end child marriage

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UNFPA-UNICEF GLOBAL PROGRAMME TO END CHILD MARRIAGE

# GENDER-TRANSFORMATIVE ACCELERATOR

## Niger Country Report

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# INTRODUCTION

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

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

A gender-transformative approach promotes gender equality – including shared control over resources and decision-making – and is grounded in girls and women's agency and empowerment. Gender transformation actively examines, questions and changes rigid gender norms and imbalances of power that advantage the majority over marginalized groups, men/boys over women/girls and other diverse genders, and people who adhere to subordinated identities. Examining programmatic strategies and measurement design through a gender-transformative lens is not simple as both the approach and the context in which programmes are executed are tremendously complex and complicated. Well-designed gender-transformative programming calls for multiple investments across the Socio-Ecological Model (SEM). Given that gender issues are very complex, highly context-specific and time-consuming, a gender-transformative approach calls for a holistic or multisectoral intervention and works across the SEM.

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

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

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

- Day 1 – **Core elements of a gender-transformative approach**: A collective assessment of programme interventions, while clarifying concepts, across the socio-ecological framework, through a consultative ranking process across the gender equity continuum.

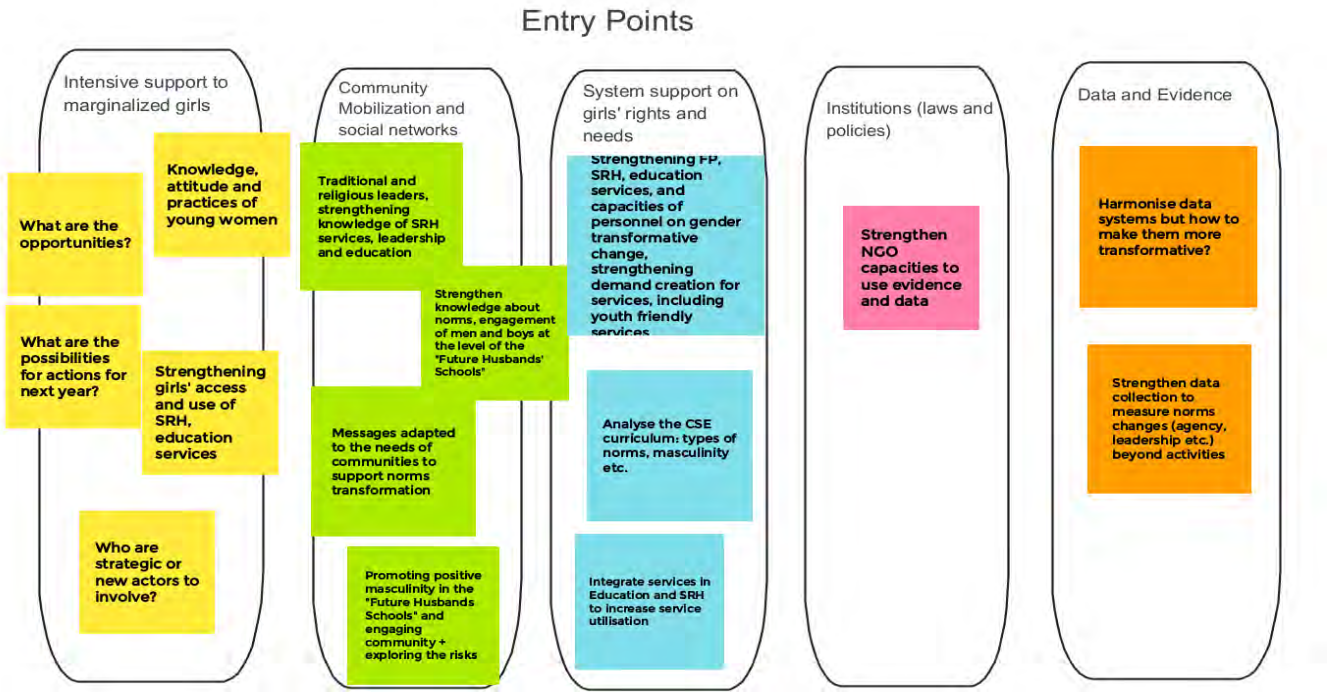
- Day 2 – **Deep dives**: In-depth reflection and analysis of barriers and bottlenecks, and exploration of opportunities, based on a prioritization of programme priorities.

- Day 3 – **Road map of actions**: Building on the second day, and based on a shortlist of actions, it involves articulation of strategic actions along with details of the time frame, support needed and measures of success, and with assignment of responsibilities among team members.

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

The Niger Country Office undertook the GTA through three full days (three hours each) with the full engagement of sectoral experts and staff from select states *(see the participant list in Annex 1)*. Prior to the actual GTA process, the country office's lead focal points participated in two pre-call meetings to: (1) clarify methodology of the tool and expectations; and (2) have a facilitated discussion on themes to be prioritised during the actual GTA process. Figure 1 captures the virtual consultations that took place with the Niger Country Office programme leads. More details on facilitation methodology is explained in the Facilitation Guide. Unlike other GTA processes undertaken in other countries, the Niger GTA was undertaken through a hybrid approach in which selected participants joined the three-day workshop virtually while all national participants were present on-site. While on-site facilitation was found to be powerful, there were limitations in engagement of global and regional participants.

**Figure 1. Mural on identifying thematic priorities**



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# IDENTIFICATION OF PRIORITY FOCUS AREAS

During a launch call on 28 June 2021 facilitated by the national expert with the support of the global team, participants were introduced to the GTA process and reminded that it is not an evaluation but a work planning tool.

The discussions focused on identifying one or two priorities, or catalytic opportunities, within the Nigerien context to focus on during the GTA process. Because the GTA process is meant to support country programmes to focus existing resources, country leads were asked to identify crucial areas within their existing workplan where gender-transformative approaches can have both an immediate and potentially amplified impact. Brainstorming exercises addressed key questions in the overall programme on good practices and challenges and especially how to create synergies between approaches that work.

Two promising priorities emerged:

1. Improved understanding on how **to reinforce positive masculinity at all levels of the SEM**
2. Strengthening a **gender-transformative approach within service systems** to increase girls' use and demand for sexual and reproductive health (SRH) services (including access to family planning services, access to and quality of education such as comprehensive sexuality education in schools, and gender-transformative child and social protection systems).

Following a review of the studies, reports and other evaluation documents of the Global Programme, the GTA team agreed that focusing the workshop on the above identified priorities would allow for participants to go deeper into a rich discussion of the complexities of the Nigerien context and develop a sense of ownership over the concepts and actions needed to apply a gender-transformative approach. The priority areas of focus were identified among the many existing workstreams within the Global Programme to End Child Marriage in Niger due to their timeliness, existing engagement of both agencies and the potential to apply learnings more deeply within programme efforts. Based on the identified priorities, country leads invited key staff and partners, including government and local civil society implementers to engage in the discussions on intervention at different levels.

# RANKING OF GTA ELEMENTS

The GTA looks at six elements that need to be assessed to address gender in a transformative way. Five of these elements are independent, namely, Girls skills, agency and empowerment; Addressing masculinities and engaging men and boys; Enabling environment: community mobilization; Information and services; and Structural change: institutional partnerships. The sixth element that cuts across all the others is Gender norms. For each component, participants were asked to rank their programmes on the "gender continuum" as: gender blind (stage 1), gender aware (stage 2), gender responsive (stage 3) or gender transformative (stage 4), using descriptions of each stage provided in the tool. Figure 2 provides a snapshot of the GTA tool.[3]

The highlights of day 1 discussions are captured below based on the ranking of key programme interventions. The ranking process explored assessment of the six elements in the "gender equity continuum" against the contextualised theory of change and on rationale to move towards gender-transformative programming.

**Figure 2. GTA tool**

| **Adolescent Girls' Skills, Agency and Empowerment**<br>Enter an x in the box on the right for the option that applies; select only one option. | | Please provide a brief explanation for why you chose this level |
|---|---|---|
| **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 infuence 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.

During the workshop, the facilitation team identified the need to invest additional time into defining and reviewing examples of each component, recognizing that participants came into the workshop at different levels of comfort and knowledge with the language and concepts involved in gender-transformative approaches. Overall, participants are very invested in their work, and it takes time to review the programmes in detail and get to the level of self-reflection needed to move beyond defending the quality of the work and to get to an honest assessment of opportunities for improvement. With additional time spent in plenary defining gender-transformative approaches and ensuring that participants were able to come to an agreement on a definition and ranking, the Niger team prioritized participatory discussion and ranking of three elements as most relevant to the priority focus areas: (1) **Girls skills, agency and empowerment**; (2) **Information and services**; and (3) **Addressing masculinities and engaging men and boys**.

# GIRLS' SKILLS, AUTONOMY AND EMPOWERMENT:

## Currently at the gender-aware stage, trending towards the gender-responsive stage

"The model presented is a good example of self-reflection and diagnosis to improve programming approach."

**Salmey Bebert,** UNICEF

Participants had a lively discussion about where different programmes were on the "gender equity continuum" with some ranking the programmes they worked on at gender aware and others at gender responsive. The UNICEF-supported Community Based Child Protection Programme with the Directorate General for Child Protection, for example, uses an approach based firmly on the human right to education and has seen changes in attitudes and behaviours to address gender-based violence, including through creating new protective mechanisms for girls to attend schools at a distance by moving a 'godmother' to the city to care for multiple girls. The Illimin programme has a growing emphasis on economic empowerment, including through building girls' vocational and income-generating skills, although it was noted that it could do more to build girls' skills in vocational areas not traditionally associated with femininity or female gender norms. These efforts, while currently visible in individual programmes and not systematically applied, are showing promising results in linking the Illimin programme with vocational training and income-generating projects.

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# INFORMATION AND SERVICES:
## Currently ranked at the gender-responsive stage

The Niger programme and partners have invested heavily in information and services that focus on removing barriers for girls, with a focus on access to health services in particular. These programmes are generally ranked gender responsive, as they have worked to engage traditional leaders and power brokers alongside girls and to eliminate barriers. Within the Alliance with Traditional Authorities (ACTN) intervention, participants are working towards a more gender-transformative approach through both their engagement with traditional leaders to support women and girls' access to health and education (e.g., promoting the utilisation of modern contraceptives, promoting skilled birth attendance and maintaining and protecting girls within the school system) and by working with the traditional authorities to recruit more women and girls as health workers. Increasing access to female health workers has had a direct effect of encouraging girls to seek out services without fear of stigma for seeing a male health provider, but also has potential to impact social and gender norms around appropriate work and roles for women in their communities. The ACTN intervention is currently only in one community but could be replicated or scaled to increase the potential impact. Similarly, UNFPA and partners have just completed a pilot project within colleges and high schools to increase information and access to services through promoting school health clubs that are linked to services. Both these interventions are responding directly to gendered barriers and are positioned to become more gender transformative through a more deliberate engagement around gender norms and power.

# ADDRESSING MASCULINITIES AND ENGAGING MEN AND BOYS:

## Currently at the gender-responsive stage

After considerable debate about whether the programme's work with men and boys (including traditional leaders) was or aims to be transformative of gender norms and power, participants settled on a ranking of the programme's efforts as a whole as gender responsive**.** While men are engaged in many facets of programme delivery, it sometimes relies on their existing power as decision makers rather than challenging them to share power. Additionally, the programme has not yet fully integrated positive masculinities into their work with men or integrated boys and men into their work on gender norms.

The programme has developed, with the Director General of Child Protection, training modules for parents, girls and boys with different expected results at each level. Three promising approaches emerged, including deliberate male engagement around girls' rights at the community level with fathers and brothers; involving male traditional leaders; and targeting boys with school-based SRH education through school health clubs. The group discussed particularly the opportunity to shift discriminatory gender norms through two strategies: 'husbands' schools' and 'future husbands' clubs', which have shown some preliminary successes in promoting more equal relations in couples and could, with some extra attention, be more targeted towards gender-transformative programming (UNFPA is currently reviewing the Husbands' School Strategy for addressing gender-transformative approaches).

Overall, given the relative newness for participants of both gender-transformative approaches as a whole and the GTA process in particular, there was not enough time during the workshop to analyse the other three areas, but the importance of continued reflection and analysis on the other areas was noted. Participants found the GTA methodology useful, however, when given enough time to reflect and build consensus. Overall, participants rated the tool highly for its ability to bring partners at all levels together to increase ownership of the approach and to build momentum towards more gender-transformative work within the partnership.

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# PRIORITY FOCUS AREAS AND RELATED ACTIONS

Participants prioritized three types of actions to move ahead within their areas of focus:

1. **Strengthening existing work through incremental improvements**
2. **Scaling existing interventions and promising practices**
3. **Testing new interventions to directly address gender norm transformation.**

Among these types of actions, participants discussed what could most realistically be accomplished within the current workplan and with the existing resources, along with the need to invest time and resources into working with agencies and with partners to continue to develop capacity and comfort with gender- transformative approaches and the language of gender norm change. Additionally, for each action, there is a need to develop and invest in monitoring and evaluation in order to track progress and impact.

## Action 1:

### Gradually integrate messages and investments in addressing harmful masculinities and developing positive masculinities into the existing interventions

The team agreed that there are multiple opportunities within ongoing activities and projects, including the Illimin modules, community based child protection approach, community outreach and traditional leader trainings, 'traditional' male engagement activities such as 'husband schools', and adolescent education, comprehensive sexuality education and skills-building efforts, where existing tools could be reviewed to remove harmful stereotypes and incorporate more gender-transformative messaging about gender and power. Success in this activity would require increased capacity on addressing masculinities and power within staff and partners of both agencies, as well as an initial mapping of and schedule for revision of existing efforts to engage men and boys at all levels, but there is significant evidence and promising practices both within the existing Global Programme portfolio and from partner organizations that the team can use. Participants highlighted the need to focus initially on building internal capacity and a common language among UNFPA and UNICEF staff to then be able to push outwards into work with implementing partners and government coordinating structures. Efforts to expand gender norms towards more positive expressions of masculinity have a strong potential for backlash both within partners and in communities, so the team agreed that an incremental approach of integrating more gender norms and stereotyping content into existing efforts as part of the current workplan would have a higher chance of success in the long term and provide opportunities to build in the future.

## Actions 2 and 3:

### Invest in capacity-strengthening on gender-transformative approaches for providers and service managers with a focus on frontline health workers, first responders and teachers interacting directly with adolescents

While the initial priority setting discussions selected information and services, during the GTA workshop, participants chose to highlight the urgency of reaching frontline health workers, first responders and teachers who are working directly with adolescent girls and boys to reduce the risks of reinforcing or perpetuating harmful or restrictive gender norms, and thereby increasing barriers to services among adolescent girls in particular. Work within this action area will require investments into analysing and evaluating existing programme training and orientation materials to identify areas to revise and integrate components on deconstructing gender stereotypes, recognizing bias and countering harmful messaging. The programme could potentially explore learning from the Ethiopian Country Office's investments into a Social Analysis Action model for service providers in order to have a prioritized plan of action for work in each sector.

In particular, participants discussed the need to immediately and deliberately integrate gender norms and stereotypes into the curriculum at teacher training institutions through partnership with the Ministry of Education as a separate but related action to deconstruct stereotypes and promote more expansive, equitable and supportive norms.

> "Through the GTA exercise, we realised that gender norms transformation starts from within. We cannot design and implement gender-transformative approaches if we are not all at the same level of understanding of what this means, and if we are not willing to challenge ourselves and our own biases. This means prioritising internal advocacy and capacity-building, for both our teams and implementing partners."
>
> **Elsa Burzynski**, UNFPA Niger

## Action 4:

### Promote gender mainstreaming in economic empowerment and vocational education to create expanded opportunities for adolescent girls

Participants agreed that in Niger, gender stereotypes remain pervasive and, in particular, internalized stereotypes continue to restrict adolescent girls' ability to imagine a life for themselves beyond what is expected. The need to expand the opportunities that girls see for themselves and what they can do is fundamental to gender norms transformation, and investments in girls' education are amplified by creation of strong female role models and narratives of women's success in traditionally male-dominated spaces and careers. When girls can see different role models, they can disconnect the stereotypes and begin to identify life goals beyond and in addition to marriage and child bearing, which helps to build their confidence to push back against gender inequality and restrictions in their day-to-day lives. The Global Programme and other partners have piloted local skills-building and vocation-training centres, girl-centred safe spaces and investments in economic empowerment, which can be scaled up while also being reviewed to ensure the incorporation of more targeted and high-value skills within traditionally male occupations.

## Action 5:

### Design and implement an SBCC programme using radio and social media to promote gender norms change and positive masculinities

Recognizing the need to create a stronger enabling environment for gender norms transformation in Niger, participants agreed on the importance of well-designed social and behaviour change communication (SBCC) strategies with stronger gender equality messages, with the aim to reach and influence people of all ages and genders that are currently outside the direct reach of the programme. Participants also discussed designing a specific, entirely new workstream dedicated to using radio and other commonly used media channels in support of gender-transformative programme investments. A strong gender approach to SBCC would require challenging discriminatory gender norms affecting women and girls, unequal power relations and the promotion of positive, healthy and alternative masculinities with men and boys to end child marriage.

## Action 6:

### Conduct a gender analysis of partner institutions, starting with the National Assembly, to identify gaps and make a capacity-building plan (policy level)

In due recognition of influencing interventions at the levels of policy, government and decision-making bodies, participants discussed developing a pilot project. The pilot initiative would entail conducting a gender audit with parliamentarians, using the entry point of the existing partnership with the National Network of Women Parliamentarians. Based on the results obtained from the gender audit with parliamentarians, a capacity-building process on gender-transformative approaches is expected, aimed at influencing the legal and policy environment towards ending child marriage.

A summary of the road map of actions of the GTA tool is presented in Annex 1.

# ANNEX 1

## ROADMAP OF ACTIONS

| | ACTION | PROCESS/STEPS | WHERE ARE THE GAP? |
|---|---|---|---|
| 1 | Revisit existing interventions to gradually integrate the promotion of 'positive masculinities' and strengthen their transformative potential:<br>- Illimin: reinforce the consideration of 'positive masculinities' in the HR training of the programme, review the Illimin modules<br>- ACPE: Facom training, supervisors<br>- ACTN: train traditional leaders on these themes to ensure that their action plans are truly transformative<br>- Club des Futures Maris & École des maris: strengthen the consideration of positive masculinities in EdM, integrate indicators to measure the transformation of gender relations in the monitoring of the intervention | - Analyse programmes to identify entry points and opportunities to integrate positive masculinity<br>- Develop a review of training materials, tools and others to take into account positive masculinity<br>- For each priority intervention, carry out or supervise (if necessary for support or external consultant) the revision of the supports/tools<br>- Capacity-building of UNFPA and UNICEF teams on gender-transformative approaches (toolkits, training module)<br>- Guide and train implementing partners and actors (Facoms, mentors, supervisors, TA, MPF/PE and decentralized services, implementing NGOs)<br>- Strengthen the capacities of coordination structures for monitoring implementation (sector ministries, NGOs, civil society, etc.) | - Our interventions have a strong untapped potential to transform gender norms<br>- There are many good practices for working with men and boys in a truly transformative way and this is a reflection that has already been initiated internally on EdM<br>- For Illimin, we are already revising the tools and the training programme for each cycle but without a' gender transformative approach '<br>- Not all UNFPA and UNICEF teams are at the same level of understanding of transformative approaches to gender and positive masculinities -- need a common language |
| 2 | Build the capacities of systems and providers in the education, health and child protection sectors on gender stereotypes, gender/age biases and power dynamics | - List, analyse and evaluate programmes (modules and training materials) in the fields of education and protection to identify integration opportunities and priority levers<br>- Develop an integration plan for the gender-transformative approach by priority area<br>- For each priority area, revise the training modules and materials<br>- What is the final action? Training of providers involved in our programmes? Training of trainers in training institutions (e.g., ENS, training of doctors or nurses)? | - Limitations in quality of services, including non-judgmental reception, taking into account the needs of young people in all their diversity, constitutes one of the obstacles to access to SRH/psychosocial services<br>- Teachers, health providers and protection staff often contribute to reinforcing gender stereotypes through their attitudes and practices |
| 3 | Support the taking into account of the gender-transformative approach in the ESRAJ, which is being integrated into the curricula of higher normal schools (Tahoua-Zinder and Niamey) (systems) | - Request the agreement of the government through the MES/RS<br>- Recruit an international consultant and two national consultants responsible for training the teachers of the teacher training college with the development of a training manual and modules/ Syllabi<br>- Ensure or make clear proposals so that gender is really integrated into these training courses | - A SERAT analysis was carried out that showed that the existing ESRAJ teaching does not take into account gender issues in a sufficient and transversal manner<br>- ESRAJ/ECS are real opportunities to seize in this direction |
| 4 | Promote the orientation of girls towards sectors traditionally perceived as masculine (formal and non-formal) | - Identify/map the initiatives underway by UNFPA and UNICEF and other partners (MEN, MFProf)/ rapid assessment of their impact to identify which ones need to be strengthened or reoriented (make the link with the mapping of the lead consultation framework of Switzerland)<br>- Identify girls/women working in sectors hitherto reserved for men/boys and set up a coaching/ exchange system, based on what already exists (e.g., Illimin, UNICEF job discovery workshop)<br>- Identify funding opportunities or initiatives to guide potential candidate girls (e.g., African Handling, MFProf to ensure alignment with the mapping of the lead consultation framework of Switzerland)<br>- Integrate the mobilization of parents on equal opportunities and access for girls to promising sectors in existing programmes (e.g., VAD/ Community Dialogues Illimin, ACPE)<br>- Create a directory of girls trained in the different sectors at the level of village and commune heads | - There are ongoing initiatives that are not documented, for example in the ACPE approach, a job discovery workshop is organized for adolescent girls, but not documented<br>- The integration of economic empowerment and access to employment opportunities for girls is underway on a pilot basis in several interventions (e.g., job discovery clubs, Illimin (economic empowerment component), work with ACNT. Sometimes, some of these attempts are put aside or poorly documented. Need to reactivate and strengthen those that have potential.<br>- There is a real demand to better link our initiatives and economic empowerment (e.g., feedback from Illimin HR)<br>- The TFPs are currently supporting the coordination of efforts in this area through the consultation framework of vocational education partners under the lead of Switzerland, but the link is not systematically made with the fight against MDE |

| | ACTION | PROCESS/STEPS | WHERE ARE THE GAP? |
|---|---|---|---|
| 5 | - Develop a programme that deconstructs gender stereotypes and promotes men and boys committed to equity and equal rights, and its implementation plan<br><br>- Note: this is a communication programme for social and behaviour change focused on positive gender/ masculine equality, with dedicated tools and supports (e.g., radio soap operas, communication tools adapted to the context) at all levels | - Review the 2022 Global Programme work plan to integrate the activity<br>- Develop TORs (consultant, content, deliverables)<br>- Launch the call for tenders and recruit the firm<br>- Organize a validation workshop<br>- Identify implementation strategies<br>- Define the actors | - We do not implement this type of programme in Niger<br>- The evaluation of community-based approaches (UNICEF) showed the transformative potential of working with the media<br>- Opportunity to use innovative approaches adapted to the context |
| 6 | Carry out a gender analysis of partner institutions, starting with the National Assembly, to identify gaps and make a capacity building plan | - Identify the different gateways to the National Assembly and make choices<br>- Strengthen the partnership with the network of women parliamentarians of the National Assembly<br>- Define the analysis tools and conduct the analysis<br>- Develop an action plan to take into account the transformative approach of gender at the national assembly | - Advocacy for legal change is difficult so far<br>- The new parliamentarians installed in 2021 do not all know their roles and responsibilities<br>- National Assembly as a lever for change at the highest level |
| | **TIMELINE** | **SUPPORT NEEDED (INTERNAL & EXTERNAL)** | **RESPONSIBLE PERSON(S)** |
| 1 | -Team training: October–November 2021<br>- Analysis of interventions: by the end of December 2021–January 2022<br>- Revision process and integration of revisions: throughout 2022 | - Government leadership (MPFPE, MSPPSA, MEN, MES)<br>- Support from partners and more specifically from ACNT and religious leaders<br>- Global Programme Support Unit (headquarters) and Collective Impact (toolbox, training of teams and partners)<br>- Internal support – country offices, regional offices, headquarters<br>- For the revision of certain tools and supports, consider the possibility of recruiting consultants | - For internal training aspects: Global Programme focal points with support from the Global Programme Support Unit (headquarters) and Collective Impact<br>- For each intervention, there are dedicated programme managers (e.g., Illimin, ACTN, etc.). They are the ones who will coordinate the revision for their intervention |
| 2 | End of 2022 | MPFPE, MSP/PAS, MES/R, MEN | - For each sector/area, the programme managers concerned will coordinate<br>- Review and revision of programmes/ tools: ACTN, UNFPA, UNICEF, Mariama College, APPADN, MPF/PE with concerned programme managers |
| 3 | - Mid-September 2021 for the recruitment of the consultant, one month for the training of teachers and from October 2021, start of teaching in the three schools | MES/R<br>The higher normal schools of Tahoua, Zinder and Niamey<br>UNICEF, UNFPA, MPFPE, MSP/PAS<br>MEN | - Inputs and monitoring of gender mainstreaming in ENS training: current group (ACTN, UNFPA, UNICEF, Mariama College, APPADN, MPF / PE) with Dr Siddo and Issa Sadou as lead<br>- International and national consultant<br>- Teachers of higher normal schools |
| 4 | Road map: September–November 2021<br>- Identification of funding opportunities + directory of girls by early 2022<br>- Commission before the start of the October 2021/22 academic year<br>- Proofreading of manuals by the end of 2022<br>- Integration of the elements on mobilization of parents in current programmes according to programme schedule (Cycle 7 Illimin 2022)<br>- Development of 'girls/women role models' mentoring/coaching mechanism | - Tools and experiences from other countries (headquarters, regions)<br>- Members of the consultation framework of vocational education partners (mapping in progress) | - Overall monitoring: Global Programme focal points<br>- Programme managers concerned (e.g., Illimin, ACTN)<br>- Working group in particular Mariama college and concerned ministry |
| 5 | - By the end of 2021 the TORs finalized and call for tenders launched and recruitment of the firm<br>- Document validated at the end of March 2022<br>- Tools developed by the end of June 2022 | - External firm with gender and SBCC expertise<br>- Secretariat (Experiences of other Global Programme countries e.g., Mozambique)<br>- TA Research/Innocenti (make the link) | - Overall monitoring and work plan review: Global Programme focal points<br>- Support from the working group and programme managers<br>- Technical support from the secretariat and UNICEF Social and Behaviour Change team |
| 6 | End of December 2021 through early 2022 | N/A | - Lead Issa Sadou/UNFPA in collaboration with CEA<br>- Global Programme focal point<br>- Support and contribution: ACTN, UNFPA, UNICEF, Collège Mariama, APPADN, MPF/PE |

# ANNEX 2

## PARTICIPANT LIST

| NAME | FUNCTIONAL ROLE | ORGANIZATION |
|---|---|---|
| **1. Abdoulaye Maimouna** | Health Centre in Collège Mariama | Ministry of Education |
| **2. Boubacar Soumana** | Representative of traditional leaders | ACTN |
| **3. Balkissou Amadou** | Programme Officer | NGO APPADN |
| **4. Mamane Fatouma Boubacar** | Mentor | NGO APPADN |
| **5. Diop Sahadatou** | Director in charge of Women' Empowerment | Ministry in charge of Women Empowerment and Child Protection |
| **6. Mariama Mahaman Kaoura** | Nurse in Collège Mariama | Ministry of Health |
| **7. Issa Sadou** | NPO/Gender and Human Rights | UNFPA |
| **8. Souleymane Saddi Maazou** | NPO/Communication | UNFPA |
| **9. Moussa Mounkaila** | Child protection officer | UNICEF |
| **10. Mariama Chikaou** | Director in charge of the Promotion of Girls' Education | Ministry of Education |
| **11. Siddo Daouda** | NPO/Health | UNFPA |
| **12. Moussa Adamou** | Director in charge of advocacy and communication | Ministry in charge of Women Empowerment and Child Protection |
| **13. Kadre Seini** | Child Protection Officer | UNICEF |
| **14. Salmey Bebert** | Child Protection Specialist/Gender focal point | UNICEF |
| **15. Elsa Burzynski** | Gender & SRH Specialist | UNFPA |
| **16. Nounou Maman** | NPO/Health | UNFPA |
| **17. Noaba Kondjoa** | Project Coordinator | NGO Coniprat |
| **18. Mundia Situmbeko (virtual)** | Africa Engagement Officer | Girls Not Brides |
| **19. Claudia Lo Forte (virtual)** | Consultant | Collective Impact |
| **20. José Roberto Luna Manzanero (virtual)** | Technical Specialist Adolescents and Youth, Child Marriage | UNFPA Headquarters |
| **21. Hounon Hedwige** | Consultant | Collective Impact |
| **22. Jacky Repila (virtual)** | Senior Gender Advisor | Girls Not Brides |
| **23. Catherine Muller (virtual)** | Gender and Development Specialist | UNICEF regional office |

# ENDNOTES

1 Gender-Transformative Approaches in the Global Programme to End Child Marriage; Leaving No One Behind; Adolescent Girls' Empowerment; Life Skills Programmes for Empowering Adolescent Girls; Gender Norms; Partnering with Men and Boys to End Child Marriage; Adolescent Girl-Responsive Systems.

2 This course covers two foundational modules on Foundations of Gender-Transformative Approaches and Adolescent Girls Programming and two sub-modules on approaches to End Child Marriage and on Eliminating Female Genital Mutilation.

3 For details of the three-day Niger GTA exercise, please reach out to the UNFPA and UNICEF offices.

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# GENDER-TRANSFORMATIVE ACCELERATOR

## Niger Country Report

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