LOCALISING SDGs:
BUILDING CAPACITIES OF
GRASS ROOTS ORGANISATIONS
FROM A GENDER PERSPECTIVE

A TRAINING MANUAL

SEPTEMBER 2020

Sahaj
towards alternatives in health and development
Localising SDGs: Building Capacities of Grass Roots Organisations From A Gender Perspective

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September 2020

Manual developed by
SAHAJ
as part of the project ‘Evidence based Civil Society Action for Gender Equality and SDGs’ supported by Equal Measures 2030

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Design and Layout:
Sanskruti Designers and Printers, Pune
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<td>Acquired Immune Deficiency Syndrome</td>
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<td>CAG</td>
<td>Comptroller and Auditor General</td>
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<td>COVID 19</td>
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<td>Gender Responsive Budgeting</td>
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<td>India Labour Market</td>
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<td>ISIT</td>
<td>Indian Society of Seed Technology</td>
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<td>LGBTQI</td>
<td>Lesbian, Gay, Bisexual, Transgender, Queer, Intersexual</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MGNREGA</td>
<td>Mahatma Gandhi National Rural Employment Guarantee Act</td>
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<td>Ministry of Statistics and Programme Implementation</td>
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PREFACE
SAHAJ (Society for Health Alternatives), registered in 1984, envisions a society with social justice, peace and equal opportunities for all. We focus on children, adolescents, and women in two specific sectors - health and education. We strive to make a practical difference in the lives of marginalized women and girls through direct action in the communities and through action research and policy dialogues. SAHAJ believes in developing programs based on the expressed needs of the communities and being led by the communities. For greater impact at the state and national level, we collaborate with like-minded organizations to form coalitions.

SAHAJ’s work is based on human rights and a gender perspective. All our programmes aim to promote gender justice, equity and freedom from discrimination. We understand gender as going beyond the male-female binaries. We believe that addressing and transforming power relations lies at the heart of all gender work. We also look at gender through an intersectional lens - that is, that men and women and others of diverse sexualities are not homogenous groups, that each of us has multiple identities - some that give us an advantage and others that disempower us, depending on the context.

SAHAJ is Equal Measure (EM) 2030’s National Partner for India since 2017 for a project ‘Evidence based Civil Society Action for Gender Equality and SDGs’. The project does focused work in selected states, and some activities at the national level, towards achieving the selected targets from SDG 3 and SDG 5. The SAHAJ team has been working with civil society organisations, and networks and coalitions in Gujarat, Assam and Punjab (and earlier also in Madhya Pradesh) on specific targets -such as Maternal Health, Universal Access to Sexual and Reproductive Health and Rights, Violence against Women and Harmful Traditional Practices. The work is aimed at ‘localising SDGs’.

Localising SDGs has been defined as “the process of defining, implementing and monitoring strategies at the local level for achieving global, national and subnational sustainable development targets. It involves various concrete mechanisms, tools, innovations, platforms and processes to effectively translate the development agenda into results at the local level”1.

1 https://www.gppi.net/media/KAS_CSO_2016_Localizing_SDGs.pdf
SAHAJ believes that the central and core agenda of the SDGs ‘Leave No One Behind’ cannot be achieved without ‘localising’ and without the participation of grass roots and community based organisations. They are the ones who can best identify who has been ‘left behind’, who are the excluded and most marginalised communities and groups. ‘Localising SDGs’ for the SAHAJ team means equipping grass roots groups with the information about the SDG framework, the structures of monitoring and the role that they can play to ensure accountability of the public systems to deliver in accordance with the Government of India’s commitments and promises. ‘Localising SDGs’ means ensuring that the voices of the most marginalised and excluded are amplified and they reach the highest levels of policy making.

Our strategies for this work include capacity building - of our own team, of our state partners and grass roots organisations, and also at times of government officers, b. generating evidence based on grass roots realities and experiences, and c. building alliances and coalitions to strengthen our advocacy around public policy.
This training manual is a result of SAHAJ’s work on localising SDGs with civil society organisations across four states of India (Assam, Punjab, Gujarat and Madhya Pradesh), since 2018.

Photo at Data for Advocacy Training, Vadodara
Date: 21st November 2019
CHAPTER 1
Discussions regarding the Sustainable Development Goals (SDGs) started at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. SDGs replaced the Millennium Development Goals (MDGs), which focussed on extreme poverty and hunger, preventing deadly diseases, and expanding primary education to all children, among other development priorities. The SDGs agenda prioritises five Ps - 1) People 2) Planet 3) Prosperity 4) Peace and 5) Partnership

Figure 1: Five Ps of the SDGs²

The 17 SDGs focus on different aspects of above priorities. For example, SDG 2 (Hunger and Nutrition), SDG 3 (Health), SDG 4 (Education), SDG 5 (Gender Equality) are more directly linked to People, whereas Goal 13 (Climate action), Goal 14 (Life below water), Goal 15 (Life on land) are directly applicable for conservation of Planet. Goal 1 (End poverty), Goal 8 (Decent work), Goal 9 (Industry, Innovation and Infrastructure) aim at Prosperity. Though all these goals are interconnected and important for achieving sustainable development, for the purpose of this training, we are mainly focusing on the Goals related to People and Prosperity. This is because many of our development partners work mainly on issues related to these categories of SDGs. And the purpose of this training is to help grassroots groups to understand the SDGs framework and its relevance for their work.

**Using Gender Data for Advocacy**

Another focus of our work has been around the use of gender data for advocacy.

‘Gender statistics are defined as statistics that adequately reflect differences and inequalities in the situation of women and men in all areas of life.’ (United Nations, 2006)

Analysing data with gender lens helps to raise awareness about existing gender based discrimination. Policies and programs which do not take into consideration existing gender differences, intensify gender based inequalities. Hence, gender data are important to assess the success of laws, policies and programs in achieving gender equality and also to find out vulnerable groups who are left behind. We also use gender data in advocacy.

**Contents of this Manual**

As mentioned above, we have included here the SDGs related to People and Prosperity. Most of the organisations at grass root have following priorities – health, women’s rights, women’s livelihoods, education, issues of adolescent girls. We have included the SDGs on Poverty and Reducing Inequalities because these issues are at the heart of our work, and the work of many of us. Based on the examples in this manual facilitators can adapt the contents according to the profile of the participants – one could replace certain SDGs with others that are more relevant to the participants of the training.

**The Manual contains**

a. Guidelines for facilitators,

b. Session outlines with detailed methodology for how to transact each topic,

c. Each session outline is supported by a Powerpoint Presentation and a Handout wherever possible,

d. There are also lists of video films that we have used, with their web links and annotations.

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This training manual is a guideline, to be adapted intelligently. We have included here the session outlines of a training that we had done for participants from Gujarat. The information in each powerpoint pertains to the situation in Gujarat. Depending on the profile of your participants, you would have to customise the contents, update the information. The material may also need to be translated into a language that matches the participants’ profile.

The next section provides further details on how to use the manual.

**How to use this Manual?**

This is a manual for facilitators. As mentioned above, it is a flexible framework that you can adapt to suit the profile of the participants. This guide is designed to have a facilitator (or facilitators) share the materials and lead participants through certain activities. The activities are learner-centred and varied to accommodate different learning styles and to allow participants to engage actively with one another. The material in this guide should be adapted, shortened, or built upon to suit your specific needs and context. Facilitators should read the guide thoroughly, then decide how to adapt the material to best meet the needs of the participants. This may necessitate that you communicate with participants before the workshop to better understand their advocacy and data experience and comfort level, their learning objectives, and their interests.

The size of the participant group, as well as the length of the workshop, can vary. Most activities in the guide will ask participants to work in small teams of about five to allow them to collaborate and share. However, facilitators should determine what types of activities (individual, small team, or large group activities) and what size teams are most appropriate for their workshop. By maintaining the same teams throughout the workshop, participants will have more intimate discussions and build on their knowledge through the modules. The work that small teams produce during the activities will build through the modules. Additional content may need to be included on collaborative work styles, cross-cultural communication, or consensus-based decision-making, to ensure that activities run smoothly, participants feel comfortable and heard, and all participants are learning.

**Notes for Facilitators**

Facilitators will need to prepare themselves well before undertaking the training by referring to the most recent global data (refer to EM 2013 Advocates Data Hub)⁴ as well as the NITI Aayog and National Health Mission and the state data. As mentioned above, each presentation should be adapted and revised according to the profile of the participants – which state they are coming from, what issues and therefore which SDG targets they work on, etc. Your presentations and teaching should therefore be customised with the data, examples and case studies relevant to the participants, so that they benefit from your inputs.

We are assuming that facilitators have skills of participatory training. The presentations should be used to promote a two-way exchange. The presentation can be interspersed with intelligent and sharp questions based on the content of each subsequent slide. Facilitators should be able to generate rich discussions around video films, and games and exercises and direct these discussions towards the learning objectives of each session. The facilitators should be able to summarise each session with the key learning points that the session was designed for. All of these are skills that participatory trainers have already acquired with practice, and we are assuming that we do not need to spell these out in this manual.

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⁴ https://data.em2030.org/
Preparation for the training

- Before conducting the training, familiarize yourself with the contents of the training module
- Read the background documents carefully
- Give due consideration to how each activity would be conducted
- Get all your queries resolved by additional reading from other sources
- Make sure that the material required to conduct the session is made available before the training starts

Suggestions for conducting the training sessions

- Conduct pre-training and post-training evaluations
- When beginning a session, spend few minutes on assessing the existing knowledge of the participants related to the topic
- Conduct the sessions in a non-threatening and non-judgmental manner
- Give adequate time to the participants to express themselves as they may be little hesitant in the beginning
- As far as possible, avoid imparting information in a lecture mode - try and make your lectures into discussions, by asking appropriate questions
- Ensure that all the participants voice their opinions and that the discussions are not dominated by a few participants
- Encourage participants to express themselves
- Adapt the activities and group discussions to suit them to the social context of the participants
- Ask the participants to maintain confidentiality if sensitive information is shared by any participant
- If certain questions asked by participants are beyond the purview of the training topic, explain politely that since the question is outside of the objectives of the training, you would come back to it, if the time permits
- Intermittently, reiterate the important points of the session so that they are emphasized repeatedly
- Begin each day of the training with feedback of the previous day
- Think about your own values and clarify how you feel about an issue before you discuss it with participants
- Be aware that no incorrect messages or wrong information is communicated during the training
- Try and understand the colloquial terms used by the participants, if you have doubts about the meaning of the terms, don’t hesitate to ask for clarification
- Demonstrate respect for participants - don’t be dismissive about their knowledge or experience
- Remain neutral and open during the discussions
- During each training program, organise a ‘parking lot’ where the participants can write their confusions or queries related to the topic
- In the evening, go through all the queries and address them in the subsequent sessions
**Some additional tips for participatory methods**

- During discussions whenever participants voice their views, record them on sheet of paper or on board. And then make sure that you summarise them or refer them at some point during the session.

- Use open-ended questions for generating discussion which means the questions start with **what, how, why, when**. Do not ask questions which can be answered in **yes or no**.

- Use energising activities or icebreakers between sessions.

- As far as possible, participants should be seated in a circle, this will help the participants to see each other. And this arrangement helps to create a democratic space, and reduce hierarchies.

To conclude, the well-being of your participants during the workshop is crucial for successful learning. Ensure that you anticipate their needs ahead of time. One aspect to consider is the needs of participants with mobility devices or physical disabilities: ensure space arrangements that accommodate their needs. If you do not know about mobility needs, ensure that space arrangements are flexible enough. Also, make sure break times are sufficient and meals accommodate participants’ dietary needs.

**Logistics and Materials Preparation**

Ensure the following are ready before the training workshop

- Name tags or identifiers for participants.
- Chart paper (large poster-sizes sheets).
- A set of three cards from coloured paper (green, yellow, red).
- Markers: A set of four to eight markers in different colours will be needed for each small team, plus another one to two sets for facilitators.
- Writing paper: provide each participant with a notebook or pad of paper to take notes.
- Handouts: Identify which documents (such as graphics, case studies, data tables, or charts) you need to make copies of for participants to use in activities.
- Surveys: Print a copy of each survey (pre and post-workshop) for each participant.
- Since the number of groups can change last minute, ensure you have sufficient materials at hand to facilitate one more group than planned.

**Venue**

The location where you hold your workshop should be a quiet space free from outside noise where all participants can be heard without them shouting. The venue should be accessible - a space arrangement that accommodates participants with mobility devices or physical disabilities, if needed. A side room or outside space where participants can take a break when needed, is desirable.
Ideally, you should have the following at your workshop location:

- Whiteboard, chalkboard to write on;
- Space on walls to hang flip charts of key content and group work visible throughout the workshop;
- Tables or desks that can be moved together to create spaces for small teams to work collaboratively and moved apart to provide open space for movement activities;
- A clock to keep time.

**Use of technology:** Certain topics are to be taught through screening of video films and web searches. Internet access should be available. As a backup, efforts have been made to provide offline versions of the activity, in case internet and/or technology is not available.

**Evaluation**

Allow sufficient time throughout the workshop and at the end, for participants to share feedback both orally and in written form. You can give participants a short survey at the end of each day. Use this feedback to adjust the workshop’s content, format, and method of instruction to participants’ needs.

As facilitators, also take time after the first day to discuss the needs and capacity of the group to adjust for the next few days. Take time after the workshop has ended to reflect on participants’ feedback and your experiences to understand and document what worked, what you would do differently, and how best to carry this learning forward.
CHAPTER 2
Who is this Training for?

This manual is for gender advocates who want to enhance their understanding of the SDGs framework. The curriculum is targeted towards advocates who have some prior experience of advocating on gender issues, either at the sub-national or national level. They should have some experience in implementing or developing an advocacy strategy and be aware of a range of tactics and tools they can draw on in their advocacy work.

They may have previously worked together, or they may have never met. They may come from a single ethnic group, religious background, region, or they may be very diverse. They may be old or young, liberal in their tactics or more conservative. These are differences that you should be aware of when organizing and facilitating your workshop. If the participants are not familiar with each other before the workshop, you can consider introducing them ahead of time with a group call or chat, using name tags during the workshop, or including additional ‘get to know you’ activities at the beginning of the workshop.

The suggested profile of participants is as follows:

1. Community Organisers
2. Field Coordinators
3. Project Coordinators
4. Programme Managers

Participants should have at least ten years of schooling and minimum one year of field experience of working with communities. Experience and skills of community organising, a rights and gender perspective are desirable. Participants should be in a position to implement the learnings from the workshop.
Design of Training Workshop

The purpose of this Manual as mentioned above, is largely to provide information on SDGs and their monitoring structures and to enhance the participants’ knowledge about these issues. This information is expected to contribute to participants’ existing work by providing the SDGs framework for mobilising communities. (It is assumed that they already have the skills for mobilising communities). Another expected outcome of this training is to help participants develop evaluative thinking.

“Evaluative thinking is an analytical way of thinking that infuses everything that goes on”5. Refer to the Handout 10 for more details of evaluative thinking

Learning Objectives of the Training Program

By the end of the training, the participants would be able to:

1. list at least 4 SDGs which are relevant to their work and at least 1 target under each of the 4 goals
2. relate the existing policies and programs in their state with SDGs’ agenda/ framework
3. identify the structures/organizations/agencies at the state level as well as at the national level which are relevant for SDGs
4. identify sources of relevant data and access the data from public sources
5. state what makes ‘good evidence’ on which to base their advocacy efforts
6. name/identify the duty bearers (officers) relevant for their work issues, the officers whom they can engage with at the local level (district, block, facility etc.)
7. identify possible allies and collaborators, with whom they can undertake advocacy around the SDGs’ issues

Total Duration of the Training

3 days or 24 hours

This manual contains material that goes beyond 20 hours of content. You can select the SDGs to be covered based on the background of the participants and the capacity needs you have identified through the pre-workshop survey. However, do ensure that you include the sessions that will contribute towards the Learning Objectives stated above. A sample schedule is given in Annexure 1.

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Methods

Presentations followed by discussions, Short Video Films, Small Group discussions and exercises, Quizzes, Games

LIST OF HANDOUTS

1. Schedule of the Workshop
2. Pre test-Post test Questionnaire
3. Handout on background of the SDGs
4. Key Concepts on Gender
5. Quiz 1 on Sex or Gender
6. Quiz 2 on Gender Concepts
7. Handout on SDG 4 Education
8. Handout on SDG 2 Zero Hunger
9. Handout on SDG 8 Decent Work
10. Handout on Evaluative Thinking
11. Handout on National and State Level Structures for SDGs
12. Handout on the General Information about ‘Advocacy’

LIST OF PRESENTATIONS

1. Introduction to Background and Objectives of the Workshop
2. Introduction to the SDGs
3. Clarification of Concepts of Gender
4. SDG 5 Gender Equality
5. SDG 1 Poverty
6. SDG 10 Reduced Inequalities
7. SDG 11 Safe Cities
8. SDG 3 Health and Well Being
9. SDG 4 Education
10. SDG 2 Zero Hunger
11. SDG 8 Decent Work
12. National Level and State Level Structures for Implementation and Monitoring of SDGs
13. Sources of Data
14. Developing Advocacy Message
15. Actor and Factor Analysis
LIST OF VIDEOS

1. Video on SDG 5 – One Billion Rising: Changing Perspectives with a Camera.

2. Video on SDG 1 - Six Years on, MGNREGA Payments Finally Released.
   https://www.videovolunteers.org/six-years-on-mgnrega-payments-finally-released/

3. Video on SDG- 10 - Understand Goal 10: Reduced Inequalities (Secondary).
   https://youtu.be/H4pI2XcCHbw

4. Video on SDG 3 – Missing Doctors & Infrastructure at a PHC in Gujarat.

5. Video on SDG 3 - 12,000 Women in Maharashtra Get Maternal Health Benefits After a Year.

6. Video on SDG 1/3- In India, 63 Million People Per Year are Pushed into Poverty because of Healthcare Expenditure.
   https://www.youtube.com/watch?v=nI-swpfUcTQ

7. Video on SDG 4 - Learning about SDG 4.
   https://youtu.be/3LOxlvJfio

8. Video on SDG 4- What makes a Quality Education?
   https://youtu.be/_kZVMsMt86o

   https://www.youtube.com/watch?v=3YjL7PFSybY
3
CHAPTER
Session Outlines
Learning Objectives -
by the end of the session, participants will
● know about each other’s work
● be introduced to the organisation conducting the training
● be oriented to the design, schedule and contents of the training

Methodology
1. Game for introductions - any activity which will help the participants to know more about each other – for example-social mapping of the participants
2. PPT 1- About the Workshop
3. Handout 2 on Schedule of Workshop

Materials Required
● PPT 1 About the Workshop
● Copies of Handout 1 Schedule of Workshop
● Copies for Handout 2 Pre Test Questionnaire

Time
90 minutes
Steps for Facilitation

1. Facilitator welcomes all participants. (5 minutes)
2. Facilitator introduces participants to the work of their organisation. (10 minutes)
3. Facilitator initiates the exercise on Social Mapping. The facilitator asks questions, for example related to
   a. years of work experience,
   b. proficiency in number of languages,
   c. issues of work,
   d. favourite foods,
   e. number of siblings,
   f. number of children,
   g. special talents and gifts,
   h. which part of India they are from, and so on.

   The participants have to move around to the area allocated for each response. For example, when asked from which part of India they are from, participants will place themselves in areas allocated for North, South, East, West and Central India in the room. The game helps the participants to have an idea about the profile of the group and about each individual and the physical movement helps to create energy to kick start the training. (30 minutes)
4. After the social mapping exercise, the facilitator asks participants to introduce themselves - their name, affiliation and say one thing they like about their current job. (15 minutes)
5. Facilitator summarises with the profile of participants: From X districts or states, representing Y organisations, with different languages and backgrounds including some fun facts from the social mapping exercise.
6. Facilitator shares the details of the workshop including the ground rules of the workshop (PPT 1) (15 minutes)
7. Participants should also be encouraged to share their expectations from the training, on post its/ chits of paper which are stuck later on the board to be checked at the end of the training.
8. Facilitator invites participants to complete the Pre- Test, with instructions. (15 minutes to complete the Pre Test)

*Please Note: The Pre-Post Test Questionnaire is attached in Annexure 2 and the facilitator can modify the questionnaire.*
Background of the workshop

LOCALISING SDGs: BUILDING CAPACITIES OF GRASS ROOTS ORGANISATIONS

Learning objectives of the training program

• By the end of the training, the participants would be able to:
  1. list at least 4 SDGs which are relevant to their work and at least 1 target under each of the 4 goals
  2. relate the existing policies and programs in their state with SDGs’ agenda/ framework
  3. identify the structures/organisations/agencies at the state level as well as at the national level which are relevant for SDGs

4. identify sources of relevant data and access the data from public sources.
5. state what makes ‘good evidence’ on which to base their advocacy efforts.
6. name/identify the duty bearers (officers) relevant for their work issues, the officers whom they can engage with at the local level (district, block, facility etc.)
7. identify possible allies and collaborators, with whom they can undertake advocacy around the SDGs’ issues.

Learning objectives of the training program

Ground rules of the workshop

• Maintain the confidentiality if sensitive information is shared by any participant
• All opinions are valuable
• Be respectful to all the participants
• Use parking lot to raise queries and express your opinions
• Feel free to share your experiences

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6. name/identify the duty bearers (officers) relevant for their work issues, the officers whom they can engage with at the local level (district, block, facility etc.)
7. identify possible allies and collaborators, with whom they can undertake advocacy around the SDGs’ issues.

• Maintain the confidentiality if sensitive information is shared by any participant
• All opinions are valuable
• Be respectful to all the participants
• Use parking lot to raise queries and express your opinions
• Feel free to share your experiences
Background of the SDGs

Learning Objectives-
by the end of the session, participants will be
● oriented to the SDG Framework and
● able to state the Gender dimensions of each SDG

Methodology
1. PPT 2 - Introduction to SDGs
2. Discussion on ‘How does each SDG affect women and girls?’

Materials Required
● PPT 2 - Introduction to SDGs
● Handout 3 - Background of the SDGs

Time
45 minutes
Steps for Facilitation

1. Facilitator goes through PPT 2 - Background of the SDGs. **(20 minutes)**
2. Game to familiarise the participants with various SDGs and the areas these SDGs focus. **(10 minutes)** Use a ball to play this game. One participant will throw the ball and the other one will catch it, the one who catches the ball has to tell any one SDG with its number and the area it focuses, for example, SDG 3 - good health.

3. Facilitator asks participants – what are the gender dimensions of each SDG? Does each SDG affect women differently? how? and why? **(10 minutes)**

4. Co-Facilitator notes participants’ responses on the White/Black Board or on flipcharts as below.

5. Facilitator summarises the key points. **(5 minutes)**

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**KEY POINTS**

- SDGs are to be achieved by 2030 also called Agenda 2030.
- There are 17 Goals and 169 Targets.
- SDGs are interconnected and interrelated.
- They affect different groups of persons differently.
- The aim of the SDGs is that there should be transformation in society, that inequities should be removed.
- ‘Leave No One Behind’ is a very important motto of the SDGs.
- There are gender dimensions in each SDG.
### Some Examples of Gender Dimensions of each SDG

<table>
<thead>
<tr>
<th>SDG</th>
<th>Differential effects on Women and Girls</th>
<th>Effects on Men and Boys</th>
<th>Effects on Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SDG 1 Poverty</strong></td>
<td>Women are poorer and are more affected by lack of financial and other resources than men. More women in the informal sector than men.</td>
<td>More men have access to work in the formal sector than women.</td>
<td>For sexual minorities, the effects of discrimination with respect to access to the financial and non financial sources are further aggravated.</td>
</tr>
<tr>
<td><strong>SDG 2 Hunger</strong></td>
<td>Women and girls are more malnourished. There are biological reasons and gender reasons why women are more anemic.</td>
<td>Men and boys from lower wealth quintiles are also affected by malnutrition.</td>
<td>Health and social effects of hunger on poor, vulnerable and marginalized communities including sexual minority groups.</td>
</tr>
<tr>
<td><strong>SDG 3 Health</strong></td>
<td>Women and girls have specific health issues which need special attention. Women's access to services is affected by a number of social, economic and health systems factors.</td>
<td>Men and boys’ health is affected by gender norms, e.g. tobacco and alcohol use. Road traffic accidents are higher among men and boys.</td>
<td>Health issues of trans people are neglected. Access to services more difficult.</td>
</tr>
<tr>
<td><strong>SDG 4 Education</strong></td>
<td>While there is an increase in girls attending school, still chances of dropout increase in higher classes for girls. Girls are more likely to be put in government schools and boys in private schools.</td>
<td>More likely for boys to be enrolled in private schools for better education. More pressure to achieve higher grades for better employment. More access to technology for education.</td>
<td>Education of vulnerable populations like the LGBTQI, migrant families, sex workers, minority or SC/ST not up to the mark. Accessibility to quality education.</td>
</tr>
<tr>
<td><strong>SDG 5 Gender Equality</strong></td>
<td>This SDG is totally dedicated to gender equality.</td>
<td>All the indicators are for assessing gender equality.</td>
<td>Legal changes are occurring, like the government has removed the IPC 377.</td>
</tr>
<tr>
<td><strong>SDG 8 Decent Work</strong></td>
<td>More women in the informal sector than men. Women's work undervalued - lower wages for women even though there is an Equal Remuneration Act.</td>
<td>More men in formal sector employment than women. Lower wealth quintile men in hazardous and low paying occupations.</td>
<td>LGBTQI find it difficult to get employment if they disclose their sexual identity. Face discrimination at work.</td>
</tr>
<tr>
<td>SDG</td>
<td>Differential effects on Women and Girls</td>
<td>Effects on Men and Boys</td>
<td>Effects on Others</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------</td>
<td>-------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>SDG 10 Reduced Inequalities</td>
<td>Women and girls face inequalities in various factors like uneven access to education, poor medical care, lack of political representation, lack of employment equality, etc. Women and girls often have limited influence over important household decisions, including how their own earned income is spent.</td>
<td>Men have access to better education, employment status, they have power of making important decisions, etc.</td>
<td>There is a greater chance of facing inequalities by LGBTQI community.</td>
</tr>
<tr>
<td>SDG 11 Safe Cities</td>
<td>Urban places are not always safe for women.</td>
<td>Men predominantly occupy the public places, transport etc. for leisure as well as work as compared to women.</td>
<td>There is a greater risk of humiliation/discrimination for trans people in public places.</td>
</tr>
</tbody>
</table>

**Additional readings:**

- Department of Economic and Social Affairs, United Nations. [https://sustainabledevelopment.un.org](https://sustainabledevelopment.un.org)
- Do you know all 17 SDGs?. Film on SDGs. [https://www.youtube.com/watch?v=0XTBYMfZyrM&feature=youtu.be](https://www.youtube.com/watch?v=0XTBYMfZyrM&feature=youtu.be)
LIBRARIES, DEVELOPMENT, AND THE UN 2030 AGENDA

Understanding the UN development agenda
- At the beginning of the new millennium, in 2000, world leaders gathered at the UN to shape a broad vision to fight poverty in its many dimensions
- That vision was translated into 8 Millennium Development Goals (MDGs)
- The MDG framework has guided development work across the world for the past 15 years

Significant achievements have been made, but many people are being left behind:
- Gender inequality persists
- Big gaps exist between:
  - The poorest and richest households
  - Rural and urban areas
- Climate change and environmental degradation undermine any progress achieved; poor people suffer the most
- Conflict remains the biggest threat to human development
- Millions of people still live in poverty and hunger, without access to basic services

However...
- The successes of the MDG agenda prove that global action can work
- It is argues that global action is the only path to ensure that the new development agenda leaves no-one behind
- The world has the opportunity to build on the successes and to embrace new ambitions for the future we want
- The new agenda should be “truly universal and transformative”
- As the human race, we seek a sustainable future

No point in going half way

https://www.youtube.com/watch?v=Bo4hWfE3k3Q
The origins of the UN 2030 Agenda

• 2012 UN Conference on Sustainable Development in Rio de Janeiro (Rio+20)
• Appeal made to formulate common goals and include these in the post-2015 development agenda
• The MDGs did not consider environmental issues, e.g.
  • Emissions of greenhouse gases
  • Access to clean drinking water
  • Management of water resources
• New focus on the concept of ‘sustainable development’
  • Need to consider the relationship between nature and society
  • Social, environmental and economic dimensions

Scoping the goals: democratic process

• Involved all the member states of the UN
• Cooperation with major NGOs and civil society agencies
• Open forums and regional consultations around the world
• Survey of over 4.5 million people about the most important goals and how they might be achieved
• Collaborative wish for the world to create a better and more equal place to live in
• Around 5 million people involved in the process

The international proposal: ‘Transforming our world’


The UN 2030 Agenda

• Preamble
• Declaration
• Sustainable Development Goals
• Means of Implementation and Global Partnership
• Follow-up and Review

https://sustainabledevelopment.un.org

The 2030 Sustainable Development Goals

• The main goals focus on the 5 Ps
  • People: the wellbeing of all people
  • Planet: protection of the earth’s ecosystems
  • Prosperity: continued economic & technological growth
  • Peace: securing peace
  • Partnership: improving international cooperation
• These five aspects are interdependent
• Therefore the SDGs demand integrated thinking as well as integrated approaches to achieving the goals

The focus on People

1. End poverty in all its forms everywhere
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls

The focus on the Planet and on Prosperity

6. Ensure availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce inequality within and among countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
The focus on Peace
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

The focus on Partnerships
17. Strengthen the means of implementation and revitalise the global partnership for sustainable development

#1: End poverty in all its forms everywhere

#2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

#3: Ensure healthy lives and promote well-being for all at all ages

#4: Ensure inclusive and quality education for all and promote lifelong learning

#5: Achieve gender equality and empower women and girls

#6: Ensure access to water and sanitation for all

https://sustainabledevelopment.un.org/sdgs

17 goals
169 targets
#7: Ensure access to affordable, reliable, sustainable and modern energy for all

#8: Promote inclusive and sustainable economic growth, employment and decent work for all

#9: Build resilient infrastructure, promote sustainable industrialization and foster innovation

#10: Reduce inequality within and among countries

#11: Make cities inclusive, safe, resilient and sustainable

#12: Ensure sustainable consumption and production patterns

#13: Take urgent action to combat climate change and its impacts*

#14: Conserve and sustainably use the oceans, seas and marine resources
#15: Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.

#16: Promote just, peaceful and inclusive societies.

The Five Ps

Sustainable Development Summit 2015

SDGs: Universal

SDGs: Indivisible

SDGs: Transformative
So now it is about implementation.

**Social**
- SDG 1: No Poverty
- SDG 2: Zero Hunger
- SDG 3: Good Health and Well-Being
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 6: Clean Water and Sanitation

**Environmental**
- SDG 12: Sustainable Consumption and Production
- SDG 13: Climate Action
- SDG 14: Life Below Water
- SDG 15: Life on Land

**Economic**
- SDG 7: Affordable and Clean Energy
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation and Infrastructure
- SDG 10: Reduced Inequalities
- SDG 11: Sustainable Cities and Communities

**Fostering Peace and Partnership**
- SDG 16: Peace, Justice and Strong Institutions
- SDG 17: Partnerships for the Goals

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### Status of strategy on implementation of SDGs

- Planning Division has developed a report called Sustainable Vision 2030 (draft) which is the combination of Sector wise Vision and development initiatives of the State along with the Sustainable Development Goals (SDGs) developed by United Nations.
- The report include State Vision and key priorities, individual goals and sector wise targets for 2022 & 2030, focus area & Strategies to achieve the Targets along with Monitoring & Evaluation Framework. The report is under approval.
Dedicated unit/cell/centre/for coordinating implementation of SDGs at the State level

- Gujarat Social Infrastructure Development Society (GSIDS), an autonomous society under Planning Division is the unit who is coordinating for SDGs implementation at State level.
- Presently, GSIDS & Planning Division is in a process to create a SDGs cell with support of a professional agency for Piloting the implementation of SDGs who will work for outcome budget also.

Data management system for collecting, validating and analysing data on progress of SDGs

- Planning Division is in a process of developing an outcome budget based monitoring system for physical output/achievement of schemes/interventions affecting SDGs. For that purpose Planning Division is in a process to create a SDGs cell with a support of a professional agency (mentioned earlier also).

Major scope of work of the State SDGs Cell will be as follows:

- Review of Present schemes/ programs of Government and analysing its relevance with the strategies finalised for achieving the State targets for 2030 in Road map.
- Restructuring or re-orientation of relevant schemes/ programs of Government of Gujarat to align those with the strategies and action plan of SDGs Road map.

Status of Capacity Building Programmes and availability of capacity development resources on SDGs

- Government of Gujarat in collaboration with the United Nations had organized the State level consultative workshop on SDGs on 22nd July, 2016 with high level participation from Hon’ble Chief Minister; Hon’ble Minister of Planning; United Nation’s Resident Coordinator of India, Chief Secretary, Principal Secretary (Planning), Adviser, NITI Aayog, other senior secretaries and head of departments of Government of Gujarat.

- State Government also hosted a Regional Workshop on Sustainable Development Goals (SDG) dated on 27th & 28th September, 2017, jointly organized by Ministry of Statistics and Programme Implementation (MoSPI) as well as UN agencies especially UNRC & UNICEF to finalise the national Sustainable Development Goals’ (SDGs) framework. (Participant includes, their senior State Government like Mic, MoHFW, Rajeputan, Goa, DK, DK and NITI Aayog, MoSR, NSG, UNDP, UNICEF, WHO)
Discussion about the Sustainable Development Goals (SDGs) was initiated at the United Nations Conference on Sustainable Development in Rio de Janeiro in 2012. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world.

The SDGs replaced the Millennium Development Goals (MDGs). For 15 years, the MDGs achieved success in several important areas: reducing income poverty, providing much needed access to water and sanitation, driving down child mortality and improving maternal health.

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

The SDGs are a bold commitment to finish what we started with MDGs, and tackle some of the more pressing challenges facing the world today. All 17 Goals interconnect, meaning success in one affects success for others. Dealing with the threat of climate change impacts how we manage our fragile natural resources, achieving gender equality or better health helps eradicate poverty, and fostering peace and inclusive societies will reduce inequalities and help economies prosper. In short, this is the greatest chance we have to improve life for future generations.

The 17 SDGs are integrated—that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability.

Through the pledge to ‘Leave No One Behind’, countries have committed to fast-track progress for those furthest behind first. That is why the SDGs are designed to bring the world to several life-changing ‘zeros’, including zero poverty, hunger, AIDS and discrimination against women and girls.6

The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. The 17 Goals are all interconnected, and in order to ‘leave no one behind’, it is important that we achieve them all by 2030.

List of SDGs7: (Links)

GOAL 1: No Poverty
GOAL 2: Zero Hunger
GOAL 3: Good Health and Well-being
GOAL 4: Quality Education
GOAL 5: Gender Equality
GOAL 6: Clean Water and Sanitation
GOAL 7: Affordable and Clean Energy
GOAL 8: Decent Work and Economic Growth
GOAL 9: Industry, Innovation and Infrastructure
GOAL 10: Reduced Inequality
GOAL 11: Sustainable Cities and Communities
GOAL 12: Responsible Consumption and Production
GOAL 13: Climate Action
GOAL 14: Life Below Water
GOAL 15: Life on Land
GOAL 16: Peace and Justice Strong Institutions
GOAL 17: Partnerships to achieve the Goal

Learning Objectives-
by the end of the session, participants will

- Difference between the terms sex and gender
- What is meant by gender analysis?
- What are practical and strategic gender needs?
- Gender classification of policies such as gender aware policies, gender blind policies, gender neutral policies and gender redistributive policies

Methodology
1. Discussion
2. Quiz
3. Reading Handout 4 Key Concepts on Gender
4. PPT 3 - Clarification of Concepts

Materials Required
- Copies of the Quiz 1 – Sex or Gender
- Copies of Quiz 2 – Gender Concepts
- Copies of Handout 4 Key Concepts
- Prizes for Quiz winners – eclairs, or mini chocolates, or pens or any other stationary item.
- PPT 3 - Clarification of Concepts

Time
90 minutes
Steps for Facilitation

1. Facilitator asks participants whether they are familiar with the difference between Sex and Gender. And goes on to ask five or six participants to spell out the differences. (10 minutes)

2. Facilitator clusters participants into four teams based on how they are seated for the Quiz on Sex and Gender. Facilitator hands out the Quiz I sheets and gives participants 5 minutes to fill out the Quiz sheet. And in the next 7 minutes gets answers from each team sequentially. Co Facilitator writes the scores on the Board. Prizes are given to each team in order of their scores. (20 minutes)

3. In the same groups, the Facilitator gives out Quiz 2 and asks participants to discuss amongst themselves and answer the questions collectively. (20 minutes)

4. And then in the plenary goes through each question team by team with the Co Facilitator recording the scores on the Board. (20 minutes)

5. Facilitator recapitulates with the Key Messages from the adapted PPT (the Facilitator should shorten the PPT to 10 minutes to include the key points only) (10 minutes)

   • Because of biological differences, women are given lower value in society which determines their unequal access to opportunities. This is the result of gender which is the social construction of how men and women should be.

   • The term gender is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female.

   • Gender is a political concept because at its heart lies the unequal access to and control over resources which determines how much power each gender has.

   • Another important concept is one of intersectionality which means that gender is only one access of privilege and disadvantage. Gender intersects with location, class, ethnicity, education and other identities to produce privilege or disadvantage in particular contexts.

   • Gender analysis is a very important concept that should be applied in different settings like education, health, livelihoods and so on.

6. Facilitator concludes by saying that it is this understanding of Gender that is at the heart of SDG 5. (10 Minutes)
Clarification on Concepts: Gender, Power, Patriarchy, Sexuality, Rights

PART 1. What is Gender?

- Society and Culture prescribe what it means to be a MAN or a WOMAN
- Social construction and not biologically determined
- A fluid concept – not just binaries of man and woman
- How does it happen?

What is Gender?

- Gender refers to how society ascribes meaning to what it means to be a man or a woman in that society.
- Gender is ascribing differential value to what male and what is female.
- Gender goes beyond the binaries of Male and Female to include other sexualities
- Gender is different from ‘sex’ which refers to the biological differences.

Definition of Terms

- “Sex” refers to the biological and physiological characteristics of males and females: genitalia, reproductive organs, chromosomal complement, hormonal environment, etc.
- “Gender” refers to the socially constructed roles, rights, responsibilities, possibilities, and limitations that, in a given society, are assigned to men and women – in other words, to what is considered “masculine” and “feminine” in a given time and place

Outline

- Part 1
  - What is Gender? Gender as a system?
  - What is Patriarchy?
  - What is Power?
  - What is Sexuality?
- Part 2
  - What are Human Rights?
  - What is Reproductive Health? Reproductive health care?
  - What are Reproductive Rights?
  - What are Sexual Rights?
  - Right to Health and Health Care?

Gender as a System
Certain beliefs in society about men and women based on their biology (eg men are strong, women are weak, men are rational, women are emotional, hijras are abnormal etc.)

Defining different gender norms which govern the behaviour of men and women in society (eg men can express themselves, men can be articulate, women must not express themselves or be articulate)

Sexual division of labour

- Different activities and tasks for men and women (women’s tasks undervalued and invisible, eg cooking, cleaning, women’s work fragmented, public domain for men, private for women)
- Differential access to and control over resources (Resources like money, land, technology, knowledge, self esteem, time, space).

Thus, this is a system which feeds on its subsystems and perpetuates itself. The beauty of the system is that it can be broken anywhere – either by changing social beliefs, or by changing norms for behaviour of men and women, or by changing the work that men and women are supposed to do, or in the allocation of resources. Thus it can be said that gender constructs can be changed over time, over space, over contexts.

But breaking of the gender system at any point should not be cosmetic. The ultimate desired result is changing of gender power relations. Thus it can be said that gender constructs can be changed over time, over space, over contexts.

How gender works as a system

Beliefs in society → Gender norms → Gender roles for men and women → Sexual division of labour → Differential activities and tasks for men and women → Differential access to and control over resources → Differential decision making and Power

Other related concepts

- Gender Relations – relations between different Gender Roles
- Hetero - normativity leading to invisibility of diverse sexualities and sexual identities.
- Gender operates at different levels, in all institutions (eg family, health system, legal frameworks, other formal and informal institutions, market)
**Gender Roles and Relations**

- **Gender Roles**
  - Social roles that society ascribes to men and women – father, mother, husband, wife, brother, sister etc. Power is a central feature of Gender Roles.
- **Gender Relations**
  - Gender is relational
  - Gender power relations refers to relations between women and men and also between gender roles

**Power**

- In social science and politics, **power** is the ability to influence or control the behavior of people.
- The term "authority" is often used for power perceived as legitimate by the social structure.
- **Bases of Power**
  - Legitimate/Position/formal authority
  - Referent/Charisma
  - Expert/
  - Reward
  - Coercive

**Patriarchy**

- **Patriarchy** refers to historical power imbalances and cultural practices and systems that accord men on aggregate more power in society and offer men material benefits, such as higher incomes and informal benefits, including care and domestic service from women and girls in the family (United Nations Division for the Advancement of Women, 2003).
- Patriarchy is institutional – works at multiple levels: individual, family, community, society at large, systems like, health, education, law, economy, politics, religion, culture

**Gender works against women and men**

- Patriarchy favours men and gives them privileges and power. Patriarchy also puts pressure on men to conform to notions of ‘ideal man’.
- Individual men have to conform to behavior, task, role expectations

**Intersectionality’s**

- Gender is one of several axes of power and discrimination – others being class, caste, ethnicity, race, location, ability, sexuality etc.

**Masculinities**

- A way to explain men’s behaviour, power and responsibilities in relation to women, and to each other
- There are three explanations:
  - biological essentialism
  - cultural or social construction
  - power discourse

Source: Alan Gregg, Michael Kimmel and James Lang, 2000

- The experience of entitlement to power (Kimmel). A man’s experience of power depends on where he stands on the social ladder in terms of class, caste, sexual orientation, physical experience, region etc. comes from.
- Men as custodians and wielders of power as well as men negotiating often contradictory flows of power and their sense of entitlement to power.
Masculinity is not a stable form of gender behaviour but a state which has to be constantly striven for and is not a neutral condition that comes out spontaneously through biological maturation but rather a precarious or artificial state that must be won at all odds. (Shekhar Sheshadri)

Hegemonic Masculinity

- A form of masculinity which is culturally dominant in a given setting.
- Hegemonic signifies a position of cultural authority and leadership not total dominance. Other forms of masculinity exist alongside.
- Not most common, but most visible
- An expression of the privilege men collectively have over women.

Hegemonic and Subordinate Masculinities

- Some forms of masculinity are prized, honoured and desired above others
- Some forms of masculinities are dominant, while others are subordinate or marginalised
- Aggressive behaviour, including physical violence, is important to the presentation of hegemonic masculinity
- One way of proving one’s hegemonic masculinity is to act aggressively and even violently toward what is regarded as feminine, women, homosexual and/or “nerds”

PART 2 RIGHTS

What are Human Rights?

- Those rights that every human being possesses and is entitled to by virtue of being human irrespective of citizenship, nationality, race, ethnicity, language, sex, sexuality or abilities
- Are the birth right of all human beings based on the fundamental principle that all persons possess an inherent human dignity
- A powerful tool for promoting social justice and dignity of all people

Principles and Values underlying Human Rights

- Equality
- Nondiscrimination
- Dignity
- Bodily integrity
- Self determination
- Compassion
- Interdependence
- Right to life and development

What is Reproductive Health?

- Reproductive health is a state of complete physical, mental, and social well-being and not merely the absence of disease of infirmity, in all matters relating to the reproductive system.
- It implies:
  - A satisfying and safe sex life
  - The capability to reproduce, and the right to decide if, when and how often
  - To be informed and to have access to safe, effective, affordable and acceptable methods of FP
  - Safe pregnancy, childbirth, and a healthy infant
  - Methods, techniques and services that contribute to reproductive health and well-being by preventing and solving reproductive health problems
  - Sexual health which is not merely related to care and counseling but the enhancement of life and personal relationships
  - A life cycle approach

Reproductive health care ...

Accessible through the primary health-care system

- family planning counselling, information, education, communication and services;
- education and services for prenatal care, safe delivery and post-natal care,
- prevention and treatment of infertility;
- information on and access to safe abortion;
- treatment of reproductive tract infections, sexually transmitted diseases (STDs) and other reproductive health conditions;
- information, education and counselling on human sexuality, reproductive health and responsible parenthood.
Reproductive Rights

• the basic right of all couples and individuals to decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so,
• the right to attain the highest standard of sexual and reproductive health,
• the right of all to make decisions concerning reproduction free of discrimination, coercion and violence,
• promoting mutually respectful and equitable gender relations
• meeting the educational and service needs of adolescents to enable them to deal in a positive and responsible way with their sexuality.

Reproductive justice (SisterSong)

• an intersectional theory emerging from the experiences of women of color whose multiple communities experience a complex set of reproductive oppressions.
• based on the understanding that the impacts of race, class, gender and sexual identity oppressions are not additive but integrative, producing this paradigm of intersectionality.

Reproductive Justice

• a positive approach that links sexuality, health, and human rights to social justice movements by placing abortion and reproductive health issues in the larger context of the well-being and health of women, families and communities because reproductive justice seamlessly integrates those individual and group human rights particularly important to marginalized communities.

To fight Reproductive Oppression

All three required

– Reproductive Health
– Reproductive Rights
– Reproductive Justice

Women’s human rights and Sexuality

Women’s human rights includes the right to “have control over and decide freely and responsibly on matters related to their sexuality….“ – Beijing PIA

Sexual health

• Sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity.
• Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence.
• For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

Sexual rights include...

• The rights for women, youth and LGBT-persons to take decisions regarding their own sexuality.
• The right to pleasurable expression of sexuality independent of reproduction, and without the fear of infection, disease, unwanted pregnancy or harm
• The right to enter into sexual relationships, including marriage with full and free consent and without coercion
• The right to choose if, when, how and with whom to be sexually active and engage in sexual relations with full consent
• The right to sexual and reproductive healthcare, information, education and services.
• The right to privacy and confidentiality in seeking sexual and reproductive healthcare

Health as a Human Right

• Right to HEALTH
  – Right to food, Right to a healthy environment, Right to adequate housing, Right to education, Right to work and rights at work, Right to life, Right to information, Physical integrity
• Right to HEALTH CARE
  – CESCR General Comment on health...highest attainable standard of health, availability, accessibility, acceptability, quality
Highest attainable standard of health.....

• Availability:
  – Services, facilities, goods, programme in sufficient quantities
  – Trained personnel
  – Essential drugs
  – Determinants of health e.g. water, sanitation etc.

• Accessibility:
  – Non-discrimination
  – Physical accessibility including for vulnerable groups (e.g., diabetics, disabled...)
  – Economic accessibility
  – Information (along with confidentiality)

• Acceptability:
  – Culturally appropriate (life-cycle, gender, minorities)
  – Medical ethics

• Quality:
  – Scientifically, medically appropriate
  – Skilled personnel
  – Rational, unexpired, quality drugs
  – Aseptic procedures
  – Safe blood

SRHR and Human Rights

• The right to life
• The right to liberty and security of the person
• The right to equality, and to be free from all forms of discrimination
• The right to privacy
• The right to freedom of thought
• The right to information and education
• The right to choose whether or not to marry and to found and plan a family
• The right to decide whether or when to have children
• The right to health care and health protection
• The right to freedom of assembly and political thought
• The right to be free from torture and ill treatment

Sexuality

Sexuality is more than sexual behaviour. Sexuality encompasses eroticism, sexual behaviour, social and gender roles and identity, relationships and the personal social and cultural meanings that each of these might have. (Chandiramani et al., 2002)

“Sexuality is a multidimensional concept, more than SEX.”
We need to be aware of each dimension when we plan our interventions like counseling or training.

SEXUALITY

WHO Definition of Human Sexuality

• The World Health Organization defines “sexuality” as:
  – “… a central aspect of being human throughout life [which] encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.
  – Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships.
  – While sexuality can include all of these dimensions, not all of them are always experienced or expressed.
  – Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical and religious factors.”


Human sexuality encompasses

• Sex (what we do)
• Gender identities and roles (how we perceive our gender and how others perceive us)
• Sexual orientation (our physical and emotional attraction to others of the same, opposite sex, or both)
• Pleasure (what feels good to us)
• Intimacy (our close personal relationships)
• Reproduction (having babies — or not having babies)
• Sexual norms (social and familial rules around sexual behaviours and the meaning we place in them)

Interaction of Factors

• Sexuality is influenced by the interaction of the following factors
  – Biological
  – Psychological
  – Social
  – Economic
  – Political
  – Cultural
  – Geography

• Ethical
• Legal
• Historical
• Religious
• Spiritual
• Physical environment

Perceived Notions of Male and Female Sexuality

<table>
<thead>
<tr>
<th>Male Sexuality</th>
<th>Female Sexuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggressive</td>
<td>Passive</td>
</tr>
<tr>
<td>Difficult to control</td>
<td>No desire or urge</td>
</tr>
<tr>
<td>Always initiates</td>
<td>Should not initiate</td>
</tr>
<tr>
<td>Has to “know” everything</td>
<td>Should be pure, chaste and not know anything</td>
</tr>
<tr>
<td>Exhibitionalist, can’t help</td>
<td>Masculine</td>
</tr>
<tr>
<td>Virility, masculinity associated with high sexual activity</td>
<td>“Good” woman is more...</td>
</tr>
<tr>
<td>One drop of seminal liquid is equal to 1000 drops of blood</td>
<td>Allowed only within marriage and consensual bearing</td>
</tr>
</tbody>
</table>

## How gender norms translates in to Male/Female Sexuality

<table>
<thead>
<tr>
<th>Norm</th>
<th>Male Sexuality</th>
<th>Female Sexuality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men are strong. Women are weak.</td>
<td>Men are seen as strong. Women are not.</td>
<td>Most men work. Most women take care of the home.</td>
</tr>
<tr>
<td>Men are executives. Women are caregivers.</td>
<td>Most men are seen as leaders in the family.</td>
<td>Most women are seen as caregivers of the family.</td>
</tr>
</tbody>
</table>

### Sexual Rights include

- **The right to sexual pleasure** without fear of infection, disease, unwanted pregnancy, or harm.
- **The right to sexual expression** and to make sexual decision that are consistent with one’s personal, ethical and social values.
- **The right to sexual and reproductive health care, information, education and services.**
- **The right to bodily integrity** and to choose, if, when, and with whom to be sexually active and engage in sexual relations with full consent.
- **The right to enter relationships**, including marriage, with full and free consent and without coercion.
- **The right to privacy and confidentiality** and seeking sex work and reproductive health care services.
- **The right to express one’s sexuality** without discrimination.

Source: Tarshi
Key Concepts

The practical use of gender-analysis frameworks must be based on the clear understanding of their central concepts.

All explanations and definitions given need to be translated and adapted to each local context. While all of the concepts here may be of use in your area of work, only a few of them are essential in all situations. For example, it would be impossible to perform a gender analysis without understanding the concepts of sex and gender or how the division of labour between women and men is affected by and in turn shapes, gender power relations. Use these concepts as a way to start thinking about issues, but do not be intimidated by them, and only use what seems helpful to you in your work.

Terms and concepts included here are the subject of widespread and continuing debates by researchers and workers in academia and development organizations. We do not aim here to do justice to these complex debates; rather, we explain the terms and concepts briefly.

Sex and Gender

The distinction between sex and gender is the subject of much discussion, gender and development, definitions can be summarized as follows:

**Sex:** Sex is the biological difference between men and women. Sex differences are concerned with men’s and women’s bodies. Men produce sperm; women bear and breastfed children. Sexual differences are the same throughout the human race.

**Gender:** Sex is a fact of human biology; gender is not. The experience of being male or female differs dramatically from culture to culture. The concept of gender is used by sociologists to describe all the socially given attributes, roles, activities, and responsibilities connected to being a male or a female in a given society. Our gender identity determines how we are perceived, and how we are expected to think and act as women and men, because of the way society is organized.
**Gender relations:** These are the social relationships between men as a sex and women as a sex. Gender relations are simultaneously relations of cooperation, connection, and mutual support, and of conflict, separation, and competition, of difference and inequality. Gender relations are concerned with how power is distributed between the sexes. They create and reproduce systemic differences in men’s and women’s positions in a given society. They define the way in which responsibilities and claims are allocated and the way in which each is given a value. Gender relations vary according to time and place, and between different groups of people. They also vary according to other social relations such as class, race, ethnicity, disability, and so.

**Gender analysis:** Such an analysis explores and highlights the relationships of women and men in society, and the inequalities in those relationships, by asking: Who does what? Who has what? Who decides? How? Who gains? Who loses? When we pose these questions, we also ask: Which men? Which women? Gender analysis breaks down the divide between the private sphere (involving personal relationships) and the public sphere (which deals with relationships in wider society). It looks at how power relations within the household interrelate with those at the international, state, market, and community level.

Gender and development work is based on gender analysis. This involves promoting equality between men and women; key to this is placing the issues that women say are of particular concern to them on the main agenda of the institutions which shape women’s and men’s lives (the state, non-government organizations, and so on).

**Work**

Gender (or sexual) division of labour

In all societies, men and women are assigned tasks, activities and responsibilities according to their sex. The gender division of labour varies from one society and culture to another, and within each culture, it also changes with external circumstances and over time. Because in most societies, gender power relations are skewed in favour of men, different values are ascribed to men’s tasks and women’s tasks.

In all types of work done by men and women, a distinction can be made between productive work (production) and reproductive work (reproduction).

**Production:** This includes the production of goods and services for income or subsistence. It is this work which is mainly recognized and valued as work by individuals and sciences and which is most commonly included in national economic statistics. Both women and men perform productive work, but not all of this is valued or rewarded in the same way.

**Reproduction:** This encompasses the care and maintenance of the household and its members, such as cooking, washing, cleaning, nursing, bearing children and looking after them, building and maintaining shelter. This work is necessary, yet rarely considered of the same value as productive work. It is normally unpaid and is not counted in conventional economic statistics. It is mostly done by women.
Access to, and control over, resources

When considering the way in which resources are allocated between women and men (the ‘gendered’ allocation of resources), it is important to look at the difference between access to resources and control over them.

**Access:** This is defined as the opportunity to make use of a resource.

**Control:** This is the power to decide how a resource is used, and who has access to it.

Women often have access but no control.

Status and role

There are a number of different sets or concepts which aim to distinguish between the visible aspects of gender relations between women and men (for example, as seen in the different activities they participate in), and the invisible power relations which determine these activities. As a result of their low status in the community, the activities which women perform tend to be valued less than men’s; and in turn women’s low status is perpetuated through the low value placed on their activities.

Condition and position

**Condition:** This term describes the immediate, material circumstances in which men and women live related to their present workloads and responsibilities. Providing clean water or stoves for cooking, for example, may improve the condition of women’s reducing their workload.

**Position:** This concept describes the place of women in society relative to that of men. Changing women’s position requires addressing their strategic gender interests (see below for a full definition of this term), inducting equal access to decision-making, resources and discrimination in employment, land ownership, and so on; in order to change women’s position, we must address the way gender determines power, status, and control over resources.

Practical and strategic gender interests/needs

The dual concept of women’s - or men’s - practical and strategic gender interests (first coined by Maxine Molyneux in 1985) was developed into a tool for planners by Caroline Moser, which looks at ‘needs’ rather than interests.

**Practical gender interests/needs:** If these were met, the lives of women (or men) would be improved without changing the existing gender division of labour or challenging women’s subordinate position in society. Meeting practical interests/needs is a response to an immediate perceived necessity: interventions which do this are typically concerned with inadequacies in living conditions such as water provision, health care, and employment.

**Strategic gender interests/needs:** If these were met, the existing relationship of unequal power between men and women would be transformed. These interests/needs relate to gender divisions of labour, power, and control. Those identified by women may include issues such as
legal rights, domestic violence, equal wages, and women’s control over their bodies. However, these issues are perceived as part of a natural order, which cannot be challenged. Women may only be able to articulate their strategic interests/needs once they have exchanged knowledge with someone who knows that it is possible to change the ‘natural order’. This may be an external facilitator, or a community member who has experienced another environment or culture (for example a returning migrant worker). Men also have strategic interests/needs: they may aim to transform their own roles (in order to be able to take part in child-care or to resist conscription into a fighting force), or, on the other hand, they may resist women’s demands for more control over their own lives.

Some have argued that practical and strategic interests and needs cannot be so neatly separated. Sara Longwe points out that every practical development intervention has an effect on power relations (the ‘strategic’ area of life), whether this is intended or not.

Transformatory (or redistributive) potential

Kate Young (1987) introduced a concept of transformatory potential, to complement the concepts of practical needs and strategic gender interests (Young’s chosen terminology). This is a useful concept to help development planners, or women themselves to consider how their practical needs can be met in a way which has transformatory potential; that is, in a way which will assist women in challenging unequal gender power relations, and contribute to women’s empowerment.

Gender classifications of policies

As a tool for helping practitioners and policy-makers determine to what degree a project or a policy is explicitly working towards transforming unequal gender relations. Naila Kabeer (1992) classifies policies into the following types.

**Gender-blind policies:** These recognize no distinction between the sexes. They make assumptions, which leads to a bias in favour of existing gender relations. Therefore, gender-blind policies tend to exclude women.

**Gender-aware policies:** This type of policy recognizes that women are development actors as well as men; that the nature of women’s involvement is determined by gender relations which make their involvement different, and often unequal; and that consequently women may have different needs, interests, and priorities which may sometimes conflict with those of men. With this category, Kabeer further distinguishes between gender-neutral, gender-specific, and gender-redistributive policies.

**Gender-neutral policies** use the knowledge of gender differences in a given society to overcome biases in development interventions, in order to ensure that interventions target and benefit both sexes effectively to meet their practical gender needs. Gender-neutral policies work within the existing gender division of resources and responsibilities.

**Gender specific policies** use the knowledge of gender differences in a given context to respond to the practical gender needs of women or men; they work within the existing gender division of resources and responsibilities.

**Gender-redistributive policies** are intended to transform existing distributions of power and resources to create a more balanced relationship between women and men, touching on strategic gender interests. They may target both sexes, or women or men separately.
Following are some statements. Group them into two- Sex and Gender based on your understanding.

Quiz 1 on Sex or Gender (Facilitator's Copy – Facilitator should remove the answers to create Participants’ Copy)

1. Women give births to babies, men do not.
   Ans.: Sex. Reproductive conditions related to hormonal changes such as pregnancy and menopause and sex-specific organs such as cervix, uterus, and penis and scrotum are based on biology.

2. According to United Nations statistics, women do 67 percent of the world's work, yet their earnings for it amount to only 10 percent of the world's income.
   Ans.: Gender. Most of women's work is invisible and undervalued.

3. In one case, when a child bought up as a girl learned that he was actually a boy, his school marks improved dramatically
   Ans.: Gender. He was treated differently by teachers, many who believe that boys are smarter. He also believed himself that boys are smarter and performed better.

4. Women suffer from pre-menstrual tension, men do not.
   Ans.: Sex. Reproductive and/or conditions related to hormonal changes such as pregnancy and menopause and cancers that are sex-specific such as cervical and prostate cancer are based on biology.

5. Sex (as in intercourse) is not as important for women as it is for men.
   Ans.: Gender. This perception is based on societal norms and values that seek to control women's sexuality.

   Ans.: Gender. Gender roles are contextual and they change over time.

7. Men's voices break at puberty, women's don't
   Ans.: Sex. Reproductive and/or conditions related to hormonal changes are based on biology.

8. In a study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building.
   Ans.: Gender. Norms of gender division of labour vary from culture to culture and are contextual and historically specific.
9. Men are naturally prone to violent behaviour
Ans.: Gender. It is believed that because of the male hormone testosterone, men are naturally violent. However, we know that not all men are violent. Their violence in fact is related to the socialization of men where characteristics such as aggressions are rewarded in men. This is similar to the belief that just because women have a uterus and breasts they are naturally nurturing and caring.

10. Women are more vulnerable to STDs than men.
Ans.: Both Sex. Women are vulnerable to STD because of their biology Women have a much larger surface area of the vagina and cervix where infection can occur. Gender – Unequal power relations curtail women’s sexual autonomy which make them unable to say no to sex or to negotiate safer sexual practices even where they suspect their partner of being unfaithful or infected.

Quiz 2 on Gender Concepts (Facilitator’s Copy – please remove the answers before duplicating the quiz for participants)

From Questions 1-5 please choose True or False answers

1. Gender refers to biological roles and responsibilities of women and men.
Ans.: False.

2. Gender equality is the equal value by society of both the similarities and differences between women and men, and the varying roles that they play.
Ans.: True.

3. The sexual/gender division of labour is a term used to describe the division of work between women and men, girls and boys.
Ans.: True.

4. The main factors that influence the existence of gender-based inequalities are economic
Ans.: False. Gender based inequalities also result from the different values accorded to being a woman and to being a man.

5. Practical needs refer to the relative status of women and men within society while strategic needs can be defined as immediate necessities.
Ans.: False. In fact, the opposite is correct
From Questions 6-25 please choose all that apply

6. **Gender analysis is an essential step in gender mainstreaming. Gender analysis identifies analyses and informs actions to address inequality that come from:**
   a. Different gender norms, roles and relations
   b. Unequal power relations between and among men and women
   c. The interaction of sex, gender and factors such as sexual orientation, ethnicity and education or employment status
   d. All of the above
   e. None of the above
   Ans.: d

7. **Gender analysis in health looks at how gender inequality affects health and wellbeing. It:**
   a. Examines how biological and sociocultural factors interact to influence health behaviour, outcomes and services
   b. Highlights how gender-based inequality disadvantages the health of women and girls
   c. Uncovers health risks and problems among men and boys as a result of gender norms, roles and relations
   d. All of the above
   e. None of the above
   Ans.: d

8. **The following are characteristics of practical needs (choose all that apply)**
   a. Short term (such as health care, food, shelter and income)
   b. Long term (such as legal policy changes)
   c. Needs are addressed through direct action such as installing water pumps and building schools or health facilities
   d. Usually relate to vulnerability to physical violence, restricted legal protection and other resources such as education
   e. All of the above
   f. None of the above
   Ans.: a & c.: Practical gender needs: necessities such as adequate living conditions, water provision, health care and employment. Strategic gender needs: requirements to overcome women’s unequal status.
9. Which of the following is/are not part of the 5 elements of gender?
   a. Relational
   b. Hierarchical
   c. Institutionally structured
   d. Genetic or hereditary conditions or transferred from parent to child through chromosomes

   Ans.: d:
   Remember the five elements of gender include the following: 1. Relational; 2. Hierarchical; 3. Institutionally structured; 4. Historical; 5 Contextually specific. Genetic and hereditary conditions are related to biology not gender.

10. Which of the following would you regard as gender based discrimination in health settings?
   a. Health care workers often dismiss how disease is expressed (symptoms) among women as being related to stress or emotions without proceeding to physical examinations to verify these symptoms
   b. Men who have sex with men face stigma with respect to HIV
   c. Violence prevention campaigns fail to address men as victims of violence, treating them as perpetrators of violence only
   d. All of the above

   Ans.: d:
   Remember gender is not about women only.

11. Institutions reproduce gender inequality by (You can choose more than one answer):
   a. Laying out sets of formal and informal rules which shape people’s perception of needs and their roles, and
   b. Ensure the production, reproduction of social relations, social difference and social inequality through rules and regulation
   c. By being rigid and unchangeable

   Ans.: a & b:
   Remember that although they may be sometimes difficult to change, institutions are dynamic and change all the time.

12. In what ways do social institutions including health institutions promote gender inequality in society? (Choose all that apply)
   a. Social Institutions may not value women
   b. Social Institutions may not allow women access to decision making
   c. Social Institutions and health Institutions may not value women’s health
   d. Social Institutions do not promote gender inequality because they are governed by neutral laws that do not favour one sex over the other

   Ans.: a b c
13. **Which of the following does not refer to gender relations:**
   a. Social relations between men and women
   b. Relations between men and women that are socially constituted
   c. Characteristics which can be derived from biological difference

   **Ans.: c**

14. **Which of the following is not an example of a society characterized by male dominance and female subordination**
   a. A society where women can only work in specific industries and jobs; earn less than men
   b. A society where if married and a mother woman generally works part-time so that they can take care of children and the elderly
   c. A society where the contributions of men and women are equally valued
   d. A society where women perform all the domestic work in the home which is unwaged and they do by virtue of being a wife and mother
   e. A society where women perform unwaged domestic work for members of other households to whom they are related by ties of kinship or affinity
   f. A society where men who are not mainstream hegemonic masculinity are not valued

   **Ans.: c**

15. **Which of the following is/are not gender aware policies**
   a. Gender neutral policies
   b. Gender blind policies
   c. Gender specific policies
   d. Gender-redistributive policies
   e. a & b

   **Ans.: e**

   Remember that gender blind and gender neutral policies do not recognize the distinction between sexes and often exclude women
SDG 5 on Gender Equality - Targets and Indicators

SDG 5- Achieve gender equality and empower all women and girls

Learning Objectives-
by the end of the session, participants will

- oriented to the SDG 5 Targets and Indicators
- able to state the situation of Gender Equality and India and their state using the SDG framework
- able to relate their work on Women’s Rights with specific SDG targets

Methodology
1. PPT 4 - Introduction to SDG 5 on Gender Equality
2. Discussion on how their work relates to SDG 5 targets indicators

Materials Required
- PPT 4 - Introduction to SDG 5 on Gender Equality
- Video Film – Heena’s Story

Time
75 minutes
Steps for Facilitation

1. Facilitator goes through PPT 4. **(20 minutes)**
2. Facilitator asks participants – which of these targets are each of you and your organisations working on? **(20 minutes)**
3. Co Facilitator notes participants’ responses on the White/Black Board or on flip charts as below.

<table>
<thead>
<tr>
<th>Target number and name</th>
<th>Which indicator do you track and how?</th>
<th>Name of organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Facilitator summarises the profile of the organisations present based on the above table. **(10 minutes)**
5. Facilitator screens the video on SDG 5 – Heena’s Story and generates a discussion around ‘what did you see in this film? What are you feeling after watching this film? What do you take away from this film?’ **(15 minutes)**
6. Facilitator summarises the key points of this session. **(10 minutes)**

**KEY POINTS**

- The SDG on Gender Equality has five targets – covering important issues like VAW, discrimination, unpaid care work, child marriage and so on.
- Gender equality is a very important goal because it is a cross cutting issue.
- Almost all the countries in the world are far from reaching the SDG on Gender Equality.
- We can look up the data on various gender equality indicators for our state and try and relate these data with the situation in our own districts and blocks. And with our experiences from our field areas.
**SDG 5: Achieve gender equality and empower all women and girls**

**SDG 5 targets**
- 5.1 End all forms of discrimination against all women and girls everywhere
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

**SDG 5 Targets**
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- 5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

**SDG 5 Means of Implementation**
- 5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- 5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
- 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

**SDG 5 Interrelation with other goals**
- Goal 1: No Poverty
- Goal 2: Zero Hunger
- Goal 3: Good health and well-being
- Goal 4: Quality education
- Goal 5: Gender equality
- Goal 6: Clean water and sanitation
- Goal 7: Affordable and clean energy
- Goal 8: Decent work and economic growth
- Goal 9: Resilient infrastructure
- Goal 10: Reduced inequalities
- Goal 11: Sustainable cities and communities
- Goal 13: Climate action
- Goal 14: Ocean and marine resources
- Goal 15: Life on land
- Goal 16: Peace, justice and strong institutions
SDG 5 Global Scenario

*https://sdg-tracker.org/gender-equality*

### Access to information about SRH

<table>
<thead>
<tr>
<th>Gujarat Data</th>
<th>NFHS-4</th>
<th>NFHS-3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Rural</td>
</tr>
<tr>
<td>Women having comprehensive knowledge of HIV/AIDS (%)</td>
<td>18.4</td>
<td>13.3</td>
</tr>
<tr>
<td>Women age 15-24 years using hygienic methods of protection during menstrual period (%)</td>
<td>60.3</td>
<td>53.5</td>
</tr>
<tr>
<td>Awareness about RTI/STI</td>
<td>23.1</td>
<td>17.5</td>
</tr>
<tr>
<td>Awareness about HIV/AIDS</td>
<td>43.3</td>
<td>33.5</td>
</tr>
</tbody>
</table>

### Women’s Empowerment and Gender Based Violence (age 15-49 years) NFHS 4

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently married women who usually participate in household decisions (%)</td>
<td>86.9</td>
<td>84.2</td>
<td>85.4</td>
</tr>
<tr>
<td>Women who worked in the last 12 months who were paid in cash (%)</td>
<td>31.8</td>
<td>28.9</td>
<td>30.2</td>
</tr>
<tr>
<td>Ever-married women who have ever experienced spousal violence (%)</td>
<td>14.1</td>
<td>24.8</td>
<td>20.1</td>
</tr>
<tr>
<td>Women owning a house and/or land (alone or jointly with others) (%)</td>
<td>29.7</td>
<td>25.2</td>
<td>27.2</td>
</tr>
<tr>
<td>Women having a mobile phone that they themselves use (%)</td>
<td>63.5</td>
<td>35.4</td>
<td>47.9</td>
</tr>
<tr>
<td>Women having a bank or savings account that they themselves use (%)</td>
<td>56.5</td>
<td>42.2</td>
<td>48.6</td>
</tr>
</tbody>
</table>

### Attitudes about spousal violence NFHS 4 Gujarat Data

<table>
<thead>
<tr>
<th>Caste/tribe</th>
<th>Agree that it is justified in hitting or beating his wife for at least one specified reason</th>
<th>Agree that a wife is justified in refusing to have sex with her husband for all specified reasons</th>
<th>Agree that when a wife refuses to have sex with her husband, he does not have the right to any of the four specified reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled caste</td>
<td>38.3</td>
<td>62.8</td>
<td>65.0</td>
</tr>
<tr>
<td>Scheduled tribe</td>
<td>43.0</td>
<td>58.6</td>
<td>51.8</td>
</tr>
<tr>
<td>Other backward class</td>
<td>35.4</td>
<td>62.7</td>
<td>61.5</td>
</tr>
<tr>
<td>Other</td>
<td>28.7</td>
<td>66.1</td>
<td>65.6</td>
</tr>
<tr>
<td>Don’t know</td>
<td>29.2                                                     (26.1)</td>
<td>78.0                                                     (77.0)</td>
<td>92.1                                                     (92.1)</td>
</tr>
</tbody>
</table>
SDG 1- End poverty in all its forms everywhere

Learning Objectives-
by the end of the session, participants will
● oriented to SDG 1- End Poverty in all its forms
● able to state the Gender dimensions of SDG 1 - how different forms of poverty affect men, women and children differently
● able to relate their work with specific targets and indicators of SDG 1

Methodology
1. PPT 5 - Introduction to SDG 1 on Poverty
2. Video Film and discussion
3. Discussion

Materials Required
● PPT 5 - Introduction to SDG 1 on Poverty
● Video Film - Six Years On, MGNREGA Payments Finally Released

Time
75 minutes
Steps for Facilitation

1. Facilitator opens the session by asking participants ‘So what is SDG 1?’ and generates discussion on the multiple dimensions of poverty. (5 minutes)

2. Facilitator presents PPT 5 in a discursive style, asking questions based on the contents of as many slides as possible, before flashing the particular slide. (30 minutes)

3. Facilitator asks participants the following questions–
   i) What is your experience from your work/field areas based on the contents of this presentation?
   ii) What are the different forms of poverty that you see in your field areas?
   iii) How has the situation changed over the past five years?
   iv) What has led to the change? What social protection programmes are being implemented in your villages? (20 minutes)

4. Facilitator shows the short film- ‘Six Years On, MGNREGA Payments Finally Released’ and allows a few responses. (15 minutes)

5. Facilitator summarises the key points. (5 minutes)

**KEY POINTS**

Poverty is a multidimensional phenomenon which is evident from a wide range of targets.

**There is a gender dimension to poverty. Poverty affects men, women and children differently. Poverty coupled with gender inequality denies resources to attain optimum levels of health, education and many other aspects of life for women.**

NITI Aayog has selected five indicators for measuring India’s progress on SDG 1. The Central government has schemes to address poverty. The schemes focus on different aspects like employment generation, reducing vulnerabilities and ensuring access to resources. For example, MGNREGS, NRLM, PMJAY, Widow Pension/Old Age Pension etc.

Each state also has state specific schemes for poverty reduction.

Implementation of anti-poverty schemes and programmes needs to be monitored on the ground for more effectiveness.
**SDG 1: End poverty in all its forms everywhere**

**SDG 1: Outcome targets**

1. **1.1** By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than $1.25 a day

2. **1.2** By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions

3. **1.3** Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable

**SDG 1: Means of implementation**

1.a **Ensure significant mobilization of resources from a variety of sources**, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions

1.b **Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies**, to support accelerated investment in poverty eradication actions

**SDG 1: Interrelations with other goals**

- **Goal 2**: Zero Hunger
- **Goal 3**: Good health and well being
- **Goal 4**: Quality education
- **Goal 5**: Gender equality
- **Goal 6**: Clean water and sanitation
- **Goal 7**: Affordable and clean energy
- **Goal 8**: Decent work and economic growth
- **Goal 10**: Reduced inequalities
- **Goal 11**: Sustainable cities and communities
- **Goal 13**: Climate action
- **Goal 15**: Life on land
- **Goal 16**: Peace, justice and strong institutions

**NITI Aayog selected indicators**

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions</td>
<td>Percentage of population living below National Poverty line</td>
<td>10.95</td>
</tr>
<tr>
<td>1.3 Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable</td>
<td>Percentage of households with any usual member covered by any health scheme or health insurance</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Persons provided employment as a percentage of persons who demanded employment under NREGA</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Proportion of the population (out of eligible population) receiving social protection benefits under maternity benefit</td>
<td>100</td>
</tr>
</tbody>
</table>
**NITI Aayog selected indicators**

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 By 2030, ensure that all men and women, in particular the poor and the</td>
<td>Percentage of households living in kutcha houses (rural + urban)</td>
<td>0</td>
</tr>
<tr>
<td>vulnerable, have equal rights to economic resources, as well as access to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>basic services, ownership and control over land and other forms of property,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inheritance, natural resources, appropriate new technology and financial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>services, including microfinance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**India and Gujarat: Current performance**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>India</th>
<th>Gujarat</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of population lives below the poverty line</td>
<td>21.92</td>
<td>16.63</td>
<td>10.95</td>
</tr>
<tr>
<td>Percentage of households have at least one member covered under health</td>
<td>28.7</td>
<td>23.1</td>
<td>100</td>
</tr>
<tr>
<td>insurance or health scheme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of people from rural areas demanding employment under NREGA,</td>
<td>85.26</td>
<td>82.99</td>
<td>100</td>
</tr>
<tr>
<td>were provided with employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of eligible beneficiaries received maternity benefits</td>
<td>36.4</td>
<td>8.9</td>
<td>100</td>
</tr>
<tr>
<td>Percentage of households living in kutcha houses (rural + urban)</td>
<td>4.2</td>
<td>2.0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Gujarat: Performance on NITI Aayog Index**

- Gujarat (Index Score= 47) lags behind the national average (Index Score= 50) and is listed as Aspirant state along with another developed state, Maharashtra (I.S.= 47) (SDG India Index, 2019).
- The Index Score (47) has reduced further from the last year’s score of 48. (SDG India Index, 2018).
- Chhattisgarh and Karnataka (I.S.=49), Assam and Punjab (I.S.=48) and Haryana (I.S. = 47) are other Aspirant states.

**Current Efforts at the national level**

- MGNREGA, National Rural Livelihood Mission, Deendayal Upadhyay Gramin Kaushalya Yojana for employment generation, skill development, micro credit and capacity building to increase employability among the poor.
- National Social Assistance Programmes (NSAP), Pradhan Mantri Jeevan Jyoti Beema Yojana (PMJJBY) and Pradhan Mantri Jeevan Suraksha Beema Yojana (PMJSBY), Ayushman Bharat help build resilience and reduce exposure to vulnerabilities.
- Mission Antyodaya, National Food Security Mission, Poshan Abhiyan, Swachh Bharat Mission, Pradhan Mantri Awas Yojana (PMAY), Pradhan Mantri Ujjwala Yojana, Pradhan Mantri Jan Dhan Yojana (PMJDY) etc. aim at ensuring access to basic services to the vulnerable sections.

**Current efforts at the state level**

Gujarat Sustainable Vision 2030-
- Ensuring economic growth of the rural population
- Minimizing BPL population
- Social protection for poor and vulnerable population
- Generating more livelihood opportunities
- Ensuring at least one employable skill for all youth and adults
SDG 10- Reduce inequality within and among countries

Learning Objectives-
by the end of the session, participants will be
• oriented to SDG 10 Targets and Indicators
• able to relate their work with specific targets and indicators of SDG 10

Methodology
1. PPT 6 - Introduction to SDG 10 on Reduced Inequalities
2. Discussion on how their work relates to SDG 10 targets and indicators

Materials Required
• PPT 6 - Introduction to SDG 10 on Reduced Inequalities
• Video - Understanding Inequalities

Time
60 minutes
Steps for Facilitation

1. Facilitator goes through PPT 6. (20 minutes)
2. Facilitator asks participants – how many of you are working on any aspect of SDG 10? Describe your work. How can you link your work to reduced inequalities? (20 minutes)
3. Facilitator shows the short film. And opens the floor for the discussion on-
   i) What can you do to identify the most vulnerable groups in your area?
   ii) How can you plan for these groups? (15 minutes)
4. Facilitator summarises the key points. (5 minutes)

**KEY POINTS**

The aim of this SDG is transformation in society, so that all inequities are removed.

This SDG is closely linked with at least twelve other SDGs.

Central and state governments have several schemes to reduce inequalities.

There should be the political and economic inclusion of everyone irrespective of caste, religion, gender, etc. ‘Leave No One Behind’ is a very important feature of this SDGs.

By removing discriminatory practices, laws and policies, inequalities can be reduced and equal opportunities for all can be guaranteed.

Adopt policies, particularly wage, social protection and fiscal policies, and increasingly attain greater equality.

**There are many gender inequalities like inequality in education, job/employment, position in parliament, poor decision power to women/girls, etc. which needs to be reduced for achieving this goal by 2030.**
Reduced Inequalities

SDG 10: Outcome Targets

- **10.1** By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average.
- **10.2** By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.
- **10.3** Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
- **10.4** Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

SDG 10: Means of implementation

- **10.a** Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements
- **10.b** Encourage official development assistance and financial flows, including foreign direct investment, to developing countries, in accordance with World Trade Organization agreements
- **10.c** By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

SDG 10: Interrelations with other goals

- **Goal 1**: No Poverty
- **Goal 2**: Zero Hunger
- **Goal 3**: Good health and well being
- **Goal 4**: Quality education
- **Goal 5**: Gender equality
- **Goal 6**: Clean water and sanitation
- **Goal 7**: Affordable and clean energy
- **Goal 8**: Decent work and economic growth
- **Goal 9**: Industry, innovation and infrastructure
- **Goal 11**: Sustainable cities and communities
- **Goal 15**: Life on land
- **Goal 16**: Peace, justice and strong institutions

SDG 10: Reduce inequality within and among countries

SDG 10: Outcome targets (Continued...)

- **10.5** Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations
- **10.6** Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
- **10.7** Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

NITI Aayog selected indicators

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected Indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1</td>
<td>Growth rates of household expenditure per capita among the bottom 40 per cent of the population in rural India</td>
<td>15.59</td>
</tr>
<tr>
<td></td>
<td>Growth rates of household expenditure per capita among the bottom 40 per cent of the population in urban India</td>
<td>15.27</td>
</tr>
<tr>
<td></td>
<td>Gini Coefficient of Household Expenditure in Rural India</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Gini Coefficient of Household Expenditure in Urban India</td>
<td>0</td>
</tr>
</tbody>
</table>
NITI Aayog selected indicators

<table>
<thead>
<tr>
<th>Global target</th>
<th>Selected indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDG 1 by 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</td>
<td>Proportion of seats held by women in Panchayati Raj Institutions</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Proportion of SC/ST persons in State Legislative Assemblies</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Ratio of Transgender Labour force participation rate to Male Labour force participation rate</td>
<td>1</td>
</tr>
<tr>
<td>SDG 4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</td>
<td>Percentage of Scheduled Caste Sub Plan fund utilized</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Percentage of Tribal Sub Plan fund utilized</td>
<td>100</td>
</tr>
</tbody>
</table>

India and Gujarat: Current performance

<table>
<thead>
<tr>
<th>Indicator</th>
<th>National Target Value</th>
<th>India</th>
<th>Gujarat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of SC/ST persons in State Legislative Assemblies</td>
<td>-</td>
<td>28.13</td>
<td>25.98</td>
</tr>
<tr>
<td>Ratio of Transgender Labour force participation rate to Male Labour force participation rate</td>
<td>1</td>
<td>0.64</td>
<td>0.39</td>
</tr>
<tr>
<td>Percentage of Scheduled Caste Sub Plan fund utilized</td>
<td>100</td>
<td>77.67</td>
<td>88.75</td>
</tr>
<tr>
<td>Percentage of Tribal Sub Plan fund utilized</td>
<td>100</td>
<td>82.98</td>
<td>89.04</td>
</tr>
</tbody>
</table>

Gujarat: Performance on NITI Aayog Index

• Gujarat (Index Score = 59) lags behind from the national average (Index Score = 64) and is listed in Aspirant category.

• Jharkhand (I.S = 64), Chhattisgarh (I.S = 60), Punjab (I.S = 50), Haryana (I.S = 54) are some of the other Aspirant states.

Current efforts at state level

- Ensuring housing, drinking water, and sanitation for all
- Ensuring 100% literacy for SC/ST
- Improving nutritional security for SC/ST
- Mainstreaming the marginalised groups through inclusive social justice interventions
- Empowering socially backward households, special minority and children in need
- Social protection to poor and vulnerable population
- Enhancing mobility for all

Government of India Initiatives

• Prime Minister Employment Generation Programme (PMEGP), Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA), Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) for employment, skill development, generate self-employment opportunities and capacity building to increase employability among the poor.

• Pradhan Mantri Jan Dhan Yojana (PMJDY) - for financial inclusion of all by providing universal access to banking and other financial services.

• Stand-Up India Scheme - provide a special thrust to entrepreneurship among women and scheduled castes and tribes.

References

• SDG India Index- 2018 (Slide- 2 to 5, 12)
• SDG India Index 2019-20 (Slide 6 to 11) [downloaded on July 31, 2020]
• Gujarat vision document (Slide 13)
SDG 11- Make cities and human settlements inclusive, safe, resilient and sustainable

Learning Objectives -
by the end of the session, participants will be
● oriented to the SDG 11 Targets and Indicators
● able to related the SDG and its targets with their own work

Methodology
1. PPT 7 - Introduction to SDG 11 on Safe Cities
2. Group discussion on ‘NITI Aayog indicators and the organization’s work’- four groups- one for each indicator

Materials Required
● PPT 7 - Introduction to SDG 11 on Safe Cities

Time
60 minutes
Steps for Facilitation

1. Facilitator goes through the PPT 7. (**20 minutes**)

2. Facilitator asks the participants to get into four groups. Each group will discuss the linking of one indicator from the NITI Aayog list, to their work. If the indicator is not directly related to their work, the group is asked to discuss what aspect of their work can be related to the SDG indicators. (**15 minutes**)

3. Presentations of each group and discussion. (**20 minutes- 3 minutes presentation + 2 minutes discussion for each group**)

4. Facilitator summarises the key points. (**5 minutes**)

**KEY POINTS**

SDG 11 is about making cities and human settlements inclusive, safe, resilient and sustainable.

This goal concerns housing, transport, planning and management for urban areas and settlements.

It also concerns disaster control and reducing the adverse environmental impact and waste management in the cities.

There are several government initiatives and schemes that focus on different aspects of this goal about housing (Pradhan Mantri Awas Yojana), transport (Metro Rail Projects in several cities) etc.

**Gender responsive urban planning with inclusion of safe public spaces and safe transport system is a necessity.**
Sustainable Cities and Communities

SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable

SDG 11: Outcome targets

- **Goal 11.1** By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
- **Goal 11.2** By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
- **Goal 11.3** By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
- **Goal 11.4** Strengthen efforts to protect and safeguard the world’s cultural and natural heritage

SDG 11: Means of implementation

- **Goal 11.a** Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
- **Goal 11.b** By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels
- **Goal 11.c** Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

SDG 11: Interrelations with other goals

- **Goal 1**: No poverty
- **Goal 2**: Zero hunger
- **Goal 3**: Good health and well-being
- **Goal 4**: Quality education
- **Goal 5**: Gender equality
- **Goal 6**: Clean water and sanitation
- **Goal 7**: Affordable and clean energy
- **Goal 8**: Decent work and economic growth
- **Goal 9**: Industry, Innovation and Infrastructure
- **Goal 10**: Reduced inequalities
- **Goal 11**: Sustainable cities and communities
- **Goal 12**: Sustainable consumption and production
- **Goal 13**: Climate action
- **Goal 14**: Life below water
- **Goal 15**: Life on land
- **Goal 16**: Peace, justice and strong institutions

NITI Aayog selected indicators

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 11.1</td>
<td>Houses completed under Pradhan Mantri Awas Yojana as a percentage of net demand assessment for houses</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Percentage of urban households living in slums</td>
<td>0</td>
</tr>
</tbody>
</table>
**NITI Aayog selected indicators (Cont...)**

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management</td>
<td>Percentage of wards with 100 percent door to door waste collection</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Percentage of waste processed</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Installed sewage treatment capacity as a proportion of sewage generated in urban areas</td>
<td>1</td>
</tr>
</tbody>
</table>

**India and Gujarat: Current performance**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>India</th>
<th>Gujarat</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houses completed under Pradhan Mantri Awas Yojana (PMAY) as a percentage of net demand assessment for houses</td>
<td>31.01</td>
<td>58.23</td>
<td>100</td>
</tr>
<tr>
<td>Percentage of urban households living in slums</td>
<td>5.41</td>
<td>2.78</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of wards with 100 percent door to door waste collection</td>
<td>90.99</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Percentage of waste processed</td>
<td>56</td>
<td>79</td>
<td>100</td>
</tr>
<tr>
<td>Installed sewage treatment capacity as a proportion of sewage generated in urban areas</td>
<td>0.38</td>
<td>0.74</td>
<td>1</td>
</tr>
</tbody>
</table>

**Gujarat: Performance on NITI Aayog Index**

- Gujar (Index Score= 77) performs better than the India aggregate score (I.S. = 53).
- Gujarat is one of the four states in the Front Runner category along with Goa and Himachal Pradesh (I.S. = 79) and Sikkim (I.S. = 74).

**Current Efforts at the national level**

- Atal Mission For Rejuvenation And Urban Transformation (AMRUT)
- Pradhan Mantri Awas Yojana
- Smart Cities Mission

SDG India Index, 2019
SDG 3- Ensure healthy lives and promote well-being for all at all ages

Learning Objectives -
by the end of the session, participants will be
● oriented to the SDG 3 on Health and Well Being
● able to relate their work with specific Targets and indicators of SDG 3
● able to link SDG 3 with other SDGs and their targets

Methodology
1. PPT 8 - Introduction to SDG 3 on Health and Well Being
2. Group Discussion on ‘challenges faced while working on health and the ways of dealing with those challenges’
3. Discussion around one of the two short video films

Materials Required
● PPT 8 - Introduction to SDG 3 on Health and Well Being
● Two Video Films - Surendranagar PHC and Maternity Benefits in Maharashtra

Time
90 minutes
Steps for Facilitation

1. Facilitator goes through PPT 8 in a discursive style asking questions before flashing each of the slide. (30 minutes)

2. Facilitator asks participants – which aspect of SDG 3 on Health and Well Being does your organisation work on? - Free listing (5 minutes)

3. Group discussion- Facilitator divides the participants in groups based on thematic areas to discuss the challenges faced and the ways of dealing with each of the challenges. (15 minutes)

4. Group presentations. (15 minutes)

5. Facilitator shows one of the two video films depending on how the discussions have developed and has a short discussion related to how SDG 3 can be monitored by communities. (15 minutes)

6. Facilitator summarises the key points. (10 minutes)

KEY POINTS

SDGs 3 has many dimensions and covers a range of Targets and Indicators from control of communicable and noncommunicable diseases to research and development for newer vaccines and medicines and universal health coverage.

There are specific ways in which gender plays out in relation to SDG 3. Women and girls’ health is affected both by their biology and by gender issues like access to treatment, stigma and discrimination. Health systems do not generally have a sensitivity to health needs of LGBTQI person.

NITI Aayog has used 5 selected indicators of SDG 3 to monitor India’s progress towards achieving SDGs.

We need to understand NITI Aayog’s Health Index and discuss its usage for our own advocacy.

We need to equip ourselves with knowledge of our own state’s data and acquire skills of using it to assess our own work, as well as to use for advocacy.

We can organise communities to monitor health services and dialogue with service providers and block and district health authorities.
# Good Health and Well-Being

## SDG 3: Ensure healthy lives and promote well-being for all at all ages

### SDG 3: Outcome Targets

- **3.1** By 2030 reduce the global maternal mortality ratio to less than 70 per 100,000 live births
- **3.2** By 2030 end preventable deaths of newborns and under-five children
- **3.3** By 2030 end the epidemics of AIDS, tuberculosis, malaria, and neglected tropical diseases and combat hepatitis, water-borne diseases, and other communicable diseases

### SDG 3: Means of implementation

- **3.a** Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate
- **3.b** Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all
- **3.c** Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States
- **3.d** Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks

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## SDG 3: Outcome Targets

- **3.4** By 2030 reduce by one-third pre-mature mortality from non-communicable diseases (NCDs) through prevention and treatment, and promote mental health and wellbeing
- **3.5** Strengthen prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol
- **3.6** By 2020 halve global deaths and injuries from road traffic accidents

### SDG 3: Means of implementation

- **3.7** By 2030 ensure universal access to sexual and reproductive health care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes
- **3.8** Achieve universal health coverage (UHC), including financial risk protection, access to quality essential health care services, and access to safe, effective, quality, and affordable essential medicines and vaccines for all
- **3.9** By 2030 substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water, and soil pollution and contamination
**SDG 3: Interrelations with other goals**

- **Goal 1:** No poverty
- **Goal 2:** Zero Hunger
- **Goal 4:** Quality education
- **Goal 5:** Gender equality
- **Goal 6:** Clean water and sanitation
- **Goal 10:** Reduced inequalities
- **Goal 11:** Sustainable cities and communities
- **Goal 12:** Sustainable consumption and production

---

**NITI Aayog selected indicators**

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 by 2030 reduce the global maternal mortality ratio to less than 70 per 100,000 live births</td>
<td>Maternal Mortality Ratio</td>
<td>70</td>
</tr>
<tr>
<td>3.2 by 2030 end preventable deaths of newborns and under-five children, by 2030 and preventable deaths of newborns and under-five children</td>
<td>Under five mortality rate (per 1000 live births)</td>
<td>25</td>
</tr>
<tr>
<td>Percentage of fully immunised children in the age group 0-5 years</td>
<td>Proportion of institutional deliveries</td>
<td>100</td>
</tr>
</tbody>
</table>

---

**India and Gujarat: Current performance**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>India</th>
<th>Gujarat</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maternal Mortality Ratio</td>
<td>142</td>
<td>87</td>
<td>70</td>
</tr>
<tr>
<td>Proportion of institutional deliveries</td>
<td>54.7</td>
<td>66</td>
<td>100</td>
</tr>
<tr>
<td>Under five mortality rate (per 1000 live births)</td>
<td>50</td>
<td>44</td>
<td>25</td>
</tr>
<tr>
<td>Percentage of fully immunised children in the age group 0-5 years</td>
<td>59.2</td>
<td>59.6</td>
<td>100</td>
</tr>
<tr>
<td>Total case notification rate of tuberculosis per 1 lakh population</td>
<td>160</td>
<td>228</td>
<td>0</td>
</tr>
<tr>
<td>HIV incidence per 1000 uninfected population</td>
<td>0.07</td>
<td>0.07</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of currently married women aged 15-49 years who use any modern method of family planning</td>
<td>47.8</td>
<td>43.1</td>
<td>100</td>
</tr>
<tr>
<td>Total physicians, nurses and midwives per 10,000 population</td>
<td>38</td>
<td>43</td>
<td>45</td>
</tr>
</tbody>
</table>

---

**Current Efforts at the national level**

- National Health Mission (NHM) - NRHM and NUHM
- Ayushman Bharat - Pradhan Mantri Jan Aarogya Yojana (PMJAY)
- Mission Indradhanush to increase full immunization coverage
- Revised National Tuberculosis Control Programme (RNTCP)
- National Leprosy Eradication Programme (NLEP)
- Integrated Disease Surveillance Programme (IDSP)
- National Mental Health Programme (NMHP)
- National Programme for control of blindness
- National Programme for Prevention and control of cancer, diabetes, cardiovascular diseases and stroke (NPCDCS)

---

**NITI Aayog selected indicators (Cont...)**

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 by 2030 end the epidemics of Aids, tuberculosis, malaria, and neglected tropical diseases and combat hepatitis, water-borne diseases, and other communicable diseases</td>
<td>HIV Incidence per 1000 uninfected population</td>
<td>0</td>
</tr>
<tr>
<td>3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes</td>
<td>Percentage of currently married women aged 15-49 years who use any modern method of family planning</td>
<td>100</td>
</tr>
</tbody>
</table>

---

**Gujarat: Current performance**

- Gujarat (Index Score= 67) is performing better than the national average (I.S.= 61)
- 8th rank among the states and belongs to a group of Front Runner states
- Gujarat has jumped from 17th to 8th rank between 2018 and 2019.

(SDG India Index, 2019)

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**Current Efforts at the state level**

- Mukhyamantri Amrutum (MA) Yojana for providing tertiary healthcare treatments to below poverty line (BPL) population
- Gujarat ranks 4th in terms of overall Performance Index Score after Kerala, Punjab and Tamil Nadu on NITI Aayog’s ‘Healthy States’ report released in February 2018
- Public Private partnership
- Health policy 2016
- Medical tourism
SDG 4 on Education - Targets and Indicators

SDG 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Learning Objectives -
by the end of the session, participants will
- understand SDG 4 Targets and its indicators from a gender lens and also link it to quality education
- able to relate their work with specific Targets and indicators of SDG 4

Methodology
1. PPT 9 - Introduction to SDG 4 on Education
2. Discussion on ‘How does this SDG get reflected in your work?’

Materials Required
- PPT 9 - Introduction to SDG 4 on Education
- Two short videos (Video 1-What is SDG 4 and Video 2- Understanding quality education)
- Handout 7- Education, SDGs and Gender linkages

Time
90 minutes
**Steps for Facilitation**

1. Facilitator goes through PPT 10. **(15 minutes)**

2. Facilitator then asks the participants how they understood SDG 4. Shows a short video on Introduction to SDG 4 and initiates a discussion on ‘What are the important takeaways of this goal?’ **(15 minutes)**

3. Facilitator asks participants – how many of you are working on any aspect of SDG 4? Describe your work. How does the information on SDG 4 impact your work on Education? **(20 minutes)**

4. Facilitator shows the second video on quality education and asks ‘What are the ways that you can monitor the progress towards this SDG?’ (For example, can the participants monitor free education, pre-school teaching through the anganwadis, mid-day meal scheme, access for disabled children, Dalit and tribal children?) **(15 minutes)**

5. Facilitator discusses why gender issues play an important role and how gender, technology and education are related. Use Handout 7 for discussion points and encourage ideas from the participants. **(20 minutes)**

6. Facilitator summarises the key points. **(5 minutes)**

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**KEY POINTS**

The scope of this SDG on education is vast. It is closely linked to SDGs including health and well-being (Target 3.7), gender equality (Target 5.6), decent work (Target 8.6), responsible consumption and growth (Target 12.8), and climate change mitigation (Target 13.3).

Many of our laws and policies and programmes cover this SDG – the Right to Education Act, Sarva Shiksha Abhiyan, Kaushal Vikas Karyakram and many others.

Education should be free from discrimination, accessible especially to the most vulnerable. ’Leave No One Behind’ is a very important feature of this SDGs.

**There are critical gender dimensions in this SDG, that can have long standing implications like provision of affordable and accessible education can lead to delayed age of/prevention of child marriage; better health and nutrition status of girls; lower maternal and child mortality and morbidity; reduced fertility, better work/employment opportunities and reduced drop out rates to name a few.**

Access to quality education helps in social mobility and reducing inequalities.
SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

**SDG 4 - Key Features**

**Principles**
- Universally-relevant
- Rights-based and a public good

**Scope**
- Expanded access to all levels of education
- Holistic and lifelong learning approach

**Equity**
- Renewed focus on inclusion, equity and gender equality

**Quality**
- Renewed focus on effective acquisition of foundational skills
- New focus on relevance of learning for decent jobs
- New focus on relevance of learning for social and civic life

**SDG 4: Outcome targets**

- **4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- **4.2** By 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- **4.3** By 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university
- **4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

**SDG 4: Means of implementation**

- **4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- **4.b** By 2020 substantially expand globally the number of scholarships for developing countries in particular LDCs, SIDS and African countries to enroll in higher education, including vocational training, ICT, technical, engineering and scientific programmes in developed countries and other developing countries
- **4.c** By 2030 substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially LDCs and SIDS

**SDG 4: Outcome targets**

- **4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
- **4.6** By 2030 ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- **4.7** By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture’s contribution to sustainable development
Education targets/indicators within other SDGs

**Health and Well-being**
Target 3.7: By 2030, ensure universal access to sexual and reproductive health care services, including by providing information and education and the integration of reproductive health into national strategies and programmes.

**Gender Equality**
Global Indicator: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information and education.

**Decent Work and Economic Growth**
Target 8.i: By 2030 substantially reduce the proportion of youth not in employment, education or training.

**Responsible Consumption & Production**
Target 12.8: By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.

**Climate Change Mitigation**
Unemployment trends and children in vulnerable situations and disabilities, indigenous peoples including persons with disabilities, and people with disabilities.

NITI Aayog selected indicators

Global Target
Selected indicator
National Target Value

4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

Gross Enrolment Ratio in higher education (18-23 years)
50

4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

Gender Parity Index for higher education (18-23 years)
1

Disabled children (5-19 Years) attending educational institution (elementary, secondary)
100

NITI Aayog selected indicators

Global Target
Selected indicator
National Target Value

4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

Adjusted Net Enrolment Ratio in Elementary (Class 1-8) and Secondary (Class 9-10) education
100

Percentage of children in the age group 6-13 years who are out of school
0

Average annual dropout rate at secondary level
10

Percentage of students in grade III, V, VIII and X achieving at least a minimum proficiency level in terms of nationally defined learning outcomes to be attained by pupils at the end of each of above grades
100

India and Gujarat: Current performance

Indicator
India
Gujarat
Target

Adjusted Net Enrolment Ratio in Elementary (Class 1-8) and Secondary (Class 9-10) education
75.83
74.97
100

Percentage of children in the age group 6-13 years who are out of school
2.97
1.94
0

Average annual dropout rate at secondary level
19.19
24.08
10

Percentage of students in grade III, V, VIII and X achieving at least a minimum proficiency level in terms of nationally defined learning outcomes to be attained by pupils at the end of each of above grades
71.03
74.78
100

Gross Enrolment Ratio in higher education (18-23 years)
26.1
20.4
50

Gujarat: Performance on NITI Aayog Index

- Gujarat (I.S. = 47) lags behind the national average (I.S. = 58) and comes under the aspirant category.
- Seven other States also fell behind in the Aspirants category, Uttar Pradesh (I.S. = 48), Assam (I.S. = 44).

Current Efforts at the national level

- Samagra Shiksha has subsumed three previously existing schemes: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE)
- Digital initiatives: Shala Kosh, Shagun, Shaala Saathi promote technology in the education sector.
- Kasuberta Gandhi Balika Vidyalayas
- Mid-day Meal scheme
**Current Efforts at the state level**

- Focus on improving Quality of Education, Learning Outcomes and equal opportunity to all sections of society
- ICT Enablement Schools
- Neighbourhood School
- Do It Together Labs
- Teacher Performance Appraisal System

**References**

- Education report from UNESCO, 2030 (Slide 2, 3)
- SDG India Index- 2018 (Slide- 4 to 7, 14)
- SDG India Index 2019-20 (Slide 8 to 13) [downloaded on July 31, 2020]
- Gujarat vision document (Slide 15)
Education is an integral part of, and key enabler for sustainable development.

It needs to be included in national development plans and strategies for achieving all the SDGs. Inclusion and equity in and through education and training are vital to ensuring a transformative education agenda, and the right to safe, quality education and learning throughout life, based on the principles of non-discrimination, gender equality and equal opportunity for all must be ensured.

Questions to think about and what your organization can do

1. **Which groups are the easiest/most difficult to reach?**
   Do keep in mind the LGBTQI community, disability groups, migrant, salt pan/other workers working in difficult situations, tribals, sex workers, other marginalized communities etc to stress the importance of ‘leave no one behind’

2. **What are some practical ways to improve access to quality education for**
   a) **girls**
   b) **other vulnerable and poor population pockets?**
   For some more ideas, read about best practices of different Indian states from Pg 36 of a Discussion paper by Beena Pandey:
   https://ris.org.in/newasiaforum/sites/default/files/Publication%20File/DP%20232%20Dr%20Beena%20Pandey.pdf

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8. [https://sustainabledevelopment.un.org/content/documents/23669BN_SDG4.pdf](https://sustainabledevelopment.un.org/content/documents/23669BN_SDG4.pdf)
3 How can learning systems change or adapt to pandemics like the COVID 19 especially for girls and other vulnerable groups?

Think about the

- Importance of technology for online education by understanding how pandemics affect girls differently.
- Need for accessible and free or subsidized internet for students especially girls.
- Address the digital divide with inclusive learning solutions, from a gender perspective needs to be developed.

Downgrading disproportionate focus on facts and information not relevant in such times. Emphasis on learning life skills. Curricula must be grounded in students’ realities, cultivating critical, creative, and flexible thinking, resilience, and empathy in students.

Teachers need to be trained with better digital skills. Strategies like community teaching need to be encouraged who can ensure that all girls are educated.

Counselling services for students especially girls need to be provided through helplines, community radios, chatbots, and mobile services to help them deal with the stress of lockdowns and other pandemics related issues.

Learning from the COVID-19 pandemic, the government, in consultation with state governments, should come up with online education strategies (short and long term, depending on the situation). There is a need to invest and build a resilient online education system during pandemics with an understanding how such outbreaks affect girls and women.

Above points are based on the readings provided below. More may be added based on your interest.

1 Understanding how the COVID-19 crisis impacted girl's education in India

2 COVID-19 in India: education disrupted and lessons learned

3 COVID-19 pandemic: Impact and strategies for education sector in India
4  **Is gender budgeting required in education? Why?**

National budgets impact men and women differently.

Women constitute 48% of India’s population, but they lag behind men on many social indicators like health, education, economic opportunities, etc. Hence, they warrant special attention due to their vulnerability and lack of access to resources.

Gender Budgeting is not an accounting exercise. It is a powerful tool to ensure that benefits of development reach women as much as men. It is an ongoing process of keeping a gender perspective in policy/ programme formulation, its implementation and review.

In India, the Ministry of Women and Child Development (MWCD) is mainly responsible for coordination and effective implementation of Gender Responsive Budgeting (GRB). The funds allocated for GRB are less than one per cent of GDP\(^{10}\).

**Suggested sites for further reading on gender budgeting:**

https://wcd.nic.in/gender-budgeting

https://www.drishtiias.com/to-the-points/Paper2/gender-budgeting

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9  https://wcd.nic.in/gender-budgeting

10  https://economictimes.indiatimes.com/news/economy/policy/budget-2020-the-need-for-gender-budgeting/article-show/73793600.cms#:~:text=In%20India%2C%20the%20Ministry%20of%20Women%20and%20Child%20Development%20is%20mainly%20responsible%20for%20coordination%20and%20effective%20implementation%20of%20Gender%20Responsive%20Budgeting%20(GRB).%20The%20funds%20allocated%20for%20GRB%20are%20less%20than%20one%20per%20cent%20of%20GDP.
SDG 2- End hunger, achieve food security and improved nutrition and promote sustainable agriculture

**Learning Objectives**
by the end of the session, participants will be

- oriented to some of the important SDG 2 targets and indicators and linkages of zero hunger to other SDGs.
- able to state the gender dimensions of SDG 2 - how gender issues affect women and girls and others.

**Methodology**
1. PPT 10 - Introduction to SDG 2 on Zero Hunger
2. Discussion on ‘How does this SDG affect women and girls?’

**Materials Required**
- PPT 10 - Introduction to SDG 2 on Zero Hunger
- Video - about SDG 2
- Handout 8 - Notes for the Facilitator

**Time**
60 minutes
Steps for Facilitation

1. Facilitator goes through PPT 9. Discuss government initiatives that focus on improved nutrition to combat malnutrition and nutritional deficiencies; ending hunger, achieving food security, and promoting sustainable agriculture. **(20 minutes)**

2. Facilitator asks participants the following questions –
   i) Does your organisation work on nutrition issues?
   ii) Which aspects of nutrition?
   iii) Who are the groups they work with for improved nutritional status?
   iv) What challenges do you face? How do you deal with each of them? **(15 minutes)**

3. Facilitator poses questions related to some of the gender aspects of SDG 2 (see Handout 7 on Note for the facilitator) followed by discussions and explanations related to SDG 2. **(12 minutes)**

4. Facilitator shows the short video and allows a few responses. **(7 minutes)**

5. Facilitator summarises the key points. **(5 minutes)**

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**KEY POINTS**

Zero Hunger is multidimensional as can be seen by the targets.

This SDG is closely linked with at least eight other SDGs.

NITI Aayog has defined 19 indicators for India for this SDG.

Central government has several schemes to address hunger and malnutrition.

States also have state specific schemes.

**There are several gender dimensions of SDG 2 : role of women in agriculture, gendered roles in food preparation, rationing of food especially in poorer households, nutrition during pregnancy and lactation, issue of malnutrition among girls and women (under and over), role of gender in nutritional deficiencies and diseases to name a few.**

Implementation of nutrition based schemes and programmes for vulnerable groups needs to be monitored on the ground.
**SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture**

**SDG 2: Outcome Targets**
- **2.1** By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.
- **2.2** By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.
- **2.3** By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.

**SDG 2: Outcome Targets (Continue...)**
- **2.4** By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.
- **2.5** By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.

**SDG 2: Interrelations with other goals**
- **Goal 1**: No Poverty
- **Goal 3**: Good health and well-being
- **Goal 4**: Quality education
- **Goal 5**: Gender equality
- **Goal 6**: Clean water and sanitation
- **Goal 7**: Affordable and clean energy
- **Goal 8**: Decent work and economic growth
- **Goal 10**: Reduced Inequalities
- **Goal 12**: Sustainable Consumption and Production
- **Goal 13**: Climate Action

**SDG 2: Means of Implementation**
- **2.a** Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productivity capacity in developing countries, in particular least developed countries.
- **2.b** Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round.
- **2.c** Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility.

**NITI Aayog selected indicators**

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected Indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> By 2022, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.</td>
<td>Rate of rural households covered under public distribution system (PDS)</td>
<td>100%</td>
</tr>
<tr>
<td><strong>2.</strong> By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.</td>
<td>Percentage of children under age 5 years who are stunted</td>
<td>25.0%</td>
</tr>
<tr>
<td></td>
<td>Percentage of pregnant women aged 15-49 years who are anaemic</td>
<td>5.5%</td>
</tr>
</tbody>
</table>
NITI Aayog selected indicators

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected Indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 - By 2030, end all forms of malnutrition, including stunting and wasting in children under 5 years of age, andolla...</td>
<td>Percentage of children aged 6-59 months who are stunted</td>
<td>1.09</td>
</tr>
<tr>
<td>2.3 - By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and information for value addition and sustainable management.</td>
<td>Gross Value Added in Agriculture per worker</td>
<td>1.36</td>
</tr>
</tbody>
</table>

India and Gujarat: Current performance

<table>
<thead>
<tr>
<th>Indicator</th>
<th>National Target Value</th>
<th>India</th>
<th>Gujarat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage children aged 0-4 years who are underweight</td>
<td>14.2</td>
<td>14.2</td>
<td></td>
</tr>
<tr>
<td>Rice, wheat and coarse cereals produced annually per unit area (Kg/Ha)</td>
<td>2314.12</td>
<td>2314.12</td>
<td></td>
</tr>
<tr>
<td>Gross Value Added in Agriculture per worker</td>
<td>1.13</td>
<td>1.13</td>
<td></td>
</tr>
</tbody>
</table>

Government of India Initiatives

- The National Nutrition Mission monitors growth of children, as well as checks the pillegerage of food ratios provided at Anganwadi Centres.
- Poshan Abhiyan, aims to reduce stunting, under-nutrition, anaemia and low birth weight babies through synergy and convergence among different programmes, schemes and projects.
- Antyodaya Anna Yojana (AY) aims to provide food at subsidized prices to poor families.
- Integrated Child Development Scheme (ICDS) envisages comprehensive early childhood care and development focusing on children in the age group of 0-6 years, pregnant women and adolescent girls.
- Mid-day Meal Scheme aims to improve nutritional levels among school children which also has a direct and positive impact on enrolment, retention and attendance in schools.

Current efforts at the state level

- Improving Productivity & Total production
- Improving irrigation system
- Covering farmers from production risk
- Food security for all
- Nutritional security for all
- Reduction of post harvest wastage

India and Gujarat: Current performance

<table>
<thead>
<tr>
<th>Indicator</th>
<th>National Target Value</th>
<th>India</th>
<th>Gujarat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio of rural households covered under public distribution system (%)</td>
<td>1.29</td>
<td>1.01</td>
<td>1.99</td>
</tr>
<tr>
<td>Percentage of children under age 5 years who are stunted</td>
<td>2.5</td>
<td>14.7</td>
<td>18.1</td>
</tr>
<tr>
<td>Percentage of pregnant women aged 15-49 years who are anaemic</td>
<td>25.15</td>
<td>10.3</td>
<td>11.3</td>
</tr>
<tr>
<td>Percentage of children aged 6-59 months who are anaemic</td>
<td>14</td>
<td>40.5</td>
<td>30.2</td>
</tr>
</tbody>
</table>

Gujarat: Performance on NITI Aayog Index

- Gujarat (Index Score= 39) is performing little bit better from the national average (Index Score= 35) and is listed in Aspirant category.
- Goa and Chandigarh are the top-performing among States and UTs. Seven states and two UTs bagged a position in the category of Front Runners (with Index score higher than/equal to 65). However, twenty States and three UTs fall behind in the Aspirants category (with Index score less than 50).
- Some other states fall in the Aspirant category are- Tamil Nadu (I.S.= 48), Karnataka (I.S.= 37), Maharashtra (I.S.= 34).

Government of India Initiatives

- Under the Pradhan Mantri Matru Vandana Yojana (PMMVY), Rs.6,000 is transferred directly to bank accounts of pregnant women for availing better facilities for their delivery.
- National Mission on Agriculture Extension and Technology enables delivery of appropriate technologies and improved agronomic practices for farmers.
- National Mission on Sustainable Agriculture and the National Food Security Mission aims to enhance agricultural productivity.
- Pradhan Mantri Krishak Sinchayee Yojana (PMKSY) aims to improve water use efficiency.

References

- SDG India Index - 2018 (Slide 2 to 5,11,12)
- SDG India Index 2019-20 (Slide 6 to 10) [downloaded on July 31, 2020]
- Gujarat vision document (Slide 13)
Points for discussion

- National Food Security Act 2013 (NFSA) makes food a legal entitlement for more than 67 percent of the population, i.e., 800 million Indians.
- The Centre launched the National Nutrition Strategy in September 2017 which is a major step towards addressing malnutrition and hunger in a sustainable way.
- As part of the strategy, the flagship initiative of POSHAN Abhiyan, looking at targets of reducing the level of stunting, undernutrition, anaemia and low birth weight babies by 2022.
- The NFSA as well as the POSHAN Abhiyan are substantial steps taken by India to put the SDG firmly on the map.
- The NFSA streamlines the focus on food security by bringing India’s three social safety nets -- Integrated Child Development Services, Mid-Day Meal Scheme and Targeted Public Distribution System -- that are also the largest in the world, under its ambit.
- The POSHAN Abhiyan brings convergence of various stakeholders together\(^{11}\).

Gender perspective

Discussion points for the facilitator

- **Who cooks at home?**
  
  (Discussion- 90% of meals in the household are prepared by women, yet when times are tough, women and girls may be the first to eat less. Households headed by women may not eat enough simply because women earn at lower levels, and are less prepared to cope with sudden crises.)

- **What are the rural/poor household observations during field work. How much does the woman / girl eat?**
  (Discussion- the UN Women report states that Nourishment is not just about the quantity of food, but its quality. In poor households, women can be less likely to get the nutrients they need, including to manage the physical demands of pregnancy and breastfeeding.)\(^12\)

- **What are some of the basic gender inequalities that are related to this SDG or to hunger/malnutrition in women?**
  (Discussion- Gender inequality intersects with inadequate health care, insufficient education and limited income to drive these deprivations. Inequities in food consumption stand in contrast to women’s significant role in agricultural production. They comprise on average 43 per cent of the agricultural labour force in developing countries, and over 50 per cent in parts of Asia and Africa. Yet their potential contribution to food security remains constrained by unequal access to land and other productive assets. Explain this point and its importance.)

- **What is your understanding of ending hunger for women?**
  (Discussion- Ending hunger means that all women can consume enough food with adequate nutrients. All women working in agriculture, if unshackled from discrimination, can contribute to greater global food security.)

- **How is agriculture linked to nutrition from a gender perspective?**
  (Discussion- Agriculture is linked to nutrition in several ways. Agriculture is a source of food and income. Food prices influence decisions around what households spend on, including nutritious food and health inputs. All of these decisions subsequently influence food and nutrient intakes and overall diet quality of mothers and young children.)
  Also, there is a growing body of evidence that documents the linkages between SDG5 on gender equality and women’s empowerment and SDG2 and SDG3 — eliminating poverty, achieving zero hunger and malnutrition, and good health and wellbeing for women and children\(^13\).

- **What can we/the government do?**
  - Can promote innovative agricultural rural technologies for women by identifying their critical needs in line with SDG 2.
  - Can provide training for women farmers and access to information and technology, to help women achieve higher agricultural productivity.
  - Can raise awareness among rural women and decision makers alike, on the need for legal changes to allow more equitable distribution of assets, such as land and credit.
  - Can create an online global knowledge hub/Self help groups where women can share practical knowledge around food production and technology.

\(^{12}\) https://sustainabledevelopment.un.org/content/documents/2322UN%20Women%20Analysis%20on%20Women%20and%20SDGs.pdf

\(^{13}\) https://a4nh.cgiar.org/2018/12/10/the-role-of-gender-equality-in-accelerating-progress-on-sdg2/
Conclusion points:

We must remember that gender is not just about women. Gender is a social relationship between women AND men, their socially-determined roles, responsibilities, resources, and constraints. Gender norms are the rules governing what women and men can and cannot do, what decisions and areas of life are in their domain. Understanding the gender pathways and how they are linked is important for figuring out whose behavior we want to change and how we want to change it. It can also help us anticipate ways our interventions might result in unintended consequences. For example, interventions that intensify women’s participation in agriculture might improve household income but ignoring how women’s workloads might shift could have negative impacts on her nutrition.
SDG 8 on Decent Work - Targets and Indicators

SDG 8- Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Learning Objectives
by the end of the session, participants will be
● oriented to SDG 8 Targets and Indicators
● able to relate this SDG and the targets with work with marginalised communities, and with young people

Methodology
1. PPT 11 - Introduction to SDG 8 on Decent Work
2. Discussion around the Fact Sheet contents – informal sector, social security measures, sexual harassment at workplace and so on

Materials Required
● PPT 11 - Introduction to SDG 8 on Decent Work
● Handout 9- adapted from India Fact Sheet – Laws around Workplace Equality

Time
60 minutes
**Steps for Facilitation**

1. Facilitator goes through PPT 11, highlighting and emphasising the contents that are relevant to the participant profile. **(20 minutes)**

2. Facilitator divides participants into four small groups and asks them to do a rapid reading of the Handout, in not more than 7 minutes. And then, each group has to prepare a short report on their reflections on the Policy Recommendations OR how do these contents relate with their experience in the field? **(20 minutes)**

3. Plenary discussion – 4 minutes per group. **(16 minutes)**

4. Facilitator summarises the key points. **(4 minutes)**

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**KEY POINTS**

**India’s Female Work Participation Rate is going down even as education levels are going up.**

Reasons are: patriarchal control over women’s mobility, unpaid care work in families and unpaid work on family farms and family occupations.

**90 percent of women in India are in the informal sector.**

Poor working conditions and insecurity in the informal sector.

Many laws and policies – but many of us are unaware of these. Poor implementation.
Decent Work and Economic Growth

**SDG 8 targets**
- **8.1** Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries
- **8.2** Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

**SDG 8 Means of implementation**
- **8.a** Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-related Technical Assistance to Least Developed Countries
- **8.b** By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization

**SDG 8 targets**
- **8.3** Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
- **8.4** Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead

**SDG 8 targets**
- **8.5** By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- **8.6** By 2020, substantially reduce the proportion of youth not in employment, education or training
- **8.7** Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

**SDG 8 targets**
- **8.8** Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
- **8.9** By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products
- **8.10** Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

**SDG 8 targets**
- **8.1** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- **8.2** Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
- **8.3** Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
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Quiz – which other SDGs is SDG 8 related with and how?

• Take 3 minutes to write down your answers to the question above.
• 5 lucky people will have a chance to give your answers.

SDG 8 Interrelation with other goals

• Goal 1: No Poverty
• Goal 2: Zero Hunger
• Goal 3: Good health and well being
• Goal 4: Quality education
• Goal 5: Gender equality
• Goal 7: Affordable and clean energy
• Goal 9: Industry, Innovation and Infrastructure
• Goal 10: Reduced inequalities
• Goal 12: Sustainable consumption and production
• Goal 14: Life below water
• Goal 16: Peace, justice and strong institutions

NITI Aayog selected indicators

<table>
<thead>
<tr>
<th>Global Target</th>
<th>Selected Indicator</th>
<th>National Target Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries</td>
<td>Annual growth rate of Net Domestic Product (NDP) per capita</td>
<td>7.5</td>
</tr>
<tr>
<td>8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</td>
<td>Ease of doing business score (EoDB)</td>
<td>100</td>
</tr>
</tbody>
</table>

India and Gujarat: Current performance

<table>
<thead>
<tr>
<th>Indicator</th>
<th>India</th>
<th>Gujarat</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual growth rate of Net Domestic Product (NDP) per capita</td>
<td>5.66</td>
<td>9.76</td>
<td>7.5</td>
</tr>
<tr>
<td>Ease of doing business score (EoDB)</td>
<td>67.23</td>
<td>97.99</td>
<td>100</td>
</tr>
<tr>
<td>Unemployment rate (%)</td>
<td>6.00</td>
<td>4.80</td>
<td>0</td>
</tr>
<tr>
<td>Labour Force Participation Rate (%) 1</td>
<td>49.80</td>
<td>49.80</td>
<td>100</td>
</tr>
<tr>
<td>Number of banking outlets per 1,00,000 population</td>
<td>12.48</td>
<td>14.61</td>
<td>28.10</td>
</tr>
<tr>
<td>Percentage of households with a bank account</td>
<td>99.99</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Proportion of women account holders under PMJDY</td>
<td>0.53</td>
<td>0.48</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Gujarat: Performance on NITI Aayog Index

• Gujarat is one of the 18 states that are front runners for Goal 8. It ranks 5th among states with Index Score of 75. Telangana tops the list of states with I.S.= 82 followed by Andhra Pradesh (I.S.= 78).
• Gujarat performs better as compared to the national average of 64.

Current Efforts at the national level

• Make in India,
• Startup India,
• Skill India,
• Digital India
• Focus on two aspects: Urbanization and Manufacturing
• Innovation in our education system
• Prime Minister’s Employment Generation Programme

Current Efforts at the state level

Gujarat Sustainable Vision 2030:

• Encourage the formalization and growth of micro-, small- and medium-sized enterprises (MSME)
• Increase share in Gross MSME output of India to 15% by 2030 from 5% today
  • Smart Industrial Parks for MSME units
  • Industry-cum- Service Centres with active participation from private sector
  • Plug & Play facilities
  • MSME clusters in industrially backward and rural areas with credit, technology, infrastructure, skill development and marketing supports
Occupational health of women workers

Government of India has not ratified ILO C.155 (1981) which would require it to extend legal cover for Health and Safety (H & S) to all workers in all economic sectors.

Health, education and financial services are organized sectors with considerable presence of women, yet they are completely out of coverage for protection of Health and Safety at work.

Health sector in particular is very hazardous as workers can get infected but women’s safety is limited to sexual harassment.

In the textile processing units of Surat, women workers are employed but employers submitting the annual return under Factory Act, rarely show women workers on their records. They report that no woman worker was paid maternity benefit by them. This is serious under or misreporting but there is no one to question them. In fact large numbers of units do not bother to submit the returns.

There is only one lady inspector of factories in the State who has responsibility to monitor enforcement of provisions for women workers all across Gujarat. The Lady Inspector is assigned tasks unrelated to the inspection responsibilities under the guise that as a woman she cannot travel across the state.

Women workers of Salt Pans

Gujarat supplies 70% of the nation’s salt. In the Little Rann of Kutchh around 100,000 families are involved in salt production.

Families migrate to the land allotted to them by the administration and live there for eight months of the year. They have no access to basic amenities, health care services, educational facilities or other civic services. Women are affected the most.

There is no ANC available to women working there; deliveries take place under the open skies. Workers go bare feet into the salt pans and the brine water enters their bodies from the feet. As a result they suffer from high blood pressure. They also suffer from heat strokes, skin problems and malnutrition.

SDG 8: Decent work & Economic growth

Labour Force participation Rate per 1000

References

- SDG India Index- 2018 (Slide 2 to 8,13)
- SDG India Index 2019-20 (Slide 9 to 12)  [downloaded on July 31, 2020]
- Gujarat vision document (Slide 14,17)
- National Sample Survey (NSS), 2011-12 (Slide 18)
In the world of work, several challenges remain to the achievement of gender equality. Significant gender gaps exist – and there has been little change over the past 20 years – with respect to both the quantity and quality of jobs: access to employment, pay, social security and occupational segregation (ILO). Women are more likely to be unemployed than men, with unemployment particularly affecting young women. Women also continue to be overrepresented in unpaid and care work, often working longer hours than men when both paid work and unpaid work are taken into account. Advancing gender equality will require addressing these gaps, including the unpaid and undervalued work undertaken by women, redistributing care responsibilities, and ensuring equal remuneration for work of equal value.

Target 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value.

Other links of this indicator with SDG targets and indicators are given in the table below.

- SDG Indicator 5.1.1 - on whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex. Including, for example, on whether there is a law that makes it obligatory for employers to equally remunerate male and female employees who do work of equal value.
- A related Target is 5.4 - Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.
- SDG Target 10.3 - Ensure equal opportunity and reduce inequalities of outcome, including through eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and actions in this regard.
The National Indicator Framework prepared by the MoSPI, Government of India includes following indicators related to work.

5.1.4 Whether or not legal framework are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex, (in percentage). The Ministry of Women and Child Development has to report on this annually.

8.3.1 Percentage of workers in the informal sector among total workers engaged in the non-agricultural sector, 2017-18. The Ministry of Statistics and Programme Implementation has to report on this annually.

8.5.2 Workforce Participation Ratio (WPR), 2017-18 (in percentage). The Ministry of Statistics and Programme Implementation has to report on this annually.

8.5.3 Wages earned by male-female in regular / casual employment (per month in rupees). The Ministry of Statistics and Programme Implementation has to report on this quarterly.

Situation in India

Female labour force participation rates in India declined from 34.1 per cent in 1999-00 to 27.2 per cent in 2011-12\textsuperscript{14} and further to 23 per cent in 2019\textsuperscript{15}. For comparison, the world average in 2019 based on 181 countries is 51.81 percent. The SDG Index of NITI Aayog puts the FLFP rate at 17.5 per cent for 2019-20\textsuperscript{16}. Among the Indian states, Himachal Pradesh has the highest FLPR – 39.70 per cent and Bihar the lowest – 2.80.

NITI Aayog’s SDG Index Report (2019-20) Goal 8 on Decent Work (Page 108)

One of the key challenges in India has been the declining participation of female workers in the labour force. India’s female Labour Force Participation Rate (15 years+) of 23.3 per cent is much lower than that of men, which stands at 75.8 per cent. Government has taken critical steps for creating an enabling environment for women to participate in the economy. This includes the enactment of the Maternity Benefit (Amendment) Act, 2017 which enhanced the paid maternity leave from 12 weeks to 26 weeks and provisions for mandatory crèche facility in the establishments having 50 or more employees. Further, to enhance the employability of female workers, the government is providing training to them through a network of Women Industrial Training Institutes, National Vocational Training Institutes and Regional Vocational Training Institutes.

\textsuperscript{14} Chaudhary, R., & Verick, S. (2014). \textit{Female labour force participation in India and beyond}. New Delhi: ILO.

\textsuperscript{15} https://data.worldbank.org/indicator/sl.tlf.cact.fe.zs

A recent ORF study\textsuperscript{17} states that four primary factors that help explain India’s low—and in fact declining—FLFP rate: ‘1) the pervasiveness of entrenched patriarchal social norms that hinder women’s agency, mobility and freedom to work; 2) rising household incomes that create a disincentive for labour market participation among women mainly informed by the same norms in (1); 3) the disproportionate burden of unpaid work and unpaid care work on women; and 4) the lack of quality jobs for women reinforced by gendered occupational segregation and a significant gender wage gap.’

While discussing any work related data in India, we should remember that more than 90 per cent of the employment in the agricultural sector and around 70 per cent in the non-agricultural sector in the country falls under the informal category, according to ILO India Labour Market Update (2016) and NSSO data (2011-12). NSSO estimates that 84.7 per cent of jobs in the Indian economy are in the informal or unorganised sector. Many workers in informal employment are not even considered workers: under the law, by policy makers, by trade unions, by other workers, or even by themselves. Workers in informal employment have a variety of employment statuses. Also, individual workers may be engaged in multiple activities and employment statuses within a single day, month, or year. Additionally, most workers in informal employment do not work in a standard workplace, but work primarily in public spaces (streets, markets, etc.), in private homes or on private farms (WIEGO)\textsuperscript{18}.

In 2017–2018, 59.3 per cent of rural women and 51 per cent of urban women were in informal employment. During that same period, 6.8 per cent of rural women and 11.4 per cent of urban women were in regular salaried employment\textsuperscript{19}. Caste and class background play a big role in the kind of work women can access. Women from poor, rural families likely engage in agricultural work that is not recognized as work and remain unpaid. Caste based occupations segregate women in the informal sector.\textsuperscript{20} Some examples of labour of women of lower castes are the traditional midwife or dai, the female manual scavenger, the agricultural worker and the leather worker.\textsuperscript{21} Stigma of caste is compounded by stigma of sexuality as in the case of dancing bar girls, or sex workers. These are women within the class of women in the informal sector, who become doubly vulnerable - falling prey to the insecure working conditions that affect all the informal sector, and, have the added burden of stigma attached to the work that they do.

Women do arduous work as wage earners, piece rate workers, casual labour and paid family labour. The coverage of labour laws has not benefited these women workers in many areas of wages, working conditions, maternity benefits and social security. Studies reveal that the women workers in the unorganized sector face not only dual work burden but also problems of gender discrimination, wage discrimination, tough working conditions, lack of training, education and

\begin{itemize}
\item \textsuperscript{18} Unheard, Unseen, Unrecognized: Women in informal employment. WIEGO. https://www.fes-asia.org/news/unheard-unseen-unrecognized-women-in-informal-employment/
\item \textsuperscript{21} Gopal, Meena. Ruptures in Caste/Gender/Labour. Economic and political weekly · April 2013. https://www.epw.in/journal/2013/18/review-womens-studies-review-issues/ruptures-and-reproduction-castegenderlabour.html
\end{itemize}
skill, low wages, job insecurity health problems and so on, at their workplace. For example, there are estimated to be around 4.2 million domestic workers in the country, and their contribution is rarely computed within the economy. They work without a formal contract and legislative protection, with little to no bargaining power or job security, no paid holidays or maternity leave and are vulnerable to sexual harassment.

In this context, the EM2030 Indicator based on seven ‘workplace equality laws’ does not really address the situation on India’s vast female ‘worker’ population.

### Policy and Legal Context in India

Although India has the Equal Remuneration Act 1976 which mandates equal pay for the same or similar work, India has a gender wage gap of 34 per cent (ORF 2019). NITI Aayog’s SDG Index (2019-20) states that average wage earnings of females are 78 per cent of males, among salaried employees in rural and urban India. In UP and Haryana average wage/salary earnings of women is higher than males – the ratios are 1.25 and 1.03 respectively. The states with largest gaps are Jharkhand (0.50), Daman and Diu (0.56), West Bengal (0.56) and Telangana (0.59).

The ORF report states that this pay gap increases with age, work experience, and rise in occupational hierarchy and works as a disincentive for women to continue. Women’s participation in industries with the highest average wages (including information and communications and financial services) stands at a low 15 percent, and that eight times more men work in high-skilled jobs than women, thus belying structural causes that end up leading to discrimination against women.

The Mahatma Gandhi National Rural Employment Guarantee Act (2005) aims at enhancing the livelihood security of people in rural areas by guaranteeing hundred days of wage-employment in a financial year to a rural household whose adult members volunteer to do unskilled manual work. There is a statutory requirement of 1/3rd women participation under the scheme. However, the participation rate has consistently been above this requirement (55 per cent in FY 2015-16, 56 per cent in FY 2016-17 and 53 per cent in FY 2017-18 and 2018-19) indicating that women want paid work.

The Unorganised Workers’ Social Security Act was enacted in 2008. It defined “unorganised sector” as any enterprise owned by individuals or self-employed workers and engaged in the production or sale of goods or providing service of any kind, and with less than ten workers. “unorganised worker” is defined as any home-based, self-employed or a wage worker in the unorganised sector and includes any worker in the organised sector not covered by certain legislations mentioned in this Act. The Act also set up the National Social Security Board for

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25 http://www.nrega.ap.gov.in/Nregas/

unorganised workers and included their representation as members of the Board. It defined suitable welfare schemes for unorganised sector workers by the Central Government related to (a) life and disability cover; (b) health and maternity benefits; (c) old age protection; and (d) any other benefit as determined by the Central Government and also State Government welfare schemes for unorganised workers, related to (a) provident fund; (b) employment injury benefit; (c) housing; (d) educational schemes for children; (e) skill upgradation of workers; (f) funeral assistance; and (g) old age homes, and others. Despite this Act, studies cited above indicate that the benefits that unorganised workers should get, do not reach them.

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 is a positive step towards addressing harassment at work. Once again, the definition of ‘work’ and ‘workplace’ is not very clear for the majority who are women in the informal sector. An Oxfam India poll showed that among women who are most prone to sexual harassment in their workplaces, 29 per cent are laborers, 23 per cent are domestic workers and 16 per cent work in small scale industries. The reasons for not taking any action against the harassment were: fear of losing their job, fear of getting stigmatised, absence of any complaints’ mechanism at their workplace and lack of awareness of the redressal mechanisms. This, once again shows that there are problems in effective implementation of this law.

India’s Amended Maternity Benefit Act 2017 stipulates that employers must provide women with 26 weeks of paid time off. While this appears to be good on face value, in the absence of a corresponding paternity leave, this amendment actually perpetuates the notion of women as the primary caregivers. The law also covers only formal and large sized firms which employ only a small proportion of India’s female workers, excluding the 94 per cent women in the informal sector. SDG Index Report 2019-20 reinforces the gaps in implementation of the law – stating that according to NFHS 4 only 36.4 per cent of those eligible (that is, in the formal sector) received the maternity benefit.

COVID 19 Pandemic and impact on Women’s Workplace Equality

The COVID 19 pandemic has resulted in devastating effects on women’s work and economic empowerment. In the lockdown period when the economy – and life - is at complete standstill, women in the informal sector are without any daily wage earnings. COVID 19 has had profound impact on women in the informal economy. Several reports are pointing to severe distress among women in the informal economy. A study by ISST shows that around 83 per cent of women workers covered in the study were facing a severe income drop. Construction workers were the worst hit - all of them reported a loss of paid work. And 97 per cent of the street vendors said that they had access to no source of income during the lockdown period. Around 54 per cent of the street vendors had taken emergency loans from local moneylenders at very high-interest rates and 37 per cent reported difficulties to repay the loans.

It is likely that affected by the economic crisis, employers in the formal or informal sector will lay off women because of the cultural norms that devalue women’s work, and because they are...

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28 For example, see SEWA: IMPACT OF CORONAVIRUS ON THE INFORMAL ECONOMY. https://www.wiego.org/sites/default/files/resources/file/SEWA-Delhi-Covid-19-Impact.pdf

29 Impact of COVID 19 National Lockdown on Women Construction Workers and Street Vendors in Delhi. ISST. New Delhi. May 2020
women employees in the formal sector may also be viewed as being costly, because of the Maternity Benefits Act that entitles women to six months paid leave. Distress induced employment for women is hardly likely to improve the situation. They may be forced to accept lower wages, work longer hours or face layoffs as there would be a desperate pool of labour that may be willing to work at very low wages.

Policy Recommendations

From the perspective of the SDGs’ concern for ‘leave no one behind’, India needs to prioritise action for the 94 per cent women in the informal sector. There should be effective implementation of the 2008 Unorganised Workers’ Social Security Act. Social security and protections – health care, pensions, insurance - must be delinked from formal employment and linked with the individual. Portability is essential in an independent and informal workforce. In the post COVID 19 period, the informal sector requires targeted economic policies, government bailouts and other support measures.

All workspaces must be safe, gender-inclusive and non-discriminatory. Individuals must be ensured protection at their place of work (streets, agricultural fields, homes that employ them and so on) rather than place of employment. Increased budgetary allocations are required to create awareness of women about the POSH Act. Barriers to effectively implement the Act must be addressed urgently.

Incentives – social, political, and economic – must be created to allow for the redistribution of unpaid work and care work, so that women can have the opportunity to join the labour force, and move out of the informal to the formal sector. This also implies that increased investments be made to enhance women’s skills and capacities.

Policies and incentives must catalyse women’s equal participation across all jobs and sectors traditionally seen as male bastions. The government, private sector, communities, and families must rethink the design and delivery of skills and education programmes that will allow women’s participation and rise across existing and emerging industries and occupations.

There is a need for a comprehensive labour policy to help bring more women to the workplace. For example, creches should be operated all over the country for the children of working women while they are on their jobs.

For “Equal compensation for equal work” performance of organisations on their gender responsiveness must be subject to audits and public scrutiny.
Learning Objectives
by the end of the session, participants will be
● able to name the organisations that are responsible for SDGs at the National and State Level
● motivated to find out more about what is happening in their states in relation to SDGs
● able to name the global, and national mechanisms of monitoring of SDGs
● able to state how they can contribute to civil society efforts to monitor progress towards SDGs

Methodology
1. PPT 12 - National and State Level Structures for SDGs
2. Discussion

Materials Required
● PPT 12 - National and State Level Structures for SDGs
● Handout 10 - Evaluative Thinking and Monitoring and Evaluation
● Handout 11 - National and State Level Structures for SDGs
● Internet connection for web surfing show SDG Gender Index, NITI Ayog Index

Time
60 minutes
Steps for Facilitation

1. Facilitator introduces the concepts of Evaluative Thinking and Monitoring and Evaluation to set the context and refers participants to Handout 10. (5 minutes)

2. Facilitator goes through PPT also showing the NITI Aayog and MOSPI websites and relevant reports. (20 minutes)

3. Facilitator invites questions and comments. (10 minutes)

4. Facilitator refers back to the earlier discussion on ‘who are the most marginalised groups in your field/project/work areas? In what ways are they marginalised? What are their issues and needs? Are they organised? What can you/your organisation do to ensure that they become part of the SDGs process?’ (20 minutes)

5. Facilitator summarises the key points. (5 minutes)

KEY POINTS

NITI Aayog is motivating the states to adopt the SDGs framework for all their development work.

There is a lot happening at the state level that we have to learn about.

NITI Aayog reports are a good source of information about what is happening in each state in relation to aligning with the SDG framework.

We can also find out state specific information from the state websites, interview state officials and district officials.

Many times those lower in the hierarchy may not be informed about state level SDG thinking – it is an opportunity for civil society organisations to orient them to the SDG Framework.

There are two streams of monitoring countries’ progress towards the SDGs – the ‘official’ and the civil society initiatives.

There are some spaces for engagement with the SDG processes. We have to inform ourselves of those. We can also create new spaces by forging alliances and collaborations.

We need to enable marginalised communities to monitor implementation of schemes and programmes floated in their name. This is the real meaning of ‘localising SDGs.’

We need to document our work with marginalised groups in ways that can generate evidence for the SDGs commitment to ‘Leave No One Behind’.

We should become part of district level and state level fora and ensure that the voices of marginalised groups are heard, and their issues are included in planning at all levels.
National Level and State Level Structures for Implementation and Monitoring of SDGs

**National Programmes/Initiatives aligned with SDGs**

- National Health Mission
- National Urban Health Mission
- Rashtriya Swasthya Bima Yojana
- Ayushman Bharat
- National Rural Health Mission

**State Schemes/Programmes**

- Pradhan Mantri Jan Dhan Yojana
- Rashtriya Sahara Yojana
- Pradhan Mantri Gramin Duty Mission
- Rashtriya Arogya Yojana
- Rashtriya Swasthya Bima Yojana
- National Rural Health Mission

**Other Central Ministries**

- National Strategy for Achieving SDGs
- Meticulous Implementation of Schemes aligned with SDG targets
- Rigorous outcome-based monitoring
- Nodal Ministries

**Monitoring Implementation: Priority Indicators**

- NITI Aayog has selected 63 indicators for regular monitoring.
- Scheme-wise mapping for the 63 indicators completed.
- Schematic indicators for these interventions have also been drafted.
- Meetings held with Ministries for State-wise data on these indicators.
- An SDG index being developed to measure State’s performance on these indicators.

**SDGs and The Priority Indicators**

<table>
<thead>
<tr>
<th>SDGs and The Priority Indicators</th>
<th>No. of Indicators</th>
<th>Focus Areas of Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Poverty</strong></td>
<td>5</td>
<td>- Population below poverty line &amp; poverty gap ratio.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Employment &amp; self-employment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Access to safe drinking water &amp; sanitation.</td>
</tr>
<tr>
<td><strong>Zero Hunger</strong></td>
<td>5</td>
<td>- Access to food grains at subsidised prices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Stunting &amp; wasting in under-5 children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Agricultural productivity &amp; Gross Value Added per worker.</td>
</tr>
<tr>
<td><strong>Good Health &amp; Well-Being</strong></td>
<td>9</td>
<td>- Maternal Mortality Ratio.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Immunisation of under-2 children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Incidence of HIV/AIDS, malaria &amp; TB.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Medical personnel per 10,000 people.</td>
</tr>
<tr>
<td><strong>Quality Education</strong></td>
<td>6</td>
<td>- Net enrolment ratio of girls in primary schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Enrolment ratio of girls in secondary schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Enrolment ratio of boys &amp; girls in secondary schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Enrolment ratio of girls in post-secondary institutions.</td>
</tr>
</tbody>
</table>

**PRESENTATION 12**

National level and state level structures for implementation and monitoring of SDGs
**SDGs and The Priority Indicators**

<table>
<thead>
<tr>
<th>SDG</th>
<th>No. of Indicators</th>
<th>Focus Areas of Indicators</th>
</tr>
</thead>
</table>
| 3   | 4                 | - Number of states taking climate action measures  
|     |                   | - Proportion of forest area to total land area  
|     |                   | - Increase in forest cover in degraded areas  
|     |                   | - Increase in Net Forest Area |
| 4   | 4                 | - Proportion of forest area to total land area  
|     |                   | - Increase in forest cover in degraded areas  
|     |                   | - Increase in Net Forest Area |
| 5   | 4                 | - Proportion of forest area to total land area  
|     |                   | - Increase in forest cover in degraded areas  
|     |                   | - Increase in Net Forest Area |

**State level actions**

- **SDG wise mapping of schemes, departments and budgets for all the goals and targets**
- **Identifying indicators for schemes wherever needed**
- **Identifying data sources & nodal officials for collecting/managing data**
- **Analysis of adequacy of current interventions, identifying critical gaps & devising suitable interventions**
- **Convergence of all departments & stakeholders in planning at Panchayat, Block & district levels**
- **Training/Capacity Building (State, District, Block & Panchayat) for implementation & monitoring**
- **Reviewing the performance of districts on the priority indicators.**
- **Regular update to NITI Aayog on the progress under priority indicators as well as the related schemes.**

**Voluntary National Report India**

- At the HLPF 2020, GoI presented second voluntary national report
- https://niti.gov.in/node/1242
- Report can be downloaded from above link

**SDG Gender Index**

- The SDG Gender Index aims to help girls’ and women’s movements and champions across sectors to measure progress on the gender equality aspects of the majority of the 17 Sustainable Development Goals (SDGs).
- https://data.em2030.org/2019-sdg-gender-index/key-findings/
- This slide can be added to the gender related session PPT
Understanding Evaluative Thinking, Monitoring, Evaluation, and Accountability?

In this handout we are discussing some important concepts related to Accountability for achieving the SDGs. Our government, like many others, has accepted to follow the global SDGs framework. Government of India has to report on the progress that it makes on each SDG. Thus monitoring the strategies and implementation becomes a very important step, at all levels - national, state and district. Similarly evaluation of programmes and schemes for their efficiency and effectiveness is necessary. All of this can be done meaningfully, and mindfully, if there is evaluative thinking underlying these functions. So what do these three concepts mean? In this handout we explain each of these and their linkage with accountability. As civil society organisations working with, and on behalf of vulnerable groups, we must equip ourselves, build evaluative thinking within our teams so that they can effectively ‘hold up the mirror ’ to the local duty bearers through civil society monitoring and evaluation.

What is Evaluative Thinking?30

Evaluative thinking is deeply embedded and integrated throughout an entire organization and all its operations. It is not isolated to one program, one purpose, one point in time. And it is motivated by natural curiosity and desire to learn and improve. Evaluative thinking requires certain attitudes, motives, and habits. It is different from Evaluation. We can say that Evaluation is the “what” and evaluative thinking is the “why.”

Some definitions:

It is “questioning, reflecting, learning, and modifying . . . conducted all the time. It is a constant state-of-mind within an organization’s culture and all its systems” (Bennett & Jessani 2011, p. 24).

It is “an analytical way of thinking that infuses everything that goes on” (Patton, 2005, p. 10)

It is “a combination of commitment and expertise comprised of evaluative know-how and evaluative attitude” (Buckley et al, 2015, p. 37)

“Evaluative thinking is a type of reflective practice .... It is an approach that fully integrates systematic questioning, data, and action into an organization’s work practices” (Baker & Bruner 2012, p. 1).

“What is Monitoring and Evaluation?

Monitoring is the collection and analysis of information about a project or programme, undertaken while the project/programme is ongoing.

Evaluation is the periodic, retrospective assessment of an organisation, project or programme that might be conducted internally or by external independent evaluators.

Evaluation is ‘the systematic determination of the quality or value of something’ (Scriven 1991).

Evaluation involves collecting data regarding projects, programs, processes, personnel, policies, systems, organizations, products or services. And Evaluation may be conducted for one or two main reasons – a) to find areas of improvement (learning) and/or b) to generate an assessment of overall quality or value for decision making, reporting and accountability.

Evaluation is different from monitoring, which as stated above is an ongoing process.

What is Accountability?

‘Governments have a responsibility to put in place arrangements that make monitoring, accountability and redress a practical reality’

Paul Hunt, UN Special Rapporteur on Health

Paul Hunt’s words above signify that governments as power holders have an obligation to account for or take responsibility for their actions, to answer questions regarding decisions and/ or actions. This is termed as ‘accountability’. Accountability contains three important elements - Answerability, Enforceability, and Redress. The concept of accountability is also intrinsically relational – there is a relation between the Duty Bearers (or power-holders), and Rights Holders also called Rights Claimants. Power-holders can hold different types of power – political, financial, or any other form of power. The work on Accountability is an effort towards democratization and reducing power differentials.
There are different types of Accountability

- **Financial** - reporting on allocation, disbursement, and utilization of financial resources
- **Performance** - agreed-upon targets with focus on services, outputs, and results
- **Political** - has the government delivered on electoral promises, and responded to societal needs and concerns?
- **Social** - accountability that relies on civic engagement, - participation of ordinary citizens and/or civil society organizations.

We are concerned about Social Accountability here. How can we as citizens, as members of ‘affected groups’ or at least working on their behalf and with them, hold our local authorities accountable within the SDG framework?

Social Accountability, as we understand the term means a broad range of actions and mechanisms that citizens, communities, independent media and civil society organizations can use to hold officials and service providers accountable for their obligations towards common persons’ rights. Social accountability includes community monitoring, participatory planning and budgeting, public expenditure tracking, investigative journalism, citizen advisory boards.

**Conclusion**

These are the concepts that we are seeking to promote through this workshop – our participants leave with an enhanced understanding of how to nurture evaluative thinking in their organisations and movements, how to monitor programmes and schemes using the SDG framework, in order to hold the duty bearers at various levels accountable.

**References**


NITI Aayog released the second edition of the Sustainable Development Goals (SDGs) India Index on 30 December 2019. The index comprehensively documents the progress made by India’s states and union territories towards achieving the 2030 SDG targets.31

The online dashboard for the SDG India Index has been revamped. The new dashboard hosts state-of-the-art visualization and analysis tools for data at the national, state and union territory levels to collect and analyse feedback. The index is designed to function as a tool for focused policy dialogue, formulation and implementation, and moving towards development action pegged to globally recognizable metrics. The index report can be downloaded from: https://niti.gov.in/sites/default/files/2019-12/SDGIndia-Index-2.0_27-Dec.pdf

Results The composite score for India as per the 2019 edition of the index is 60, which is an improvement from the 2018 score of 57. The highest score was achieved in SDG 6 (clean water and sanitation): 88, the lowest in SDG 2 (nutrition and zero hunger): 35.

The biggest improvement from 2018 to 2019 are in SDGs 6 (+25), 7 (+19), and 9 (+21). The commendable improvement in SDG 6 can be attributed to the success of Swachh Bharat Mission and Jal Jeevan Mission. The progress in SDG 7 is largely due to the universal electrification of households under the Saubhagya scheme and provisioning of clean cooking fuel under Ujjwala scheme. The advancement in SDG 9 can be credited to the coverage of habitations under Pradhan Mantri Gram Sadak Yojana and the commendable strides made in digital inclusion, and internet and mobile penetration. India’s progress in the Ease-of-Doing business global ranking from 77 in 2018 to 63 in 2019 also has contributed to the improvement under SDG 9.

Among the states, Kerala scored the first rank with a score of 70. Himachal Pradesh came second with 69. Among the union territories, Chandigarh secured the top position with a score of 70 and Puducherry came second with 66. Delhi has come fifth among the nine union territories with a score of 61. Three states shared the third rank—Andhra Pradesh, Tamil Nadu, and Telangana—with a score of 67. Arunachal Pradesh, Jharkhand and Bihar stood at the bottom of the table, with scores of 53, 53 and 50, respectively.

Link to NITI Aayog Dashboard e-guide: https://youtu.be/yXOf-bKvUYM

Learning Objectives-
by the end of the session, participants will
● know where to find a range of data sources and how to select the most appropriate data source for a particular issue
● able to define “official statistics” and how they can be complemented by “nonofficial” statistics

Methodology
1. PPT 13 - Sources on Data
2. Small Group Exercises on surfing the net and going to data sources
3. Discussions

Materials Required
● PPT 13 - Sources on Data
● Laptops (at least 4, one for each group) and good internet connection

Time
120 minutes
Steps for Facilitation

1. Facilitator asks participants what sources of data do they use for
   a. girls’ nutrition programme,
   b. maternal health programme,
   c. violence against women programme,
   d. Girls’ educational status. Co facilitator lists the responses on the Board. (10 minutes)

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>SOURCES OF DATA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls’ nutritional status</td>
<td></td>
</tr>
<tr>
<td>Maternal Health</td>
<td></td>
</tr>
<tr>
<td>Violence against Women</td>
<td></td>
</tr>
<tr>
<td>Girls’ educational status</td>
<td></td>
</tr>
</tbody>
</table>

2. Facilitator draws upon the participants’ responses listed on the Board and goes through the PPT. (10 minutes)

3. Facilitator asks participants what they understand by ‘official’ and ‘unofficial’ data and asks them to identify what is listed on the Board in these two categories. (5 minutes)

4. Facilitator divides participants into four groups based on their interest area. The groups can be as listed above, or beyond these four eg women’s livelihoods, child marriage, and so on. The group task is a. to surf the net and find data relevant to their issue - national, state and district, b. classify the data into ‘official’ and ‘unofficial’, c. note down how they went about the task and what they learned from this exercise. They need to make a 7 minute presentation in the plenary after the group work. (5 minutes)

INSTRUCTIONS FOR GROUPS WORK

A. How to do search – decide on the key words that you want data for
B. Browse NSSO, NFHS, AHS, DLHS, NHP, RHS, SRS, Statistical Year Book 2018
C. Look at the Contents page of NFHS – What gender data does it provide?
   § Maternal Health - antenatal, delivery and postnatal care
   § Unmet Need for family planning.
   § Family Planning - knowledge and use of contraceptives
   § Fertility and Fertility Preferences - total fertility rate, desired family size, marriage and sexual activity
   § Gender/Domestic Violence - history of domestic violence, frequency and consequences of violence, attitudes towards domestic violence
   § Women’s Empowerment - gender attitudes, women’s decision-making power, education and employment of men vs. women.
5. Group work as above. (50 minutes)
6. Plenary reporting back and discussion. (30 minutes)
7. Facilitator summarises the key points. (10 minutes)
KEY POINTS

Use key words to initiate web searches for data.

Look at national surveys – National Sample Survey, National Family Health Survey and so on. Also look at ministries’ web sites for their annual reports and routine national data. NITI Aayog and MOSPI websites and publications are also a good source of official data.

Government official statistics have already been transformed from raw data into indicators and are the best to use. Government data is also most credible and acceptable to government officers to whom we advocate.

You can also use Comptroller and Accountant General (CAG) reports, National and State Human Rights Commission Reports.

High Courts and Supreme Court judgements can also be used as a credible source of information.

Systematically collected media reports on an issue and their analysis can also be a source of data.

You may need to cultivate a good relationship with district and block officers and build your arguments to convince them to share the district data with you.
**Sources of Data**

**Types of data**

- **Primary Data** – this is data that is collected first hand.
  Data originally obtained through direct efforts of the researcher through surveys, interviews and direct observation. Primary data is more costly to obtain than secondary data, which is obtained through published sources, but it is also more current and more relevant to the research project.

- **Secondary Data** – this is already collected, compiled and published data. Secondary data refers to data that is collected by someone other than the user. Common sources of secondary data include censuses, information collected by government departments, organizational records and data that was originally collected for other research purposes.

**Importance of data**

- Data is important for the following reasons-
  - Understanding the context, prevalence, and causes of health conditions
  - Making informed decisions
  - Identifying SMART objectives
  - Checking or tracking results
  - Backing your arguments
  - Getting support from policymakers
  - Getting support from the general public, and
  - Making decision makers accountable.

**Where does the data come from?**

- Government (at different levels),
- Civil Society Organizations,
- Private Sector Companies,
- UN Agencies,
- And other International Organizations.

**Different sources of data-**

1. **CENSUS**
   - **Frequency**: Every ten years (1991, 2001, 2011)
   - **Advantage**: Get data about population of India.
   - **Limitations**:
     - The number of questions is limited;
     - Accessing data is not easy;
     - Raw data is available at the district level.

2. **FAMILY SURVEY**
   - **Advantage**: Less expensive than census; discussed more deeply on problems (work, income, health)
   - **Limitation**: Requires more time in design and operation; major gender related problems can be missed out.

3. **ADMINISTRATIVE DATA**
   - **Advantage**: Less expensive than other sources; very appropriate for policy recommendations; time range is available.
   - **Limitations**: Populations who are not measuring services are missed out in this survey; major gender related problems can be missed out.

4. **CITIZEN REGISTRATION AND**
   - **Advantage**: Provides important updates and related data about the population in the period between the census.
   - **Limitations**: Those who are not registered for any reason are missed.
Economic Survey of India

Periodicity: Advantage: Limitations

Economic Survey of India provides important information about economic conditions.

Not well connected to social data, like others, data coverage and quality issues.

From where can we get data?

• Government sources
• National and International website
• Research paper/ studies
• Academic Journals
• Reports by Civil Society Organizations

Common sources of data

• There are some common secondary sources where data are available on Health, Violence Against Women, Education, Nutrition, etc.
• The sources are
  • National Family Health Survey (NFHS)
  • National Sample Survey Office (NSSO)
  • SDG India Index (NITI Aayog)
  • Census
  • UN agencies – WHO, UNICEF, UNFPA, UN WOMEN, ILO etc
  • National Health Profile (NHP)
  • World Health Organization (WHO) Reports
  • SDG Gender Index (EM2030)

Sources of data for specific SECTORS

Health
• Health Management Information Systems (HMIS)
• Sample Registration Survey (SRS)
• District Level Health Survey (DLHS)
• National Center for Health Statistics (NCHS)
• Rural Health Statistics (RHS)

Poverty
• India Human Development Survey (IHDS)

Violence Against Women
• National Crime Record Bureau (NCRB)

Education
• District Information System for Education (DISE)
• All India Survey on Higher Education (AISHE)
• International Bureau of Education
• Annual Status of Education Report (ASER)

Nutrition
• Global Nutrition Report

Sources of data for specific SECTORS

Key Points while searching for data

• Keywords while looking for data on the internet should be very clear, based on the requirement.
• Government and UN data is considered most reliable. It is also accepted by the government when used in advocacy.
• Journal references are also most accepted sources.
• While working on government related schemes, policies etc. state government websites are useful sources.
• Newspaper articles can also be an important source. At times, the articles give reference/link to main data sources.
• Recognize and accept the limitations of data, some data may not be comparable but can be used to tell our stories.
• Data search is time-consuming so one needs to be focussed while doing data search.
Learning Objectives
by the end of the session, participants will
● know how to develop advocacy messages for better implementation of SDGs.
● be able to do actor and factor analysis for the local level advocacy for SDGs.

Methodology
1. PPT 14 - Developing advocacy message, PPT 15 - Actor and Factor Analysis
2. Small Group Exercises for developing advocacy message and identification of the stakeholders
3. Discussions

Materials Required
● Handout 12- General information about ‘advocacy’
● PPT 14 - Developing advocacy message, PPT 15 - Actor and Factor Analysis
● Material for group work, paper, pens, chart papers, markers

Time
120 minutes
Steps for Facilitation

1. Facilitator asks the participants to share their most recent evidence of advocacy on the issues related to their work. (15 minutes)

2. Facilitator draws upon the participants’ responses listed on the Board and goes through the PPT. (15 minutes)

3. Facilitator asks participants to break into the groups and develop advocacy message, using data, for any one issue that they are working and link it to the appropriate SDG target. (15 minutes)

4. Participants share the advocacy messages that they have developed, followed by discussion. (15 minutes)

5. Facilitator then shares the PPT about actor and factor analysis. (15 minutes)

6. Presentation is followed by the group work where the same groups will further do the actor and factor analysis for the issue that they have identified previously. (15 minutes)

7. Further the groups will tailor the advocacy messages for the actors that they have identified, all the time remembering to use data.

8. Plenary reporting back and discussion. (20 minutes)

9. Facilitator summarises the key points. (10 minutes)

KEY POINTS

Advocacy is an organised, deliberate, systematic and strategic process intended to bring about a positive change towards fulfilling, respecting, protecting and promoting human rights of marginalised individuals and groups.

The statement is the central idea in the message, or the analysis/cause of the problem. It outlines why the change is important.

The goal highlights what we want to achieve. It is the result (or partial result) of the action desired.

The action desired is what you want people to do to support achievement of your defined objective(s) or goal(s). It is the solution (or partial solution) to the problem. This forms the core of an advocacy message and distinguishes it from many other types of communication.

Using data and evidence will make your advocacy strong and effective.
Advocacy in the context of SDGs

Developing advocacy message

A step by step approach to planning an advocacy campaign

- Step 1: Issue identification
- Step 2: Defining your advocacy goal & objectives
- Step 3: Consider all the actors
- Step 4: Identifying the target audience
- Step 5: Developing your message
- Step 6: Building support
- Step 7: Preparing for resistance
- Step 8: Creating an action plan
- Step 9: Monitoring and Evaluation

What is an advocacy issue?
- Problem
- Something which requires policy action by the actions of institutions and individuals representing these institutions

Develop a goal and specific objectives for your advocacy work

Our advocacy goal/ solution:
The long term result you are seeking
“What are we trying to do/ change?”

Our advocacy objectives:
A short term target that contributes towards achieving the long term goal
“What would we like to have achieved through this process?”

Advocacy objectives
- Incremental step towards the goal
- 1 – 3 years
- State:
  - WHAT you want to change,
  - WHO will make the change,
  - by HOW MUCH and
  - by WHEN
- You may have a few objectives linked to your goal

Objectives should be SMART
- Specific – say exactly what you want to change.
- Measurable – how much do we want to change.
- Action orientated – objectives should be practical and activity related.
- Realistic – what you are trying to achieve must be realistic given your resources, human power, and situation.
- Time-bound – you need to set a time limit at which point you sit and assess what you have achieved.
DEVELOPING ADVOCACY MESSAGE

5 Elements

• Content
  – Information you want to convey
  – Arguments you want to promote
  – Single idea for audience to take away
• Language
  – What words you use to communicate message?
  – Appropriate (in/formal, local)

5 Elements

• Messenger source
  – Who will audience respond to?
  – Find credible messengers
• Format
  – Communication channel that you use to deliver the message
  – Talk, meeting, workshop, fact sheet, letters, press releases, radio
• Time/place
  – When to deliver the message
  – Is there a place to enhance credibility and give more political impact

The message

• The message is not a slogan, nor a headline: it encompasses the core of your advocacy objective.
• It helps you to be focused, to keep in sight the advocacy objective, to be effective.
• It contains the analysis of the policy issue you are dealing with, expressed in simple and easy ways.
• It explains what needs to be done to address the issue.

The message is composed of three parts:

• Problem: the policy issue that you are trying to change/affect/influence/transform.
• Solution: the budget and policy measures that will contribute to the change you are seeking.
• Required actions to achieve the solution: what your audience has to do, so as to instrument changes that will lead to the solution.

Refining your message for different audiences

• Your message has to be refined and expressed in the best terms possible for each particular audience of stakeholders.
• Each audience has specific interests, and needs to pay attention to particular issues to react.
• Telling the message in the right way for each audience increases your chances for impact.

Refine your message by answering these questions:

• What is this story really about?
• Who is affected?
• Who are the players/stakeholders involved?
• What elements of the environment can positively contribute to my message (hooks)?
• What pictures and images can reinforce the message?
What is advocacy?

The organised, sustained campaign by a section of civil society to get their interest represented and addressed by power centres. (Sen, 1994)

Advocacy is a tool, based on organised efforts and actions, that uses the instruments of democracy to strengthen democratic processes; such tools include election related work, lobbying, mass mobilisation, forms of civil disobedience, negotiations and bargaining, and court actions. (Cohen, 1994)

Similarities and differences between Advocacy and movements

- Both oppose/challenge policies and projects which represent the interests of more powerful sections.
- Both use many of the same tactics - mass mobilisation and cultural programmes for consciousness raising.
- Movements tend to be oriented towards mass mobilisation, mobilisation of public opinion and towards takeover of controlling power, rather than oriented towards policy or programme changes.
- Movements, social or political, are in a sense advocacy but larger than advocacy.
- Advocacy work tends to focus on exploring space within the existing system through which change can be brought about, rather than rejecting the entire system.
- Advocacy may involve key actors (advocates) at several levels, geographically spread out if necessary, each playing often a different part.
- Advocacy of key actors backed by large masses of people and movements.
Lobbying

The goal of lobbying is to convince the government (usually specific segments of a government, such as a particular branch of bureaucracy or legislative committee) to follow policies desired by the lobbyist. Lobbyist - usually denotes a professional advocate who is paid for their lobbying activity

Advocacy is not …

- just any act of communication, marketing or persuasion.
- IEC (Information, Education and Communication), BCC (Behaviour Change Communication), events, or lobbying
- a one-off act or a single event
- about the level at which an action is taken, but about what the intended outcome of the action is
- about finding individual scapegoats for a problem

Our definition of Advocacy

- Advocacy is an organised, deliberate, systematic and strategic process intended to bring about a positive change towards fulfilling, respecting, protecting and promoting human rights of marginalised individuals and groups.
- Advocacy is about increasing the voice, access and influence of marginalised individuals and groups in all decision making processes that affect their lives, towards changing existing power hierarchies and relations.

Types of Advocacy

- Legislative or legal advocacy – for change in law, legal reforms
- Media advocacy – media to visibilise certain issues, eg maternal health
- Social advocacy – change mindsets of opinion makers, eg VAW is not a private matter
- Community advocacy – understanding entitlements, participate in decision making
**Values of advocacy**

Non-violence, non-aggression and avoid coercion and intimidation, respect for human rights, gender sensitivity, democratic means of functioning and accountability, transparency, non-corruption.

**Ethical Attributes**

- Fact based work: an avoidance of exaggeration, biased presentation or selective use of evidence is not ethical.
- Transparency: a complete openness and honesty about the means and ends - including sources of finance and its use.
- Belief in equality, co-operation, justice and freedom: a participatory and democratic approach especially when the issue involves large networks or numbers of people.
- Participation: people not only as numbers but active subjects; token representation of marginalised is unethical.

**Characteristics of Effective Advocacy**

- Information culture - systematically organised and disseminated information
- Political culture - accountability and responsibility at every level, decentralised leadership
- Participation - attitude of learning from the people
- Constructive approach - articulation of viable alternatives
Stages of advocacy

- **Analysis**: in depth understanding of the problem based on data, the people involved, existing policies and standards, implementation or non-implementation of these policies, channels of access to influential people and decision makers.

- **Strategy building**: framing of issues as a rights’ violation/promotion, focus on specific goals; design clear paths to achieve goals and objectives.

- **Mobilisation**: networking, alliance building, coalition building through events, activities, messages and materials suited to different audiences; grass roots mobilisation and support to bring in grass root voices.

- **Action**: respond to opposition and developments quickly; planned and continuous activities; keep coalition members informed; media advocacy; hold policy makers accountable for commitments; keep record of successes and failures; monitor public opinion; publicise positives.

- **Evaluation**: establish impact, process and intermediate indicators; evaluate specific events and activities; document changes based on objectives; document unintended changes; share results with stakeholders.

- **Continuity**: persevere; move onto the next stage e.g. after your advocacy results in a new policy, move onto monitoring the implementation of the policy; keep reinforcing change.

Be proactive, responsive and flexible and not merely reactive.
Concluding Session

Methodology
1. Post - Test
2. Open discussion

Materials Required
- Post - Test Questionnaire
- Certificates

Time
75 minutes

Steps for Facilitation
The session would be divided into four activities-
1) Post test – once all the sessions are over, distribute the post test questionnaires to all the participants. (15 minutes)
2) Planning action and feedback- facilitator to ask the following questions to the participants and ensure that everyone gives the feedback- (30 minutes)
   a) What did they like most in the training?
   b) How can you link this training to your work?
   c) What will you do differently after this training?
3) Vote of thanks by the trainer and organizing team. (10 minutes)
4) Certificat distribution- End the training session with distribution of certificates. (20 minutes)
Factor And Actor Analysis

**FACTOR AND ACTOR ANALYSIS**

**Factor Analysis**
- Examine all the different contexts – Political, Economic, Socio-Cultural, Health Systems – and note all possible Opportunities/Positive Factors that can contribute to addressing this issue
- Also assess the Threats/Negative Factors.
- Do this for each of the prioritised issues.
- Compile the Opportunities and Threats

**Actor Analysis**
- List all possible Stakeholders who support the issue that you have chosen
- And those who oppose the issue...
- And those who are neutral or undecided at the present time..
- Compile the list of Stakeholders – those who support, those who oppose and those who are neutral

**Stakeholder Analysis**
**3 questions:**
1. Who is (potentially) involved?
2. What is their current position on the issue?
3. What is their power or influence?

**Who are the actors?**
- Those involved in the decision-making process
- Those with power
- Those with influence
- Those who are affected
- Those who have an interest
**Advocacy Strategy**

- Who will you create alliances with?
- How will you neutralise opposition?
- How will you convince neutral/undecided parties to join your advocacy?
- Which Opportunities will you take advantage of?
- Reactive and proactive advocacy?
- Engagement or confrontation?
- Advocacy from within or from outside?

**Why?**

- Identify those who could support – mobilise, stronger lobby, more skills
- Identify potential opposition – prepare for resistance
- Identify undecided parties with power or influence – strategise to win their support

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*Adapted from International HIV/AIDS Alliance and CADR Advocacy in Action: 4 Truths to support INGOs and CSOs responding to SDGs.*
## DAY 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Expected Outcomes</th>
<th>Method</th>
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</thead>
<tbody>
<tr>
<td>9.30 to 10.15 am</td>
<td>Introductions</td>
<td>Participants will know each other</td>
<td>Ice breaker game Social Mapping</td>
</tr>
<tr>
<td>10.15 to 11.00 am</td>
<td>Session 1 Objectives and Design of the Training</td>
<td>Participants would be oriented to the design and contents of the training</td>
<td>Presentation Handout of the Programme Schedule Pre-Test Questionnaire</td>
</tr>
<tr>
<td>11.00 to 11.15 am</td>
<td>Tea break</td>
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<tr>
<td>11.15 am to 12.00 noon</td>
<td>Session 1 Objectives and Design of the Training</td>
<td>Participants would be oriented to the design and contents of the training</td>
<td>Presentation Handout of the Programme Schedule Pre-Test Questionnaire</td>
</tr>
<tr>
<td>12.00 to 12.45 pm</td>
<td>Session 2 Background of the SDGs</td>
<td>Participants would be oriented to the SDG Framework Participants would share their work and its linkages with SDGs</td>
<td>Presentation Open discussion</td>
</tr>
<tr>
<td>12.45 to 1.30 pm</td>
<td>Session 3 Revisiting Gender</td>
<td>Sharpening Gender Perspective</td>
<td>Games Summarise using PPT</td>
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<tr>
<td>1.30 to 2.15 pm</td>
<td>Lunch</td>
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<tr>
<td>2.15 to 3.00 pm</td>
<td>Session 3 Revisiting Gender</td>
<td>Sharpening Gender Perspective</td>
<td>Games Summarise using PPT</td>
</tr>
<tr>
<td>3.00 to 4.15 pm</td>
<td>Session 4 SDG 5 Gender Equality -Targets and Indicators</td>
<td>Gender Equality Situation in their state and in India</td>
<td>Presentation Open discussion Short film</td>
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<tr>
<td>Time</td>
<td>Topic</td>
<td>Expected Outcomes</td>
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<tr>
<td>4.15 to 4.30 pm</td>
<td>Tea break</td>
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<tr>
<td>4.30 to 5.45 pm</td>
<td>Session 5 SDG 1 Poverty - Targets and Indicators</td>
<td>Participants would articulate how poverty affects women differently, and why</td>
<td>Presentation, Open Discussion, Short Film</td>
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<tr>
<td>5.45 to 6.00 pm</td>
<td><strong>Open Discussion and Clarification</strong></td>
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<tr>
<td><strong>DAY 2</strong></td>
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<tr>
<td>Time</td>
<td>Topic</td>
<td>Expected Outcomes</td>
<td>Method</td>
</tr>
<tr>
<td>9.00 to 9.30 am</td>
<td>Feedback on day 1</td>
<td>-</td>
<td>Individual sharing of ‘What was the one new thing I learnt? And anything did not understand?’</td>
</tr>
<tr>
<td>9.30 to 10.30 am</td>
<td>Session 6 SDG 10 Reduced Inequalities OR SDG 11 Safe Cities (Optional- depends on organization interest)</td>
<td>Participants will know more about SDG 10 or SDG 11</td>
<td>Presentation, Open Discussion</td>
</tr>
<tr>
<td>10.30 to 11.30 am</td>
<td>Session 7 SDG 3 Health OR SDG 4 Education</td>
<td>Participants will know more about SDG 3 or SDG 4</td>
<td>Presentation, Open Discussion, Short Film</td>
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<tr>
<td>11.30 to 11.45 am</td>
<td>Tea break</td>
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<tr>
<td>11.45 am to 12.15 pm</td>
<td>Session 7 SDG 3 Health OR SDG 4 Education</td>
<td>Participants will know more about SDG 3 or SDG 4</td>
<td>Presentation, Open Discussion, Short Film</td>
</tr>
<tr>
<td>12.15 to 1.15 pm</td>
<td>Session 8 SDG 2 Food and Nutrition OR SDG 6 WASH</td>
<td>Participants will know more about SDG 2 or SDG 6</td>
<td>Presentation, Open Discussion, Short Film</td>
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<tr>
<td>1.15 to 2.15 pm</td>
<td><strong>Lunch break</strong></td>
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<tr>
<td>2.15 to 3.15 pm</td>
<td>Session 9 SDG 8 Decent Work OR SDG 16 Peace and Justice</td>
<td>Participants will know more about SDG 8 or SDG 16</td>
<td>Presentation, Open Discussion</td>
</tr>
<tr>
<td>3.15 to 4.15 pm</td>
<td>Session 10 National Level and State Level Structures for SDGs Monitoring Mechanisms for SDGs</td>
<td>Participants will be able to name the organisations that are responsible for SDGs at the National and State Level</td>
<td>Presentation, Open Discussion</td>
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### DAY 3

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<th>Time</th>
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<th>Method</th>
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<tbody>
<tr>
<td>9.00 to</td>
<td>Feedback on day 1</td>
<td>-</td>
<td>Individual sharing of 'What was the one new thing I learnt? And anything did not understand?'</td>
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<tr>
<td>9.30 am</td>
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<tr>
<td>9.30 to</td>
<td>Session 12 Advocacy within SDGs</td>
<td>Participants can create a advocacy message targeted at a specific audience</td>
<td>Presentation Open Discussion Group Exercise</td>
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<tr>
<td>11.30 am</td>
<td>Framework</td>
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<tr>
<td>11.30 to</td>
<td>Tea break</td>
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<tr>
<td>11.45 am</td>
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<tr>
<td>11.45 am to</td>
<td>Post test</td>
<td>-</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>12.00 pm</td>
<td>Planning Action and Feedback</td>
<td>-</td>
<td>How to link new information to their work? What will you do differently after this training? (10-20 people can speak- 2 minutes each)</td>
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<tr>
<td>12.30 to</td>
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<tr>
<td>12.40 pm</td>
<td>Vote of Thanks</td>
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<tr>
<td>12.40 to</td>
<td>Certificate Distribution</td>
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<td>1.00 to</td>
<td>Lunch break</td>
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<tr>
<td>2.00 pm</td>
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Note for the Facilitator- Adapt from the questions given below. Remove the answers in copies made for participants.

Session 2 – Background of the SDGs

1) How many SDGs are there?
   Ans.: 17

2) How many targets are there?
   Ans.: 169

3) What are the categories of goals?
   Ans.: People, Prosperity, Planets, Peace and Partnership

Session 3- Revisiting Gender

1. What are practical gender needs?
   Ans.: Those that improve the lives of men or women within the given gender roles. Address immediate needs.

2. What are strategic gender needs?
   Ans.: Those that would transform the unequal gender power relations. Need long term and macro measures. Those that address access to and control over resources.

3. Which of the following is/are not gender aware policies
   a. Gender neutral policies
   b. Gender blind policies
   c. Gender specific policies

Annexure 2
Pre- Post Test Questionnaire
d. Gender-redistributive policies  
e. a & b  
Answer e. 
OR  
4. **Which of the following is/are gender transformative policies**  
f. Gender neutral policies  
g. Gender blind policies  
h. Gender specific policies  
i. Gender-redistributive policies  
j. a & b  
Ans.: i

**Session 4 – SDG 5 on Gender Equality Targets and Indicators**

1) **List three main issues covered under the Goal 5 on Gender Equality**  
Ans.: Gender based discrimination, child marriage, violence against women, unpaid care, SRHR  

2) **List three SRHR related issues**  
Ans.: Access to contraceptives, access to abortion services, STI/RTI services, maternal health

**Session 5 – SDG 1 Poverty. Targets and Indicators**

1) **Name any two social protection schemes by the Central Government.**  
Ans.: MGNREGA, NRLM, PMJAY, Widow Pension/Old Age Pension  

2) **Name any two SDGs linked with poverty and explain how?**  
Ans.: SDG 3- Poverty is directly linked with low access to health services even in emergency situations  
SDG 4- Poverty has direct effect of educational attainment of children as it couples many children from poor households to leave school in between to start earning to support their families  
SDG2- Poverty is linked with lower intake of nutritious/ wholesome food and thus nutritional status  
(These are only a few examples. The participants can relate SDG 1 with any of the related SDGs)
Session 6 – SDG 10 on Reduced Inequalities Targets and Indicators

1) Name any two schemes to reduce inequalities by the Central Government.
   Ans.: PMEGP, MGNREGA, DDU-GKY, PMJDY, Stand Up India

Session 6 - SDG 11 on Safe Cities Targets and Indicators

1. Name any one housing related government scheme in your city?
   Ans.: Pradhan Mantri Awas Yojana

Session 7 –SDG 3 on Health and Well Being Targets and Indicators

1. Name any two of the central government health related schemes.
   Ans.: Janani Suraksha Yojana, PMJAY

2. List any two health related indicators that you think are important for monitoring at the level of your city/ district/ state.
   Ans.: 1. Vacant health staff positions in the public health centre,
          2. No. of TB cases per 1 lakh population,
          3. No. of doctor/ health staff per 1000 population,
          4. proportion of institutional deliveries
          (These are only a few examples. The answer could be any related indicator)

Session 7 – SDG 4 on Education Targets and Indicators

1) Name two Indian programmes linked to SDG 4?
   Ans.: Right to Education Act, Sarva Shiksha Abhiyan, Kaushal Vikas Karyakram, National Scheme of Incentive to Girls for Secondary Education (NSIGSE), etc

2) Name at least three features of SDG 4?
   Ans.: Quality education, gender equality, inclusive, rights based, equity, lifelong learning, learning for decent job, learning for social and civic life (any three)

3) How many SDGs is SDG 4 linked to? Name any two?
   Ans.: It is linked to five SDGs. SDG 3- Good health and well being; SDG 5- Gender equality; SDG 8- Decent work and economic growth; SDG 12- Responsible consumption and production; SDG 13- Climate change mitigation (answer any two)
Session 8 – SDG 2 on Zero Hunger Targets and Indicators

1) How many indicators has NITI Ayog defined for this SDG?
   Ans.: 19

2) What are three very important central Government measures to address hunger and malnutrition?
   Ans.: PDS, Mid Day Meal Scheme, Nutrition for pregnant and lactating women through the anganwadi.

Session 9 – SDG 8 on Decent Work Targets and Indicators

1) What are the three gender issues related to this SDG on Decent Work?
   Ans.: Female Work Participation Rate is decreasing in India. More women than men work in the informal sector. Women's work is on family farms, family occupations and is not compensated.

Session 10 - National Level and State Level Structures for Implementation and Monitoring of SDGs

1) Name two organisations at the National level that are centrally involved in the SDGs work.
   Ans.: NITI aayog and MoSPI

2) Which officer is ultimately responsible for implementation of the SDGs in the state?
   Ans.: Chief Secretary

3) Name three things that are supposed to happen at the state level for implementation of SDGs.
   Ans.: Finalisation of the state framework of indicators, orientation to line ministries, training at all levels.
Session 11 - Sources of Data

1) **What is primary data? And what is secondary data?**
   
   **Ans.:** Primary data - Data originally obtained through direct efforts of the researcher through surveys, interviews and direct observation. Secondary data - Secondary data refers to data that is collected by someone other than the user.

2) **Name two sources of data for Health. And two for Education.**
   
   **Ans.:** National Health and Family Survey, National Health Profile, National Center for Educational Statistics, District Level Health Survey

Session 12- Advocacy within SDGs Framework

1) **What are the three key elements of advocacy messages?**
   
   **Ans.:** Problem, solution, required action to achieve the solution.

2) **Give keywords to define who the actors are?**
   
   **Ans.:** Those involved in the decision-making process, Those with power, Those with influence, Those who are affected, Those who have an interest.
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