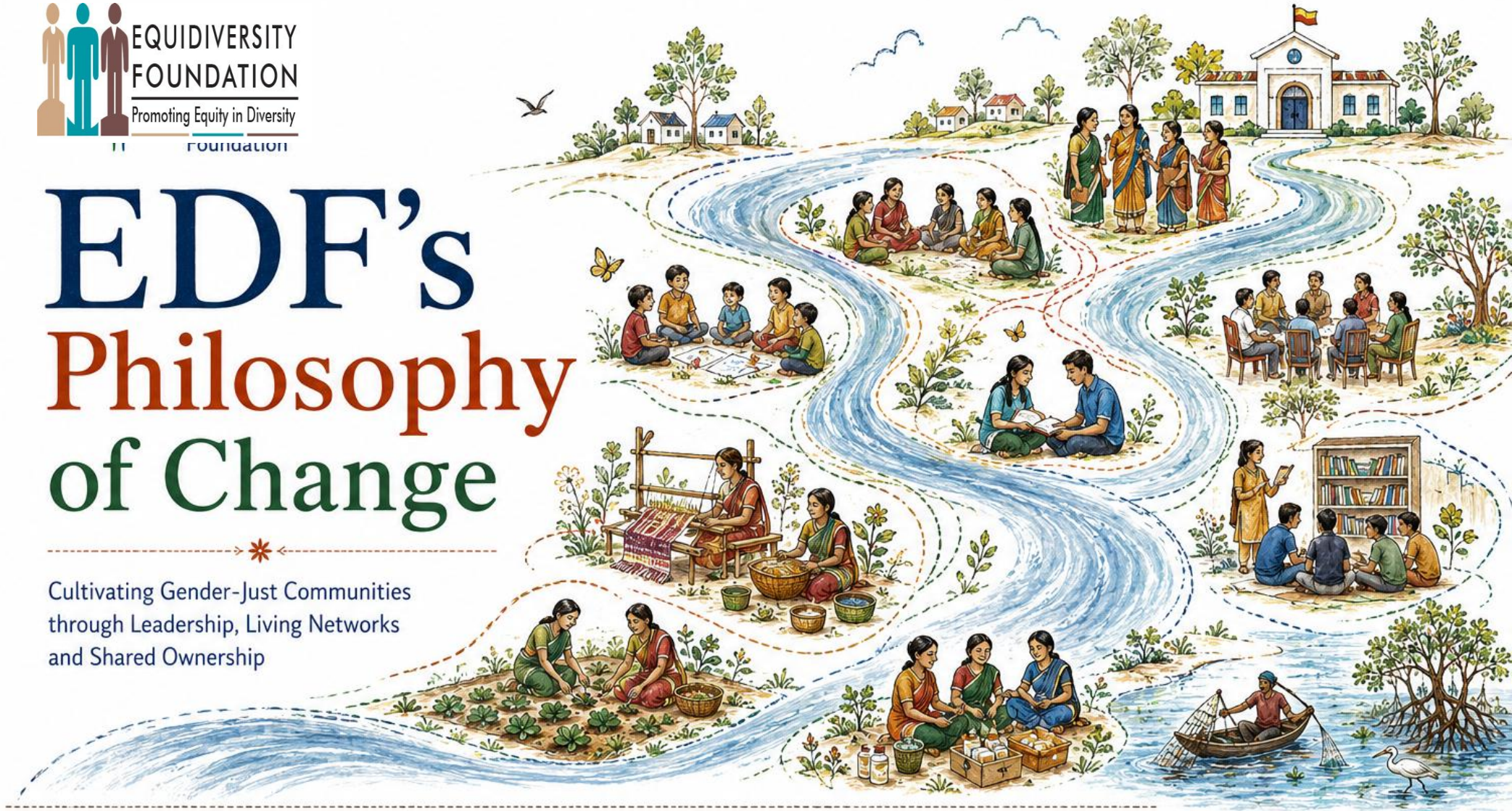
EQUIDIVERSITY FOUNDATION
Promoting Equity in Diversity

EDF's Philosophy of Change

Cultivating Gender-Just Communities through Leadership, Living Networks and Shared Ownership



Capability
Building knowledge, skills, confidence and systems

Legitimacy
Being trusted, recognised and invited into decision spaces

Influence
Shaping decisions, services, plans and social norms

Collaboration
Working together across people, groups and institutions

Accountability
Ensuring response, transparency, feedback and corrective action

Ownership
Leading, financing and sustaining change locally

Change grows when we learn from one another, build relationships, and share responsibility.

EQUIDIVERSITY FOUNDATION
Promoting Equity in Diversity

EDF West Bengal Program Map

Building gender-just, inclusive and equitable communities through leadership, living networks and shared ownership.

Our Vision

A just and equitable society where women, children, adolescents and marginalised communities lead dignified and fulfilling lives.

- Women's Leadership & Collective Action
- Children & Adolescents
- Youth & Livelihoods
- Systems, Governance & Partnerships



Where we work





PURULIA (Jhalda II)



- Women's collective action & leadership
- Children, adolescents & peer groups
- Youth engagement & livelihoods
- Strengthening systems & local governance

BIRBHUM (Labhpur & Nanoor)



- Women's leadership, Nari Jagaran Committees & elected representatives
- Child participation & child protection
- Adolescent & youth engagement
- Livelihoods, rights & access to entitlements

KOLKATA



- Gender & mental health education in schools and colleges
- Youth leadership & life skills
- Urban livelihoods & skills development
- Knowledge building & partnerships

SUNDERBANS (Pathar Protima)



- Women's leadership & community networks
- Children & adolescent development
- Livelihoods, climate resilience & natural resource management
- Systems strengthening & convergence

A Networked Community System

People.
Relationships.
Shared change.



GP
(Gram Panchayat)



NJC
(Nari Jagaran Committees)

Support



Women
(NJC members and beyond)



Family



Women Elected Representatives (WERs)



Block & District Administration

Collective action

Leadership

Policy influence

Participation

Accountability



Children



Youth Groups
(Girls' and Boys' Groups)



Youth Fellows



Schools



Teachers

Skills

Voice



Child Parliament
(Child Sansad Sabha)

Learning



Community
Shared spaces
Shared power
Lasting change

Education for life



Skills & Livelihoods

Opportunities



Police



VLCPC
(Village Level Child Protection Committees)

Rights



OSC
(One Stop Centre)



Men
(individual and groups)

Child safety

Care

Safety

Inclusion

Nutrition & wellbeing



ICDS Centres



DLSA / Legal Support



Male Elected Representatives



Civil Society Organisations



ASHA



Health Services

EquiDiversity Foundation

PEOPLE • POWER • POSSIBILITIES

After ten years of working alongside women, children, young people, community collectives and public institutions, EDF understands change not as a single outcome or completed achievement, but as an evolving process of strengthening voice, relationships, leadership and shared responsibility. Sustainable transformation happens when communities are able to influence the systems that shape their lives, institutions learn to listen and respond, and leadership is distributed across people and generations. SCALE 2.0 reflects this organisational learning. It captures EDF's shift from implementing programmes to cultivating gender-just communities through learning systems, collective leadership, intergenerational agency, living networks and shared ownership of change.

EDF SCALE 2.0: CULTIVATING GENDER-JUST COMMUNITIES THROUGH LEADERSHIP, LIVING NETWORKS AND SHARED OWNERSHIP



SCALE Principle	*What it Means*	*How EDF Lives It*

S — Shared Systems that Learn & Change	Sustainable systems are responsive because they continuously listen, learn, adapt and remain accountable to communities.	EDF strengthens gender-responsive governance by enabling institutions to reflect, collaborate and respond to community realities rather than simply implementing programmes.
C — Collective Leadership	Leadership is not held by individuals alone. It emerges through relationships, dialogue, shared responsibility and collective action.	Women, children, youth, elected representatives, community groups and institutions all become leaders within their own spheres of influence.
A — Agency Across Generations	Transformation begins early and grows across generations. Children, adolescents, youth and adults each contribute to building equitable communities.	EDF creates leadership pathways that nurture voice, confidence, critical thinking and civic responsibility throughout the life course.
L — Living Networks	Strong communities are built through relationships. Trust, collaboration and mutual accountability connect people, institutions and communities into a living ecosystem for change.	EDF invests in partnerships between community groups, Panchayats, schools, frontline workers, civil society and government to strengthen coordinated action and accountability.
E — Evolution through Learning	Change is never complete. Communities, institutions and organisations evolve through continuous reflection, evidence, dialogue and shared learning.	EDF treats every programme as a learning journey, adapting practice and generating knowledge that strengthens both local action and wider systems change.

THE SIX BELIEFS OF SCALE

Change is Developmental, hence a Journey- Transformation is not an event—it is a journey. Individuals, communities and institutions move through stages of growth as they develop the confidence, legitimacy and relationships needed to create lasting change.

Leadership is Cultivated, therefore Grown- Leadership cannot be delivered through training alone. It grows through participation, experience, reflection, mentorship and opportunities to influence real decisions.

Communities Hold Wisdom- Communities are not empty vessels waiting for solutions. They possess knowledge, relationships, lived experience and cultural resources that form the foundation for sustainable change.

Relationships Create Systems Change- Institutions become responsive not only because they build capacity, but because they develop trusting relationships with one another and with the communities they serve.

Networks Create & Sustain Accountability- Accountability is strongest when it is shared. Living networks create spaces where citizens, community groups and public institutions learn together, challenge one another and jointly solve problems.

Learning Drives Evolution, hence keep Change Alive- Reflection, dialogue and evidence transform experience into wisdom, enabling communities and institutions to continually improve their practice.

The Six Beliefs of SCALE

The philosophy that shapes how Equidiversity Foundation understands change.

SCALE

Cultivating Gender-Just Communities through Leadership, Living Networks and Shared Ownership

1 CHANGE IS A JOURNEY

Transformation is developmental. It happens through stages of confidence, legitimacy, influence, collaboration and ownership.

2 LEADERSHIP IS GROWN, NOT GIVEN

Leadership emerges through participation, experience, reflection, mentorship and opportunities to influence real decisions.

3 COMMUNITIES HOLD THE WISDOM

Communities are not empty vessels waiting for solutions. They possess knowledge, relationships, lived experience and cultural resources that form the foundation for sustainable change.

4 RELATIONSHIPS CHANGE SYSTEMS

Systems become responsive when people, institutions and communities build trust, work together and solve problems collectively.

5 NETWORKS CREATE ACCOUNTABILITY

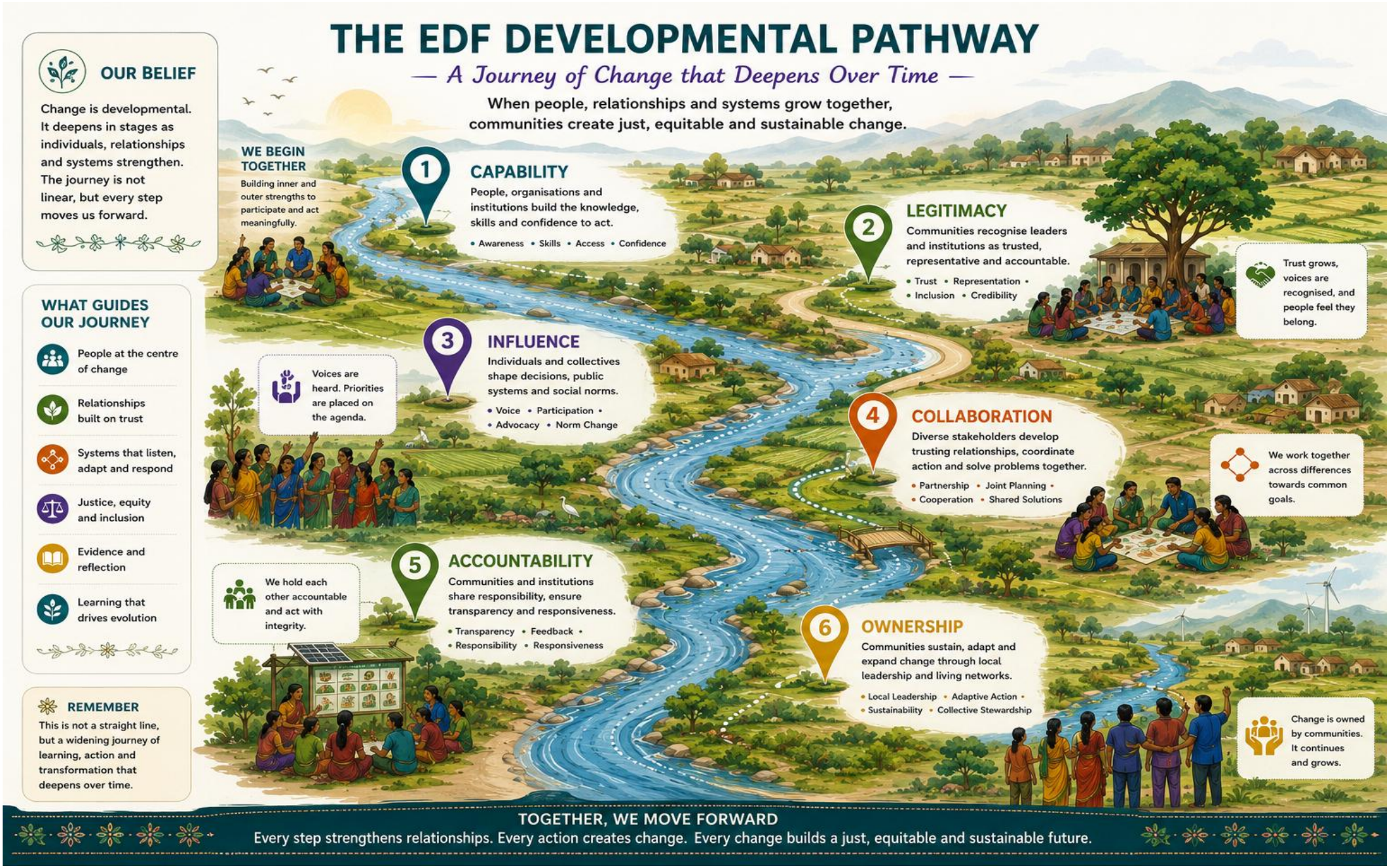
Accountability is strongest when it is shared. Living networks create spaces where citizens, community groups and public institutions learn together, challenge one another and jointly solve problems.

6 LEARNING KEEPS CHANGE ALIVE

Reflection, dialogue and evidence transform experience into wisdom, enabling communities and institutions to continually improve their practice.

Together, these beliefs help us cultivate gender-just communities where **every voice matters** and change is **owned by all.**

THE EDF TRANSFORMATION PATHWAY – WHAT CHANGES?



PATHWAY OF CHANGE THROUGH PROGRAM INTERVENTION

EDF understands transformation as a progressive journey rather than a series of isolated activities. Each thematic area follows a developmental pathway that begins with building capability and legitimacy, progresses towards influence and collective action, and ultimately leads to institutional leadership, accountability and community ownership. The questions below guide programme design, implementation and reflection across the three-year period.

Thematic Area	Year 1 Guiding Question	Year 1 Objective: Building Capability & Legitimacy	Year 2 Guiding Question	Mid-Term Output Statement – End of Year 2	Year 2 Objective: Strengthening Influence & Collective Action	Year 3 Guiding Question	Year 3 Objective: Institutional Leadership & Sustainability	Outcome Statement – End of Year 3
Women Elected Representatives	**How do WERs become confident, credible and effective governance leaders?**	Build WERs' confidence, governance knowledge, leadership capability, public legitimacy and relationships with women's collectives, communities and institutions.	**How do WERs influence governance systems and public decisions?**	WERs use their mandate, community evidence and institutional relationships to influence GPDPs, budgets, public services and local decision-making.	Strengthen WERs' ability to negotiate, present evidence, monitor services, build alliances and secure institutional responses to community priorities.	**How do WERs create lasting institutional change?**	Institutionalise gender-responsive governance, peer mentoring, inclusive planning and public accountability beyond individual representatives and electoral terms.	Women Elected Representatives exercise confident, independent and gender-responsive leadership; influence local planning, budgeting and service delivery; and contribute to accountable and inclusive governance.
Nari Jagaran Committees	**How do NJCs become trusted and credible community institutions?**	Build democratic governance, collective identity, leadership capability, community evidence, public legitimacy and relationships with institutions.	**How do NJCs shape local priorities and hold institutions accountable?**	NJCs use collective voice, evidence and alliances to negotiate with Panchayats and service providers and influence community decisions.	Strengthen collective advocacy, negotiation, case response, service monitoring and accountability around women's priorities.	**How do NJCs sustain women's collective voice beyond the programme?**	Institutionalise community leadership, democratic transition, peer mentoring, social accountability and locally sustained institutional engagement.	NJCs function as influential, democratic and accountable community institutions that strengthen women's collective voice, shape local priorities, promote gender justice and hold public institutions accountable.
Children	**How do children find their voice**	Build children's confidence, rights	**How do children**	Children collectively	Strengthen child-led action, peer	**How do children become recognised**	Institutionalise child	Children exercise voice and leadership, participate meaningfully in decisions

Thematic Area	Year 1 Guiding Question	Year 1 Objective: Building Capability & Legitimacy	Year 2 Guiding Question	Mid-Term Output Statement – End of Year 2	Year 2 Objective: Strengthening Influence & Collective Action	Year 3 Guiding Question	Year 3 Objective: Institutional Leadership & Sustainability	Outcome Statement – End of Year 3
	and participate safely and meaningfully?	awareness, leadership capabilities and access to supportive and inclusive participation spaces.	**influence their schools, families and communities?**	identify concerns, undertake child-led initiatives and engage parents, teachers and community institutions.	leadership and institutional responsiveness to children's priorities and rights.	**leaders and rights advocates?**	participation, peer mentoring and child-responsive decision-making within schools and community systems.	affecting them and advocate for their rights within schools, families and communities.
Adolescents & Youth	**How do young people develop agency and discover their role in society?**	Build identity, confidence, gender awareness, critical thinking, aspirations, life skills and civic responsibility.	**How do adolescents and youth influence peers, families and communities?**	Adolescents and youth exercise peer leadership and undertake collective initiatives around social and community priorities.	Strengthen peer influence, civic participation, community action, fellowship opportunities and engagement with local institutions.	**How do young people sustain leadership across generations?**	Develop adolescents and youth as mentors, civic leaders, innovators and long-term partners in community development.	Adolescents and youth become confident, gender-equitable and socially responsible leaders who influence peers, families and institutions and contribute to inclusive community development.
Livelihoods & Women's Economic Agency	**How do households strengthen their economic capability and security?**	Build livelihood skills, productive capabilities, climate-responsive practices, enterprise readiness and women's economic confidence.	**How do women gain influence within household, production and market systems?**	Livelihood activities become more productive and market-connected, while women exercise greater influence over income and economic decisions.	Strengthen enterprise development, market engagement, producer collaboration, financial capability and women's control over	**How do livelihoods become sustainable, equitable and locally owned?**	Institutionalise women-led enterprises, producer leadership, market relationships, local mentoring and climate-resilient	Women and vulnerable households strengthen resilient livelihoods while women increase their control over income, productive assets and household economic decisions.

Thematic Area	Year 1 Guiding Question	Year 1 Objective: Building Capability & Legitimacy	Year 2 Guiding Question	Mid-Term Output Statement – End of Year 2	Year 2 Objective: Strengthening Influence & Collective Action	Year 3 Guiding Question	Year 3 Objective: Institutional Leadership & Sustainability	Outcome Statement – End of Year 3
					economic resources.		economic systems.	
Men: Transformative Male Leadership & Allyship	**How do men recognise gendered power and begin changing their own roles, relationships and practices?**	Build critical awareness of gender, masculinity, power and privilege, while strengthening men's capacity for non-violence, shared care, equitable decision-making and respectful relationships.	**How do men move from personal change to influencing peers, families and communities towards more gender-equitable norms and practices?**	Strengthen men's allyship, peer influence and collective action to challenge harmful gender norms, prevent violence, share care and household responsibilities, and support women's economic agency and leadership.	Men increasingly practise gender-equitable behaviours, influence peers and families, and act collectively to challenge harmful gender norms while supporting women's and young people's agency and leadership.	**How do men sustain changed practices and influence other men, families and community institutions towards gender equality?**	Develop male allies and peer leaders who model equitable relationships, influence other men, support women's and young people's leadership, and contribute to community accountability for gender justice.	Men practise and promote gender-equitable relationships, share power and responsibility within families, communities and institutions, challenge harmful gender norms and violence, and actively support women's and young people's agency and leadership.
Gender-Responsive Systems & Collaborative Networks	**How do institutions become responsive and begin working together?**	Strengthen institutional capability and responsiveness while building trust, convergence, referral relationships and recognition of community actors.	**How do responsive institutions and community actors collectively address community priorities?**	Institutions and community stakeholders coordinate planning, referrals, monitoring and action around shared priorities.	Strengthen collaborative problem-solving, joint action, coordinated referrals, institutional follow-up and mutual accountability.	**How do collaboration and accountability become part of local governance culture?**	Institutionalise living networks that sustain responsive governance, shared leadership, learning and accountability beyond individual organisations and office-bearers.	Gender-responsive institutions and collaborative stakeholder networks sustain coordinated action, shared learning, inclusive services and community accountability.

1. Women Elected Representatives: From Representation to Gender-Responsive Influence-Three-Year Outcome

Women Elected Representatives exercise confident, independent and gender-responsive leadership; influence local planning, budgeting and service delivery; build alliances with women's collectives and community institutions; and contribute to accountable and inclusive governance.

RBM Level	Year 1: Building Leadership, Legitimacy and Foundations of Influence	Year 2: Exercising Influence and Negotiation	Year 3: Institutional Leadership and Gender-Responsive Governance
Core question	How do WERs build the confidence, governance knowledge, legitimacy, evidence and alliances required to exercise effective leadership?	How do WERs use their mandate, community evidence and institutional relationships to influence decisions, budgets and services?	How do WERs sustain gender-responsive leadership, mentor others and embed inclusive practices within governance institutions?
Expected change	WERs move beyond attendance and formal representation to active participation, informed decision-making and visible public leadership.	WERs negotiate with Panchayats and departments, raise community priorities and influence planning, budgets, services and institutional responses.	WERs function as recognised governance leaders, mentor emerging representatives and help institutionalise gender-responsive and accountable practices.
Outcome indicators	WERs demonstrate increased confidence, governance knowledge, communication and active engagement in formal and community governance spaces.	WER priorities and community recommendations receive documented responses and are reflected in plans, budgets, services or institutional action.	WERs are recognised as effective and independent leaders; gender-responsive practices and women's participation continue with reduced EDF facilitation.
Mid-term output	WERs build the leadership capability, governance knowledge, community legitimacy, evidence base and alliances required for influence.	WERs exercise evidence-based leadership, negotiation and oversight within governance systems.	WERs institutionalise gender-responsive governance and mentor emerging women leaders.
Outputs	1. Governance knowledge, leadership confidence and communication skills strengthened. 2. WER participation in Gram Sansad, Gram Sabha, GPDP and institutional forums strengthened. 3. Community evidence and constituency-engagement systems established. 4. WER–NJC and stakeholder alliances strengthened. 5. WER capacity to address GBV, child protection, entitlements and service gaps strengthened.	1. WERs lead public consultations and present evidence-based community priorities. 2. WERs negotiate around GPDP, budgets, services, safety and entitlements. 3. WERs monitor public institutions and follow up on identified gaps. 4. WER–NJC alliances lead joint advocacy and accountability initiatives. 5. WERs intervene in gender justice and protection concerns through institutional mechanisms.	1. WERs independently convene community and institutional accountability forums. 2. Peer mentoring and second-line women's leadership systems function. 3. Gender-responsive planning and monitoring practices are embedded within Panchayat processes. 4. WER learning informs block- and district-level governance dialogue. 5. Women's leadership continues across electoral and institutional transitions.

RBM Level	Year 1: Building Leadership, Legitimacy and Foundations of Influence	Year 2: Exercising Influence and Negotiation	Year 3: Institutional Leadership and Gender-Responsive Governance
Output indicators	• WERs regularly attend and actively contribute to governance meetings.• WERs participate in Gram Sansad, Gram Sabha, Para Baithaks, GPDP, VLCPC and NJC meetings.• Community issue maps, constituency registers or priority lists are prepared.• Pre-Sansad consultations and community meetings are conducted.• WERs demonstrate improved public speaking, negotiation and conflict-management skills.• WER–NJC and institutional interface meetings are conducted.• Cases and service-delivery concerns are documented and referred.	• Number of evidence-based priorities presented by WERs.• Number and proportion of WER priorities receiving institutional responses.• Number and nature of priorities incorporated into GPDP or Panchayat plans.• Joint monitoring visits conducted to schools, ICDS centres, health institutions and public services.• Community issues resolved or progressed through WER action.• WER-led consultations, campaigns and accountability processes completed.• Cases of GBV, child protection and entitlement denial supported through institutional action.	• WERs independently prepare and review governance priorities.• Peer mentoring of new and emerging women leaders takes place.• Gender-responsive planning and monitoring mechanisms continue within Panchayats.• WER-led accountability forums continue with reduced EDF support.• WER experiences and evidence are presented in block- or district-level dialogues.• Leadership and community-engagement practices continue despite electoral or personnel changes.
Key activities	Gender and governance training; Panchayati Raj, roles and responsibilities orientation; leadership, public-speaking, negotiation and conflict-management training; mentoring and handholding; stakeholder and power mapping; constituency and community issue mapping; women's listening exercises; pre-Gram Sansad consultations; Para Baithaks; GPDP orientation and facilitation; quarterly dialogues with Panchayat and service institutions; WER–NJC forums; exposure visits; case identification, referral and follow-up; monitoring of schools, ICDS, health and other public services.	Public consultations and institutional interfaces; evidence-based submissions; GPDP and budget advocacy; collective petitions and formal follow-up; service monitoring and community scorecards; joint WER–NJC campaigns; public hearings; dialogues with line departments; multi-agency case reviews; casework learning and handholding; campaigns on GBV, child marriage, entitlements, public safety and inclusion; cross-Panchayat and peer-learning exchanges.	WER-led annual governance planning; institutionalised community review and accountability forums; peer mentoring of newly elected and aspiring women leaders; gender-responsive planning and budgeting reviews; documentation of successful governance influence; block- and district-level dialogue; engagement with political and administrative leadership; resource mobilisation; peer-support and learning network; transition planning across election cycles.

2. Nari Jagaran Committees: From Strong Participation to Collective Influence- Three-Year Outcome

Nari Jagaran Committees function as influential, democratic and accountable community institutions that strengthen women's collective voice, shape local priorities, promote gender justice and hold public institutions accountable.

RBM Level	Year 1: Foundations of Influence	Year 2: Collective Influence and Negotiation	Year 3: Institutional Leadership and Sustainability
Core question	How do NJCs build the capability, evidence, legitimacy and relationships required to influence decisions?	How do NJCs use collective voice and evidence to influence institutions and community decisions?	How do NJCs sustain their influence and become recognised community accountability institutions?
Expected change	NJCs move beyond regular participation and begin building public legitimacy, an evidence base and institutional relationships.	NJCs negotiate with Panchayats and service providers and influence planning, services and community norms.	NJCs independently sustain collective action, accountability, case response and institutional engagement.
Outcome indicators	NJCs demonstrate stronger internal governance, leadership, evidence generation and engagement with institutions.	Proportion of NJC priorities acted upon by Panchayats or line departments; NJC-led advocacy produces documented responses.	NJCs are recognised by communities and institutions as legitimate governance and accountability actors; core functions continue with reduced EDF facilitation.
Mid-term output	NJCs build the organisational strength, evidence, alliances and confidence required for influence.	NJCs lead evidence-based advocacy and collective negotiation.	NJCs institutionalise community accountability and mentor emerging women's collectives.
Outputs	1. Democratic governance and leadership strengthened. 2. Community evidence systems established. 3. Stakeholder relationships and public legitimacy strengthened. 4. Case response and referral systems strengthened.	1. NJCs lead community campaigns and public consultations. 2. NJCs negotiate around GPDP, services, entitlements and safety. 3. NJCs participate in joint monitoring and accountability processes. 4. NJC–WER alliances address common priorities.	1. NJCs independently convene accountability forums. 2. Peer mentoring and second-line leadership systems function. 3. Local resource mobilisation supports NJC activities. 4. NJC learning informs block- and district-level dialogue.
output indicators	Regular meetings and democratic AGMs held; leadership responsibilities distributed; community issue maps and evidence registers maintained; stakeholder maps prepared; women's consultations conducted; cases documented and referred.	Number of evidence-based submissions made; number and proportion receiving institutional responses; joint monitoring visits conducted; community issues resolved through NJC action; NJC-led campaigns completed.	NJCs independently plan and review annual priorities; leadership transition occurs democratically; accountability forums continue; NJCs mentor other groups; local resources mobilised.

RBM Level	Year 1: Foundations of Influence	Year 2: Collective Influence and Negotiation	Year 3: Institutional Leadership and Sustainability
Key activities	Gender training, Monthly meetings and AGMs; leadership and advocacy training; community issue mapping; stakeholder and power mapping; women's listening exercises; community scorecards; evidence registers; pre-Gram Sansad women's consultations; quarterly Panchayat dialogues; case identification, support, referral and follow-up; NJC–WER forums.	Public hearings and institutional interfaces; collective petitions and submissions; GPDP and budget advocacy; community monitoring of services; campaigns on GBV, child marriage, entitlements and public safety; multi-agency case reviews; case work learning and handholding, cross-NJC learning exchanges.	NJC-led annual planning; institutionalized community review forums; district dialogue; mentoring of emerging women leaders; documentation of successful advocacy; resource mobilisation; peer support network and learning platform.

NJC Change Pathway; Participation → Capability and Legitimacy → Evidence-based Influence → Collective Accountability → Institutional Ownership

3. Children's Leadership and Child Rights: From Voice to Recognized Leadership- Three-Year Outcome

Children exercise voice, leadership and agency within schools, families and communities, and participate meaningfully in decisions affecting their rights, education, protection and wellbeing.

RBM Level	Year 1: Building Voice and Safe Participation	Year 2: Child-led Action and Influence	Year 3: Institutionalised Child Leadership
Core question	How do children gain confidence, understand their rights and participate safely?	How do children collectively influence their schools, families and communities?	How does child participation become embedded within schools and local systems?
Expected change	Children understand rights, build confidence and participate through functional Shishu Sansads.	Children identify concerns, initiate collective action and engage adults and institutions.	Schools and community institutions routinely recognise and respond to children's voices.
Outcome indicators	Children demonstrate increased confidence, rights awareness and participation.	Child-led priorities are presented to and acted upon by schools, parents or community institutions.	Child participation mechanisms function with reduced EDF facilitation and are integrated into school or community processes.
Mid-term output	Children's leadership platforms and supportive adult environments are strengthened.	Children undertake collective initiatives and engage decision-makers.	Child leadership and accountability mechanisms are institutionalised.
Outputs	1. Functional Shishu Sansads strengthened. 2. Children build leadership, communication and rights awareness. 3. Parents and teachers support meaningful child participation. 4. Child protection concerns are identified and referred.	1. Children develop and implement school or community action plans. 2. Children engage teachers, parents and local institutions. 3. Child-led awareness and monitoring initiatives are undertaken.	1. Child Parliament practices are integrated into school processes. 2. Experienced child leaders mentor younger children. 3. Annual child forums and institutional interfaces continue locally.
Illustrative output indicators	Shishu Sansad meetings held; children assume defined roles; children can identify rights and protection mechanisms; parent and teacher meetings conducted; concerns referred.	Child-led plans completed; school issues raised and resolved; rallies or campaigns led by children; children participate in interface meetings.	Schools allocate regular space and time for child forums; peer mentoring operates; child priorities are reflected in school or local plans.
Year 1 activities from implementation plan	Shishu Sansad sessions; child rallies; parent meetings; parent workshop; teacher meetings; teacher workshop; handholding meetings; Shishu Sansad convention.	Child-led school assessments; action projects; child rights campaigns; exposure visits; school management interfaces; creative documentation and peer learning.	Child Parliament conventions led by children; mentoring of new groups; institutional guidelines for child participation; child-led annual review; cross-school learning network.

Child Leadership Pathway: Safe Participation → Voice and Confidence → Collective Action → Influence → Institutional Recognition

4. Adolescents: From Identity and Awareness to Agency- Three-Year Outcome

Adolescents develop confidence, critical awareness, gender-equitable attitudes and the agency to make informed decisions, support peers and challenge harmful social norms.

RBM Level	Year 1: Identity, Awareness and Confidence	Year 2: Peer Influence and Collective Action	Year 3: Adolescent Leadership and Mentoring
Core question	How do adolescents understand themselves, build confidence and question restrictive norms?	How do adolescents influence peers, families and community attitudes?	How do adolescents become recognised peer leaders and sustain safer, equitable environments?
Expected change	Adolescents develop life skills, gender awareness, aspirations and knowledge of support systems.	Adolescents organise collective initiatives and support peers facing vulnerability or exclusion.	Experienced adolescents mentor younger groups and participate in community systems.
Outcome indicators	Improved confidence, decision-making, communication and gender-equitable attitudes.	Adolescents demonstrate peer leadership and participate in community initiatives.	Adolescent-led mechanisms for peer support and civic participation function with reduced EDF support.
Mid-term output	Safe adolescent platforms and supportive family relationships are strengthened.	Adolescents lead peer learning and community action.	Adolescent leadership pathways and institutional linkages are sustained.
Outputs	1. Regular adolescent groups function. 2. Life skills, gender, wellbeing and rights knowledge strengthened. 3. Parent engagement reduces resistance and improves support. 4. Referral awareness strengthened.	1. Peer-led sessions and campaigns are undertaken. 2. Adolescents engage families and institutions around priority concerns. 3. Adolescents initiate collective projects.	1. Peer mentors and second-line leaders are established. 2. Adolescents participate in VLCPC and community platforms. 3. Leadership and education pathways continue.
Illustrative output indicators	Meetings and sessions conducted; adolescents demonstrate increased knowledge and confidence; parents attend dialogues; adolescents know where to seek support.	Peer sessions facilitated; campaigns or action projects implemented; issues raised with community institutions; peer support cases documented.	Adolescent mentors facilitate groups; adolescent representatives participate in institutional forums; local institutions support adolescent initiatives.
Year 1 activities from implementation plan	Adolescent meetings; thematic sessions; parent meetings; parent workshop; exposure visit; awareness camps; day-long sessions.	Peer facilitator training; community research; campaigns on gender, health, child marriage and safety; adolescent–parent dialogues; interface with schools, VLCPCs and health workers.	Adolescent mentor network; leadership fellowship pathway; intergenerational dialogues; annual adolescent forum; institutionalisation of peer-led sessions.

Adolescent Change Pathway: Self-awareness → Confidence and Critical Thinking → Peer Influence → Collective Agency → Mentoring

5. Youth Leadership and Citizenship: From Participation to Civic Leadership-Three-Year Outcome

Young people become informed, gender-equitable and responsible civic leaders who influence peers, address community priorities and contribute to inclusive local development.

RBM Level	Year 1: Building Civic Capability and Platforms	Year 2: Youth-led Community Action	Year 3: Sustained Youth Leadership
Core question	How do young people build knowledge, aspiration and a sense of civic responsibility?	How do youth lead initiatives and influence community priorities?	How do youth sustain leadership and mentor the next generation?
Expected change	Youth groups become active spaces for critical thinking, learning and leadership.	Youth design and implement collective initiatives and engage governance systems.	Youth networks, mentors and community leadership pathways are locally sustained.
Outcome indicators	Youth demonstrate stronger leadership, gender-equitable attitudes and civic awareness.	Youth-led actions result in documented community engagement or change.	Youth leaders continue mentoring, community action and institutional engagement with reduced facilitation.
Mid-term output	Youth platforms, knowledge and leadership capabilities are strengthened.	Youth exercise collective leadership and civic influence.	Youth leadership networks and pathways are institutionalised.
Outputs	1. Youth groups and community learning spaces function. 2. Leadership, gender, constitutional values and civic knowledge strengthened. 3. Youth aspirations and education or livelihood pathways supported. 4. Youth engagement with community institutions initiated.	1. Youth-led campaigns and action projects implemented. 2. Youth participate in Para Baithaks, VLCPCs and local planning. 3. Youth fellows undertake community initiatives. 4. Peer and intergenerational dialogue strengthened.	1. Youth mentors support new leaders. 2. Youth networks undertake independent civic action. 3. Local institutions recognise and engage youth as development partners. 4. Youth-led learning and innovation platforms continue.
Illustrative output indicators	Youth meetings, study circles and library activities conducted; youth demonstrate leadership competencies; youth attend local forums; fellowship participants identified.	Youth initiatives completed; community members reached; youth priorities presented to institutions; youth participation in planning and monitoring documented.	Peer mentoring functional; independent youth initiatives undertaken; local resources leveraged; youth representation sustained in community systems.
Year 1 activities from implementation plan	Library meetings; study circles; parent meetings; Para Baithaks; exposure visits; awareness camps; day-long sessions; fellowship activities; VLCPC adolescent-member training.	Youth action labs; campaigns; community research; fellowship projects; community volunteering; institutional interfaces; career and entrepreneurship exposure.	Youth mentor network; community innovation projects; peer facilitation; block-level youth forum; resource mobilisation and partnerships; documentation of youth-led change.

Youth Change Pathway: Participation → Critical Awareness → Civic Action → Influence → Community Leadership

6. Livelihoods and Women's Economic Agency: From Skills and Production to Economic Influence-Three-Year Outcome

Women and vulnerable households strengthen livelihood security through diversified, climate-responsive economic practices, while women increase their control over income, assets and household economic decisions.

RBM Level	Year 1: Building Capabilities and Testing Livelihood Options	Year 2: Consolidation, Income and Market Engagement	Year 3: Women-led Economic Institutions and Sustainability
Core question	How do households build the skills, confidence and assets required for more secure livelihoods?	How do livelihood activities become reliable sources of income and strengthen women's decision-making?	How do producer networks and women's enterprises become sustainable and locally led?
Expected change	Households adopt improved agricultural, livestock, nutrition and enterprise practices.	Livelihoods diversify, market linkages improve and women gain greater control over earnings.	Women-led enterprises and producer networks sustain, adapt and expand livelihood opportunities.
Outcome indicators	Households adopt promoted livelihood practices; women participate in production and financial decisions.	Household income becomes more regular or diversified; women retain or influence the use of income and productive assets.	Women-led groups sustain enterprises or producer activities and access markets and services independently.
Mid-term output	Technical capabilities, livelihood assets and women's economic confidence are strengthened.	Production, enterprise management and market access are strengthened.	Collective economic institutions and climate-responsive livelihood systems are sustained.
Outputs	1. Farmers and women receive technical and enterprise support. 2. Demonstration and production activities initiated. 3. Nutrition and climate-responsive practices promoted. 4. Women's financial and decision-making capability strengthened.	1. Production quality and volume improve. 2. Business planning and financial management strengthened. 3. Buyers, markets, banks and departments linked. 4. Women's role in income and asset decisions increases.	1. Producer and enterprise groups function independently. 2. Women undertake collective marketing and resource mobilisation. 3. Local mentors support technical practices. 4. Enterprises and farming systems adapt to market and climate risks.
Illustrative output indicators	Farmers and women trained; production units or plots initiated; nutrition gardens established; livestock support accessed; women maintain basic records.	Increase in production or sales; number of active market linkages; women reporting greater control over earnings; households with diversified income sources.	Producer groups independently procure inputs and market products; women hold leadership roles; local resources or credit mobilised; enterprise continuity demonstrated.
Year 1 activities from implementation plan	Gobindobhog cultivation; farmer and NJC handholding; livestock vaccination; incense-stick	Advanced technical support; enterprise costing and pricing; packaging and quality improvement; financial	Producer collective development; collective marketing; local entrepreneur and farmer mentors;

RBM Level	Year 1: Building Capabilities and Testing Livelihood Options	Year 2: Consolidation, Income and Market Engagement	Year 3: Women-led Economic Institutions and Sustainability
	training; phenyl preparation; machinery repair; farmer awareness camps; nutrition gardens; Rabi cultivation.	literacy; market and departmental linkages; exposure to producer models; joint input procurement.	climate-risk planning; value addition; access to credit, schemes and institutional buyers.
Livelihood Change Pathway: Skills and Assets → Production and Confidence → Income and Market Influence → Women's Economic Agency → Collective Sustainability			

7. Gender-Responsive Systems & Collaborative Networks: From Institutional Responsiveness to a Living Culture of Accountability- Three-Year Outcome

This outcome has **three interrelated dimensions**:

A. Male leadership

B. Institutional responsiveness:
Local governance institutions and frontline services demonstrate increased gender responsiveness, inclusion and accountability to women, children, adolescents and vulnerable communities.

C. Collaborative networks:
Community groups, elected representatives, service providers and public institutions function as a living network that sustains coordination, shared learning, collective action and mutual accountability.

RBM Level	Year 1: Reflection, Relationships & Responsibility	Year 2: Allyship, Influence & Collective Action	Year 3: Shared Leadership & Norm Change
A. Core question	How do men begin recognising gendered power and their own role in creating more equitable families and communities?	How do men translate changed attitudes into practice and influence other men and community spaces?	How do equitable male leadership and shared responsibility become sustained community norms?
Expected change	Men critically reflect on masculinity, power, violence, care work, decision-making and relationships, and begin practicing change in their own lives.	Male allies visibly support women's and girls' agency, challenge harmful norms, engage other men and participate in collective action on gender justice.	Male leaders and peer networks independently promote equitable relationships, shared care, non-violence and women's leadership and challenge discriminatory practices.
Outcome indicators	Men demonstrate increased understanding of gender, power, masculinity, consent, violence and shared responsibility; report changes in household practices.	Men take documented actions supporting women's leadership, preventing GBV/child marriage, sharing unpaid care work or challenging harmful norms among peers.	Male peer leaders/networks continue gender-justice action with reduced EDF facilitation; women and young people report greater support for agency and leadership.
Mid-term output	Reflective spaces and a cohort of emerging male allies are established.	Male allies exercise peer influence and participate in community action alongside women, youth and institutions.	Equitable male leadership and peer accountability become part of community systems.
Outputs	Safe and reflective men's spaces established; Men explore masculinity, privilege, violence, consent, care work and household decision-making; Male elected representatives and other influential men are engaged.; Intergenerational dialogue between men and women, boys and girls initiated;	Male allies facilitate peer conversations with other men and boys; Men participate in campaigns/action on GBV, child marriage, women's mobility, care work and gender equality; Men publicly support women's	Male peer mentors independently sustain dialogue and action. Male leaders challenge discriminatory norms within families, community forums and institutions; Intergenerational mentoring between men and

RBM Level	Year 1: Reflection, Relationships & Responsibility	Year 2: Allyship, Influence & Collective Action	Year 3: Shared Leadership & Norm Change
	Relationships between male participants, NJCs, youth groups and community institutions strengthened.	leadership and participation in governance and economic decision-making; Male elected representatives engage with WERs/NJCs around gender-responsive governance; Men and boys participate in community initiatives led by women, children and youth **without taking over their leadership**.	boys develops; Male allies participate in local accountability and gender-justice networks; Communities demonstrate greater acceptance of shared decision-making, shared care and women's and girls' leadership and discussing isshes like sexual harassment etc in various workspaces.

Male Leadership Change Pathway: Awareness → Self-reflection → Changed Practice → Allyship → Peer Influence → Shared Responsibility → Norm Change

RBM Level	Year 1: Responsiveness, Relationships and Foundations	Year 2: Coordinated Action and Shared Accountability	Year 3: Living Networks and an Embedded Culture of Collaboration
B &C. Core question	How do institutions and community actors recognise one another, build trust and become more responsive to diverse community voices?	How do community actors and institutions use shared evidence and relationships to collectively address community priorities?	How do equitable collaboration, shared leadership and accountability become embedded within local systems?
Expected change	Formal institutions become more responsive while NJCs, WERs, youth, children, male allies, community volunteers and other local actors gain recognition as legitimate contributors to community decision-making.	Community and institutional actors increasingly share information, identify common priorities, coordinate responses and undertake joint action. Women, children, youth and other less powerful actors gain greater influence within these spaces.	Living networks sustain relationships, information flows, collective problem-solving and accountability beyond individual projects, organisations or office-bearers.
Outcome indicators	• Institutions increasingly recognise and engage community groups and informal/community leaders. • Stronger relationships and referral pathways between community groups and institutions. • Evidence of institutions responding to issues raised by communities. • Diverse stakeholder groups participate in shared public and institutional spaces.	• Evidence generated by WERs, NJCs, children, youth and other groups informs shared priorities. • Joint actions undertaken by multiple community and institutional actors. • Evidence of intergenerational and cross-stakeholder collaboration. • Women, children, youth and less powerful actors report meaningful voice and influence—not participation alone. • Evidence of coordinated referral, follow-up and accountability.	• Multi-stakeholder networks continue with reduced EDF facilitation. • Community-generated evidence regularly informs local planning and institutional action. • Leadership and agenda-setting are increasingly shared across community and institutional actors. • Local mechanisms exist for coordination, learning, feedback and accountability. • Networks mobilise relationships and resources to respond to emerging community priorities.

RBM Level	Year 1: Responsiveness, Relationships and Foundations	Year 2: Coordinated Action and Shared Accountability	Year 3: Living Networks and an Embedded Culture of Collaboration
Mid-term output		**Community and institutional actors increasingly function as a connected network, using shared evidence, diverse leadership and coordinated action to address community priorities and strengthen accountability.**	
Outputs	1. Stakeholder and network mapping identifies formal institutions, community organisations, informal leaders and existing relationships.2. Institutional and community roles, relationships and responsibilities are clarified.3. Convergence forums, referral pathways and feedback mechanisms are established or strengthened.4. Institutions strengthen gender-, child- and youth-responsive practices.5. NJCs, WERs, Child Parliaments, youth groups and other community actors gain recognition as legitimate partners in local governance and development.6. Intergenerational and cross-stakeholder spaces bring women, men, children, youth, community leaders and institutions together around shared concerns.	1. Joint action plans and thematic working groups address priorities identified by communities.2. Community-generated evidence from different stakeholder groups is brought together to identify patterns, gaps and shared priorities and inform institutional action.3. Multi-agency case reviews, referrals and institutional follow-up are strengthened.4. Joint monitoring and community accountability processes are undertaken.5. Intergenerational and cross-stakeholder initiatives enable collective action around shared community priorities.6. Women, children, youth and other less powerful actors increasingly influence agendas, decisions and follow-up within collaborative spaces.	1. Living networks convene, identify priorities and review progress with reduced EDF facilitation.2. Collaborative protocols, referral mechanisms, community feedback and accountability practices are embedded within local systems.3. Community-generated evidence continues to inform local planning, action and review.4. Community accountability and learning forums are locally convened and sustained.5. Leadership, agenda-setting and responsibility within networks are increasingly shared among community and institutional actors.6. Network learning and community evidence inform wider block- and district-level systems where relevant.
Output indicators	Stakeholders, relationships and power dynamics mapped; formal and informal/community leaders identified; convergence and dialogue spaces held; referral pathways and feedback mechanisms established; institutions demonstrate more responsive practices; community organisations increasingly recognised and invited into planning and decision-making spaces; diverse stakeholder groups participate in shared spaces.	Joint initiatives implemented; community-generated evidence consolidated and discussed with relevant institutions; referrals completed and followed up; service gaps jointly reviewed; community scorecards or monitoring exercises conducted; actions taken on shared priorities; intergenerational initiatives undertaken; women, children, youth and other less powerful actors report meaningful voice and influence within multi-stakeholder spaces.	Multi-stakeholder networks continue with reduced EDF facilitation; community and institutional actors increasingly convene meetings and set agendas; members contribute knowledge, relationships and resources; community evidence informs planning and review; collaborative mechanisms continue despite changes in individual office-bearers; learning, feedback and accountability practices are locally sustained.
Year 1 activities from implementation	VLCPC workshops and meetings; stakeholder and network mapping, including community and informal leadership; partnership visioning; referral pathway	Multi-agency case reviews; joint campaigns; thematic working groups on GBV, child protection, youth and livelihoods; community scorecards; joint monitoring	Annual network forum; partnership review and renewal; institutionalization of joint protocols and feedback mechanisms; community-led review of

RBM Level	Year 1: Responsiveness, Relationships and Foundations	Year 2: Coordinated Action and Shared Accountability	Year 3: Living Networks and an Embedded Culture of Collaboration
plan and expanded design	development; institutional dialogues; joint planning; gender-responsive governance orientation; community consultations; **Samyo Mela, Ban Mahotsav, women's football, fellowship activities and other intergenerational public spaces used intentionally to strengthen relationships across generations and stakeholder groups.**	visits; public accountability dialogues; cross-institutional learning visits; **periodic synthesis of evidence emerging from WERs, NJCs, Child Parliaments, youth, men and livelihood groups into a community systems picture; intergenerational dialogues and joint initiatives around identified priorities.**	shared evidence and priorities; peer learning among Panchayats, institutions and community groups; block- and district-level learning dialogues; collaborative resource mobilisation and sustainability planning; mentoring of emerging community convenors.

Systems and Network Change Pathway: Responsiveness → Relationship and Trust → Coordination → Shared Accountability → Living Network → Embedded Governance Culture

Cross-Thematic Network-Building Requirements

Network building should not sit only under the systems outcome. Each thematic area should contain an intentional relationship-building result.

Thematic Area	Critical Relationships to Strengthen	Purpose
WERs	WERs–NJCs–Gram Panchayats–line departments	Translate women's priorities into public decisions and services.
NJCs	NJCs–WERs–SHGs–police–OSC–DLSA–frontline workers	Strengthen advocacy, case response and community accountability.
Children	Children–teachers–parents–SMCs–VLCPCs	Ensure child participation, protection and responsive schools.
Adolescents	Adolescents–parents–schools–health workers–VLCPCs	Strengthen safe transitions, health, agency and peer support.
Youth	Youth–libraries–Panchayats–schools–skills/fellowships/employers–community groups	Expand civic participation, learning and livelihood pathways.
Men	Men–boys–women/NJCs–WERs–youth–Gram Panchayats–VLCPCs–frontline workers	Build male allyship and shared responsibility; challenge harmful gender norms and violence; strengthen equitable relationships and care; and support rather than displace the leadership and agency of women, girls and young people.
Livelihoods	Women producers–farmer groups–departments–banks–markets	Improve technical support, assets, market access and sustainability.
Systems	Community groups–elected representatives–institutions–service providers	Embed coordination, learning and mutual accountability as a governance culture.

Common Measurement Lens Across All Themes

The six EDF Transformation Dimensions can be used as a common RBM lens:

Dimension	What the programme should measure
Capability	What knowledge, skills, confidence and organisational systems have been built?
Legitimacy	Who is trusted, recognised and invited into decision-making spaces?
Influence	What decisions, services, plans or social norms have changed?
Collaboration	Which stakeholders are working together, and how effectively?
Accountability	What mechanisms enable response, transparency, feedback and corrective action?
Ownership	What is being led, financed, sustained or adapted locally without dependence on EDF?

Together, these stories show that the Child Parliament

is not a standalone activity. It is a dynamic ecosystem:

