

GENDER TRANSFORMATIVE APPROACH TO LIVELIHOODS

A toolkit



Enhancing Rural Resilience through Appropriate Development Actions

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Abbreviations

BMZ	German Federal Ministry for Economic Cooperation and Development
ERADA	Enhancing Rural Resilience through Appropriate Development Actions
FPO	Farmers' Producer Organisation
GAD	Gender and Development
GDP	Gross Domestic Product
GIS	Geographical Information System
GIZ	Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GTA	Gender Transformative Approaches
MGNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
MoRD	Ministry of Rural Development
NGO	Non-governmental Organisation
OBC	Other Backward Castes
SC	Scheduled Caste
SHG	Self-Help Group
ST	Scheduled Tribe
WAD	Women and Development
WID	Women in Development

Introduction

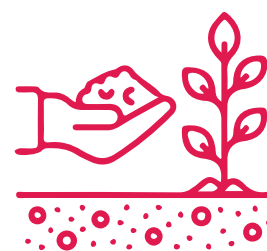


The Indo-German Development Cooperation Project 'Enhancing Rural Resilience through Appropriate Development Actions' (ERADA) is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, India in cooperation with the Ministry of Rural Development (MoRD), Government of India. Aims to strengthen the livelihoods of vulnerable households (especially indigenous households groups, migrants, women headed households, persons of non-binary gender identities, other backward households) in selected rural areas, based on locally available natural resources and developmental programmes. The project supports the

BMZ's *Corona Immediate Programme* and is being implemented in eight blocks across eight Aspirational Districts in four Indian states namely Bihar, Jharkhand, Rajasthan, and Madhya Pradesh.

The project has three outputs:

- Improving wage work potential of vulnerable households and enhancing the natural resource base
- Long-term green livelihood development, in convergence with the National Rural Livelihoods Mission (NRLM) and other relevant national and state level programmes
- Improving convergence and strengthening of multi-stakeholder platforms for providing better access to vulnerable households



The key objective of the project is to strengthen the livelihoods of vulnerable households in selected rural areas, based on locally available natural resources and developmental programmes.

Context

It is essential that the poor, especially women and persons of non-binary gender identities, are able to access natural resources (land, forests, water, fisheries, pastures, etc.), for sustainable poverty reduction. The livelihoods of rural people, especially women and persons of non-binary gender identities, without access, or with very limited access to natural resources are vulnerable, without access, or with very limited access to natural resources because they have difficulty in obtaining food, accumulating assets, and recuperating after natural or market shocks.

Livelihood strategies are influenced by the following:

Access to and control over assets,

Access to markets,

Information and organisation,

Effective management of vulnerability and

The policy atmosphere at different levels

Rural women, persons of non-binary gender identities and men have limited access to and control over productive resources, services, information, and employment opportunities, which may hinder their productivity and reduce their contributions in the agriculture sector and larger economic and social development goals.

Despite some progress over the past decades, persistent inequalities in development outcomes, opportunities, access to and control over resources and participation in decision-making continue to exist between different genders across all spheres of economic, social and political life.

In this regard, reducing the gender gaps in access to education and labour markets, strengthening land rights and employment opportunities as well as breaking down barriers for participation in public life contributes towards economic growth, wellbeing and sustainable development. Further, gender gaps in

economic participation lead to substantial losses in GDP, impacting across countries worldwide at all income levels.

It has been demonstrated through various interventions and policy changes that reducing gender inequality and supporting economic empowerment of women and persons of non-binary gender identities, can lead to greater labour productivity; and in terms of the wellbeing of the population, reductions in gender inequality can support better livelihood opportunities for the household and more inclusive governance.

There has been an increasing focus on **Gender Transformative Approaches (GTA)** in the development agenda. According to the BMZ, a gender transformative approach supports attitude changes and social change and acknowledges that unjust social norms underpin unequal power relations that disadvantage women, girls and persons of non-binary gender identities.

It aims to reshape gender dynamics by addressing the causes of gender-based inequalities, redistributing resources, expectations and responsibilities between women, persons of non-binary gender identities and men, often focusing on norms, power and collective action. A gender transformative approach identifies and addresses the different constraints faced by women, persons of non-binary gender identities and men, and recognise their specific capabilities.

These include

- The ability to critically reflect and challenge traditional gender norms and assumptions of existing social and power structures across the livelihoods being considered;
- Ensuring the meaningful and active participation of women and other under-represented groups in decision making and leadership roles;
- Encouraging open dialogue with men, boys and wider communities to shift attitudes on traditional social norms.

BMZ launched its Feminist Development Policy in March 2023. The realisation of human rights and human rights-based approach including understanding the rights of marginalised groups forms the basis of the feminist development policy. The policy focuses on enhancing equality for people of all genders and thus is to the advantage of the whole of society including men.

Through its development cooperation, Germany will focus more on implementing gender-transformative and intersectional approaches which critically analyses gender roles and eliminates gender inequalities.

BMZ is focusing on three key areas, known as the "**3 R's**", namely, rights, resources, and representation as the **first goal**. It states that realising the **Rights** of women and marginalised groups including persons of non-binary gender identities, promoting their access to **Resources** and strengthening **Representation**.

The **second goal** is about anchoring a feminist approach across the BMZ portfolio with a targeted promotion of gender equality.

The **third goal** talks about forming and leveraging international alliances to further its development agenda.

The **fourth goal** is about leading by example by further developing its own internal structures and working methods in line with the feminist development policy.

The Feminist Development Policy lays down the framework for implementation of development work by GIZ, including the ERADA project.

The Toolkit

The ERADA project has developed this toolkit to facilitate a Gender Transformative Approach during the implementation of different project activities. The project has an exclusive focus on vulnerable households. This toolkit is an additional step by the project to strengthen gender equality in the project activities mainly related to livelihood and social protection enhancement. These specific activities focus on the following important factors:

Assets (Social, Financial, Human, Physical, Natural)

Markets

Risk and Vulnerability

Knowledge, Information, and Organisations

The following four core areas were focussed while designing the toolkit

1. Strengthening community and men's support for improving women's and vulnerable communities active participation in Gram Sabhas and local government's decision making processes
2. Improving women's control over incomes earned through ERADA's livelihood and enterprise interventions
3. Balancing women's household responsibilities to improve women's participation in livelihood/ value chain/enterprise development activities outside the house
4. Reducing male dominance and strengthening inclusiveness of women and vulnerable communities during project meetings and programmes

Why Gender Transformation?



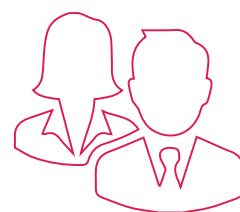
The livelihoods sector in India has large disparities between women and men in terms of access to and control over inputs and resources. These gender gaps have led to increasing differences in capacities, vulnerabilities, incomes and resilience of women and men. Gender Transformative Approaches (GTA) in Livelihoods are now crucial to address the existing inequities in terms of power, norms, barriers and agency between genders to ensure more equal access to and control over resources.

How has the approach evolved?

Gender biases are also prevalent in people who part of development policy and planning. This had led to the approaches to women and gender evolving over time as our understanding

on gender issues evolved. For much of the last century of overseas development aid, men were stereotypically considered the head of the household, the breadwinner and the productive person in the household. Women were also stereotyped as housewives and mothers, playing a support role in the household. As development indicators continued to show men leading on all fronts, programmes began to include women as “efficient managers of limited resources” within the household. (**Women in Development or WID Approach**)

This then progressed to the **Women and Development Approach (WAD)** with women being included in some of the economic activities that furthered stereotypes about them. However, the economic activities with better earning potential, continued to be offered to men along with training, extension



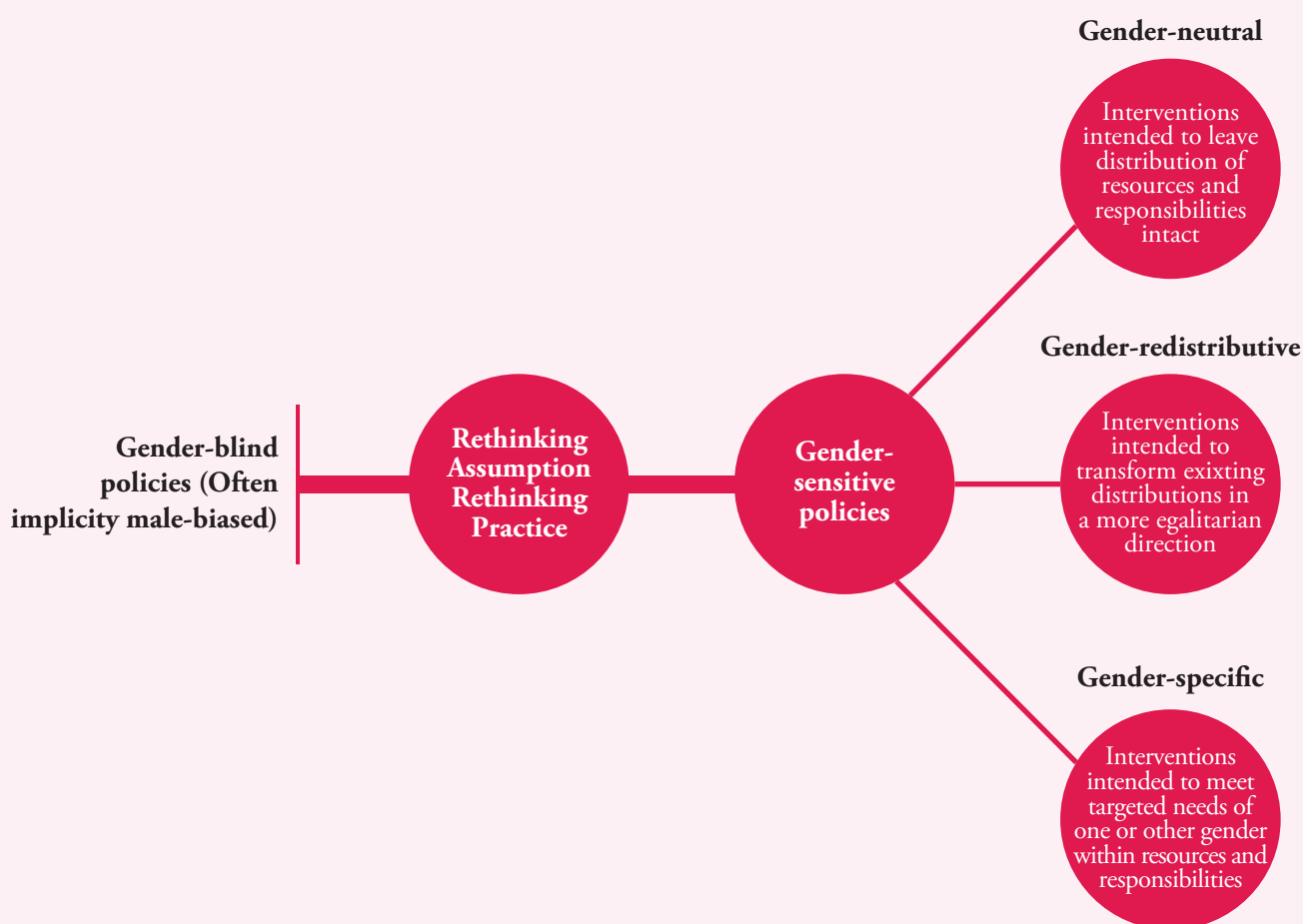
The Gender and Development Approach (GAD) was ushered in with the firm belief that it would lead to sustainable changes within communities and more equitable sharing of power within the households.

activities and credit. Women were often excluded by the location or timing of the training or extension activity.

Towards the end of the 20th century, development discourse began to analyse power relations as a way of understanding the systemic causes of poverty. Gender relations, beginning with those within the household, uphold the system of patriarchy, thus favouring men over women. To ensure gender equality, there is a need to work with women and persons of non-binary gender identities to enable their empowerment. The Gender and Development Approach (GAD) was ushered in with the firm belief that it would lead to sustainable changes within communities and more equitable sharing of power within the households.

However, it was seen that it is easy to include women and work with them, as long as the structures of patriarchy were left untouched. For example, it was easier to ensure more water points in a village than to enable women to join the water committees, attend meetings regularly, voice an opinion or take decisions. Women's roles within the household remained the same and yet development processes demanded more time for her.

We are now at a stage where it is evident, that gender equality and women's empowerment can take place if the processes are transformative; where social norms, gender roles and structures that hold up the current power relations are all transformed to facilitate a more egalitarian society where women and persons of non-binary gender identities can live up to their full potential.



The change in development discourse from gender blind or unaware to gender transformative or redistributive, is summarised in this image by Professor Naila Kabeer.

What are the steps to be followed to initiate a Gender Transformative Programme?

Step 1 - Baseline Assessment

The first step is to understand the capacity building needs of the last mile implementing organisation on gender issues. The needs assessment provides a snapshot of the implementing teams capacities on gender. Care should be taken that the assessment is done in a non-judgemental way and to build on the existing strengths of the team.

The capacity building programme can be intertwined with the programme implementation over a period of 12 - 18 months. By this process, the learning from the capacity building sessions can be experienced in the reality of the programme implementation which can then help to build up the understanding of gender issues in the capacity building sessions.

Step 2 – Data Collection and Analysis

The next step would be to plan on collecting sex disaggregated data and to ensure that the indicators used to measure the work are gender sensitive. Some examples of indicators for which data could be collected and analysed are

- Agriculture population and households by sex,
- Access to and control over productive resources by sex,
- Decision making power and agency by sex,
- Access to and control over digital devices by sex,
- Time labour charts by sex, etc.

Data analysis could be done by simple methods such as sorting of data by one or more parameters, cross tabulation of data, etc. This will help to formulate programmes that are gender transformative from the initial stages.

It is to be remembered that gender biases could creep into these processes as well through factors such as the location and time of data collection, if they exclude or

are unsuitable for women. Data should not be limited to topics that are stereotyped as “women-related” such as nutrition, reproductive health, etc. Other precautions with data as detailed by statisticians should also be factored in such as size of the dataset, other biases, etc.

Using the data collected it is possible to create a “Persona Library” for each project. Women’s groups are usually formed by bringing together women of the same age group, or caste or location. Instead, if women are grouped by interests, such as entrepreneur or bread-winner or farmer, they could generate greater power together to realise their full potential.

Step 3 – Resource Planning

If the programme is to be Gender Transformative, the resources that go into the programme, whether it is personnel, time or funds, need to be planned before the implementation process begins. The planning perspective changes when we aim to change social norms, gender roles and power relations. Resources may need to be allocated for the team’s capacity building on gender issues or for greater awareness amongst the communities on gender issues or on separate workshops with men and boys or on leadership and confidence building workshops with women and persons of non-binary identities. This may be over and above the other activities that may be planned as part of the programme to be implemented.

Step 4 - Gender Impact Assessment

The last step is to ensure that the Monitoring, Review, Learning and Evaluation processes and indicators are all gendered right at the planning stage. It is important to capture the transformation that is taking place within the communities as well as within the implementing organisations.

Glossary



Gender

Socially determined roles, attributes, behaviours and relations given to women, persons of other gender identities and men in a given society, in a given time. Gender determines what is expected, allowed and valued in a woman or a man in a given context.

Sex

The physical and biological characteristics that categorise someone as female or male. Sex is assigned at birth based on biological indicators, including hormones, sex chromosomes, internal reproductive organs, and external genitalia. Sex and gender are commonly conflated, which contributes to widespread erroneous beliefs that cultural practices, roles, and norms around gender are biologically determined and therefore cannot be changed.

Gender Norms

These are fixed ideas about how women, girls, persons of other gender identities, men and boys should be and act.

Gender Roles

Social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to women, men, girls and boys leading to a gendered division of labour. Persons of other gender identities are usually slotted into the binary of female or male roles.

Gender Stereotypes

Simplistic generalisations about the gender attributes, differences and roles of women, girls, persons of other gender identities, men, and boys.

Gender Socialisation

The process of teaching or learning socio-cultural roles assigned to and behaviors expected from someone based on their gender at different stage of life.

Gender Transformative

- Brings about changes in roles, stereotypes, and norms.
- Addresses root cause of gender inequality and not the symptoms.
- Works on the structural issues that perpetuate inequality.

Gender Inclusive Language

Speaking and writing in a way that does not discriminate against a particular sex, social gender, or gender identity, and does not perpetuate gender stereotypes. Given the key role of language in shaping cultural and social attitudes, using gender-inclusive language is a powerful step in promoting gender equality and highlighting gender bias. For e.g., instead of adolescent or youth, use young women and young men; instead of children, use girls and boys; instead of parents, use mothers and fathers.

Gender Equality

Women having the same opportunities in life as men, including the ability to participate in the public sphere.

Gender Equity

The equivalence in life outcomes for women and men, recognising their different needs and interests, and requiring a redistribution of power and resources.

Women's Empowerment

Ensuring women access and control over resources and especially over their own lives.

Patriarchy

Systemic societal structures that institutionalise male physical, social and economic power over women and persons of other gender identities.

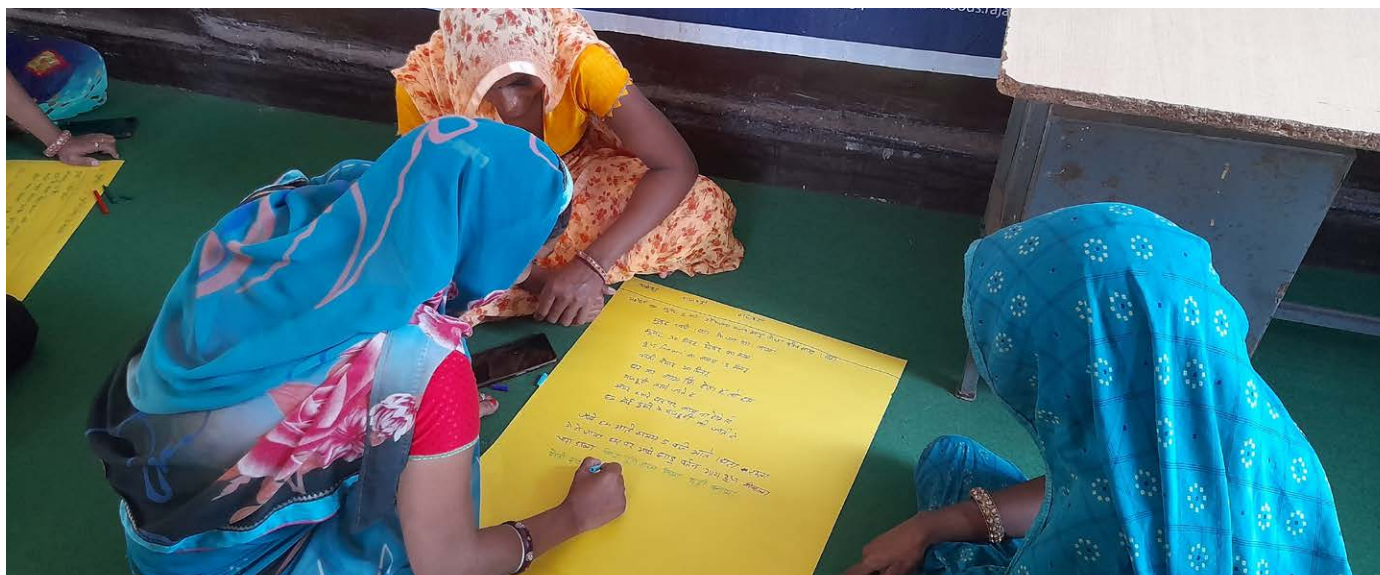
Intersectionality

Individuals cannot be understood or classified solely based on one dimension of their identity, but rather as complex beings influenced by multiple intersecting identities and social structures.

Roger Hart's Ladder of Participation (adapted version)

- Manipulation
- Tokenism
- Decoration
- Assigned but informed
- Consulted and informed
- Men initiated and shared decisions with women
- Women initiated and directed
- Women initiated and shared decisions with men

Introduction to this toolkit



This tool kit is prepared under the ERADA project for enhancing the awareness and understanding of gender issues among the government and all project stakeholders, and facilitating the implementation of GTA in project activities. In ERADA, the civil society and non-government organisations in each of the eight project districts are the main facilitators who cooperated in piloting and finalising this toolkit.

These tools are to be used as part of the project activities in the project areas and with participants who are familiar to the facilitator. Some familiarity with participatory approaches and methods will be useful.

This tool kit may not be appropriate for GIZ India to use in gender transformative organisational processes but the tools could be adapted and used in similar project contexts.

Literacy Rate - Census 2011

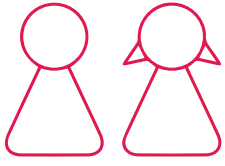
	Female	Male	Total
India	65.5	82.1	74
ERADA Project States			
Bihar	53.3	73.4	63.8
Jharkhand	56.2	78.5	67.6
Madhya Pradesh	60.0	80.5	70.6
Rajasthan	52.7	80.5	67.1
ERADA Project Districts			
Araria	43.9	62.3	53.5
Gaya	46.1	63.0	54.8
Dumka	49.6	75.2	62.5
Ramgarh	63.5	83.5	73.9
Guna	42.8	61.7	52.7
Khandwa	47.1	64.1	55.9
Baran	44.3	68.2	56.7
Sirohi	33.2	58.0	46.0

Note:

Pen and paper are powerful symbols of privilege. In India, literacy is highly valued with first generation literates being proud to show their literacy skills, especially those who are educated such as project team members. It is not then easy to drop these and work with women and men who are completely unable to read and write. A special effort needs to be made so as to introduce no letters or numbers into the exercise. It is true to say everyone handles money in some form but that does not mean they are comfortable using numbers.

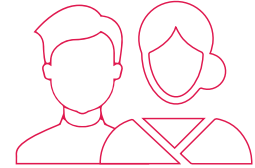
If the participants in these exercises are semi-literate, then these tools could be adapted. Instead of writing on paper or charts, they could write on the floor, or a slate, using chalk as that can be erased quickly. Simple words or images could be used instead of complete sentences.

If you are aware that the participants are not literate, be prepared with images that are appropriate to the context. You could use images from the internet or from the project's archives. Use images that are clearly printed, preferably in colour and large enough for the participants to understand them. Put away pens and paper during the interaction as it highlights the power differential due to literacy, between the participants and the facilitator. Request the person who is observing and taking notes to do so discretely and not to interrupt with questions or comments.



Facilitators Guide

- Be aware that you may hold opinions on gender issues that may be different from that of the group with whom you are doing the exercises.
- There is no right or wrong in these exercises. Try not to initiate or fuel arguments and disagreements.
- Ideally have a person exclusively to document the exercise. They should be discrete and not interrupt the process with comments or questions. They should record the comments or opinions of the group rather than their own. They should be aware of their inherent biases and try to keep them aside while documenting.
- Be prepared for the exercises:
 - Fix a location where everyone can attend like some locations do not allow menstruating women, persons of certain castes, persons with disabilities, etc.
 - Keep sufficient time to reach the venue, to conduct the exercise, to wind up.
 - Have sufficient materials needed to conduct the exercise?
 - Inform all participants in advance and make sure they can stay for the full exercise.
 - Understand all the steps of the exercise and be comfortable with them.
 - Give yourself time to absorb, analyse and record or document the process and findings.
- If any of the participants try to dominate the proceedings have a plan ready on how you will divert them.
- Those who are not confident may take some time to respond or speak up. Especially with women, allow silences. There is no need to fill every second with speech or activity.
- Best is the enemy of good the writing or drawing need not be perfect.
- If the exercises have been done on chart paper, display them on the walls for some time. If done on the floor, remember to take the photograph before it is erased.
- The participants will have different levels of literacy. Women, especially, may have lower levels of literacy and may not be comfortable writing with a pen on paper or charts.
- Encourage questions from the participants. You do not need to answer all of them it is okay to say that you do not know or that you need to think about it further.
- Limit your inputs and thoughts. If you are well prepared for the session, this becomes easier.
- Try not to interrupt when a participant, especially a woman, is speaking.
- Focus entirely on the exercise put your phone off and away.
- Be aware of the mood in the room and try to adapt the exercise if needed. If it is not possible to continue, cancel the session for the day and reschedule.



Gender socialisation is the process of teaching or learning socio-cultural roles assigned to and behaviors expected from someone based on their gender at different stage of life.



Women are not a homogenous group. At every step, please be aware that women experience inequality differently depending on their ability, age, caste, class, ethnicity, location, marital status, race, religion, sexual identity, sexual orientation, etc.

Summary of Gender Transformative Tools for Livelihoods

S.No.	Name of Tool	For Whom?	Objective	Time Taken
1.	Daily Schedule	Women and men community members, Adolescent girls and boys (above 15 years, young women and young men	Time taken by women and men on their daily activities; to help in planning; increase awareness; identify time for remunerative livelihood activities for women; negotiate time spent on unpaid care work by women	3 Hours
2.	Admiring the other sex	Women and men community members, Adolescent girls and boys (above 15 years, young women and young men	Helps women and men to appreciate the positive qualities of the other and to question stereotyping because of which these qualities are limited to the other sex.	2 Hours
3.	Harvard Framework	Women and men community members who have some experience of doing group exercises conducted by NGOs or other external organisations, Project Team members to enhance understanding of livelihoods activities and where gender transformative interventions can be made, Village level officers, Panchayat (village council) leaders, MGNREGA officers	Help participants as a group to see, discuss and analyse the roles of women and men in each livelihood activity. It highlights to the group who is the decision maker at every stage of each livelihood activity. This then opens spaces to discuss possible changes in roles and plants a seed about more participatory decision making.	3 Hours
4.	Revenue & Expenditure Analysis of Livelihood Activity	Women and men community members who are involved in a livelihood activity, Self-Help Group (SHG) members, Livelihood Mission team members, Project team members	This exercise can be done after the Harvard Framework is used or in the next meeting. It helps the groups to understand the economics of each livelihood activity. This then leads to an improved planning of cash flows, savings, etc. The exercise deepens the understanding of the group on who, within the family, has access to funds and who controls decision about fund use.	3 Hours
5.	Revenue & Expenditure Analysis of the household	Women and men community members, SHG members, young women and young men in the community	This exercise can be done independently or after Tool 3 is used. It helps the groups to understand the economics of their livelihoods. This then leads to an improved planning of cash flows, savings, etc. It is particularly useful in highlighting expenditure due to social norms and high interest short term loans. The exercise deepens the understanding of the group on who, within the family, has access to funds and who controls decision about fund use.	3 Hours
6.	Wishful Budget	Women and men community members, SHG members, young women and young men in the community	This exercise highlights the priorities of women and men with regard to their spending priorities. During the final discussion in a mixed group, the men begin to understand the women's priorities and vice versa, perhaps leading to some negotiation and improved decisions for the family as a whole.	2 Hours

S.No.	Name of Tool	For whom	Objective	Time Taken
7.	Sara Longwe's Women's Empowerment Framework	Project team members, those working with women's groups	This exercise helps participants to understand at what stage the groups with whom they are working, have reached. They can then plan on how they will take the group to the next levels.	2 Hours
8.	Power walk	Project team members	Enabling participants to understand the power dynamics in the community and the interconnections between gender, caste, class, education, etc.	1 Hour
9.	Adapted from the Flanders Interaction Analysis	Project team members, Anyone who wants to improve women's participation, at all levels	This tool is an observation exercise that will help the participants to understand the level of participation of women in meetings and plan on improving the participation from tokenism to decision making.	Duration of meeting + 1 Hour
10.	Gender Budgeting at Panchayat level	Project team members, Panchayat members (both women and men)	This exercise will support the ERADA team in demonstrating a Gender Budget to the Panchayat and further act as a catalyst for other Panchayats in the district and beyond to prepare their own. The ERADA team could prepare one Gender Budget for each district as a pilot.	3 Months
11.	Building capacities of Panchayat members and officials	Panchayat members and officials (both women and men)	This exercise will enable all the Panchayat members and officials to understand their duties and responsibilities in detail. It will help them to understand the gamut of activities available under the MGNREGA scheme and how best to implement it in their Panchayat. Women members and officials will be given a second round of training and sessions on self-confidence and leadership.	5 Sessions of 2 Hours each
12.	Training SHG women in using an Android phone	Women community members, women SHG members, women Panchayat members and officials	The digital divide disempowers women further. While some women have access to a mobile phone in their family, most do not control when and for how long they can use the phone. Further, they are not aware of how they can use the mobile phone to access information that can help them increase their incomes from livelihoods, whether it be agriculture, horticulture or business.	3 Sessions of 2 Hours each
13.	Assets in women's names	Women community members	Ensuring that women have assets in their name, gives them greater access and control over resources. They could then be members of Farmer Producer Organisations (FPOs), access institutional credit, etc.	6 to 8 Months

S.No.	The four core areas focussed to design the toolkit and the tools appropriate under each core area		
1.	Strengthening community and men's support for improving women's and vulnerable communities' active participation in Gram Sabhas and local government's decision-making processes		Tool Nos. 2, 9, 10 & 11
2.	Improving women's control over incomes earned through ERADA's livelihood and enterprise interventions		Tool Nos. 3, 4, 5, 6, 12 & 13
3.	Balancing women's household responsibilities to improve women's participation in livelihood/ value chain/ enterprise development activities outside the house		Tool Nos. 1, 2, 3, 5, 6,
4.	Reducing male dominance and strengthening inclusiveness of women and vulnerable communities during project meetings and programmes		Tool Nos. 1, 2, 3, 7, 8, 9, 10



Tool 1

Daily schedule

Objectives

- This exercise helps each participant to understand the amount of time that women and men spend on paid and unpaid work.
- This can help families renegotiate roles within the family so that women are able to spend more times on remunerative livelihood activities (or on self-care).
- When done with adolescent girls and boys or young women and men, it can increase awareness and perhaps bring about a change at an early age in gender roles.
- It helps the project team to plan their activities so as to facilitate the process by which men take on more unpaid care work at home and women are more engaged in remunerative livelihood activities.



Time Required

Between 2 and 3 hours



Material needed

Paper, pens, chalk



Who is this for?

Women and men community members

Adolescent girls and boys (above 15 years)

Young women and young men

Activity

- The activity needs to be done by women and men separately and individually.
- They need to record their schedule for the previous day starting from when they woke up to when they went to sleep.
- The exercise can be done by drawing a circle and dividing it into the number of hours in the day, with literate groups. Or the activities can be listed from wake-up to sleeping.
- The facilitator asks 3 or 4 persons (depending on time) to share their daily schedule.
- Then the facilitator classifies the activities with the help of the group as time spent on paid work, unpaid care work, rest, leisure activity, etc. or any other category based on the context.
- If this exercise is being done with both women and men separately, at the end, the facilitator will sum up the daily schedules of women and men to the combined group.

Questions for discussion

- What patterns do you see in how women and men spend their time during the day?
- Is it possible for other people in the household to take on some of unpaid care work so that women have more time for remunerative livelihoods or for themselves? (To facilitator 'if "men" are not mentioned here, go on to question 3')
- Is it possible for men to take on some of the unpaid care work?

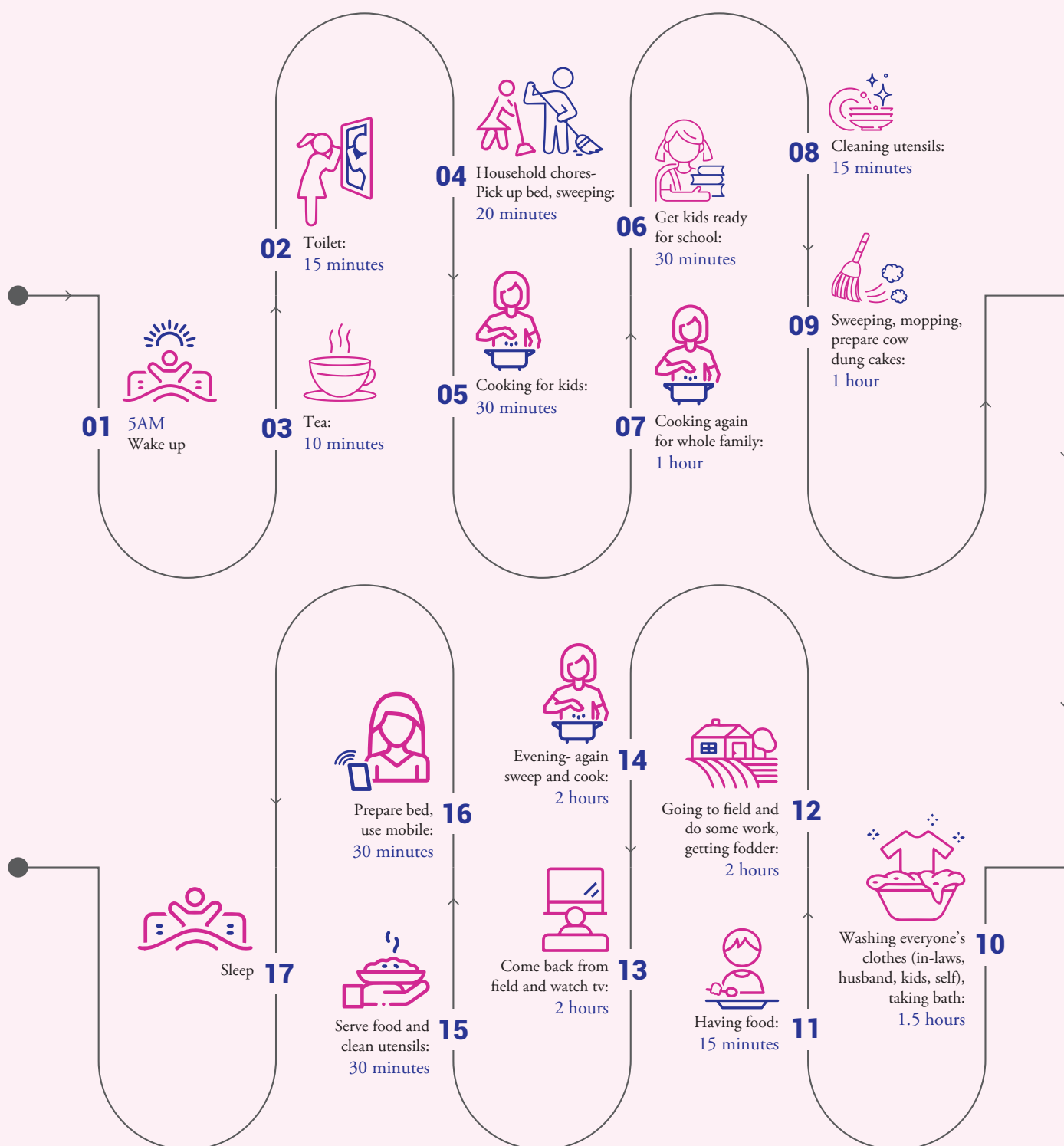


Special tip for facilitator

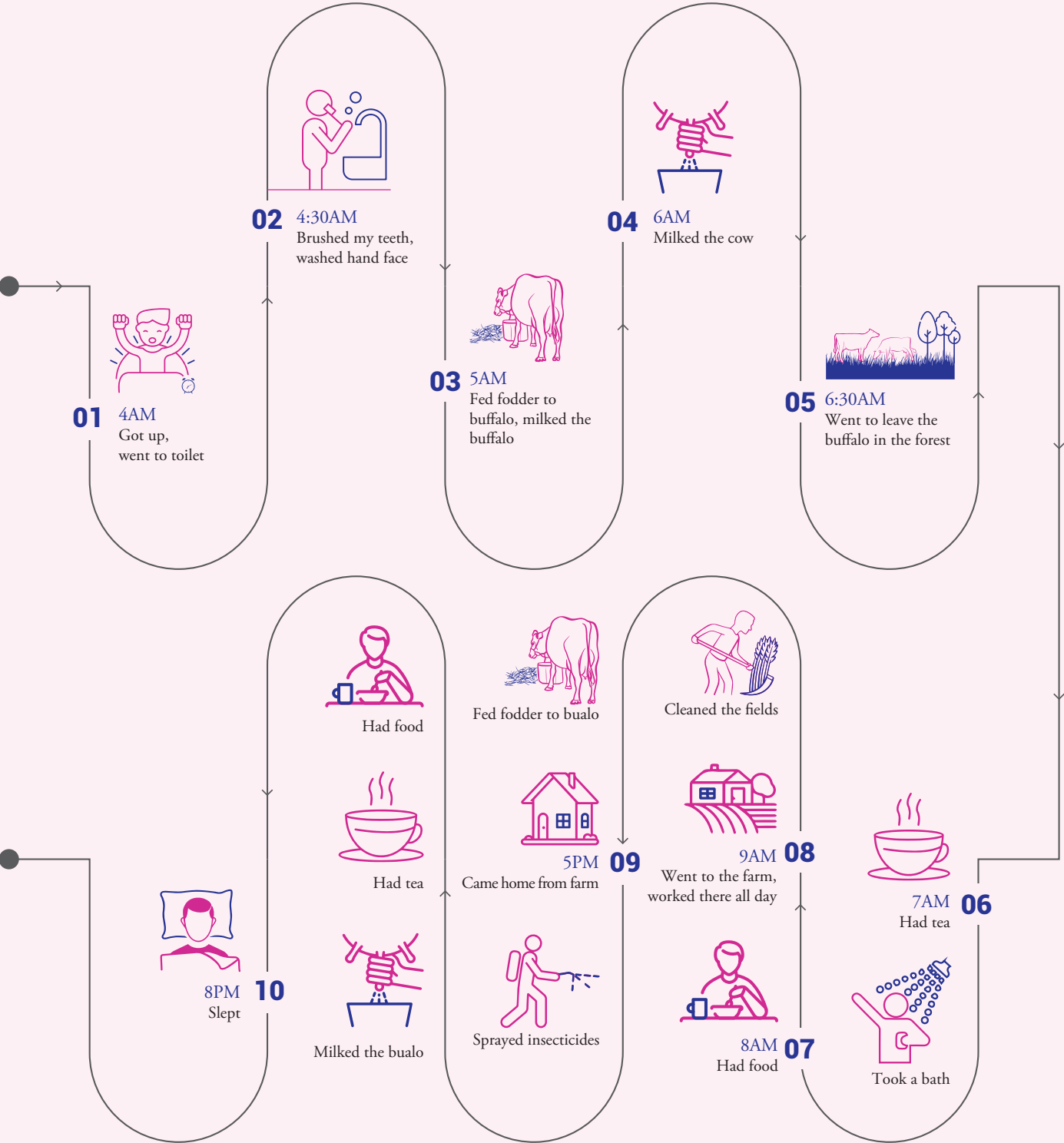
- The time schedule may not be precise and there may be gaps. That is quite acceptable.
- While working with participants who are not literate, avoid using a clock or circle as that involves some writing.
- Be aware that arguments could arise during this discussion and be prepared to guide the discussion away from them.
- It is not necessary that every question from the participants is answered. It is absolutely fine to leave questions open for participants to think about later.

Example

Daily Schedule of a female participant in ERADA Project, Rajasthan



Daily Schedule of a male participant in ERADA Project, Rajasthan



[illegible]



Tool 2

Admiring the other sex

Objectives

This exercise helps women and men to appreciate the positive qualities of the other and to question stereotyping because of which these qualities are limited to the other sex.



Time Required

About 2 hours



Material needed

Paper, pens, chalk



Who is this for?

Women and men community members

Adolescent girls and boys (above 15 years)

Young women and young men

Activity

- The activity needs to be done by women and men in separate groups.
- The facilitator asks each group to imagine that in their next birth they are born as the other sex. The women's group is told that they will be born as men and the men's group is told that they will be born as women.
- Each group then calls out what they will enjoy about the experience the most. The facilitator writes these on the chart.
- Then each group is asked to say what they will dislike about the experience. The facilitator writes these up.
- The facilitator then picks up three items on each list and asks the group if it is possible to change these.

- Both the groups are brought together, and the two facilitators then sum up the discussion on the three highlighted points on each list.

Questions for discussion

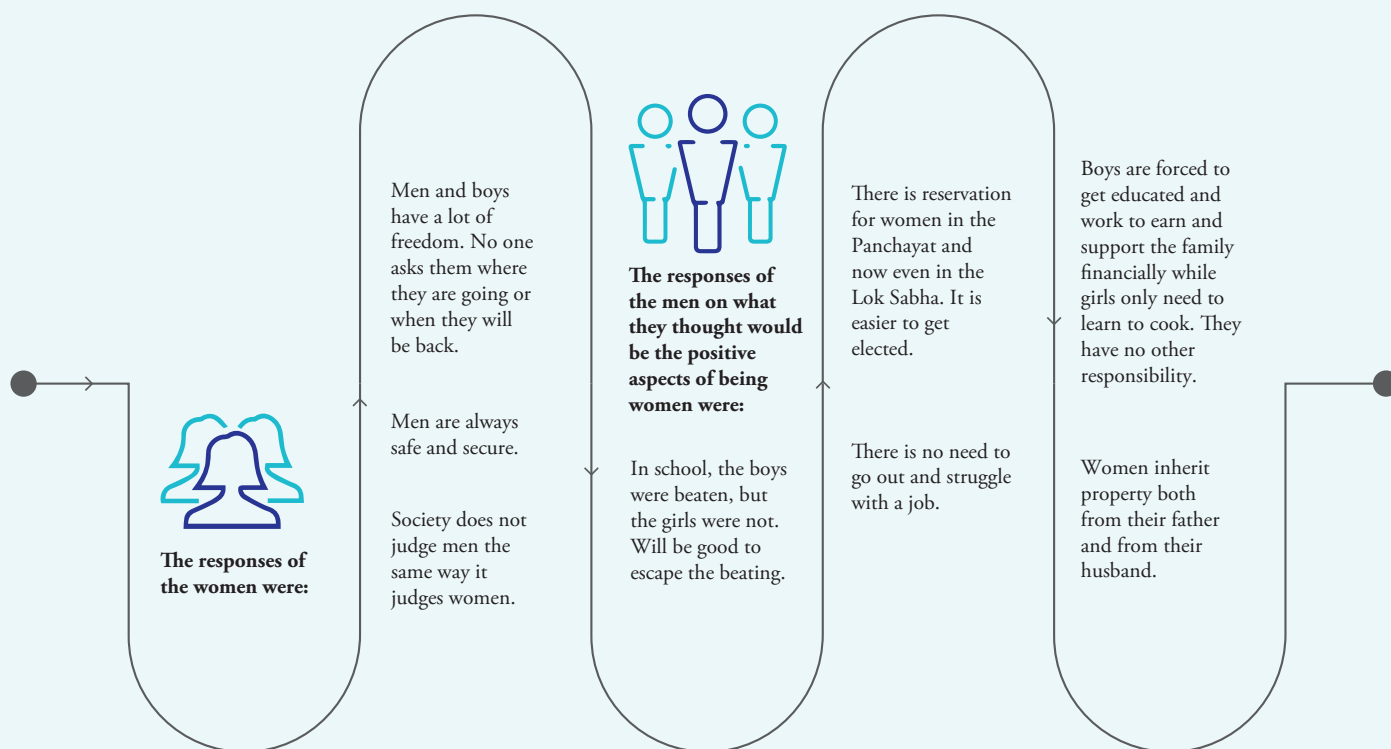
- Can these things be changed?
- Who can be responsible for the change for example community? Religious leaders? Panchayat? Government? Others?



Special tip for facilitator

- Highlight something that is not physical and therefore cannot be changed. Let the discussion be inconclusive and try to keep clear of controversies.

Responses of women and men in ERADA project at Rajasthan & Jharkhand



[illegible]



Tool 3

Harvard Framework – Who does what, Access and Control

Objectives

This exercise will help participants as a group to see, discuss and analyse the roles of women and men in each livelihood activity. It highlights to the group who is the decision maker at every stage of each livelihood activity. This then opens spaces to discuss possible changes in roles and plants a seed about more participatory decision making.



Time Required

Maximum of 3 hours



Material needed

Chart paper, Marker pens of at least 4 colours, Index cards, chalk of different colours



Who is this for?

- Women and men community members who have some experience of doing group exercises conducted by NGOs or other external organisations
- Project Team members to enhance understanding of livelihoods activities and where gender transformative interventions can be made
- Village level officers, Panchayat leaders, MGNREGA officers

Activity

This activity is to be done separately with women and men first. Depending on the context, the two groups could then be brought together to analyse the findings.

- The group picks one livelihood activity.
- On the chart paper, each group list the tasks on the left.
- On top, each group write 'Women, Men, Joint'
- For each task each group then discuss the role of women, the role of men and how decisions about that task are made and write it on the chart.
- After the finishing the above mentioned discussion, the facilitator picks two roles that women do and two roles that men do. Then s/he asks the group, one role at a time, if the role could be reversed. The discussion needs to flow without any conclusion.
- If the facilitator is aware of such situations where the role is reversed, they could share, but it is not to be imposed on the group.

- Then the facilitator picks two decisions that are made by men and allows the group to discuss alternate ways of decision making.

Questions for discussion

- Pick two roles that women do and ask, "Is it possible for men to do this task?"
- Pick two roles that men do and ask, "Is it possible for women to do this task?"
- Pick two decisions made by men and ask, "Is it possible for women to take these decisions?"






Special tip for facilitator

- In some of the boxes, they may just put a tick. It is fine, if in other boxes they write a few words.

Example

Summary of responses gathered during the exercise with man & women for cultivating paddy in ERADA project, Jharkhand

			
Activity Profile	Women	Men	Jointly
Decision of what variety, what inputs	-	Based on rainfall, discussions with other men	Men ask women for opinion?
Buying inputs – Seeds, fertiliser, pesticides	-	If market is far	If market is near, may take women along
Ploughing, if needed	-	Predominantly	
Sowing	-	-	Usually done together
Weeding	Other women are hired, or they work as a group on several farms	-	
Applying pesticide or fertiliser	-	If chemical, decision is made by men?	If natural pesticide or fertiliser
Harvesting	By hand	If machine is used	
Threshing	By hand	If machine is used	
Selling of produce	-	If at distant market	If at doorstep
Post-harvest processing	By hand	Mechanised, distant from home?	

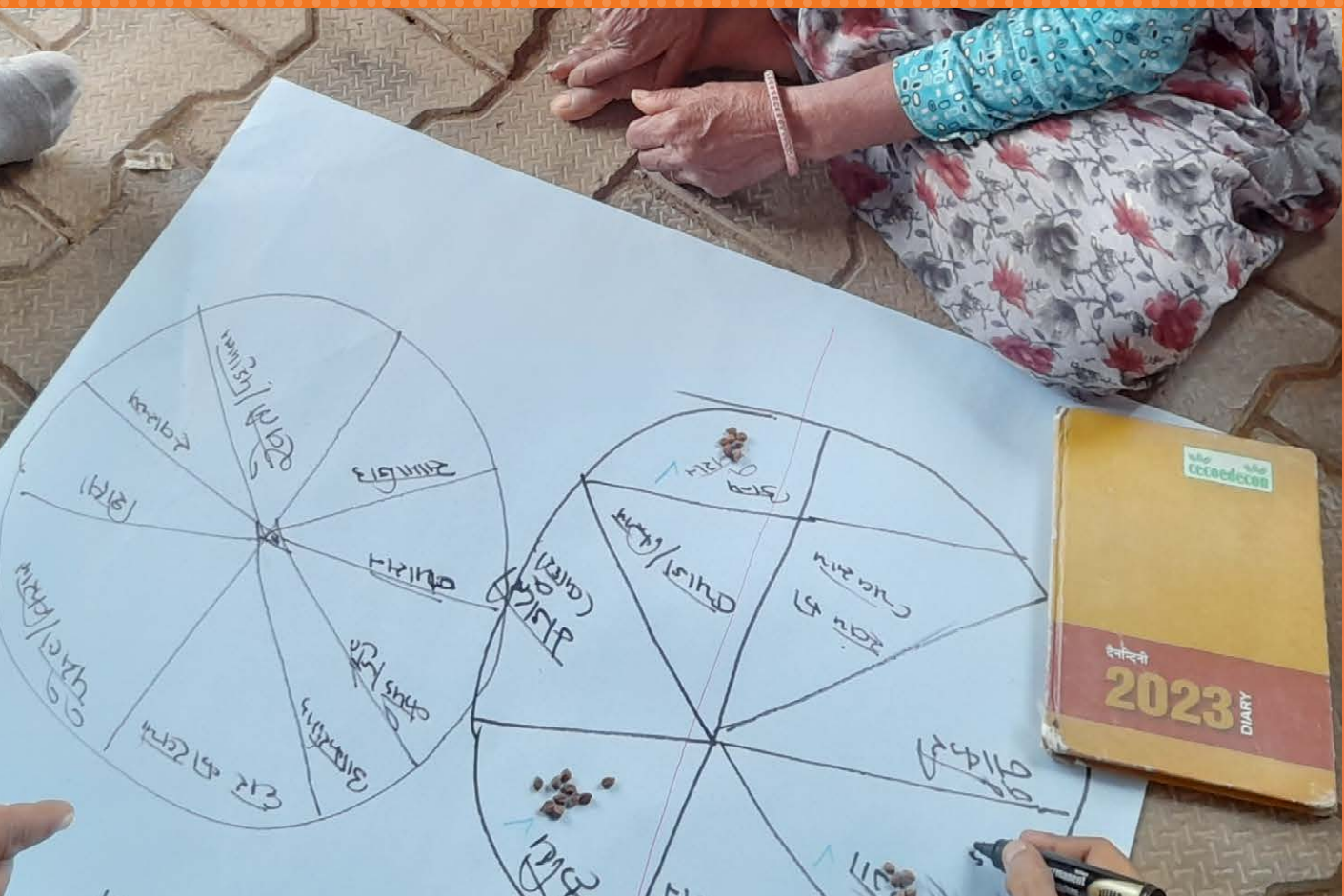
Roles to be discussed

Women – Weeding, harvesting

Men – Ploughing, using mechanical thresher

Decisions to be discussed – What variety to sow? What varieties to sell?

[illegible]



Tool 4

Revenue and Expenditure analysis of livelihood activity

Objectives

This exercise can be done after the Harvard Framework is used or in the next meeting. It helps the groups to understand the economics of each livelihood activity. This then leads to an improved planning of cash flows, savings, etc. The exercise deepens the understanding of the group on who, within the family, has access to funds and who controls decision about fund use.



Time Required

Up to 3 hours



Material needed

Paper, pencils, erasers, chart paper, marker pens, slates/clean floor, chalk



Who is this for?

- Women and men community members who are involved in a livelihood activity
- SHG members
- Livelihood Mission team members
- Project team members

Activity

- Ask the participants to form groups of 2 or 3. Let them pick their group members.
- If possible, let them work on the Livelihood activity that they used for **Tool 2**. Else, ask them to pick a livelihood activity.
- For that livelihood activity, for one cycle, they need to list all the inflow and outflow of cash, that they can remember.
- Once the above is done, 2 or 3 groups can present what they have written.
- Based on feedback from all the participants, the groups may want to modify some of what they have written. Allow some time for this.

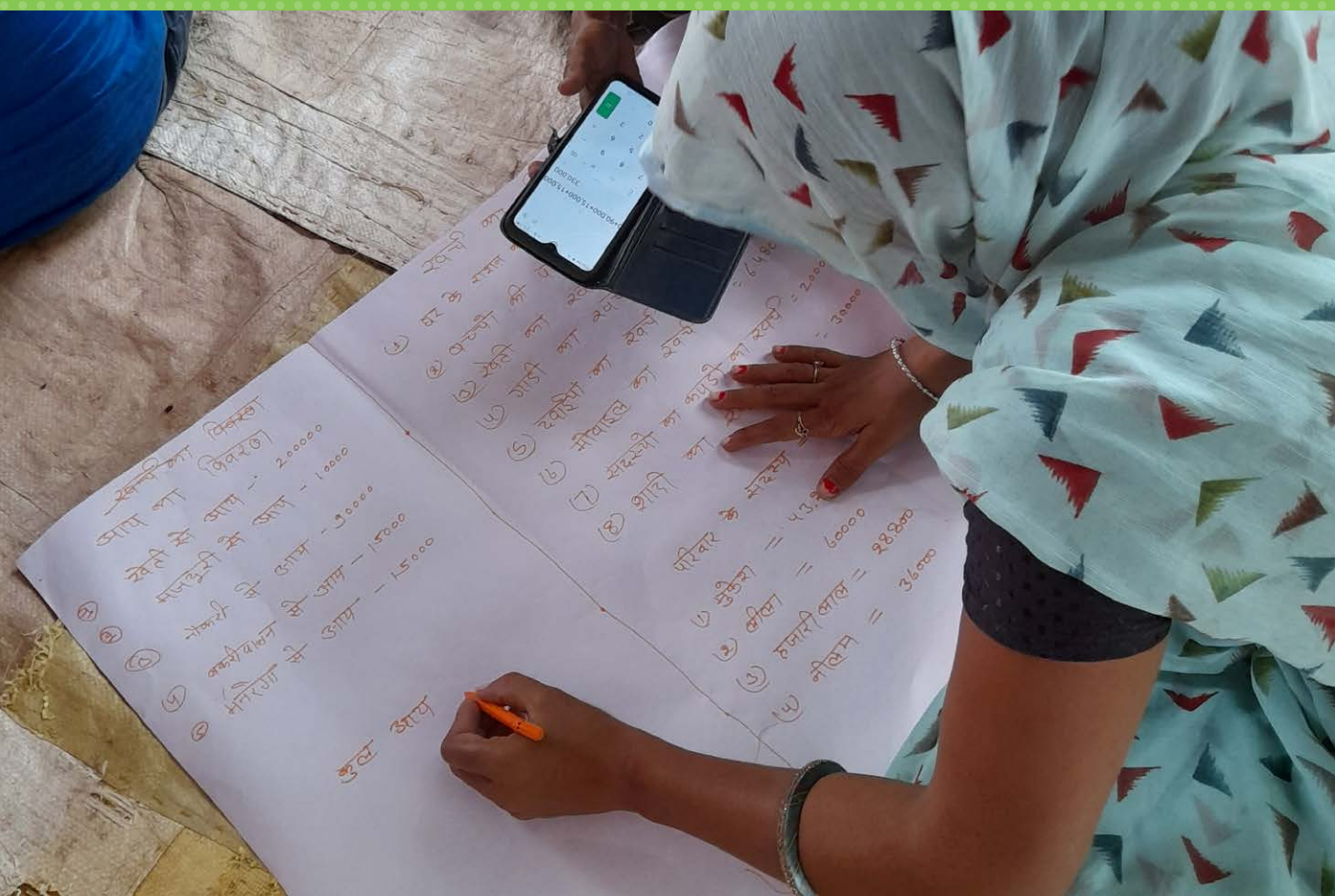
Questions for discussion

- Is it possible to increase or decrease cash inflow or outflow at any point?
- What are the sources of loans that have been mentioned and their interest rates?
- Within the household, who makes the decisions about cash inflows and outflows? Is it possible to make it more participatory within the household?
- Ask only women if they could make the decisions yourself, what would they do differently?



Special tip for facilitator

- It does not matter if the participants are not precise in their listing of cash inflows and outflows. An approximation is sufficient



Tool 5

Revenue and Expenditure analysis of the household

Objectives

This exercise can be done independently or after **Tool 3** is used. It helps the groups to understand the economics of their livelihoods. This then leads to an improved planning of cash flows, savings, etc. It is particularly useful in highlighting expenditure due to social norms and high interest short term loans. The exercise deepens the understanding of the group on who, within the family, has access to funds and who controls decision about fund use.



Time Required

Up to 3 hours



Material needed

paper, pencils, erasers, chart paper, marker pens, slates/clean floor, chalk



Who is this for?

Women and men community members

SHG members

Young women and young men in the community

Activity

- Ask the participants to work on their own or form groups of 2. Let them pick their group members.
- For their household, for a time period suitable for them like week, month, season, etc. They need to list all the inflow and outflow of cash, that they can remember.
- Once the above is done, 2 or 3 groups can present what they have written.
- Based on feedback from all the participants, the groups may want to modify some of what they have written. Allow some time for this.
- Is it possible to increase or decrease cash inflow or outflow at any point?
- What are the sources of loans that have been mentioned and their interest rates?
- Within the household, who makes the decisions about cash inflows and outflows? Is it possible to make it more participatory within the household?
- Ask only women 'if you could make the decisions yourself, what would you do differently?'



Special tip for facilitator

- It does not matter if the participants are not precise in their listing of cash inflows and outflows. An approximation is sufficient

Questions for discussion

- Who earns money in the household and on whom is maximum money being spent within the household?

Example

Income and Expenditure Analysis by female participant in ERADA project, Rajasthan

Income



Agriculture
INR 100,000



Agriculture Machinery
INR 15,000



Labour (MGNREGA)
INR 15,000



Animal Husbandry
INR 10,000



Job or Business
INR 24,000



Government schemes
INR 6,000



Others
INR 20,000

Total
INR 183,000

Expense



Agriculture
INR 50,000



Agriculture Machinery
INR 10,000



Groceries
INR 60,000



Medical
INR 10,000



Education
INR 10,000



Social events
INR 20,000



Clothes
INR 20,000



Mobile
INR 4,000



Loan
INR 15,000

Total
INR 1,99,000



Tool 6

Wishful budget

Objectives

This exercise highlights the priorities of women and men with regard to their spending priorities. During the final discussion in a mixed group, the men begin to understand the women's priorities and vice versa, perhaps leading to some negotiation and improved decisions for the family as a whole.



Time Required

Up to 2 hours



Material needed

Paper, pencils, erasers, chart paper, marker pens, slates/clean floor, chalk



Who is this for?

Women and men community members

SHG members

Young women and young men in the community

Activity

- Do this exercise with women and men separately and with each participant individually.
- Hand over Rs. 10,000 to them in coupons and ask them how they would like to spend it next month.
- Once the above is done, two or three of them can present what they have planned.
- See if there are any trends in what the participants have planned and highlight that.
- Facilitate a discussion with the questions below.
- Bring the women and men together. Share three priorities that the women raised, without naming them, and ask the men for their opinion. Similarly, share three priorities that the men raised and ask the women for their opinion.

Questions for discussion

- What is your priority (education, health, etc.) and can you explain that?
- In real life, from where do you get the money for this priority? Are you able to meet it fully? If no, how do you meet this expenditure?
- How much are you spending on yourself? Can you talk a bit about it?



Special tip for facilitator

- It does not matter if the participants are not precise in their listing of amounts. An approximation is sufficient.

Example

Female participant in ERADA project, Jharkhand



Clothes
INR1,300



Goat rearing
INR2,000



Vegetables
INR300



Poultry
INR400



Medical expenses
INR,2000



Repayment of loan
INR4,000

Total
INR10,000

Male participant in ERADA project, Jharkhand



Small business
INR500



Saving
INR1,100



Children's education
INR1,500



Buy a calf
INR1,100



Fish for eating
INR200



Phone recharge
INR100



Vegetables
INR300



House repair
INR1,500



Shopping
INR1,100



Bike repair
INR600



Soap, spices for kitchen
INR1,000



Chicken
INR200



Mutton
INR300



Medical expenses
INR300

Total
INR9,800



Tool 7

Sara Longwe's Women's Empowerment Framework

Objectives

This exercise helps participants to understand at what stage the groups with whom they are working, have reached. They can then plan on how they will take the group to the next levels



Time Required

2 hours



Material needed

Paper, pens, chart paper, marker pens



Who is this for?

Project Team members

Those working with women's groups

Activity

- Spend a few minutes understanding the definitions for the terms used and redefine for your context if needed. Record the re-definitions and use in future discussions.
- For each SHG or other group, understand at what level you think they are currently.
- Club together those SHGs or groups together, who are at the same level.
- Brainstorm a plan of action/ set of activities to move the groups by one or more levels within the next six months.
- Feed this plan back to your main office, get necessary approvals and get started.
- Repeat this cycle once in six months or as often as you think it is possible.



Special tip for facilitator

- This activity could be initiated online, and the participants could meet offline for Step 4 only.

[illegible]



Tool 8

Power Walk

Objectives

Enabling participants to understand the power dynamics in the community and the interconnections between gender, caste, class, education, etc.



Time Required

1 hours



Material needed

A large space, descriptions of various people in the community



Who is this for?

Project Team members

Activity

- On chits of paper, write descriptions of people in the community, in the local language, ensuring that each group in the community is represented. A sample list is given below.
- Ask the participants to stand in a line, facing you.
- Ask each of them to pick up one chit. Tell them that they need to behave as that character would during the exercise.
- Explain that as you read out from a list of statements, they need to take a step forward or backward depending on how they perceive that statement applies to their character.
- Read out the statements from the list below (adapt if needed).
- At the end of the exercise, understand the position of each character with respect to the starting line.

- Ask the participants to share how they felt during the exercise.
- Finally, ask them to share their understanding of the power dynamics in the community based on the exercise.

Questions for discussion

- For the persons who are right at the back or right at the front: How do you feel now? Can you explain what held you back? Can you explain what led you to the front?
- How do you feel?
- Can you now share examples from the community you are working with to highlight the power dynamics in the community?

Description of characters

- Girl, Aged 15, 5th Class Pass, Drop Out, General Caste, From Village X
- Boy, Aged 15, 5th Class Pass, Drop Out, General Caste, From Village X
- Woman, Aged 25, Married, 3 Daughters, Goes For Wage Labour, SC, From Village X
- Man, Aged 25, Married, 3 Daughters, Goes For Wage Labour, SC, From Village X
- Woman, Aged 30, Married, 1 Daughter & 1 Son, Dairying, SC, From Village X
- Man, Aged 30, Married, 1 Daughter & 1 Son, Dairying, SC, From Village X
- Woman, Aged 35, Unmarried, One Leg Is Missing, Ward Panch, ST, From Village X
- Man, Aged 35, Unmarried, One Leg Is Missing, Ward Panch, ST, From Village X
- Woman, Aged 40, Widow, 2 Daughters, Goes For Wage Labour, Brahmin, From Village X
- Man, Aged 40, Widower, 2 Daughters, Goes For Wage Labour, Brahmin, From Village X
- Woman, Aged 50, Married, One Daughter & One Son, Sarpanch, Farmer With 3 Acres Of Land, From Village X
- Man, Aged 50, Married, One Daughter & One Son, Sarpanch, Farmer With 3 Acres Of Land, From Village X
- Woman, Aged 60, Widow, 3 Sons, Former Sarpanch, OBC, From Village X
- Man, Aged 60, Widower, 3 Sons, Former Sarpanch, OBC, From Village X
- Woman, Aged 45, Married, One Son, NGO Director, From State Capital
- Man, Aged 45, Married, One Son, NGO Director, From State Capital
- Woman, Aged 40, Unmarried, Technical Specialist With NGO, From State Capital
- Man, Aged 40, Unmarried, Technical Specialist With NGO, From State Capital
- Woman, Aged 28, Unmarried, NGO Staff, From Delhi
- Man, Aged 28, Unmarried, NGO Staff, From Delhi
- Woman, Aged 30, Married, 2 Children, NGO Staff, From Delhi
- Man, Aged 30, Married, 2 Children, NGO Staff, From Delhi

Statements

- I feel that I am a valued member of my community (peer groups)
- I eat at least two nutritious and fulfilling meals a day in all seasons.
- I am not expected to do household work (cooking and cleaning) every day.
- I am not expected to do childcare every day.
- I can decide when to see my friends or travel to visit relatives without asking for permission.
- I make decisions about major purchase in my household.
- I have a say in whom I marry and when.
- I can speak in extended family meetings
- My family and I are not vulnerable to natural disasters (floods, heat waves, drought).
- I have leisure time/freedom for my hobbies as and when I wish on my own.
- I am comfortable talking in public and expressing my views.
- I do not face discrimination or stigma when using public services such as public transport, ration shops, hospitals.
- I feel very safe outdoors without the fear of being targeted (verbal or physical abuse, offensive behaviours, harassment).
- I can call my home 'my safe space'.
- I can be out of home till late in the night.
- I have access to micro credit.
- I get paid at least the official minimum wage.
- I have access to public information like schemes from the government.
- I can study in educational institutions of my preference.
- I am free to wear what I like.



Tool 9

Adapted from the Flanders Interaction Analysis

Objectives

This tool is an observation exercise that will help the participants to understand the level of participation of women in meetings and plan on improving the participation from tokenism to decision making



Time Required

Duration of the meeting followed by up to one hour for analysis



Material needed

Paper, pens, index cards



Who is this for?

Project team members

Anyone who wants to improve women's participation in decision making, at all levels

Activity

Attend a meeting as an observer. As far as possible, try not to take on any other role in that meeting. Observe and note down the following.

- Where is the meeting being held? Is it a space where all women are comfortable attending?
- What is the purpose of the meeting?
- How many women and men are in the meeting? Get attendance numbers for women and men separately or count them yourself. An approximation is sufficient.
- What is the seating pattern for the meeting? Where are the women sitting? Near the leadership or away from them? At the front or at the back? On the chair or on the floor? On the carpet/mat/jalam or not?
- How many persons speak during the meeting? Of these, how many were women? (Use a symbol for women and another for men. Each time someone speaks, mark the symbol on a card or a separate piece of paper.)
- Are the women allowed to speak without interruptions? Note each time someone interrupts a woman. Are they women or men?
- On what topics do the women speak? List the topics.
- How many women introduce a topic during the meeting?
- If decisions are taken during the meeting, who declares the decision? Are they women or men?

- Who raises objections or disagreements during the meeting? How many women and men?
- How many jokes are made about women during the meeting? Who makes them? Are they women or men?
- How many children below the age of 5 (approximately) are brought by their mothers and who looks after them during the meeting?
- If tea or snacks are served, do all the women get served? Do they get served at the end or along with others? Who is serving women or men?

After the meeting, analyse the observations by yourself. Share the results with your team and prepare a plan of action on improving each parameter that you have observed.

For e.g., if you find that women are constantly being interrupted, form a group of allies who will ensure that in the next meeting, interruptions are reduced. This will then boost the courage of women to speak in meetings.



Special tip for facilitator

- Try not to get into topic of the meeting or your views during the analysis.



Tool 10

Gender Budgeting at Panchayat level

Objectives

This exercise will support the project team in demonstrating a Gender Budget to the Panchayat and further act as a catalyst for other Panchayats in the district and beyond to prepare their own. The project team could prepare one Gender Budget for each district as a pilot.



Time Required

This exercise will be spread over three months



Material needed

Panchayat budget for the current year



Who is this for?

ERADA team members

Panchayat members –
Both women and men

Activity

- Obtain a copy of the budget for an active Panchayat in your area of work.
- Analyse it with your team and make suggestions to make it gender transformative i.e., which enables changes made to women's and men's roles, changes stereotypes and changes social norms
- If possible, use some of the above listed tools with Panchayat members and officials, women and men separately.
- Then, once a rapport is built with the Panchayat members and officials, introduce the **Gender Transformative** Budget to them in a formal meeting.
- Follow through with them till at least some of the budget items are approved by the Panchayat.
- Optional step is this could be presented to block level and district level officials as well.

[illegible]



Tool 11

Build capacities of Panchayat members and officials

Especially women to carry out their duties confidently, particularly with regards to MGNREGA

Objectives

This exercise will enable all the Panchayat members and officials to understand their duties and responsibilities in detail. It will help them to understand the gamut of activities available under the MGNREGA scheme and how best to implement it in their Panchayat. Women members and officials will be given a second round of training and sessions on self-confidence and leadership.



Time Required

There will be 5 sessions of 2 hours each



Material needed

Competent training persons,
training facility



Who is this for?

Panchayat members and officials –
Both women and men

Activity

- Request permission from the Sarpanch to provide training to all the members and officials.
- Conduct one training programme for all Panchayat members and officials on their roles, duties and responsibilities.
- Follow up with one more session on the provisions of MGNREGA and how it can be used in their Panchayat.
- At the end of the session, get each Panchayat member to commit to one output each during their term.
- Conduct a second round of training on the same topics for the women members and officials so that they can raise questions, doubts, etc.
- Conduct a training programme on self-confidence and leadership with the women members and officials.
- If possible, conduct a follow-up session with the women members and officials after three months.



Tool 12

Training SHG women members in using an Android phone

Objectives

The digital divide disempowers women further. While some women have access to a mobile phone in their family, most do not control when and for how long they can use the phone. Further, they are not aware of how they can use the mobile phone to access information that can help them increase their incomes from livelihoods, whether it be agriculture, horticulture or business.



Time Required

2 or 3 sessions of 2 hours each



Material needed

1 Android phone per 2 or 3 participants with data connectivity



Who is this for?

Women community members

Women SHG members

Women Panchayat members and officials

Activity

- Create course material based on the context - crops grown, businesses that women own, etc. Identify information available online that will help the women to increase their incomes; e.g., weather data, inputs from nearest Krishi Vigyan Kendras (KVK), prices at the nearest mandi, how to source raw materials, latest embroidery designs, how-to videos, etc.
- **In session 1**, explain to the participants about the Web, information available, possible online fraud, etc. Ask the participants to come back for **Session 2** after having browsed the Web and share a few websites that they found useful.
- **Session 2** should be a sharing amongst the participants and helping them with any doubts or questions.
- **Session 3** should be conducted after 2 or 3 months as a refresher course.
- Meanwhile, the SHG should be encouraged to create a loan product for buying Android phones for women.



[illegible]



Tool 13

Assets in women's names

Objectives

Ensuring that women have assets in their name, gives them greater access and control over resources. They could then be members of FPOs, access institutional credit, etc.



Time Required

6 to 8 months



Material needed

Work in campaign mode



Who is this for?

Women community members

Activity

- Understand the legal requirements for assets such as land, house, vehicle, etc. to be jointly owned by women or transferred in women's names, in your context.
- Create a campaign for your district to encourage assets to be jointly owned.
- Through a cadre of volunteers, provide support to those who are willing to add the name of a woman on to their asset ownership papers.



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Notes

This image shows a full page of a worksheet designed for handwriting practice. It features 20 evenly spaced, horizontal dashed lines across the entire width of the page. The background is plain white, and there are no margins, text, or other markings present.

Handwriting practice lines consisting of 20 sets of three horizontal dashed lines.



ERADA

Enhancing Rural Resilience through
appropriate Development Actions

FOR A **GOLDEN** TOMORROW

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