



Training of Trainers
on
Gender Responsive Governance- an Orientation Course
for
Administrative & Central Training Institutions
11th – 15th September, 2017
Venue: Indira Bhawan Campus
Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie



I. Background

The National Gender Centre (NGC), Lal Bahadur Shastri National Academy of Administration (LBSNAA) & UN WOMEN's project on Gender Responsive Governance (GRG), has an objective to build a sustainable gender training capacity for gender responsive governance in state level institutions of their six project states and NIRD. As a first step, in partnership with NGC, LBSNAA, a capacity assessment of ATIs, SIRDs and NIRD was undertaken and presented to an Expert Group and at a Validation conference, earlier in the year.

The findings included:

- The need for defining strategic areas and priorities in gender trainings and a greater political will;
- Revisit the nature of gender trainings and examine deeply how gender is being used as an analytic category
- The need to increase numbers and capacities of gender trainers to create a critical mass for which selection is key, and inclusion of male trainers necessary;
- The need for continuance of Centres for gender trainings
- The need for ensuring quality impact and sustainability

The NGC, LBSNAA and UN Women 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, Central Training Institutes (CTI) and Administrative Training Institutes (ATI). 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 ATIs/CTIs)
- ii) Individual level (i.e. sensitization of staff/faculty members, and resource institutions)

The aim is to support ATIs/CTIs in designing training content/curriculum, gender sensitive 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 their constituents 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 and/or some exposure to gender trainings. The training was jointly facilitated by NGC, LBNSAA & UN Women .

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.

Learning Objectives of this TOT were:

- 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 examine ways by which mainstream governance institutions can be responsive and accountable to Gender Equality concerns
- To deepen the understanding of pedagogy of Gender Training/ Gender Sensitive Learning

II. Proceedings of the six day sessions

Day 1: 11th September

Introductory Session

Ms. Aswathy Sivadas, IAS, Deputy Director, National Gender Center (NGC - LBSNAA), welcomed 33 participants (representing 22 ATIs and 6 CTIs from 22 states) and provided a brief background to the course. She introduced the two key facilitators – Ms. Sarojini Ganju Thakur (IAS Retd. & Senior Technical Consultant-UN Women), and Ms. Suneeta Dhar (Snr. Advisor, Jagori). **(List of Participants: Appendix - 1).**

Ms. Navanita Sinha, Specialist UN Women provided an overview of the work of UN Women and its commitment to realizing gender equality and advancing rights. She shared briefly about their investments into turning opportunities to capacities in the GRG project with the Government of India. She appreciated the partnership with NGC-LBSNAA, Jagori, ATIs, and CTIs on taking forward the Gender Responsive Governance project in partnership with the Ministry of Rural Development (MoRD) and Ministry of Panchayati Raj (MoPR).

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 - 2).**

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 **(Baseline Questionnaire: Appendix - 3 (a) & Endline Questionnaire: Appendix -3 (b)).**

Ms. Suneeta Dhar, Jagori, facilitated a round of introductions by the participants.

Session 1: Understanding Gender and Gender Equality

Resource Persons: **Sarojini G. Thakur and Anjali Chauhan**

An exercise was conducted with the participants in order to understand the interplay between experiences of discrimination and social identities with the power of social institutions that keep/maintain inequalities in place. Participants were given a specific identity on a piece of paper and had to respond to each statement being read out, vs-a-vs what they felt - 'powerful', 'powerless', 'not so powerful', and 'not so powerless' (these were depicted on 4 charts in the room).. A few observers (among the participants) were also following the process. This exercise helped to understand how gender intersects with other systems of dominance to produce positions of power and powerlessness. A debrief session followed at the end with both observers and the participants.



The session was followed with an overview of key concepts related to Gender roles and norms that result in gender inequitous 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 LGBTQIA 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. **(Exercise of Power Walk : Appendix - 4)**

The heavy reliance on external resource persons during ATIs/CTIs- held trainings was also discussed. There is a need to fill the capacity gap within the training institutions.

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.

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.

Further, the evolution of the policy framework from Women in Development, to Gender and Development was presented. This addressed gender asymmetries and helped understand the differential impacts of development on women, men, girls and boys in a holistic manner. The session also focused on the need to move from 'women' to 'gender equality' in terms of policy making. The various facets of empowerment were discussed and it was held that building self reliance and ability to perceive women as equal stakeholders in the wider society is the ultimate goal of actualizing the 'power within' framework of empowerment. A short film was also shown.

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: Participants were divided into 4 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 relations, 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.

Key issues arising from the case studies were discussed.

Day 2: 12th September

Review session: Participants were given an exercise to share one learning and one question from the previous day with a partner. Some responses included:

- The quiz on gender statistics proved to be very helpful.
- Introduction of LGBTIAQ was new to many.
- Difference between sex and gender was important.
- Power walk was an enjoyable exercise.
- Role of men in changing gender development perspective.

Session 4: Women and Development in India: The Policy Framework

Resource Person: **Sarojini G. Thakur**

The progression of gender equality policy approaches in India was outlined in this session.

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 along with other members of the United Nations, adopted Agenda 2030 for Sustainable Development. The SDG Goal 5 is to achieve gender equality and empower all women and girls. Ministry of Statistics and Planning (MoSPI) has developed a draft SDG Monitoring framework so that progress can be sufficiently tracked. Some participants raised questions on how home-based work could be tracked and how work conditions of women can be enhanced in the informal sector.

Session 5: **Women and Policy Framework: Gender and SDGs**

Moderator: **Ms. Sarojini G. Thakur**

Resource Person: **Ms. Suneeta Dhar & Kuntalika Kumbhakar**

Ms. Suneeta Dhar explained as to how gender equality is framed within the wider goals of the SDG framework. She highlighted the progression from the MDGs and outlined how all 17 goals of the SDGs are inter-connected – that means gains in any one area would catalyze achievements in others, with the potential to create greater synergies and impact.

She specifically highlighted SDG Goal 5 and that it encompasses a multi-dimensional approach to gender equality with a wide range of targets that include: ending discrimination and violence against women, including trafficking and sexual (and other types of) exploitation; ending child, early, and forced marriage, and female genital mutilation; recognizing unpaid care and domestic work; promoting women's participation and opportunities for leadership; ensuring universal access to sexual health and reproductive rights; enabling ownership of land and other property, including natural resources; and providing access to intermediate technology.

She highlighted the statistics on various issues such as unpaid care, intimate partner violence, sexual health, domestic work, harmful practices, etc. It was discussed that quantifiable data collection remains a focal issue. Much data needs to be sex-disaggregated in order to actually make gender mainstreaming policies. Women are disproportionately affected in the current economic system as household work remains largely uncompensated, yet this is the reason for sustenance of a parallel care economy. An interesting question which was raised in the discussion was the absence of the translation of the word 'gender' in Hindi. The absence of women from the labour workforce was discussed. She also highlighted some data from India's voluntary report on the SDGs and shared some initiatives that have been undertaken by the government of India to encourage women to join the workforce. Beti Bachao Beti Padhao and One Stop Centres are some of the prime examples where initiatives taken by government have positively affected the local communities.

Speaker: Pradan Experience - Ms. Kuntalika Kumbhakar

Ms. Kuntalika Kumbhakar, Pradan talked about her experience of working at the grass root levels for gender and development issues. 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. She explained that engendering livelihoods is necessary because it has become a survival issue for many rural women. Despite investing in women's economic issues, Pradan also made a policy shift focusing on mainstreaming gender within their development policies. This notable shift was experienced when it was realized that women were not considered as farmers in their own right, despite doing most of the work. She highlighted the need for shift in self-perception of women on-farm workers and the need to instill a sense of pride and community acceptance as farmers. Culturally perpetrated patriarchal biases have resulted in the absence of critical reflection by the rural womenfolk. She pointed out that simple questions such as why a particular seed is sown by a male farmer is are not even questioned by the female farmers. Whereas it

was interesting to note that when women chose the seeds to be planted the nutrition balance was better.

The Pradan experience revealed that a multi-pronged approach is necessary in order to understand the rural distress in gender and development. Some of the initiatives by Pradan is engaging women as researchers, imparting agricultural knowledge to them, conducting resource mapping, planning field trainings, providing support in watershed management, etc. She also mentioned that gender training needs to go hand in hand with land rights issues and they worked in partnership with Jagori on these issues. To address many of the local issues, a Mahila Nyayalaya was started. Being an all women court, it gave more freedom to women to discuss, debate and resolve legal issues. The courts of law accept these women deliberating at the Mahila Nyayalaya as paralegals. In conclusion, she said that mobilizing women communities is a systematic process and it cannot continue without the involvement of men.

Session – 6: **Organizing Women for Transformation**

Moderator: **Ms. Suneeta Dhar**

Panel Discussion : Speakers-

- 1) Mahila Samakhya Experience – Ms. Kameshwari Jandhyala**
- 2) SHGs -Empowerment & Rights- Shri Anirban Ghose**

Speaker: **Mahila Samakhya Experience – Ms. Kameshwari Jandhyala**

Kameshwari highlighted that the aim of the Mahila Samakhya was to enable women to think what they wanted to do with their lives. Aligned with the new education policy of 1986, Mahila Samakhya was set up in the late 80's. Traditionally, it was the trainer/institutions that took the lead role but with Mahila Samakhya they ensured that the women take charge of the direction of the group. The Samakhya provided a platform to women to come together and contribute to capacity building. The major obstacle which was faced by women in rural and poor communities was that of agency. It was noticed that

the empowering process requires enabling of women to come together. In terms of installation of framework, Mahila Samakhya is similar to federated structures. They act as platforms for building linkages, strategically analyzing data and enabling women to talk about discrimination in their own and others life. She also briefly shared that there were many reasons why Mahila Samakhya did not continue to receive the support they did earlier.

Anirban Ghose: SHGs -Empowerment & Rights

Anirban Ghose, from Transform Rural India (TRI) while focusing on Self Help Groups (SHGs) highlighted that SHGs were an Indian experience and despite the many challenges it has proved to be a sustainable model where women can come together to solve their daily life issues. There are approximately 3 crore SHGs in India. This was done through focusing on cash and availability of credit. Absence of financial inclusion of the poorer community in the rural areas resulted in exclusion of many from the formal banking systems. The experiment of linking NABARD to SHG banks became part of the Swarnajayanti Gram Swarozgar Yojana (SGSY). Practice of alternate value is what SHG's promoted. SHG provided a democratic banking platform. Anirban mentions that because of the rapid expansion of the SHG's instrumentality crept in. Political engagement became visible. This expansion resulted in narrower focus on government plans and more on deliverables. The National Rural Livelihoods Mission (NRLM) helped in SHG expansion to a great extent, including in the field of peer learning, as it was realized that finance and investment in gap areas was required. However, despite the existence of a platform, space and potential, the microscopic view of concentrating on the results and deliverables resulted in weakening the platform to provide permanent transformative policy solutions.

Session 7: **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.

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.

Guidelines for Developing an Action Plan for Mainstreaming Gender in Trainings conducted by ATI/CTIs were shared with the participants. Over the next three days' participants were expected to develop in a group a realistic action plan for mainstreaming gender in the training programmes at their institution. This was presented on the final day of the training programme with observations / comments from other groups. The purpose was to submit to Head of Department, (if not present)/ Head of Institution and representatives of the Government agencies for further follow up.

Day 3: **13 September, 2017**

Session – 8: Women’s Participation in Panchayati Raj: Gains and Gaps

Review session: Participants shared their learning from the previous day and it was asked as to how the training affects their personal life and what was one thing they would like to change in themselves. Responses included:

- Being more gender sensitive at home.
- Encouraging debates on gender in a family environment.
- Teaching kids from a young age to be gender sensitive.
- Persuading both partners to share household work.
- Questioning traditions from a gender lens.

MODERATOR: MS. NAVANITA SINHA

SPEAKER: MS. KIRAN JYOTI, DR. RINKU PEGU, SHRI BAMIN TARANG

DEBATE : Dr. Rinku Pegu & Shri Bamin Tarang (participants)

SPEAKER: Shri Tarang: He emphasized on how Panchayati Raj stresses on a bottoms up approach towards development and women are an integral part of the whole model. While highlighting the 73rd Amendment he mentioned that participation of women merely as proxies hinders the goal of inclusive gender development. Moreover, women possess an undue burden when it comes to household responsibilities. However, it could be the case that due to low levels of literacy among women in rural areas, there may be a need for assistance by their husbands or other relatively educated peers. Shri Tarang asserted that in his experience women panchayat leaders have been more confident and also perform better at the same level. On the contrary, he also acknowledged that the Panchayat level elections have become a platform to go to the parliament. Yet, the 33% reservation has boosted the role of women in the community.

SPEAKER: Dr. Rinku Pegu: Ms. Pegu argues that there are not many changes to the economy in the past 24 years in terms of role of women in local elections. She asserts that the

women reservation issue has created an animosity amongst men and created an atmosphere of “snatching away of my rights”. Political participation by women at the local levels is still low and this is visible in the problem of proxy representations. She argues that until and unless an enabling environment is not generated, this issue would remain. The role of rapidly expanding technology can be a beacon of hope in order to address some of these issues. However, she concludes by advocating for a multi-pronged approach and stating that merely providing reservations is not enough.

SPEAKER: KIRAN JYOTI, MINISTRY OF PANCHAYATI RAJ

This session focused on analyzing the existing support structure for ensuring gender friendly outcomes at the Gram Panchayat levels from the perspective of the Ministry of Panchayati Raj. She highlighted the statistical data relating to the number of Panchayati Raj Institutions in India and also the number of States with 50 percent elected women representatives in Panchayati Raj Institutions. The Ministry provides support in developing training modules, Gender focused capacity building, mainstreaming Gender in Gram Panchayat Development Planning and also collaborates with UN Women in order to strengthen women’s network. All states have developed Guidelines for Gram Panchayat Development Planning (GPDP) guidelines which focus on low cost/no cost development. Many states such as Haryana, Odisha and West Bengal have incorporated allied areas (Human Trafficking etc.) in the GPDPs. Various Ministries are involved in consultation with respect to achieving the sustainable development goals through the Panchayati Raj Institutions in India. Some states such as Sikkim, Rajasthan and Uttar Pradesh have also finalized their goals in this matter. She highlighted that the Ministry of Panchayati Raj also conducts training for masters trainers. She stressed that many new initiatives like ‘selfie with daughter’, ‘beti bachao-beti padhao’ has also helped in increasing the sex ratio in states like Haryana. Panchayat has an important role to play in increasing the sex ratio as they can track pregnancy rates and better understand the reasons for declining sex ratios. The aim of Ministry of Panchayati Raj is to instill a sense of social recognition and dignity in women through positively using reservation.

A film on women in panchayati raj was shown.

Session 9: Transforming Leadership

Resource Person: **Suneeta Rani**

The session focused on role of leaders, nature of leadership and women's leadership. A questionnaire exercise was given to the various participants to measure their natural style of leadership. It was stressed that there are different types of leadership styles and usually it is a mixture of multiple styles which result in a balanced leadership. Many unconscious traits come into leadership attitudes.

The six styles of leadership were also discussed in detail. She mentioned the different barriers people face as they become leaders. For example, first generation barriers include availing basic rights such as going to school. Similarly, second generation/unseen barriers include gender bias at professional level. There is an absence of gender lens at normal everyday life which results in women not emerging as leaders. While mentioning the importance of women's network she cautioned that sometimes even women ignore each other's problem. It is also wrong to assume that every woman is equally equipped and can handle all problems equally. The presence of informal networks is necessary as it provides a platform to discuss issues. One of the other barriers is Double Blinds which means either the absence of women leaders or the inaccessibility of women leaders. Prof. Suneeta highlighted how a safe and enabling environment is necessary as it also ensures that employees remain satisfied with at their professional lives. She further illustrated how communication can act as a barrier in attaining transformative leadership. Dilution of achievements and accomplishments by women, absence or overt expressions while talking and body language could be construed otherwise by male counterparts. Such parochial understanding leads to communication as a barrier for women to emerge as leaders. Some of her recommendations include educating men and women about these biases, creating Safe "Identity Workspaces" to support transition to bigger roles, anchor women's development efforts in a sense of Leadership Purpose rather than in how women are perceived.

An activity was conducted where the participants were blindfolded and the situation required a leader to take charge of the situation. The learning was that following anyone blindly is incorrect and contributing equally is the solution.

Participants also filled out the **Force Field Analysis Exercise**.

Day 4: 14th September, 2017

Review Session

This session focused upon reviewing pedagogy used during the training process. Participants in groups highlighted several exercises and tools and principles that enabled them to deepen understanding and skills in the process.

Session 10: Sexual Harassment at Workplace: Challenges in Implementation

Resource Person: **Ms. Vrinda Grover**

The session focused upon how sexual harassment at the workplace became a recognized crime through a case of a woman worker in the USA. Vrinda outlined how difficult it is for women at the workplace to highlight their issues of harassment. In legal terms there is a construct of a 'reasonable man', and often the construct of a 'reasonable woman' does not fit the underpinnings and assumptions that inform a reasonable man. The same yardstick do not apply to them, as in reporting cases of sexual violence, the time frame and process women undergo is very different.

She also shared about the sexual harassment and gang rape case faced by Bhanwari Devi – a Saathin in Rajasthan in 1992. The Sessions court acquitted the perpetrators on the grounds – that upper caste men could not have raped a dalit woman. The appeal is still in the High Court.

The landmark case was taken up by women's groups and laid the foundation for the Supreme Court to institute the Vishaka Guidelines for Sexual Harassment at the Workplace

in 1997. Much later in 2013, the Sexual Harassment at Workplace Act was passed by Parliament.

There are some gaps in the law – in terms of false complaints and the appointment of the Sexual Harassment Committee by the employers. The important issue is knowing and understanding what consent means and understanding how women’s dignity and bodily integrity is violated at the workplace. Most importantly, it is crucial to understand the meaning of ***unwelcome conduct, quid pro-quo and hostile work environment***. Further, she also highlighted how there is a backlash on women who advocate for and support women complainants. In particular, these cases have been filed under defamation suits.

There are concerns about effective implementation of the Sexual Harassment Law and there have been more women filing complaints as well as some changes taking place. More funds need to be allocated so there is more education done within institutions. It is also crucial to have monitoring measures in place.

A YouTube 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 – 11: **Violence against Women**

Resource Person: **Ms. Suneeta Dhar & Ms. Deepa**

The session started with an overview on Violence against Women.

Deepa shared briefly some experiences of working on the ground as a counsellor and difficulties in women accessing justice.

The session explained what is the United Nations’ definition of Violence against Women. The definition was espoused vide General Assembly Resolution 48/104 [*Declaration on the Elimination of Violence against Women, 1993*](#). The various causes for violence against women were discussed and they ranged from forced/early marriage to intimate partner violence. Gender inequality and discrimination are root causes of violence against women,

influenced by historical and structural power imbalances between women and men and other gender identities. Various statistics were shared. NCRB data also shows that in most of the rape cases (around 90%), offender is known to the victims. India still has a rather disappointing conviction rate. Men in custody for rape during the stage of the trial at the beginning of the 2016 were 49,153.

The Justice Verma Committee Report which was released in January 2013, emphasized that violence on women should be understood from the perspective of women's autonomy, bodily integrity and dignity, rather from patriarchal notions of honour and shame. It made recommendations for reform of criminal laws, laws related to rape, sexual harassment, trafficking, child sexual abuse, medical examination of victims, police reforms, prevention and education interventions to effectively tackle impunity for sexual violence.

4 group discussions were held: 1) How to undertake prevention efforts 2) How to strengthen support services for survivors/victims of violence 3) How to engage men/boys in ending violence against women 4) How to bring about mind set changes in the public at large

Groups shared their presentations. Sarojini and Deepa provided some brief comments on the issues that were raised. Deepa also shared specifically brief points on struggles survivors have in dealing with domestic violence.

The session ended emphasizing the need to build a multi-sector approach to ending violence against women, to transform social norms, build effective prevention strategies and strengthen work to build gender equality and eliminate all forms of violence against women and girls.

A film: Mann Ke Manjeere was also shown.

Session – 12: GENDER RESPONSIVE BUDGETS

Resource Person: **Sarojini G. Thakur**

The aim of this session was to understand what are Gender Responsive Budgets (GRB), what was the history of GRBs, GRB tools and GRB at national/state level in India. Over 90

countries are working on GRBS in some form or the other. Initiatives were first taken in Australia and South Africa in 1980s. In India, it was introduced in 2005-06 and adopted by 54 Ministries.

Gender-blindness of budgets maybe instrumental in transmitting and reproducing gender biases. To tackle these, GRBs were introduced. 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. GRBs are a gender mainstreaming strategy and it distinguishes Gender sensitive budget analysis and formulation of gender sensitive budget. 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. It analyses differential impact of policies and budgets on women and men as well as on other axes of social discrimination.

Important aspect relates to the unpaid care and reproductive work economy. A short film was shown highlighting unpaid care. GRBs raise awareness of impacts in budget and policy of gender issues. It enhances accountability (public expenditure) of governments to their budgetary and policy commitments – what , for whom and credibility and they identify felt needs of women and reprioritize/ increase expenditure to meet needs. One of the practicalities of GRBs is that they are limited to few districts. 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 role of MWCD in GRBs is to engage in Capacity Building of Gender Budgeting Cells, organize Regional Workshops with State Government, and extend support to Public Sectors, Civil Society etc., developing Gender Budgeting Manuals and dissemination of Best Practices. 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.

A film was also shown on Gender Budgeting.

Session – 13: Development of an Action Plan for Mainstreaming Gender in Institutions

Participants continued to work in groups to develop their State Action Plans in 6 groups.

Day 5: September 15th, 2017

Session – 14-15: Presentation of Action Plans for Mainstreaming Gender in the Institutions

6 panel presentations were made. Key questions and clarifications were addressed during the Q/A. Since these were multi-state presentations, participants were requested to develop their own plans down the line, using some of the key principles and learning from other states.



Session – 16: End line questionnaire

Ms. Sarojini G. Thakur

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



A visual feedback led by one of the participants was also held.

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 CTIs was helpful, and the TOT enabled the group to understand different schools of thought. **(Programme Feedback: Appendix -5).**

Valedictory Session

The Joint Secretary, Shri K. S. Sethi, Ministry of Panchayati Raj Institutions and Shipra Roy, Deputy Secretary, Ministry of Women and Child



Development, made some closing remarks and highlighted key areas of important work on Gender and Governance. Ms Sarojini Ganju Thakur and Suneeta Dhar also gave closing remarks and thanked all participants for their contributions to a very meaningful learning process.

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

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



Appendix - 1

List of Participants

Sl. No.	States/ Departments	Names, Present posting and address	Contact Numbers
Arunachal Pradesh			
1.	ATI	Shri Pate Marik Director, Administrative Training Institute, Naharlagun	Ph. No.- 0360-235489, Fax No: 0360-2244036, Mob. No.-09436068667, Email - atidir@rediffmail.com
2.	ATI	Shri Bamin Tarang Assistant Director Administrative Training Institute, Naharlagun	Ph. No.- 0360-2244361 Fax No: 0360-2244036 Mob. No - 09402809468 Email - tarangbamin@gmail.com
Assam			
3.	ATI	Ms. Swapna Dutta Deka Additional Director & Jt. Secretary, Deptt. of AR&T, Govt. of Assam Assam Administrative Staff College, Guwahati	Mob. No.- 09435031395 Email- swapna_deka@rediffmail.com swapnaduttadeka@gmail.com
Bihar			
4.	ATI	Ms. Mamta Mehrotra Bihar Institute of Public Administration & Rural Development Patna, Bihar	Mob. No.- 07320921730 Email- mmehrotra69@gmail.com mamtamehrotra69@gmail.com
Chhattisgarh			
5.	ATI	Dr. Sunita Roy Deputy Director (Training), <u>Chhattisgarh Academy of Administration</u> Abhanpur Rd, Nimora, Raipur	Ph. No.- 0771-2473263, 2473261/ 62 Mob. No.- 093012-18938 Email- sunitagoutamroy@gmail.com

Gujarat			
6.	CTI	Shri Anil Kumar Pandey Asstt. Professor Law, Management, National Academy of Indian Railways Lalbaug, Vadodara-390004	Mob. No.- 09601285933 Email- plm@nair.ralnet.gov.in akpandey4392@gmail.com
7.	CTI	Dr. Vibhavari Gore Prof. (Rajbhasha) National Academy of Indian Railways Lalbaug, Vadodara-390004	Mob. No.- 08369121783 09601285936 Email- vibhavari67@gmail.com prb@nair.railnet.gov.in
8.	ATI	Shri Haresh Gor Executive Officer, Sardar Patel Institute of Public Administration, Ahmedabad	Mob No. 09429133392 Email- hareshgor1961@gmail.com
Himachal Pradesh			
9.	ATI	Ms. Madhu Bala Sharma, IAS Director, Himachal Pradesh Institute of Public Administration, Fairlawns, Dhalli Shimla-171012	Ph. No. 0177-2734777, 2734666 Fax : 0177- 2734679 Mob. No.- 09418022240 Email : dir@hipa.nic.in , madhubalasharma66@yahoo.in /hipa-hp@nic.in
10.	ATI	Ms. Purnima Chauhan, IAS Secretary Administrative Reforms, Govt. of Himachal Pradesh, Room No. 301, Armsdale, H. P Secretariat, Shimla - 171002	Ph. No.- 0177-2621715 Mob. No.- 09418001253 Email- purnima_chauhan@hotmail.com arsecy-hp@nic.in
Haryana			
11.	ATI	Dr. Bhuwan Kumar Assistant Professor (Disaster Management) Haryana Institute of Public Administration Gurgaon	Fax. No.- 0124-2548452 <u>Mob. No.- 09971318383</u> Email- bhuwan01@rediffmail.com bhuwank@hipa.in

Jammu and Kashmir			
12.	ATI	Dr. Sunita Zalpuri Kaul, Professor & Head, Center for Good Governance & Administrative Reforms, Jammu and Kashmir Institute of Management, Public Administration & Rural Development, Jammu	Mob. No.-09419143638 Email- sunitazkaul@gmail.com
13.	ATI	Dr. Jahan Ara Jabeen Associate Professor I/C Head, Centre for Social Justice, Jammu and Kashmir Institute of Management, Public Administration & Rural Development, Srinagar	Mob. No.-9419074096 Email- jajabeen@gmail.com
Jharkhand			
14.	ATI	Shri Prakash Birsa Lakra Joint Director, Shri Krishna Institute of Public Administration, Mears Road, Ranchi-834001	Ph. No.- 0651-2285809 Mob. No.- 09430140400/09801548344 Email- sanjeevprakashlakra@gmail.com
Kerala			
15.	ATI	Dr. Anishia Jayadev Assistant Professor, Institute of Management in Government, Thiruvananthapuram Kerala-695033	Mob. No.- 09497571803 Email- facultyimgdrajdev@gmail.com
Mizoram			
16.	ATI	Ms. Lalnunmawii Varte Associate Professor, Administrative Training Institute, New Secretariat Complex, Khatla Aizawl-796001, Mizoram	Mob. No.- 08794575896 Email- mawiiuarte@gmail.com

17.	ATI	Ms. Golda Dell Zohmangaihi Associate Professor, Administrative Training Institute, New Secretariat Complex, Khatla Aizawl-796001, Mizoram	Mob. No.- 09615711854 Email- goldazo@rediffmail.com atimizoram@gmail.com
Meghalaya			
18.	ATI	Ms. S.A. Synrem, IDAS Director, Meghalaya Administrative Training Institute, Shillong	Email- matis.megh@gmail.com Mob. No.- 09436165261
Manipur			
19.	Social Welfare	Shri G. Ravi Sharma Manager Women Helpline, Department of Social Welfare, Imphal	Mob No.-08787340157 Email: gurumayumravisharma@gmail.com
20.	Social Welfare	Ms. Binobala Nongmeikapam Deputy Director, (WP) Department of Social Welfare/ Member Secretary, Manipur Commission for Protection of Child Rights, Imphal	Mobile:08415901571 Email: binobala@gmail.com
Nagaland			
21.	ATI	Ms. Imlibenla Jamir Lecturer (Humanities), Administrative Training Institute, Kohima	Mob. No.- 09436607331 Email- imlibenjamir@gmail.com
Odisha			
22.	ATI	Dr. Girish Prasad Swain Capacity Building Expert, (UNICEF Project) Gopabandhu Academy of Administration, Bhubaneswar	Mob: 09437882101 Email: girishpswain@gmail.com

Rajasthan			
23.	CTI	Ms. Simmi Jain Additional Director General, National Academy Of Customs Excise and Narcotics Zonal Training Institute, Jaipur	Mob. No.- 09414070909 Email- simmi91@hotmail.com simmi.jain-rj@gov.in
Tripura			
24.	ATI & RD	Dr. Elizabeth L. Sangliana Assistant Professor, State Institute of Public Administration and Rural, Development, Agartala	Mob. No.- 09436597899 /09862950602 Ph. No.-0381-2374933 Email- elmuani@gmail.com ; sipardtri@rediffmail.com .
Tamil Nadu			
25.	ATI	Ms. S. Chitra Programme Manager, Anna Institute of Management "Mahizhampoo"Complex 163/1, P. S. Kumarasamy Raja Salai, Raja Annamalaipuram, Chennai	Ph. No.- 044- 24937170/24938247 Fax. No.- 044-24937062 Mob. No.- 09444174004/07598108805 Email- aimschitra5@gmail.com
26.	ATI	Shri M. S. Udaya Bhaskar Under Secretary, Govt. of Tamil Nadu, Personnel and Administrative Reforms Department, Chennai	Ph. No.- 044-25665307 Mob. No.- 09444267082 Email- udayabhaskar@tn.gov.in msuday05@gmail.com
27.	ATI	Ms. P. Kalaiselvi Section Officer, Personnel and Administrative Reforms Department, Secretariat, Chennai- 600009, Tamil Nadu	Mob. No.- 09445312472 Email- kalaisect@yahoo.co.in
Uttarakhand			
28.	ATI	Ms. Ruchi Mohan Rayal Deputy Director Uttarakhand Academy of Administration, Ardwell Camp, Mallital Nainital, Uttarakhand	Email- ruchimohanrayal@gmail.com Mob. No.- 9411107763

Uttar Pradesh			
29.	CTI	Shri Pratush Tiwari Asth. Security Commissioner, Jagjivan Ram RPF Academy, Talkatora Road, Alambagh, Lucknow, Uttar Pradesh- 226011	Mob. No.- 09794845644 Email- pratusht11@yahoo.com
30.	Women Welfare	Shri Ashutosh Kumar Singh Deputy Chief Probation Officer, Women Welfare Department Uttar Pradesh	Mob. No.- 07518024178, 09450273587 Email- dycpolko@gmail.com ashumama1@gmail.com
West Bengal			
31.	ATI	Ms. Apala Sett, WBCS (Exe.) Additional Director & Special Secretary, Govt. of West Bengal, Administrative Training Institute, Kolkata	Ph. No.- 033- 23410126/23213067 Mob No. 8697883495 Email- apalasett@wbati.org apalasett@gmail.com
New Delhi			
32.	CTI	Col. Mayank Chaubey Course Coordinator, (FSI-FT & NRG) Foreign Service Institute, Ministry of External Affairs, New Delhi	Ph. No.- 011-26181246 Mob: 09650162111 Email: ccfsi@mea.gov.in
33.	CTI	Dr. Rinku Pegu Assistant Professor & Course Coordinator, IIS Training, Indian Institute of Mass Communication, New Delhi	Ph. No.- 011- 267412683/26717336 Mob. No.- 09810528040 Email- rinkupegu@rediffmail.com
Resource Persons			
34.		Ms. Sarojini G Thakur, IAS (Retd) Sr. Consultant, UN- Women New Delhi	Mob. No.- 09418024455 Email- kasumpti2@gmail.com

35.		Shri K.S. Sethi Joint Secretary, Ministry of Panchayati Raj, Govt. of India, Sardar Patel Bhawan, Room No. 104-A, New Delhi-110001,	Ph. No.- 011-23747911/12 Email- jscb-mopr@gov.in
36.		Ms. Suneeta Dhar Jagori B-114, Shivalik , Malviya Nagar New Delhi-110017	Ph. No.- 011-26691441 Fax No.- 011-2669 1221 Email- suneeta.dhar@jagori.org Mob. No.- 09810509338
37.		Ms. Kameshwari Jandhyala Director, ERU Consultants Private Limited, C-208 Pasha Court, Punjagutta, Hyderabad-500082	Mobile – 09441597783 Email - kameshwarij@gmail.com
38.		Ms. Vrinda Grover Advocate, Supreme Court of India, N-14A, Saket, New Delhi- 110017	Ph. No.- 011-2956-3088/ Mob. No.-09810806181/ 09582486431 Fax. No.- 011-2956-1512 Email- vrindagrover@gmail.com
39.		Ms. Kuntalika Kumbhakar Pradan, E1/A Kailash Colony, New Delhi -110048	Email- kuntalika@pradan.net Ph. No. 011-40407709 Mob. No.- 09971122355
40.		Ms. Deepa Kaushlam Project Manager, Samagr Arthik Vikas Pariyojna, Lakhamandal, Block Chakrata, Dehradun	Mob. No.- 08395883033 Email- deepa@atindia.org/ kaushlam.deepa79@gmail.com
41.		Mr. Anirban Ghose Lead team, Transform Rural India (TRI) Community Shopping Centre New Delhi- 110049	Email- anirban@trif.in Mob. No.- 9868225877
42.		Dr. Sunita Rani Professor, LBSNAA, Mussoorie-248179	Ph. No.- 0135-2222127 Mob. No.- 09818898011 Email- sunita.rani19@gmail.com

43.		Ms. Kiran Jyoti Technical Officer- Gender and Social Sectors SCPRI (MoPR- UNDP Project New Delhi	Mob. No.-09818614233 Email- kiran.jyoti@undp.org
44.		Ms. Shipra Roy Deputy Secretary Ministry of Women & Child Development New Delhi	Ph. No.- 011-23385614 Mob. No.-09871355452/ Email- shipra.roy60@nic.in
45.		Ms. Sunita Sangar Senior Consultant Ministry of Women & Child Development New Delhi	Email- nmew.ee@gmail.com
Course Team			
46.		Ms. Upma Chawdhry, IAS Director, LBSNAA & Chairperson, National Gender Centre, LBSNAA	Ph. No.- 0135-2632289 Email- upma.chawdhry@ias.nic.in
47.		Dr. Rebecca Reichmann Tavares Representative, UN- Women, New Delhi	Ph. No.- 011-40452300 Email- rebecca.tavares@unwomen.org
48.		Ms. Arti Ahuja , IAS Joint Director, LBSNAA Mussoorie	Ph. No.-0135-2222102 Email- artiahuja@nic.in
49.		Ms. Aswathy S., IAS Deputy Director, LBSNAA & Executive Director, NGC, LBSNAA Mussoorie	Ph. No.- 0135-2222116 Email - aswathy.sivadas@nic.in
50.		Ms. Navanita Sinha Programme Specialist (Governance) <u>UN Women</u> C-83, Defence Colony New Delhi	Ph. No.- 011-4045 2319 Mob. No.- 09811107788 Email: navanita.sinha@unwomen.org
51.		Ms. Anjali S. Chauhan Associate Professor National Gender Centre, LBSNAA Mussoorie	Ph. No.- 0135-2633295 Mob. No.- 09837035875 Email- anjali.chauhan@nic.in

Appendix - 2

Agenda



Training of Trainers

on

Gender Responsive Governance- an Orientation Course

11 - 15 September, 2017

Venue: Indira Bhawan Campus

Lal Bahadur Shastri National Academy of Administration (LBSNAA), Mussoorie

Day 1	11 September, 2017	
9:30 - 10:30 am	Welcome & Opening Remarks	Ms. Aswathy S.
	Setting the Context	Ms. Navanita Sinha
	Introduction to the Course	Ms. Sarojini Ganju Thakur
	Baseline Questionnaire & Introduction of participants	Ms. Sarojini G. Thakur & Ms. Suneeta Dhar
10:30 - 11:00 am	Group Photograph & Tea Break	
11:00 - 01:00 pm	Session - 1	
	Understanding Gender & Gender Equality	Ms. Sarojini G. Thakur & Ms. Anjali Chauhan
01:00 - 02:00 pm	Lunch	
02:00 - 03:30 pm	Session - 2	
	Realizing Gender Equality: Understanding Gender and Development	Ms. Sarojini G. Thakur

03:30 - 04:00 pm	Tea Break
04:00 - 05:30 pm	Session - 3 Realizing Gender Equality: Understanding Gender and Development (Contd.) Ms. Sarojini G. Thakur Ms. Suneeta Dhar
Day 2	12 September, 2017
9:15 - 10:00 am	Review Session
10:00 - 11:00 am	Session - 4 Women and Development in India: The Policy Framework Ms. Sarojini G. Thakur
11:00 - 11:30 am	Tea Break
11:30 - 01:00 pm	Session - 5 Women and Policy Framework: Gender and SDGs Ms. Suneeta Dhar
	Engendering Women's Livelihoods Moderator: Ms. Sarojini G. Thakur Speaker: Pradan Experience - Ms. Kuntalika Kumbhakar
01:00 - 02:00 pm	Lunch
02:00 - 03:30 pm	Session - 6 Organizing Women for Transformation Panel Discussion Moderator: Ms. Suneeta Dhar Speakers: 1) Mahila Samakhya Experience – Ms. Kameshwari Jandhyala 2) SHGs -Empowerment & Rights- Shri Anirban Ghose
03:30 - 04:00 pm	Tea Break
04:00 - 05:30 pm	Session - 7 Gender Analysis and Designing Gender Sensitive Interventions & Sharing Guidelines for Development of an Action Plan for Mainstreaming Gender in the State-level Training Institution Ms. Sarojini G. Thakur Ms. Suneeta Dhar
Day 3	13 September, 2017

9:00 - 9:30 am	Review Session
9:30 - 11:00 am	Session - 8 Women's Participation in Panchayati Raj: Gains and Gaps Moderator: Ms. Navanita Sinha Speaker: Ms. Kiran Jyoti Dr. Rinku Pegu Shri Bamin Tarang
11:00 - 11:30 am	Tea Break
11:30 - 01:00 pm	Session - 9 Transforming Leadership Force Field Analysis overview Dr. Sunita Rani Sarojini G. Thakur
01:00 - 02:00 pm	Lunch
Day 4	14 September, 2017
9:00 - 9:30 am	Review Session
9:30 - 11:00 am	Session - 10 Sexual Harassment at Workplace: Challenges in Implementation Ms. Vrinda Grover
11:00 - 11:30 am	Tea Break
11:30 - 01:00 pm	Session - 11 Violence Against Women Ms. Suneeta Dhar & Ms. Deepa
01:00 - 02:00 pm	Lunch
02:00 - 03:30 pm	Session - 12 Gender Responsive Budgets Ms. Sarojini G. Thakur Navanita Sinha
03:30 - 04:00 pm	Tea Break
04:00 onwards	Session - 13 Development of an Action Plan for Mainstreaming Gender in Institutions Group Work
Day 5	15 September, 2017
9:30 - 11:00 am	Session - 14 Presentation of Action Plans for Mainstreaming Gender in the Institutions

	Panel Discussion	
11:00 - 11:30 am	Tea Break	
11:30 - 01:00 pm	Session 15 Contd...	
01:00 - 02:00 pm	Lunch	
02:00 - 03:00 pm	Session - 16 End line questionnaire Evaluation	Ms. Sarojini G. Thakur Ms. Aswathy S.
03:00 - 04:00 pm	Closing Session Next Steps and Valedictory	Joint Director, LBSNAA Joint Secretary, MoPR Deputy Secretary, MWCD

Appendix – 3 (a)

Baseline Questionnaire

In order to help the organisers to evaluate the course that you are attending in depth, we invite you to complete our questionnaires.

Your answers to all evaluation questionnaires are **anonymous**. However, to link your responses to all questionnaires — while maintaining your anonymity — we ask you to create a code and report it on every questionnaire.

To create your personal confidential evaluation code, please write the following:

Whether male (M) or female (F) _____

The first letter of the village/town/city where you were born: _____

The first letter of your mother's first name: _____

The year that you started to work: _____

*For example, for a male participant born in **Bhopal** whose mother's name is **Chandra**, who started to work in **1983**, would have the code: **MB- C-83**.*

It is important that you write the **exact same** code on every questionnaire that you will answer to evaluate this course. To remember the code you just created, please write it on the first page of your binder.

The base line questionnaire will seek to establish current status of knowledge on various issues being addressed during the workshop.

For the questions below tick the right option - (T) stands for true, (F) stands for false

Section 1 – Gender and Gender Concepts

1. Gender varies with time and place (T) or (F)
2. Please read the following statements and identify whether they relate to sex (S), gender (G) or both (B).
 - Men have beards, women have babies (S) (G) or (B)
 - Women are better nurses and child carers, and men make better drivers and masons (S) (G) or (B)
 - Men are chefs at hotel, but women cook at home - (S) (G) or (B)

3 (i) Gender equality is not about taking into account difference, disadvantage and diversity between men and women. (T) or (F)

(ii) Gender equality includes equal treatment of women and men, (T) or (F)

4. Gender mainstreaming

(i) Refers to equal rights, voice, opportunities and responsibilities for men and women in societies, at work and in the home. (T) or (F)

(ii) Refers to the consideration of gender equality concerns in all policy, programmes, administrative and financial activities, and in organizational procedures, thereby contributing to organizational transformation. (T) or (F)

5. (i) A gender blind approach takes into account existing roles and responsibilities of men and women. (T) or (F)

(ii) Gender specific schemes cater to the needs and interests of both men and women. (T) or (F)

(iii) Addressing practical gender needs will alter the position of women vis-à-vis men. (T) or (F)

6. Greater access to education for women will automatically lead to their empowerment . (T) or (F).

Section 2 – Gender analysis and Gender Responsive budgets

7...Gender responsive budgets are about

(i) A separate budget for women. (T) or (F)

(ii) Spending the same on women and men. (T) or (F)

(iii) A tool for ensuring gender equality. (T) or (F)

8. Gender responsive budgets do not take unpaid care work into account. (T) or (F)

9. If you are using the five step framework for conducting a gender aware policy appraisal, please indicate the order in which the following steps need to be undertaken (using 1-5, 1 being the first step)

S N	Steps	
1.	Assessment of short-term outputs of expenditure, in order to evaluate how resources are actually spent, and policies and programmes implemented.	
2.	Assessment of the extent to which policies address the gendered situation.	
3.	Analysis of the situation of women, men, girls and boys in a given sector.	
4.	Assessment of the long-term outcomes or impact	

	expenditures might have.	
5.	Assessment as to whether budget allocations are adequate, in order to implement gender-responsive policies.	

10. Can you name 3 tools that are commonly used for Gender Responsive Budgeting?

(i) _____

(ii) _____

(iii) _____

Section 3 – Gender and development in India

11. Bangladesh has a higher rank than India in Gender Inequality Index (T) or (F)

12. The female work force participation rate has increased visibly in India in the last decade (T) or (F)

13. What is the labour force participation rate for women/men ... tick the right answer

India		China	
Women	Men	Women	Men
27	52	35	59.
36	65	51	78
48	79	64	89

14. i) Indicate the sex ratio at birth in 2015-2016 for the last five years.

India	Madhya Pradesh	Rajasthan
a) 919	886	887
b) 946	927	924
c) 973	956	957

15.) Based on recorded crimes against women, please rate the following crimes 1, 2 and 3 ,(1 being the highest) .. 2016

- Cruelty by husband and relations.....
- Rape
- Assault on women with intent to outrage her modesty

Appendix - 3 (b)

Endline Questionnaire

In order to help the organisers to evaluate the course that you are attending in depth, we invite you to complete our questionnaires.

Your answers to all evaluation questionnaires are **anonymous**. However, to link your responses to all questionnaires — while maintaining your anonymity — we ask you to create a code and report it on every questionnaire.

To create your personal confidential evaluation code, please write the following:

Whether male (M) or female (F) _____

The first letter of the village/town/city where you were born: _____

The first letter of your mother's first name: _____

The year that you started to work: _____

For example, for a male participant born in Bhopal whose mother's name is Chandra, who started to work in 1983, would have the code: **MB- C-83**.

It is important that you write the **exact same** code on every questionnaire that you will answer to evaluate this course. To remember the code you just created, please write it on the first page of your binder.

The base line questionnaire will seek to establish current status of knowledge on various issues being addressed during the workshop.

For the questions below tick the right option - (T) stands for true, (F) stands for false

Section 1 – Gender and Gender Concepts

3. Gender varies with time and place (T) or (F)
4. Please read the following statements and identify whether they relate to sex (S), gender (G) or both (B).
 - Men have beards, women have babies (S) (G) or (B)
 - Women are better nurses and child carers, and men make better drivers and masons (S) (G) or (B)
 - Men are chefs at hotel, but women cook at home - (S) (G) or (B)

4 (i) Gender equality is not about taking into account difference, disadvantage and diversity between men and women. (T) or (F)

(ii) Gender equality includes equal treatment of women and men, (T) or (F)

4. Gender mainstreaming

(i) Refers to equal rights, voice, opportunities and responsibilities for men and women in societies, at work and in the home. (T) or (F)

(ii) Refers to the consideration of gender equality concerns in all policy, programmes, administrative and financial activities, and in organizational procedures, thereby contributing to organizational transformation. (T) or (F)

7. (i) A gender blind approach takes into account existing roles and responsibilities of men and women. (T) or (F)

(ii) Gender specific schemes cater to the needs and interests of both men and women. (T) or (F)

(iii) Addressing practical gender needs will alter the position of women vis-à-vis men. (T) or (F)

8. Greater access to education for women will automatically lead to their empowerment (T) or (F).

Section 2 – Gender analysis and Gender Responsive budgets

7. Gender responsive budgets are about

(i) A separate budget for women. (T) or (F)

(ii) Spending the same amount on women and men. (T) or (F)

(iii) A tool for ensuring gender equality. (T) or (F)

8. Gender responsive budgets do not take unpaid care work into account. (T) or (F)

9. If you are using the five step framework for conducting a gender aware policy appraisal, please indicate the order in which the following steps need to be undertaken (using 1-5, 1 being the first step)

S N	Steps	
6.	Assessment of short-term outputs of expenditure, in order to evaluate how resources are actually spent, and policies and programmes implemented.	
7.	Assessment of the extent to which policies address the gendered situation.	
8.	Analysis of the situation of women, men, girls and boys in a	

	given sector.	
9.	Assessment of the long-term outcomes or impact expenditures might have.	
10.	Assessment as to whether budget allocations are adequate, in order to implement gender-responsive policies.	

10. Can you name 3 tools that are commonly used for Gender Responsive Budgeting?

(i) _____

(ii) _____

(iii) _____

Section 3 – Gender and development in India

11. Bangladesh has a higher rank than India in Gender Inequality Index (T) or (F)

12. The female work force participation rate has increased visibly in India in the last decade (T) or (F)

13. What is the labour force participation rate for women/men ... tick the right answer

India		China	
Women	Men	Women	Men
27	52	35	59.
36	65	51	78
48	79	64	89

14. i) Indicate the sex ratio at birth in 2015-2016 for the last five years.

India	Madhya Pradesh	Rajasthan
a) 919	886	887
b) 946	927	924
c) 973	956	957.....

15.) Based on recorded crimes against women, please rate the following crimes 1, 2 and 3 ,(1 being the highest) .. 2016

- Cruelty by husband and relations.....
- Rape
- Assault on women with intent to outrage her modesty

Part B (For endline questionnaire)

To help us improve the quality of our training, we would appreciate your feedback!
Please indicate your response to the questions below by circling the appropriate number, with 1 = MOST NEGATIVE and 5 = MOST POSITIVE:

1. Was your interest held? 1 2 3 4 5

2. What was the most important aspects of your learning from the workshop?

3. Do you have a better understanding of:
 - a) Gender and gender inequality 1 2 3 4 5
 - b) Gender and development. greenerally 1 2 3 4 5
 - c) Gender responsive analysis, gender responsive budgets and tools
1 2 3 4 5
 - d) How mainstream gender in the trainings conducted by your centre
1 2 3 4 5

4. Did the course have a good mix of pedagogical methods (exercises, group work, case studies and lecturing) 1 2 3
4 5

5. What did you like most about the course?

6. Overall, how would you rate the course? 1 2 3 4 5

7. What would you recommend changing about the course?

Exercise of Power Walk

Objectives:

1. To understand the basis of discrimination and the social institutions that keep inequalities in place.
2. To understand how gender intersects with other systems of dominance to produce positions of power and powerlessness.

Step One

Put up four charts on all four walls of the room labeled 'powerful', 'powerless', 'not so powerful', and 'not so powerless'. The facilitator will read out some statements (given on the following page) and the participants have to respond to the statements vis-à-vis being in one of the labeled positions.

Step Two

Divide the participants into pairs (depending on the size of the group and if the group is small enough, then the exercise can be done at an individual level also). Give each pair an identity on a slip of paper and explain to the participants that they have to, for the duration of the game, assume that particular identity written on the slip. Some will have identities of women and some of men. Each pair will get more than one copy of the slips (depending on the number of statements read out).

Step Three

The facilitator will read out some statements and the pairs, depending on their response to the statement, will put up one slip on the corresponding chart paper. In order to identify the context in which the slip was put up, ask the pairs to write a codeword from the statement it corresponds with. This will help recognise the context once all the slips have been put up.

Step Four

After reading out one statement, give the pairs enough time to put up their slips. And once everyone has put them up, move onto the next statement.

Step Five

Once all the statements have been read out, ask the participants to walk around the room and observe all the four charts. Once they have seen the charts, ask them what they see, how they feel, what places people in positions of power and powerlessness etc. These concerns should be addressed in a discussion.

Step Six

Debrief the exercise.

Facilitator Notes

- ✗ Prepare the statements prior to the workshop. The statements should be familiar with the context the participants come from. The statements should preferably represent all aspects of life – social, cultural, political, economic, religious etc.
- ✗ Prepare the identity slips prior to the workshop and ensure that each identity has multiple copies depending on the number of statements.
- ✗ Ensure that women centric and men centric identities are colour coded. This helps draw out gender power positions immediately.
- ✗ Ensure that each pair understands the identity slip they have got and in case someone does not, then explain it to them.
- ✗ Reiterate that all the participants have to assume the identity they have got to be able to honestly participate in the exercise.
- ✗ This is a visually powerful exercise, so ensure that the colours chosen are bright and the chart papers are big.
- ✗ Ensure that the pairs code each slip with the statement it corresponds with to enable recognising the context once all the slips have been put up.
- ✗ During the discussion, reiterate the basis of discrimination and the social institutions that support it.

Identities

FEMALE	MALE
Tribal Girl Student	Urban Male Student
Poor HIV+ Rural Woman	Poor HIV+ Rural Man
Woman Sarpanch	Sarpanch Man
Widowed Muslim Woman	Widowed Muslim Man
Homosexual Woman	Homosexual Man
Second Wife Of A Hindu Man	Hindu Man With Two Wives
Female Village Leader, No Secondary Education	Male Village Leader, no secondary education
Divorced Muslim Woman With 2 Children	Divorced Muslim Man With 2 Children
Dalit Woman Rural	Dalit Man Rural
Working Unmarried Woman	Working Unmarried Man
Rural Woman Facing Domestic Violence	Dalit Farmer
Married Upper Caste Hindu Woman	Married Upper Caste Hindu Man
Urban Woman Facing Domestic Violence	Upper Caste Dalit Farmer
Receptionist (Female)	Male Computer Operator
Female Live-In Partner	Male Live-In Partner
Female Journalist	Male Journalist

Statements

- i. There are riots in the city and you are on the road. You think you can get back home safely.
- ii. You have access to micro-credit or a bank loan.
- iii. You can decide how many children you would have.
- iv. Your partner died six months ago and your younger brother is getting married. You think you can perform a ceremony at his wedding.
- v. You are not in major danger of being sexually harassed.
- vi. Your father died recently. You think you can perform the last rites.
- vii. If you got into a fight, people would ask for your side of the story.
- viii. Your parents have taken a decision to divide the property. You think you can get an equal share.

- ix. You would be confident if you had to speak directly to a government official like District Magistrate.
- x. You have to stay late for work. How safe will you feel travelling alone at night.
- xi. You can choose your partner for marriage.
- xii. You can name some of the laws in the country.
- xiii. If you wanted to complain about how the police treated you, you would know who to go to for help
- xiv. You can decide how your household income is spent.
- xv. You can remarry when partner dies.
- xvi. If you feel harassed/ discriminated against, how comfortable would you be in approaching the authorities (police)
- xvii. You can take decisions on your own regarding sending your children for higher education to the city.
- xviii. There is a new factory nearby your house and they are hiring people. You think you can get the job.
- xix. You can invite friends/ family members/ relatives to your house without consulting/ discussing with your partner.
- xx. Your old parents are dependent on you. You think you can take care of them either financially or by getting them to your own home.

Programme Feedback

Total
Number
of
Forms : 33

Session -1

Questions									
Ms. Sarojini G Thakur & Ms. Anjali Chauhan	Understanding Gender & Gender Equality	Excellent	Very Good	Good	Fair	Poor	Not given	Total	W. Average
		30	2	0	0	0			
<i>% answered in each category.</i>		94%	6%	0%	0%	0%	3%	97%	98.75%

Session -2

Ms. Sarojini G. Thakur &	Realizing Gender Equality: Understanding Gender and Development	Excellent	Very Good	Good	Fair	Poor	Not given	Total	W. Average
		26	6	1	0	0			
<i>% answered in each category.</i>		79%	18%	3%	0%	0%	0%	100%	95.15%

Session -3

Ms. Sarojini G. Thakur & Ms. Suneeta Dhar	Realizing Gender Equality: Understanding Gender and Development	Excellent	Very Good	Good	Fair	Poor	Not given	Total	W. Average
		28	5	0	0	0			
<i>% answered in each category.</i>		85%	15%	0%	0%	0%	0%	100%	96.97%

Session -4

Ms. Sarojini G. Thakur	Women and development in India: The Policy Fromework	Excellent	Very Good	Good	Fair	Poor	Not given	Total	W. Average
		18	15	0	0	0			
<i>% answered in each category.</i>		55%	45%	0%	0%	0%	0%	100%	90.91%

Session -5

Ms. Suneeta Dhar	Women and Policy Framework: Gender and SDGs	Excellent	Very Good	Good	Fair	Poor
		19	12	2	0	0
<i>% answered in each category.</i>		58%	36%	6%	0%	0%

Not given	Total
0	33
0%	100%

Session -6

Ms. Kuntalika Kumbhakar	Engendering Women's Livelihoods	Excellent	Very Good	Good	Fair	Poor
		13	9	11	0	0
<i>% answered in each category.</i>		39%	27%	33%	0%	0%

Not given	Total
0	33
0%	100%

Session -7

Ms. Kameshwari Jandhyala & Shri Anirban Ghose	Organizing Women for Transformation Panel Discussion	Excellent	Very Good	Good	Fair	Poor
		8	15	8	2	0
<i>% answered in each category.</i>		24%	45%	24%	6%	0%

Not given	Total
0	33
0%	100%

Session -8

Ms. Sarojini G. Thakur & Ms. Suneeta Dhar	Gender Analysis and Designing Gender Sensitive Interventions & Sharing Guidelines for Development of an Action Plan for Mainstreaming Gender in the State-level Training Institution	Excellent	Very Good	Good	Fair	Poor
		21	9	3	0	0
<i>% answered in each category.</i>		64%	27%	9%	0%	0%

Not given	Total
0	33
0%	100%

Session -9

Ms. Kiran Jyoti Dr. Rinku Pegu & Shri Bamin Tarang	Women's Participation in Panchayati Raj: Gains and Gaps	Excellent	Very Good	Good	Fair	Poor
		4	17	12	0	0
<i>% answered in each category.</i>		12%	52%	36%	0%	0%

Not given	Total
0	33
0%	100%

Session -10

Dr. Sunita Rani Ms. Sarojini G. Thakur	Transforming Leadership Force Field Analysis Overview	Excellent	Very Good	Good	Fair	Poor	Not given	Total
		20	5	8	0	0		
<i>% answered in each category.</i>		61%	15%	24%	0%	0%	0%	100%

Session -11

Ms. Vrinda Grover	Sexual Harassment at Workplace: Challenges in Implementation	Excellent	Very Good	Good	Fair	Poor	Not given	Total
		30	2	1	0	0		
<i>% answered in each category.</i>		91%	6%	3%	0%	0%	0%	100%

Session -12

Ms. Suneeta Dhar & Ms. Deepa	Violence Against Women	Excellent	Very Good	Good	Fair	Poor	Not given	Total
		23	8	2	0	0		
<i>% answered in each category.</i>		70%	24%	6%	0%	0%	0%	100%

Session -13

Ms. Sarojini G. Thakur Ms. Navanita Singh	Gender Responsive Budgets	Excellent	Very Good	Good	Fair	Poor	Not given	Total
		18	13	2	0	0		
<i>% answered in each category.</i>		55%	39%	6%	0%	0%	0%	100%

QB	How do you rate the following administrative aspects of the five days programme.	Excellent	Very Good	Good	Average	Not given	Total
a)	Programme Aids	22	8	3	0	0	33
	<i>% answered in each category.</i>	67%	24%	9%	0%	0%	100%
b)	Programme Hall facility	21	12	0	0	0	33
	<i>% answered in each category.</i>	64%	36%	0%	0%	0%	100%
c)	Lodging	26	7	0	0	0	33
	<i>% answered in each category.</i>	79%	21%	0%	0%	0%	100%
d)	Food Quality	21	10	2	0	0	33
	<i>% answered in each category.</i>	64%	30%	6%	0%	0%	100%
e)	Transportation Facility	19	12	1	1	0	33
	<i>% answered in each category.</i>	58%	36%	3%	3%	0%	100%
f)	Support Activities from NGC Team	25	8	0	0	0	33
	<i>% answered in each category.</i>	76%	24%	0%	0%	0%	100%

QC

Your overall rating of the programme and for the team	Excellent	Very Good	Good	Average
	27	5	0	0
<i>% answered in each category.</i>	84%	16%	0%	0%

Not given	Total
1	32
3%	97%