



Annual evaluation report

This report analyses monitoring and evaluation data from three programme cycles of ECF's Action for Equality Programme

2015-16

Published on: September 30, 2016

Authors:

Ayesha Gonsalves, Zoe de Melo,
Research, Development and Evaluation Associates

Editors:

Danit Shaham, Programme Director
Rujuta Teredesai, Executive Director

For further information about data in this report and the overall programme kindly write to Danit Shaham
at danit.shaham@ecf.org.in

*Cover page images are of: *(left to right)* Gurushant Kamble, Kamloddin Akhtar and Vishal Eadake
Photo courtesy: Aravind H and Sharan Shetty



Executive summary

This is an annual evaluation report based on the performance of the programme across three cycles of the Action for Equality Programme.

It is a compilation of data collected and analysed across all Monitoring and Evaluation tools used throughout the Foundation, Action and Leadership programme cycles in the year 2015-16. This includes programme cycles 12, 13 and 14.

The objective of the report is two-fold:

1. To enable ECF's team to make informed decisions regarding programme improvement
2. To showcase ECF's work externally so that lessons we learn are useful for other practitioners too.

The introduction of this report briefly presents the tools used by ECF to measure the change brought by Action for Equality. The report covers findings related to both process and outcome indicators. The process evaluation, reveals trends in enrolment, graduation and transition from one programme to the other at the different stages of the programme. The outcome evaluation, explores how Action for Equality has resulted in changes in knowledge, attitudes, behaviours and skills of participants.

Attitude change is measured by considering support for equitable gender norms and level of tolerance towards gender-based violence. Behaviour change is assessed by consulting the participants' relatives, especially mothers, on their relationships with the participant. The development of a set of influencing skills is measured both inside the sessions and outside, by looking at the participant's' capacity to take actions that challenge existing gender norms.

Based on these findings, recommendations to improve programme development and implementation of gender transformative programmes are given at the end of the report.

This report is the result of the joint efforts of the research and field teams of Equal Community Foundation.

We would like to thank all of them for their valuable contribution.



Contents

- Methodology..... 6
- Demographic profile 8
- Process Evaluation 9
- Outcome Evaluation..... 10
 - Skills development 10
 - Attitude change..... 15
 - Behaviour Change 19
- Conclusions 23
- Recommendations 24



Glossary and acronyms

| | |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AfE | Action for Equality |
| FP | Foundation Programme |
| AP | Action Programme |
| LP | Leadership Programme |
| CC | Community Committee |
| M&E | Monitoring and Evaluation |
| FGD | Focus Group Discussion |
| MOT | Mentor Observation Tool |
| VADAWG | Violence and Discrimination against Women and Girls |
| Mentor | An individual who implements Action for Equality Programme in the communities. Mentor's responsibilities include: facilitating sessions, community engagement and mobilisation, and contributing to the monitoring and evaluation of the programme. |
| Programme cycle | Every 15 weeks the programme enrolls a new batch of adolescent boys and starts from the beginning. In a year we implement three programme cycles. |
| Graduate | A participant who has attended 60% of the training events and attended the action/public events. |



Background information

Equal Community Foundation (ECF) has implemented Action for Equality (AfE) Programme since 2009 in low-income communities of Pune, India.

AfE is an action research programme that seeks to develop a scalable model for engaging men to prevent violence and discrimination against women and girls (VADAWG) in India. The programme primarily focuses on adolescent boys in the age group of 13-17 from twenty low-income communities. It provides adolescent boys with knowledge, skills and peer support to change their own behaviour. It also develops leadership capacity to influence their families and communities to change social norms.

AfE is divided into three stages: Foundation Programme (FP), Action Programme (AP) and Leadership Programme (LP). Each of these sub programmes is organised in 15 weekly modules. A participant who goes through the whole AfE programme is engaged for a duration of one year.

To know more about the programme, kindly [click here](#).

Methodology

The methodology used for the evaluation is as prescribed in the AfE Monitoring and Framework and is based on the programme's **Theory of Change**.

Monitoring and evaluation framework

Programme goals

The ultimate goal of Action for Equality is to ensure women and girls are free from gender based violence and feel safe from the threat of such violence in the communities where the programme is implemented.

Key outcomes

As a result of the programme we expect the following key outcomes amongst the participants and wider community members:

1. **Individual-level outcomes:** Participants understand how gender-based violence is relevant to them. They can identify inequitable social norms and take personal actions to challenge these;
2. **Peer and family-level outcomes:** Participants create awareness and influence their peers and family members on issues related to gender. They then, work together as a group and motivate others to challenge inequitable social norms;
3. **Community-level outcomes:** Community members become aware and motivated to challenge inequitable social norms - Changes that result in a lower tolerance towards VADAWG and a shift in behaviours of both men and women.

Monitoring and evaluation structure

In order to measure progress towards our goals, we created two broad types of indicators: those related to the Process Evaluation and those related to the Outcome Evaluation.



Process Evaluation Indicators: These measure the interest of the target group (adolescent boys aged 13 to 17) and community members for a programme about VADAWG. Our two main indicators are: Enrolment and Attendance of participants.

Outcome Evaluation Indicators: The four main indicators to evaluate the three stages of AfE programme are: Knowledge, Skills, Attitude, and Behaviour change. We have adapted these indicators to each stage of the programme according to the different objectives: prevent VADAWG at the household level (FP), at the peer and family level (AP), and at the community level (LP).

Further information about the indicators, tools and processes is available in the [Action for Equality Monitoring and Evaluation Framework](#).





Evaluation Findings


Demographic profile


During the three cycles, we had 486 graduates from 685 enrolments into the FP. These adolescent boys came from 19 low income communities in Pune.

Here are the main demographic features of the FP graduates for cycles 12, 13, and 14:

|  | AGE | | | |
|-----------------------------------------------------------------------------------|---------------------------------|---------------------------------|---------------------------------|--------------------------------|
| | 15.4% 12 and 13 years | 42.2% 14 and 15 years | 19.1% 16 and 17 years | 2.5% 18 and 19 years |

|  | EDUCATION BACKGROUND | | | | |
|------------------------------------------------------------------------------------|------------------------------|----------------------------|---------------------------|-----------------------------|---------------------------------|
| | 3.1% std 4, 5 or 6 | 47.3% std 7 or 8 | 36% std 9 or 10 | 3.3% std 11 or 12 | 1.2% College/ diploma |

|  | RELIGION | | | | |
|-------------------------------------------------------------------------------------|---------------------|------------------------|-------------------------|--------------------------|---------------------|
| | 78% Hindu | 10.1% Muslim | 9.2% Buddhist | 0.2% Christian | 0.2% Jain |

|  | MOTHER TONGUE | | | | |
|-------------------------------------------------------------------------------------|-----------------------|-----------------------|------------------------|-----------------------|----------------------|
| | 77% Marathi | 10.5% Hindi | 2.8% Kannada | 0.8% Telugu | 0.8% Other |



Process Evaluation

Enrolment and graduation

In this section we look at data gathered between February 2015 and January 2016.

Foundation Programme

The graduation rate remained stable at 71% over the three cycles, with an average of 8.5 graduates per community (see Fig. 1).

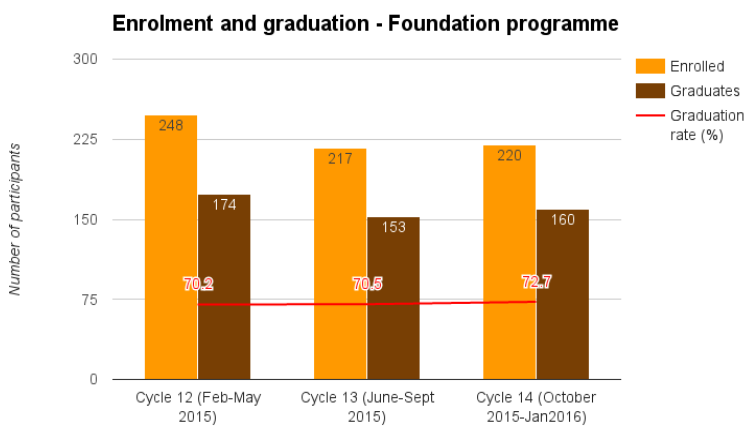


Fig.1: Enrolment and graduation rates on AfE Foundation

The FP's target during this period was 10 graduates for each community at the end of each cycle. However, programme mentors had to overcome challenges such as absence of participants in summer vacations (when families go for long periods to their hometown), festivals, examinations and timing clashes with tuition classes (these classes are considered key to the boy's future by their families).

Action Programme

The graduation rate varied between 18% and 25.9% for the AP, with 68 graduates. The AP's target was 5 graduates per community per cycle. However, the average number of AP graduates was 1.3 (see Fig. 2). These low numbers can be explained by the challenges coming from the implementation model of the programme.

During cycles 12, 13 and 14, the AP was implemented in clusters of communities. Two or three communities that are geographically close to each other, were grouped into one cluster. The venue of the sessions was alternated between the communities in one cluster. Despite this, the fact that participants had to travel to another community, even a neighbouring one, was a barrier for participants to attend sessions. As a result, many participants did not fulfil the attendance criterion for graduation.

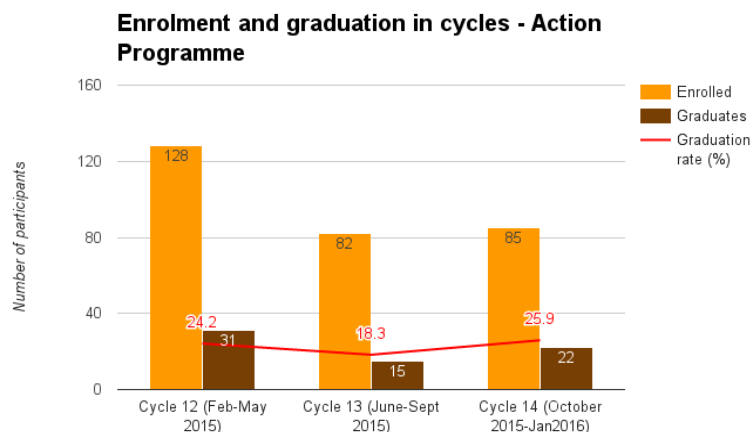


Fig.2: Enrolment, Graduation and graduation rate on AfE Action



Based on these results, the programme team changed AfE AP implementation model from cycle 15. AP sessions are now conducted in every community instead of clusters.

Leadership Programme

69 new participants enrolled in the LP. This includes participants who directly transitioned from the previous AP cycle as well as those who came from earlier cycles.

During this year, we had **58 leaders from 14 communities who were active** in monthly skills-based training sessions. They also supported the activities of the FPs and APs in their communities.

30 leaders from 7 communities were active in **building community committees.** In 5 communities leaders gathered their parents and community members (31 women and 8 men) and conducted committee meetings with the support of the mentors to introduce the purpose of the project: creating support groups and organising awareness raising activities to prevent VADAWG.

Transition: *The proportion of participants who completed a FP cycle and enrolled in the next cycle to the AP decreased gradually between cycles 12, 13 and 14 at **42%, 37% and 36% respectively.***

This is due to the challenges related to the implementation of the programme in clusters (as mentioned earlier). In addition, both the programmes were implemented at the same time with limited means.

*However, it is very encouraging that since the AP was also changed to be a community-based programme, **the transition rate doubled, with 77% of cycle 14 FP graduates enrolling for the AP at the beginning of cycle 15.***

Outcome Evaluation

Skills development

FP and AP participants are given opportunities and support to develop their skills. Within the sessions, this is done through activities and discussions. Between two sessions they are asked to take small actions suggested by the facilitators. The data for these indicators is collected from the Mentor Observation Tool (this tool collects observations about participants during training sessions and action events) and the Action Log (this log has a record of participants' actions outside the sessions).

Mentor Observation Tool

During the training sessions and action events our mentors observe whether participants are able to demonstrate *influencing skills*. These include:



- **Mobilization:** To discuss issues of gender equality in the community. For example, they work as a team or invite community members to attend the Action Events;
- **Initiation:** To initiate activities and discussions with their peers and community members during Action Events;
- **Communication:** To state clear opinions, listen to others during debates and make relevant comments, or express themselves confidently at the Action Events;
- **Critical Thinking:** To use the knowledge provided by the programme and raise arguments to challenge existing gender norms.

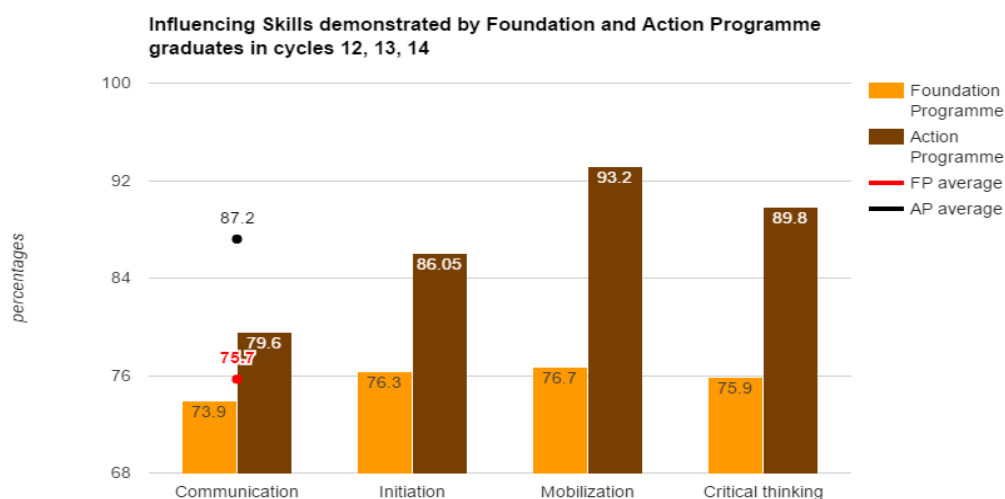


Fig. 3: Influencing skills demonstrated by graduates

Foundation Programme

- **75.7% of the FP participants** who graduated in cycles 12, 13 and 14, **demonstrated they had influencing skills** (see Fig.3).
- Interestingly, **communication skills are harder for participants to demonstrate as compared to critical thinking**. 64% of participants have demonstrated capacity to communicate well while 74% have demonstrated critical thinking skills.

Action Programme

- When it comes to **AP graduates, 87.2% of graduates have demonstrated they had influencing skills** (see Fig.3). 79.6% have practised their communication skills, 86% have demonstrated their capacity to initiate, 89.8% have been able to think critically and 93.2% have shown their capacity to mobilize others on gender issues (see Fig. 3).
- Again, similar to FP, the AP graduates demonstrated lower levels of communication and initiation than critical thinking and mobilization skills. A possible explanation for this is that communicating and initiating depend on the levels of confidence and autonomy of participants, while critical thinking is an individualistic trait. On the other hand, mobilization is done in groups according to a pre-established plan within the programme, making participation easier.



Limitations of the Mentor Observation Tool

The results seem optimistic. Three limitations for these results need to be acknowledged:

- **Observation from a safe space do not necessarily predict real life behaviour:** These results are based on observations done in programmed sessions during which participants are in a safe space created by the facilitator. The expectations are clear and the facilitator supports them when they practice the skills. The application of skills in situations with barriers like social pressure and age gap is likely to be much lesser than in ECF sessions.
- **Lack of standardisation:** During the tool's pilot period, some fraction of the high scores could be due to lack of standardisation by tool users. A standardization workshop had been conducted before cycle 14 to clarify and align the expectations for each skill amongst all data collectors. Also, a systematic standardized process including community observations and additional workshops was launched in June 2016 (cycle 15) to familiarize the whole team with implementation guidelines.
- **Significance of findings is still to be verified** - Due to low AP graduation rates during the studied period (i.e. 13 participants in cycle 13 and 20 in cycle 14), comparison between the programme stages is limited. The number of graduates is too small to make any generalised conclusions. Therefore, it is still early to compare results between FP and AP.

Action Log

During cycle 14, for the first time, the AfE facilitators systematically recorded actions taken by participants on a weekly basis. The data collected gives information on both, the number of actions taken by participants every week and on the nature of these actions.

1. Proportion of participants taking weekly actions

The proportion of FP participants taking actions every week from week 3 to 12 is presented in the Fig.4.

On an average, 25% participants took weekly actions, with a gradual decrease from the beginning of the cycle (3rd week: 45%) to its end (13th week: 14%). With the exception of the 6th week of the programme, results show that a minority of participants had taken the actions suggested by the facilitator.

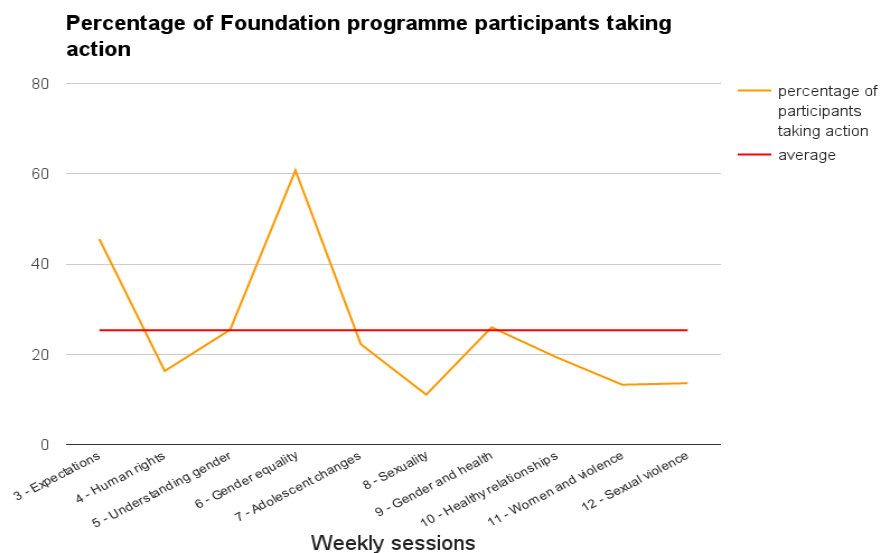


Fig.4: Percentage of Foundation Programme participants taking action



These results confirm the hypothesis raised in the limitations section above. It appears that the proportion of participants who feel comfortable using the expected skills drops when they are put in a real life situation - without the support of the facilitator and the session's safe environment.

2. Nature of actions taken by participants

Actions taken by participants are categorized according to the levels of engagement required for each, from a lower to a higher level of engagement: share information and chores, observe, engage in discussion, take a stand, initiate and mobilize. This method has proven useful in identifying the types of actions that participants are more or less likely to take. The different actions are divided as mentioned below and reflected in Fig.5:

- **Sharing Chores** - More than half (57%) of the participants have reported they have started doing more household chores in their homes.
- **Sharing Information** - Participants are keen on sharing the information provided about the AfE programme (38%) and about adolescent changes (15%). This is even more encouraging because this information is shared with peers who are not enrolled in the programme.
- **Observation** - Participants are able to observe and report situations relevant to the issues discussed in the programme, such as human rights' violations (24%) and incidents of gender discrimination (15%).
- **Taking a Stand** - 10% have reported resisting peer pressure, mostly by refusing to use violence or by refraining to use or buy tobacco products
- **Developing healthy relationships** - 9% reported changing the way they communicate with their female family members.

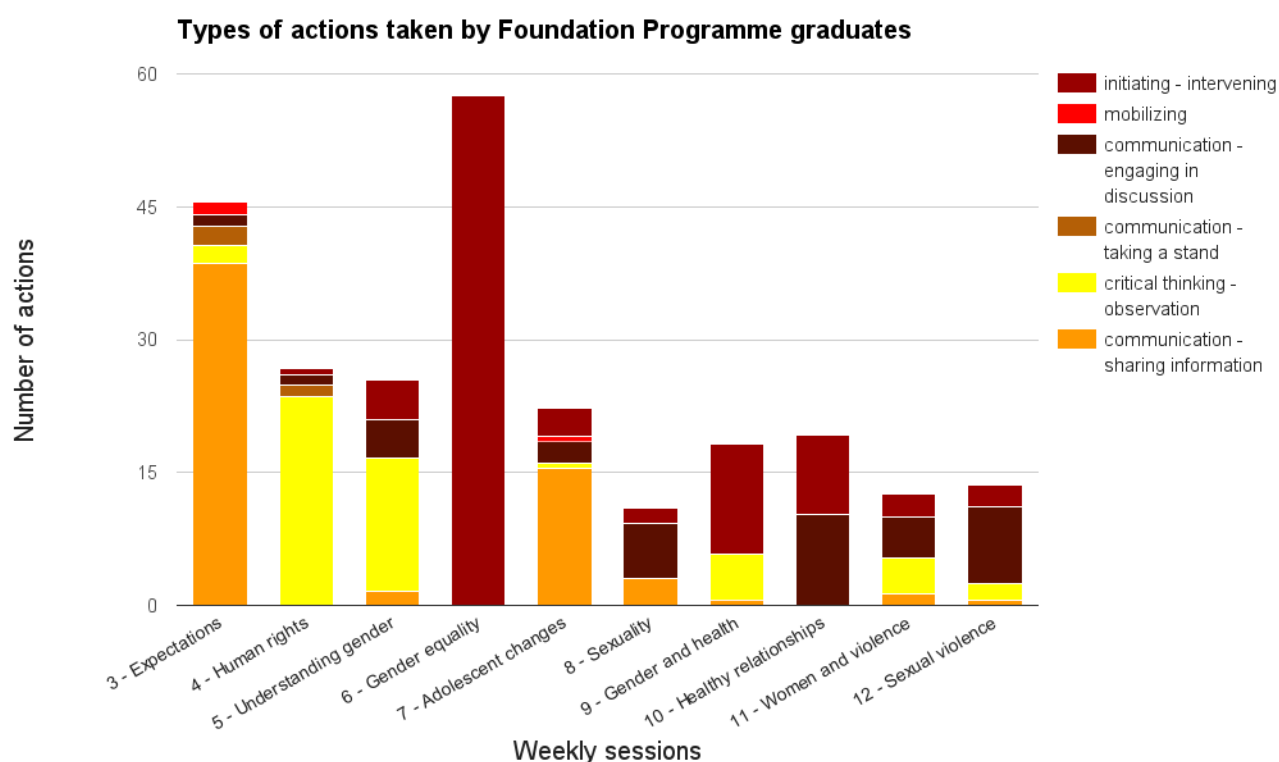


Fig 5: Types of actions taken by Foundation Programme graduates



Other types of actions have been taken by a marginal numbers of participants. For example, only 5% of participants were able to go beyond sharing of information and engage in a challenging discussion about gender issues with a third person. The capacity to initiate actions directly related to gender based violence was also limited; 8 participants out of 220 (3.6%) reported they had intervened in incidents of violence against women.

Factors influencing participant’s actions or the lack of it:

Through the weekly monitoring meetings with the mentors, following hurdles were identified that stopped participants from taking actions on a weekly basis.

- **Participants fear backlash**
- Asking challenging questions and taking individual actions is daunting for participants this young. They struggle to be taken seriously by community members.
- **The general lack of communication at the family level:** The Focus Group Discussions demonstrate the same (addressed later in this report).
- **The participants’ perception that actions are “homework”:** The perception that these actions are an obligation rather than a way to practice their skills is a major problem, resulting in a lack of motivation to get more involved.



Attitude change

Another key performance indicator of AfE is attitudes of programme graduates towards gender equitable norms and gender based violence. To measure attitudes, participants were asked to complete a Scenario-based Gender Attitude Survey at the end of each Programme.

For information on the [Gender Attitude Survey please refer to this link.](#)

Foundation Programme

337 graduates completed the scenarios-based gender attitude survey towards the end of their cycle. 310 of these surveys were eligible and analysed. (27 surveys were not included in the analysis because they had four or more incomplete responses).

Indicator 1: Graduates demonstrate strong support towards Gender Equitable Norms

The Fig.6 on the right shows the percentage distribution of the final scores of the 310 graduates of the FP from cycles 12-14, according to the four quartiles of gender equitability.

The 'gender equitability scores' represent attitudes towards: violence against women and girls, gender roles and responsibilities, and manhood and masculinity. The graph (Fig. 6) shows that 17% and 3% (total of 20%) of the graduates respectively have demonstrated moderate to high gender equitable attitudes. This

indicates the participants have an understanding of gender equality, gender norms and human rights. Even though 58%, of the graduates scored low on gender equitable attitudes, they agreed with the gender equitable position. However, the explanations they gave were not related to gender nor did they acknowledge the underlying harmful social norm in the scenario, such as both boys and girls have a right to education or boys' image of how a woman dresses needs to change.

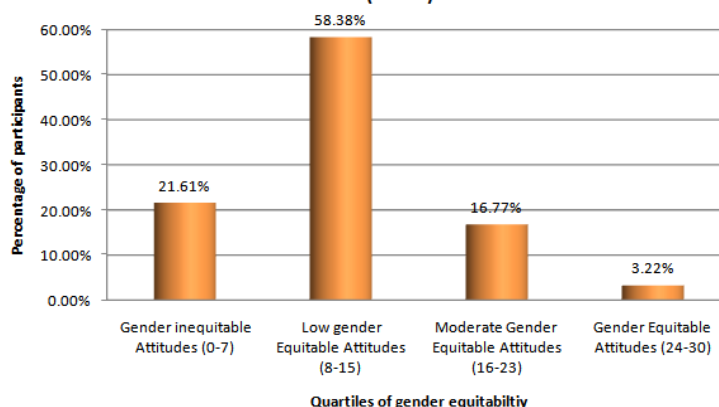


Fig. 6: Gender equitability scores of FP participants in the context of gender norms



Indicator 2: Graduates agree that all forms of violence against women and girls are unacceptable

The Fig. 7 shows the percentage distribution of participants across the four quartiles of gender equityability on tolerance towards various forms of violence against women and girls.

Further analysis for indicator 2 is presented below:

- By the end of FP 23% and 3% (total of 24%) of the graduates, moderately to fully agree that all forms of violence against women and girls were unacceptable. Even though majority of the graduates (70%) demonstrated low gender equitable attitudes towards violence, their responses did not justify or excuse the violence towards women and girls. However, they did not provide an explanation as to why it is wrong.

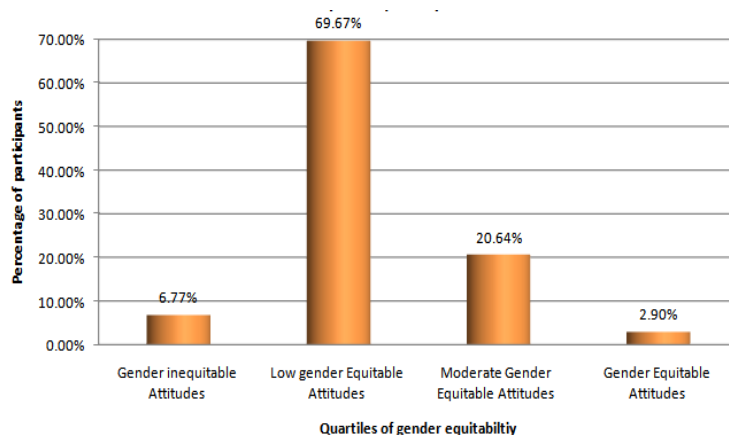


Fig. 7: Gender equityability scores of FP participants on tolerance towards all forms of violence against women and girls

There are four scenarios in the gender attitude survey that measure violence against women and girls (Annex 2). The graph below indicates the distribution of answers across the four quartiles of gender equityability for each of the gender based violence scenarios:

- In the first scenario, 54% (167) of graduates felt that a husband has the right to beat his wife if she has been unfaithful, while only 2% (7) of graduates indicated that a woman's rights are violated when she was beaten and that no person has a right to hit another person.
- In the second scenario, 37% (116) of graduates felt that a woman should tolerate violence to keep her family together. However, 6% (20) of the graduates felt that a woman should not tolerate violence under any circumstance.
- In the third scenario, 34% (106) of the graduates justified the harassment /violence against a woman if she wears provocative clothes. However, 30% (94) of the graduates felt that women have a right to dress the way they like, and it is the attitude of the boys that need to change.
- In the fourth scenario, 56% (173) of the graduates who demonstrated 'low gender equitable attitudes', agreed that boys should not tease girls. Responses of these graduates stated that girls should be treated like "their sisters". We find this comment problematic. As it reinforces existing gender norms where women and girls are safe only if they are looked upon as someone sister or mother and not because she is a human being with human rights. 11% (33) of the graduates understood that the girls' rights were violated when they were harassed.



Participants responses on violence distributed across the four quartiles of gender equitability

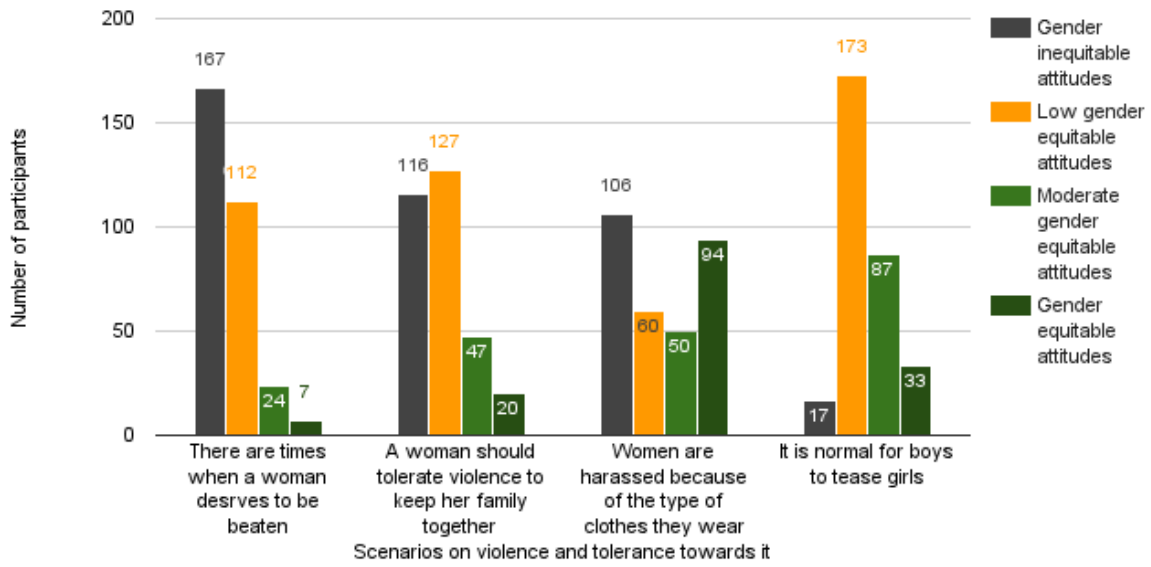


Fig.8: Details of FP participants' responses to scenarios related to violence



Action Programme

For the AP, the Gender Attitude Survey was conducted during the 15th week of cycle 12 & 13. Although, there were 46 graduates from cycles 12 & 13, only 25 graduates completed the Gender Attitude Survey since they were present when the surveys were conducted. The survey was not conducted with the participants of Cycle 14 AP because of implementation challenges.

Indicator 1: Graduates agree strong support towards Gender Equitable Norms

Overall results show that 24% and 4% (total of 28%) of the graduates demonstrated attitudes that were classified as moderate to gender equitable (Fig 9).

Indicator 2: Graduates agree that all forms of violence against women and girls are unacceptable

Results show that, 20% and 8% (total of 28%) of the participants demonstrated moderate to high gender equitable attitudes towards violence against women and girls. (Fig.10). Further analysis of indicator 2 is presented below.

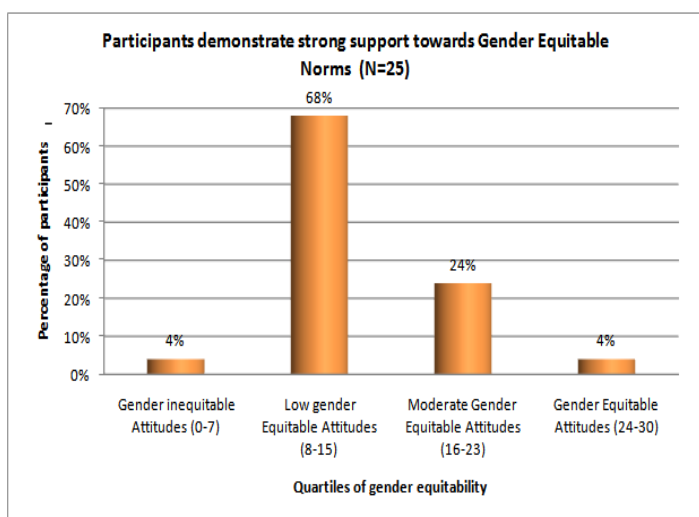


Fig.9: Gender equityability scores of AP participants in the context of gender norms

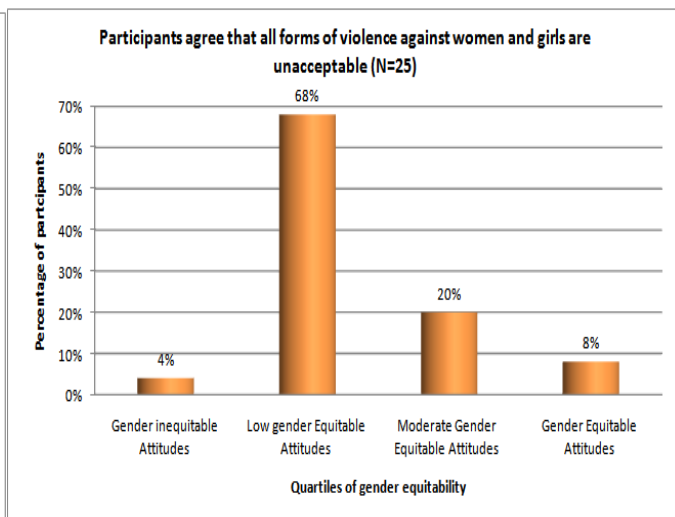


Fig.10: Gender equityability scores of AP participants on tolerance towards all forms of violence against women and girls



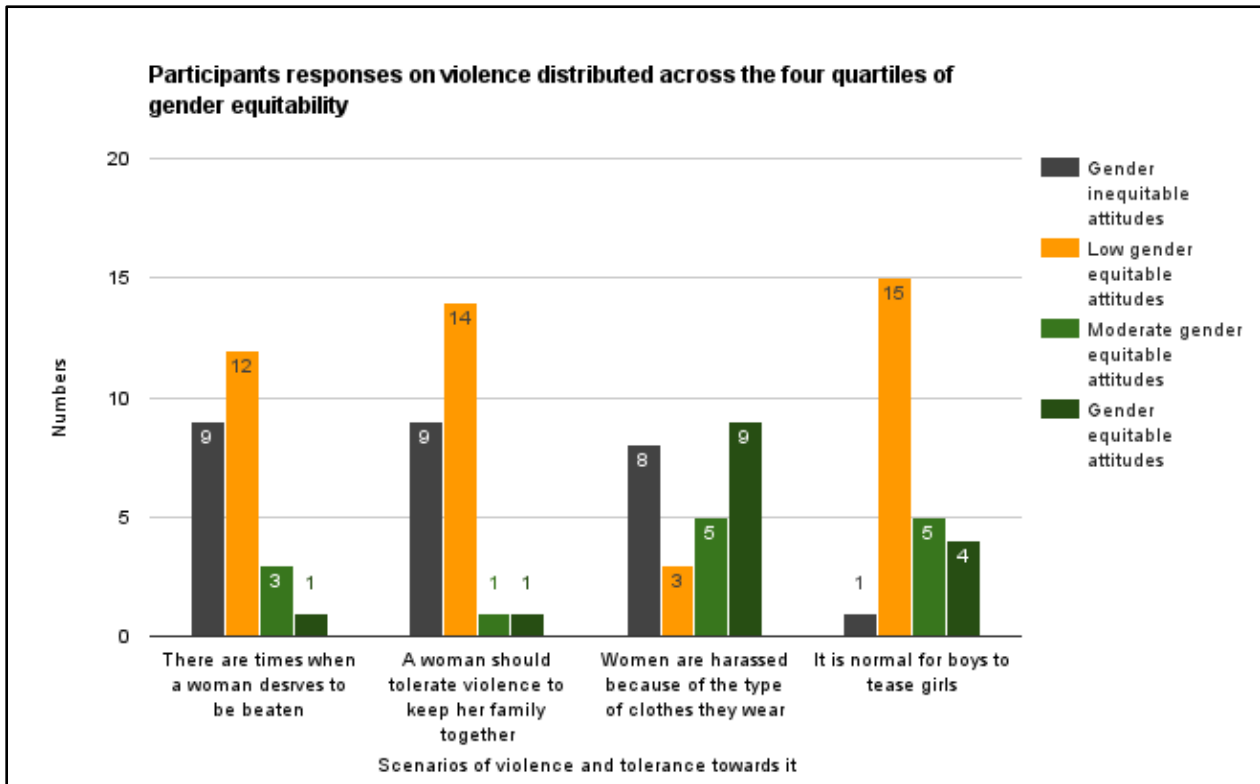


Fig.11: Details of AP participants' responses to scenarios related to violence

Fig. 11 indicates the distribution of answers across the four quartiles of gender equityability for each of the gender based violence scenarios:

- In the first scenario, 36% (9) of graduates felt that a husband has a right to beat his wife if she has been unfaithful, while 4% (1) of graduates indicated that a woman's rights are violated when she is beaten.
- In the second scenario, 36% (9) of graduates felt that a woman should tolerate violence to keep her family together. However, 4% (1) of the graduates felt that a woman should not tolerate violence under any circumstance.
- In the third scenario, 32% (8) of the graduates justified the harassment against a woman if she wears 'provocative' clothes. However, 36% (9) of the graduates felt that women have a right to dress the way they like that attitude of the boys need to change.
- In the fourth scenario, 4% (1) of the graduates felt that teasing girls was normal. 16% (4) of the graduates understood that the girls' rights were violated when being harassed.

Behaviour Change

To assess the measure of behavioural change that the graduates have gone through, ECF uses Focus Group Discussions (FGD) with relatives of the programme graduates. The indicators of behaviour change focus on

1. Participants' communication with parents about the programme;
2. Participants' communication style;
3. Participants sharing household responsibilities;
4. Participants' relationship with sisters; and
5. Indirect outcomes in participants' behaviour.



6. Participants' capacity to share information on gender issues.

The relatives we talked with were mothers, sisters and fathers.

Foundation Programme

Twelve FGDs were conducted with 72 graduates from cycles 12, 13 and 14. In the FGDs we looked at five elements:

1. Participants' communication with parents about the programme

- **34 parents said that their son shared information about the class, but many times they needed to be probed to share.** This information consisted of:
 - Respecting people within the home and outside the home (elders), not screaming at parents and not fighting with sisters
 - Sharing household responsibility
 - Not discriminating between people, especially between boys and girls
 - Non-violent communication
- **4 parents declared that their sons did not talk to them about the class even after they asked them.**
- **10 parents said that their sons did not share information about the class with them and they never asked them about it as well.**

"My son has spoken to me about the class, I know it is about gender equality"
(Father, Bhimtola)

2. Communication style

- **About 53 parents reported changes in the son's communication style.** For instance, listening to parents; informing parents about his whereabouts; communicating calmly at home and outside; not answering back, not responding angrily or aggressively.

"He never back answers, never lies, and respects elders. If someone is sick he enquires after them, accompanies them to the hospital and he has reduced use of abusive language."
(Mother, Lohia nagar)

3. Sharing household chores

- **52 relatives said that since they joined the programme their sons helped in household chores.** Chores consisted of the following:
 - washing his own plate and/or helping to clean the utensils
 - washing his own clothes
 - sweeping the floor
 - filling water
 - making tea
 - buying vegetables and helping clean them

"I am a working woman and since my child started attending the class, he does all kinds of household work: cleaning of floor, filling water, making tea; even before I return from work. My daughter is unwell often, so he never asks her to help. He never troubles me. The class has been good for him."
(Mother, Lohia nagar)



“It’s nice when you come home from work, the house is clean and your son makes you a cup of tea. Yes they can help more.”

(Mother, Ramtekdi)

“If I return home late from my job he tells me: leave it, you are tired now as you just came home from your work, I’ll do it.”

(Mother, Kashewadi)

- **About 15 parents declared that their sons helped out in the house even before the programme, however instead of household chores they would prefer if they concentrated on their studies.**

“Our wish is that, if the housework is not done, it is alright.

They should learn/study and that should result in something better.

With regard to housework, people can do it anytime in their life.”

(Mother, Bhimtola)

4. Relationship with sisters

- **16 mothers reported that their sons argue and fight with their sisters.** However they termed these arguments as “regular brother - sister arguments”. One parent called it “*looto-pooti*” (fun and play) and said that these fights are common in every brother-sister relationship.
- **11 relatives reported that their sons/brothers became protective of their sisters.**

5. Indirect behaviour outcomes

Other behaviour changes reported by relatives were reduction in roaming / loitering around the community, boys paying more attention to their studies, not eating *gutka* and *paan* (tobacco products) and not getting into fights.



Action Programme

Two focus group discussions were conducted with 12 participants' relatives from Cycle 12 and 13. Results of the discussions were as follows.

1. Communication about the programme

- **About 9 mothers reported that their son communicated with them about what they had learnt during the AfE sessions on gender issues.**

2. Communication style and other behaviour changes

- **8 mothers reported that their son's behaviour had improved since attending the class. For instance, taking politely to elders, listening to parents etc.**

*"My son told me not to give my daughter too many household chores and that she should be allowed to wear what she likes."
(Mother, Vikasnagar)*

*"My son told me that people should not discriminate between boys and girls and that women should keep their maiden names."
(Mother, Vikasnagar)*

*"When I do not allow my daughter to go out with her friends, my son shouts and encourages me to send her."
(Mother, Vikasnagar)*

To conclude, findings from FGDs also indicate that participants who have graduated from the FP and AP demonstrate changes in their behaviour and communication style: they tend to share more household chores, to listen more to parents and even to some extent share information with them. Also we found that graduates from AP communicate more intensely on gender issues within the household than FP graduates.



Conclusions

Enrolment and retention

- Between February 2015 and January 2016, AfE programme has proven its capacity to retain adolescent boys in a group education programme aiming at challenging inequitable gender norms. 70% of the participants enrolled have successfully completed the FP and were involved in an Action Event.
- After stagnating at around 40% from February 2015 to February 2016, the transition rate from the FP to the AP has drastically improved at the end of cycle 14. 77% of FP graduates from cycle 14 enrolled in the next cycle of the AP. This improvement is the result of the new implementation model. It allows all participants to attend AfE sessions in their own communities on a weekly basis.
- In cycles 12, 13 and 14, 58 AfE Leaders have been active in 14 communities across Pune to raise awareness about gender based violence. They also mobilized their community members to challenge existing gender norms. 30 Leaders have contributed to launch community committees in 7 communities by engaging their parents and other community members.

Development of influencing skills

- Mentors' observations revealed that both FP and AP participants have practiced and developed key skills to engage and influence others on gender issues.
- 75.7% of the FP graduates and 87.2% of the AP graduates have demonstrated *influencing skills* (critical thinking, initiation, mobilisation and communication). However, the results also reveal a pattern that communication and initiation skills tend to be relatively harder to develop than critical thinking and mobilization skills.

Engagement through small actions

- 24% participants are able to observe and report human rights violations;
- 38% shared information about the benefits of the AfE programme with their peers and families;
- 57% reported doing more household chores in their homes.
- Nevertheless, only one out of four participants was comfortable taking actions on a regular basis due to several barriers such as fear of backlash, isolation and lack of understanding of the relevance of the actions proposed.

Attitude Change

- At the end of the FP 20% of graduates demonstrated moderate to high gender equitable attitudes.
- At the end of the AP, 28% graduates had demonstrated moderate to high gender equitable attitudes.
- Results also revealed that even graduates of and AP maintain low equitable attitudes related to gender based violence. For example, there was zero shift in attitudes related to a scenario where a woman's husband hits her because she had an affair. Majority of participants show high tolerance towards physical violence towards the husband when he hit his wife even after graduating from the second stage of AfE - AP.



Behaviour Change

- FGD results indicate that participants who have graduated from the Foundation and AP demonstrate changes in their behaviour and communication, with respect to sharing household chores, listening to parents and sharing information with them.
- We also found that graduates from the AP communicate more intensely on gender issues within the household than FP graduates.
- Results also showed that parents were happy that their sons shared the household chores, but 21% stated that they would rather have their sons concentrate on their studies than on household chores. Further, violence against women and girls was an important concern for relatives participated in the FGDs. However, relatives were not familiar with the term 'discrimination'.

No correlation between change in skills, attitudes and behaviours

The triangulation of results reveals that it is still early to find a correlation between participants' competency to develop influencing skills, gender equitable attitudes and their ability to take small actions to challenge inequitable norms. One reason is that attitude and behavioural change are complex processes. During the process of change, participants will follow different patterns; for example, some will take small actions encouraged by the programme without internalizing new attitudes, whereas others will demonstrate more equitable attitudes but lack the skills and confidence to engage in equitable and challenging behaviours. We can infer that most of the participants, especially in the FP and AP, have initiated a change process that is not completed and will have to be taken further through the LP. Another possibility is that we need to fine tune the monitoring tools and ensure standardization of data collection, as mentioned previously in this report.

Recommendations

Develop communication and initiation skills amongst participants

- Create more opportunities for participants to practice interacting with others on gender issues. This can be done within sessions by increasing the time dedicated to discussions, and outside sessions by designing more activities that include interaction with community members;
- Train the field staff on additional facilitation techniques. This can be done by conducting activities that develop the participants' confidence and stimulate their critical thinking skills and attitudes.

Tackle the barriers to engagement

- Increase the relevance of the actions proposed to participants by taking into account the barriers they face (young age, resistance from their family and friends). These actions should have them choose their own actions;
- Develop strategies to support participants in overcoming barriers and taking action outside session (i.e. propose collective actions, prepare for actions within training sessions, communicate with parents to create enabling environment from parents for the small actions).
- Implementation model of AfE should change from cluster of communities model to a community-focused model to avoid technical and transportation challenges that lead to drop-outs.

Target inequitable attitudes

- Identify the conflict between gender equitable attitudes and existing social norms that lead to tolerance towards gender based violence and discrimination. A concrete discussion on inequitable attitudes, especially related to violence and its tolerance is likely to achieve sustainable change in the way adolescent boys perceive and act on the issue of gender discrimination and violence.



- Through facilitation and discussions challenge participants' inequitable attitudes related to violence and tolerance towards it; and their perceptions of manhood and masculinity. Also, provide opportunities to participants to use human-rights based language.
- Develop the LP to continue challenging the participants' attitudes related to gender based violence and discrimination and develop further their influencing skills.

Promote enabling environment

- Identify relationship and rapport between mentors and parents as one of the community objectives, to create trust between parents and the programme.
 - Intensify relationships between field team members and parents by increasing the number of home visits, to ensure they are not only aware of the name and goals of the programme, but also understand the benefits and support their sons.
 - Communicate with parents and other family members to increase support for the participants' behaviour changes (i.e. keeping them informed about the small actions proposed and how they can benefit to the lives of the family and community.)
-

