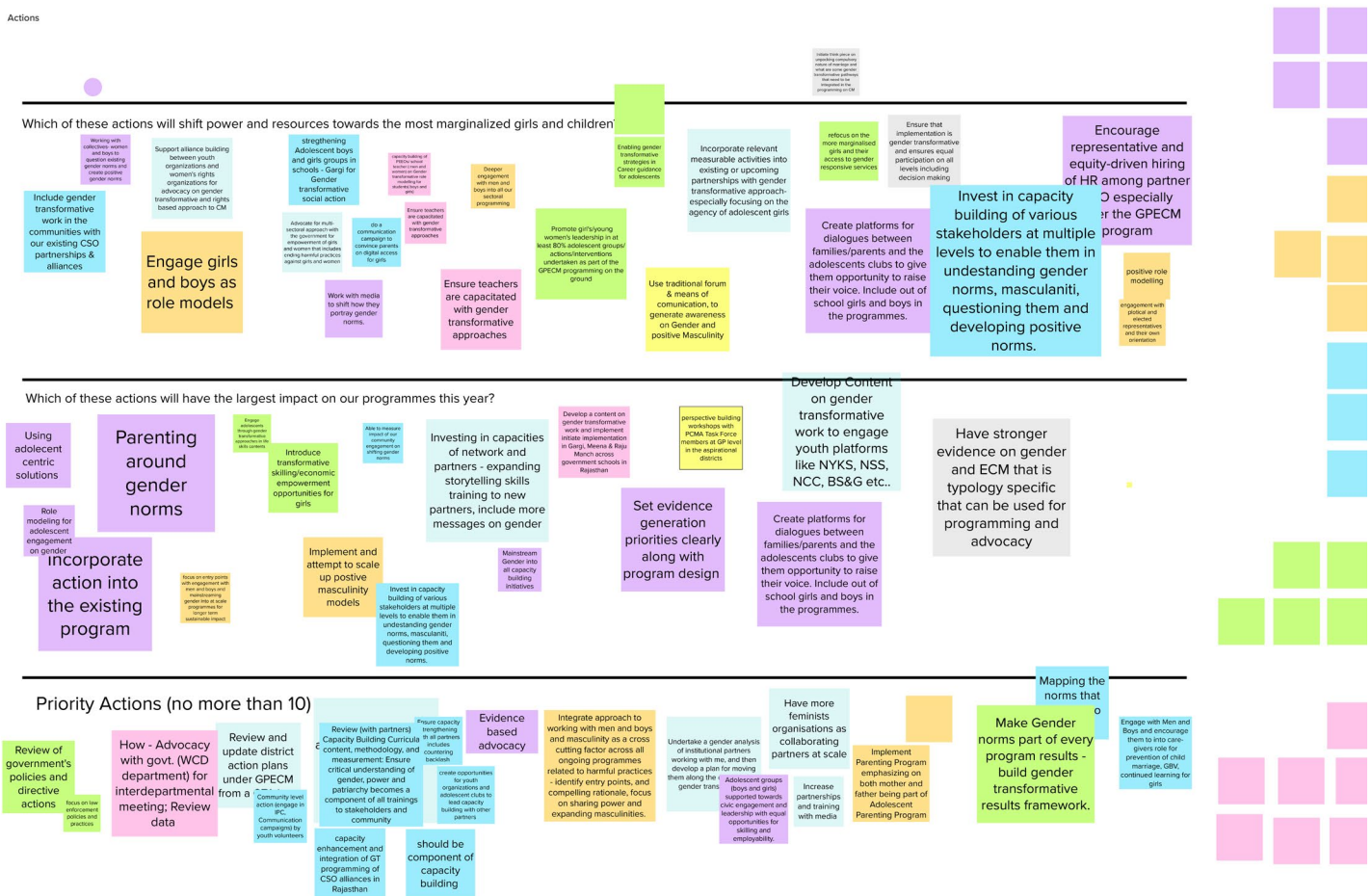
### 3. Adolescent groups for life skills and employment opportunities (programme strategies and design)

Adolescent girls-focused programmes at the local and national levels do not always include a holistic approach to address issues at all layers of the SEM. It has been observed that most of the programmes fail to connect their efforts to the system and structural level engagement. Moreover, a larger proportion of girls-focused programmes limit their implementation towards knowledge building and skill development but barely address the social and gender norms at the family and community levels, which restricts girls' agency and rights even when they have higher awareness levels.

To address such barriers, it is important to leverage connections with different systems and institutions, including local, government and private entities, which provide life skills and livelihood training and facilitate employability and employment opportunities to connect education with upskilling approaches/opportunities. There is also a need for addressing the 'how' given the plethora of guidance and technical notes produced under the Global Programme on gender-transformative life skills strategies responding to transferrable skills.

Both agencies have already started developing linkages with in-country organizations to meet such areas of skills and expertise with the girls-focused programmes they are supporting. Hence, they would be taking this effort ahead with some modification to ensure the approach and methods adopted in the process use the gender-transformative framework.

Figure 2. Mural on brainstorming of actions



#### 4. Undertake a gender analysis of institutional partners working with men and develop a plan for moving them along the continuum to gender transformative (measurement and learning)

This action priority, which is a subpart of action areas 1 and 2, is basically to use the framework and tools of GTA to undertake a gender analysis of the institutional partners. The review would help partners to recognize their programme content, approach and methodology gaps using a gender-transformative approach.

Many partner organizations either hesitate or dismiss the idea of including men and boys in their programme, which was raised by the teams from both agencies during the workshop. The important issue is not having a programme strategy to engage men and boys, and this broad domain is not part of their overall framing and conceptualization. Through a review of the partner's work, this aspect of gender-transformative continuum could be addressed systematically.

#### 5. Gender-transformative results framework – Quality assurance and tracking issues, support for measurement strategies (measurement and learning)

The inclusion of GTA in the content, approach and methodology of the programme intervention needs to be aligned with similar effort on monitoring, learning, and evaluation design work. This will ensure the inclusion of indicators that could capture the gender-transformative process and impact. To build the gender-transformative result framework, the key step needed is the review of the global result framework using the GTA tools to capture the gaps and challenges, while being mindful that India has measurement frameworks at the national and state levels that need to be influenced. Moreover, a number of surveys in select states capture some youth empowerment measures; however, they are limited to states or can be influenced once in a decade.

Once the global framework is strengthened to address GTA, a similar framework could be easily contextualized at the national level. The existing gender-transformative result frameworks that many civil society organizations are using could be an excellent start-up process at the contextualization stage. Thus, forming an expert panel of key members/organizations to support both agencies in this process would ease not only identifying gaps but also building support to take the process forward and build capacities of the in-country monitoring and evaluation team at the agency and partner levels. It was also noted that the new Country Programme Document (CPD) provides an excellent opportunity to influence gender-transformative measures.



"I wish we could have done this face to face - would have been so much more impactful but having said that it is quite good what we have arrived at eventually."

"Thank you so much everyone for the engaging workshop. Great learning."

India GTA workshop participants



## KEY NEXT STEPS

Detailed steps are listed in the GTA road map of actions (see *Annex 1*) for each of the four priority action areas. There are a few key broad steps that arise based on the priority areas and the existing gaps. These steps include:

- Greater understanding and clarity of gender-transformative approaches and GTA tool among the country team to lead the process of inclusion and operationalization. Headquarters and Collective Impact will provide guidance to evaluate manuals and curriculum to identify opportunities to include more gender-transformative content.
- Forming a task force and/or expert committee (to include external experts as well as an internal team) to support in developing the gender-transformative indicators including:
  - Reviewing existing measurement framework of the Global Programme to ensure strengthened outcome and impact level indicators to capture gender-transformative change and shifts at all levels, while reviewing opportunity to influence measurement frameworks at the national and state levels
  - Identify and use strong measures to review the programme – content, approaches and methodology
  - Partner capacity-strengthening and review of partner's work.
- Develop systematic review and research documentation to guide the internal team in areas that are not explored much or have less existing evidence such as engaging men and boys and addressing masculinity using GTA, skill development and employability, and employment generation programmes for adolescent girls (transitioning from education to employment);
- Deeper analysis of social and gender norms and how to address norms at all levels of programming and indicators to capture in the result framework.
- Organizing webinars for cross learning processes across countries.



## ROADMAP OF ACTIONS

Existing opportunities for immediate effect, for both direct and indirect impact on the programme. priority actions for the programme as a whole

1	ACTION DOMAIN	PROCESS/STEPS	WHERE ARE THE GAPS?	TIMELINE	SUPPORT NEEDED (INTERNAL & EXTERNAL)	ROLE OF CI <sup>7</sup> AS A SUPPORT (SHORT & LONG TERM)	RESPONSIBLE PERSON	NEXT STEPS
	Review (with partners) capacity building curricula content, methodologies, and measurements for Gender Transformative (GT) programming.	<p>(1) Identification of task force to develop national guidelines on principles for capacity building</p> <p>(2) Review of curricula content, methodologies, and measurements for GTA elements</p> <p>(3) Map existing curricula against the new guideline</p> <p>(4) Modification and development of curricula content, methodologies, and measurements for Gender Transformative Accelerator (GTA) elements</p> <p>(5) Implementation of capacity building process for internal as well as partner/alliance/network members</p> <p>(6) Scoping &amp; research and implementation design on gender transformative programming in select states</p>	(1) Differences in understanding of GTA at all levels (i) the existing content of the implementation design and curricula are not completely aligned with the GTA framework; (ii) the understanding of stakeholders around the concept of gender transformation, gender equality framework not clear; (iii) partners capacity strengthening is must as current understanding of GT framework and concept not completely clear to ensure implementation on the ground follows GT lens and framework	Tool Development and Approach paper- October -December 2021; Capacity Building - Jan/Feb 2022	<ul style="list-style-type: none"> <li>- Task team to develop national guidance/ approach to gender transformative capacity building</li> <li>- Identify capacity building team, local partners to lead capacity building.</li> <li>- Resource pool for curriculum review and improvement.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a Guidance paper and Tools (checklists for assessment on GTA).</li> <li>- Follow -up by capacity building of staff and partners.</li> <li>- Identify and engage Gender Technical experts for India to support this work stream</li> </ul>	UNFPA and UNICEF leads	<ul style="list-style-type: none"> <li>- Identification of task force (UNICEF/ UNFPA)</li> <li>- Developing an approach paper (Technical brief already exists) - Develop guideline/tools of GT indicators for review of content (CI)</li> <li>- Capacity building workshop of the review team (CI)</li> <li>- Team to review the content using the guideline/ tools. (UNICEF/ UNFPA)</li> <li>- Final review (task force)</li> <li>- Implementation (UNICEF/ UNFPA)</li> </ul>

## 2

ACTION DOMAIN	PROCESS/STEPS	WHERE ARE THE GAPS?	TIMELINE	SUPPORT NEEDED (INTERNAL & EXTERNAL)	ROLE OF CI' AS A SUPPORT (SHORT & LONG TERM)	RESPONSIBLE PERSON	NEXT STEPS
<p>Strategy and action plan development for integrating work on masculinity and engaging men and boys.</p>	<p>(1) Map engagement with community leaders and influencers, teachers, etc., for areas to address masculinities.</p> <p>(2) Review the content and approach to engaging boys and men. Address questions of why and how we are engaging with men and boys; who are we engaging with and at what level; are we going beyond paternalism and protectionism and addressing the structural issue of power?</p> <p>(3) Development of toolkit on positive masculinity and support to scale-up efforts.</p> <p>(4) Support RKSJ and school health program (and other partners) to push further on masculinities, addressing gender norms.</p> <p>(5) Develop specific capacity strategies for engaging boys, bringing in male facilitators, male role models, storytelling on positive masculinities.</p> <p>(6) develop India-specific position paper on engaging men and boys focusing on the "how to".</p>	<p>(1) Not much experience in India and funding on Gender Transformative approaches in engaging men and boys' programs. Mostly engaging men seen more as means to an end rather than questioning the power and privileges.</p> <p>(2) Not many programs have questioned and recognized issues of masculinity, that are harmful for men and boys and their relationships.</p> <p>(3) The existing program with men and boys does not have an outcome around shifting and challenging power and privilege.</p> <p>(4) Government funded large scale program has weak link to men and boys 'component and are mostly gender blind.</p>	<p>Begin Dec-21</p>	<p>- Advocacy (internal and external) for changing approach to engage men and boys. -Support long-term shifts. - Conduct webinars on best practices and sustained capacity strengthening to partners on how to work with men and boys from a power and privilege lens.</p>	<p>Documentation of our engagement with men and boys. Webinars for cross-learning across countries</p>	<p>UNFPA and UNICEF leads</p>	<p>- Synthesis paper on gender transformative program on engaging men and boys (CI)</p> <p>- Documentation of gaps and challenges of India program by agencies (UNICEF/ UNFPA)</p> <p>- Webinars for cross learning across countries (CI)</p> <p>- Capacity building of the India core team (CI)</p> <p>- Content modification and implementation (UNICEF/ UNFPA)</p>

3	ACTION DOMAIN	PROCESS/STEPS	WHERE ARE THE GAPS?	TIMELINE	SUPPORT NEEDED (INTERNAL & EXTERNAL)	ROLE OF CI <sup>7</sup> AS A SUPPORT (SHORT & LONG TERM)	RESPONSIBLE PERSON	NEXT STEPS
	Adolescent groups for life skills and employment opportunities.	<p>(1) Increase engagement with youth platforms/partners</p> <p>(2) Leverage Yuwaah platform to ensure that skills-building is gender transformative (address the 'how to')</p> <p>(3) Increase girls' access to skills-building platforms (esp. STEM and employment, more nuanced approaches to aptitude assessment)</p> <p>(4) Connect investments in girls' skills building with community engagement to support their use, reduce drop-outs</p> <p>(5) Assess whether skills building investments and digital platforms are reaching marginalized and vulnerable girls and adolescents</p> <p>(6) Connect skills platforms to alternative life paths and girls' aspirations</p>	<p>(1) Programs/ implementation does not always work holistically at all levels of the ecological model and at the structural levels.</p> <p>(2) Implementation highly concentrated at the knowledge and skills building areas but barriers at family level and access result in limited traction.</p> <p>(3) Recognizing marginalized genders - one of the huge aspects missing of the current strategy is giving space to also recognize other gender identities (transgender children etc.) and address power and position and to push beyond gender binary and look at other gender identities</p>	Ongoing	<p>- Revisit existing tools based on 21st Century Skills, skills for girls, etc.</p> <p>- Invite organizations (such as Yuwaah) to present their work and research to the group</p>		- UNFPA and UNICEF leads	- Linkages will be built with Yuwaah and will look at a meeting to discuss this further
4	Undertake a gender analysis of institutional partners working with men, and then develop a plan for moving them along the continuum to gender transformative	<p>(1) development of indicators/check lists to assess partners using GTA</p> <p>(2) capacity strengthening of the partners (CSOs)</p> <p>(3) tools for advocacy to bring changes at the system level</p> <p>(4) support to CSOs to implement and measure gender transformative program</p>		TBD		- Share best practices and tools on gender analysis - Undertake webinars for cross-learning across countries	UNFPA and UNICEF leads	Will be subsumed within #1 & #2 action priority steps

## 5

ACTION DOMAIN	PROCESS/STEPS	WHERE ARE THE GAPS?	TIMELINE	SUPPORT NEEDED (INTERNAL & EXTERNAL)	ROLE OF CI <sup>7</sup> AS A SUPPORT (SHORT & LONG TERM)	RESPONSIBLE PERSON	NEXT STEPS
<p>Gender transformative results framework (build gender results into program measurements) - quality assurance and tracking issues, support for measurement strategies</p>	<p>(1) GPECM is one part of the national results framework and thus the first step is to address the gender transformative outcome and indicators for the result framework with a review of current outcome and output indicators and adaptation of new gender transformative indicators to measure and capture change. E.g., power and resource shifts;</p> <p>(i) undertake consultations with experts identify the gap and adapt indicators at outcome and impact level to capture change; build gender results into program measurements</p> <p>(ii) develop training outline for MEL/M&amp;E team at the country level</p> <p>(2) Once the GT outcome and indicators are integrated in the result framework, this could be taken forward at country level to contextualize the outcome and indicators for measuring the change at all socio-ecological level</p> <p>(i) In country consultation with experts; sharing of existing scoping/situation analysis studies to identify gender transformative indicators</p>	<p>(1) Current indicators do not sufficiently facilitate measuring change and shifts in gender norms,</p> <p>(2) Very few qualitative assessments which could capture the change more profoundly e.g., change in shift of power and resource allocation towards marginalized girls through evaluation studies.</p> <p>(3) Quality assurance and tracking issues is also important which measure gender transformative change.</p> <p>(4) Capacity and support for measurement strategies for the team needed.</p> <p>(5) Mapping of gender norms that we want to influence needs tracking.</p> <p>(6) High level contextualized indicators to measure ending child marriage beyond age are needed.</p>	<p>Will be dependent on HQ's support while being mindful that influencing national MIS crucial and that girls' agency' or empowerment' measurement is either limited to few States or undertaken every decade or so.</p>	<p>- Capacity strengthening of the internal team on measurement and result framework development.</p> <p>- Understanding of GTA process and how it is to be measured at the program level - global to country level</p>	<p>Will require HQ to support on this.</p>	<p>UNFPA and UNICEF leads</p>	<p>Consultation with internal team to identify gaps, while considering the following:</p> <p>(i) adapt indicators at outcome and impact level to capture gender norm change; build gender results into program measurements</p> <p>(ii) In country consultation with experts; sharing of existing scoping/situation analysis studies and gender transformative indicators</p> <p>(iii) Develop training outline for MEL/M&amp;E team at the country level.</p> <p>(iv) Review inclusion of new indicators in the current Global Programme framework as well as MEL design.</p> <p>(v) Strengthening M&amp;E to build evidence for child marriage and adolescent development especially the impact of COVID-19.</p>





## PARTICIPANT LIST

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2. Helen Belachew	Gender and Programme specialist, headquarters	UNICEF
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5. Shobhana Boyle	Gender and Human Rights Specialist	UNFPA
6. Sarojini Brahma	Consultant- Child Marriage & Girls' Empowerment	UNFPA
7. Nilesh Deshpande	Adolescent and Youth Specialist	UNFPA
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# ENDNOTES

- 1 [Gender-Transformative Approaches in the Global Programme to End Child Marriage: Leaving No One Behind: Adolescent Girls' Empowerment; Life Skills Programmes for Empowering Adolescent Girls; Gender Norms; Partnering with Men and Boys to End Child Marriage; Adolescent Girl-Responsive Systems.](#)
- 2 This [course](#) covers two foundational modules on Foundations of Gender-Transformative Approaches and Adolescent Girls Programming and two sub-modules on approaches to End Child Marriage and Eliminate Female Genital Mutilation.
- 3 CARE, 'Engaging Men and Boys for Gender Equality Series: Stories of engagement', 2017, <[www.care.org/wp-content/uploads/2020/05/CARE20EMB20Brief201\\_Web.pdf](http://www.care.org/wp-content/uploads/2020/05/CARE20EMB20Brief201_Web.pdf)>, accessed 23 October 2021.
- 4 [Partnering with Men and Boys to End Child Marriage](#)
- 5 Jejeebhoy, Shireen, *Action for Adolescent Girls: Effects of an asset building intervention in Udaipur district, Rajasthan and Gajapati district, Odisha*, Evaluation report, 2019.
- 6 For details of the three-day India GTA exercise please reach out to the UNFPA and UNICEF offices.

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