



Training of Trainers - Phase II

An Advanced course on Gender Responsive Governance

13 -17 November, 2017

Venue: Gyanshila, Main Campus,

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



I) Background of the project

UN Women and National Gender Centre (NGC), LBSNAA have collaborated to strengthen the institutional capacities of governance institutions on Gender Responsive Governance (GRG) to ensure that gender concerns are incorporated in design and implementation of policies, legislation and programmes. The specific focus has been on building capacities of the institutions such as National Institute for Rural Development (NIRD), Panchayati Raj and State Institutes for Rural Development (SIRD) and Administrative Training Institutes (ATI). The project covers six states namely, Andhra Pradesh, Karnataka, Madhya Pradesh, Odisha, Rajasthan and Telangana. The objective is to mainstream gender and governance into the ongoing training programmes.

A capacity assessment of the institutions was carried out in the beginning to identify their strengths, weaknesses and specific training needs. The findings of capacity assessment suggested that gender empowerment, as well as gender-responsive governance, has been conceived in very narrow sense within the institutions and initiatives around gender issues were limited to only gender sensitization training. Further, there was a capacity gap between these institutions and hence a significant reliance on external people to impart gender training. Therefore, a substantial need was felt to build the capacities of faculty as well as the key officials involved in designing, conducting or coordinating training programmes on gender issues. It will ensure the mainstreaming of gender inputs in the training programmes. These capacity building initiatives were envisaged regarding Training of Trainers (ToT) and preparation of training module and manual.

ToT has been planned in two phases, first phase of which was conducted in July 2017 as a six days basic orientation course on gender. This course was repeated in September 2017 for faculty of ATIs and Central Training Institutes (CTIs). Taking lessons from the first phase, a five days advanced course was designed. This advanced course focussed on enhancing capacities for a gender responsive approach to the functioning of Panchayati Raj institutions. It included practical exercises and application of analytical tools to enable trainers to design as well as implement training programmes for elected representatives and officials at all levels. Participants in the ToT are primarily the faculty and key officials of SIRDs/NIRD, state women and child departments (WCD) and representatives from civil society organisations who have been working closely with government on gender issues as trainers.

Overall Goal of ToT Phase-II

The ToT Phase-II aims to strengthen knowledge, capacities and skills of participants to plan and conduct training for gender-responsive governance within PRI institutions.

Learning Objectives of ToT Phase-II

- To enhance capacities for designing and delivering training on gender responsive governance (in the context of 73rd Constitutional amendment)
- To develop competencies for applying gender analysis to select state and national frameworks, policies, schemes, institutions and programmes
- To enhance understanding of gender-sensitive pedagogical principles and tools for application to on-going trainings
- To familiarise participants with application of gender-responsive budget and gender planning and monitoring/ evaluation frameworks

The modules of the training for this phase focus upon:

- Gender-responsive governance for PRIs
- Gender analysis, gender responsive budgets, gender-responsive monitoring and evaluation
- Enhancing understanding of gender-sensitive pedagogy and learning

II) Proceedings of Sessions

Day 1: November 13th, 2017

Opening Session: Welcome and introduction to the course

Ms. Aswathy Sivadas, IAS, Deputy Director, National Gender Centre (NGC, LBSNAA), welcomed the participants to the course. She provided a brief background to the course, including about the first phase of ToT that was undertaken in July. She introduced the two facilitators, Ms. Sarojini Ganju Thakur, (Retired IAS) and Senior Technical Consultant, UN Women and Ms. Suneeta Dhar, Senior Advisor, Jagori. Jagori is an institutional partner of NGC - LBSNAA for the project on Gender Responsive Governance.

Ms. Navanita Sinha, Programme Specialist, UN Women, shared briefly about UN Women's project on Gender Responsive Governance and emphasised upon the objective of integrating gender into the training institutions such as NIRD, ATI and SIRDs in six project states.

Ms Suneeta Dhar facilitated the introduction of participants through a brief socio-gramming exercise. Participants introduced themselves and also highlighted of they had undergone gender trainings earlier.

Ms Arti Ahuja, Joint Director, LBSNAA in her opening remarks stressed upon the trait of 'sensitivity' as a crucial requirement for trainers. She emphasised the need to deeply understand gender concerns of participants prior to designing training programmes. She also urged participants to '*walk the talk*' and internalise gender concerns within themselves as a pre-requisite for training elected representatives.



Ms. Sarojini Ganju Thakur briefly outlined key findings of the capacity assessment of partner institutions and recommendations that was undertaken in 2016 and that has since informed the training strategy with partners. She stressed upon the dual role of the project - to institutionalise gender as a cross-cutting theme in all trainings, into the formulation, delivery and evaluation of training programmes towards gender-responsive governance. She briefly outlined the goals, learning outcomes, design of ToT Phase-I and agenda of ToT Phase-II (*Annexure 1*).

This was followed up with laying down ground rules for the 5-day training in consultation with participants (*Annexure 2*).

Session 1: Gender and Intersectionality

Resource Persons: Sarojini G. Thakur, Anjali Chauhan

The concept of gender and intersectionality was introduced through the exercise of ‘Power Walk’ (*Annexure 3*).

In the de-briefing session, the facilitators highlighted the multi-faceted nature of gender inequalities. That gender is not a homogenous category and is experienced through various intersections - such as caste, class, sex, marital status, religion, ethnicity and socio-economic conditions. Such intersectionality creates a complex system of domination and discrimination.

For instance, in the power walk exercise the one with the *Dalit* rural woman farmer identity was among the most powerless, given the experience of inequalities and exclusion at multiple levels. In contrast to this, those whose identities were ‘district magistrates (both male and female)’ emerged among the most powerful. Participants shared that how some



identities enable them privileges and social, cultural and economic freedoms and they can thus take independent decisions in their lives. Some other identities such as a ‘widowed woman’ and ‘gay/homosexual’ were located on the matrix as feeling neither powerful nor powerless. A widowed woman, also faces stigma. A homosexual/gay person, on the other hand, may not be visible in regard to his/her sexual orientation, but does struggle internally with stigma and rejection in society. Transgenders, on the contrary, may experience more powerlessness.

The facilitators emphasised that intersectionality impacts not merely the way people experience reality, but also defines their position as well as their power within society. However, not everyone who is disenfranchised feels disempowered, as ‘power within’ and agency are also asserted by people when they are organised.

The session concluded by discussing ways in which this tool can be adapted in trainings at the panchayat level.

Session 2-3: Report Back: Implementation of Action Plans Post Orientation Course

Resource Persons: Sarojini G. Thakur, Suneeta Dhar

In this session participants from each of the six states reported on the status of implementation of their action plans prepared during ToT phase-I. State-wise presentations were made followed by Q & A and feedback. Table 1 below summarizes key points.

Table 1 Table highlighting state wise progress on GRG action plans after ToT Phase-I

| Name of state | Key activities undertaken | Feedback |
|-----------------------------|---|--|
| SIRD, Andhra Pradesh | <ul style="list-style-type: none"> Revisited and finalised GRG Manual and Module Mainstreaming of GRG in training curriculum at all levels Training of state-level resource team 100 member district resource team is formed ‘Gender’ has been made an essential component in training at all levels. An executive order issued for same from APSIRD. IEC material developed like posters, leaflets, handouts and banners on gender equality | <ul style="list-style-type: none"> Need to strengthen the core capacity on GRG at state level Need to revisit the IEC material to make it more gender balanced. |
| SIRD, Odisha | <ul style="list-style-type: none"> Improvement in-house facilities for women. Separate toilets for women are being constructed in SIRD. Developed seven posters on women and children’s issues three days training programme for PRI members have been conducted in which a session on gender equality is incorporated Revisited the original GPDP module from gender lens. Developed a separate training module on women transformative leadership called DISHA in partnership with Odisha Livelihoods Mission. All the IEC material has been made available to all panchayat members as part of GPDP training | <ul style="list-style-type: none"> Need to improve the capacity at state level as there are only four faculties in SIRD who have been oriented on gender very recently |
| SIRD, Rajasthan | <ul style="list-style-type: none"> Refresher campaign on GRG for all PRIs and ERs Mainstreamed the concepts of GRG, Gender Responsive Planning, Gender Budgeting, Gender Friendly Panchayats & Mahila-Sabhas in panchayat training Created knowledge products like training modules, training films and reference books | <ul style="list-style-type: none"> Need for systemic institutionalisation at the state level to maintain the level of activities undertaken. Align the activities with SDG 5 |
| Aravali, Rajasthan | <ul style="list-style-type: none"> Organisation has moved from ‘gender neutral’ agenda to ‘gender responsive’ agenda Post ToT Phase-I, organised orientation programme in the organisation for team members Gender lens is used to review all projects and activities Trainings are planned considering the needs of female participants. It has increased the number of female participants in training. | <ul style="list-style-type: none"> Organisation has gone beyond the limited vision of gender mainstreaming, and effective short-term solutions have been developed |

| | | |
|------------------------|--|---|
| | <ul style="list-style-type: none"> • Crèche facility is being planned for female participants in training | |
| SIRD, Karnataka | <ul style="list-style-type: none"> • Conducted training programme to make GPDPs more gender sensitive • Concrete guidelines prepared for Mahila Gram Sabha • Conducted training for Panchayat Development Officers • Conduct of Mahila Sabhas after every two weeks at GP level by motivators of UN women project. • Enhancing capacity of panchayat offices as resource hub • Efforts are made towards revisiting training module on women participation and leadership | <ul style="list-style-type: none"> • There is a lack of guidance and internal gender core faculty within an institute that needs to be addressed. • Mahila Gram Sabha should be only promotional in nature, and the aim should be to increase women's participation in Gram Sabhas. |
| SIRD, Telangana | <ul style="list-style-type: none"> • Pre-training needs assessment through field visits • Women protection cell is proposed within the department, TSIPARD • TSIPARD has revisited the training programme and content of <i>Sahkar</i> training from the perspective of GRG | <ul style="list-style-type: none"> • Need to revisit the action plan and take actions on commitments made |
| NIRD | <ul style="list-style-type: none"> • Incorporated gender sessions in all training programmes • Letters for nomination for training explicitly encourages participation of women • Crèche facility given to training participants • Each faculty is associated with 4-5 villages where they conduct meetings around gender issues • Module on gender has been introduced | <ul style="list-style-type: none"> • There has been slow yet steady development. NIRD being an apex body needs to aim towards bringing structural changes such as developing a system of regulations and tracking that can track the level of activities at the state level regarding gender mainstreaming. Also, it should aim for creating the pool of resource persons on gender issues |

In summarizing the sessions, the Resource Persons stressed the need for continual capacity building of faculty in all SIRDs. They stated how NIRD could provide concrete support to SIRDs in this regard.

Session 4-5: Gender Analysis of State Policies

Resource Persons: Sarojini G. Thakur, Suneeta Dhar, Navanita Sinha

In their respective state groups, participants analysed two state policies namely; State Policies for Women and State Panchayat Acts/Rules from a gender lens. They presented salient features of policy as well as key achievements and gaps. A matrix highlighting the key points is attached (*Annexure 4*).

Among other key issues highlighted was how a stereotypical gendered vision informed the State Panchayat Acts. For instance, women's groups have largely been given responsibilities related to water, sanitation, health, education and child-care while matters related to taxation, revenue, agriculture remain under the control of men. As well, that there is need to review the rotational tenures for women, review the quorum at various levels and encourage 50% or more participation of women at the Gram Sabha and other bodies. As trainers, there is a need to understand the assumptions underlying policies, and also discuss concerns such as the two-child norm, minimum educational qualification that create barriers for women. In conclusion, there is need to look at the SDG 5 indicators and commitments and align them with the gender and governance aspects.

Day 2: November 14th, 2017

Reflections from Day 1

In two groups, participants shared one key learning from the day before and one key question they have. The table below highlights the key points:

Table 2 Table highlighting key learnings and key questions from participants

| S. No. | KEY LEARNINGS |
|--------|---|
| 1. | Need for more in-depth analysis of the Karnataka state policy of women |
| 2. | The way ‘power walk’ can be used and implemented at field level with PRI members |
| 3. | Learnt various aspects of policies on women and panchayats from other states |
| 4. | Use of GRG at district levels |
| 5. | Process of internalisation of gender |
| 6. | Policy Analysis Approach |
| 7. | Deeper understanding of PRI and women’s policy |
| 8. | Deeper understanding of aspects of gender and policy analysis |
| 9. | Challenges that practitioners face while implementing the policies |
| 10. | Need for re-visiting policies from time to time |
| S. No. | KEY QUESTIONS |
| 1. | What is the difference between gender neutral and gender responsive? |
| 2. | How to sensitise rural men and women and farmers on gender? |
| 3. | What is the origin of the term ‘intersectionality’? |
| 4. | Despite various efforts of the government, why Andhra Pradesh and Telangana could not draft a state policy for women? |
| 5. | How to use participatory exercises in SIRD and PRI trainings? |
| 6. | How to design programme on gender for key SIRD members |
| 7. | What kinds of strategies and required for bringing about change? |
| 8. | How can GRG be defined briefly and succinctly? |
| 9. | Why are we still unable to make women aware of their rights? |
| 10. | Where are the gaps in policy making and implementation? |
| 11. | What advanced level tools and techniques of facilitation can be adapted for the programme? |
| 12. | Are projects/time-bound programmes only a medium to bring about change? |
| 13. | What can be learnt from other states about provisions for women? |
| 14. | Can access to schemes be equated with empowerment? |
| 15. | Why such trainings are not held with key policymakers and implementers? |

The facilitators clarified the difference between gender-neutral and gender-responsive concepts. Gender neutral takes into consideration existing roles and responsibilities of men and women and inequalities associated with them but does not necessarily seeks to change them while the gender-responsive approach is sensitive to differential needs of women and men ensuring the perspective and centrality of gender equality as the core while designing programmes/policies and working towards the transformation of gender relations. The term ‘intersectionality’ has been first used by American feminist, Kimberlè Crenshaw in the context of inequalities faced by women of colour. It stresses the need to look at the multiple social identities while understanding the oppression that women face. Gender-responsive governance (GRG) was explained briefly as measures that are taken keeping the idea of gender equality central to the governance practices and strategies with the broader objective of

gender and empowerment. The reflection session concluded with an emphasis on the need to understand policies with a gender lens.

Session 6: Catalysing Women's Transformative Leadership: Grassroots Women's Perspective

Speakers: Ms. Mamta and Mr. Sibin, PRADAN

Moderator: Suneeta Dhar

In this session, two speakers from PRADAN¹, an NGO that work with rural poor communities on enhancing livelihoods and empowerment shared about their work. Mamta talked about her personal journey as a woman tribal leader from village Dokya, in Betul district of Madhya Pradesh. She highlighted her association with *Narmada Mahila Sangh*, a women's federation which has more than 14,000 members and her life was transformed with inputs by the SHGs facilitated by Pradan. She talked about facing constraints in her education, facing initial hostility to her attending meetings of the SHG. Given her education (10th pass), she worked as an accountant with the SHG and later became a mobiliser and gender trainer. She has also undertaken training as paralegal worker, and while securing land rights within her family she has also supported several women to fight their cases. She assists women complainants in legal issues and accompanies them to courts, police station and other agencies. She also talked about challenges she faces within the homes in taking care of the family and how over time, her husband has been extending support. She also asserted her equal right to the land and property within her family.



¹ Professional Assistance for Development Action is an NGO established in 1983 with the goal to reduce endemic poverty in India. It works to strengthen the ability of rural poor to earn a decent living. The organisation believes that well-educated professionals working within communities can bring both the empathy and knowledge needed to help poor people improve their lives through well-educated professionals in the villages.

Mr. Sibin briefly shared about the work of PRADAN that works in seven states in the most backward districts for last 35 years. He also outlined how in the last ten years, they have been integrating a gender perspective within their organisation. The organisation works with women from tribal and *Dalit* communities, supporting their collectivization and claiming their rights. PRADAN asserts that that poverty is structural and multi-dimensional in nature, and there is a need to address social, economic and cultural changes. PRADAN has supported the livelihood generation, rights and entitlements and collectivisation of more than 3-4 lakh women across seven states, and women have now formed their strong and autonomous institutions. They have built their capacities in partnership with many organisations including Jagori on gender justice, rights and leadership development. Women today are part of the local governance system transforming their lives and those of their communities.

Mamta's life journey was well received by the participants, and they had many questions of her. She responded to how the women's collective had brought the scheme - *Nal Jal Yojana* that provides access to drinking water to villagers to their homes and reduced women's burden of fetching water. She also shared about how they ensured the construction of roads that supported children to attend school outside the village. She rued the fact that two schemes have not worked well – the public distribution system (PDS) and the absence of a secondary school within their village. On being asked what motivated her and gave her strength, she referred to the power of being in a collective. She also feels more confident and can speak to anyone, in any forum and plans to contest for panchayat elections in the near future. She is keen to study further, but is also overwhelmed with family-related responsibilities, including care of a disabled child. She dreams about how women can participate more equally in the governance process of their communities without any fear or discrimination, and have a voice and mind of their own.

The facilitator in her closed remarks stated how Mamta's journey of empowerment is significant as walked the talk and raised issues of empowerment within her home and family, claiming her property rights and building self-determination and courage to take on resistance faced with dignity and calmness.

Session 7: Recap of Gender Analysis

Resource person: Sarojini G. Thakur

The facilitator explained that gender analysis is a systematic way of looking at a current situation or the impacts of programmes/policies on women and men. Gender analysis enables practitioners to identify the gender differences and inequalities that are often taken for granted, such as differential access of men and women over resources; different social roles that they perform; and highlighted various constraints faced by them and different benefits they receive. This process is significant for

gender mainstreaming as these issues of inequalities can be taken into account while designing policies and programmes.

Gender division of labour was explained through the Moser framework that defines triple roles of women, namely, productive, reproductive and community roles. Practical gender needs were highlighted - as needs of women and men within their socially accepted roles; and Strategic gender needs as those that emerge from an analysis of gender inequality and the subordinate position of women. Policies based on practical gender needs do not bring substantive changes in women's position, focusing on changing her material condition, policies with Strategic gender address structural changes in the relationship between men and women through redistribution of roles, responsibilities and power sharing.

The facilitator further highlighted approaches such as gender blind (implicitly with a male-bias), gender specific (targeted needs of women or men within existing policy); gender neutral (treats men and women equally and ignores differential roles and responsibilities that they perform); and gender redistributive (aims for structural change and transforms the existing distribution by focussing on strategic needs).

Session 8: Gender Analysis -II (Government Schemes and GRG modules)

Group work was planned with participants divided into state groups. Three groups (Andhra Pradesh, Karnataka and Rajasthan) worked on developing a GRG module while the other three (Telengana, Orissa, Madhya Pradesh) worked on state programmes namely:

1. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
2. Beti Bachao Beti Padhao (BBBP)
3. Swachh Bharat Mission (SBM)

Handouts with guiding questions were provided (*Annexure 5 & 6*).

Session 9: Group Presentations on Gender Analysis

Resource Persons: Sarojini G. Thakur and Suneeta Dhar

Groups made their presentations followed by feedback sessions. Key points were as follows:

1. Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA)
 - Drawing from the present implementation of the scheme, MGNREGA has not sufficiently been addressing the social protection aspect with the workers. It was meant to be demand-driven, but in clearing the financial backlogs within the scheme, it has become target-driven.
 - The gender-neutral dimensions were raised, in regard to payments. While payments are being made late in general to both men and women, the wage calculation is

mostly biased against women as they are categorised as unskilled and semi-skilled labour. As wages are calculated on piece rate basis, and payments made by the quantity of work done and not by the quantum of labour involved. Women, therefore end up working more and being paid less. A similar pattern can be seen when payments are made to groups; usually, in groups, women work more than men, but are paid the same as men.

- Women's needs to a limited extent are taken into consideration during implementation. The provision of crèche facilities and training women as MNREGA mates has a great potential in developing their skills and moving them up the scale as supervisors.

2. Beti Bachao Beti Padhao (BBBP)

- The larger issue that sex selection, female infanticide and foeticide are a reflection of a broader social malaise of son preference. In many cases, women do not have control over their reproductive and sexual health and voice in decision making regarding child care, number of children, fertility control, etc.
- There is need for effective data collection and analysis. One participant shared that the Health Management Information System (HMIS) in their state has data discrepancies. While some governments have taken effective measures to implement the scheme, more evidence is need on capturing the impacts.
- There is need for multi-sector coordination between departments – health, women and child departments, social welfare, etc.
- A participant from Rajasthan shared about the positive impacts of the scheme, as it is being implemented parallel to other state-level schemes for girl children such as Chief Minister Rajshree Yojana and Badhai Sandesh. The PCPNDT Act is also efficiently enforced through schemes like Mukhabir Yojana, Toll-free helpline and GPS tracker systems for detecting sonography machines. Nine out of the fourteen districts selected for BBBP have shown significant improvement in the sex ratio.

3. Swachh Bharat Abhiyaan

- While the design of the scheme seems gender neutral, it is focused largely on meeting women's practical needs. For instance, the provision of toilets has reduced open defecation amongst women/girls.
- The gaps in implementation in some cases, affects women more than men. Most toilets constructed have no water connection, and the task of fetching water falls directly on women, and increases her workload for the day.

- Provisions for menstrual hygiene and disposal are absent, and in some areas, women are not allowed to use toilets during their periods.
 - While manual scavenging has been legally eliminated in the country, alternatives to manual scavenging have not been devised and mechanical sanitation measures are not in place. Dalit men have lost their lives undertaking this task.
 - The stigma associated with open defecation has been raised as people are being shamed and abused. Clear messaging for men to not using open spaces for urinating, needs to be in place.
4. GRG Modules (Andhra Pradesh, Rajasthan and Karnataka) were presented:
- It was emphasized that training modules cannot be gender neutral, and should be transformative. A gender lens is needed to revisit them.
 - Only drafting a module with a gender lens is not sufficient, the practices/strategies must also be gender sensitive at the ground level.
 - Data and statistical evidence is needed and every state needs to develop indicators using from state-level data and pay serious attention to the areas that reflect grave gender inequalities.

Some key points were raised by the facilitators: There is need to understand the way change can be measured; significance of collecting data and evidence; and the need for third-party evaluation or independent evaluation studies.

Also, participants need to be familiar with key indicators of change – both qualitative and quantitative. Women’s narratives and voice needs to be captured. Thus the need to build spaces within trainings for developing communication skills, confidence amongst women at panchayat level, as well as voicing her issues is much needed.

Session 10: Overview on Facilitating Women’s Empowerment and Leadership

Resource Persons: Sarojini G. Thakur and Suneeta Dhar

There were some personal testimonies of struggle shared by a few female participants. They were moved by the struggles of Mamta and wanted to talk about their lives too. The facilitator referred to the patriarchal bargain, and how women are silenced in the patriarchal system. The facilitator also emphasised that empowerment is usually defined in a narrow instrumental sense in government policies and programmes, but Mamta's narrative and the personal stories of struggle shared at the training highlights the nature of empowerment in a transformative sense. A short film on women’s rights by UN Women was shown.

Day 3: November 15th, 2017

Reflection Session:

The participants were divided into four groups. Two groups discussed strategies/exercises to sensitise male participants on gender. The other discussed what changes would they make in their current gender training programmes, based on their new learnings.

Table 3

| Gender Sensitization for men |
|---|
| <ul style="list-style-type: none">• Activity: “If I am a woman”; Role play on women based on life cycle approach• Understand their level of gender through pre-testing questionnaire• Brainstorming through factual exercises• 24-hour Time Use exercise: listing out all tasks done by males and females in performed in a day• Role reversal plays: men play women’s roles and vice versa• Multi-media forms: audio and videos on gender and women empowerment |
| Additions or modifications to gender training programmes |
| <ul style="list-style-type: none">• Power walk exercise• Case study/role model• Gender analysis of state programme and policies• Field visit to best practices areas• Sharing personal experience testimonies of men and women to promote gender equality• Circulate draft gender policy to get views of participants• <i>Chai pe charcha</i> (informal discussion session on experience sharing) |

Session 11: Sharing Best Practices on GPDPs: Using a gender lens for planning at local levels:

Speakers: Mr. Ajit K Singh, Lecturer, CTI Panchayat Raj division, DoRD, Jharkhand and Ms. Dharmistha, Senior Advisor, Mahila Housing Sewa Trust, Madhya Pradesh

Moderator: Ms Navanita Sinha

The moderator initiated the session mentioning that GPDPs are the most appropriate entry points for gender mainstreaming at the panchayat level and the objective of the session is to look at the states beyond UN Women project states and identify and understand best practices on GPDPs.

Ms. Dharmistha presented key components of the GPDP and highlighted how the programme gives high emphasis to participatory planning and considers active participation of all stakeholders in the Gram Panchayat and Gram Sabha. There is a strong focus on capacity building and orientation of all stakeholders. The participatory environment is created through direct involvement of state-level officials and effective IEC materials. Examples of good practices on GPDPs from states like Odisha (capacity building model), Telangana (institutional mechanisms), Karnataka (systematic, participatory planning) and Rajasthan (bottom-up process with technical support) were presented.

Mr. Ajit presented the GPDP model from Jharkhand that has been implementing it as a people's plan in a campaign form: ‘*Hamari Yojana Hamara Vikas*’. He described how the planning process of

GPDP involved women at the outset in the Panchayat Planning Teams (PPT). Other highlights of Jharkhand model include: a convergence with other social protection schemes and the introduction of 'Low Cost and No Cost Schemes' to address social issues in the villages through a campaign. There are mandatory *Mahila Gram Sabhas* being held before Gram Sabha meetings and there is also a strong use of IEC for encouraging people's participation.

Post the presentations, participants raised key concerns about how politics impacts the local agenda. In Telangana this problem has been tackled by the creation of functional committees which include both elected and non-elected representatives. In designing the GPDP, the panchayats have been taking control of all their local issues and have been finding solutions without formal political support. The GPDP procedures facilitates better planning and participation of all members. An example was shared of a village, where the panchayat constructed an overhead tank through their own FFC² funds, as there were considerable delays in undertaking the task on the part of the government.

In Jharkhand 145 panchayats have seen a decline in open defecation, witchcraft and alcoholism. The major point being raised is that one needs to have faith in the panchayat system and they need to be given funds, functions, power and functionaries to perform well. Presently there is no level playing field for panchayats to function well.

The session was concluded by emphasizing the role of women in governance. It has been seen in State Finance Commission (SFC) studies that increase of women in governance reduces incidences of corruption and enhances accountability.

Session 12: Tools for Participatory Planning at Local Levels

Speaker: Ms. Sejal Dand, ANANDI, Gujarat

The Speaker demonstrated use of two tools in participatory planning.

The first tool is: 'Why my grain bin is empty?' This tool is aimed to analyze the gender division of labour and the way men and women make a different contributions to the household income. It also addresses women's control over labour and opportunities for enhancing livelihoods, understands the way paid and unpaid work contributes to a household; recognizes the significance of public services and amenities to household incomes; identifies various outflows (desired as well as distress) and role of the collectives in reducing distress expenditures. The speaker stressed that the tool could be used to initiate discussions around roles performed by men and women in the household, women's contribution to household income and roles that should be performed by panchayat and local government in reducing distress in families. Hence, the tool is both sensitization as well as an awareness and advocacy tool.

² Fourteenth Finance Commission

The second tool was: 'I am a Woman Farmer', that aims to understand women's political and social identities, enabling her to realize her power in negotiating rights and claims. This tool is aimed to unpacking the various roles performed by women and identify their multiple identities. It focusses on both family/religion/caste based identities (mother, daughter, caregiver, wife, farmer, etc.); as well as on identities that have negative connotations (such as witch, widow, spinster, etc); and also on political identities (such ASHA and Anganwadi workers, Panchayat member, SHG member, etc.). The tool helps to initiate discussions around roles performed by women in society, their vulnerabilities as well as their level of participation in socio-political processes.



These tools are effective to initiate dialogues among women at local levels, and conscientize them on their multiple identities, rights and entitlements; it also helps to establish a collective analysis, and reflection, that could result in some form of collective action/strategies they can initiate to strengthen institutional mechanisms to address systemic gender inequalities.

Another participant shared a tool that they use: 'My village My home'; to track every child born and immunised in the village. They also track through names not numbers, '*Number Nahi Naam*'. The session was concluded by stressing the necessity to understand the tools and the way it can be used in trainings with people at the panchayat level. It was further emphasized that more in-depth discussions on the use of tools could lead to challenging status quo and dominant power relations that affect women in society.

Session 13: Using ICT for Rural Women

Speaker: Ms. Anita Gurumurthy, IT for Change, Karnataka

The speaker mentioned that gender and governance do not work separately or cannot be merged with each other; instead gender needs to be thought of from the very beginning in the realm of digital governance. She presented various examples of digital governance initiatives from different countries: mobile information services; technology-supported learning; skill development and career support; redressing gender-based violence; examining public policies for meaningful access and promote gender inclusive e-service delivery.

Some examples of digital governance are: MIS of MGNREGS (India), E-Kasih (Malaysia), Sex Offender Alert, Cyber-mentoring Portal and Safe Return Home (Republic of Korea), Our Watch (Australia) and E-Government Master Plan (Philippines). She established following key features of digital governance initiatives concerning service delivery, citizen uptake and connectivity and architecture:

- robust gender taxonomies
- efficiently balance right to privacy with transparency of obligations
- robust public data systems to encourage citizen innovation
- connect effectively with women's organisations
- consider use of private platforms in e-services
- need initial investment and inter-ministerial cooperation to build data repositories
- effective on-ground intermediation to facilitate access to services (eg Gender help desks of the Kudumbashree programme, Kerala)
- affordable public access for women through creation of gender-inclusive open access points (Public Libraries Network in Australia)
- mobile innovations (Sri Lanka's mobile learning project for women farmers – subsidized by state government)

Questions included whether women need a certain level of education and technical proficiency to work with technology. It was mentioned that women need not learn about data science but need to have a high orientation towards citizenship, justice and rights. Questions regarding control of data as well as the privacy of data in case of domestic violence cases were also raised. Regarding the matter of privacy, the speaker explained that if a woman is already making a complaint, it implies that she is ready to go public with her issue; however techniques like de-identification (eliminating the identifying details of respondent) have been used in some countries to respect confidentiality. A film: 'Women's political participation- digitally enabled pathways' was shown.

Session: 14: Communications and Training Tools for Training at Community Level

Speaker: Ms. Sejal Dand, ANANDI, Gujarat

In this session, the speaker introduced three training tools to the participants:

- 1) 'My Rights, My Entitlements (to enable women to identify their access to various entitlements)',
- 2) 'Mobility Map' (Women's access to various institutions)' and,
- 3) 'Which way do the scales tilt?' (Women's participation in decision making).

The first tool, 'My Rights, My Entitlements' focusses on various government entitlements of rural women farmer and initiates the discussion around access to those entitlements. The tool makes women aware about various cards (RBSY card, Kisan credit card, Job card, BPL card, Aadhaar Card, JSY card, etc.) that they need to possess to access benefits of the scheme. This participatory exercise provides information to women about various schemes and the way they can access them.

The second tool, 'Mobility map' can be used with rural women to initiate discussions around their access to different institutions and their participation in decision making in those institutions. It is an excellent tool to make women aware of various institutions and their specific roles and the way women can participate in the functioning of these institutions.

The third tool, 'Which way do the scales tilt' is useful to understand the role and contribution of men and women to household chores. It can be a significant tool to sensitise men about the need to redistribute the household work more equitably.

The participants were given copies of the tools, and requested to use them and adapt as required. Emphasis was laid on the need to move beyond mere participation, and initiate discussions about gender inequality, discrimination, violence and complete the cycle of learning. A film on the tool use by Anandi was also screened.

Additional Session: Transformative Leadership

Speaker: Dr. Sunita Rani, Faculty, LBSNAA

The session focused on understanding the concept of transformative leadership. The participants filled in a questionnaire at the outset. Speaker asked participants to outline two-three qualities of a leader from whom they draw their inspiration. She highlighted concepts of a leader and leadership, leadership behaviour and leadership styles. She also highlighted various barriers that women leaders face. This includes the paucity of role models for women, gendered career paths and gendered work and women's lack of access to networks and sponsors. The meaning of collaborative leadership was shared - as one where there is a process of facilitating and operating in multi-organizational arrangements to solve problems that cannot be solved by single leaders/organizations. The session concluded with a discussion on important traits needed to be an effective leader.

Day 4: November 16th, 2017

Reflections from Day 3

The participants reflected upon their feelings on one word:

Awesome, Energised, Useful, Informative, Rejuvenated, Activated, Happy, Inspired, Recharged, Practical, Booster, Interesting, Motivated, Enriched, Fertilised, Futuristic, Participatory, Aware, Awakened, Self-analysis

Session 15: Panel discussion on Role of Apex Institutions in Nation Building

Speakers: Dr. NV Madhuri, NIRD, Hyderabad; Mr. Pranesh Rao, SIRD, Karnataka; Mr B. Ramanajanyulu, SIRD, Andhra Pradesh; Ms. Aswathy, LBSNAA

Moderator: Ms. Sarojini G. Thakur

The moderator welcomed and introduced all the panel members.

Mr. Rao shared that Karnataka Panchayat Act has been amended with radical changes and has been renamed as Gram Swarajya Panchayati Raj Act, with a preamble stressing the need for implementation of directive principles. Gram Sabha has been very vibrant at all levels with the power to plan, implement and monitor schemes. Involvement of women has been made compulsory at all levels. He stated that after the phase I ToT on GRG, the gender dimension has become mandatory in training modules in the SIRD, Karnataka. Karnataka has almost one lakh elected representatives at panchayat level and of them, almost 53,000 are women representatives. There is a high need to sensitise them on gender issues, gender budgeting and gender governance. Hence all the training designs and plans are being revisited in a time bound manner to incorporate gender issues.

He was keen that specific initiatives could be taken up by NIRD and LBSNAA for supporting SIRDs in implementing GRG at local levels:

- Modules and measuring yardsticks for various activities such as gender friendly gram panchayat
- Development of a pool of resource persons/master trainers
- Continuous interaction with key officials of SIRDs
- Support to action research studies
- Many SIRDs have limited infrastructure that limits the transmission of knowledge and skills from one level of trainers to the other. Support from apex bodies about staff as well infrastructure for SIRDs is expected.
- Efforts towards publication of the best practices and work done in SIRDs.

Mr B. Ramanajaneyulu from Andhra Pradesh stated that they expect significant support including technical support from NIRD, specifically for impact assessment of their work at the grassroots level, and in undertaking field surveys and other R&D activities. There is also a need for value addition inputs from NIRD and LBSNAA in enhancing their knowledge products such as modules, manuals and policy documents.

Dr. Madhuri shared about NIRD and how it has been effectively working to bring the gender agenda centrally to their policy level and research work. A draft gender policy for NIRD is in place. She also mentioned that NIRD designs the programme in consultation with other states and some initiatives include -

- Multiple research and training activities
- Initiation of the process of developing programme wise master trainers. Master trainers for NRLM have been trained and certified. They have been categorised state wise, and information has been shared with different SIRDs. Online database and certification for master trainers and this database are made available to all SIRD
- For gender, database of master trainers has been developed, but they have still to be certified
- E-repository with material on gender being created
- Development of gender matrix to rank states and districts on GRG is underway
- Working with UN women for a comprehensive document on gender friendly panchayat. NIRD is also asking partner states to share their experience on gender friendly panchayats to build compendium on the same
- Work on training manual for the gram panchayat functionaries
- Collecting case studies across the countries on best practices of GRG
- Resource book of Panchayati raj statistics has been developed, and gender is part of it
- India Rural Development Report is published periodically and is in the public domain
- Digitisation of library resources is in process and once the process is complete remote access will be given to SIRD
- Majority of training modules are being revisited to integrate the gender dimensions
- MoRD is supporting SIRDs with seven core faculty (one is dedicated for gender/women and children). Also, there are attempts to capacitate SIRD faculty in research methodology programme, and NIRD provides handholding support throughout the research

Ms. Aswathy shared that LBSNAA can extend support to state-level administrative officials regarding sharing knowledge as well as training support in gender issues. Further, she shared that LBSNAA has a very unique development of a campus based management software that could be shared with SIRDs. Exposure visits could be regularly planned for officials to the campus. NGC acts as a research centre on women and can extend research and material support to SIRDs.

Among the questions were: whether there has been any assessment of the activities of NIRD and SIRDs. UN Women has recently commissioned a small study for assessing the effective pedagogy being used at the ground level for trainings. The results of this study will soon be shared with the SIRDs. Another participant mentioned that linkages between LBSNAA, NIRD and SIRDs should be nurtured beyond the UN Women project period through annual meetings or colloquia.

Moderator closed the session by stressing upon the need to implement some of the good suggestions that resulted in this session and create sustainable linkages among the institutions.

Session 16-18: Practice and Demonstration Session

Resource persons: Sarojini G. Thakur, Suneeta Dhar

Participants developed in state groups a two-day gender-sensitive training programme with detailed session plans for EWRs, using some of the tools that they have learnt during this training. (See guide questions at *Annexure 7*).

On presentations, feedback was provided on how to enhance the design with regard to the appropriateness of the content being covered, the effective use of time for sessions, the logical flow in the planning of sessions and how innovation could be built in and activities made more useful (*Annexure 8*). Participants were asked to rework their training plans based on comments received.

Day 5: November 17th, 2017

Session 19: Practice of leadership tools

Resource persons: Sarojini G. Thakur, Suneeta Dhar, Navanita Sinha

Two groups were formed amongst the participants with one or two representatives from each state. The first group with representatives from Andhra Pradesh, Telangana and Odisha were asked to develop a leadership development tool for elected women representatives. The second group with representatives from Madhya Pradesh, Rajasthan and Karnataka were asked to develop a tool for sensitisation for men.

- a) The first group presented their tool, '*Who is the leader?*'

In this activity, all participants stood in a circle and had to choose one volunteer who would identify a leader from the group. The volunteer is sent outside the group, and the group secretly chooses three leaders for the game. This leader stands in the circle with other group members and will do random physical actions like clapping, jumping, bending, etc. and all other group members follow their movements. The volunteer is invited back in the circle and has to identify the leader.



During the de-brief session, the 'leaders' were asked to reflect. They mentioned that effective coordination was key. Another participant reflected that a critical learning that can be drawn from the game is that effective leaders should understand the competency level of their followers. Resource person mentioned that though the tool is participatory, however one should guard against the notion that leadership can get diffused and non-functional.

2) In the second tool, the group members asked few questions to the remaining participants regarding activities usually performed by men or women such as cooking, taking care of children, finding a partner for the daughter, etc. Answers were diverse and issues of gender division of labour were discussed.

Overall feedback by resource persons on tools:

Resource persons provided some key points to remember while designing a tool or a training plan. These are as follows:

- When a time-bound tool is planned, facilitators should have a time plan at the back of the mind for every subtask of the activity. They consolidate the discussions post the experience.
- As a team of facilitators, each trainer's roles should be defined. Each should add to the content of the colleague and not repeating the input/discussion.
- One needs to understand the purpose of designing such tools is to stimulate a transformational journey. So, every tool must be seen in the perspective of what learning it can bring out.
- In addition to the content, there needs to be an equal focus on building soft skills – communications, etc.
- As facilitators, move the agenda in a way that is inclusive and has space for participant inputs as well.
- Adaptation and modification of tools is necessary, for local situations.

- Adult learning principles includes a logical flow of content: For, e.g. from the self to the group, to the community, to the state or it could be the other way round.
- Training needs to be designed and fit within the broader objectives of the project.
- Prioritise and deliver effectively. Manage time well.
- Always have a backup plan. Some activities may or may not work. Capitalise on the group strengths, not on weaknesses.
- Be aware of your facilitation styles. Know your roles, boundaries, have clarity on tasks, have a high standard of achievement, be gender sensitive in everything you do.
- Trainers have authority, but need to be careful about where they draw their authority from – expertise, group support, etc.

Session 20: Monitoring and Evaluation of GRG

Speakers: Mr. Neeraj Trivedi, IFMR and Ms. Shreya Singh, IFMR

The session focussed on discussing principles of using data and evidence for gender-responsive planning and implementation. The session was planned with the data feedback tool in hand and all participants responded to a few questions. The Speaker highlighted that it is necessary to use data as a guiding principle for designing intervention, and while using data, one must know about the need for gender disaggregated data so as to arrive at a holistic picture. Further is it essential to look at various data sources from where data can be obtained, as well understand the limitations of each of these data sources.

To develop a theory of change or an intervention, it is crucial to identify the logical flow of inputs, processes and outcomes. Examples of reservation for women leaders in village councils in 73rd and 74th Amendments was presented as a case in point. To develop good indicators they need to be relevant, measurable, unbiased and feasible to collect. The presentation concluded by sharing some research findings from a study on financial inclusion of women and how outcomes could be made more effective for them. It was pointed out by the course team that when undertaking gender sensitive monitoring and evaluation it would be critically important to have indicators that measure change, and that would often mean the need to include process indicators.

Evaluation and Feedback Session:

Participants filled up the evaluation forms. The analysis of their data indicated that they found all the sessions useful and very good. 86% participants rated the programme and the training team as excellent. They also found the programme aids used and administrative facilities provided by NGC - LBSNAA during the training (boarding/lodging, transportation, training venue, meals and support activities) as excellent. Further details on the ratings are attached (*Annexure 9*).

Participants also briefly shared their observations about the training. One of the participants shared that she tried her best to learn from other states and she now feels confident to conduct effective

programmes in her respective state. She shared that prior to this training, their team had been conducting the programmes, but not with a *gender lens*. This training, therefore, has been a great value addition to the skill set as trainers. Another participant, who attended the second phase of training only, shared that the content was well designed and concepts were clearly spelt out and the training delivered efficiently.

Another participant found the content and process effectively balanced. He learnt how the content can be delivered in a simple and yet in an effective manner. The TOT was well handled and in itself a learning experience. Having name plates was useful, as it enabled the facilitators to interact directly with participants.

In the end, one of the participants very effectively summed up the sense of hopefulness and motivation that everyone felt after the 5-day training in Maya Angelou's words,

*"You may shoot me with your words; you may cut me with your eyes,
You may kill me with your hatefulness, but still, like air, I'll rise."*

All the participants were grateful to NGC, and the facilitators for the meaningful sessions and excellent hospitality and care.

Valedictory Session

Guests: H.E. Mr. Nils Ragnar Kamsvåg, Ambassador of Norway to India; Mr. Manoj Ahuja, Joint Director, LBSNAA; Moderators: Ms. Aswathy Sivadas, NGC-LBSNAA

Ms. Aswathy welcomed the guests and briefed the Ambassador about NGC, LBSNAA and the joint project with UN Women and with institutional partnership with Jagori. She briefly mentioned the overall goal and process of the ToTs that have been since conducted in two phases and a special one held for ATIs/CTIs.



Mr. Ahuja appreciated the efforts of NGC and UN Women in designing the trainings. He drew upon his early learnings from the writings of feminist writers - Mary Wollstonecraft and Virginia Woolf. He emphasized that arguments on the education rights for women and women's agency and independence to pursue to their aspirations made by these writers have been an impetus to the women's struggle for equality globally. He further shared that in India, there have been constitutional measures taken to provide equality to women such as voting rights, reservations in panchayats, etc. There is still a long way to go in gender equality, and such trainings play a strong role, as it engages directly with institutions and people who bring the change on the ground. He wished the participants well in their endeavours towards gender equality.

Mr B. Ramanajaneyulu, SIRD, A.P. gave a few remarks about how meaningful he found the training. He appreciated the efforts by NGC, UN Women and the facilitator team. He shared that results in the form of more participation from women at the panchayat level can be seen under the project.

Dr. Anita Brandon, SIRD, Rajasthan and Mr Shalin Sharma, WCD, MP shared their views on the training. Dr. Brandon highlighted the need to build sustainable linkages between NIRD, SIRDs, UN Women and LBSNAA beyond project period. Mr. Sharma emphasized the significance of sensitisation of men as a crucial step towards working for gender equality.

H.E. Mr. Nils Ragnar Kamsvag address the participants and talked about the meaningful partnership with the UN Women on this project. He mentioned how SDG 5 could be significantly used to enhance gender equality policies and bring about change in society. He emphasized the importance of equal participation of women in the workforce by drawing from Norway's experience, where there is high workforce participation among women with supportive policies support in place and that it has that directly translated into higher living standards of people within the country.



The training programme was concluded with the distribution of certificates to participants and a Vote of Thanks from Ms. Anjali Chauhan, NGC, LBSNAA.
