

DEEP TRANSFORMATION

Community Engagement Programme

Programme Overview document

Delhi NCR | Haryana | Uttar Pradesh | Jharkhand

Programme Overview

The Deep Transformation Community Engagement Programme follows a broadly similar approach across the four states. The programme's primary focus areas include education, aspirations, careers, life choices, good-school indicators, gender-based discrimination (GBD) and gender-based violence (GBV). We work with young people in schools and communities to challenge gender norms and beliefs that perpetuate gender-based discrimination and violence.

The programme engages adolescents aged 11–18 years through a two-year gender-equity curriculum aimed at fostering aspiration, leadership, agency and negotiation skills. In addition, we work with youth aged 19–25 years in communities via training and capacity-building initiatives to create an enabling culture where gender-based violence is unacceptable. Parents, teachers, frontline workers, PRI/ward members and community members are also engaged to build an ecosystem in which young people, especially girls, can thrive.

We can see the impact of our work in change that is evident across our programmes — as we witness girls negotiating to stay in school, delaying marriage, exercising choices around life goals, and stepping into non-traditional career paths.

State and Project-wise Implementation Details

1: Haryana

In Haryana, the programme operates across seven districts: Rohtak, Sonipat, Jhajjar, Panipat, Karnal, Gurugram and Faridabad. Activities align with the broader programme structure; however, the Ujjwal Tara (UT) and Roshan Tara (RT) components (adolescents aged 11–14 and 15–18) are focused exclusively on school-based interventions. For other stakeholders, we work through community-based interventions. The programme will deepen its engagement within schools and communities to foster a more enabling environment for adolescent girls.

Geographic Areas

District	Coverage
Location	Haryana
Districts	Jhajjar, Panipat, Sonipat, Karnal, Gurugram, Rohtak, Faridabad(Dabua)
Blocks	34
Gram panchayat	130
Schools	140

Project Objectives

- To empower adolescent girls through life skills training that focuses on building agency, leadership skills, problem solving, communication, collaboration and negotiation skills, to initiate intergenerational dialogues with their parents on issues like education, aspirations, careers and life choices.
- Adolescent girls consider gender-based discrimination and violence unacceptable and understand how these practices hinder them from achieving their full potential.

- To support girls' dreams and aspirations, mothers will play a supporting role in creating an enabling and supportive environment for their adolescent daughters.
- Youth leadership is built to create opportunities for adolescent girls and become change catalysts in their communities by enabling gender-friendly panchayats through action plans.
- Incorporation of a digital approach by building life skills among adolescent and young girls.
- Promoting gender-transformative schools to create conducive, gender-friendly environments for students (as per NEP guidelines) and strengthening student leadership.

Outcome	
1	% of adolescent girls identify multiple forms of gender-based discrimination
2	% of adolescent girls demonstrate negative attitudes towards gendered roles
3	% adolescents (older) recognise emotional, digital, and physical forms of Gender Based Violence
4	% adolescents (older) have improved understanding on Health, bodily changes and menstruation
5	% of adolescent girls can clearly articulate aspirations (education/career/life)
6	% of adolescent girls express realistic pathways to pursue these aspirations
7	% of teachers can identify different forms of gender-based discrimination
8	% of teachers come in support for adolescents and aspirations at action level
9	% of adolescent girls (engaged with BT) are able to identify different forms of gender-based discrimination
10	% of adolescent girls can clearly articulate aspirations (education/career/life)
11	% of adolescent girls express realistic pathways to pursue these aspirations
12	% of parents showed increased support for their daughters' life choices, including higher education, career aspirations, and mobility, following intergenerational dialogues aimed at fostering mutual understanding and reducing restrictive practices.
13	% of adolescent girls can negotiate with their families (through intergenerational dialogues) on their life choices (higher studies/careers/ mobility)
14	TCLs are creating an enabling environment in their communities for adolescent girls to discuss with them issues pertaining to GBD, GBV and their aspiration freely
15	% of adolescents are able to freely express their views and issues pertaining to GBD, GBV and their aspirations with community developers
16	Community members becoming aware of issues of gender based discrimination and violence, and building girls' aspiration

2. Uttar Pradesh

In Uttar Pradesh, the programme operates in Lucknow and Gorakhpur, covering 210 Gram Panchayats and 300 schools. The Taaron Ki Toli (TKT) programme engages 11–14-year-olds in schools and 15–18-year-olds in communities. Capacity-building initiatives for 19–25-year-old Team Change Leaders (TCLs) nurture community leaders working on gender justice. Activities include community events such as melas and Theatre of the Oppressed, teacher sensitisation on gender and Good School Indicators, training for frontline workers, and PRI engagement to integrate gender priorities into the Gram Panchayat Development Plan (GPDP). Advocacy efforts aim to enhance gender equity in education and health at district and state levels.

Project Objectives

- To shape more gender-equitable behaviours and attitudes in adolescents.
- To build more gender-sensitive communities and local administration that are empathetic and responsive to the needs of adolescent girls.

Geographic Areas

District	Coverage
Location	Uttar Pradesh, India
Districts	Lucknow and Gorakhpur
Gram Panchayats	210
Schools	284

Outcome	
1	% of adolescents recognise different forms of GBD (Health, nutrition, menstrual health management, leisure time, early marriage- education, mobility, household chores)
2	% of adolescents consider GBD to be unacceptable
3	% of adolescents are aware that men and women can take on all social roles (non-stereotypical roles)
4	% of boys and girls perform household chores breaking stereotypes
5	% of adolescents recognise different kinds of violence
6	% of adolescents consider violence unacceptable
7	Increase in intergenerational dialogue between adolescents and their parents (on issues like using mobile phones, dressing the way they would like etc.)
8	Increase in intergenerational dialogue regarding major life choices (e.g. negotiation around marriage, longer distance/duration mobility, career, higher education)
9	% of adolescents accept that inter-gender interaction is not wrong
10	Interaction between boys and girls within and outside school
11	% of key stakeholders in the community recognise different forms of GBD (e.g. Healthcare, Nutrition, MHM, leisure time, early marriage- education, mobility, HH chores)
12	% of key stakeholders in the community are supportive of the life choices of adolescents
13	Local administration[Gram Panchayat, Block Panchayat and Zilla Panchayat (administrative district)]recognises different forms of GBD (Health, Nutrition, MHM, leisure time, early marriage- education, mobility, HH chores)
14	Improved access to health and education services and schemes by adolescents in the GP.
15	Parents allocate equal resources to educate boys & girls
16	Increase in resources invested in girls by parents (leisure time, pocket money, private tuition, books & study materials, access to phones)
17	Community members (teacher, FLWs, PRI members) are more aware of the GBD/GBV issues within the community and participate in efforts to reduce their effects on adolescents

3. Delhi NCR

In Delhi NCR, Breakthrough works in two locations: Faridabad (Dabua colony) and Delhi (Sangam Vihar). Our work is concentrated in peri-urban areas where formal governance structures such as the Gram Sabha or Sarpanch are not present; instead we engage with ward councillors. Interventions are focused exclusively on private schools and the surrounding community. The concept of Good School Indicators has been introduced in private schools.

The Taaron Ki Toli (TKT) programme engages 11–14-year-olds in schools in both locations, and 15–18-year-olds through community-based sessions in Sangam Vihar and in-school sessions in Dabua; for other stakeholders, we work through community-based interventions.

Project Objectives

- To empower adolescent girls through life skills training that focuses on building agency, leadership skills, problem solving, communication, collaboration and negotiation skills, to initiate intergenerational dialogues with their parents on issues like education, aspirations, careers and life choices.
- Adolescent girls consider gender-based discrimination and violence unacceptable and understand how these practices hinder them from achieving their full potential.

Geographic Areas

District	Coverage
Location	Delhi NCR
Districts	Sangam vihar and Faridabad(Dabua)
Blocks	11
Ward	5
Schools	10

Outcome indicators	
1	% of adolescent girls identify multiple forms of gender-based discrimination
2	% of adolescent girls demonstrate negative attitudes towards gendered roles
3	% adolescent girls recognise different forms of Gender Based Violence
4	% of adolescent girls can clearly articulate aspirations (education/career/life)
5	% of adolescent girls express realistic pathways to pursue these aspirations
6	% of adolescent girls start negotiating life choices (education, career, mobility) with their families.
7	Parents showcase positive attitudes towards daughters' education, career aspirations, and mobility through intergenerational dialogues and documented success stories.
8	TCLs are creating an enabling environment in their communities for adolescent girls to discuss issues pertaining to GBD, GBV and their aspirations freely
9	Community members becoming aware of issues of gender-based discrimination and violence, and building girls' aspirations

4. Jharkhand: Project 1(G)

Project Description

Breakthrough aims to empower girls to make their own life choices and decisions, free from discriminatory norms, and enable them to reach their full potential. Our work strives to ensure more girls complete secondary education, delaying their age at marriage and paving the way for women and girls to achieve their full potential.

The intervention objective is to promote gender-equitable attitudes and norms among young people (11–25 years) in Jharkhand to prevent violence against women and girls, while empowering adolescents to strengthen gender awareness, build aspirations for education and careers, continue schooling, delay early marriage, and engage in youth-led collective action within supportive school, family and community environments.

District	Coverage
District	Hazaribagh
Blocks	3 — Padma, Sadar and Katkamsandi
Gram Panchayats	24
Schools	47

Outcome	
1	% of adolescent girls who can identify multiple forms of gender-based discrimination
2	% of adolescent girls who demonstrate improved understanding of gender roles
3	% of adolescent girls who can identify different forms of gender-based violence
4	% of adolescent girls who have clearly defined educational and career aspirations
5	% of adolescent girls who are aware of pathways to achieve their aspirations
6	% of adolescent girls who prefer to pursue education and career aspirations before marriage
7	% of girls who are negotiating life choices such as the age of marriage with their families.
8	% of teachers actively support girls education and career aspirations
9	% of parents actively support girls education and career aspirations
10	% of girls make decisions regarding their education, mobility, and career.
11	% of adolescent girls and their families participate in girl- led initiatives addressing GBD and GBV such as Kishori Mela.
12	Number of Team Change Leaders (at least 60) who independently plan and implement at least two community mobilisation activities on gender issue
13	Number of GPs (at least 24) where Team Change Leaders (TCLs) raise and represent gender related issues in GPDP

5. Jharkhand Project 2(E)

Project Description

Breakthrough aims to empower girls to make their own life choices and decisions, free from discriminatory norms, and enable them to reach their full potential — ensuring more girls complete secondary education and delay their age at marriage.

Through the proposed intervention, we aim to increase adolescent girls' participation in decision-making around their life choices, and to create a positive environment in families and communities that empowers young people to raise concerns about violence and discrimination and actively address it.

District	Coverage
District	Hazaribagh
Blocks	2 — Katkamdag, Tatijharia
Gram Panchayats	20
Schools	28

The intervention objective is to promote gender-equitable attitudes and norms among young people (11–25 years) in Jharkhand to prevent violence against women and girls, while empowering adolescents to strengthen gender awareness, build aspirations for education and careers, continue schooling, delay early marriage, and engage in youth-led collective action within supportive school, family and community environments.

Outcome	
1	% of adolescents will show improved gender attitudes and behaviours
2	Girls will stay longer in school
3	Delay girls' age at marriage

6. 4 states project

Project Description

In this project Breakthrough will work with adolescents and young people, through a socio ecological model in communities, to build understanding of regressive gender norms and inspire reflection and action for a generational shift to take place. Negative gender norms impact both boys and girls. The core of the intervention will focus on recognition of how norms play out and what they impact at an individual, family, community and systemic level for young people. The aim will be to build their leadership and create spaces where diverse perspectives and alternatives around gender, masculinity and manhood can flourish.

4 states- 8 districts, 17 blocks; 185 schools and 141 Gram panchayat

- Jharkhand - Hazaribagh
- Uttar Pradesh- Lucknow, Gorakhpur,
- Delhi NCR- Dabua and sangam vihar
- Haryana- Jhajjar, Karnal and Gurugram

Outcome	
1	% of boys expressing emotions without being ridiculed, seeking support when distressed, and resolving conflicts without violence.
2	% boys and girls rejecting “men must earn more than women”
3	% of boys report doing at least one household task weekly
4	% of parental support for girls' continued education
5	% of adolescents rejecting bullying as acceptable
6	% of boys report refusing to forward degrading sexual content
7	% of adolescents rejecting teasing or negative attitudes towards cross-gender friendships

8	% of adolescents reporting positive collaboration and interaction with peers of other genders
9	% of adolescents rejecting rigid gender-role norms and stereotypes