Training of Trainers – Phase I

Orientation Course

On

Gender Responsive Governance

National Gender Center - LBSNAA and UN Women

July 10- 15, 2017

LBSNAA, Mussoorie

I. Background

The UN Women and NGC-LBSNAA partnership focuses on Capacity Development on Gender Responsive Governance (GRG) for key government institutions, including the National Institute for Rural Development, Panchayati Raj and State Institutes for Rural Development and Administrative Training Institutes. The main purpose is to mainstream gender and governance into their ongoing training programmes.

Efforts are being undertaken at two levels:

i) Institutional level (i.e. training institutions such as NIRD/SIRDs)

ii) Individual level (i.e. sensitization of staff/faculty members, and resource institutions)

The aim is to support NIRDs/SIRDSs in the designing training content/curriculum, methodologies as well as in designing of monitoring and evaluation to assess the impact of trainings.

 A cadre of master trainers and resource persons are being developed, who in turn, will build capacities of panchayat functionaries and elected representatives for designing and implementing gender responsive interventions.

The Training of Trainers (TOT) module has been designed as a basic orientation for faculty of the above-mentioned institutions, who either have had limited or no exposure to gender trainings and for faculty in other institutions who may in other Centres/departments and need to be sensitized to gender. The training is facilitated by NGC - LBNSAA, UN Women and Jagori (Institutional partner of NGC-LBSNAA).

Overall Goal of TOT

To orient participants to Gender Responsive Governance so as to strengthen knowledge, capacities and skills, in order to mainstream gender, in the design and conduct of all trainings, with which the respective institutions are involved, and to facilitate effective gender sensitization training.

Key Outputs include
- In the long term to **institutionalize gender** as a cross cutting issue in all trainings
- To **create a critical mass of trainers** in the selected institutions who understand gender and gender concepts, gender and development, and gender analysis. These concepts can then be applied in the formulation, delivery and evaluation of training programmes to ensure gender responsive governance.

Overall Objectives of TOT

- To enhance self-awareness of Gender Equality and Gender Relations
- To enhance understanding of gender and development and women's empowerment approaches for effective and equitable participation of Women in Governance
- To enhance capacities for gender analysis, gender responsive Budgeting and Gender sensitive Monitoring
- To deepen the understanding of the pedagogy of gender training/ gender sensitive learning
- To examine ways by which mainstream governance institutions can be responsive and accountable to gender equality concerns

II. Proceedings of the six day sessions
Day 1: 10th July

Introductory Session

Ms. Aswathy Sivadas, IAS, Deputy Director of National Gender Center (NGC), welcomed participants and provided a brief background to the course. She introduced the two key facilitators – Ms. Sarojini Ganju Thakur (Senior Technical Consultant-UN Women), and Ms. Suneeta Dhar (Snr. Advisor, Jagori).

Ms. Upma Chaudhary, IAS, Director LBSNAA, in her key remarks emphasized the need for participants to move beyond gender awareness and sensitization to focus on key governance issues.

Ms. Sarojini Thakur, (IAS Retd.), Senior Technical Consultant-UN Women, presented a brief overview of the TOT, outlining findings from the Capacity Assessment study undertaken in 2016 of ATIs, NIRD, and SIRDs in six project states. (**Agenda: Appendix I).**

Prior to the start of the training, a **baseline questionnaire** was filled out by participants, to assess the understanding and knowledge on gender related issues at the inception of the programme. An **End Line** would be administered at the end of the training to assess new learnings and review progress of each participant (**Appendix 2a & 2b).**

An interactive exercise to sensitise participants on gender and gender identities was conducted by Ms. Suneeta Dhar, Jagori. The participants shared their first exposure to gender and narrated first experience on facing discrimination.

Ms. Navanita Sinha, Programme Specialist, UN Women thanked the panelists and appreciated the partnership with NGC-LBSNAA, ATIs, NIRD and SIRDs on taking forward the Gender Responsive Governance project with Ministry of Rural Development (MoRD) and Ministry of Panchayati Raj (MoPR).

Session 1: Understanding Gender and Gender Equality
Resource Person: Sarojini G. Thakur

This session focused upon key concepts related to Gender roles and norms that result in gender iniquitous relations in society. It was also stated that gender is not a binary concept and encompasses a wider recognition of gender identities, including that of trans-genders and LBGTQIA groups. Gender is reflected in several dimensions, including gender division of labour, gendered nature of spaces and mobility of women/girls. Patriarchal values privilege males and set the norm for certain kinds of masculinities.

Gender inequalities were classified as gender specific, gender intensified and gender-imposed disadvantaged. Concepts of practical gender needs and strategic gender interests., formal and substantive equality were also covered.

One participant talked about the protectionist approach to equality that resulted in how young women and girls were controlled with limited control over their mobility and access to opportunities. Another participant from Odisha, shared the lack of an enabling environment for women's involvement in the Gram Sabha and Palli Sabha (Ward Sabha), as manifested in the timing and venue of the meetings.

Exercise on Gender Inequality

In 4 groups, participants discussed how inequalities manifested themselves in the following institutions; Households, Communities, Markets and State. They discussed gender inequality from the birth of a girl child, to their limited access to development needs, to lack of legal rights and asset-ownership by women. They also highlighted women's limited participation in decision making and how gender norms restrict women's equal participation in the market. Participants further added that certain financial schemes contribute to continuation of dowry practices. (Participant worksheets in *Appendix 3).*

Session 2 & 3: Realizing Gender Equality: Understanding Gender and Development
Resource Person: Sarojini G. Thakur

The session started with a quiz on gender and governance to familiarize participants with national and global statistics (**Appendix 4**).

The session covered the relationship between gender and development, gender-aware policy approaches to women's empowerment. Gender Equality is an intrinsic human rights issue but it is also viewed in an instrumental way. With education investments and economic opportunities for women, there will be greater economic productivity. This also impacts upon fertility rates, enhance voice of women in governance.

The session covered five approaches to Gender and Development between 1950-1980: Welfare Anti-Poverty, Efficiency, Equity and Empowerment. These approaches led to women being viewed as primarily mothers and wives to her being seen as an important actor and social agent in her own right. Further, the evolution of the policy framework from Women in Development, to Gender and Development were presented. This address gender asymmetries and understand the differential impacts of development on women, men, girls and boys in a holistic manner.

One participant from Rajasthan shared his experience on the *National Rehabilitation and Relocation Policy (2006), that had earlier considered only a male child for compensation and it has now been amended to include girls.*

In conclusion, the importance of gender sensitization for civil servants and government representatives was highlighted.

'Development that is not engendered is endangered' (UNDP, HDR, 1995).

Case Studies on Gender and Development, the participants were divided into 2 groups to discuss the following:

a) Nagavelli Case Study

In the group discussions that followed, participants highlighted the nature of patriarchy mediated by gender and family relations, class, age, caste, market and state institutions. They spoke about how a poor woman negotiates both - visible and invisible forms of discrimination and inequities - that results in deepening her poverty status and imposing new sets of structural barriers to her empowerment.

b) The MWEA Rice Irrigation Case Study

The group discussed the gender blind nature of planning that disadvantaged women in respect to unequal distribution of land, property and responsibilities. With the introduction of rice as a cash crop by the government, food consumption and nutrition was affected. It was also observed that household welfare was adversely affected, in other ways, such as increasing violence against women, women's reduced participation in farming activities, and loss of their economic rights, etc.

Group work: Participants were given guidelines on sharing one **Good Practice on Gender Responsive Governance** from their state. (**Appendix 4**)

Day 2: 11th July

Review session: Participants were given an exercise to share their learning from the previous day with a partner. Responses included:

- More clarity on various forms of discrimination
- The Nagavelli case study helped in understanding the impact that international policies can have on individuals at the village level
- There were some learnings from the MWEA case study – and it is crucial that government institutions should conduct studies/ research before implementing policies.
- Development approaches towards policies should be gender-sensitive, as state interventions on policies have yet to yield positive results
- Did not know that the position of India on the gender inequality index
- Importance of gender role in government policies
- Learnt about the three types of policies approaches and its implementation in government schemes
- Learnt about the difference between practical and strategic gender needs
- Learnt about components of women's empowerment
- Gained some understanding on LGBTQIA for the first time
- Discussion on gender-blindness approach in policies was useful
- Unequal opportunities for women in the market place
- Internalization of gender is essential for policy implementation
- Government framed policies must adopt a gender sensitive approach
- Learnt common terminology associated with gender such as gender sensitivity, gender blindness, etc.

Session 4: Women and Development in India: The Policy Framework
Resource Person: Sarojini G. Thakur

The progression of gender equality policy approaches in India were outlined.

Certain persistent gaps were highlighted - missing women and girls; lack of security and safety in public and private spheres and increasing violence against women; declining female workforce participation rates and segregation in economic activities and gender wage gaps; gaps in asset and property ownership; excessive burden of household care work; and inadequate political representation of women at national/state levels.

Key UN and International Conventions and Agreements signed by India has been a signatory to, from 1975 to 2015. This included the UN supported Decade for Women; International Conferences on Women in Nairobi and Beijing, CEDAW, and the SDGs. Some major reports such as the 'Towards Equality Report' (1975), 'Shram Shakti report' (1999) Platform for Action (1995) and the recent report of the High-Level Panel on Women's Empowerment and Gender Equality (2014).

Four key domains of change were outlined with respect to: legislative reforms, planning and budgeting, strengthening institutions, and enhancing participation, voice and agency of women.

India is also signatory to the SDGS. The SDG Goal 5 is to achieve gender equality and empower all women and girls. Niti Aayog and Ministry of Statistics and Planning (MoSPI) are developing indicators across all SDGs, so that progress can be sufficiently tracked. Some participants raised how home-based work could be tracked and how work conditions of women cab be enhanced in the exploitative informal sector.

Session 5: Women's Participation in Panchayat Raj: Gains and Gaps
Panelists: Ms. Sarada Muraleedharan (IAS) and Ms. Meenu Chaitry (Elected Member)
Moderator: Mr. S M Vijayanand (IAS - Retd.)

Ms. Sarada Muraleedharan outlined how Panchayats were addressing issues of infrastructure, health, nutrition, literacy, violence against women, alcoholism, migration and so on. She shared about new models of governance that are emerging in some states, and how community management and monitoring systems were incorporated into these efforts. She also stated how representation of women in PRIs has created safe spaces for women (such as Mahila Sabhas), ensured increased information flow on government schemes and programmes, and identified gender-specific needs and led to an enhanced collective voice.

She highlighted the gaps in implementation on the ground, given the broad mandate gram panchayats have and the complex power relations that exist between the Sarpanch, other members and power-brokers in the community. She stated that patriarchal structures and relations have impeded effective implementation and how there is a proxy culture (Sarpanch pati) and a backlash against women who are assertive.

There is need to create *real space* for women, and not *imaginary spaces*. All women need to be invested in strengthening the panchayat and not just elected women. There is an opportunity in the context of the SDGs that GoI has committed to. There is need for special inputs for women and strengthening community management monitoring systems.

With regard to Kudumbshree model, while two-thirds of all women were PRI members, there were conflicts between the Panchayat and the community structures.

She highlighted some success stories of a few Gram 'Panchayats:

- As part of GPDP, in a village - Manaha, Assam - the Gram Panchayat was keen to bridge the literacy gap for women, within 3 years. The panchayat set up a tracking system.
- Village Tikekarwadi, Maharashtra undertook a model conservation drive: contacting people owning property along the river banks, planting trees with community cooperation.

Meenu Chaitry, Pradhan talked about her experience of contesting elections and being elected as a member of the Gram Panchayat twice over (2008 and 2014), where she was elected from a general seat. While she has the support of both women and men from her village, she has felt a degree of hostility from some members in her second tenure. She has effectively worked to improve infrastructure – roads, electricity, water pipelines and other development needs of the community. She has recently dealt

with RTI applications which were intended to discredit her work in the Panchayat, but instead led to strengthening her leadership.

She was keen that literacy skills for women be advanced, so that women do not become overly dependent on the Panchayat Secretary. She observed that the training from government was conducted at a later stage and should be scheduled at the outset of the term itself. There is need to develop negotiation and communication skills for women leaders. She recommended that men can be engaged in the training programme.

Session 6: Organizing Women for Transformation
Panelists: Mr. S M Vijayanand and Ms. Suneeta Dhar
Moderator: Ms. Sarojini G. Thakur

Mr. Vijayanand highlighted gaps that existed between the SHGs and the panchayat bodies and parallel efforts that were undertaken in the early 90's in the development field.

He shared how Kudumbshree model resulted in a three-tiered model and ensured greater inclusion, better identification of the poor and resulted in evidence-based planning. Today there are 43.07 lakh women organised into 2.77 lakh Neighbourhood groups (NHGs) across the State. This has led to the development of people's plans and an organic relationship with the government bodies. Gender mainstreaming was ensured at all levels and within every scheme and training. Convergence was a key achievement of the programme.

Gender desks, Sthree Shakti portals, gender corners were instituted to address VAW. Intensive ongoing trainings and campaigns led to the creation of 40,000 Gender Resource Persons at the state level. Staffing issues were well developed and continuity of term for the Mission Director ensured. Challenges faced were: transforming deeply entrenched social practices such as dowry, breaking stereo-typed roles of women within families, ensuring inclusion of the poorest of the poor and upscaling livelihoods and micro-enterprises as well as developing rights-based norms of engagement.

Many lessons learnt have been documented and the model upscaled to other states such as Jharkhand and Bihar.

In conclusion, key recommendations included:

- Find ways to ensure information flows and how EWRs can access information
- Combine functional literacy programmes in all trainings
- Not re-affirm the false notion of Sarpanch Pati and give them default power
- Not hold qualifications as barriers to women contesting elections
- Ensuring partnership between GP and SHGs and engendering all crucial schemes and programmes of the government – MNREGA, NRLM, etc.
- Recording the voices of EWRS, and undertaking regular needs assessments
- Developing a portal of resources such as in NIRD&PR
- Officers at LBSNAA could build into their study programme – One day in the life of a woman sarpanch (quality research)
- Push for gender –friendly panchayats and develop indicators for it
- Undertake some total campaigns – alcohol-free; child- mortality free, etc.
- Develop a new paradigm and transformative approaches to training.

Ms. Suneeta Dhar showed a short film on the Pradan-Jagori project **"Facilitating Women in Endemic Poverty Regions of India to Access, Actualize and Sustain Provisions on Women Empowerment"**. This was followed with a presentation of working with 75,000 women farmers, producers, and members of SHGs. These groups had moved beyond the domains of agricultural work and livelihood development to addressing their key rights as women within the family, community and society. This enabled them to address social norms and patriarchal values that underpin their subordination. Pradan as an NGO engendered its development approach and addressed women's rights by shifting focus from a family-led livelihood programme to seeing women as independent agents of change in regard to their rights, interests and needs.

Four domains of empowerment of women were addressed: political, social, economic and rights/entitlements. Different gender-sensitive methodologies were developed unpacking the nature of power, discrimination and how women's leadership could be strengthened.

Significant changes were recorded in the end line study: such as increased mobility, greater recognition of women's roles in their household economy, increased income, investments on their girl child's education, greater political participation and so on. However, norms and practices related to dowry and son preference seem deeply entrenched.

Session 7: Gender and Power
Moderators: Sarojini G. Thakur and Suneeta Dhar

Exercise: Power Sculpting

In three groups participants depicted a tableau on power relations in three settings: power-over (in a family and institution setting) and power with (in a community setting).

i) The Panchayat Tableau depicted a power with concept in which the Sarpanch had the support, though not fully of most members of the Panchayat at a meeting. She did not need to question nor persuade all and had majority support of the gram sabha members. Discussions included: how a democratic space can be created and diverse voices listened to and respect extended to those who had different thoughts. There was a discussion about how women assert their leadership and how men working with women accept such leadership.

ii) The Work-place Tableau depicted two parallel situations. One a case of sexual harassment at the office workplace with a male boss pulling the dupatta of his female subordinate while she was leaving the cabin. Close-by were two other colleagues and witnesses, who seemed shocked but did not intervene. In another incident, they depicted a woman boss who was giving work instructions to her male and female subordinate colleagues, who in turn, displayed different reactions. The male colleague seemed to want to defy her as he found it hard to accept her leadership. The woman colleague seemed happy with her boss. Discussions that followed included highlighting how power rests with women, how she needs to prove her worth and capability at every stage and make twice the effort than men do. Further, how SH incidents and power over women, affects women at the workplace and results in undermining their confidence and productivity. Misogyny and unequal power needs to be reflected upon, and men need to move from being mere bystanders to intervenors in cases of VAW and SH.

iii) The Family Setting Tableau consisted of 3 different themes in a home environment: i) a woman trying to enter her house with her husband and new born daughter with her mother in law was pushing her away ii) A drunk husband demanding money from his working wife, which she resisted. iii) A daughter wanting to pursue her studies with support from her mother and abuse by the father.

The nature of multiple and contesting gender relations within the family were discussed. It was emphasized that women/girls have agency and inner power and despite restrictions to their mobility, find a way to access their rights. Most importantly, it drove home the point that families are supposed to be considered safe spaces for girls/women, and how abuse and violence have been normalized within the home.

At the end of the day, the Guidelines for Development of a State Action Plan for Mainstreaming Gender in State Level Training Institutions, was distributed for participant group work, which would be presented on Day 5 with feedback from Resource Persons. -----

Day 3: 12th July

Review session: Participants described in two words what they felt about the past two days of training. Responses included:

a new dimension	sculpting exercise	empowering myself
re-defining myself	gender reflection	awareness on gender
enriching and introspecting	gender equality	informative and educative
past & present	highly motivated	conceptual clarity
power within	power	Kudumbashree & power
gender lens	perspective	interactive and friendly
self-expansion	gains and gaps	

Session 8: Revisiting Development: Gender Lens

Panelists: Ajinder Walia and Jeemol Unni
Moderator: Sarojini G. Thakur

Dr. Ajinder Walia presented how the impacts of disasters are gendered, leaving women more exposed and vulnerable to violence and other hazards. Women face gender specific differences and suffer from lack of privacy in relief camps, are vulnerable to trafficking, and damages/losses borne by women are seldom reported. Men face trauma due to loss of livelihoods, their stress is manifested in various forms, including violence on family members.

She shared several examples of national and international disasters to highlight differential impacts on men and women.

> The tsunami in Cuddalore (2004), led to deaths of 391 women and 146 men. The stark difference in the numbers of deaths were due to: women did not know how to swim; had difficulties in running due to their saris; first reaction was to go home to protect children and not save themselves.
>
> The NIMHANS study reported that women found inside the tsunami wave had their clothes and long hair were entangled in the bushes/plantations along the shore. They preferred to be swept away, rather than let go their clothes.

The Government needs to develop a gender-sensitive policy that looks at multiple interventions catering to needs of anemic women, disabled women and focus on recovery and re-building lives. At present, disaster planning addresses quantity and not the quality of service. For example, in the case of the man-made disasters such as in Kandhamal district, Orissa (2009), women fear for their lives, till date. The need for trauma counseling and follow up is critical.

Gender mainstreaming efforts require collection of gender-disaggregated data; higher representation of women in relief operations and decision making; gender sensitive policies, guidelines and dedicated gender budgets.

Women's Empowerment: Trends, Issues and Challenges

Dr. Jeemol Unni provided a brief background on the macro perspective of women's labour force participation and informality of work as well highlighted how women's empowerment was being addressed by government schemes/programmes.

She stated that all women are workers and women in particular have a double burden of work and are invisible as workers, due to social and cultural norms. Three kinds of work were outlined – **Statement of National Accounts (SNA) Activities, Extended SNA and Non-SNA activities**.

She also shared how certain kinds of domestic and personal services by household members – cleaning, repair of household, fetching water and fuel, preparing and serving meals, caring for the sick and old are excluded from the measurement of GDP.

She shared examples about monetized and non-monetized work. The work force participation rates (age-specific and distribution of employment above 15 years), among rural and urban workers was also shared. Key reasons for poor work participation of

women was due to lower education, a pervasive disabling environment, stringent social and cultural barriers, and heavy burden of unpaid care work.

Three government programmes - MNREGA, NRLM and Local Governance were specifically emphasized, to indicate how the government mobilized the socially marginalized, by enhancing incomes and including women in governance. However, there have been implementation gaps and these schemes could have incorporated important dimensions of skill training and reducing risk-reduction.

Session 9: Gender Analysis and Designing Gender Sensitive Intervention
Resource Person: Sarojini G. Thakur

A Gender Analysis and a Gender Roles framework were shared to enable participants to analyze gender interventions. This was in relation to understanding i) differential access to and control over resources ii) diverse social roles and constraints iii) and how different benefits are thus received by men and women. A gender analysis must not be based on assumptions but be backed by data.

A gender analysis should also consider - Who gets what? Who does what? Who gains? Who loses? Which sets of men and which sets of women? There are several frameworks such as Moser, Harvard, and Social Relations that address these issues.

There is a need to ensure that a gendered analysis informs all stages of policy development, planning, and monitoring so as to ensure greater impacts for women.

Some participants shared how they could use the frameworks while designing infrastructure projects such as demanding for provision of crèche, flexi-time work and in building a conducive environment for women in GPDP, etc. It was also suggested that in conducting a situational analysis for schemes, such as Bashundhara in Odisha, that provides land to women, it would be important to analyze how many single women are included. Participants from Karnataka shared that their data collection process had 65 parameters, including seeking information from EWRs, and access to social security, and other services.

In designing an intervention, the Problem Tree Analysis is useful, as it addresses real needs and identifies immediate, intermediate and structural causes and effects. A case of how to identify and improve nutritional status of women in rural areas was demonstrated. The session concluded with how to effectively deploy stakeholder analysis, problem analysis and objective analysis in designing interventions and develop relevant and verifiable indicators to assess the impact of interventions.

Session 10: Good Practices on Gender Responsive Governance

Five state presentations were made. These included:
  i)   Adolescent Girls Awareness Programme in Andhra Pradesh
  ii)   Participative Governance and Inclusive Development through Gram Sabha Sashaktikaran Karyakrama (GSSK) in Odisha
  iii)   Lady Link Worker Initiative in Rajasthan
  iv)   Gender Education in Schools in Telangana
  v)   Free bicycle distribution scheme (2005-06) in Karnataka

There were discussions on the kind of gender approaches that were used in formulating the schemes. Participants were requested to further refine their presentations (**Appendix 5**).

Session 11: Development of Action Plan for Mainstreaming Gender in Institution
In nine groups, participants worked to develop their draft state action plans to be presented on the last day.

Participants also filled out the **Force Field Analysis Exercise**. An analysis of key findings was given to them on **Day 5**.

Day 4: 13th July 2017

Review session
Participants were asked to identify one key question and one challenge they faced during the training.

- Need to reflect on how to make adequate efforts to increase the number of women participants in the training
- Why gender mainstreaming has not been institutionalized in ATIs, despite many research studies in favor of it?
- How can a needs assessment be carried out if government does not have gender disaggregated data?
- Lack of gender sensitivity work during disasters, may have resulted in more suffering
- Despite many trainings, why is there still insufficient change in the mindset of people
- What will be the fate of the Indian traditional family system after we achieve gender equality?
- There is an increasing need to involve larger numbers of women in the development planning process
- Is gender empowerment really taking place, given the current deprivation in society?
- How to bring about gender equality in orthodox traditional Indian families in slum areas?
- Need analysis must be carried out for men/women participants prior to trainings
- How to access information about relevant schemes in one's village and reach it to people?
- Can deeply entrenched notions and thinking of an individual change through trainings? What role do institutions play in this?
- How to incorporate a gender lens in all programmes and initiatives of our departments? Being a core group member of SIRD, I feel very responsible.

GRB is a process that aims to analyze how effectively government policies, programmes and budgetary allocations respond to the differentiated needs of and impacts on women, men, girls and boys and the extent to which they promote gender equality. GRBs are a tool and take into consideration unpaid care and reproductive work of women economy recognizing it as work. GRBs can focus on full budget or specific sectors, expenditure and/revenue and can include both post budget analysis and budget allocation. It usually involves a separate depiction of gender budget in the Statement or budget form.

GRB efforts are aimed at making government's planning, budgeting and auditing contribute to gender equality and ensure economic efficiency, transparency and accountability, and advance women's rights. Over 100 countries work on GRBs in some form. In India, it was introduced in 2005-06 and adopted by 54 Ministries.

There is a 5-step framework developed by Debbie Budlender. There are 7 tools on preparing GRBs - gender aware policy appraisal, gender–disaggregated beneficiary assessment, gender-disaggregated public expenditure incidence analysis, gender-disaggregated analysis of the impact of the budget on time use, gender-aware medium-term economic policy framework, gender- aware budget statement, and disaggregated tax incidence analysis.

The gender budget statement is an accountability document on the extent to which the government is meeting its gender equity and equality objectives. India has adopted a two-way categorization i.e. Pro-women allocations – where 100% meant for women and in some cases 30-99% is meant for women. This is in comparison to the three-way defined international categories - women-specific targeted expenditure; equal employment opportunity expenditure, and mainstream expenditure.

She emphasized that there is need to look beyond the gender budget statement from both a human rights lens and health, livelihoods, etc. The role of Ministry of Finance and MWCD was also outlined. There are good efforts being undertaken at state levels – Madhya Pradesh, Chhattisgarh, Tripura, Bihar, Assam, Uttarakhand, Karnataka and Kerala.

Session 13 -14: Gender & Pedagogy and Gender Inclusion & Autonomy
Moderator: Suneeta Dhar and Sarojini G. Thakur

In order to distil principles of pedagogy and highlight for need for inclusion and autonomy, Participants were asked to develop three modules that addressed these issues. Their presentation included developing a training strategy and highlighting key principles of training.

The three constituencies and themes were:
- Elected Members of Panchayat on Leadership Development
- District level officials on Ending Sexual Harassment at the Workplace
- Resource Persons/Facilitators for GPDP

Participants shared their presentations and answered questions from the floor.

Suneeta Dhar concluded the session with highlighting key points on the need for training/learning processes to be experiential, collaborative and not prescriptive in nature. Pedagogy is built on adult learning principles that enables reflection upon one's attitudes, values and behaviors and helps build analytical skills.

There is need to ensure that trainings result in transforming relations between a trainer and learner, thus enhancing the learning experience of both; and the need to respect diversity and embrace intersectionality, and efforts to challenge patriarchal values and negative gender norms during the training process.

There is need to work across gender binaries and address dominant masculinities. The role of a facilitator is crucial in ensuring gender sensitive processes are in place and monitoring how the learning is progressing.

Session 15: Developing State Action Plans

Participants continued to work in groups to develop their State Action Plans.

Day 5: 14th July

Feedback session: Mainstreaming Gender Trainings in Institutions

Resource Person: Sarojini G. Thakur

Based on the individual feedback from participants on gender mainstreaming within institutions, an overall picture on enabling factors and those that militate against institutionalising gender was summarized.

Rules, Norms, Policies: No formal policy, order, regulation, or requirement to mainstream gender is in place in most institutions apart from three institutions. In A.P. the process of establishing new organizations

and structures are being seen as an opportunity to mainstream gender from the outset itself and processes are malleable and flexible in incorporating gender issues so far. In other institutions, the lack of mandated requirement, results in one-off trainings, and whimsical mainstreaming.

Practice: In many institutions, half-day is mandated for a gender session, usually taken by external resource persons. Some institutions have Gender Centres, which work in silos, and there is lack of coordination across faculty and courses. A.P. State is trying to make a difference.

Other observations included: The nomenclature of gender trainings leads to nominations of women only; proxy participation takes place during trainings (in the case of PRIs); poor monitoring of the quality of training and lack of support from male colleagues, who are resistant to introducing gender in their courses.

While there are resources in SIRDs and other institutions, there is lack of gender sensitive trained faculty and absence of gender sensitive infrastructure for women (with children, et al).

Participants indicated they would take these findings forward within their institutions.

Session 16: Violence against Women in India
Resource Persons: Advocate Vrinda Grover and Deepa
Moderator: Suneeta Dhar

Deepa began with her personal experience about how there are gaps between theory and practice on the ground, in regard to addressing issues of violence against women. She stated how families expect daughters and daughters-in-law to accept suffering and not speak up against abuse and domestic violence. Women also do not receive any support from their natal families, friends and society at large, as she is seen as a 'bad woman', challenging the structure of the family.

She shared her experiences about working with survivors of domestic violence and that the PWDVA Act, though well-drafted, lacked effective implementation. Women are not aware of

the various provisions that could get them justice and compensation. As a survivor of violence herself, she shared her personal journey of violence and that it took her 12 years to finally get out of the violent relationship. She got support from the group she was working with - Astitva - and she realized the importance of standing up and fighting for her rights and self-respect. Her path ahead was filled with difficulties and lack of support from her immediate family, police, legal system, and others in providing her relief and protection.

Though she won her case in court, the former spouse declined from meeting with any legal obligations for the children and she has been taking care of them entirely on her own. She shared that it was crucial for women to not suffer incessantly and when they realize they are being discriminated and violated, they should get the relevant support from the state and other agencies.

Advocate Vrinda Grover referred to Deepa's life-experience and how the system discourages women from reporting and that justice is elusive in several instances. She highlighted that in the case of Nirbhaya, there was a complaint by a carpenter who was robbed by the inmates of the very same bus, which later was boarded by Jyoti Singh and her friend, but his complaint was not taken seriously. Had that complaint been registered and followed up on, the sexual assault and death of Jyoti Singh could have been preventable, as the police would have tracked the bus before it found another victim. The main point is that crimes are interlinked and there is need for an effective and efficient state response in all instances.

The main issue is that to end crimes against women, it is not about mind set changes alone or of changing policies and practices. It's about creating a *counter culture*. Women need support to step out of an abusive relation. Role models are needed in all institutions - police, hospitals, courts and others. There are times that women make complaints after ten years, once they build confidence in themselves and reach a point when they feel they have to take this matter ahead. The response from the system is that women are lying. A change in the system is sorely needed.

Further, women are realizing their rights and demanding legitimate citizenship as per the Constitution, but the system does not seem to recognize them as such, and gender, class, caste and other biases operate strongly. She highlighted a case of institutional bias - a racist crime in the U.K. Everyone needs to think whether such biases operate within our systems as well, especially with respect to women and those from minority and other communities.

One of the key premises of the courts are to keep families together, and assist in mediation processes. The fact remains that the family has become a site of violence, and thus can it be considered a foundational institution in society. It is a fact that no civilization would like to build a society on bruised, battered bodies and minds of women and children.

She also stressed the point that Domestic Violence is under civil remedy and not under criminal law. The realization that the courts seek remedies for women to stay with their families, go against the grain of her autonomous citizenship. Violence against Women is an assault on her citizenship and imposes a huge cost on women debilitating their productive lives and their dignity.

She also outlined the notion of the construction of a *reasonable man in law* - meaning that, if a person says something, it must be considered true, reasonable, and reliable. The challenge herein, is whether the construct of the reasonable man fits well with the construct of a reasonable woman. Illustrating this through two case examples - one in the context of the Supreme Court and the other in the District Court, a larger point was made - that embedded in the system are patriarchal mindsets and cultural prejudices.

Even though there are progressive and stringent laws for the protection and safety of women, existing institutional biases and prejudices impede implementation and much needs to be done.

Session 17: Sexual Harassment at Workplace: Challenges in Implementation
Resource Persons: Vrinda Grover and Suneeta Dhar

Vrinda Grover outlined the history of the sexual harassment, from the incident of Bhanwari Devi – a Saathin in Rajasthan in 1992. The landmark case taken up by women's groups laid the foundation for the Supreme Court to institute the Vishaka Guidelines for Sexual Harassment at the Workplace in 1997. Later in 2013, the Sexual Harassment at Workplace Act was passed by Parliament.

The Law makes mandatory instituting of the Internal Complaints Committee to address complaints within 90 days. Most importantly it is crucial to understand the meaning of *unwelcome conduct*, **quid pro-quo and hostile work environment**.

A you-tube video 'Tea Consent', along with a video-clip from the case of Rupen Deol Bajaj, (IAS Retd.), a survivor of sexual harassment was shown and key issues discussed.

Session 18-19: Mainstreaming gender trainings in state level training institutions

9 presentations were made. Key questions and clarifications were addressed during the Q/A. These plans would be revised and shared with respective institutions.

Day 6: 15th July

Session 20: Planning Next Steps and Valedictory Session

In small buzz groups, participants mentioned 2-3 outputs/outcomes they plan to achieve and the kind of support they require (*Appendix 6*).

The end-line questionnaire and evaluation forms were filled out by participants.

Feedback - Participants shared that they found the different exercises and discussion methods, experience sharing by resource persons/experts useful and they could integrate into their training modules. The combination of participants from ATIs and SIRDs was helpful, and the TOT enabled the group to understand different schools of thought.

Suggestions included - How to apply GRBs; inclusion of short films and more exercises; and more examples of success stories in panchayats and exposure visits. Also, a session on measurement and evaluation would be useful.

As one participant said, *"I came, I learnt and I feel empowered!"*

Valedictory Session:

Certificates were given to all participants by NGC-LBSNAA at the Valedictory Session.

Ms. Aswathy and Ms. Navanita Sinha thanked the facilitators and participants, NGC staff and all those that helped to make this a success.

III. Post training Evaluation Findings

Participants in their written evaluation found all sessions excellent. They appreciated the quality of administrative facilities, boarding/lodging arrangements, and support provided to them. The TOT was found to be very well designed, organized and implemented. They were glad to meet with a set of excellent resource persons and experts, as well as enthusiastic co-participants. They suggested the need to

include more exercises, games and films. Overall an excellent training programme. Overall 83% participants rated the programme and team as excellent.

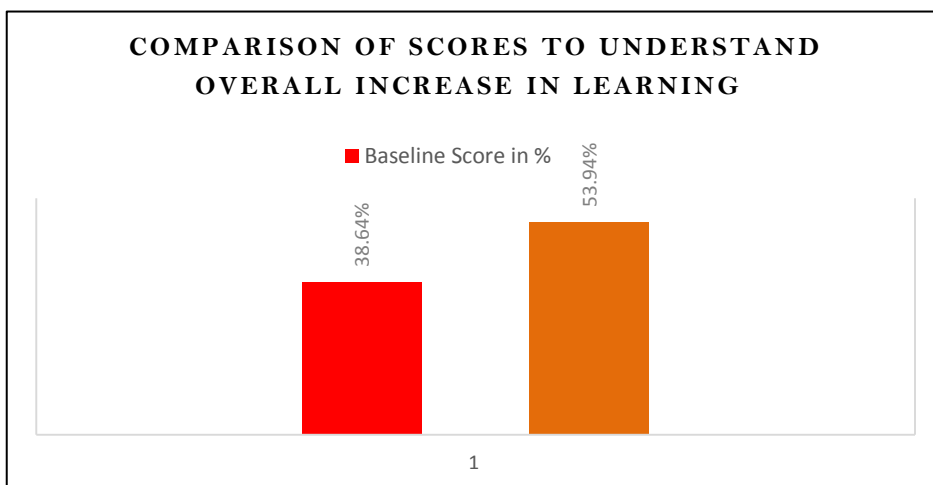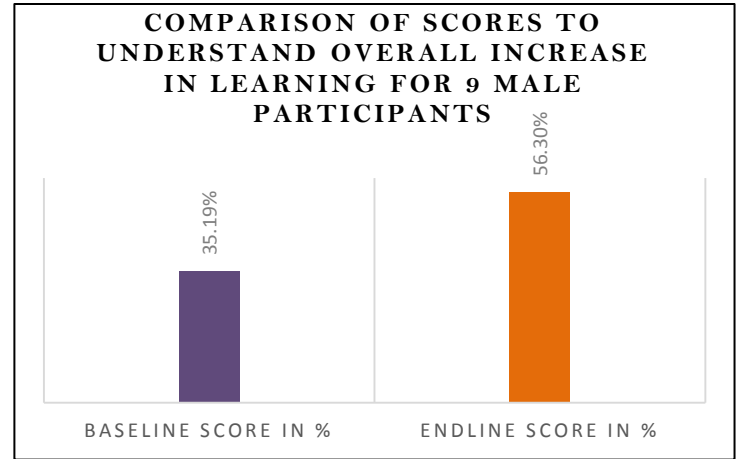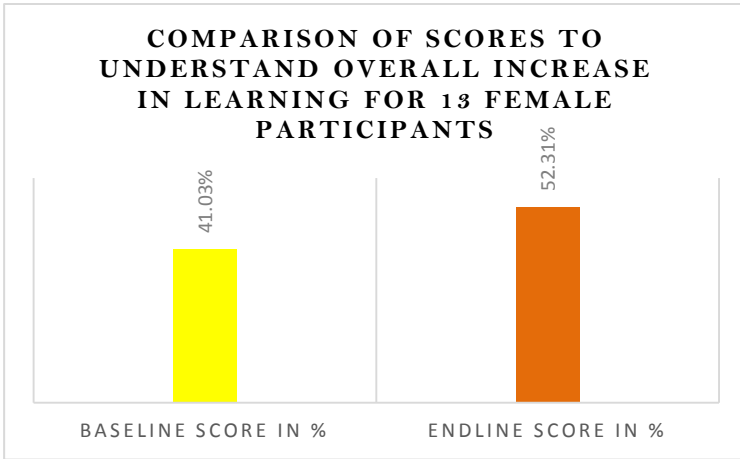OVERALL PROGRAMME AND TRAINING TEAM SCORE

- Excellent
- Very Good
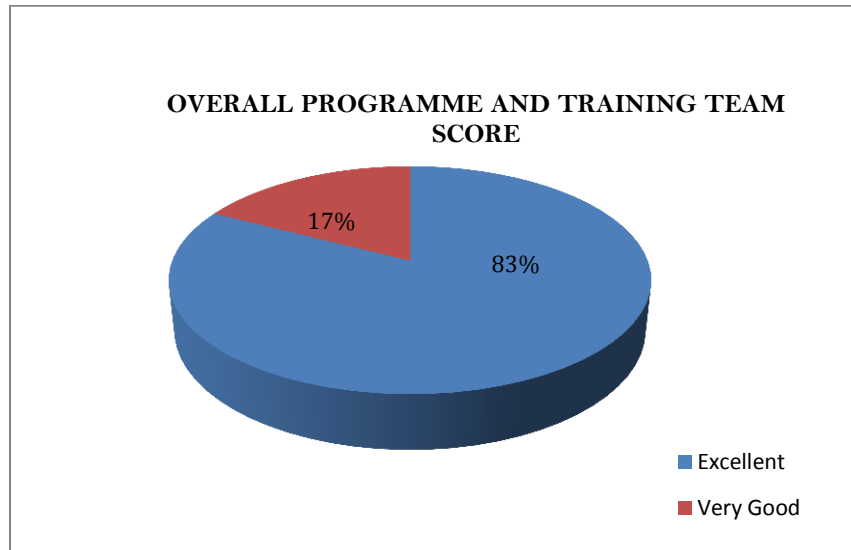
Post training end line results

The baseline and end line questionnaires were analysed with a view to understand the overall levels of learning at entry and at the completion of the training. In overall terms, the learning levels increased by almost 15%. The following tables indicate the changes in overall learning of the group and also in sex-disaggregated terms for male/female participants.

From the analysis several other points that emerge are:

I)   Women were at a higher entry point in terms of knowledge as compared to the male participants, and

II)   The learning curve of male participants ended higher.

COMPARISON OF SCORES TO UNDERSTAND OVERALL INCREASE IN LEARNING

- Baseline Score in %

38.64%
53.94%

COMPARISON OF SCORES TO UNDERSTAND OVERALL INCREASE IN LEARNING FOR 13 FEMALE PARTICIPANTS

41.03% — BASELINE SCORE IN %
52.31% — ENDLINE SCORE IN %

COMPARISON OF SCORES TO UNDERSTAND OVERALL INCREASE IN LEARNING FOR 9 MALE PARTICIPANTS

35.19% — BASELINE SCORE IN %
56.30% — ENDLINE SCORE IN %

In the end line questionnaire there was an additional section, which assessed feedback from participants regarding the qualitative aspects of the course. 90% indicated that their interest was fully held throughout the course. Detailed analysis about the learnings from the course and how the understanding improved on gender equality, gender and development, gender responsive analysis is appended. Unanimously the participants gave a score of 5 (highest) for the good mix of pedagogical methods. In overall terms, 20/22 participants gave the most positive score (5) in rating the course (***Appendix 7***).

As one participant reflected: *It gave me an opportunity to relook the existing training programmes of my SIRD, and sensitized me to carry forward the "gender yatra" from LBSNAA, Mussoorie to Telangana.*