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UNFPA-UNICEF GLOBAL PROGRAMME TO END CHILD MARRIAGE

GENDER-TRANSFORMATIVE ACCELERATOR TOOL

Workshop Facilitation Guide



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.

For more information about the tool, please contact Helen Belachew (hbelachew@unicef.org) and Jose Roberto Luna (jluna@unfpa.org).

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Overview

The Gender-Transformative Accelerator (GTA) tool is a self-contained, process-oriented, rapid analysis and action planning tool for implementers, advocates and technical staff working on initiatives to prevent and respond to child, early and forced marriages and unions. The tool is designed for the UNFPA-UNICEF Global Programme to End Child Marriage (the Global Programme) and is centred within

the Global Programme's definitions and core elements of gender-transformative programming, but can be applied to broader gender equality, adolescent empowerment and sexual and reproductive health programmes with minimal adaptation. The GTA process combines a practical, Excel-based worksheet (see Figure 1) with facilitated discussions designed to provoke reflection between staff and partners about strengths, challenges and opportunities for accelerated action on gender equality priorities.

FIGURE 1. Snippet of the Gender-Transformative Accelerator Tool, Day 1: Core Elements of a Gender-Transformative Approach

Adolescent Girls' Skills, Agency and Empowerment		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.		
Gender Blind	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.	
Gender Aware	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).	
Gender Responsive	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.	
Gender Transformative	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](#).



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Gender-Transformative Approaches in the Global Programme

The Global Programme has embraced a gender-transformative approach in its second phase, founded on the evidence that child marriage is both a symptom and a result of deep-seated gender inequalities and restrictive gender norms. Addressing child marriage therefore necessitates a gender-transformative approach, which prioritize tackling harmful gender roles, norms, structures and power relations. 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 the development of succinct, evidence-based technical resources.¹

In particular, the GTA tool draws its definitions and structure from the [Technical Note on Gender-Transformative Approaches in the Global Programme to End Child Marriage Phase II](#), which highlights the following core elements for implementing gender-transformative approaches:

1. Gender norms and stereotypes
2. Adolescent girls' skills, agency and empowerment
3. Systems and services
4. Addressing masculinities and engaging men and boys
5. Family and community mobilization
6. Policy and structural change through institutional partnerships.

Key terms and concepts for the GTA Process

There are a number of good resources² and trainings on gender that provide a solid foundation for understanding gender equality and how to promote it in programmes. The GTA tool draws most of its definitions from the technical resources of the Global Programme. There are a few key concepts and terms used as part of the process that may

require further explanation or clarification as you review the tool before and during the GTA process, including:

- **Age ranges:** The Global Programme works primarily with adolescents girls and boys aged 10–19 years who are at heightened risk for child marriage. Gender-transformative programming, which addresses the root causes of gender inequality, gender norms and related power imbalances, requires a full life-course approach that engages from early childhood through adolescence and adulthood. The GTA tool highlights the need to focus on adolescence as a time in life when gender norms become more restrictive and solidified, while recognizing that gender socialization begins in childhood. Unless noted otherwise, users of the GTA should assume that the use of the term 'girls' or 'boys' implies 'adolescents'.
- **Girls, boys and adolescents:** Ending child marriage will necessitate engaging and promoting the rights of adolescents of all genders to determine if, when and whom to marry. While there is a crucial need to focus resources on adolescent girls in many Global Programme contexts, a gender-transformative approach recognizes that gender equality is only possible when all, including boys and girls of all gender identities, are free to explore and express their agency and bodily autonomy and are actively engaged in creating a gender-equal world.
- **Marginalized, socially-excluded, vulnerable or at-risk adolescents:** This version of the GTA tool recognizes that our language for talking about social vulnerabilities, stigmas and discriminations is contextual and constantly evolving. The GTA tool defaults to the term 'marginalized' as an umbrella term for adolescents who are excluded, stigmatized, socioeconomically deprived, discriminated against or facing heightened risk for child marriage, violence and other inequalities,³ central to the 'leaving no one behind' agenda, under the United Nations 2030 Agenda for Sustainable Development.

THE GTA – DESCRIPTION

The GTA: Basic Structure and Output

The GTA process consists of an initial priority-setting conversation followed by a three-day workshop that focuses on the core elements of a gender-transformative approach as defined by the Global Programme's technical note on gender-transformative approaches. The three-day workshop reviews the concepts of gender transformation through an iterative, cyclical process that brings staff and partners together to analyse their work and develop a shared understanding of their progress, challenges and opportunities related to gender equality, aligned to the Global Programme contextualized theory of change. By the close of the workshop, staff and partners will have a prioritized road map of actions to guide their work towards gender transformation.

The GTA process is led by a facilitation team consisting of lead staff from the Global Programme at the country level, with support from the Global Programme Support Unit based in Headquarters and external facilitators as needed. A facilitation team should consist of:

- **A lead facilitator:** A staff member or consultant with gender expertise who has preferably participated in a GTA process, a previous gender training and/or has experience facilitating strategic planning or similar workshop-style discussions. The lead facilitator's role is to ensure that conversations remain productive and professional while creating a welcoming environment for participants to share their experiences, challenges and ideas for the programme.
- **A co-facilitator:** A staff member or consultant with some facilitation experience and gender expertise. The co-facilitator's role is to manage the in-person or virtual workshop setting, including polls and activities, screen-sharing and breakout rooms, and to support the lead facilitator with note-taking and small group facilitation.
- **Country lead/focal points:** Staff supporting gender programming (e.g., youth, gender, child protection and sexual and reproductive health experts) who are willing to take on leadership and accountability in identifying thematic priorities and resources for review, managing the participant invitations, ensuring the relevance of the discussions to the country programme and supporting the facilitators by managing small groups and representation activities as needed.

GTA Process Timeline

The GTA is expected to take 20–30 hours in total to complete, including preparatory and follow-up work, divided according to the following timeline:

1. Preparatory reading – It is key that the facilitation team reviews background documentation for guiding the direction of analysis, reflection and action planning process. Often, strong evidence reviews and strategic decisions and recommendation of assessments and reviews are overlooked. These could be extremely resourceful in strengthening the GTA process.

2. Priority setting two weeks before – During an initial two to three-hour conversation, the facilitation team will discuss the workshop process, review the tool and identify a priority area of review or thematic priority for the workshop. These may be two to three priority areas that are strategic and have direct or indirect impact on the programme. Based on the chosen thematic priorities, the facilitation team and workshop leads will select **up to 25 participants** to invite and identify any resources to review before the workshop.

3. In-country prioritization one week before – Country GTA teams and facilitators will be asked to conduct on their own time an independent initial review of a key list of programme documentation based on the identified thematic priority. It is recommended to include evidence-based resources that add value to the team's analysis and reflection.

4. GTA week – Participants will be asked to hold time for three intensive workshop sessions of three to four hours each, held over the course of one week and moderated by the facilitation team.

- Day 1 – **Core elements of a gender-transformative approach:** Assessing the programme's current efforts on the core elements of a gender-transformative approach, against the theory of change across the socio-ecological framework, through a consultative ranking process across the gender equity continuum⁴.
- Day 2 – **Deep dives:** Reviewing opportunities and challenges across the levels of the socioecological framework through in-depth reflection and analysis of barriers and bottlenecks, and exploration of opportunities.
- Day 3 – **Road map of actions:** Brainstorming, prioritizing and planning actions.

5. One week after the GTA – The facilitation team will meet at least once after the GTA workshop to discuss any unresolved issues and finalize the action plan.

When and how to plan a GTA process

The GTA is not a broad or exhaustive gender assessment or gender programmatic review; it is designed to be used and adapted at any point in the programming cycle to target a single thematic or opportunistic priority and can be used repeatedly to ensure progress on a gender-transformative approach. The GTA tool and workshop process may be paired with annual or biennial work-planning discussions or conducted when programmes are developing new partnerships or approaches. The GTA is not designed as a long-term planning or fundraising tool, it is intended to identify opportunities within a limited time frame and using existing resources where a slight shift in approach can have a multiplier or accelerator effect across multiple programme activities.

For maximum effect, the GTA process requires 20–30 hours or more of commitment from the facilitation team over the course of a month, along with dedicated time and resources to host a workshop with partners taking up to 12 hours over the course of a week. Country teams will want to ensure that they are planning a demand-driven GTA workshop at a time when crucial partners and stakeholders are available and when staff can commit to participation in the full process. Support for note taking and writing is crucial for recalling the wealth of discussions, nuances and learnings.

Considerations for participation and inclusion

The GTA tool can be used individually or within smaller teams, but is most impactful when used as a way of meaningfully engaging multiple stakeholders both from country staff and partner organizations as a way of collaborative critical thinking and priority-setting. The GTA tool will be most effective when it provokes an open dialogue, not only within programme teams but also between programme offices and relevant stakeholders. While the **GTA process should be limited to 25 participants**, countries are strongly encouraged to engage national implementing partners and stakeholders in the GTA process, particularly those who focus on impacted adolescent girls and marginalized communities.

In particular, we recommend that countries consider including:

- Networks or organizations led by and representing adolescent girls and marginalized adolescents at risk for child marriage in the country;
- Local civil society organizations and women and youth networks focused on gender equality and girls' empowerment;
- National and subnational implementing partners working on the selected thematic priority (or priorities);
- Representatives and leaders of national and subnational technical working groups on areas related to the thematic priority and child marriage;
- National government partners, academics and allies.

Invited partners will be expected to participate fully in the three days of the GTA workshop, review any relevant materials related to the thematic priorities, provide feedback on the draft report and participate in ongoing efforts to ensure accountability for implementing the actions agreed as part of the GTA process.

A note on virtual or in-person delivery: This GTA tool was designed as a three-part virtual workshop in the context of the COVID-19 pandemic and tested both as a virtual and as an in-person tool. The guidance below is for facilitators working in a virtual setting, but can be easily adapted to in-person delivery. Some tips for in-person facilitation include:

- 1. Plan longer days:** Transitions between activities, reporting and breaks can all take longer when people are physically present in a space. It is recommended to hold at least four hours per day for an in-person workshop.
- 2. Budget for printing:** Much of the time spent in the GTA process is in small discussion groups reviewing programme efforts against the core elements of a gender-transformative approach or the socioecological framework. If you can budget to print large posters of each day of the GTA tool for small groups, or smaller individual copies for each participant, you will save yourself a lot of time during the workshop.
- 3. More, smaller groups:** When planning your printing budget, keep in mind that while small groups of 10–15 people can be productive in a virtual setting, in-person you may want to divide into groups of 5–7 maximum. This may mean that you have multiple groups working on the same topic.
- 4. Use visual aids and movement to break up the time:** For activities in the guide that ask you to use virtual whiteboards, you can use flip charts and colourful sticky notes to engage participants. Hold time when returning from group discussions for quick energizer activities to galvanize participants and keep their attention.
- 5. Snacks, movement, snacks and more snacks.**
- 6. Anticipate oppositions and set ground rules:** It is expected that sensitive issues around gender related concepts (e.g., sexuality and sexual reproductive health) will trigger debates and sometimes friction. Setting ground rules on listening and respecting participant views is important.

THE GTA – FACILITATION GUIDE

Pre-call

The purpose of the initial call is:

- To introduce the facilitation team to each other and to the assigned country focal points
- To review the core elements of a gender-transformative approach
- To select a clear thematic priority area (or areas) for review that can guide the GTA process and participants.

The GTA process is dependent on having a clear and engaging thematic priority area (or areas) in order to limit the scope of the GTA and make it possible to review area (or areas) of programming in-depth

during the three workshops. The GTA is limited in time, and participants need to be able to clearly focus their discussions on a limited set of their programmatic efforts to be able to successfully review their rankings on the gender-transformative scale, identify challenges and opportunities, and create a pragmatic and achievable road map for action. For that reason, the majority of the initial pre-call should be spent discussing the thematic priority.

To select the thematic priority, we recommend focusing on an area of programmatic work that has the potential for immediate action, which could then have additional impacts not only on the priority area but also on broader programming. Some key considerations include:

Is the thematic priority an area of focus within the current workplan?

Is the thematic priority broad enough to engage all six core elements of a gender-transformative approach?

Is the thematic priority timely and relevant to what is happening in the country context?

Does the thematic priority have the potential for immediate action and impact?

Does the thematic priority have the potential for an amplified or indirect impact on other programme areas?

Some examples of thematic priority areas considered during the pilots of the GTA tool included: efforts to **reach out-of-school girls through empowering strategies in response to COVID-19, influencing social and behaviour norm change strategies** and **capacity-building of social workforce**, first-line health and other service providers.

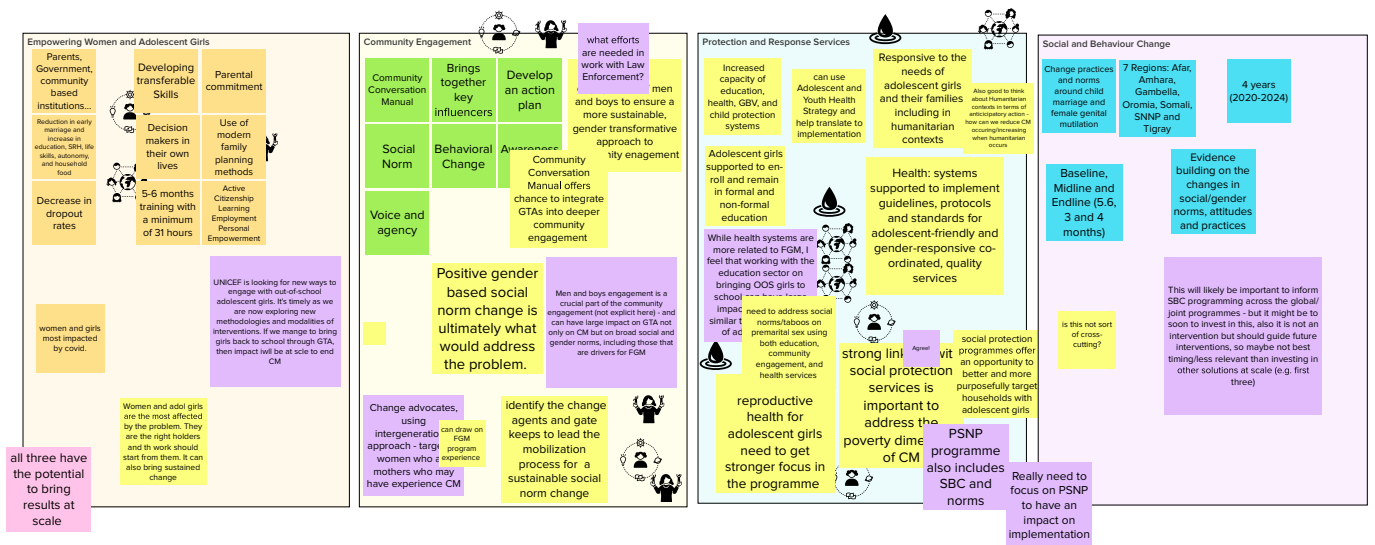
Country focal points should identify and share potential areas to consider for the thematic priority ahead of the pre-call, which the lead facilitator can then use to populate a virtual whiteboard (such as a mural or Google Jamboard) with some details about the selected areas. During the call, ask participants to continue to add more detail about the areas including how they fit the criteria for the thematic priority as outlined above, focusing on: (1) is this area timely

and relevant; and (2) what is the opportunity for action and potential impact. Continue to add details using virtual sticky notes. Finally, ask pre-call participants to vote on the following four prioritization questions using stamps, icons or stickers on the virtual whiteboard:

1. Where can you make the most progress with the current workplan and resources?
2. Where is there the most potential to shift power and resources towards adolescent girls?
3. Where is there the potential for a shift in a single project to have a ripple effect on other parts of the programme?
4. Which priority has the broadest transformative potential (to increase gender-transformative results in multiple core elements)?

Example: Thematic area prioritization from Ethiopia pilot pre-call

Why is this topic timely and relevant? What is the opportunity and potential impact?



Where can you make the most progress with current workplan and resources?



Where is there the most potential to shift power and resources to adolescent girls?



Where is there the potential for a shift a single project to have a ripple effect on other parts of the program or the approach?



Which priority has the broadest transformative potential?

(to push the project towards greater gender transformation on multiple elements of a gender transformative approach: gender norms, girls' agency, information and services, addressing masculinities, community mobilization, and institutional partnerships)



WORKSHOP DAY 1:

Core elements of a Gender-Transformative Approach

OBJECTIVES

- Introduce participants to the GTA process
- Understand and reflect on thematic priority for the GTA Workshop
- Clarify gender-transformative concepts and stages through the 'gender equity continuum'
- Define and rank programme progress on core elements of a gender-transformative approach under the thematic priority.

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DAY 1: FACILITATION INSTRUCTIONS

Step 1: Welcome/Introductions

Welcome participants to the space using a human check-in question (see box below for examples). Allow time for a formal welcome delivered by country lead or high-level partner if appropriate. Discuss participants comfort with gender-transformative approaches and set group agreements using the following questions, either in-person or via a virtual polling software:

1. How comfortable are you with language and concepts about gender-transformative approaches? (*Ranked choices: very comfortable, somewhat comfortable, somewhat uncomfortable, not at all comfortable*).
2. What would help make this a positive space for discussion and learning? (*Open response*).

Reflect participants' responses back to them.

Day 1: Overview

Time	Agenda item	Methodology	Materials/resources required
5 min	Formal welcome		
10 min	Introductions/group agreements	Group discussion: 1. Introduce all participants using a human check-in question 2. Set group agreements using poll questions	Integrated polling in the virtual meeting space or an online polling app such as Sli.do
15 min	Tool and process overview	Facilitator presentation ⁵	Gender-transformative accelerator tool brief
45 min	Core element ranking	Plenary group work: three elements	GTA tool day 1 Integrated polling in the virtual meeting space or an online polling app such as Sli.do
15 min Break			
45 min	Core element ranking continues	Breakout groups: 1 per element remaining	Break-out rooms (Zoom) GTA tool day 1
30 min	Report-back	Present and discuss results from small groups	GTA tool day 1
10 min	Wrap-up	Review rankings, introduce process for deep dives	

Human check-ins: Human check-ins are a way of opening a workshop or meeting by focusing on a sense of shared humanity. They should be short response questions that allow participants to share something of their personalities outside of their work roles and introduce a sense of fun or levity into a work environment. Some common human check-in questions are:

- What's your favourite food?
- Name a song that always makes you want to dance (Note: this is a particularly good check-in for the start of a workshop, as it allows you to create a 'workshop playlist' that you can then use for breaks throughout the rest of the workshop).
- What was your favourite childhood game?

In a virtual environment, you can also use human check-ins to introduce movement into the session by asking participants to take 30 seconds or 1 minute to get an object (a favourite hat or possession, an item that tells the group something about their life) and bring it back to show on their camera. In a virtual setting, we encourage the liberal use of human check-ins to help participants feel connected to each other and to the facilitator.

Step 2: Overview of the GTA Process

Using the PowerPoint template provided, introduce participants to the GTA process and the facilitation team. Review the elements of a gender-transformative approach and the socioecological framework, reminding participants that all of this information is also explained in the *Technical Note on Gender-Transformative Approaches*⁶. Allow time for questions. Discuss the thematic priority for the workshop and highlight the need to focus on concrete opportunities for action that can shift power and resources to adolescent girls.

Step 3: Core Element Ranking (Plenary)

In the plenary with the full group, show the first Excel sheet/tab of the GTA tool (labelled day 1) and review the first core element definition. Where possible, as you are describing the scale from gender blind to gender transformative, include programmatic examples or case studies (there are some contained in the tool, or you can pull country-specific examples from the pre-workshop review). Ask participants to vote (virtually or in-person) on how they would rank the programme's work in the selected thematic priority on the scale from gender blind to gender transformative, and mark the corresponding box with an x. In-person facilitated workshops can use sticky notes or other tools.



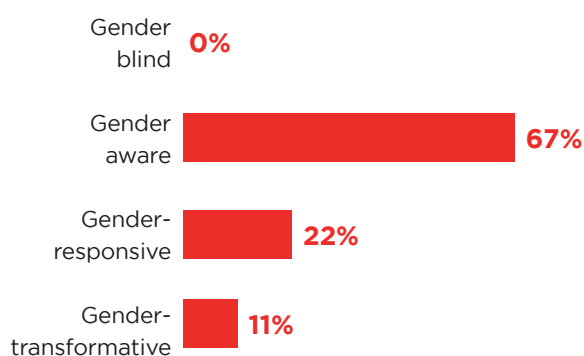
Discuss the ranking with the full group, taking notes in the Excel sheet in the box marked for notes. Continue the same process with two additional elements:

1. Summarize definition and scale
2. Quick poll for ranking
3. Discuss the ranking
4. Move to the next.

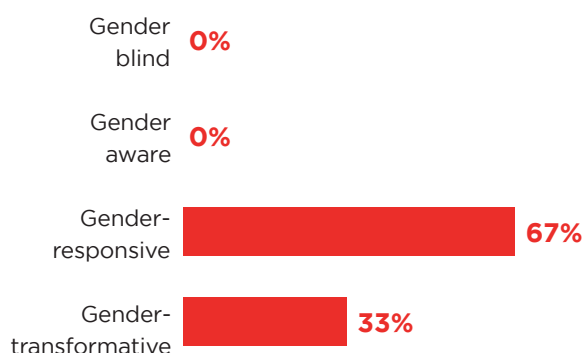
Note: The elements do not need to be discussed in any particular order. You may want to start with an element that you and the facilitation team think may be easier or more straight forward to discuss based on the thematic priority or your review of the country programme and move to 'harder' elements once the process is clear. In settings where teams are beginning with basic gender concepts, it is recommended to begin with elements that teams can relate to easily through programme interventions, rather than the element on 'gender norms'.

Examples: Ranking using Sli.do polls

Addressing Masculinities and Engaging Men and Boys



Girls' Skills, Agency and Empowerment



If you cannot get through three elements in the time before the break, focus on discussing two elements fully: you can always split into four groups in the next session to cover all of the elements. Allow a 10–15-minute break for participants before splitting into small groups of 7–8 participants each. It is important to note that depth of discussions and clarification of concepts are key for the exercise and further programming work.

Step 4: Core Element Ranking (Breakout Groups)

Allow 45 minutes in small groups to discuss the remaining elements. Split the facilitation team so that each group has support from a facilitator, but establish that groups will be responsible for assigning their own note-taker and reporter. Assign each group one element. Provide virtual access to a working version of the GTA tool for groups to take notes.

Tip: You can split into as few or as many groups as you have facilitators but, to keep conversations productive, we recommend aiming for 5–7 participants per group. You can assign multiple groups to the same element as needed to keep groups smaller.

Step 5: Report-Back and Closing

At the end of the 45 minutes, bring small groups back into plenary. Allow time for each group to report back on their ranking and explanation, and then for questions or additional comments from the other participants. Once all groups have reported back, review the rankings. Explain that on day 2, participants will be selecting three of the elements for deep dive discussions and ask participants to reflect on where they might like to concentrate. Remind participants of the technical notes and any other resources relevant to the thematic priority and ask them to devote some time before the next session to reviewing the tool and the notes from day 1. Thank participants for their contributions and close the session.



POST-DAY 1: FACILITATION WORK

Immediately after the first workshop, send a note to participants thanking them for their participation and providing links to any resources discussed or shared by participants during the discussions. You will also want to highlight any relevant technical notes from the Global Programme based on how conversations about the core elements went during the workshop; for example, if participants seemed confused or unclear on the definitions included on the core element Adolescent girls' skills, agency and empowerment, you can reshare with them the link to the Global Programme [Technical Note on Adolescent Girls' Empowerment Through Life Skills](#).

WORKSHOP DAY 2:

Deep dives into the Socioecological Framework

OBJECTIVES

- Prioritize 3–4 core elements and priority themes where programmes can accelerate progress towards gender-transformative approaches.
- Describe and contextualize existing challenges and opportunities for accelerated action across the socioecological framework.

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DAY 2: FACILITATION INSTRUCTIONS

Step 1: Recap and Ranking

Using the PowerPoint template provided, review the discussion and rankings from the previous day. Remind participants of the whole GTA process and introduce the socioecological framework to set up the discussions for the day. Emphasize that, while the process might seem repetitive, using the socioecological framework can:

1. Reinforce the need to consider the core elements as stretching across all of our work and not as standalone projects.
2. Illuminate where the gaps and roadblocks are for progress on gender-transformative approaches.

“This exercise was useful. At the beginning maybe we didn’t know exactly what to expect. Every day was a bit clearer where we were going. Also, it was good that it was very participatory. Actually, we were thinking we didn’t know how to do the activities or the gender-transformative approach. But then through this work and reflection and brainstorming and thanks to your technical support, we were able to see that we also had something to contribute and come up with some suggestions. So, I found this positive and very useful.”

Pilot participant, Mozambique

3. Triangulate where there are opportunities for actions that could have impacts on multiple levels.

Day 2: Overview

Time	Agenda item	Methodology	Materials/resources required
15 min	Recap day 1	Facilitator presentation ⁷	
10 min	Select deep dives	Poll and group discussion	Integrated polling in the virtual meeting space or an online polling app such as Sli.do
45 min	Deep dive 1	Plenary group work: deep dive 1 ⁸	
10 min Break			
45 min	Deep dives 2 and 3	Breakout groups: deep dives 2 and 3	GTA tool day 2
35 mins	Report-back	Present and discuss results from small groups	GTA tool day 2
10 min	Closing	Assign individual reflection exercise	Online poll or survey software such as Google forms, SurveyMonkey or Sli.do

Using a poll or vote, ask participants to select the core elements (2–3 maximum) they think have the most opportunity for progress. Remind participants that they should consider what they can focus on within their current workplan and with their current resources as part of the prioritization exercise.

Step 2: Deep Dive 1 (Plenary)

Based on the results of the poll, select one core element and use the GTA tool to discuss:

- What the programme is currently focusing on in this area
- The challenges, roadblocks and barriers to progress on a more gender-transformative approach in this area
- The opportunities and actions that could be used to accelerate progress.

For each question, ask participants to think about each level of the socioecological framework.

Step 3: Deep Dives 2 and 3 (Breakout Groups)

Split participants into two (or more as needed) groups to discuss the two other core elements chosen for deep dives. Participants can self-select or you can assign them to groups, but each group should have a member of the facilitation team to help with notes. In their groups, participants should choose a note-taker and a reporter, then discuss and fill out the GTA tool using the same methodology they have used in plenary.

Step 4: Reporting and Closing

Bring participants back together in plenary. Ask each group to report on their discussions, focusing primarily on their responses to question 3. Allow time for questions and clarifications from the other group after each report.

When finished, take a short (10-minute) break.

Example: GTA tool day 2

Deep dive 1:					
Q1: What is the programme currently doing in this area?	Individual level	Interpersonal level	Community level	Systems level	Policy level
Q2: What are the roadblocks or barriers to success in this area?	Individual level	Interpersonal level	Community level	Systems level	Policy level
Q3: What opportunities does the programme have within the current workplan to shift towards more gender-transformative approaches in this area? What actions could be planned to accelerate progress?	Individual level	Interpersonal level	Community level	Systems level	Policy level

Summarize some of the themes and emerging opportunities from the report back to close the session. Ask participants to commit to spending time reflecting on the identified opportunities and to identify three action they could each take, in their individual roles, to bring more gender-transformative approaches to their work. Share a link to an online survey or poll, or, if in-person, distribute an evaluation sheet asking for three actions from each participant to fill out before they leave. Thank participants for their time and commitment to the discussion.



POST-DAY 2: FACILITATION WORK

Between day 2 and day 3, review the responses to question 3 from the day 2 exercise (What actions could be planned to accelerate progress?) and the survey results with actions that participants suggest. Begin to populate the virtual whiteboard or mural or to create post-its for use in-person. Copy or summarize each action onto a virtual or physical sticky note that participants can use to kickstart their brainstorming session on day 3.



WORKSHOP DAY 3:

Brainstorming and Prioritizing Actions

OBJECTIVES

- Brainstorm and review potential actions to catalyse progress towards more gender-transformative approaches.
- Prioritize five clear, concrete and measurable strategic actions to create a road map for progress.

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DAY 3: FACILITATION INSTRUCTIONS

Step 1: Recap and Ranking

Using the PowerPoint template provided, review the discussion from the previous day.

Step 2: Brainstorm & Prioritization of activities (Plenary)

Present the virtual whiteboard or in-person sticky notes, filled in with potential actions that can be taken to accelerate progress towards achieving a gender-transformative approach. These should be based on the responses to question 3 from the previous day and results of the poll with actions that participants suggested. Ask participants to continue to brainstorm and add any additional ideas they may have.

Then, ask a series of prioritization questions, moving sticky notes down as they are selected:

1. Which of these actions will shift power and resources towards the most marginalized girls and boys?
2. Which of these actions will have the largest impact on our programmes this year?
3. Which priority has the broadest transformative potential?

Finally, ask participants which activities they would like to include in their road map.

Day 3: Overview

Time	Agenda item	Methodology	Resources/materials required
20 min	Welcome and recap	Participant poll Facilitator presentation ⁹	Integrated polling in the virtual meeting space or an online polling app such as Sli.do
60 min	Select actions	Plenary group brainstorm and prioritization	Whiteboard (virtual or in-person)
10 min Break			
80 min	Detailed road map	Plenary group discussion	GTA tool day 3
10 min	Closing		Link to evaluation using Google forms or other survey platform



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Step 3: Detailed Road map (Plenary)

Once the group has selected approximately five actions to prioritize from the previous exercise, use these to fill in the 'Action' column on the third worksheet/tab of the GTA tool. Think through and list all the steps that will be necessary to complete each action.

Continue working together as a group to fill in the columns further to the right of the Road map worksheet.

- Time frame: When will steps be taken? This can be a specific month or quarter.
- Support needed: Is there any support needed to fulfil this action either from Headquarters or external partners?
- Who is responsible: Is there a specific person or an implementing partner who will be responsible for carry forward this activity?
- How to measure success: What will indicate this activity has been completed or achieved?

Step 4: final reflections and Closing

Reserve at least 10 minutes for participants to share any closing remarks or reflections they have about the process. Explain that the country offices can continue to work on filling in more detail in their road map for the next week or so to make them as concrete as useful as possible. Clarify any remaining questions or doubts. Thank everyone for their participation.

Tip: You can set up a post-workshop evaluation using Google forms, SurveyMonkey or another platform of your choice, and provide participants with the link both during the closing session and in a follow-up email. Some questions to consider include:

- What new information did you take from this process that you would want to apply to your work?
- What additional resources or information would you need to apply more gender-transformative approaches to your work?
- What feedback do you have for the planning or facilitation team?

Example: Thematic area prioritization from India pilot



POST GTA WORK



Give the country offices about one week to continue to reflect and fill in more details in their GTA road map. Schedule a follow-up conversation approximately one week after the workshop concludes to finalize the road map and clarify next steps.



“The thing that strikes me... this is the precise kind of reflection that we’ve needed for a long time. Just this first deep reflection is teaching a way of thinking that is extremely valuable and new for many of our colleagues and sometimes it’s new for me too.”

Interagency Advisory group member

ANNEX

The GTA Tool

[Gender-transformative-accelerator-tool-brief](#)

Additional Recommended Resources

The following is a non-exhaustive list of recommended additional resources facilitators may want to draw on before, during or after the GTA process. For additional support and information, we encourage facilitators and country teams to draw on the Global Programme technical notes and other resources from the Global Programme Support Unit at Headquarters.

- [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](#)

For questions or additional support, please contact hbelachew@unicef.org and jluna@unfpa.org.

Gender Capacity-Strengthening

- [GenderPro](#): a rigorous, competency-based educational and credentialing programming for mid- to senior-level development and humanitarian professionals
- [Foundations of Gender-Transformative Approaches and Adolescent Girls Programming](#), and two sub-modules on approaches to [End Child Marriage](#) and on [Eliminating Female Genital Mutilation](#)
- Chapter on [gender-transformative programming](#) from UNFPA's *Engaging Men in Gender Equality and Health: A global toolkit for action*
- The Bill & Melinda Gates Foundation's [gender equality toolbox](#): tools to support the design, management and measurement of gender intentional and gender-transformative programmes and investments
- CARE International review of literature and promising practices on [measuring gender-transformative change](#).

Economic Empowerment, Education and Skills for Girls

- UNICEF [Global Framework on Transferable Skills](#)
- UNFPA [International Technical and Programmatic Guidance on Out-of-School Comprehensive Sexuality Education](#)
- [Exploring the School to Work Transition for Adolescent Girls](#) (includes country examples such as BRAC, FAWE supported livelihood interventions for girls) and related blog [Adolescent Women Are Being Left Behind in International Efforts to End Poverty](#)
- [Skills4Girls UNICEF portfolio](#), funded through private sector partnership
- [Muva, A female economic empowerment programme](#)
- [New generation of skilled girls and tech trailblazers](#)
- Useful resources on [Skills4Girls](#)
- UNICEF [Investing in the Pathways to Employment: For adolescent girls and young women in low and middle-income countries](#)
- Beijing +25: [Gender Equality Begins with Adolescent Girls' Education](#)
- [Gender Responsive Pedagogy Teacher Training tool](#) (Plan International Canada)
- [Gender, Livelihood Capabilities and Women's Economic Empowerment: Reviewing evidence over the life course \(GAGE\)](#)
- Population Council, [Balika, Bangladesh](#).
- Oxfam's [Women's Economic Empowerment](#) resources have been adapted, tried and tested
- Oxfam's [Conceptual Framework on Women's Economic Empowerment](#)
- Young Lives Ethiopia: ["The Challenges Made Me Stronger": What Contributes to Young People's Resilience in Ethiopia?](#)

Comprehensive Sexuality Education/Sexual and Reproductive Health and Rights

- UNFPA [International Technical and Programmatic Guidance on Out-of-School Comprehensive Sexuality Education](#)
- UNFPA [Operational Guidance for Comprehensive Sexuality Education](#)
- UNFPA [Evaluation of Comprehensive Sexuality Education Programmes](#)
- UNESCO [International Technical Guidance on Sexuality Education](#)
- UNFPA [SWOP 2021: My Body is My Own \(bodily autonomy\)](#)
- UNFPA [SWOP 2020 Against My Will \(harmful practices\)](#)
- UNFPA [Sexual and Reproductive Health and Rights: An Essential Element of Universal Health Coverage](#)
- The evidence about [comprehensive sexuality education](#)

- [Delivering Sexual and Reproductive Health Services to Young People](#) (Marie Stopes International)
- To promote [men and boys access to sexual and reproductive health and rights and family planning](#)
- [MenEngage Building Male Involvement in sexual and reproductive health and rights](#)
- [Gender Responsive Pedagogy Teacher Training tool](#)
- Rutgers International [Resources on Comprehensive Sexuality Education](#)
- Population Council [It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education](#)

Masculinities and Engaging Men and Boys Resources and Tools

- Evidence and Learning Digest on [working with men and boys to promote gender equality and prevent gender-based violence](#)
- Sonke Gender Justice [male engagement resources](#)
- [Should Humanitarians Work with Men and Boys to Challenge Harmful Gender Norms to Prevent GBV?](#), from Social Development Direct and linked to Research, [Engaging Men and Boys Learning Series](#) is a collection of learning briefs that showcase how CARE has approached masculinities programming and lessons learnt.
- Ubuntu Symposium thematic [playlists](#) for watching and listening to diverse perspectives including and crucially the experience of those most affected by gender inequality on a range of topics, for example, [climate justice and masculinities](#)
- [MenEngage Mozambique](#) chaired by HOPEM on [men accountability](#)
- [MenEngage and the Global Symposium](#)
- [Promoting Healthy Masculinities is Key to Gender Equality. But how do we achieve this?](#), from Global Fund for Children Mexico/Central America
- Promundo Global's [The Man Box Key Findings: A study on being a young man in the US, UK, and Mexico](#)
- [Gender-Transformative Programming with Men and Boys to Improve Sexual and Reproductive Health and Rights: A systematic review of intervention studies](#)
- [The Masculinity Network for Gender Equality](#) in Spanish
- Promundo Global: [MenCare Campaign](#)
- GAGE Ethiopia ["The School Was Closed, So When They Brought Me A Husband I Couldn't Say No": Exploring the gendered experiences of child marriage amongst adolescent girls and boys in Ethiopia](#)
- Promundo Global's [Manhood 2.0: A curriculum promoting a gender-equitable future of manhood](#)
- Promundo [Program H: Working with Young Men](#)

Community Mobilization

- [SASA! Raising Voices](#)
- UNICEF/ODI: [Advancing Positive Gender Norms and Socialization through UNICEF Programmes](#)
- CARE: [Social Analysis and Action \(SAA\)](#)
- [CARE Tipping Point: Bangladesh and Nepal](#)
- [Voices 4 Change \(Nigeria\) Legacy papers, including Using Research Evidence to Support Change: The case of V4C landmark research on men and masculinities and Measuring Changes in Social Norms: Learning from Voices for Change](#)
- CUSP /Raising Voices: [Changing social norms at scale](#)
- [Working with Religious Leaders to End Child Marriage](#)
- [Social Analysis and Action \(SAA\) Gender Norm Transformation Tool](#)
- [Working with Religious Leaders to Address Child Marriage](#)
- UNFPA [How Changing Social Norms is Crucial in Achieving Gender Equality](#)

Social Protection

- UNICEF: [Technical Note on Gender-Responsive Social Protection during COVID19](#)
- UNICEF: [How to Make "Cash Plus" Work](#)
- World Bank: [Preventing Child Marriage: Lessons from World Bank Group Gender Impact Evaluations](#)
- UNICEF: [Gender-Responsive and Age-Sensitive Social Protection](#)

Violence against Children and Gender-Based Violence Prevention and Response

- UNICEF [INSPIRE Seven Strategies for Ending Violence Against Children](#)
- UNFPA's [Essential Services Package for Women and Girls Subjected to Violence](#)
- [Designing Parenting Programmes for Violence Prevention: A guidance note](#)
- Promundo: [Programme M for young women](#)
- Promundo: [Programme P for parents](#)
- [What Works to Prevent Violence](#)
- [Child Marriage Research to Action Network \(CRANK\) of Girls Not Brides and the Global Programme](#)
- [Child Protection and Child Marriage Technical Brief](#)
- [Designing Parenting Programmes for Violence Prevention: A guidance note](#)
- [Child Protection and Child marriage \(Girls Not Brides\)](#)
- WHO [RESPECT women: preventing violence against women](#)

ENDNOTES

- 1 [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 A list of recommended resources is included in the Annex and in the GTA tool sheet.
- 3 The Global Programme's technical note [Leaving No One Behind](#) provides further guidance on marginalisation, social exclusion, those vulnerable and those at risk.
- 4 [Gender-Transformative Approaches in the Global Programme to End Child Marriage.](#)
- 5 For samples of presentation templates, reach out to hbelachew@unicef.org or jluna@unfpa.org.
- 6 [Gender-Transformative Approaches in the Global Programme to End Child Marriage](#)
- 7 For samples of presentation templates, reach out to hbelachew@unicef.org or jluna@unfpa.org.
- 8 [gender-transformative-accelerator-tool-brief](#)
- 9 For samples of presentation templates, reach out to hbelachew@unicef.org or jluna@unfpa.org.

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GENDER-TRANSFORMATIVE
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Workshop Facilitation Guide

