

Gender-Transformative Programming

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Abstract

This paper describes key components and qualities of gender-transformational approaches to programming. There is an increasing recognition of gender inequality as a key obstacle to the realization of children’s rights and lasting improvements to their health and well-being.

Gender-transformative approaches address root causes to redress gender inequalities, remove structural barriers, and empower disadvantaged populations by making changes in law and policy; adapting and improving systems and services; distribution of resources, and changing negative or harmful norms and beliefs (including stereotypes), behaviours, and practices.

1. Background

(a) What constitutes a gender-transformative approach?^{1, 2}

At their core, transformative approaches address root causes to achieve lasting change.³ Gender-transformative approaches thus aim to address the structural and social root causes of gender inequality and thereby promote more equitable outcomes for children in all their diversity. In so doing, they aim both to change overall structures that underpin gender inequality and to contribute to lasting change in individuals’ lives. The most popular definition comes from the Inter-agency Working Group for gender equality:

A transformative approach promotes gender equality by:

- *fostering critical examination of inequalities and gender roles, norms and dynamics*
- *recognizing and strengthening positive norms that support equality and an enabling environment*
- *promoting the relative position of women, girls and marginalized groups*
- *and transforming the underlying social structures, policies, systems and broadly held social norms that perpetuate and legitimize gender inequalities.⁴*

(b) Transforming what?

A gender-transformative approach is concerned with redressing gender inequalities, removing structural barriers, such as unequal roles and rights⁵ and empowering disadvantaged populations. In practice, as we detail in [Section 2](#), this means working for change in: laws and policies; systems and services; distribution of resources; norms, beliefs and stereotypes; and behaviour and practices.

Related concepts

[Table 1](#) outlines how different gender equality concepts and terminology relate to a gender-transformative approach. Clarity about these concepts is essential for effective gender analysis and can help build a strong theory of change for future gender-transformative work.

¹ UNICEF. 2019. [Realizing Potential: Evaluation of UNICEF’s Gender Action Plans. Final Report](#). New York, NY: UNICEF.

² Not all organizations with a gender equality mandate frame their objectives this way. The terminology of gender transformation is more common in organizations undertaking or funding direct activities (programming) – for example, Plan International, Save the Children, USAID, and BGMF. Organizations whose primary focus is supporting feminist movements tend to frame their goals in terms of gender justice, or women’s empowerment. These include [Gender at Work](#), AWID, and GADN.

³ Save the Children. 2014. [Engendering Transformational Change: Save the Children Gender Equality Program Guidance & Toolkit](#). Ontario: Save the Children.

⁴ Interagency Gender Working Group. 2017. [The Gender Integration Continuum](#). Washington, DC: Population Reference Bureau.

⁵ There are many ways to conceptualise structural barriers and ways to address them. The GRASSP conceptual framework suggests that they operate through three “gender inequality pathways”: Unequal gender roles in the reproductive and economic domains; unequal power relations, and exclusion from rights, entitlements and opportunities. (UNICEF. 2020. [“Gender-Responsive Age-Sensitive Social Protection: A Conceptual Framework,” Innocenti Working Papers no. 2020-10](#). Florence: UNICEF Office of Research – Innocenti.).

Table 1: Gender-transformative approaches and related concepts

Concept	Definitions and relationship to gender-transformative approach
Empowerment	<p>There are many, varied definitions of empowerment. UNICEF’s Technical Note on adolescent empowerment (also applicable to adults and younger children) defines it as a “<i>personal journey during which an adolescent (age 10-19), through increased assets and critical awareness develops a clear and evolving understanding of themselves, their rights and opportunities in the world around them, and through increased agency, and voice and participation, have the power to make personal and public choices for the improvement of their lives and their world.</i>”⁶</p> <p>The Technical Note also argues that supporting empowerment requires efforts to ‘transform the structures, institutions and dynamics which reinforce and perpetuate inequity and barriers’. Promoting the empowerment of women, girls and people of diverse gender identities is a core aspect of gender-transformative programming.</p>
Feminist approach	<p>Feminist approaches seek to transform patriarchal power structures and to empower those disadvantaged by them: most often girls and women, but in some cases, also men and boys and people of non-conforming gender identities.⁷ Feminist approaches are one of the key conceptual foundations upon which gender-transformative approaches are built. Contemporary feminist approaches are intersectional⁸ – they take into account the way people experience multiple forms of discrimination and oppression based on different aspects of their identity (e.g. race, gender, class, disability, sexual orientation or gender identity).</p>
Gender equality and equity	<p>Gender equality refers to equal outcomes for women, men, girls, boys and gender-diverse people.⁹ Gender equity refers to fairness: the process of levelling the playing field to achieve gender equality. Gender-transformative approaches are a way to operationalize gender equity, with the goal of achieving gender equality through intentional and additional measures.</p>
Gender mainstreaming	<p>A strategy for making the needs and interests of all genders an integral part of the design, implementation, monitoring and evaluation of programmes, policies and organizational processes, so that everyone has the opportunity to benefit equally, and inequality is not perpetuated.¹⁰ This is a potential route to transforming gendered outcomes at all levels, but in practice, there is a risk of it being reduced to a bureaucratic process, that avoids engaging with power inequalities.¹¹</p>
Gender norms	<p>Informal social rules defining the expected behaviour of people of a particular gender. Gender norms form part of structures that underpin gender inequality and are a key target of change in gender-transformative approaches. Transforming gender norms requires change at all levels (individual, family, community, systems and services, and policy).</p>

⁶ UNICEF. 2020. Technical Note on Adolescent Empowerment. Draft under review. New York, NY: UNICEF. Each of these categories encompasses or enables various other elements – for example, agency includes decision-making. Voice enables women and girls to secure bodily integrity.

⁷ [AWID’s website](#) contains multiple resources on different aspects of feminism

⁸ Crenshaw, K. 1989. “[Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist politics.](#)” *University of Chicago Legal Forum* 1989(1): article 8.

⁹ Women’s Health West. 2019. “[What is the difference between gender equity and gender equality. What does this have to do with violence against women?](#)” Melbourne: Women’s Health West.

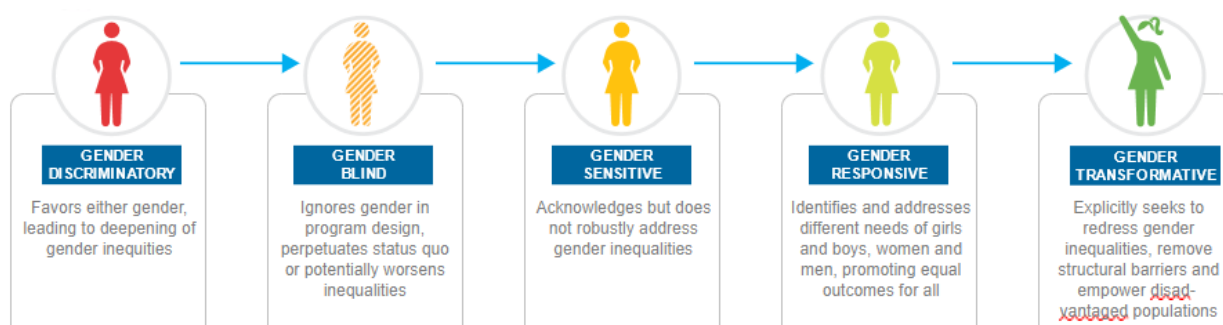
¹⁰ UNICEF and Apolitical. 2020. [How gender mainstreaming can help build back better from COVID-19.](#) London: Apolitical.

¹¹ Milward, K., Mukhopadhyay, M., and Wong, F.F. 2015. “Gender Mainstreaming Critiques: Signposts or Dead Ends?” *IDS Bulletin*, 27 July 2015. <https://doi.org/10.1111/1759-5436.12160>.

Gender socialization	The process by which individuals internalize gender norms and roles as they interact with others. Positive gender socialization seeks to change negative gender norms, beliefs, policies and practices which lead to inequitable outcomes. ¹² This constitutes an important route to transformative gender equality outcomes. Much potentially gender-transformative work in UNICEF – particularly that focused on changing gender norms, stereotypes and inequitable behaviour through a life course approach that starts from the early years - is considered part of the gender socialization and norms portfolio.
Intersectionality	A framework for understanding how aspects of a person's social and political identities combine to create different forms of discrimination and privilege. These identities include gender, race, ethnicity, ability, class, sexual orientation, gender identity, immigration status, and age among other issues.
Structural discrimination	Structural or systemic discrimination occurs when an entire network of rules and practices disadvantages less empowered groups and serves to advantage the dominant groups.

Many organizations including UNICEF make use of the Gender Integration Continuum¹³ developed by the Inter-agency Working Group to distinguish different levels of action to promote gender equality (Figure 1). Many organizations use a variant of this continuum, but they use its terminology in various and different ways.¹⁴

Figure 1. Gender integration continuum



Our consultations suggest that in practice, practitioners and project managers do not always find the continuum easy to apply, given the number and fine-ness of its distinctions. We caution against too strong a focus on categorizing where programmes fall on the continuum (which could become a rather technical and ‘tick-box’ exercise), rather than the actions and strategies different parts of UNICEF could take to promote gender equality more effectively, discussed in Section 2.

2. Strategies

¹² UNICEF 2019.

¹³ The Gender Integration Continuum was developed by the Inter-agency Working Group and is used as a tool to help identify the extent to which actions are likely to lead to change in the root causes of gender inequalities. Organisations using a variant of it include [ICRW](#), [UNFPA](#), USAID, [Save the Children US](#) and World Vision. However, many organisations that aim to promote transformative change towards gender equality do not centre their thinking around the Gender Integration Continuum. These include: Action Aid Oxfam, CARE and World Vision, for example.

¹⁴ For example, [VVOB's](#) description of gender-responsive pedagogy might be classified by others as gender transformative, since it includes actively challenging gender biases in the classroom and broader institutional environment.

Various organizations, including UNICEF and its partners, working to promote gender equality have articulated the key elements (change strategies) of gender-transformative programming. [Annex 1, Table A2](#) provides further detail of how different organizations operationalize a gender-transformative approach.

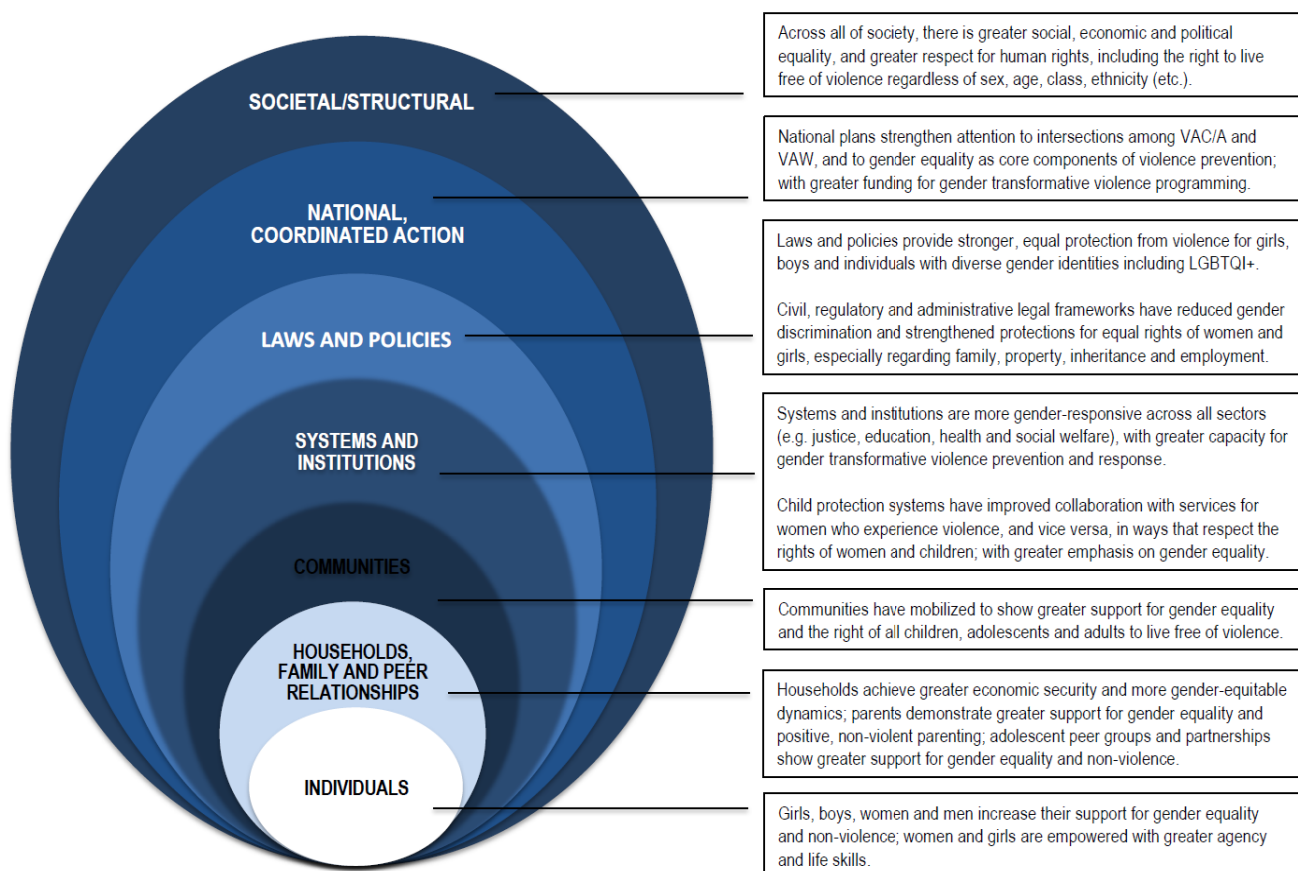
Below we identify key elements, tailoring them to resonate with UNICEF's children's rights mandate, and its work across a large diversity of geographical and cultural contexts and programming areas.

(a) Key change strategies for a gender-transformative approach

- **Work to challenge the structural barriers that uphold gender inequality.** These include discriminatory norms, stereotypes and values; unequal gender roles; inequalities in access to and control of resources; discriminatory laws and policies, and unequal power.
- **Build the individual and collective agency of women, girls and people of diverse gender identities** through targeted actions so that they are empowered with physical, social and financial assets to claim and exercise their rights. This can be done through strengthening their knowledge, confidence, skills, decision-making capacities, and access to and control over resources. Cultivating their agency and leadership as well as their critical perspectives, including on gender and power, are also key aspects of building agency. This places them at the centre of policy and programming efforts and ensures their needs and priorities area addressed.
- **Ensure that girls and women in all their diversity and people of non-conforming gender identity, especially marginalized groups have a voice in** and can influence and/or lead programme implementation and measurement and evaluation as contextually relevant.
- **Work with boys and men to embrace gender equality** and exercise positive and diverse masculinities. Neglecting boys and men can create backlash and may lessen positive impacts and sustainable change. Boys and men can be agents and champions in gender-transformative approaches and also key participants of programmes, especially where they are particularly vulnerable. At the same time, it is also critical to keep in mind that girls often bear the brunt of multiple vulnerabilities.
- **Work intersectionally.** This entails taking into account other intersecting factors which may also increase vulnerabilities including those related to caste, class, religion, (dis)ability, sexual orientation, refugee or migration status etc. Ignoring these intersections will likely lead to only partial success of programming and policy and may in fact undermine/result in any positive change being short-lived.
- **Take a life course and intergenerational perspective.** Programming should focus on all periods of children's life course (from birth to adulthood) (also being aware of the critical differences as individuals move through early childhood into early and late adolescence), to acknowledge and redress cumulative disadvantage, as well as multiple entry points for potential change. Dialogue and communication between generations is also critical as lack of this is often a stumbling block to addressing discriminatory practices/norms and for lasting change.
- **Work at all levels** - policies and laws, systems, services, communities, families and individual. When gender inequality is addressed at all these levels, actions can be mutually supportive, can contribute to impact at scale and to sustainability. [Figure 2](#) illustrates examples of gender-transformative programming outcomes across the socio-ecological framework when addressing violence against children. All these actions are complementary and support each other.
- **Work at multi-sectoral and intersectoral levels.** Action at two or more levels or across sectors often adds up to more than the sum of its parts.
- **Focus on approaches that will have an impact at scale.** Too often approaches are small scale with short lifespans. To achieve wider impact, it is important to focus on mainstreaming gender equality in key systems, make use of mass communication approaches and build partnerships and collaborations, including working

with social movements, feminist, women’s rights and youth-led movements, the private sector and with institutions that have a large-scale reach (e.g., religious institutions).

Figure 2. Gender-transformative outcomes across the socio-ecological framework – violence against children¹⁵



(b) Gender-transformative programming across sectors

Table 2 provides an overview of gendered challenges, and potential gender-responsive and gender-transformative approaches by sector (See also Annex 3 for further examples). It was not possible to find evaluated examples for all areas – for these we use examples of work in progress, with gender-transformative intent.

Actions described as gender-responsive often make substantial contributions to gender equal outcomes. Actions considered gender-transformative build on these outcomes and challenge the norms and stereotypes that uphold inequalities.

A gender-transformative approach can amplify the effectiveness of other programmes. For example an initiative that aims to reduce child mortality by increasing the use of bed nets would continue to support supply and distribution, while simultaneously working to enhance women’s power to make independent decisions about the use and acquisition of bed nets, the financial resources they need to buy them, and the independent mobility they need to do so.¹⁶

¹⁵ UNICEF. 2020. *Gender Dimensions of Violence Against Children and Adolescents*. New York, NY: UNICEF.

¹⁶ WHO. 2007. *Gender, Health and Malaria*. Geneva: WHO

Table 2. Strategies to achieve gender-transformative results in different sectors and programming areas

Sector/ Thematic area	Some key gendered challenges	Gender-responsive approach	Gender-transformative approach	Example of gender-transformative initiatives
Early childhood development	<p>Care of young children primarily seen as a female responsibility (norm)</p> <p>Stereotypes and cultural values that see boys as more valuable, deserving of better care (emotional, food, health), stronger and more capable than girls.</p>	<p>Targeted support to mothers that recognizes their traditional caring role but does not challenge norms around who should undertake care.</p>	<p>Strengthening enabling environments through family-friendly policies, with a focus on: parental leave, breastfeeding support, affordable accessible quality childcare and child benefits.</p> <p>Shifting norms around gender divisions of labour in care of young children and gender-equitable treatment of young children (feeding, health care, interaction etc.).</p>	<p>Radio series in Nepal and Tanzania (part of UNICEF gender socialization portfolio) aiming to change norms around fathers' involvement in care of children and treating girls and boys equally through edutainment.</p> <p>Training health workers to change norms around gender roles and encourage shared care and fathers' engagement in early childhood development in Kosovo, Nepal and Sri Lanka (part of UNICEF gender socialization portfolio)</p> <p>UNICEF Tanzania: dialogue to strengthen gender focus in national Responsible Parenting and Family Care policy (under way)</p> <p>With the International Labour Organization and UN-Women guidance for employers on family-friendly policies in the context of COVID-19.</p>
Education and skills	<p>Girls' educational participation levels (enrolment, completion) lags behind that of boys especially at primary level, in poor households, low-income countries, rural areas and contexts affected by conflict.</p> <p>In many middle-income and high-income countries, and especially at</p>	<p>Addressing gender inequalities in access through cash transfers and fee waivers/abolition; targeted hardware and software support for remote learning; investments in improving the quality of education, increasing learning and reducing dropout levels to enhance educational</p>	<p>Mainstreaming gender-sensitization in teacher training at all levels and gender equality in curricula and learning materials; instituting 'whole school' approaches to end school-related gender-based violence; policy reform to address bottlenecks for girls' access to quality learning and skills opportunities.</p>	<p>Integrate comprehensive analysis of intersecting gender inequalities into national education plans, allocate budgets to actions and monitor gender equality results.¹⁹ Emerging lessons from UNGEI & GPE pilot projects in eight countries.</p> <p>Reform of curricula and learning materials</p> <p>Whole school approaches to gender equality – with high priority given to gender equality in all</p>

¹⁹ UNGEI and GPE. 2019. [Gender-Responsive Education Sector Planning: A pathway to gender equality in education](#). Washington, DC: GPE.

	<p>upper secondary and tertiary levels, boys' participation lags that of girls.</p> <p>Gender inequalities in education outcomes reflect diverse regional patterns; girls continue to be under-represented in many science, technology, engineering, and math (STEM)¹⁷ subjects.</p>	<p>outcomes for all and eliminate gender inequalities.¹⁸</p> <p>Reduction of girl-specific barriers to education, such as menstruation management.</p>	<p>Challenging gender stereotypes about capacities to study and excel in particular subjects.</p> <p>Create opportunities and support education to work transitions through effective private sector partnerships to address digital divides and generate employment / entrepreneurship opportunities, addressing stereotypes, mobility constraints and financial barriers to marginalized girls' and boys' participation.</p>	<p>aspects of school organization, organization of learning, and changing norms and values to eradicate school-related gender-based violence.</p> <p>Community-level norm change campaigns to reduce gender inequalities in school enrolment, attendance, time to study etc.</p> <p>(see also adolescent empowerment below)</p>
<p>Health (including HIV and mental health)</p>	<p>In some contexts, norms may prevent girls and women from speaking to a male health provider or independently accessing health services. Women and girls may lack information, decision-making power or financial resources to seek health care, resulting in delays/ lack of health care.</p> <p>In relation to sexual and reproductive health and rights, gendered challenges include male control over female bodies and sexuality, also manifested in harmful practices such as child marriage and female genital mutilation.</p>	<p>Employing sufficient female health providers; opening times to suit different social groups especially girls and women; ensuring providers and materials are in appropriate languages and accessible also to girls and women with lower levels of education; making services available closer to population (mobile services).</p> <p>Ensuring availability of family planning services.</p>	<p>Fostering community norm change programmes (including work with media) to address issues related to women and girl's independent mobility, decision-making power, value of girls and boys and priority to seek health care.</p> <p>Provide training and sensitization of health workers to gender-biased behaviour and norms which can influence who provides and how they provide health services.</p> <p>Comprehensive sexuality education with emphasis on gender norms and addressing gendered power relations.</p> <p>Gender-transformative social protection measures in support of health outcomes for children and</p>	<p>Reinvesting in Asia worked at various levels with different stakeholders to address barriers to maternal and child health, including norms around men's engagement in child health, and with communities to challenge barriers to women's mobility.</p> <p>Tackling the Taboo contains many examples of gender-transformative approaches to adolescent and young people's sexual and reproductive health. These emphasize opportunities for non-judgmental learning and dialogue around sexuality, working with adolescent girls as agents of change, and with families, communities, men and boys, grounding initiatives in local contexts, and taking intersectionality seriously. They also emphasize the critical importance of well-trained, reflective facilitators.</p>

¹⁷ Science, Technology, Engineering and Mathematics

¹⁸ Evans, D.K. and Yuan, F. 2019. [What We Learn about Girls' Education from Interventions that Do Not Focus on Girls](#). Washington, DC: Center for Global Development.

			mothers are critical for vulnerable populations in countries with high maternal or child mortality (see Social inclusion section below),	
Nutrition	<p>Gender norms that value men and boys above women and girls, that reserve the most nutritious food for men and/or boys, and norms that prohibit consumption of particular foods at certain times (e.g., when menstruating).</p> <p>Mothers often lack decision-making power about infant care, which lies with spouses/ partners and in-laws.</p> <p>Constraints on women’s mobility may limit their access to sources of nutritious food in emergencies.</p>	<p>Distribution of food supplements e.g., Iron folate to all women and girls at risk of anaemia.</p> <p>Information and support services targeted at mothers to help them breastfeed and care for infants.</p> <p>Emergency feeding programmes that make efforts to reach under-represented groups if patterns of uptake are gender-biased.</p> <p>In contexts with underlying food insecurity, adopting universal nutrition support programmes or school nutrition programmes, ensuring that any gender-related barriers in access are addressed.</p>	<p>Behaviour and norm change initiatives focusing on who can eat what foods, who should have priority if certain foods are scarce. May be combined with group empowerment-focused activities.</p> <p>Norm change and empowerment activities around mothers’ right to make decisions around breastfeeding and infant care.</p>	<p>United States Agency for International Development (USAID) example: In Burkina Faso and Vietnam, exclusive breastfeeding rates were higher in communities in which partners, mothers-in-law, and grandmothers received information on the benefits of breastfeeding.</p>
Water and Sanitation for Hygiene (WASH)	<p>Women and girls’ health, education and social participation are compromised by challenges in managing menstruation including lack of affordable, safe water and sanitation facilities.</p>	<p>Education in menstrual hygiene; initiatives to increase availability of menstrual supplies; safe toilets and adequate water supplies.</p>	<p>Norm change activities to remove restrictions on mobility, diet and social mixing during menstruation</p> <p>Targeted menstrual health and hygiene programmes that tackle taboos and stigma around menstrual</p>	<p>Standard Chartered’s Goal programme – successfully changing norms about menstrual restrictions through sport, life skills and parent outreach in India.</p>

	<p>In rural areas in low-income countries, women and girls devote substantial time and energy to obtaining and carrying water, lack of safe water and sanitation facilities exposes girls and women to the risk of sexual violence and in some cases, health risk from only defecating or urinating at certain times of day.</p>		<p>health and improve girls' access to learning.</p> <p>Social and behaviour change communications; enhanced implementation of laws against sexual violence; strengthening support and response mechanisms.</p> <p>In protracted humanitarian settings, Cash for Work in the WASH sector or supporting small businesses (soap, sanitary pads, masks) can provide economic opportunities for women. These may be transformative in terms of women's social position as well as their livelihood and health impacts.</p>	<p>Human rights and advocacy training for women and girls to enable them to play a leadership role in relation to water resources</p>
<p>Child protection (includes violence against children, gender-based violence, child marriage, FGM, and child labour)</p>	<p>Gender norms intersect with factors such as poverty, limited educational opportunities, and wider social norms to contribute to violence, abuse and exploitation of children. Some forms of violence are gender-specific e.g., FGM or gender-biased sex selection; others affect girls and boys in different ways based on prevailing norms: these include physical, sexual and emotional violence, child marriage, hazardous and exploitative child labour and trafficking.</p> <p>Violence against women and children are related: both are underpinned by norms that consider violence</p>	<p>Development and enactment of protective laws and policies.</p> <p>Training of police, social workforce and justice system to understand and respond sensitively to all forms of violence, exploitation and abuse.</p>	<p>Community-based norm change processes around gender-based violence; violence against children; child, early, and forcible marriage; and female genital mutilation. Mass media campaigns aimed at shifting norms of acceptable behaviour (perpetration of violence and reporting/ intervening to prevent violence).</p> <p>Initiatives mobilizing men and boys against violence against women, female genital mutilation, and child marriage.</p> <p>Investment in girls' secondary education and/or non-formal</p>	<p>SASA! and related interventions – started in Uganda and now implemented in 20 countries</p> <p>Spotlight initiative and the Global Programme to End Child Marriage, which combine mass media, community-based life skills programmes with system and policy reform.</p> <p>MenEngage Alliance Nigeria advocating for elimination of FGM and other gender-discriminatory norms and harmful practices.</p> <p>Communities Care – South Sudan and Somalia – combines community-level norm change with system strengthening activities</p>

	acceptable in certain circumstances; children who witness violence against their mothers are more likely to grow up to perpetrate intimate-partner violence and violence against children.		education and life skills programmes to reach out-of-school girls. Support community-based child protection mechanisms in developmental and emergency contexts that are sensitized to gender-based rights violations. Change discriminatory laws (e.g. age of marriage).	
Adolescent empowerment and participation	Age-related norms that expect adolescents to obey their elders intersect with gender norms that limit girls' voices and agency. Marginalized adolescents of all genders are structurally disadvantaged by poverty, poor quality services and discriminatory norms that limit their access to quality education and skill development opportunities.	Empowerment programmes are intended to be transformative – they have an explicit focus on changing power relations. If facilitators are not fully on-board with gender equality goals, or implementation limit impact, they may achieve change but fall short of transformation.	Investment in high quality formal and non-formal education that includes “twenty-first century” skills: critical thinking, communication, problem-solving, digital skills, and mainstreams gender (and other forms of) equality within curricula.	Sistema de Aprendizaje Tutorial , in multiple Latin American countries Rupantaran life skills programme , Nepal, Bolivia, Brazil, Mexico, Dominican Republic and many other similar empowerment and life skills programmes worldwide. Girls' leadership training programmes aiming to foster girls' self-confidence and negotiation skills, and to normalize girls' and young women's leadership e.g., Rise Up .
Social inclusion (primarily social protection)	Gender norms that limit women's mobility, allocate primary responsibility for care and domestic work to men, limit women's decision-making about use of resources.	Programmes providing support to targeted groups of girls, women, boys, or men in recognition of existing gender inequities (e.g., cash transfers or active labour-market programmes designed to address poverty or exclusion from the labour-market).	Social protection programmes that encourage shared care, and/ or build marginalized groups' agency. Initiatives that challenge norms around women's mobility, paid work, and decision-making around use of resources, and/or build 'hard' and 'soft' skills (including negotiation skills) alongside cash transfers.	Promundo training of Bolsa Familia officials in Brazil to include discussions of gender norms and care responsibilities as part of regular interaction with clients. Cash Plus in Tanzania . offers skill-building training to adolescents alongside cash transfers

3. Recommendations

(a) Programming

- **Gender analysis should be carried out at all stages** of a programme from planning, design, implementation, M&E, accountability and learning. This is vital to ensure activities are nuanced and tailored to context and are selected for maximum impact. For example, in a humanitarian context, integrating a gender-transformative lens into preparedness efforts, particularly in longer-term strategic planning may be more feasible than in phases of an emergency where immediate needs have priority. Much guidance exists for doing gender analysis. Examples include UNICEF ROSA,²⁰ Save the Children,²¹ JHIEPO,²² and the GenderPro resource library and toolkit.
- **Pay attention to different cultural/economic contexts as well as different geographies (rural, urban) different religions**, etc. so that concepts and activities are developed and implemented in ways that are relevant to local realities. This is part of operationalizing an intersectional lens to ensure that gender-transformative activities benefit the most marginalized groups.
- **Develop intermediate objectives (and measures of results) to see pathways towards change and gender transformation.** While gender equality is an outcome in and of itself, intermediate results which measure pathways towards change are also important. These could include changes in knowledge, in organizational capacity etc. as building blocks for changes, attitudes, norms and outcomes. Annex 3 provides examples of possible indicators from UNICEF programmes and other organizations.
- **Tailor programming to starting points.** For example, it may be necessary to start from scratch by bringing a gender lens to programmes that have a limited focus on gender and start to move along the continuum. For other programmes, it may be important to first support and strengthen gender-sensitive initiatives (e.g., non-discriminatory provision of services to all) before developing transformative elements. Effective transformation will often continue gender-sensitive elements while integrating additional elements that ‘push the needle’ further towards deep-seated change. At the same time, it is important to ‘do no harm’, as, for example, a blanket approach that is insensitive to context may lead to reasserting of negative gender stereotypes and harmful mindsets.
- **Programmes with a longer-term gender-transformative vision can run alongside those with short- or medium-term time horizons.** Gender norm change, a key component of gender-transformative programming, takes time to develop, and often there are no immediate or medium-term results. Nevertheless awareness-raising activities can be built into programmes (such as skills-building programmes for girls and women) with more immediate benefits.
- **Foster flexible, adaptive, and co-designed approaches.** If an aspect of, or an intervention linked to, a gender-transformative approach appears not to be working (e.g., there may be backlash, lack of uptake, the policy environment may become hostile to the intervention, resources are suddenly reduced, etc.), it is important to be able to change the intervention as it proceeds. Checks, including speaking to the programme participants, must be built into the programme in order to review and, if necessary, adapt the intervention.
- **Use human-centred design approaches and co-create with end users and others** to improve programme uptake, ownership, and sustainability.
- **Pay attention to political contexts and dynamics.** These have a critical impact on the feasibility of gender-transformative programming, which, by its very nature, is highly political as it can threaten existing, often male-dominated, power hierarchies and structures and generate backlash against the programme and girls, women,

²⁰ UNICEF South Asia Regional Office. 2018. [Gender Toolkit: Integrating Gender in Programming for Every Child in South Asia](#). Kathmandu: UNICEF.

²¹ Save the Children 2014.

²² JHPIEGO. 2020. [“Gender Analysis.” Gender Analysis Toolkit for Health Systems](#). Baltimore: JHPIEGO.

and people with non-conforming gender identities. Programmers, therefore, need to identify supporters, influencers, and champions of all genders, and bring them along the way.

- **Build on a particular moment**, either in time or policy development, as this can play a large role in galvanizing interest and investment in a topic area. COVID-19 has raised the profile of gender inequalities in all realms of life. As such, now would be a policy window and opportunity to further raise interest and resources to back up the growing awareness of the need for gender-transformative programming.

(b) Institutional change

In this section we propose a number of strategies which can contribute to embedding gender-transformative approaches into UNICEF's work. These also draw on recommendations identified in the Evaluation of the Gender Action Plans. Key audiences for these strategies would include UNICEF offices at different levels and external partners, among which country governments are key.

- **To institutionalize and build ownership at country and regional level, hold consultations.** Such consultations should discuss, among other things: how gender-transformative approaches fit into country plans/action plans, priorities and contexts; whether there is political appetite and a window of opportunity within the country more broadly for these kinds of approaches; and whether there are champions within government structures who could be asked at an early stage to work alongside and partner UNICEF teams.
- **Build capacity of UNICEF staff through training programmes at different levels.** Make training on gender-transformative programming a core component of all staff training (see annex 4 on the [GenderPro](#) training course).
- **Allocate specific resources and budget for gender-transformative approaches to be included** in programming. Without this resource commitment programmes will struggle to move this forward.
- **Include key country level partners in the training programmes** if possible so that everyone can be at the same starting point. This would also ensure and allow for partnerships and collaborations to develop organically.
- **Embed processes linked to gender-transformative programming into existing systems and structures.** This would include embedding programming into "key individual accountability and responsibility tools, including representative and other management performance plans; and key organizational functions (human resources, policy, field results, and monitoring and evaluation)."²³
- **Develop a set of indicators to monitor progress towards gender-transformative programming** across the organization and **report these to** governance or accountability entities on a regular basis. Gender markers or scoring of activity are one way relatively common way of monitoring progress within large development organizations (e.g., CARE, Plan International, BMGF) but there is no consolidated evidence yet as to how effective this approach is in institutionalizing a more transformative approach.
- **Establish a collaborative approach** with both country governments as well as other organizations working on these issues. There is potential overlap in mandates of certain UN organizations (UNICEF, UNFPA, UN-Women) but also fertile ground for jointly delivering on gender transformation, e.g. [Global Programme to End Child Marriage and through the Spotlight initiative](#). UNICEF is well placed not only for **spearheading and pushing forward** gender-transformative approaches and programming, but also to find common ground among different stakeholders, ensuring all come together under the same agenda and to encourage national governments as well as international donors to support these processes.
- **Continue to consult with and build relationships with communities and social movements, including young people** as central constituents to this endeavour whose voices should have a stronger place in defining priorities and whose perspectives should be integral to developing responses.

²³ All programming RFPs, proposal documents, etc. should clearly specify gender-transformative expectations and requirements.

- **Lead in developing new and strategic partnerships**, including with national, regional and global feminist/women’s rights organizations, leveraging expertise in different areas and non-traditional sectors and identifying new funding modalities. These might include working with private and digital technology companies who often have a comparative advantage in carrying out advocacy and communication campaigns.

Table 3 outlines some possible challenges associated with institutionalizing gender-transformative programming in UNICEF and potential solutions to them.

Table 3. Challenges and potential solutions in institutionalizing a gender-transformative approach in UNICEF

Obstacle	Solution
Lack of understanding of gender-transformative programming and how to operationalize it	Make accessible and practical training at all levels mandatory; training to include addressing prevailing biases, mindsets, attitudes etc.
Perceptions that gender-transformative programming is not really a UNICEF mandate and/or that it competes with other agendas	In training and communications from the highest level, make clear how gender-transformative approaches link to all programming within UNICEF. Carry out a gender audit internally to understand ownership and/or its absence and address it through a long-term process of Human Resource Development.
Lack of momentum, interest and inertia to implement such approaches	Build ownership and leadership from the start at all levels (HQ, regional, country level) and within different programmes.
Lack of institutional incentives to implement gender-transformative approaches	Ensure resources are allocated to support gender-transformative programming.
Lack of innovative/disruptive approaches and the tools to implement them that can facilitate flexible, adaptable work	Explore and build on approaches used in other sectors, including the digital sector, e.g., co-design, human-centred approaches.
Change is slow and is not likely to be seen in the usual life cycles of programmes	Some midterm/progress/intermediate outcomes/indicators can be identified which point towards change.
Scalability and replicability of such approaches are challenging	Work closely with government, civil society, and private sector partners to institutionalize gender-transformative approaches at different levels.
Political commitment is necessary at different levels in order to ensure its success	Build ownership at all steps of the process, through early engagement of political leaders and champions, especially at country level.

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Annex 1. Gender-transformative programming: definitions and elements

Table 1.1 Varied definitions within UNICEF

Section/ Source	Definition
Inter-agency Working Group (2017) The Gender Integration Continuum	<p>A transformative approach promotes gender equality by:</p> <ul style="list-style-type: none"> ▪ Fostering critical examination of inequalities and gender roles, norms and dynamics ▪ Recognizing and strengthening positive norms that support equality and an enabling environment ▪ Promoting the relative position of women, girls and marginalized groups ▪ Transforming the underlying social structures, policies and broadly held social norms that perpetuate and legitimize gender inequalities
UNICEF (2019) Technical Note on Gender-Transformative Approaches In The Global Programme To End Child Marriage, Phase II: A Summary For Practitioners	<p>A gender-transformative approach addresses the causes of gender-based inequalities and works to transform harmful gender roles, norms, and power imbalances. This involves:</p> <ul style="list-style-type: none"> ▪ Placing girls at the centre of programming, building their skills and agency ▪ Working with men and boys as champions ▪ Promoting gender-responsive health and education services ▪ Mobilizing actors at all levels (families, community, systems, policy) ▪ Building strong partnerships with government, CSOs and the private sector
UNICEF Gender Section (2020) What is gender-transformative programming? PPT, Gender Section, PDHQ, June 2020	<p>Gender-transformative programming aspires to tackle to root causes of gender inequality and moves beyond self-improvement among girls and women to redress power dynamics and structures that serve to reinforce gender inequalities.</p> <p>Gender-transformative programming explicitly seeks to redress gender inequalities, remove structural barriers and empower disadvantaged populations.</p>
UNICEF ROSA (2019) Immunezation and Gender: a practical guide to integrate a gender lens into immunization programmes	<p>Gender-transformative programming is programming that addresses the causes of gender-based inequities to transform gender relations and achieve gender equity.</p>

Table 1.2 Varied definitions and operationalization among external organizations²⁴

Source and publication	Definition	Key Elements
<p>The Bill and Melinda Gates Foundation (BMGF)</p> <p>Gender Integration Guide (2020)</p>	<p>Investment is designed to reduce gender gaps/barriers in agency or control over resources. This includes:</p> <ul style="list-style-type: none"> ▪ A clear articulation of how underlying gender power relations and gender gaps in control or agency over resources affect how people experience the problem and also how addressing them may strengthen the investment ▪ An explicit intention to address underlying gender power relations and gender gaps in agency over resources 	<p>As funders BGMF distinguish three types of investment:</p> <ol style="list-style-type: none"> 1. Gender-unintentional (investment lacks a gender lens and does not target gendered gaps or barriers) 2. Gender-intentional (investment is designed to reduce gender gaps or barriers in access to resources or to increase the evidence base around such gaps and barriers) 3. Gender-transformative (investment is designed to reduce gender gaps or barriers in agency or control over resources). <p>Operationalizing gender intentional and transformative approaches involves:</p> <ul style="list-style-type: none"> ▪ Setting outcomes and outputs that aim to increase women and girls’ empowerment ▪ Engaging local partners with experience working to transform unequal gender power relations ▪ Engaging decision makers and stakeholders at all levels to support the investment’s focus on transforming gender power relations
<p>BRAC</p> <p>BRAC (N.d) Gender Justice and Diversity Program</p>	<p>BRAC’s integrated gender-transformative approach strengthens the voice, choice and space for women and girls to combat violence and eliminate all forms of gender discrimination with the active engagement of men and boys.</p>	<ul style="list-style-type: none"> ▪ Transforming sociocultural gender norms ▪ Building capacity of staff and stakeholders ▪ Creating a supportive working environment ▪ Advocating for gender equality and justice at all levels through gender mainstreaming
<p>Child, Early and Forced Marriage and Unions and Sexuality Working Group (CEFMU)</p> <p>Tackling the taboo (2019)</p>	<p>Gender-transformative approaches encourage critical awareness of gender roles and norms; promote equitable positions of girls and women in society; challenge the distribution of resources and allocation of duties between men and women; and/or address the unequal power relationships between girls and women and others in the community, such as service providers or traditional leaders.</p> <p>The ultimate aim of a gender-transformative approach is to achieve gender equality, empower women, girls and gender non-</p>	<p>Key elements of gender-transformative approaches:</p> <ul style="list-style-type: none"> ▪ Sexuality curricula: gender-sensitive, context-specific, flexible and relatable ▪ Centring girls as agents of change ▪ Working with men and boys to advance gender equality ▪ Careful selection, training and ongoing support of programme facilitators ▪ Addressing intersectionality: understanding the complexities, reaching the most vulnerable ▪ Grounding programmes in local contexts ▪ Activating families, communities and local stakeholders ▪ Innovative strategies for recruitment and retention ▪ Monitoring, evaluation and learning – mixed methods ▪ Ensuring sustainability for social change

²⁴ This is not an exhaustive list. The organisations featured here are some of those that have identified generic definitions and elements (i.e. they are not based on one programme only).

	conforming young people, promote health, and eliminate violence.	
<p>Plan International</p> <p>Architecture for gender-transformative programming and measurement: a primer (2020)</p> <p>Getting it Right: A guidance note for gender-transformative programming and influencing (2018)</p>	<p>Gender-transformative programming aims to explicitly transform unequal gender power relations. It addresses the root causes of gender inequality and promotes the value of women and girls.</p> <p>It goes beyond improving the condition of women and girls – it seeks to improve their social position. A gender-transformative program works at several levels at the same time.</p>	<ol style="list-style-type: none"> 1. Addressing gender norms throughout children’s life course (from birth to adulthood). 2. Strengthening girls’ and young women’s agency by building their knowledge, confidence, skills and access to and control over resources. 3. Advancing both the condition (daily needs) and position (social status) of girls, young women, and adult women. 4. Working with boys, young men, and men to embrace gender equality and exercise positive and diverse masculinities. 5. Responding to the needs and interests of girls and boys in all their diversity. 6. Fostering an enabling environment for gender equality and girls’ rights <p>Plan International’s approach encourages critical reflection, questioning and challenging of gender norms. It also challenges the distribution of resources and roles based on a person’s gender. It fosters an enabling policy, budgetary and institutional framework for gender equality, that adequately protects girls’ and women’s rights, tackles the barriers they face and meets their particular needs. It requires working at all levels (as individual, within, family and relationships, as communities, institutions and societies) and across a person’s life course. It involves active listening and continuous engagement with power holders, with girls, boys, women, and men, and people of other gender identities.</p>
<p>Promundo</p> <p>Promundo website</p>	<p>“We believe that working with men and boys to transform harmful gender norms and unequal power dynamics is a critical part of the solution to achieving gender equality. For transformative, sustainable change, men and boys must see themselves as partners in the process.”</p>	<ul style="list-style-type: none"> ▪ Promoting women’s economic empowerment by engaging men as allies in transforming harmful gender attitudes and behaviours ▪ Engaging men and boys to reflect on impact of harmful gender norms ▪ Engaging men as full equitable partners in maternal, newborn, and child health ▪ Promoting men’s equal involvement in caregiving and equitable, nonviolent fatherhood practices.
<p>Save the Children</p> <p>Gender Equality Strategy (2019)</p>	<p>Use a simplified version of the gender integration continuum: gender exploitive, gender unaware, gender-sensitive, gender-transformative – <i>where interventions utilize a gender-sensitive approach and promote gender equality, while working with key stakeholders to identify, address, and positively transform the root causes of gender inequality for women and men, girls, and boys.</i></p>	<p>Save the Children US has five organizational priorities for promoting gender equality:</p> <ul style="list-style-type: none"> ▪ Advance gender equality within the organization ▪ Strengthen staff capacity to mainstream gender across the organization and programmes ▪ Expand programmes, advocacy and research focused on gender equality outcomes ▪ Increase funding and recognition for gender equality ▪ Engage with the global movement <p>Focus on five thematic areas:</p> <ul style="list-style-type: none"> ▪ Eliminating gender-based violence and all harmful practices including child marriage ▪ Empowering women and girls

		<ul style="list-style-type: none"> ▪ Promoting positive and diverse expressions of masculinities ▪ Keeping gender equality at heart of advocacy ▪ Integrating gender equality into how STC thinks, plans and operates as a global organization
<p>UNFPA</p> <p>Gender Equality Strategy 2018-2021 Cited in UNICEF Evaluation of Gender Action Plans, 2019</p>	<p>A gender-transformative approach in programming implies that promoting gender equality — the shared control of resources and decision-making — and women’s and girls’ empowerment are central to an intervention and programme. It means that while working to meet the main objectives of the programme, the approach also helps challenge underlying, harmful gender norms and stereotypes in the process.</p>	<ul style="list-style-type: none"> ▪ Promote gender equality and women and girls’ empowerment ▪ Improve access to sexual and reproductive health and rights ▪ Address gender-based violence and HTPs in all contexts ▪ Engage men and boys ▪ Strengthen capacities for gender data/statistics collection, analysis and use ▪ Facilitate greater engagement with young people ▪ Develop capacity and strengthen systems for implementing women’s and adolescent girl’s rights in international treaties/resolutions
<p>UN Women</p> <p>‘United Nations SWAP 2.0 Framework and Technical Guidance’, 2019 Cited in UNICEF Evaluation of Gender Action Plans, 2019</p>	<p>Transformative results contribute to changes in social norms, cultural values, power structures and the root causes of gender inequalities and discrimination.</p>	<p>Eight areas for contribution</p> <ol style="list-style-type: none"> 1. United Nations system change 2. Access to gender-responsive services 3. Financing for GEEW 4. Women’s engagement and participation 5. Women’s economic empowerment 6. Eliminate all forms of violence against all women and girls 7. Norms and standards 8. Knowledge
<p>USAID</p> <p>Advancing Nutrition Gender Equality Strategy (2017)</p>	<p>USAID uses the version of the Gender Integration Continuum developed by Population Reference Bureau, which defines gender-transformative programmes as those that:</p> <ol style="list-style-type: none"> 1. Foster critical examination of inequalities and gender roles 2. Support and create an enabling environment for gender equality 3. Promote the relative position of women, girls, and marginalized groups, including transforming underlying social structures, policies, and social norms 4. Work to abandon the binary nature of gender (PRB 2017) 	<p>Key elements of gender equality and women’s empowerment</p> <ol style="list-style-type: none"> 1. Access to and control over resources 2. Practices, participation and time use 3. Roles, responsibilities, knowledge, and perceptions 4. Legal rights and status 5. Power and decision-making

<p>World Vision International</p> <p>Gender Equality and Social Inclusion: The World Vision Approach and Theory of Change (2020)</p>	<p>Gender equality and social inclusion (GESI) approach is based on ecological model (individual, household, community, societal levels); aims to achieve agency, empowerment, and transformation in five areas:</p> <ul style="list-style-type: none"> ▪ Access: assets, resources, opportunities, services, benefits, infrastructure ▪ Decision-making: free of coercion at individual, family, community, and societal levels ▪ Participation: engagement in systems of power that influence development ▪ Systems: equal and inclusive systems that promote equity and account for different needs of vulnerable populations ▪ Well-being: agency, capability and status, overall physical, emotional, psychological and spiritual well-being 	<p>Five programming approaches to support empowerment:</p> <ul style="list-style-type: none"> ▪ Social model – understand how social construction disempowers individuals ▪ Positive child and adolescent development ▪ Male engagement ▪ Empowerment of women and girls ▪ Economic empowerment <p>For transformation: focus on challenging the root causes of vulnerability that sustain gender inequality and social exclusion such as restrictive sociocultural norms, unequal power relations and disempowering systems.</p>
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Annex 2. Measurement

The development of gender-transformative programming has been accompanied by efforts to strengthen the measurement of changes associated with these programmes. Measurement approaches align with different organizations' conceptual frameworks and objectives, with different organizations putting different degrees of emphasis on different aspects of empowerment and norms changes. A number of organizations working in this area have produced frameworks and indicators, on which UNICEF could draw.

The approach suggested here is framed to align with result-based management and focuses on measuring change in impacts, outcomes and outputs to capture changes towards greater gender equality. Taking into account the key elements of a gender-transformative approach outlined in [Section 2](#) above, monitoring, evaluating, and learning for gender-transformative results must include the following:

A clear theory of change identifying the types of shifts which would constitute evidence of progress towards changes in the root causes of gender inequality.

A participatory approach, in which a range of stakeholders including representatives of marginalized groups (normally including girls and women) identify what would constitute transformative change in a given geographical and sectoral context; ensuring meaningful participation may mean making creative use of a wider range of tools to engage different stakeholders – including tailoring tools to be accessible to people with disabilities, young children, and others.

Data that can be disaggregated by gender, age, location, and other intersectional differences as possible.

Both qualitative and quantitative measures. The case for quantitative metrics is well-established: they can provide insights into the extent (depth and scale) of change. The role of qualitative measures of transformative change is sometimes neglected. However, it is vital to complement quantitative measures for at least three key reasons. First, some changes in empowerment, agency, and shifts in norms are difficult to measure well quantitatively (though much guidance on doing so exists); second, given this difficulty, a qualitative approach may be a more cost-effective alternative, particularly for mid-programme monitoring; and third, qualitative measures can illuminate pathways of change (or lack of change), which can be essential for adapting initiatives for greater effectiveness.

[Table 2.1](#) indicates the types of measures that could be used to monitor changes towards gender equality, using three main types of indicators: output, outcome and impact indicators. Much recent work on developing more effective measures of progress towards gender equality has focused on the level of outcomes, particularly changes in gender norms. Measures of change in knowledge, agency, attitudes, behaviour are important complements to measures of norms.

Moving from top to bottom in [Table 2.1](#), measuring change will require different sources for data; in particular, measures of changes in outcomes are most likely to require the collection of primary data. Where possible, data-collection should:

- Focus on collecting data on a **few key indicators using simple templates** and **ideally building the indicators into existing systems** for collecting data (both for cost and sustainability reasons and to avoid burdening project participants)
- Be **integrated with project activities** – as in Communities Care, for example, where periodic discussions of issues also provide data indicating the extent of change
- Try to **probe the impact of UNICEF activities** as opposed to wider forces. This could be achieved through the design of monitoring, evaluation & learning (MEL) activities, for example, by including a control group or by including questions in qualitative and quantitative data gathering that involve reflection on the role of the project or initiative as opposed to wider forces

Table 2.1 Indicators to measure gender-transformative change

Type of indicator	What it measures	Dimensions of change	Example	Data source
Activities	What programmes do	Can help identify any systematic biases in implementation	# of (content producers) who attend (broadcaster gender socialization workshop)	Project management data
Outputs	Short-term changes in capacities or actions of individuals or institutions	Can include: skills, resources, motivation and authority to undertake a specific action)	Increased government budget allocation to subsidies and bursaries for the education of girls in rural areas	Project management data plus some additional data-collection
Outcomes	Medium-term changes in behaviour or performance of targeted institutions or individuals	Agency	Proportion of girls who express increased sense of self-efficacy; who feel confident in their ability to (negotiate and delay early-marriage)	Primarily new data-collection (quantitative or qualitative) Some data may be available from external sources, but they may not be updated frequently enough to show change
		Knowledge	% of (teachers) at different levels who can correctly identify (gender-equitable teaching practices)	
		Attitudes	% of (adolescent boys and girls) who believe that (men and women are capable of the same roles)	
		Intended/ reported behaviour	% of (male parents/caregivers) who play with and/or tell stories to their young children (exhibit desired behaviour)	
		Norms	% of respondents who believe that their family and friends will only respect them if (they have a son)	
Impacts	Long-term changes towards greater equality	Indicators of various aspects of well-being	Adolescent birth rate % of young men and women (18-24) in education and workforce	External sources such as MICS, DHS etc

Table 2.2: Approaches from various external partners

Organization	Approach
PLAN International	<p>Measures immediate and intermediate outcomes. Indicators can be examined separately in each of the domains below. These can also be examined in aggregate through the Women’s and Girls’ Empowerment Index (WGEI).</p> <p>The five domains are:</p> <ol style="list-style-type: none"> 1. Gender roles and responsibilities 2. Access to and control over resources 3. Participation and decision-making 4. Social norms 5. Moral and primary duty-bearers and institutions <p>Suggested indicators are available here.</p>
<p>CARE</p>	<p>Suggests measuring changes in:</p> <ul style="list-style-type: none"> ▪ Power over: control over income and labour, assets, and resources; control over one’s mobility and body; control over the agenda ▪ Power to: capacities, skills, awareness ▪ Power within: internal and psychological resources ▪ Power with: collective agency and action <p>For each of these, CARE suggests measuring change in: agency, relations, and structures.</p> <p>This document contains links to suggested indicators for each area and dimension.</p>
<p>Save the Children</p> <p>Save the Children. Gender Equality Strategy 2019-2021.</p>	<p>Gender-sensitive indicators (GSI) measure things such as:</p> <ul style="list-style-type: none"> ▪ Participation of girls, boys, women, and men in project activities ▪ Access to decision-making, project resources and projects services by girls, boys, women, and men, and whether this access is equitable ▪ Expected and unexpected project outcomes for girls, boys, women, and men (compared with project objectives) ▪ Met and unmet practical and strategic needs of girls, boys, women, and men (compared with expressed needs) ▪ Changes in project budget allocation towards gender equity issues ▪ Changes in the capacity to mainstream gender equality approaches by project staff, project partners, and government service providers and officials ▪ Identification of new gender inequalities in the project or as a result of the project

Annex 3: The gender integration continuum

Table 3.1 Applications of the gender integration continuum across goals

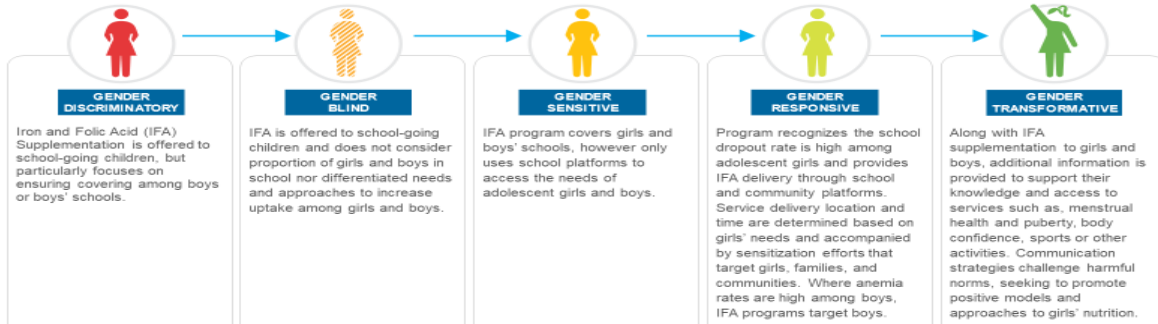


GOAL AREA 1: SURVIVES AND THRIVES

Example: Adolescent girls' nutrition

3

UNICEF programming endeavours to be gender 'responsive' or 'transformative'



Source: Gender Responsive Programming for Adolescent Nutrition, A Toolkit to Strengthen the integration of gender into adolescent nutrition programming, UNICEF, 2018

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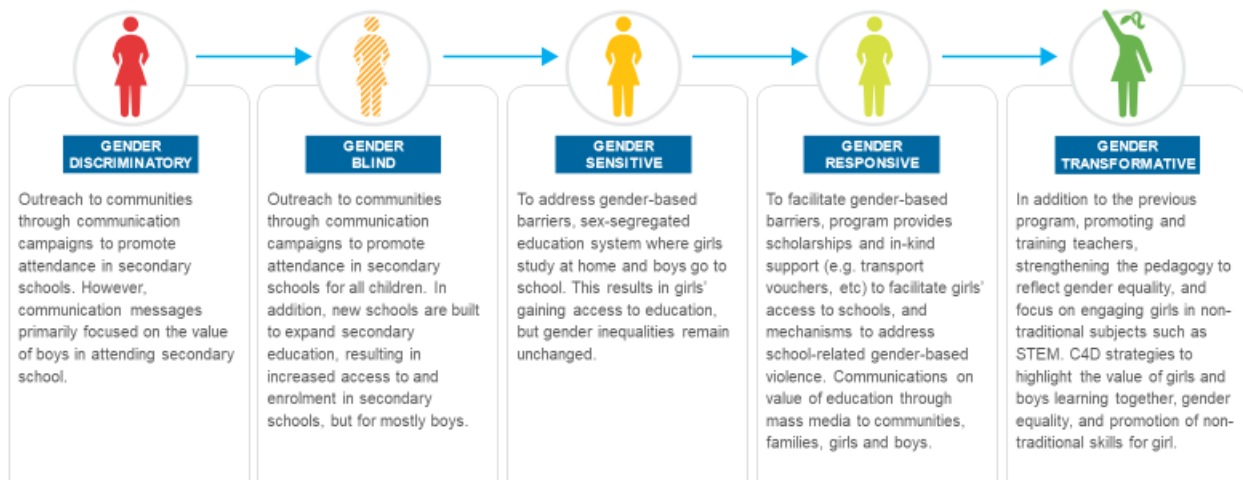


GOAL AREA 2: LEARNS

Example: Girls' secondary education and skills

4

UNICEF programming endeavours to be gender 'responsive' or 'transformative'



Source: Adapted from Pulerwitz Population Council's Gender Equity Continuum and USAID IGWG Gender Equity Continuum 2013

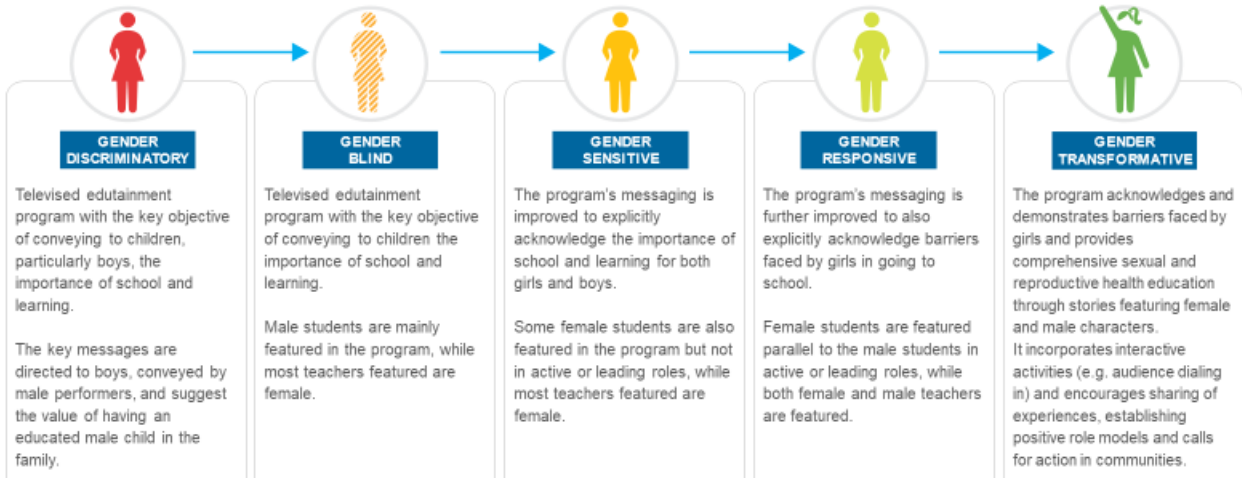
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GOAL AREA 2: LEARNS

Example: Equality in education through social behavioural change communication (SBCC) strategies

UNICEF programming endeavours to be gender 'responsive' or 'transformative'



Source: Technical Note on Gender Norms, Socialization and Social and Behavioral Change, UNICEF 2019

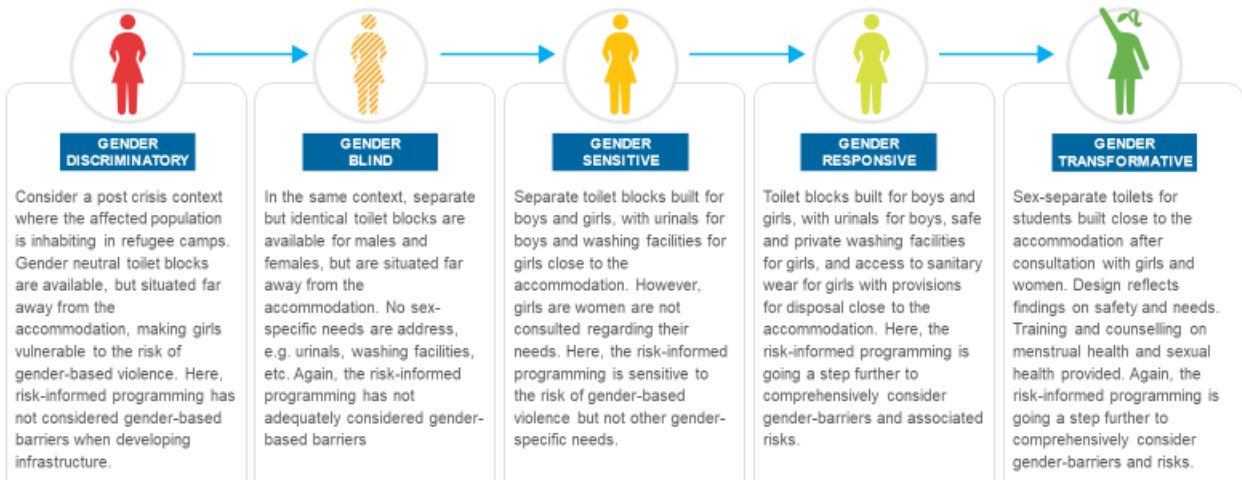
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GOAL AREA 3: PROTECTED FROM VIOLENCE AND EXPLOITATION

Example: Gender-based violence in emergencies

UNICEF programming endeavours to be gender 'responsive' or 'transformative'



Source: Guidance on Risk-Informed Programming, Module 12: Gender, UNICEF, 2020

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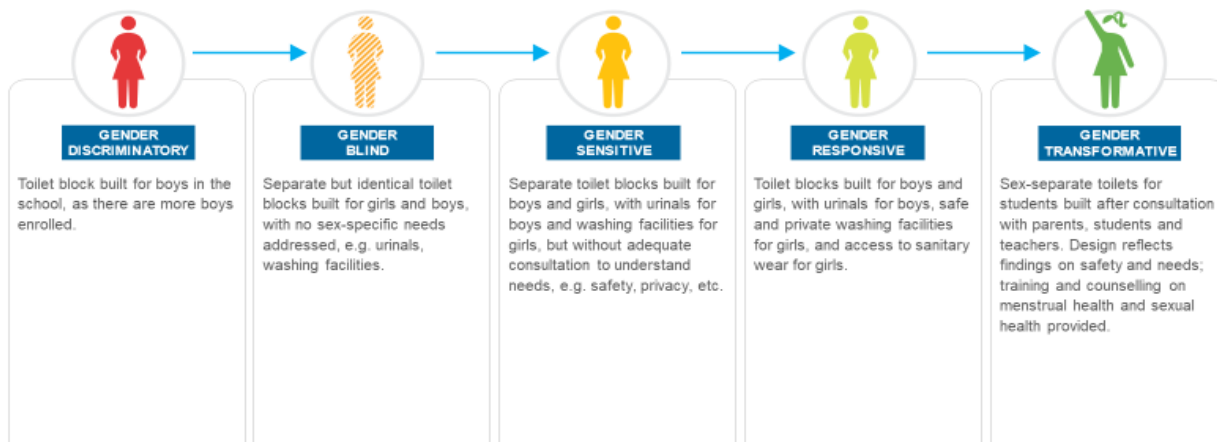


GOAL AREA 4: SAFE AND CLEAN ENVIRONMENT

7

Example: Gender-responsive WASH systems

UNICEF programming endeavours to be gender 'responsive' or 'transformative'



Source: Gender Programmatic Review Toolkit, UNICEF, 2018

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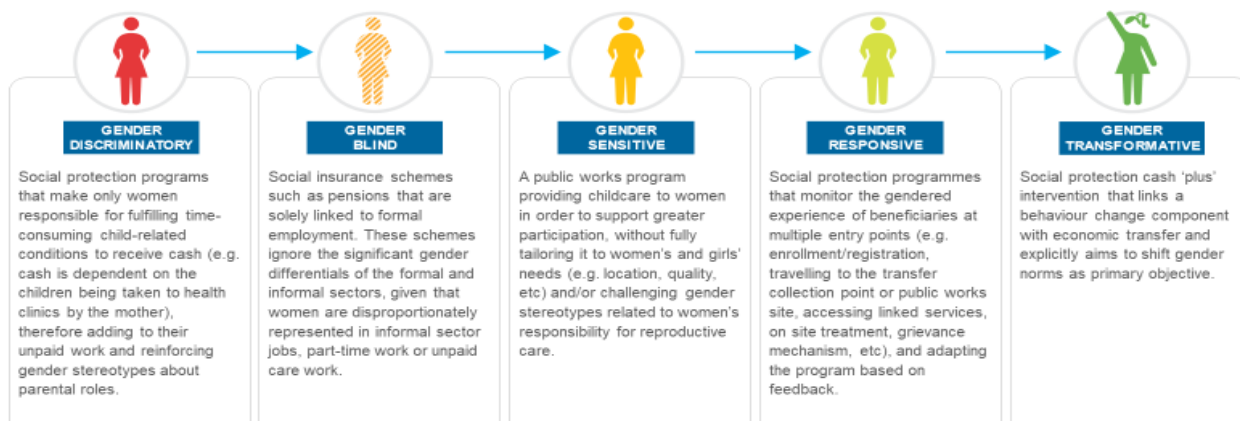


GOAL AREA 3: EQUITABLE CHANGE IN LIFE

8

Example: Gender-responsive social protection

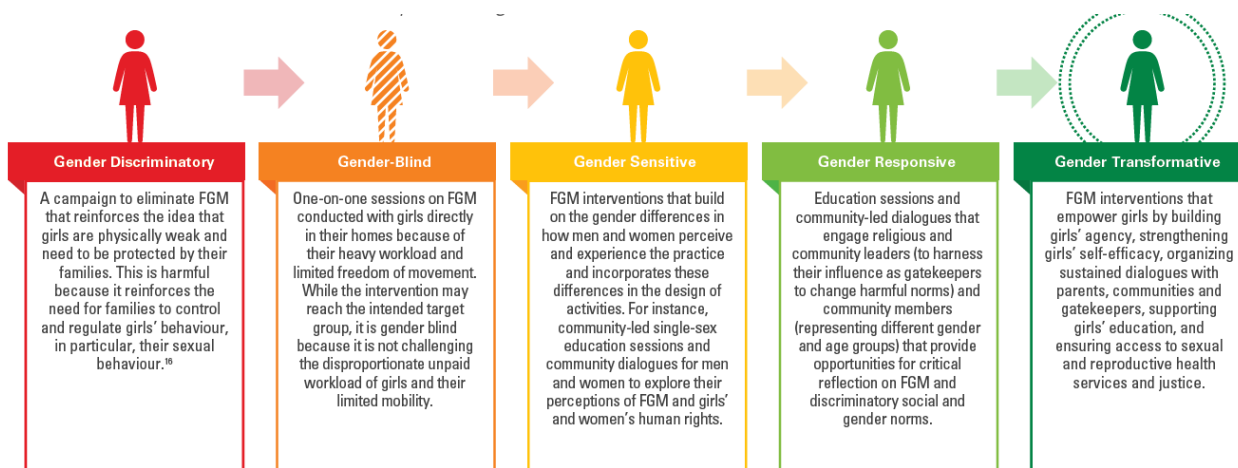
UNICEF programming endeavours to be gender 'responsive' or 'transformative'



Source: 'Integrating Gender into our Social Protection Work: Technical Note', Social & Inclusion Policy Section, UNICEF, 2020 (Forthcoming)

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Applying the continuum to FGM



Annex 4: GenderPro and E-course

GenderPro

Source: UNICEF (2019) *Realizing Potential: Evaluation of the Gender Action Plans*

Developed with George Washington University, GenderPro aims to enhance the skill sets for, and formalize or professionalize gender capacity in organizations. The theory relies on trained professionals to effect change in their own areas and diffuse to peers over time. Several different models of GenderPro are currently available, targeting different audiences:

- **GenderPro GWU option:** Run by George Washington University and piloted in early 2019. Participants choose either public health or social development and gain practical skills on how to apply gender analysis in programme design, monitoring and evaluation. A total of 38 UNICEF staff members participated in the 15-week pilot programme, which took approximately five hours of participants' time per week in addition to a residential component.
- **GenderPro for UNICEF Gender Focal Points:** A facilitated programme held once or twice per year that includes online learning, webinars and digital communities of practice.
- **GenderPro Gender Focal Point Credential:** This option provides recognition of competency of the Gender Focal Point skill profile. Credentialed Gender Focal Points are profiled in a roster in the Human Resources Talent Management System and receive an official notification from the system.
- **GenderPro Global Development Professional:** This provides for a globally recognized credential in gender and development – planned for launch late 2019.

E-course outline and learning objectives

1. Foundations of Gender Transformative Approaches

Learning Objectives:

By the end of this module, you should be able to...

- Explain gender transformative approaches and why they matter
- Explain the gender continuum, identify where a program sits within the continuum, and articulate the distinction between gender responsive and gender transformative
- Apply an understanding of multi-sectoral interventions and the socio-ecological model for shifts in unequal power relations between genders.

2. Gender Transformative Approaches to Adolescent Girls Programming

Learning Objectives:

By the end of this module, you should be able to...

- Clarify how to link gender transformative approaches to adolescent girls' empowerment
- Understand why intentional girl-centered programming a key strategy in achieving gender transformation

3. Submodule 1: Gender Transformative Approaches to End Child Marriage

Learning Objectives:

By the end of this module, you should be able to...

- Understand gender transformative programming in the context of ending child marriage
- Develop and apply practical gender transformative strategies to end child marriage

4. Submodule 2: Gender Transformative Approaches to Eliminate FGM

Learning Objectives:

By the end of this module, you should be able to...

- Understand gender transformative programming in the context of eliminating female genital mutilation
- Develop and apply practical gender transformative strategies to end female genital mutilation