

CIVIL 20 (C20) WORKING GROUP | INDIA 2023



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Message from the Chair

“There is a man in the unconscious of a woman, and a woman in the unconscious of a man. This truth dawned in the meditation of the great saints and seers aeons ago. This is what the Ardhanārīśvara (God as half-male and half-female) concept in the Hindu faith signifies.

When there are values, love is given the primary place. In such relationships, there is no separateness; there is only one. This is embodied in this Śiva-Śakti form Ardhanārīśvara.

The principle of the ātmā (True Self) is the same in man and woman because the ātmā is nondual. Thus From a spiritual perspective, men and women are equal. They are two aspects of the one Self.

Whether you are a woman or a man, your real humanity will come to light only when the feminine and masculine qualities within you are balanced.”

-Hon'ble Chair C20 2023

Mata Amritanandamayi Devi (AMMA)



INTRODUCTION

Within Civil20, the **Gender Equality and Women's Empowerment Working Group** (“GEWE”, formerly known as Gender Equality & Disability) is committed to holistically examining and addressing the multifaceted dimensions of inequalities and disadvantages experienced by people of all genders. We reflect the global commitment to ensure gender equality, and recognise that this is a cross-cutting issue that affects all aspects of sustainable development. In doing so, the GEWE Working Group intends to reinforce an approach to equality and development through an understanding that mutual respect and compassion, regardless of gender, are to be at the core of global governance for societies and the planet to flourish sustainably.

Through this lens, the GEWE Working Group's focus has been centred on six interconnected sub-themes that approach gender equality from the perspectives of: Education & Skills, Economic Empowerment & Sustainable Livelihoods, Social-Cultural Implications including Engaging Men and Boys toward Gender Equality, Safety & Security, Environmental & Disasters, and Physical & Mental Health. Furthermore, plausible policy pathways, promising practices, and institutional mechanisms will be highlighted to enhance capacities

and resources and mainstream equity and inclusion across sectors.

After months of consultations with thousands of CSOs worldwide, our Working Group successfully held an International Summit on April 22-23, 2023. The Summit was a great success, where CSOs from around the world came together to deliberate on the proposed policy recommendations, condensed them into a short-list of the most critical policies, and then democratically selected the top recommendations to be submitted to the G20. Senior, global experts in each of the six interconnected sub-themes

supported the CSO dialogues and offered their wisdom in a series of panel and keynote talks. Key recommendations and Udaaharans were announced. Among the most exciting achievements was the establishment of a separate Working Group — focusing specifically and exclusively on Disability, while our Working Group's identity shifted to Gender Equality and Women's Empowerment.

The resultant Policy Pack (forthcoming) on the theme of Gender Equality and Women's Empowerment captures the outcomes of this Summit and

reflects the most urgent and critical policies for the G20 leadership to consider.

Following the Summit, our Working Group organised outreach events, including outside of India and awareness campaigns, focusing on advocacy and implementation of the policy pack.

Overall, a total of 60 Policy Dialogues, Side Events, Chaupal and Samajhshala have been organised by the GEWE WG from January until July 2023, with a total of 15,108 participants (12,731 participants offline and 2,377 participants online) from 73 countries. The GEWE Working Group also organised mass outreach campaigns (Jan Bhagidari) to raise awareness

about women's empowerment and gender equality, called the One Million Lights Campaign and Gender Equality Pledge. Under these campaigns, outreach activities have been conducted in more than 1,227 locations, with more than 6 lakhs total participants.

The following is a deep dive into the effort made by the GEWE Working Group, divided up by subtheme. Themes are explored conceptually, making a case for why it is vital to focus on in the context of gender equality and women's empowerment. This is followed by an overview of each of the events held during the C20 GEWE process under that subtheme - policy dialogues, side events, and outreach. We then include

the final policy recommendations that were put forth at the GEWE Summit at Bhubaneswar, Odisha, in April 2023. These policy recommendations were democratically voted upon and the top recommendation from each theme was then finalised and submitted to be included in the final C20 Communique to the G20 Leadership.

In addition to the policy recommendations, throughout the process of consulting with global CSOs, we came across several insights that, while not direct policy recommendations, provide valuable information that can inform policy and programme implementation, as well as guide future C20 efforts.



Further, a unique initiative of C20 India has been to gather “Udaaharans,” which are best practices or examples of successful interventions from CSOs at the grassroots level, to be shared and showcased so as to inspire others and to potentially be scaled up or replicated in other countries. And finally, because of the limited space available for the final policy recommendations, we offered participating CSOs the opportunity to write short white papers on specific issues they felt were important to be made publicly available. The following are the submissions we received.





ECONOMIC EMPOWERMENT & SUSTAINABLE LIVELIHOODS

INTRODUCTION

The economic disempowerment of women is estimated to cause losses ranging from 10% of GDP in developed nations to more than 30% in South Asia, the Middle East, and North Africa. 72% of the global population of working-age men are engaged in the labour force. In contrast, only 47% of women are a 25-point difference. The GEWE WG calls upon the G20 in 2023 to not only reaffirm the commitment to increase women's participation in the labour force by over 100 million women by 2025, but to take action on multiple intersecting constraints that impede women's full realisation of the right to work. These include time poverty, balancing work and family life as women struggle to fulfil reproductive and productive roles given current work and employment requirements, and manifest in women's financial insecurity, economic violence, the gender pay gap, socio-cultural and accessibility barriers to work opportunities, hiring discrimination, the global care chain, and ensuring safety at the workplace.

EVENTS

6th March: 6-8 PM (IST);

Webinar - Policy Dialogue

Organised by C20 GED WG

WOMEN'S ENTREPRENEURSHIP ECOSYSTEMS

(Subtheme: Economic Empowerment and Sustainable Livelihoods)

123 participants from 12 countries: India, Pakistan, France, Slovenia, Australia, France, USA, Lebanon, Germany, Russia, Bangladesh, Austria. Presentations were given that served to capture the most important and pressing needs related to inclusive entrepreneurship, economic development, and gender equality— as well as strategic policy recommendations and potential contributions of CSOs to the overall process. Participants highlighted a range of areas requiring urgent attention: women's access to use and ownership of land; access to capital formation; engaging men and boys in advancing gender equality; and keeping up awareness campaigns until gender equality is the "new normal."

G20 INDIA 2023
#YouAreTheLight
c20.amma.org/ged

GENDER EQUALITY & DISABILITY

Policy Dialogue on Women's Entrepreneurship Ecosystems
March 6th, 6:30 pm IST

Thematic Engagement on:

- Challenges with women's entrepreneurship and self-employment
- Integrated ecosystem: Skill training, support systems, and financial services for inclusive entrepreneurship

Working Group Coordinators

Bhavani Rao R.
India Co-ordinator

Meg Jones
International Coordinator

Nidhi Goyal
India Co-ordinator

Invited Talks

Zubaida Bai
President and CEO
Grameen Foundation

H.E. Violeta Bulc
G100 Global Chair
Former Deputy PM, Slovenia
Former EU Commissioner

Register at
amrita.link/WEDialogue

AMRITA
AMRITA INSTITUTE FOR WOMEN'S EMPOWERMENT

¹<https://www.imf.org/en/Publications/fandd/issues/2019/03/closing-the-gender-gap-dabla>

²<https://www.ilo.org/infostories/en-GB/Stories/Employment/barriers-women#global-gap>

12th April, 2023: 4-6 PM (IST);

Webinar - Policy Dialogue

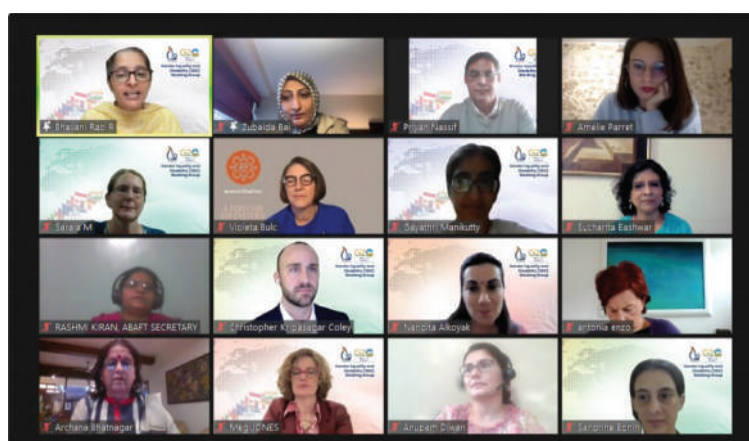
Organised by C20 GED WG

TOWARDS A MORE INCLUSIVE WORLD OF WORK THROUGH SUPPORTIVE ECOSYSTEMS

(**Subtheme:** Economic Empowerment and Sustainable Livelihoods)

77 attendees from 12 countries (Australia, Costa Rica, France, India, Indonesia, Jamaica, Kenya, Oman, South Africa, Switzerland, United States and Ukraine); Six esteemed panellists shared their wisdom during the event, representing India, Indonesia, Jamaica, and Turkey

This meeting focused on the most important implementation strategies needed to ensure new policies are made the most effective. Policies must be designed and then implemented in such a way that women have a fair



Webinar on Women's Entrepreneurship Ecosystems

chance at contributing to, and benefitting from, global prosperity and sustainable development. There needs to be increasing awareness of existing policies, followed by improving the infrastructural access to women for government benefits. There is a need for a continuum from awareness, to capacity building, to access and utilisation. We must be open to have a dialogue, embrace and recognise diverse views to remember that many policy-makers still have “gender-blind spots” that must be corrected.

18 April, 2023: 4.30 - 6.30 PM (IST)

E-conclave - Side Event

Organised by Save the Children, India, in collaboration with C20 GED WG

ADOLESCENT GIRLS E-CONCLAVE

(**Sub theme:** Various)

79 participants from South Africa, UK, USA, Indonesia, Nigeria and India

Discussions focused on how social and gender norms restrict a girl's upward mobility and the importance of parents, communities and governments to work for ensuring adolescents and young women participation in the matters relating to them, decision making, access to services and information sharing.

21st April, 2023: 10 AM - 4 PM (IST)

Bhubaneswar, Odisha - Side Event

Organised by Sightsavers of India in collaboration with C20 GED WG

ECONOMIC EMPOWERMENT AND SUSTAINABLE LIVELIHOODS FOR PEOPLE WITH DISABILITIES

(**Subtheme:** Disability)

54 participants from India, USA, Senegal, including the six panel speakers

Meeting summarised 18 recommendations to promote

economic empowerment for people with disabilities. Topics included equal access to opportunities for education, business development, health care, research, disaggregated disability data, and government programs.



13th July 2023: 6 PM - 8 PM (IST)

Organised by M.A. Math Charitable Trust Kenya in collaboration with C20 WEGE WG - Side Event

PANEL DISCUSSION - FROM INTENTION TO ACTION: WOMEN LEADING THE WAY TOWARDS ECONOMIC EMPOWERMENT

Under the motto From intention to action: women

leading the way towards economic empowerment, a panel discussion with distinguished guests took place on the 13th of July 2023 at the Trademark Hotel in Nairobi, Kenya. The event was attended by many participants, including UNESCO Chairs on Gender Equality, Dr. Winnie Mitullah, UNESCO Chair in Women and Community Health, and Dr Marleen Temmerman, UNESCO Chair on Youth Leadership in Science, Health, Gender and Education, Aga Khan University And civil society organisations. The discussions focused on concrete ways to implement and advocate for the policy recommendations identified by the GEWE group, especially in the local context.

POLICY RECOMMENDATIONS

- **Implement the “G20 Roadmap Towards and Beyond the Brisbane Goal”**

Implement the G20 Roadmap Towards and Beyond the Brisbane Goal. Incentivize and enforce employment and regulations that are gender-sensitive and inclusive of all genders and persons with disabilities for organised and unorganised sectors to, for example, ensure equal pay for work of equal value, invest in workforce skill building for future of work, workplace design and safety, and social security, and the provision of childcare and caregiving.

- **Dedicated tracking & enforcing body**

Adopt/expand participatory gender-responsive budgeting to include auditing and providing gender sensitization literacy training to all stakeholders to improve accountability and transparency, participatory mechanisms, and the quality/quantity of gender-disaggregated data at a decentralised level.

Establish a dedicated participatory body to track and enforce all gender-inclusive economic policies across the G20. This body should regularly report and present annual progress achieved and challenges faced in implementation. This can help ensure that gender-inclusive policies are effectively implemented and evaluated.

- **Green/Blue Rural Economy Skill/Jobs**

Recognize, strengthen, and manage blue and green economies through the promotion of women's access and representation in decision-making, skill development, natural resource management, sustainable livelihoods, and entrepreneurship development, including access to emerging and latest technologies, and social protections, for rural and urban populations and vulnerable communities, promoting knowledge of indigenous knowledge and communities, including delivery to the last mile.

INSIGHTS

- It is well recognised and documented that many of the G20 countries poorly integrate gender perspectives into budgeting. However, CSOs who participated in the economic empowerment breakout sessions at the GED Summit in Odisha, largely from the Indian context, demonstrated knowledge and understanding of gender-responsive policy and budgeting using various applications for gender-responsive budgeting. The implication from the discussion was that gender-responsive budgeting is a concept that is fairly integrated and practised among Indian-based CSOs and needs to be adopted in other G20 countries.
- India already has a policy that mandates companies ensure 3% of all procurements are from women-

led enterprises. However, many G20 countries do not have such mandates. Furthermore, India's procurement from women-led enterprise policies are not being fully implemented or enforced. The CSOs felt that applying more pressure and raising the percentage (even if unrealistic) would help increase women-led enterprise procurement levels.

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UDAAHARANS

1. Name of Project

WOMEN EMPOWERMENT

Project Description : This project aims to promote financial strength and inculcate saving and banking habits among girls. According to Mahatma Gandhi, a nation's development depends on women empowerment. Today we are facing a question whether equal opportunities and equalities are being given to women. Women and men are the two sides of a coin, still they are looking at them from different perspectives. We have conducted a plethora of activities to promote gender equality and women empowerment. This project focuses on how women enjoy equal rights and respect, as well as equal opportunities and treatment.

How many years has the project been running?

2

Main outcomes

Helped to boost social and economic status among women

Number of beneficiaries since start

14 students

Number of beneficiaries this year

20 students

Where was the project replicated?

Nedumangad

Where is the lead CSO's headquarters?

New Delhi

Awards, distinctions, sign of recognition for the project

Recognition from yuvajana commission

2. Name of Project

MARKET ORIENTED VALUE ENHANCEMENT (MOVE)

Project Description : Market Oriented Livelihood Enhancement (MOVE) is a practical, replicable,



adaptable, and profitable approach to improving livelihoods. A key achievement and innovation in the field of livelihoods, the MOVE approach, over the last 20 years, has equipped landless, asset-poor, and often semi-literate or illiterate populations with the skills and knowledge to develop income-generating activities (IGA) with market knowledge as the driving force.

MOVE is a gamified desi-MBA that transmits business concepts through experiential learning and has created many viable small businesses with rural women, quarry workers, urban and rural youth, farmers, HIV-positive people, gender sexual minority community members, male and female sex workers, among others.

Most traditional livelihood programmes focus on skills and available resources and not on markets. When participants have a product or service ready to sell, they find there is insufficient demand, or they have prematurely invested in equipment and materials resulting in more debt. Some have undergone intensive skills training on products with no market and do not know how to shift or add value to products or services with higher demand and returns. The MOVE approach tries to negate this by

creating viable enterprises based on actual market demand, reducing the risk of failure.

How many years has the project been running?

2002 (20 years)

Main outcomes :

- Approximately 150 SHGs trained
- 1730 participants credit linked
- Around 764 businesses generated
- 75 trainers created in past projects
- 3 master trainers currently working with us
- Multiple livelihood studies, including that of 711 transgenders in 17 districts in Karnataka
- Projected incomes for participants from businesses are expected to be 10 lakhs a month or 1 crore a year

Number of beneficiaries since start

1730 trained and credit linked and 764 businesses created

Number of beneficiaries this year

90 to be trained and credit linked and 30 businesses to be created

Lead CSO/NGO/Non-profit

Best Practices Foundation

Where was the project replicated?

Karnataka and West Bengal states

Where is the lead CSO's headquarters?

Bangalore, Karnataka

Awards, distinctions, sign of recognition for the project

- CSR Times award at the 8th National CSR E-summit, December 2021
- Project Impact award, the Youth Employment Network (YEN)- a partnership of United Nations, International Labour Organization, and World Bank, 2013.

3. Name of Project:

ART FOR LIFE

Project Description : Art for Life (AFL) is an initiative of Contact Base for socio economic empowerment of women by professionalising their traditional skills in art and craft. The model has been used to develop creative enterprises led by women and also empower women folk musicians and folk dancers to earn from their artistic talent. AFL promotes village, artist and art together, both individually and collectively, so that each when strengthened can work towards accrediting pride, recognition and visibility to the others. Thus, adhering to AFL methodology not only improves prospects of cultural practitioners and their aesthetic pursuits by enabling safeguarding and transmission of otherwise dying heritage components, but also develops village or the in-situ space as cultural destinations, so that local community members can serve to be the nucleus of local tourism development. This tripartite focus makes AFL a catalytic methodology in paving the path for inclusive tourism, which makes local communities' active stakeholders in the process of tourism development.

How many years has the project been running?

Since 2005

Main outcomes

AFL has led to improvement in traditional skill base, ability to innovate and market cultural products resulting in improved socio-economic status of women. This has led to improved mobility of women, reduction in GBV, improved education of children, improved health and sanitation in the intervened villages and general enhancement in the quality of life and living standards and conditions. Village festivals celebrating the local intangible cultural heritage are conducted annually, which have been catalytic in accrediting visibility to the practised rural locale, cultural traditions and the practitioners. The festivals over the years have attracted huge tourist footfalls,



thereby accrediting pride and recognition to the tradition bearers. Unsafe migration has reduced.

Number of beneficiaries since start

30000+ women

Number of beneficiaries this year

30000+

Lead CSO/NGO/Non-profit

Contact Base

Where was the project replicated?

Bihar, Rajasthan

Where is the lead CSO's headquarters?

Kolkata

Awards, distinctions, sign of recognition for the project

2010 UNWOMEN MasterCard Award, 2011 Bihar Innovation Forum Award in non farm sector, 2019 Jeonju Award for Safeguarding Intangible Cultural Heritage

4. Name of Project

MAANUSHI FOR EARTH

Project Description : Maanushi for Earth is a rural incubator that supports sustainable entrepreneurship ventures. We organise, train, and equip women with the required skill set and technologies to launch and sustain their businesses. To implement the same, we launched an E-Commerce website for them to sell their products and provide marketing support. As an incubator, Maanushi for Earth hopes to reach women who do not have access to the economic and social

capital that is required to start a business.

How many years has the project been running?

1

Main outcomes

- Economic independence to rural women through technological intervention
- Decent work environment for women
- Eco-friendly and sustainable business ventures
- Empowering women to initiate climate action by building agency

Number of beneficiaries since start

5

Number of beneficiaries this year

12

Lead CSO/NGO/Non-profit

Maanushi Foundation

Where is the lead CSO's headquarters?

Kumily, Idukki, Kerala

Awards, distinctions, sign of recognition for the project

- Global Changemaker Fellowship: Member of Haq over Stigma Cohort - Featured on VikalpSangam (Pioneers in alternative development initiatives)
- Mentor at Youth Connect Innovation Lab, South Africa:
- Documentary on our project done by Marian College Kuttikkanam



5. Name of Project

PROJECT SANKALP

Project Description : This is a longitudinal program to enable small and medium-sized women-led businesses in various areas of India. Empower Foundation trains, supports, and assists aspiring and budding women entrepreneurs, to make them self-sustainable, economically independent, and thereby, access to better facilities for themselves and their families. In 2021, Empower Foundation initiated Project Sankalp in Sayli Gram Panchayat, in four 'padas' (hamlets) in Silvassa.

The rural population mainly consists of marginalised communities. Some of them also have small farm holdings, and this provides a marginal supplement to their meagre incomes. Levels of education are low, with little or no literacy and numeracy skills. In 2020, the NGO initiated a literacy programme, 'Badlaav' in the region, and this led to the next project-community entrepreneurship. While Project Sankalp had so far supported individual women entrepreneurs, the need in Silvassa was for community-level entrepreneurship to enable livelihood opportunities. Financial independence is the key enabler for empowering women. The need to develop an enabling and sustainable ecosystem for self-reliance in marginalised communities in various locations across the country is recognised by the local government bodies and other stakeholders. This research project in particular, will explore how the concept of triple helix, quadruple helix, or quintuple helix models can be applied to innovation and the development of a grassroots-level entrepreneurial ecosystem through collaboration among universities, industry, government, NGOs, and other agencies.

How many years has the project been running?

2

Main outcomes

The main outcomes are as follows:

1. Socio-economic: The formation of self-help groups has given the women a sense of identity and belonging, and the discipline of regular savings and engagement with the bank have led to greater confidence.
2. Early steps for entrepreneurship: One group has begun reselling menstrual hygiene products. The training, interaction with the sales community and customers have helped them experience the freedom that comes with having their own income, however small.
3. The group has discovered a market for other

products and is now ready to take training for product development for various items.

Number of beneficiaries since start

15

Number of beneficiaries this year

60

Lead CSO/NGO/Non-profit

Empower Foundation

Where was the project replicated?

Silvassa, Khadi Pada, Kinri Pada and Dungar Pada

Where is the lead CSO's headquarters?

New Delhi

Awards, distinctions, sign of recognition for the project

The local government has appreciated the efforts and has extended complete support.

6. Name of Project

IZHAAR



Project Description : "Izhaar" is an annual fundraiser initiative by GirlUp Adhikaar that aims to provide a platform for local artists to showcase their talent and help raise funds for the club's activities. The project is designed to promote economic empowerment, educational support, sustainable livelihoods, and overall skill development in the local community in Nagpur.

The project includes organising an annual event where local artists, including singers, dancers, poets, and other performers, are invited to perform. The event is open to the public and attracts a diverse audience, including students, professionals, and local community members.

The funds raised from “Izhaar” support various club activities that promote skill development, education, and sustainable livelihoods in the local community. These activities include organising skill development workshops, providing educational support to underprivileged children, and promoting sustainable livelihoods in the local community.

The project's success depends on the GirlUp Adhikaar team's dedication and the local community's support. The event provides a platform for local artists to showcase their talent and gain exposure while helping raise funds for a worthy cause.

Overall, “Izhaar” is an excellent example of how local communities can unite to support a worthy cause and promote talent and skill development. The project has successfully promoted economic empowerment, educational support, sustainable livelihoods, and overall skill development in the local community in Nagpur.

How many years has the project been running?

2 years

Main outcomes

- The primary outcomes of “Izhaar” by GirlUp Adhikaar are as follows:
- We provide a platform for local artists to showcase their talent and gain exposure.
- We are raising funds to support various club activities that promote economic empowerment, educational support, sustainable livelihoods, and overall skill development in the local community.
- We are encouraging community involvement and support for a worthy cause.
- We are creating awareness about the importance of skill development, education, and sustainable livelihoods in the local community.
- We promote inclusivity and diversity in the local community through cultural exchange and exposure to various art forms.

Number of beneficiaries since start

2

Number of beneficiaries this year

3

Lead CSO/NGO/Non-profit

Girl Up India

Where was the project replicated?

Nagpur

Where is the lead CSO's headquarters?

Nagpur

7. Name of Project

THE CONSUMER AWARENESS AND FINANCIAL EMPOWERMENT (CAFE) INITIATIVE

Project Description : Good Return is a not-for-profit working across the Asia Pacific region working in 10 different countries. We enable women and their families to access opportunity and build financial security, working with local stakeholders and regional partners to determine and find solutions to their greatest needs.

Our Consumer Awareness and Financial Empowerment (CAFE) Initiative is an innovative financial education program for people - particularly women and those living with a disability - in disadvantaged communities. Focused on behavioural change, CAFE helps learners make good financial choices so they can plan for the future and take control of their money.

Good Return designs creative and engaging courses, activities, interactive exercises, and take-home challenges to develop a learner's financial capability and confidence. Our curriculum is tailored to local cultural settings and different levels of literacy.

In partnership with Chamroeun Microfinance, Good Return adapted its Cambodian financial literacy curriculum and materials to be accessible to people with disabilities and recruited coaches from five disability organisations. We trained the coaches to deliver coaching to people with different types of impairment, and engaged with local community leaders to encourage people with disabilities to join the program. We have also developed resources to help financial institutions make their physical buildings and services more accessible.

Together with our partners, we deliver much of this training face-to-face. From remote mountainous regions in Nepal to tiny island communities in the Solomon Islands, our team travels far and wide to engage with learners.

How many years has the project been running?

Started in July 2015, approximately 8 years.

Number of beneficiaries since start

50000

Lead CSO/NGO/Non-profit

World Education Australia Limited (Good Return)

Where was the project replicated?

Nepal, Indonesia, Solomon Islands

Where is the lead CSO's headquarters?

Sydney

Awards, distinctions, sign of recognition for the project

We have official support from the Australian Government (the Australian Aid DFAT ANCP program) and Accenture Australia.

8. Name of Project

RED BAG CAMPAIGN FOR GENDER EQUALITY



Project Description : In Latin America, the gender pay gap is largest for the population with the highest education levels, and in Argentina, the gender pay gap is up to 30% less than men's earnings on equal work conditions, that's why we decided to work on this and develop this project. As the gender pay gap is a complex issue with many causes often interrelated, we decided to develop a series of events that involved community engagement because community engagement is a powerful tool in bringing out positive, social, and community change. It also included community stakeholders which possess critical experience and knowledge that is needed to inform the development of community-based projects.

The target that we set for the project was the Family because it is a vital component of any society. Supporting and addressing the needs of families continues to be the focus of many policymakers and it's the ideal target for us to make cultural changes. In line with several international bodies, that have strongly advocated for community engagement and community-based efforts for equal pay, this project actively engaged the community in collaborative

research and community capacity building. The objective of these efforts was to combine the knowledge and action of community partners and academics to improve equal opportunities and reduce disparities.

How many years has the project been running?

Since 2012 we were working on this issue at different levels (local, national)

Main outcomes

Raising awareness on equal pay: we reached this objective with the implementation of an official Equal Pay Day in Buenos Aires and actions around the gender gap in the community. Influencing policy action: We worked very hard with politicians generating a National Law on Equal Pay Stimulating debate, new thinking and informing about Equal Pay: we could disseminate specific communications, materials, and fact sheets on the principle of equal pay in public schools, trade unions, ombudsman office and congress. Convening & Networking: We build a solid network of women and engaged stakeholders to exchange good practices and address the consequences of the gender pay gap by creating a gender ecosystem.

Number of beneficiaries since start

ATTENDEES : 178,214,1440,189

Number of beneficiaries this year

This year the campaign will be on April 22.

Lead CSO/NGO/Non-profit

Suma Veritas Foundation

Where was the project replicated?

In two provinces Tucuman & La Rioja

Where is the lead CSO's headquarters?

Buenos Aires

Awards, distinctions, sign of recognition for the project

We received a Diploma from the Senate of the Nation for the Equal Pay Day Law and our work with the Senator

9. Name of Project

INTERNATIONAL MENTORING PROGRAM

Project Description : Our high impact structured International Mentoring Program helps rural girls ideate what they want to become in life. The initiative strives to bring a 'Parivartan' change in the lives of high school and college girl students in rural Chhattisgarh by shining a positive influence, offering opportunities needed to build personal and professional



Dr. Abha Rishi
CEO ATAL Incubation Centre;
Chairperson Centre for
Innovation & Entrepreneurship
Development, BIMTECH
Noida, India



Anuradha Thakur
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Artist - Tribal
Traditions,
Ahmednagar, India



Anupam Diwan
Founder & President -
Astitva Foundation,
Chhattisgarh, India;
Vice-President - Mitsubishi
UFJ Financial Group,
Saint Louis, USA



Dr. Brinda. V
Outstanding Scientist &
Director, Directorate of
Safety Reliability and
Quality, ISRO (Indian Space
Research Organisation)
Bengaluru, India



Dr. Bhavani Rao
Dean-School of Social &
Behavioural Sciences, Amrita
Vishwa Vidyapeetham,
UNESCO Chair, Gender
Equality & Women's
Empowerment
Kerala, India



Dr. Rashmi Singh, IAS
Commissioner,
State Taxes
Jammu & Kashmir
India



Dr. Sheffali Gulati
Program Director, DM
Pediatric Neurology Program,
Chief, Pediatric Neurology
Division - Department of
Pediatrics, AIIMS, New Delhi;
President- Association of
Child Neurology, India



Dr. Susmita Sahoo
Associate Professor of
Medicine - Cardiology,
Icahn School of
Medicine Mount Sinai,
New York, USA



development. The initiative democratically selects 30 girls every year from rural areas and provides them –

1. Mentoring makes a huge difference in the lives of rural girls to become the champions of change in their communities leading to social and economic transformation thereby strengthening our rural communities.
2. An ecosystem to propel skills development among rural women from low-income communities to augment gender equality, promote financial inclusion, foster women entrepreneurship and inclusive economic growth in women led micro-business.
3. A platform to be financially independent using the 'Upskilling to Self-reliance' model towards rural micro-entrepreneurship. The model has a formal structure comprising 6 components and a platform called 'Astitva Grameen Hastshilp'.
4. Learning from successful women leaders from across the world who have scaled their professional and societal boundaries and propelled their careers with hard work, tenacity, and unrelenting commitment to making a difference.
5. Unleashing the potential of rural women by

applying key skills and core competencies in the workforce. This phase is geared towards developing new abilities and growth targets for the girls to discover their true potential.

6. A culture of mentorship is fostered in rural areas that focuses on building an inclusive culture centred on learning and growth.

How many years has the project been running?

5 years but more formally since we went digital in 2021

Main outcomes

60% of the girls that graduate from our NGOs structured mentoring program have gone on to build a career path, while 90% of them are on the course to cementing their own identity. The program is a huge success. A primary reason is because they can utilise the internet and technology to connect with multiple work streams of our mentoring program sitting at their homes in remote villages of Chhattisgarh where bullock carts are used even today.

Lead CSO/NGO/Non-profit

Astitva Women Education & Empowerment Foundation

Where is the lead CSO's headquarters?

Raipur Chhattisgarh, India

Awards, distinctions, sign of recognition for the project

We achieve distinction when the mentees carve out their own identities in life:1) International mentoring program for girls,Chattisgarh (2022),Mentees award,2)Haribhoomi press article3)Chronicle press article

10. Name of Project:

WOMEN AND GIRLS EMPOWERED (INCLUDED MALE ENGAGEMENT)

Project Description : The Women Entrepreneurs in Northern Ghana Gain Access to Integrated Services through Agent Networks (WE GAIN) program is a new strategic initiative of the Women and Girls Empowered (WAGE) consortium led by Grameen with support from ABA ROLI. WE GAIN will build the capacity of three local CSOs (RISE Ghana, Ghana Development Community Association, and HealthKeepers Network) to deliver an integrated, market-based, high-impact package of financial and non-financial information, products, services, and referrals (Digital Financial Services plus (DFS+)) via

existing CSO agent networks and MTN's mobile money platform. Over the course of two years, WE GAIN will increase the sustainable access of women entrepreneurs in northern Ghana to a range of financial, health, GBV and other critical services they need to achieve personal and business growth and resilience.

How many years has the project been running?
2 years

Main outcomes

If trusted female CSO agents are effectively supported to become DFS+ agents AND are able to sustainably deliver an integrated package of financial, business, health, and GBV services to underserved women entrepreneurs in northern Ghana through market-based incentives, THEN women in northern Ghana will be empowered to start and grow successful businesses.

Number of beneficiaries since start
36,517

Lead CSO/NGO/Non-profit
Grameen Foundation

Where is the lead CSO's headquarters?
USA

11. Name of Project

GROWING LIVELIHOOD OPPORTUNITIES FOR WOMEN (GLOW)

Project Description : GLOW or Growing Livelihood Opportunities for Women aims to place 1 million plus women from low-income households



into high-growth industries by shifting employer mindsets, hiring practices & building capacity through embedding gender equitable practices in high-growth industries including Logistics (Warehousing & Last-Mile delivery) and Flexi-Staffing. In India, women's workforce participation has halved since 2005 and is likely to decline further. While millions of jobs are added by high-growth industries (e-commerce, warehousing) women remain excluded here. This is because employment preferences & economic benefits of hiring women are unknown. The ecosystem lacks capacity & capability to be gender equitable.

GLOW seeks to solve for it by

- Developing, piloting gender-equitable roadmaps: Each consists of 30+ gender-equitable practices co-created with companies, mapped to time and costs
- Documenting, demonstrating business benefits of gender-diversity, for instance, low attrition, less errors, Making the ecosystem more gender-equitable by building capacity of partners like job-portals and frontline recruiters to on-board more women. And, sensitising on conducive policy, for instance, specific job filters for women



Once employment & economic benefits of hiring more women and gender-equitable practices are known, more companies are likely to adopt them leading to a shift in mindsets.

GLOW hopes to build on it by further disseminating research findings, roadmaps & training tools.

companies by ~2,500.

2. Jobs created for women in Logistics and Flexi-staffing industries increased by 5,753
3. Designed 30+ inclusive practices and roadmaps to address challenges in hiring women.
4. Piloted ~14 such practices including hiring women frontline recruiters, targeting single women for last mile delivery roles
5. Developed insights on women's employment preferences, motivations and challenges

Number of beneficiaries since start

5,753 women have been placed in jobs across 3 industries since GLOW started

Number of beneficiaries this year

~3,103 women have been placed in jobs across 3 industries in 2022-23

Lead CSO/NGO/Non-profit

Children's Investment Fund Foundation; FSG Inc

Where was the project replicated?

GLOW has completed its pilot stage successfully and will continue to work with private companies in these industries for embedding gender equitable practices and roadmaps.

Where is the lead CSO's headquarters?

Boston, USA

Awards, distinctions, sign of recognition for the project

NA

12. Name of Project

PEHCHAAN

Project Description : Our women empowerment initiative, Project Pehchaan is a grassroots movement to propel skills development and economic prosperity of rural women through the institution of micro-entrepreneurship towards sustainable living under the umbrella of Astitva Grameen Hastshilp. It provides a seedbed to handicraft production as a cottage industry which is central to generating employment and income in rural areas. We provide a

How many years has the project been running?

~3 years (15 May 2020 to date)

Main outcomes

1. In about one year of running, GLOW helped increase the headcount of women in 18 partner

sustainable support system through the 'Upskilling-to-Self-Reliance' model under this project based on six main components:

1. Women's economic empowerment
2. Provision of capital
3. Market development
4. Mobilising digital technologies
5. Business management support services, and
6. Fostering micro-entrepreneurial dynamism to carving an identity for rural women This sustainable system directly supports the rural women by building the capacity of micro-entrepreneurs and revolutionising economic development and transforming lives at the grassroots level in the state. 'Pehchaan' demonstrates the potential of women as a powerful catalyst for social empowerment and promotion of gender inclusion and equality.

How many years has the project been running?

2 years

Main outcomes

Rural women artisans are producing handcrafted artefacts and selling them with our support. They earned their first income and can pay for their college fees and support their families. Rural women developed skills for livelihood. They became digitally and financially literate. They now have bank accounts, and understand the technological platform to make transactions. They developed soft skills such as confidence, self-esteem, communication, and are the pride of their families.

Number of beneficiaries since start

20

Lead CSO/NGO/Non-profit

Astitva Women Education & Empowerment Foundation

Where is the lead CSO's headquarters?

Raipur, Chhattisgarh

Awards, distinctions, sign of recognition for the project

Establishing an identity and economic empowerment

of rural women is our recognition. We never applied for any other awards.

13. Name of Project:

ABOVNBeyond-LIVELIHOOD UNIT OF MARGINALISED WOMEN

Project Description : ABOVNBeyond is a livelihood unit of Ek Jeevan Hamari Prerana, which supports women to achieve sustainable development, economic growth and women's rights. It gives training to women on innovative products making, provides raw materials to work from homes with a stable buyback strategy. This unit works by considering and respecting women's talent and personal life. AbovNbyond also aims to encourage women lead in social entrepreneurship to influence social changes and economic independence among women belongs urban poor population.

How many years has the project been running?

6 years

Main outcomes

All the women are benefited by a small monthly income through the unit. Reduce gender disparities and violence against women. Increased respect in the family and community.

Number of beneficiaries since start

350

Lead CSO/NGO/Non-profit

Ek Jeevan Hamari Prerana

Where is the lead CSO's headquarters?

Delhi

Awards, distinctions, sign of recognition for the project

Women made products are gifted to The Honourable Health Minister of Mizoram, products introduced during International Condom Day organised by AHF India and Impulse New Delhi. Products are gifted to the Chief Guest on International Women's Day organised by AHF India

14. Name of Project

VOCATIONAL PROGRAM FOR WOMEN WITH DISABILITIES AND MARGINALISED WOMEN

Project Description : SPARC-India started its Vocational Unit to empower women with disabilities (WwDs) and marginalised women as women are often rated as the non-productive member of the family and have numerous liabilities associated with them due to their emotional touch with the family, which are severely unaddressed due to poverty and other societal reasons. Many times they have inherent hobbies which could be the best source of income generation to support their family. The unit thus helps in enhancing and creating the avenues through vocational skill development for employment and developing entrepreneurship skills, thereby, helping them in reducing their dependence on their kin for their financial needs. SPARC-India, through its Vocational Unit, hosts 3 and 6 month Training and Entrepreneurship Program for WwDs and marginalised women to develop better skills in them so that they have more livelihood options. SPARC-India has developed 3 month and 6 month training modules based on latest trends in the area of garment making. The project enhances and creates the avenues through vocational skill development for employment and develop entrepreneurship skills in WwDs, imparts the skill oriented training to the WwDs on garment making and other allied skills for self employment and entrepreneurship development. WwD who complete the training program receive a certificate from a government skill training institute. The performance of the trainees is tracked on a regular basis.

How many years has the project been running?

Two

Main outcomes

- Enhance and create the avenues through vocational skill development for employment and develop entrepreneurship skills in WwDs.
- Up-grade the skills and methodologies of sustainable employment among the WwDs.
- Impart the skills oriented training to the WwDs on garment making and other allied skills for self employment and entrepreneurship development.

³<https://www.weforum.org/reports/global-gender-gap-report-2021/>

⁴Chapter 1.2 sub clause 13, Entrepreneurship in Education: What, Why, When, How (Entrepreneurship

⁵International Trade, transparency and gender equality: The case of PACER Plus, Annex 5

⁶World Economic Forum "Future Of Jobs Report 2020", Chapter 1.4

- To improve the income of WwDs through various self employable activities.
- To increase the urban employment opportunities by providing markets to the WwDs.
- Promote self-employability and employment management for WwDs.

Number of beneficiaries since start

55

Number of beneficiaries this year

13 Women with disabilities and 17 marginalised women

Lead CSO/NGO/Non-profit

School for Potential Advancement and Restoration of Confidence (SPARC)-India

Where was the project replicated?:**Where is the lead CSO's headquarters?**

Lucknow, India

Awards, distinctions, sign of recognition for the project

Overall, SPARC-India has received many recognitions(17 Approx).

women: Services need to include addressing women's and girl's physical mobility comprehensively; provide mandatory health check-ups for adolescents in educational and training institutes; provide mid-day meals for adolescent girls in educational and training institutes; and also the need to prevent and redress Gender Based Violence through case management approach.

4. Building partnership with CSOs: Civil society organisations can play an important role in empowering girls/young women so that they exercise their life choices. CSO's could be actively engaged in capacity building, awareness generation and gender sensitization of children (both boys and girls), parents and caregivers, and grandparents, on gender issues.

Case Study: Save the Children-India, is implementing an integrated adolescent empowerment project titled "Yuva Sashaktikaran – Empowering Youth Collectives in Bihar" in the Gaya, Sitamarhi and Patna districts of Bihar. In the project, one of the outcome areas is largely designed on gender transformative interventions, promoting behavioural change, especially around gender roles and norms, power dynamics, behaviours, beliefs and practices to ensure that adolescent girls access skilling and livelihood opportunities. This is expected to ensure that the benefits of education, skill building programmes and social protection have an impact on adolescents' well-being.

WHITE PAPERS

TITLE: WOMEN'S ECONOMIC EMPOWERMENT VIA EDUCATION

Submitted by: Bal Raksha Bharat (globally known as Save the Children) - India

CHALLENGE

Adolescent girls and women (10-24 years) in India face barriers to their upward mobility, including economic empowerment and sustainable livelihoods. These barriers stem from harmful gender and social norms and also gaps in systems.

POLICY RECOMMENDATION

1. Integrated programme and exclusive policy for Adolescents: Provide a comprehensive programme looking at the life-cycle approach and an exclusive policy involving a participatory approach for adolescents.
2. Gender Equality Sensitization and capacity building: sensitise parents and community and children through age-appropriate Gender Equality curriculum from preschool through university. Include parenting sessions for fathers, mothers and caregivers and capacity building of frontline workers.
3. Quality services to adolescent girls and young

TITLE: FINANCIAL LITERACY

Submitted by: Omkar R. Deshpande, Advocate, BA.LL.B, LL.M., MHRDE

CHALLENGE

While education has long been recognized as a primary and fundamental right for every child, efforts to promote financial literacy have been lacking. Consequently, there is a rise in fraudulent activities and financial mismanagement, underscoring the importance of imparting knowledge about savings and responsible spending for a sustainable future. It is crucial to go beyond providing opportunities and funds to women and ensure they are also equipped with essential banking and savings skills.

POLICY RECOMMENDATIONS:

- A. There is a necessity to introduce a mandatory non-credit subject in schools that covers the fundamentals of banking and savings. This subject would provide students with crucial information and comprehension regarding banking systems and the significance of saving money.
- B. It is essential to establish a standardised syllabus for

this subject, applicable across all state governments and central boards, preferably in vernacular languages. This approach ensures that rural children can comprehend the material effectively.

- C. To facilitate the implementation of financial literacy programs, the government should allocate dedicated funds in collaboration with banks, financial societies, and initiatives by the ministry.
- D. The use of various media platforms such as print, electronic, and radio-television should be employed to raise awareness and conduct literacy programs.
- E. The overall policies regarding sustainable livelihood and financial empowerment primarily focus on recognized sectors such as factories and companies. However, these policies often neglect the unorganised and unrecognised sectors, particularly domestic workers.

TITLE: ECOSYSTEM NEEDED TO CREATE AND SUPPORT WOMEN-LED BUSINESSES

Submitted by: Best Practices Foundation, Bangalore

CHALLENGE

India's economic boom has left behind a large majority of Indians. Jobless growth, especially in rural India, highlights the need for an economic ecosystem to build and support sustainable businesses for women and marginalised groups. The main challenge lies in the lack of such an ecosystem and institutional infrastructure for the poor to start and run businesses. Women do not just need finances to start businesses but require an entire ecosystem to incubate and nurture their businesses. This ecosystem includes skilling, credit linkages, information on pricing, marketing, licences, etc. Plus, the formal business sector has industry associations, like FICCI, and CII, to represent their interests. Similarly, small micro businesses need associations that cater and represent their interests. In order to provide an ecosystem that supports women-run businesses, government policies need to encourage the convergence between financial institutions, government, private sector, and civil society. This convergence would improve access to the support needed for businesses led by women and people with disabilities (PWDs).

POLICY RECOMMENDATION

In order to create an eco-system for potential and fledgling entrepreneurs, the Ministry of Rural Development can upgrade and resource the current infrastructure (e.g., RUDSETIs and civil society) for vocational training

with a contingency fund to:

- Start businesses through incubation
- Provide training, emergency finance, and end-to-end business nurturing services. This would include social support to encourage families, through visits, to support women to start businesses
- Encourage schools to build capacity for the ecosystem - (Manuals developed by BPF and PRADAN can enhance capacities of vocational institutes like RUDSETIs)

BEST PRACTICES

- Enlist incubation services for starting small enterprises- and business nurturing services to handhold businesses (i.e. MOVE, a livelihood incubation innovation from Best Practices Foundation)
- Enlist community interfacing through Cluster Level Federations to build livelihood plans to be integrated into local government plans (PRADAN, the resource agency to NRLM has CLFs to create livelihood plans upon which convergence has taken place)

CONCLUSION

Collaborate with CSOs, for their expertise, to address manpower and bottlenecks within poverty alleviation programs, in order to scale up best practices that create an ecosystem to support women's businesses.

TITLE: GENDER SPECIFIC BARRIERS TO BUSINESS WORLD

Submitted by: Values 20

(The Global Education and Leadership Foundation)

CHALLENGE

- Gender-specific barriers to entry in the workforce: Future gender gaps may be driven by occupation segregation through conventional entry restrictions (such as 21st century employability skills) in emerging roles, as the roles with lower female representation tend to have higher remuneration. Additionally, research indicates that jobs commonly held by low-to middle-income women are at a higher risk of being lost to automation.
- The alienation of women in the entrepreneurial ecosystem, resulting from the persistence of outdated perceptions of entrepreneurs in education systems worldwide.

POLICY RECOMMENDATION

- Policy Recommendation: The G20 Countries should introduce entrepreneurship content in

nationwide school curriculums at the secondary and senior secondary levels, particularly for girls, to address gender-specific barriers to entry in the business world. This will prepare them to venture into emerging fields and start their own businesses, thereby reducing the segregation and gender disparity seen in opportunity based livelihoods along with promoting gender balance in the workforce. The program should especially include modules on finance management, networking skills, and combating gender-based discrimination. The curriculum should also incorporate training on digital and automation technologies to equip girls to compete in the changing job market.

CASE STUDY

- Entrepreneurship Mindset Curriculum(EMC): Since its inception, The Global Education & Leadership Foundation (tGELF) has been actively contributing to this Government of Delhi initiative. tGELF assisted in the development & implementation of the EMC, teacher training, and orientation programme for all stakeholders. EMC aims to provide students (Grades 9-12) in all the Delhi government schools with the relevant opportunities to develop 21st century employability skills as well as nurture their foundational and entrepreneurial qualities. Students embark on self-discovery and foster the spirit of innovation and leadership that transforms their lives. The documented impacts of which are:
 - a. 20,000+ Teachers trained
 - b. Modules developed for grades 9-12
 - c. 1020+ Delhi Govt Schools reached

TITLE: GENDER EQUALITY AND DISABILITY

Submitted by: Vasavya Mahila Mandali

CHALLENGE:

Women in the workforce are increasing, both in the formal and informal sector, hence a conducive work environment improves the productivity of the individual work and impacts in GDP growth to reach the SDGs.

The #MeToo movement has picked up momentum and brought visibility to an extent that women have rights to a decent work place which led the Government of India making it mandatory to follow the POSH Act (Prevention of sexual harassment at workplace against women 2013). Political will, training to all members of complaints committees and awareness for all men and women at formal and informal workplaces and

consistent campaign and robust monitoring mechanism will certainly improve the situation at workplaces.

1. The Law itself is not sufficient but needs to have robust monitoring mechanisms by the government. The POSH law is in India but monitoring is negligible.
2. In some organised sectors, just for the sake of licensing or to get accreditations, framing Internal Complaints Committees (ICC) exists but the regular functioning of it is not there. If many employees are not aware of the ICC then how can we expect them to complain.
3. In the unorganised sector the complaint mechanism is not in existence although in law. This shows the apathy, lack of concern for women's issues.

POLICY RECOMMENDATION

In all countries Workplace Safety Laws are in place. Standard operating procedures need to be framed by the government with stringent action if no internal workplace policy and complaints mechanism is there. Robust monitoring mechanisms are needed. Governments must invest and allocate budgets for raising awareness to all adult populations, train all government and corporate management on implementation mechanisms.

EXAMPLES OF UDAAHARANS/CASES THAT DEMONSTRATE RESULTS

Since 2005 Vasavya Mahila Mandali has been advocating in the organised and unorganised sector managements for implementation of POSH law. Currently VMM is building its manpower to be on Internal complaints committees and we are on 42 ICCs. In all these 42 ICCs we have trained the members, shared with them the policy, developed IEC in local language, and attended all enquiries. We take a lead in the enquiry process and give hand holding support to the ICC team to conduct enquiry process and documentation.

VMM is a resource organisation to the Government and trains the government employees. Till now we have trained more than 10000 employees in the organised sector.

In the unorganised sector, we train SHG women as they enter agricultural and allied works. In Railways, Vijayawada division introduced the information of POSH and complaint contact details on salary slips so that when an incident occurs women can complain directly. The Railways, All India Institute of Medical Science, and Mangalagiri have developed posters and displayed them at prime locations in the institute and offices. The ICC committee details are displayed on the website. We are conducting awareness meetings for college students as part of the induction. It is a good

practice to make it part of an induction kit.

An article is also published as best practice by Indian Institute of Management Ahmedabad in the book titled :Gender Inclusivity and new Paradigms” in 2010

CONCLUSION

A female government employee said: “many women are facing sexual harassment at workplace but they keep silent and suffer internally because once she open up she has fear of her husband or family members react and will they put blame on her character and at workplace the image of her is tarnished, a fear of insecurity of losing her job and how to manage life without job which fills the stomach and basic living...even though they have a strong thought of committing suicide, a last attempt they make by giving complaint to Internal Complaints Committee.”

This statement itself shows the depth of the problem. There is an urgent need to make all workplaces a conducive work environment. All governments need to gear up to make policy in place and practice and monitor it.

TITLE: CHILDCARE AND PAID WORK

Submitted by: National Forum for Creches and Childcare Services

CHALLENGES

16.4 billion hours amounting to 11 trillion USD are spent everyday on care work. Childcare is a significant aspect of this. Women perform 76.2 % of the total unpaid care work. This unequal distribution negatively impacts

women’s labour outcomes: labour force participation (i.e., 47.4% for women compared to 72.3% for men) ,wages (women earn 20% less than men) and job quality. Women are more likely to be outside the labour force when they marry and have children (especially under 6) .

POLICY RECOMMENDATION

1. Universal access to full day creches to bolster women’s participation in paid work.
2. Ensure wage linked maternity entitlements to all women in the informal sector.
3. Recognize childcare work as decent work.
4. Assign 4.3% of the GDP to Care economy with a significant proportion dedicated to childcare.
5. Develop participatory and accountable mechanisms at all tiers of governing to plan, implement, regulate and monitor all childcare programs (public and private).
6. Ensure collection of disaggregated data on access and quality for planning and monitoring of all childcare programs.

CASE STUDY DEMONSTRATING, FEASIBILITY AND RESULTS

Mobile Creches is a pioneering organisation working for the right of marginalised children to Early Childhood Development since 1969. Over the years it has developed multiple partnership based childcare models on worksites, urban slums, tea gardens to bring together different stakeholders- government, employer, community and NGOs. This reduces and redistributes unpaid care responsibilities of women, encourages Female Labour Force Participation ,and creates child care jobs .



EDUCATION AND SKILL DEVELOPMENT

INTRODUCTION

UNICEF estimates that 129 million girls worldwide are out of school, including 32 million of primary school age and 97 million of secondary school age. In addition to denying opportunities for personal growth through education, lack of access to education and skilling negatively impacts GDP, national growth rates, lifetime earnings of women, and many other indicators of development and progress. According to the World Bank, “limited educational opportunities for girls and barriers to completing 12 years of education cost countries between US\$15 trillion and \$30 trillion in lost lifetime productivity and earnings.” Contributing factors include gender bias in schools, poverty, violence, child marriage, limited access to digital technology and the skills to use it, lack of accessible infrastructures, discriminative learning and skilling environments, and lack of support to upgrade skills, which can be addressed through gender-sensitive policy formulation. A departure point includes recognizing that policy broadly, and education policies in particular, need to be crafted with the inclusion of/impact on the girl-child in mind. This includes policies in areas intersecting with education, such as responses to COVID-19. The results benefit not only the women themselves but the economy: skill development can increase the earning potential and improve the economic status of women, thus reducing poverty and inequality for sustainable development; and increasing the participation of women in the workforce by just 10% can increase GDP by 3.9%.

EVENTS

8 March, 2023: 9 AM onwards (IST)

Venue: NIT, Calicut, Kerala

Outreach Event

Organised by the National Institute of Technology in collaboration with C20 GED WG

CONSTELLATE '23: RESEARCH FEST NIIT CALICUT: WOMEN IN STEM

(**Subtheme:** Education & Skill Development)

A total of 350 participants including researchers, faculties, and students from various institutes and organizations attended the research fest. The fest, first of its kind, with the theme “Women in STEM”, aimed to provide a platform for researchers from different fields to showcase their work, exchange ideas and collaborate for future projects.

11th February: 11 AM to 1 PM (IST)

⁷<https://www.unicef.org/education/girls-education>

⁸<https://www.worldbank.org/en/news/press-release/2018/07/11/not-educating-girls-costs-countries-trillions-of-dollars-says-new-world-bank-report>

⁹ https://www.ilo.org/wcmsp5/groups/public/---ed_dialogue/---act_emp/documents/publication/wcms_735949.pdf

Virtual - Outreach Event

Organised by MSW Students of Amrita University in collaboration with C20 GED WG

INTERNATIONAL DAY OF WOMEN AND GIRLS IN SCIENCE AND TECHNOLOGY

(**Subtheme:** Education & Skill Development)

80 participants from Belgium, Gambia, Germany, India, Netherlands, Turkey, including students. The panel consisted of female scientists and technology professionals from various parts of the world who shared their unique experiences, perspectives and obstacles encountered in their respective fields. The panel discussion provided valuable insights into the experiences and challenges faced by women in STEM fields. It emphasised the need to promote gender diversity, break down barriers, and create a more inclusive and supportive environment for women in STEM.

11th February: 11 AM to 1 PM (IST)

New Delhi - Side Event

Organised in collaboration with Centre for Civil Society and the C20 GED WG, and supported by the Procter & Gamble (P&G) Shiksha initiative

WOMEN IN STEM CARAVAN

(**Subtheme:** Education & Skill Development)

117 Participants

This high-powered round table conference in New Delhi, on the occasion of 'International Day for Women and Girls in Science', kick-started a series of meetings, for several locations in India, to bring key stakeholders together to advance Women's participation in Science, Technology, Engineering and Mathematics (STEM). The roundtable was divided into three segments: policies,

practices, interventions. Each segment's discussion was followed by a ranking poll using the Mentimeter tool and identified recommendations in order of importance. Between February and March, additional events for the Women in STEM Caravan were held in Delhi, Hyderabad, Mumbai, and Baddi in HP.

23rd February: 5 to 7.30 PM (IST)

Webinar - Policy Dialogue

Organised by C20 GED WG

"INCLUSIVE EDUCATION WITH SKILL DEVELOPMENT: PRIORITIES AND POLICIES"

(**Subtheme:** Education & Skill Development)

Over 106 participants, representing 12 countries — Brazil, Bangladesh, UK, Australia, India, Turkey, Austria, the United States, France, Argentina, Germany, Ukraine, engaged in the conversation.

This meeting looked at plausible pathways for mainstreaming equity and inclusion in education and skill development, relevant for G20 Countries. Views and perspectives on education and skill development were presented to streamline and guide the development of C20 GED policy recommendations.

24 & 25 February, 2023: 8 AM onwards (IST)

Venue: Kerala Startup Mission, Kochi, Kerala

Side Event

Organised by Mind Empowered Charitable Trust in collaboration with C20 GED WG

STARLET: A HYBRID HACKATHON AND POLICY DIALOGUE ON BRIDGING THE STEM DIVIDE

(**Subtheme:** Education & Skill Development)

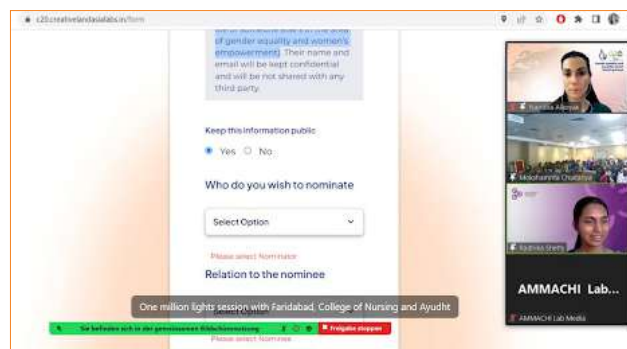
45 participants, 15 mentors and 17 volunteers from the Mind Empowered team. This Pan India 24 hour hybrid hackathon, titled Starlet, was organised for women and other gender minorities. The event concluded with a policy dialogue on Bridging the STEM Divide between genders.



9th March, 2023: 9.30AM - 3.30 PM (IST)
 AVVP College of Nursing Faridabad & AVVP Social
 Work Department, Amritapuri - Side Event

DIGITALL: INNOVATION AND TECHNOLOGY FOR GENDER EQUALITY

The event aimed to spread awareness on the international Women's Day in the light of the theme of 2023 DigitALL: Innovation and technology for gender and equality. The event aimed to shed light on the challenges and opportunities in achieving gender equality in the digital age. Through engaging presentations, interactive discussions, and inspiring talks, 100+ participants were



encouraged to explore the empowerment of empowering women and promoting gender equality and DigitALL. Further participants were invited to nominate their champion of gender equality within the One Million Lights Campaign.

8th, 13th & 14th March, 2023
 conducted in 44 centres across India
Organised by Sankalp Project in collaboration with C20
 GED WG

C20 AVSAR - WOMEN LEADING THE WAY: ACKNOWLEDGING FEMALE LEADERSHIP AND INFLUENCE

(Sub theme: Education & Skill Development and Economic Empowerment & Sustainable Livelihoods)

Over 3,000 women participated from across North & South India from 44 Self-Help Group centres in: Kerala, Tamil Nadu, Orissa, Haryana, Uttar Pradesh

Included a range of activities like taking a Pledge, Video Diary, Poster Making and Speech Writing.

15th March, 2023: 6 to 7.30 PM (IST)
 Virtual meeting - Policy Dialogue
Co-hosted by C20 GED WG and EDT WG

SKILL DEVELOPMENT: PRIORITIES AND POLICIES

(Sub theme: Education & Skill Development)

140 participants from 22 countries, namely India, Portugal, Brazil, Germany, United States, Canada, Trinidad and Tobago, Bangladesh, Lebanon, Switzerland, Costa Rica, Italy, Nigeria, United Kingdom, Belize, Malaysia, Argentina, Libya, Indonesia, Turkey, Pakistan and Spain. Among the participants were academics, NGOs, and CSOs working with Technology Enabled Vocation Education (TVET), emerging technologies

and the future of work, and women and marginalised communities.

The goal of the event was to involve diverse voices including civil society organizations and relevant stakeholders for discussing and deliberating on sectoral and thematic challenges, policy gaps and pragmatic pathways for skill development that can benefit the G20 countries. G20 recognizes the importance of skill development for achieving the SDGs, but various challenges exist in bridging the gap between policy and practice in developed and developing countries. Skill development, which intersects with education and employment ecosystems, is pivotal to achieve SDGs. It is essential to exchange knowledge and skills beyond cultural and geographical boundaries and promote convergence between G20 countries, both those receiving and sending skilled individuals, by establishing a common norm or system for assessing skills.

1st April: 10 AM - 12 PM (IST)
 Location: Thalassery, Kerala
Organised by Amrita Vidyalayam in collaboration with
 C20 GED WG

STEM FOR SOCIAL GOOD

Display of STEM projects and innovations showcased at the exhibition included the work of 74 children (40 girls and 34 boys), from 2 countries: India and USA.

The purpose of the event was to highlight the importance of gender equality and disability inclusion in the fields of Science, Technology, Engineering, and Math, and inspire the student community to take action towards creating a more inclusive and equitable society.

5 April 2023: 1-6 PM (IST)
Venue: Bengaluru International Centre, Bengaluru,
India - Policy Dialogue
Organised by Amrita University, the Center for Civil
Society, and Azim Premji Foundation

INCLUSIVE EDUCATION & SKILL DEVELOPMENT: OPPORTUNITIES AND CHALLENGES IN THE DIGITAL WORLD

150 participants in-person and online, representing 20 countries — India, Indonesia, Malaysia, France, Cabo Verde, Timor-Leste, Nigeria, Ghana, British Indian Ocean Territory, Pakistan, United States, Nepal, Costa Rica, Japan, Andorra, Russia, Gambia, Lebanon, United Arab Emirates, Turkey.

The event marked the first collaboration between Amrita University, the Center for Civil Society and Azim Premji Foundation with Following the inaugural session two breakout thematic discussions took place along two themes. The discussion on the theme of, “Ensuring Inclusive and Equitable Access to STEM Education and Skill Development,” was moderated by Ms. Shamin Mehrotra, Visiting Faculty at Azim Premji University and Director, Ummeed Training Centre, Mumbai. The discussion on the theme of “Leveraging Technologies for Capacity Building and the Future of Work,” was moderated by Ms. Bhavya Mehta, Consultant, Science & Technology Policy, Centre for Civil Society, New Delhi.



12th and 13th April, 2023

Webinar - Side event

Education and Socio Cultural with Global Peace Laureates

GLOBAL DIALOGUE ON EDUCATION AND CULTURE AND SOCIETY

In collaboration with C20 GED WG, the Nobel Peace Prize Summit organisation gathered 35 CSOs and experts from 13 countries for policy discussions on the 12th of April, 2023 on the theme of “Global Dialogue on Education”, and 70 CSOs and experts from 16 countries on the 13th of April, 2023 on “Global Dialogue on Culture and Society”.

POLICY RECOMMENDATIONS

● SUPPORT WOMEN IN LEADERSHIP POSITIONS

Enable the presence of women at all levels in formal and informal sectors by providing career breaks, aiding quality childcare with acknowledgement of the care economy as an opportunity for livelihood. Promote women in leadership positions by initiating support groups, excellence-driven skill development programs, vertical mobility avenues and fostering mentorship opportunities to encourage women to achieve higher career goals.

● GIRLS' READINESS TO THE FUTURE OF WORK

Empowering women and girls in all their diversity through flexible lifelong learning, experiential learning,

21st-century skills, on-the-job training and competency-based training through gender-responsive pedagogies to make them adaptable towards an evolving future of work by providing an enabling ecosystem for employment and entrepreneurship

● CONVERGENCE FOR GENDER INCLUSION

Drive convergence between government, industry, CSOs, and relevant stakeholders to create incentives for gender inclusion in skill development and employment by leveraging private investment and resources through Public-Private-Partnership (PPP) model.

● G&D PARITY IN EDUCATION AND SKILL DEVELOPMENT

Promote adequate gender representation in education

and skill development programs through enrollment capacity and enrollment targets of government initiatives and promoting outcome criteria through mentorship, and targeted interventions, such as promoting gender-sensitive education policies and scholarships and incentives for education.

● SKILL CONVERGENCE FOR WOMEN'S MOBILITY

Promote mobility for girls and women through international qualifications and skills harmonisation, especially in transferable employability skills, technical skills and soft skills that are adaptable and resilient through career guidance.

INSIGHTS

- CSOs from different countries working in the area of education and skill development participated throughout the course of the C20 discussions. They primarily operated at the local or national level, focusing on specific challenges and priorities within their communities. While their understanding of the local context, including cultural, social and economic dynamics was critical for the C20 process, it did not fully align with the broader global context addressed by the G20 process. The biggest challenges lay in prioritising policy needs in order to adequately reflect the local-global nuances of different regions and communities under the G20 process. To cite an example: while G20-level discussions on skill development revolve around global skill mapping and promoting lifelong learning to realise economic empowerment, the CSOs working in education and skill development prioritised last-mile connectivity and access to skilling. When we probed more deeply into this, it was observed that every CSO was working in the area of last-mile connectivity and hence saw

it as an important gap in policy implementation. Since last-mile connectivity is still a critical issue at the grassroots level, this signifies variations in policy priorities and interests as we shift from the local to the global level.

- In India, and globally as well, there are a plethora of CSOs working in the area of education and skill development. One of the major challenges realised during the discussions was that CSOs had limited access to global resources and funding mechanisms. Global-level policy planning and design processes often involve resource allocation decisions, including funding priorities and initiatives. As a result, the CSOs showcased apprehensions that their perspectives and priorities regarding skill development and education may not receive adequate attention and support within the global policy frameworks. This resource imbalance can lead to gaps in addressing the specific needs of local communities and hinder effective policy implementation.

UDAAHARANS

1. Name of Project

ACCESSIBLE ODISHA CAMPAIGN

Project Description: Centre for Youth and Social Welfare has conducted educational outreach programs under the Accessible Odisha project where children with special needs get a rare opportunity to understand their glorious past through "Touch Experience". Research scholars in History, Anthropology and Archaeology united to share educational knowledge to the underprivileged and specifically visually impaired students.

How many years has the project been running?: It has been running since 2018. Research scholars are working on education, heritage, cultural accessibility & Inclusion. Outreach programs also conducted for the students.

Main outcomes: In Indian society, having any kind of disabilities may be considered as the fate of past

deeds. Either victims are kept isolated or treated forcefully to socialise. During our research we find such cases where children have never participated in the cultural activities that are happening in the museums or heritage sites. With the help of Sahapedia New Delhi we were able to organise such accessible events for the children with special needs. Supporting the Sustainable Development Goals (SDG), Centre for Youth and Social Welfare created a space for the students to access their cultural heritage.

Number of beneficiaries since start
200

Number of beneficiaries this year
No activities organised after COVID-19 due to lack of support from the partners.

Lead CSO/NGO/Non-profit
Centre for Youth and Social Welfare

Where was the project replicated?

Not yet. We will submit report copies to the Ministry of Social Justice and Empowerment, SSEPD Govt. of Odisha and concerned Educational Institutions after the documentation.

Where is the lead CSO's headquarters?

Village: Fatehgarh, Block: Bhapur and Dist: Nayagarh, Pin: 752063

Awards, distinctions, sign of recognition for the project

Member of UNESCO Global Youth Community 2023 and Young Achievers Award 2023 from Nehru Yuva Kendra Nayagarh (Autonomous body under the Ministry of Youth Affairs and Sports, Govt of India)

2. Name of Project

EDUTENNIS

Project Description : EduTennis is a sport for development project that uses tennis to teach 16 life skills that are critical for children and youth to learn to build better lives and fulfil their potential in the 21st century economy. It partners with the Delhi's Government's Sports Department and at a Child Care Institution and other low-income category schools in Delhi, India. With the EduTennis programme, children learn tennis and develop essential life skills. Children create a vision for their own futures and careers and therefore realise their true potential.

The programme becomes an aspirational 'coaching' programme that is attractive not just for the participants, but also for spectators. Children go through 48 life skills lessons, from preparatory to

advanced stages, where they learn the basics of the game and are introduced to the concept of life skills in a graduated manner. The 16 life skills identified are decision-making, problem-solving, creative thinking, lateral thinking, critical thinking, communication, interpersonal skills, self-awareness, empathy, assertiveness, equanimity, resilience, coping with stress and emotions, financial literacy and English proficiency.

(The programme is delivered by trained coaches.)

How many years has the project been running?

3.5

Main outcomes

Children on the programme are aware that with life skills training, they can navigate life's challenges successfully.

Number of beneficiaries since start

600

Number of beneficiaries this year

100

Lead CSO/NGO/Non-profit

Amba Dalmia Foundation Trust

Where is the lead CSO's headquarters?

Delhi

3. Name of Project

**JAN SHIKSHAN SANSTHAN
RAIGAD -MAHARASHTRA**

Project Description : Jan Shikshan Sansthan Raigad is a voluntary organisation, approved by the Ministry of Skill Development & Entrepreneurship, Government of India, with Raigad district as our charge. JUSS are engaged in non-formal education as well as vocational and skill development training, particularly in the rural areas with focus on neo-literate minority, SC, ST sections of the society.

The distinctive feature of the JSS is the vocational courses are need-based and local resource based. The recourse persons hired for imparting training and conducting these courses are well trained and experienced also we develop the recourse from beneficiaries. In addition to the vocational training, JSS also organises life enrichment education (LEE) programmes. In health & hygiene, legal literacy, awareness regarding environment, disaster management etc. for the community as a whole. JSS conducts its activities in all the 15 blocks of Raigad (Maharashtra).

We impart skill training through 32-trade courses.

During the last 18 years. We have so far covered above 36368 eligible youths spread over all the talukas. We have always worked in collaboration with government, semi-governmental entities like DRDA, netfish, trified, local-self government bodies, and private companies for their csr activities.

Jan Shikshan Sansthan Raigad, Maharashtra has received "sakshar bharat national literacy award 2016" on for outstanding achievement in the field of skill development given by President of India, Mr Panab Mukharjee & Union Minister for Human Resource Development Sri Prakash Javekar-on the occasion of International Literacy Day on September 8th 2016 at Vigyan Bhavan, New Delhi. Winner of "National Award - Swachhata Puraskar 2018" for outstanding awareness campaign for the year 2018-2019. Received "Kaushalya Charya National Awar 2019 & 2020" for Best Resource Person.

How many years has the project been running?

19

Main outcomes

The learners will be able to:

- update self about current product portfolio and product details – gram mages, price points and variants of own and competition products and update details periodically
- acquire up-to-date knowledge on channel wise, category wise, outlet type wise schemes
- give relevant information to supervisors to plan relevant schemes/slabs by outlets and learn to utilise correctly
- Identify hotspots in an outlet and try to convince the retailer to provide these for displays and achieve high order visibility by correct deployment Of Merchandising Material.
- put branding materials on the area surrounding the rack and inside the rack
- stock products to maximise number of facings
- Obtain natural visibility by clearing cluttered space and stocking company's products.
- Place products next to the competitor brand and maintain category and competition adjacency.
- Replace damaged display materials.
- Articulate USP of New products – Features and benefits to the retailer.
- Make an effective sales call to convince the outlets to place orders for focus SKUs.

Number of beneficiaries since start
36368 ELIGIBLE YOUTHS

Number of beneficiaries this year

2000

Lead CSO/NGO/Non-profit:

1. Ministry Of Skill Development
2. CSR JNPT MUMBAI
3. Excel IND LTD ROHA ETC

Where was the project replicated?

Alibag -Raigad-Maharashtra

Where is the lead CSO's headquarters?

Alibag -Raigad-Maharashtra

Awards, distinctions, sign of recognition for the project

Awards and Recognition

- Jan Shikshan Sansthan Raigad, Maharashtra Has Received "Sakshar Bharat National Literacy Award 2016" On For Outstanding Achievement In The Field Of Skill Development Given By President Of India Mr. Panab Mukharjee and Union Minister For Human Resource Development Shri.Prakash Javadekar-On The Occasion Of International Literacy Day On September 8th 2016 At Vigyan Bhavan New Delhi.
- Jan Shikshan Sansthan Raigad, Maharashtra Has Received "National Award - Swachhata Puraskar 2018" For Outstanding Awareness Campaign For The Year 2018-2019.
- Jan Shikshan Sansthan Raigad, Maharashtra Has Received "Kaushalya Charya National Award "2019" For Best Resource Person to Mrs Anita Gautam More From Pen- Raigad.
- Jan Shikshan Sansthan Raigad, Maharashtra Has Received "Kaushalya Charya National Award "2020" For Best Resource Person to Mrs Rekha Sandeep Gharat From Alibag - Raigad.

4. Name of Project

CHILDREN'S WORLD

Project Description : We, through this campaign, help children in different parts of our country to pursue their education, and once educated they find a means to earn their bread. Poverty is gone.

How many years has the project been running?

five years

Main outcomes

Some of the students have completed their studies, and are on to suitable jobs. One student from rural Punjab just completed B.Tech this year, another is finishing B.C.A. next year, and others are all in schools

at various levels

Number of beneficiaries since start

250

Number of beneficiaries this year

120

Lead CSO/NGO/Non-profit

Institute of Communication and Development

Where was the project replicated?

Andhra, Kerala

Where is the lead CSO's headquarters?

Nooranad

5. Name of Project

**DEEP TECHNOLOGY ENABLED
EARLY SCREENING FOR DYSLEXIA
IN SCHOOL CHILDREN (LEARNING
DISABILITY)**

Project Description : Giftotexia's mission is to help children with Dyslexia and other specific learning challenges realise their true potential. We have developed India's first technology enabled solution for early identification of LD in children. Competitive Edge It can be used as a universal screening tool at an early age. Reduces screening time to 5 minutes from 30 minutes or more for pen and paper-based screening. Reduces screening age to 7 /8 years from 11-13 at present. Highly objective and more accurate It can be done in the school or District Intervention Centres Students are more comfortable to take this test as it involves reading grade appropriate text for a few minutes. Language specific and can be adapted to other languages and geographies across the world. We have screened over 3000 students using our solution. This is available in multiple languages. Competitive Edge It can be used as a universal screening tool at an early age. Reduces screening time to 5 minutes from 30 minutes or more for pen and paper-based screening. Reduces screening age to 7 /8 years from 11-13 at present. Highly objective and more accurate It can be done in the school or District Intervention Centres Students are more comfortable to take this test as it involves reading grade appropriate text for a few minutes. Language specific and can be adapted to other languages and geographies across the world. We have screened over 3000 students using our solution. This is available in multiple languages. Competitive Edge It can be used as a universal screening tool at an early age. Reduces screening time to 5 minutes from 30 minutes or more for pen and paper-based screening. Reduces screening age to 7 /8 years from

11-13 at present. Highly objective and more accurate It can be done in the school or District Intervention Centres Students are more comfortable to take this test as it involves reading grade appropriate text for a few minutes. Language specific and can be adapted to other languages and geographies across the world. We have screened over 3000 students using our solution. This is available in multiple languages. We have developed our solution in collaboration with experts in the field and institutes of repute like NIMHANS and IISC.

10 to 15% of children of school going age face some form of Learning Disability, which makes it difficult for them to learn in the traditional way. Early identification and intervention are very crucial for the success of these children.

How many years has the project been running?

4 years

Number of beneficiaries since start

3000 students

Number of beneficiaries this year

500 students

Lead CSO/NGO/Non-profit

Giftotexia Solutions Private Limited

Where is the lead CSO's headquarters?

Bangalore, India

Awards, distinctions, sign of recognition for the project

- Winner BIG Grant by BIRAC
- Action for India
- AWS EdStart
- Dell ElevatED by Dell and MeitY
- JanCare by BIRAC and NASSCOM Foundation
- Technology Pioneer by Hello Tomorrow Paris
- HDFC SmartUp Grant
- T Hub Lan 32
- Stanford Seed Spark Winner
- K SAP BIO 50 by CCAMP
- Maharashtra Startup week Goldman Sachs Sponsored Women Startup Program at IIM Bangalore (WSP)
- Sponsored delegate -Developing Technology Partnerships between India and Israel

6. Name of Project

COLLEGE ON WHEELS

Project Description : The Leprosy Mission Trust India established Community Colleges at

its Vocational Training Centres to provide women affected by leprosy, disability, and in extreme poverty with certified vocational education, and formal and functional literacy. The mobile units of Community Colleges function as training and information centres moving from one village to the other to train and provide a library of resources. This project enables economic and social empowerment by supporting access to decent work and social and economic rights, and sensitising local government, communities, and employers against discrimination. Women acquire knowledge and skills for gainful employment.

These Community Colleges with mobile units are an innovative educational alternative with lifelong learning options for marginalised adult women. These mobile colleges are:

- a) Accessible, moving from village to village; c) Appropriate, providing functional literacy and supporting completion of formal education for school dropouts and vocational education.

As technology-enabled Information Centers, the colleges provide information on government schemes for women, women's helpline numbers, and other services.

The project supports five SDGs of the 2030 Agenda for Sustainable Development. It enables women to access quality education and vocational training, supports productive decent work for them, increases their number in the workplace, and builds resilience through their economic empowerment.

- b) Flexible with timings, study materials, and methodology, and

How many years has the project been running?

The project started in 2021, and it is running for more than 2 years now

Main outcomes

In the first phase of the College on Wheels project, 2,982 women affected by leprosy, other disabilities, and from marginalised backgrounds received vocational training. Out of them, 2,156 women got engaged either in self-employment or waged-employment, at 80:20 ratio. It helped them improve their income and gave them an opportunity to contribute to the (financial) needs of their family. A major outcome of the project has been the inclusion of women trainees in the workforce within a year of the training.

With the project reaching out to communities with awareness about domestic violence and women's rights, there was a marked improvement in women's self-esteem, independence, and employability, resulting in more opportunities. About 15,920

women got access to job cards, PAN and Aadhar cards, widow pension, disability pension, aids & appliances, gas connection, housing and health schemes, and other social benefits. The project also helped 249 SHGs raise INR 1,47,76,000 by linking them to banks, other financial institutions, and government schemes.

Number of beneficiaries since start

In 2022, 586 women who are affected by leprosy, other disabilities, dependents of people affected by leprosy, and from marginalised backgrounds, were provided skills training.

The project helped 284 women affected by Leprosy and other disabilities access social and economic rights, including Medical Certificate, Disability Pension, Job card, NREGA, and Bus pass.

Lead CSO/NGO/Non-profit

The Leprosy Mission Trust India

Where is the lead CSO's headquarters?

New Delhi

7. Name of Project

MANZIL

Project Description : Manzil is a first-of-its-kind initiative in Rajasthan focussing on market-driven vocational education and employment readiness for adolescent girls. It seeks to address deep-rooted gendered perceptions that girls are not future income earners. This leads to lower enrollment & higher dropout rates for girls in schools and limited skilling & income generation opportunities (3% girls vs 40% boys). Girls who do have access are pushed into gendered job roles like beautician & tailoring. This reinforces the perception of girls being a financial burden, which creates conditions for child/early marriage.

Manzil aims to break this cycle by making the Rajasthan government's vocational programs more inclusive for adolescent girls. Manzil seeks to empower at least 95,000 girls with skills (in & out of school) and ensure job opportunities for at least 35,000. In-school, Manzil is

- Improving quality of vocational education by building capacity of trainers & integrating life-skills
- Increasing girls participation/retention in courses through counselling (also of parents) & building awareness among teachers
- Collaborations between schools & industries for training/employment opportunities
- Tracking enrolment & completion rate via a

dashboard

Out-of-school girls are counselled to enrol in skill development, linked to jobs through Community Motivators. And, leverage mobile apps to find jobs based on skills & aspirations.

How many years has the project been running?

5 years (Project duration: 2019-2024)

Main outcomes

In-School, Manzil's work helped:

- 8% increase (over baseline) in retention of girls completing 12 years of schooling
- 6% increase in girls transitioning from school to work or higher education

Out-of-School, Manzil's efforts helped:

- 30% increase in number of girls transitioning from skills to income generation or higher education

Number of beneficiaries since start : In-school:

- ~44,200 girls have been provided with vocational skills training & counselling on job opportunities, to improve attendance and course completion.
- ~9,000 girls provided on-job-training

Out-of-school:

- ~9,900 girls trained/under training of which ~ 4,660 have been provided employment (61% of those who completed) .
- More than 3,000 girls have completed 6-months in their jobs

Number of beneficiaries this year

In-school:

- ~16,200 girls enrolled in vocational skills courses
- ~3,500 girls provided on-job-training

Out-of-school:

- 1,387 girls trained and additional 2,410 girls are currently under training, expected to complete their training in the next few months.
- 2,556 girls linked with employment

Lead CSO/NGO/Non-profit

IPE Global Limited

Where is the lead CSO's headquarters?

New Delhi

8. Name of Project

VITTA PRABODHINI

Project Description : "Vitta Prabodhini" is a mission for finance literacy of women and school children in the rural sector. By this mission, our executive member Ms. Amruta Deshpande, Cost



Management Accountant has conducted workshops on a pro bono basis in different schools including that of Ashram School in Naxal hit region. The workshop aims at basic introduction to banking and instruments along with some discussion on some of the novel banking features. In this program the importance of saving is also imparted. This workshop is founded on books authored by Ms. Amruta Deshpande titled as "Introduction to Banking" and ' Saving to Baking" keeping in view school children and overall readers. These books were launched by then Governor of Maharashtra H.E. Bhagatsingh Koshiyari.

How many years has the project been running?

1

Main outcomes

The main outcome is that many women realise in villages that they are fooled by some of the over-smart youngsters or often male members in their family on the pretext of extending help in banking activities. Moreover, women are made aware how they can transact and how to maintain secrecy of PIN code or use the cheques for transaction. Feedback from women is very satisfactory because many times the workshop results in eye opener for them.

Major target groups i.e. school children pose such wonderful queries which astonishes us. Inquisitive attitude makes them develop interest in banking and thereby importance of saving is imparted to



them. These days all school children have their bank accounts because scholarship amounts are directly credited in the account. Therefore, this kind of basic education is very helpful for them.

We have distributed books for free to schools and needy students.

Number of beneficiaries since start
3500+

Number of beneficiaries this year
1500

Lead CSO/NGO/Non-profit

Agresar Group-Serving for Mankind

Where was the project replicated?
Around in different local schools

Where is the lead CSO's headquarters?
Wani, Dist Yavatmal

9. Name of Project

ENGLISH DIALOGUES FOR GAINFUL EMPLOYMENT (EDGE)

Project Description : During the lockdown, Transpersons across the state were engaged online in the study of English. They were divided on the basis of existent skills into Beginner, Intermediary and Advanced and they were taught English based on their requirements. Everyday for an hour, students were taught English. In the case of the beginners, the classes were regarding basics of English such as words for body parts, vegetables, fruits and household items. The intermediaries were taught sentence construction, tenses and reported speech. The advanced learner's were engaged in situational learning protocols such writing precise, carrying out a dialogue, formal etiquette. The NGO Dhwyah Transgender Arts and Cultural Society engaged its members through these classes. The classes saw some real transformative spaces and students opened up about their situation. Unfortunately, the questions of livelihood, formal education, poor internet connectivity, having to report to government offices for grants etc. created an unsustainable situation for

the classes to persist.

How many years has the project been running?

1 year. Now stopped due to funding and logistical issues.

Main outcomes

The students were dedicated.

1. It was understood that there has to be a concerted effort at enabling re-learning and helping students remain rooted to the cause of learning.
2. Remote learning may not work well unless the networks are strengthened.
3. A convergence point is needed to ensure all students have equal access.
4. The promise of gainful employment will bring students to the class. But to hold them there, a personalised mentorship approach is needed.
5. A parallel process of mindful guidance is required to keep students in class.

Number of beneficiaries since start
50

Lead CSO/NGO/Non-profit

Dr. Sonya J Nair

Where is the lead CSO's headquarters?
Trivandrum

Awards, distinctions, sign of recognition for the project
Nil

10. Name of Project

DIVINE SHAKTI FOUNDATION - HOLISTIC EMPOWERMENT FOR WOMEN AND CHILDREN IN EDUCATION/TRAINING CENTERS THROUGHOUT INDIA

Project Description : The empowerment of women and girls and the creation of a world in which they can not only survive but truly thrive is central to the mission of the Divine Shakti Foundation. We have built, sponsored and supported centres of excellence for the empowerment of women and girls throughout India. Our flagship centre 'Parmarth Nari Shakti Kendra', has trained thousands of girls and women in such fields as computer lessons, english, sewing, embroidery, handicrafts, tailoring and beautician training. Furthermore, we offer yoga, karate and dance designed to empower women and build their confidence, which adds to their ability to learn and earn. All offerings are completely free. We have several centres around Rishikesh, and into the Himalayas in

Uttarakhand. We have also built and sponsored the building of vocational training centres in Lucknow, UP, Gaya, Bihar and Tamil Nadu.

We are committed to bringing hope and stability into the lives of women and girls, including during traumatic times of devastation due to natural disasters which is why, in addition to providing emergency relief services, medical care and much more, we've also built vocational training centres and schools following several natural disasters, including the South Indian tsunami of 2004 and the Uttarakhand Floods of 2013.

How many years has the project been running?

20

Main outcomes

Thousands of women annually are beneficiaries of our Centres in the Himalayan foothills and throughout other places throughout India. Following capacity building, several of our centres are now self-sustaining and actively administered by the local communities. In the town surrounding our Secretariat we have three fully functioning centres which are actively administered by our Foundation. Whilst the majority of our centres have been built to address general community needs, we have built several vocational training and empowerment centres in response to national disasters to catalyse the long term rehabilitation of areas. Fully operational centres have been built in South India in response to the 2004 Tsunami, and in Northern India following devastating 2015 floods in Uttarakhand.

Number of beneficiaries since start

Innumerable many thousands

Lead CSO/NGO/Non-profit

Divine Shakti Foundation

Where is the lead CSO's headquarters?

Parmarth Niketan Ashram Rishikesh

Awards, distinctions, sign of recognition for the project

Sadhvi Bhagawati Saraswati was awarded the Ambassador of Peace Award at the 7th International Human Rights Awards Ceremony for promoting peace through inspirational and exceptional leadership, distinguished services to humanity. Sadhviji was also awarded the Lifetime Achievement award from the President of the United States of America, for her lifelong commitment to volunteer service. Sadhviji has also received an award from the Ambassador of the United States to India for outstanding work for Gender Equality and Women's Empowerment

11. Name of Project

INCLUSIVE EDUCATION PROGRAM



Project Description : The majority of children with disabilities (CwDs) have struggled with significant barriers to learning at some point in their schooling, and did not receive the support required to overcome these. Barriers to learning are widespread in India and specifically in Uttar Pradesh, and are classified as anything which stands in the way of a child being able to learn effectively. These can be broadly categorised as follows:

- Intrinsic Barriers
- Extrinsic Barriers (Societal / Environmental)



- Systemic Barriers

In 2018, an Inclusive Education Program was initiated in 12 Govt. Primary Schools in 3 Districts (Barabanki, Lucknow and Sitapur) of Uttar Pradesh. The intervention was a 3 year program but due to COVID-19 the program was stopped in July 2020. In 2022, SPARC-India Started The Inclusive Education Program in 10 Govt. Primary Schools of Lucknow for Direct intervention and 10 govt. / private schools for Indirect intervention. The main objectives of the program are:

- To ensure system strengthening for sustainable access to improved Inclusive Education services to the socially excluded communities especially children with disabilities (CwDs).
- To empower marginalised communities especially CwDs / parents and local institutions through community participation for generating demand for Inclusive Education.
- To build synergy and integration of programs and approaches with allied departments for sustainable impact through convergence in reference to Inclusive Education.
- To undertake evidence-based advocacy and sensitization of relevant stakeholders.

How many years has the project been running?

Since 2018

Main outcomes

- 36 CwDs were enrolled under the program between April 2018 – July 2020

- 25 CwDs have been enrolled under the current program since April 2022

Expected Outcome of the Current Program

- At least 70% CwDs of the locality will be enrolled in the identified schools of Lucknow
- Not more than 30% CwDs will drop out of these 10 govt. primary schools
- At least 50% CwDs will achieve learning levels / development milestones appropriate to their age and potential
- CwDs identified govt. schools will experience inclusive environment and appropriate behaviour
- Identified govt. primary schools would make modifications to ensure inclusive education / Universal design of Learning and multisensory teaching and learning
- Non-challenged children are sensitised to accept and engage with CwDs and welcome them in schools and community
- SMCs will be able to play their role in more effective way and would be more inclusive
- Provisions of RTE Act 2009 and RPwD Act 2016 will be implemented more effectively in the 10 govt. primary schools

Number of beneficiaries since start

- 61 CwDs
- 818 Non-challenged children

Number of beneficiaries this year

- 25 CwDs
- 116 Non-challenged children
- 11750 Other stakeholders

Lead CSO/NGO/Non-profit

School for Potential Advancement and Restoration of Confidence (SPARC)-India

Where is the lead CSO's headquarters?

Lucknow, India

Awards, distinctions, sign of recognition for the project

Overall SPARC-India has received many recognitions for this program

12. Name of Project

SKILL DEVELOPMENT AND PLACEMENT PROGRAM

Project Description : SPARC-India decided to address the job security of persons with disabilities (PwDs), by creating skill development options for them which would help them in becoming



employable in semi-skilled jobs or become self-employed and lead a life with dignity. The Skill Development and Placement Program mainly focuses on imparting training to youths with disabilities (YwDs) and enabling them to earn their livelihood and stability in their life. We Provide training to YwDs on Call Centre, retail management, Computer skills, English speaking, soft skills and personality development that they may compete in any industry related to the training provided. We also focus on enabling wDs to fill the gap of skilled youth as per the industry demand. SPARC-India believes in breaking the taboos and myths about the earning and learning capabilities of YwDs. The Program aims to train around 25-30 YwDs from different districts of UP in each batch of 3 months. Through this program YwDs are provided career guidance and counselling support to sustain in their jobs. We Also Create a market for the trained YwDs and generate sensitivity among prospective employers for hiring YwDs. We also build Synergy/integration of program approaches with allied departments for sustainable impact through convergence in reference to skill training.

How many years has the project been running?

Since 2014

Main outcomes

So far, we have trained 352YwDs. Our placement rate has been 63.7% and the retention rate of working candidates during the tracking period has been 58.8%. SPARC-India's initiative raises the employability status of YwDsthroughthis program as BPO / Retail / Data Entry Operators are growing and having good job opportunities for semi-skilled workers. The trained YwDs have become more confident and have shown great skills in their respective jobs while some have scaled up to higher positions in their jobs.

Number of beneficiaries since start

352

Number of beneficiaries this year

25

Lead CSO/NGO/Non-profit

School for Potential Advancement and Restoration of Confidence (SPARC)-India

Where is the lead CSO's headquarters?

Lucknow, India

Awards, distinctions, sign of recognition for the

project

Overall, SPARC-India has received many recognitions.

13. Name of Project

JYOTIKIRAN SCHOOL FOR CHILDREN WITH DISABILITIES

Project Description : Jyoti Kiran School for children with disabilities (CwDs) was established in 2003 for children with cerebral palsy. The school focuses on the holistic approach towards the development of the children with disabilities. The overall Project Objective is:

- To increase enrolment rate of CwDs in Jyoti Kiran School (JKS).
- To improve the overall educational status of CwDs.
- To create an enabling environment to ensure equal opportunities, equity, social justice, and empowerment of persons with disabilities.
- To make JKS a Resource Organization/Center by organising various training programs/workshops based on inclusive practices in various organisations.
- To empower CwDs/parents/local institutions through community participation.
- To undertake evidence-based advocacy and sensitization of relevant stakeholders.
- To undertake a proper assessment of physiological and therapy (physiotherapy, occupational therapy, speech therapy etc) needs of CwDs.
- Providing need based physio, occupational and speech therapy
- To manage the educational and vocational needs.
- Capacity building of staff on RTE and inclusive education

How many years has the project been running?

Since 2003

Main outcomes

- Children develop better academic and vocational skills.
- Children have improved GMD and FMD
- 60% Children have reduced behavioural issues.
- 60% Children develop increased skills and self confidence
- 60% SMCs/ PRIs/ Guardians and caretakers of the CwDshave increased awareness towards how

¹⁰Banerji, Rukmini, ASER 2021 has insights on how schools can respond to post-Covid world, The Indian Express, 1 July 2022

¹¹Women and men in the informal economy: A statistical picture by ILO

¹²ASER, 2017

to deal with the psychological physiological health of their children.

- Physical condition of children shows marked improvement.
- 50% of children show improvement in speech.
- 50% show improvement in ADL

Number of beneficiaries since start

500

Number of beneficiaries this year

40

Lead CSO/NGO/Non-profit

School for Potential Advancement and Restoration of Confidence (SPARC)-India

Where is the lead CSO's headquarters?

Lucknow, India

Awards, distinctions, sign of recognition for the project

Overall SPARC-India has received many recognitions

manufacturing sectors). We are grappling with a mismatch between the kind of work youth aspire to take up and what is available within the industry.

- Limited access to quality training in rural regions. Pratham has been providing skill training since 2005, wherein 44% of trainees are school dropouts and stand a limited chance to enter the workforce on their own. Access to quality training is scarce in rural India, as ITIs and other such vocational training centres (largely non-residential) are based in cities or are far from their villages. Apart from geographical limitations, it has also been observed that despite high graduation rates from schools, most youth do not have the skills expected by potential employers. Much of this can be attributed to the emphasis on exams and lack of focus on learning outcomes.
- Lack of dignity of labour. Vocational education was originally designed to help those who were less affluent and left behind due to the merit-based education system, thus, resulting in making vocational education appear as a non-ideal career path. This perception around vocational education needs to be changed. Pratham has been tracking its trainees' post-placement and the data suggests that youth who stay employed for 12 months or more, can experience significant growth in income (more than 40% increment from placement salary). Hence, there is a need to reimagine vocational education and change perceptions around the livelihood opportunities it offers.

POLICY RECOMMENDATION

Pratham has been implementing community-led models and digital avenues involving various stakeholders in the community to solve various challenges related to accessibility and information asymmetry. Integrating vocational education with mainstream education will imbibe youth with dignity of labour and the ethics of care.

a. TOOLKITS IN SCHOOL LABS

Schools can set up vocation specific toolkits in their labs and encourage students to actively participate in learning and using these tools. This ensures bridging the information gap and inculcates dignity of labour.

b. LECTURES BY USTAAD

A local master namely Ustaad should be invited to conduct lectures within schools. Ustaad will be vocation specific. This improves accessibility to

WHITE PAPERS

TITLE: VOCATIONAL EDUCATION

Submitted by: Pratham Education Foundation

CHALLENGE

India has the youngest and largest workforce in the world, with 250 million youth expected to enter the working population over the next 10 years. However, less than 5% of India is formally skilled and over 81% of the labour-force is engaged in the informal economy.

The following are some of the major challenges which vocational education needs to address:

- Information asymmetry and aspiration mismatch. One of the major gaps in the skilling ecosystem is the lack of awareness amongst youth, especially in rural areas about the various career options available to them. As per ASER 2017 survey, 55% of the youth aspired to join the army/police, engineering, or teaching roles, 22% aspired for government jobs and only 1.2% aspired to work in agriculture. This highlights a clear lack of awareness about the realities of employment and limited aspiration towards vocational education and blue-collar jobs (this is concerning given that 67% of jobs available in the country belong to agriculture, construction, and

¹³Story in numbers: From agriculture to construction, where do Indians work?

¹⁴Banerji, Rukmini, ASER 2021 has insights on how schools can respond to post-Covid world, The Indian Express, 1 July 2022

¹⁵Gurudu, Dhanashree, NEP 2020 and its vision for vocational education, Clarion India, 21 September 2020

quality training, and relatability among students.

c. INCLUDING VOCATIONAL EDUCATION IN TIMETABLE

Schools can incorporate practical training of various vocations in their timetable, to ensure dedicated focus on vocational education. Time can be allocated to lectures by Ustaads or students participating at toolkits lab practical.

d. ADEQUATE CAREER COUNSELLING TO THE CURRICULUM

Schools can run counselling sessions with students with the help of industry partners, this will help in setting correct expectations among all results.

e. ROLE MODEL CASE STUDIES

Schools can identify their alumni network to introduce them as role models to students at school. This will ensure reliability and eliminate any preconceived notions towards a profession or industry.

f. ENSURE GENDER INCLUSIVITY

School can ensure equal participation of all genders in various vocations. To ensure this school can make conventional and non-conventional industries mandatory for all genders.

Following are some suggestions to minimise information asymmetry and enable experiential learning:

a. SHORT-SKILL BASED PROJECTS

Content related to hands-on skills and vocational trades, can be shared during the academic year as a part of the regular school curriculum. Short modules on using tools and learning simple skills can be delivered to normalise the idea of skill-based work. Students can then be asked to complete small projects (community surveys/ home experiments) using resources which are locally accessible. Through a hybrid approach of integrating digital content and practical skills, one can expect a higher appreciation for vocational trades.

b. FIELD TRIPS

To build strong practical training modules it will be critical to include field trips to learn and/ or experiment in and around industries and/ or communities. Schools in the nearby communities can arrange field trips to vocational training centres to provide exposure to students about vocational trades. Students from 7th grade to 12th grade (12 to 17 years old) visit such vocational training centres to learn about various vocational trades as well.

c. SKILL MELA

During summer vacations and other breaks in the school year, camps can be organised in the centre/

community school premises by inviting people from the community who are proficient in different trades. Asking the local electrician, mason, beautician etc to talk about their trade, show a demo of simple tasks, and more, helps increase awareness and allows children to identify community role-models. This gives an opportunity to celebrate local leaders who can offer realistic career inputs. Not only can they conduct demos of relevant tasks to help increase awareness but also can offer apprenticeships or training opportunities. This will allow children to tailor their aspirations through hands-on experiences.

Some of the broad principles which Pratham has followed in the past, during selection of vocations are:

GENDER BIASES

Some trades are historically considered to be more suitable for either men or women. To encourage participation in non-traditional trades, and to ensure equal participation of both boys and girls, it is important to have a variety of trades available. For example, including healthcare, beauty, automotive, and electrical tools in the school could allow for greater participation.

b. AVAILABILITY OF LOCAL OPPORTUNITIES

The industrial landscape and job market of every district is quite diverse. It is important to ensure that when selecting vocations, the trade is one which is locally recognised and offers opportunities. This makes it easier to build realistic career expectations. This could also make it easier for the school to engage local employers or entrepreneurs in the future.

c. ACCESSIBILITY TO TOOLS

As the key component of vocational education is practical training, it is important to ensure that every trade which is made available in a school, comes with the necessary toolkit. Given the budgetary constraints that may exist, it is important to select vocations with tools which are readily available in the local context.

d. SAFETY

Every vocation requires some equipment which comes with hazardous risks that could affect the safety of participants. It would be best to use only such tools which do not pose a health risk. Experts should be consulted for each vocation that is introduced in the curriculum, so that a list of safe tools can be made available.

The key principle to be followed would be to ensure that any session on vocational education is evaluated with the same standards and frequency as mainstream subjects

such as Science or Math. Having said that, vocational education is best served through practical sessions, rather than theoretical learning. To ensure this is done effectively we recommend incorporating a strong element of Ustaad-led training in the curriculum. Ustaads are local experts, who across various fields are chosen from the village to interact and teach other community members - either at a village level or at their workstations. Schools can include Ustaad to impart hands-on training to students, thereby helping reduce separation between vocational and academic subjects. These local experts also help in bringing relatable role models to students and thus, will help in making vocational education and blue-collar jobs as inspirational as other white-collar jobs or professions.

Apart from Ustaads, there are several youths in every village who may have pursued vocational training in the past. By collaborating with skilling organisations, alumni who have completed training and have been working for 2-3 years in their respective trade can be identified. They should then be invited to interact with children (between the age group of 14 to 17 years/ 9th grade to 12th grade) through seminars and workshops conducted at the resource centre. This will help build aspirations for young people, demystify concerns, and identify new role models.

An assessment system that captures both - the fundamental concepts and the practical skills works best for vocational education. The following elements can be considered to design effective assessment frameworks for vocational education.

a. SELF-LEARNING ASSIGNMENTS

Youth should be given an opportunity for self-learning where they can reflect on their understanding and come back to the trainer for clearing doubts or to enhance their understanding. Every module could be followed by a practical self-learning home assignment. The assignment should allow them to execute a project in the community. For Example, survey households to understand the plumbing system they currently use or build a model of a circuit using household material.

b. THEORETICAL ASSESSMENTS

Familiarity with technical terms would be the only theoretical component of vocational education that needs to be tested. Pen & paper-based assessments with multiple-choice-questions to identify tools/ equipment will suffice for this.

c. PRACTICAL TASKS-BASED ASSESSMENTS

Practical tasks should be the most important focus area while designing vocational education assessments.

Youth should be assigned practical tasks to assess their hands-on-skills. Examples of these tasks are already included in the National Skills Qualifications Framework (NSQF). While assessing practical skills, youth should ideally be given exposure to an actual workplace environment, either at a practical lab, industry location or at a local expert's workstation. For example, in a four-wheeler automotive course, a task could include fixing a tire in a 4-wheeler at a garage. This approach helps test application of fundamental concepts and builds confidence by completing a practical task.

It is imperative that the local 'Ustaads' that are hired for vocational courses are rooted in the communities they come from and have a strong connection with them. They should have a few years of work experience in their respective field. There should be eagerness in them to give it back to society and their own community. The instructors that should be hired must possess strong practical knowledge in their field and they should be able to impart it to students. Usually, the local instructors that are hired do not have a diploma or a degree and may not be aware about technical jargons. This gap can be addressed by appropriate short-term training for them and a strong monitoring and support in the form of instructors who have pursued education in the specific field.

Based on Pratham's experience, a hybrid model is the best way forward, wherein these local master instructors work in tandem with the permanent, full-time instructors. There is a continuous monitoring as well as support in the form of doubt session, feedback session and training that is offered to the local instructors. They are also trained on how to impart the teachings to the students. Since the master trainer is from the community itself, they are aware about the local culture, language, and context in which the hands-on knowledge can be passed.

Since the local 'master instructor' is also employed in his/ her own work or profession, it is feasible that for the purpose of teaching, s/he is engaged for a few hours every week and is compensated appropriately.

The curriculum needs to include opportunities for practical training offered by vocation specific local artisans/Ustaads (such as carpenters, musicians, artisans, and others) who belong to the same local community. As a part of the "10 bagless days" initiative, the Ustaad can offer opportunities for students to get an exposure of the trade. Learning from these Ustaads will help students understand the vocation and the realities of working in this field. These Ustaads can then be seen as role models within the community and help students to relate realistically. A community based Ustaad will be an accessible mentor for students who would want

to pursue the vocation as a livelihood opportunity, thus further eliminating information asymmetry.

Technology can be leveraged at different levels of the vocational education value chain to make it more accessible and effective. Pratham's hybrid vocational education model has used webinars, video calls, digital teaching material, and industrial technology to elevate the quality of training. The following are recommendations for how these tools can be used to solve specific challenges faced by youth:

a TO RAISE AWARENESS

Webinars can be an effective tool for spreading awareness about vocational education. Pratham conducted 1,000+ webinars in 8 languages for communities with limited awareness about skill development opportunities on its YouTube channel. This approach enabled Pratham to reach 3 times more youth than in previous years. 30,000 youth enrolled into the skilling program through these webinars. Additionally, self-paced online courses can be conducted through open-source platforms where youth can take the course on their own and get a glimpse of vocational education. Pratham's Open School platform aims to create an open learning mechanism to help children and youth prepare for school, work, and life. In Pratham's experience, these self-paced short modules which include curated videos and home assignments have helped bridge the

information gap, equipping youth to align their interest and aspirations and assist them in making an informed choice.

b TO MAKE TRAINING MORE ACCESSIBLE

Technology has proven to be beneficial in providing access to vocational education in communities which don't have any presence of physical training centres, especially where there are mobility challenges due to the topography, pandemic induced restrictions on human contact and limited resources for travel. Pratham's experience from the Hybrid Skilling model has shown the scope for virtual courses to not only create awareness but also deliver fundamental concepts effectively. Platforms such as Zoom Video Conferencing and Facebook Workplace were leveraged to provide an interactive teaching-learning experience for remote training. 30,000+ youth participated in virtual training in FY 2020-21. 67% of these participants went on to also complete practical training.

c TO FACILITATE EXPERIENTIAL LEARNING

Technology used in different industries should be a

core component of practical training in vocational education. Using industry tools during the learning process, enables youth to get hands-on experience of dealing with them, understand their application in real-time and build confidence in using them. This plays a big role in making them job-ready and helps them transition smoothly into their jobs. Each industry could play a key role in facilitating such experiential learning by offering a space for a practical lab in their premises where youth can come and learn to use industry tools.

To facilitate career planning:

Majority of youth who complete vocational education end up migrating for their employment, and so may not be found in the immediate community. By collaborating with skilling organisations, we can identify alumni who have completed training and have been working for 2-3 years in their respective trade.

They can then be invited to interact with children through live webinars or video calls. This could help build aspirations for young people, demystify concerns, and identify new role models. Additionally, video case studies of alumni can also be shared in schools during the academic year.

B. STAGE SPECIFIC AIMS OF VOCATIONAL EDUCATION

1. Describe ways in which families and local communities could be involved in the teaching and learning of this subject area.

Families and local community members can play a vital role in making the learning process fun and engaging. The following approaches can be adopted to involve these stakeholders:

a. ASSISTANCE IN GROUP-BASED LEARNING

Parents and community members can be asked to support group-based projects and activities centred around digital video content. Youth can be asked to seek answers from community members, participate in some tasks at local shops, artisan's workshops, and panchayat offices can be an engaging learning experience.

b. COMMUNITY MELAS

The format of 'mela' in villages always creates interest and gets the entire community excited to participate. This format can be leveraged to provide exposure to vocational education to children and youth. Youth can be asked to dress up as local experts of different trades and display stalls imitating their workshops. This can

be coupled with games and other fun activities. While acknowledging the importance of local experts, this will also help build a sense of dignity of all kinds of labour.

c. SESSIONS BY LOCAL USTAADS

Local experts like carpenters, plumbers, halwai (chef) and others can take short sessions in schools and in the community sharing about their skill and mode of livelihood. This will increase exposure about different locally relevant trades and help inspire youth to discover livelihood opportunities within their local communities.

The nature of vocational education is such that it demands assessments to gauge practical skills more than theoretical concepts. The assessment structure should incorporate components to evaluate life skills associated with preparing for work. The following elements should be considered while designing assessments for each age category:

a. PEER-EVALUATION

This assessment method fosters a sense of learning from peers and helps build skills of teamwork and collaboration.

b. PROJECT-BASED EVALUATION

Youth can be given projects which can be executed with local resources. They can be assessed on how they approached working on the project, ability to solve problems and ability to search for information.

c. PRESENTATION BASED EVALUATION

Communication is a key life-skill. Youth should be assessed on how effectively they can communicate verbally and in written form. They can either be asked to do an individual presentation or a group presentation.

The following section illustrates different question formats which can be used for specific age-groups.

a. 8-11 YEARS

Picture based questions including matching, sequencing and comprehension based on the picture can be an effective medium to assess critical thinking skills in addition to fundamental concepts.

b. 11-14 YEARS

Visual formats where youth are asked to explain a concept based on their understanding can be used. Practical tasks which can be done at home or in the community can be given as an assessment. Scores can

be allocated in an observation-based format based on youth's preparation for the task, actual execution, and final presentation.

c. 14-18 YEARS

Community projects including short surveys, organising an event, collecting information from local Ustaads (experts), experiential tours at the farming ground, local shops, panchayat office, police office etc. could be an effective way of assessing practical skills and life-skills of youth.

Use of technology in the teaching-learning process has the potential to increase engagement, trigger and sustain interest and provide a wholesome learning experience. It also gives an opportunity to localise education making it a more relatable experience for youth. Based on Pratham's experience, technology should not be used in isolation.

Community social structures and projects play a vital role in helping technology augment the teaching-learning process. Parents, friends, and community members should be engaged in the learning process to support usage of devices and enhance the learning process. Activities and games using the video content coupled with presentation of learnings to a wider group can enhance the learning process, nudging youth to become self-motivated learners.

a. CHAT-BOT BASED CONTENT

Customised chat-bots with activity-driven content can be an effective pathway to help youth learn and have fun at the same time. The "Ex-framework" of expose, explore, experiment and exchange can be helpful in making this approach effective. Under the 'expose' module, the beneficiary can be given access to a variety of content, audio/ video, that work as introductions to different topics. As the next step, they can 'explore' their interests and delve deeper into them through creative workshops. Beneficiaries with similar aspirations could be clustered together to form focused learning groups. The beneficiaries can work in groups to share ideas, experiences and 'experiment' with experiential learning forming a large part of the curriculum. They can be encouraged to work in groups and share their work with each other to encourage 'exchange' of creativity. Pratham's Pradigi creativity club chat-bot initiative uses the "Ex- framework" approach to foster creative learning among children and youth.

b. VIRTUAL INTERACTIONS WITH EXPERTS

Interactions with industry experts and vocational

¹⁶Banerji, Rukmini, अभीविक-भक्षिक गठबंधन से स्कूल खोलने की राह, स्कूल कब, कहाँ और कैसे खोलने हैं, इस भर्णय में क्यों न पैरट्स को भीमल करें?, Dainik Bhaskar, 27 July 2021

education trainers through video conferencing calls using Zoom, Google Meets can facilitate remote learning and help increase exposure through virtual tours of industry premises. Video interactions with alumni members who have undergone vocational education and are currently working in formal jobs can help clear hesitations, get a realistic picture about job opportunities inspiring young people to make informed decisions.

c. SPACE FOR DISPLAY OF INDUSTRIAL TECHNOLOGY

Schools should provide space to display tools from different industry sectors. These tools can also be displayed in a community 'mela' setting where local experts can explain how they are used. Such exposure can trigger significant interest among young people about vocational education. Small hands-on tasks using these tools can give a glimpse on the nature of different vocational trades helping them get more clarity and shaping their career aspirations.

Prior to categorising different types of jobs, it is essential to account for their availability and accessibility. Rather than building an aspirational narrative, we need to recognize the actual, practical jobs that the country has to offer. Teachers play a crucial role in this regard, as they can shape the aspirations of children. To ensure the smooth integration of vocational education into the school system, we need to orient teachers to the possibilities that the various vocations offer. Vocational training was originally designed to help those who fell behind in the education race. But it's difficult to build a future by thinking you're where you are because you fell behind. Teachers need to become champions of this cause. Based on Pratham's experience of developing trainers for vocational courses, the recommendation is that apart from some basic modules of technical training, the teachers need to be oriented about the importance of promoting dignity of labour in the school.

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TITLE: EMERGING ROLE OF THE COMMUNITY IN EDUCATION

Author: Pratham Education Foundation

CHALLENGE

While community involvement on special school occasions or events is usually enthusiastic, there are several reasons why overall ongoing community participation in supporting schools regularly is often low. There is a common perception that parents are not well educated and therefore do not feel equipped to interact with teachers regarding their children's education. Critical decisions on school functioning (such as infrastructure, teacher-related issues, school timings, etc.) are not taken at a school level. While formal structures like school management committees exist, guidelines of membership and decision-making norms often constrain them, making it inflexible or inaccessible as a platform for broader participation.

POLICY RECOMMENDATION

Given that India has had nearly universal enrolment in elementary education and high enrolment in secondary education for over a decade, parents of today's school-going children (especially those in younger grades) have several years of schooling. Youth in communities have also been beneficiaries of the vast expansion of focus on schooling in the country in the last 2-3 decades. Schools can leverage this valuable resource in terms of human capital in a myriad of ways to support children's education—both in collaboration with schools and also through efforts at home to supplement learning. Allocating funds that can be used flexibly at the school level (or cluster or block level) or allowing certain kinds of decisions to be taken at the school level (school timings, summer holidays, when schools should open, etc.) will also help strengthen local ownership. Identifying effective links with panchayats and local administration can also pave the way for a more decentralised functioning and

¹⁷Banerji, Rukmini, Saleh, Asif, The power of community as a catalyst to tackle disrupted learning, Brookings.edu, 9 June 2022

¹⁸BanImproving Children's Learning erji, Rukmini, Lessons from ASER and Pratham in India on the Role of Citizens and Communities in

¹⁹<https://asercentre.org/asere-survey/>

²⁰Banerji, Rukmini, इस साल स्कूलों का खलना उत्सव की तरह मनाया जाए, बच्चों और टीचरों को साथ भबताने के भलए वक्त भमले, Dainik Bhaskar

local-level problem-solving.

SOLUTIONS:

There are several ways to characterise community involvement in education. For example, there are formal mechanisms such as school management committees or PTAs, there are also a variety of informal ways in which community members can contribute to education. The relationship between schools and communities can also be characterised based on the activities being jointly conducted—for example, carrying out enrolment drives, improving different aspects of school functioning, supporting teaching-learning, or enhancing extra-curricular opportunities. During the pandemic and the long-extended period of school closures, there were widespread and varied experiences of how technology can help connect schools and families remotely.

This section provides concrete examples of effective and promising interventions that involve community members in education. Most of these are drawn from Pratham's own experiences of engaging different community members in supporting children's learning:

● **ASSESSMENT AND AWARENESS ACTIVITIES**

Two decades of the ASER and related initiatives have generated many lessons for how simple action can lead to widespread awareness in communities about the importance of strengthening the learning levels of children. A local team (district-level organisation or institution) assesses basic reading and arithmetic skills. Although the data is aggregated and analysed at state and national levels, district-level teams disseminate the findings at the local level. Understanding the problem (in this case, it is the low learning levels of children) will lead to experimenting with local solutions. The ASER survey is largely carried out by young people in local organisations. Thus, mobilising a crucial stakeholder who can locally contribute to improving learning levels.

● **SCHOOL READINESS MELAS**

As children get “ready” to enter formal school in Std 1, they should not just be enrolled but also have a strong foundation that enables them to learn well. At Pratham, a mother's role is considered central in building the child's capability to learn. A few months before school enrolment begins, with the help of people in the village, a “school readiness fair” is conducted in the community. The fair

has various booths/tables where different activities are done by mothers and children (those who are entering school). The activity tables include physical activities (like jumping, walking on a zig zag line), cognitive activities like (sorting everyday objects, categorising them by type, size and colour, arranging objects in sequence, puzzles), fine motor activities (paper folding, colouring), language-related activities like discussing pictures, recognizing alphabets, counting objects, naming numbers and so on. While the entire community attends the fair, only a mother-child pair can take part in the activities. There are several aims for the “fair” to be conducted; the first is to celebrate the role of mothers in their child's development. Second, to demonstrate and give first-hand experience of a “breadth of skills” that contributes to building a strong foundation for learning. Third, provide first-hand experience of the activities that families can do at home to get their children “ready” for schooling and Learning.

A second fair is carried out just as schools open to showcase the progress that children have made since the first fair. This fair is usually conducted in the school compound. Pratham's experience shows that these kinds of community events are popular across the country. Panchayats, schools, and Anganwadis collaborate well to arrange and support the events. Many state governments today conduct such activities state-wide (for example, Maharashtra, Haryana, Punjab, Chhattisgarh)

● **PERIODIC MOTHERS' WORKSHOPS IN SCHOOLS**

This is an example from Punjab. Quarterly, each government school in Punjab carries out a mothers' activity workshop, where school teachers demonstrate a set of activities that can be done at home. During the workshop, mothers practise doing these activities with their children under the guidance of the teacher. They later go back home and continue to conduct these activities. In Punjab, the focus is largely on mothers whose children are in the pre-primary grades. However, this practice can be replicated for all early grades.

● **MOTHERS GROUPS BY MOHALLA**

In most locations, rural or urban, that see Pratham's direct presence, mothers'

Groups are created in each mohalla or hamlet. Typically, these are neighbourhood groups focused on mothers whose children are in Std 1, 2 or 3. These families often

²¹https://img.asercentre.org/docs/Publications/External%20publications/Papers%20using%20ASER%20data/righttolearn_chapter6_rukminibanerji.pdf

²²<https://www.povertyactionlab.org/evaluation/can-informational-campaigns-raise-awareness-and-local-participation-primary-education>

²³See ASER reports 2005-2018 (See all ASER reports in www.asercentre.org) and also other studies like Inside Primary Schools and India Early Childhood Education Impact Study

²⁴Basic learning outcomes of children in India: Recent estimates during pandemic

receive daily phone messages (SMS or WhatsApp) with a fun learning activity that family members can do with the child. The mothers' group also meets once a week or once every two weeks. During this meeting, they receive an "Idea Card" via one of the mothers who has access to a smartphone (and is sometimes called the Smart Mata). The card has suggestions for activities, topics for discussion, and/or materials to conduct activities. This year-long effort is designed to enable mothers to understand the importance of the "breadth of skills" (not only literacy and numeracy) that are essential for a child to progress along a continuum of development. Periodically, these mothers' groups may also visit the school and interact with the teachers. Preliminary studies have shown that mothers who belong to such groups are more aware of the key elements of child development. Their children have better learning outcomes than the children of mothers who do not belong to such groups. Sharing of information and experiences also benefits the mothers who do not have access to smartphones.

● **YOUTH VOLUNTEERS AND "EDUCATION FOR EDUCATION"**

Local youth volunteers have always played a significant role in Pratham's learning programs. Rigorous external research studies evaluating Pratham's programs have always shown a significant and positive impact due to volunteer effort. Most recently, a large-scale campaign for learning "catch up" was carried out in close to 30,000 villages across India. These camps were called "CAMaL ke camps" and were designed for children in Std 4-6 to help them regain reading and related language skills. Youth volunteers worked with groups of 10-12 children in their immediate neighbourhood for 1-2 hours a day for 4-6 weeks. Basic training on key activities was provided to these volunteers, often using a combination of in-person or remote mechanisms. Since volunteers invested time in the improvement of "education", Pratham aimed at providing "education" in exchange. This year, the "education for education" effort carried out digital readiness courses and short, basic courses on first aid (both delivered via WhatsApp and Zoom). Pratham's experience shows that young people are willing, capable, energetic, and enthusiastic about helping children in their communities. Often these are youth who are alumni of the local school and are working with current students of the same school. Appreciation from schools and local village authorities goes a long way in building a cadre of such young people.

How can the school volunteer programme Vidyanjali be leveraged in providing quality education?

These Vidyanjali volunteers can act as a core group that supports the schools and contributes as per their

experiences. They can also create supporting materials in local languages and try to teach local specialities & knowledge systems to students which are currently ignored within the school curriculum

TITLE: LANGUAGE EDUCATION

Authored by: Pratham Education Foundation

CHALLENGE

'Language is not everything in education, but without language, everything is nothing in education' (Wolff, 2006). Language, thought and understanding are closely linked. For a young child, a strong foundation of oral language, reading, writing and thinking skills is the basis for all future learning. For the most part, textbooks anchor classroom practices in India. The pace and sequencing of content in the textbook is often faster than what most children can keep up with. Teachers are also required to complete the syllabus in time. This combination results in the persistently low learning levels and the consistently flat trajectories of learning that we see in our school system. These are the obvious "negative consequences" of overambitious curriculum (Pritchett and Beatty 2011). The other obstacle comes from the assumption of "one size fits all". The purpose of a curriculum framework is to provide overall guidance and direction. However, when operationalized in the form of textbooks with sequenced chapters, the teaching process becomes linear and moves into a "one size fits all" mode. All children in the same grade across the state or the country are expected to move at a similar pace and reach similar outcomes. Basic data on reading and arithmetic collected over the years from the national ASER surveys (and other studies) provides substantial evidence of both these issues. See document: ASER data on key trends in foundational learning .

The new curriculum framework needs to urgently address both of these issues. In many cases, the school environment can be challenging for a child in terms of the processes for acquiring literacy. The curriculum is linear, the pace is often faster than the child can keep up with and there is a premium placed by the system on a standard language, which may be different from the language that the child is familiar with. Often, we do not sufficiently use the child's accumulated skill and expertise in oral languages. In classroom teaching practice, the textbook as a resource is often given more importance than the child's own life as well as her language and literacy experiences. The usual chalk-talk method of teaching does not give space for the child's voice. All of these are obstacles in the journey for deepening a child's literacy and language acquisition process in a meaningful way. As we move forward to design and plan the future

pathways for language-literacy acquisition, both the conceptual architecture and as well as realistic pathways of operationalization are needed.

SOLUTIONS

The NEP, 2020 visualises the organisation of the education system in stages. Each stage represents a specific part of a child's educational journey. It is widely accepted that children may learn in different ways and with different pace. The multi-year "stage" allows for these variations in pathways and yet is able to allow children to acquire a set of skills by the end of that stage. "What" we want children to learn and "how" we want them to successfully reach this stage-end goals have to be crafted in a way that is achievable by most schools, teachers and children. Systematic experience and rigorous evidence available from across the country should inform the development of the new framework.

Several key points need to be considered for teaching-learning of language especially for early grades. Bringing in oral language activities in a major way into the classroom is one big step that needs to be taken. One of the key goals of NIPUN Bharat is to enable children to become effective communicators. A second step would be to ensure that teachers of early grades were familiar with the languages used by children. Teacher allocation to schools needs to have a language mapping aspect built into the process. Third, specific teachers need to be allocated to early grades, keeping in mind the kinds of skills and mindsets that are needed to promote children's growth and development at this age. Fourth, the teacher preparation process needs revamping. During the training period, substantial time needs to be spent in actual classrooms and realistic conditions under the guidance of mentor teachers or working closely with experienced teachers. Through the early years of a teacher's career, s/he needs to be attached to and guided by teacher-mentors who can provide ongoing on-site support to aid the growth of the teacher's professional career. The New Education Policy has emphasised the importance of development and availability of children's literature in graded form including large 'read aloud' books, and other print materials in the form of charts, cards, etc. which should be contextually

developed in vernacular languages and in English and made available at a reasonable cost to all schools. To facilitate this, appropriate guidelines should be prepared and shared widely both within the government and outside. (Possibly, the printing paper could be made available to publishers at subsidised rates for the purpose of publishing early reading materials).

There are several large-scale programs across India

being carried out by governments as well as other organisations that need to be studied particularly in terms of what outcomes they achieve and processes they use. As part of the curriculum reform process, cases of effective implementation and durable results need to be understood so that these experiences can inform the development of the new curriculum framework.

POLICY RECOMMENDATION

Ensure that the medium of instruction through (at least) Grade 5 is in the home language/mother tongue/local language language/regional language in both public and private schools. How to include the richness of our multilingual culture into actual classroom practices continues to be a challenge for educational systems in India. From our experience, some specific efforts can help:

- The issue of mapping teachers to locations by language is an important one. There needs to be a teacher(s) in every school who can communicate with children in their own language. Bilingual material should be created.
- Helping hands (parents, youth volunteers, alumni, other family members) can be requested for help. The school system (or SMC) can decide the terms and conditions on which the local language person can assist in the school and in the classroom.
- For each district in India, a mapping needs to be done to list what languages could be used as the medium of communication in schools. Depending on evidence collected and capabilities that are available, decisions can be made about (a) whether the language can be used for instructional purposes throughout the day, or (b) the language can be used as a subject. A phase wise plan may be needed at district level (supported by training and on-site academic mentoring) for which languages can be used in schools for which purposes. Over a period of time, language use in schools can be deepened and broadened.

Technological intervention will also be used for language barriers. Appropriate technology (google translate, QR codes in textbooks to allow other language translation) may need to be tried to see how to bridge the language divides.

What should be the approach to multilingualism, especially in the Foundational and Preparatory Stages? Why is multilingualism relevant to our classrooms? How can a teacher handle multiple languages in the classroom? Does the teacher need to be familiar with the home languages of all the learners present in the classroom?

How can children's languages be included in teaching and learning at scale?

We understand that handling multilingualism in a single room is a little difficult but we can definitely do something to cater to it. Some suggestions from our side such as:

- Preparatory stages are the root of basic education. And without language communication it is not possible to strengthen the foundational skills of children, so special care is required in classroom
- Home language should be accepted. One of the positive points about pre-school education in the Anganwadi centre is that usually the Anganwadi teacher is from the same village and speaks the same language as the children and the parents. In the classroom discussions, preference should be given to the language in which the children are able to communicate
- There are many types of language contexts in India: Here are some examples:
- Most children speak the local language but the teachers do not and textbooks and other materials are in the standard language.
- Several languages are spoken by children in the school especially in the lower grades but not all languages are understood by the teachers. Materials are available in the standard or may be in 1 other language (Pratham's experience of multilingual education in Kokrajhar region of Assam provides useful examples of this case. More details available on request.)
- The medium of instruction is, let us say English, teachers and children speak a regional language, but most parents are comfortable in a predominant local language (This may be the case in Kashmir, Nagaland, Jammu.). (Pratham's experiences in Kashmir and Jammu provide useful examples of this case. More details available on request.)
- There are many other examples but the main point is that strategies (communication, instruction, materials, methods) will have to be implemented with understanding of community, geographical situations and according to the needs of the state, district and local levels.

How does the multilingual nature of learners equip them to learn other languages (transfer of skills)? In other words, how do children's multilingual abilities facilitate the learning of more languages? How can the school and classroom facilitate bi/multilingual competence?

Most children from low socio-economic backgrounds, especially in multilingual or tribal areas, have a range of bilingual and multilingual language skills. But it is also true that most surveys like ASER etc. show that such children's academic and language and numeracy skills are below par. However, most worldwide research also shows that multilingualism is a positive resource for children and children should have access to learning in their mother tongue (UNESCO). In India often informally in classrooms, teachers use a mix of school language (Hindi etc.) and the child's languages in case of code-switching. These cases of trans language don't negatively affect Hindi if a good multilingual pedagogy is employed. (Panda, 2012).

Some strategies that can be used in classrooms for multilingual competencies are:

- Having a language assistant in the classroom (who speaks a child's language) to help the teacher with children's home language.
- Early grade (std 1, 2,3), teaching can be carried out in bi lingual means using vocabulary and language from children's home language.
- Early reading material can also be made with reference to children's home language (vocabulary).
- Activities in children's languages can be conducted to supplement the school language academic work.

While it is difficult to identify the most effective approaches, it is worthwhile to mention that any approach to teaching English as a second language will be effective so long as it focuses on teaching the language as a skill i.e. equipping students with the strategies that will help them become independent thinkers, readers, and writers as opposed to teaching it as a subject i.e. focusing only on the subject matter.

CONCLUSIONS

One example may be worth mentioning: At Pratham, we use the "story" as a resource extensively, both in our instructional programs as well as in our community work. These are shared widely in physical form and also in digital form. Based on experiences during the pandemic, we have embarked on a "Story Project" largely focused on generating reading material (books, stories, poems, story cards) for children learning to read. For 2022-23, the goal is to create 100 original stories in 10 languages and another 50 stories in English. These stories will be generated with the help of teachers (via teacher workshops), community members and through well-known children's writers. It is proposed that a substantial proportion of these stories will be translated into other languages. (For example, in 2021, Pratham and Storyweaver placed 50 easy to read

stories in 10 Indian languages on the digital platforms of both organisations –

Storyweaver and Pratham Open School. Appreciation of stories from other languages raises exposure to and awareness of other cultures and languages. We believe that such efforts can become part of a “Languages of India” project.

TITLE: FOR AN INCLUSIVE AND PROGRESSIVE EDUCATION AND SKILL DEVELOPMENT WITH SPECIAL FOCUS TO RURAL MASSES

Submitted by: Audacious Dreams Foundation

CHALLENGE

Functioning in the rural fringes of South India, our CSO has identified critical issues related to education and skill development for girls, women and persons with disabilities, with a decade long of focused initiatives taken, the issues remain persistent. Such recognized obstacles are, the lack of infrastructure like features facilitating hygiene sanitation and easy mobility for persons with disability in educational institutions; the opportunities to tap the scientific temper and unconventional explorations are seldom; the ratio of women teachers to men is skewed. Among the women community, there is a shortfall of opportunities to build constructive networks which can aid in multi-faceted community development. Tenacious and deep-rooted problems relating to non-affordability of education and gender parity on expenditures are the final nails to the coffin hindering the development of the nation.

PROPOSAL

Our CSO has worked scrupulously towards the empowerment of women in fields of education and skill development. In the first place stands, providing practical training and 21st century skills which is essential need of the hour; Imparting group dynamics for successful establishment of women self-help groups, where community learning on financial literacy, crowd-funding were imbibed to aid economic growth at the grassroots

We work directly with educational Institutions on providing training and development support on various life skills to 21st century skills.

POLICY RECOMMENDATIONS

- Existing vocational training courses offered for women, are largely focussed on traditionally female gender roles based jobs; varied options involving

technical and mechanical skills can be offered.

- Effective inception and follow-up of sex education in the curriculum of school education under the direct supervision of National Literacy Mission Authority (NLMA).
- Increased special funding for development of proper infrastructure to assist students with physical disability under the Sarva Shiksha Abhiyaan.
- Introduction of Indian Sign Language as a fundamental study under the New Education Policy 2020, aids in bridging the student gaps.
- All educational course contents should be made available in Braille.

SOLUTION

As a part of educating the young generation, especially the women, our CSO provides certificate courses on 21st century skills, global 17 goals and personality development goals which assists them in becoming global citizens and marshalling an effective student community.

TITLE: PROMOTION GENDER EQUALITY IN TERTIARY ENROLLMENT AND FIELD OF STUDY.

Submitted by: Astitva Women Education & Empowerment Foundation

CHALLENGE

Persistent barriers exist to women pursuing advanced/tertiary education in rural areas. Lack of safe, economical transportation and technological infrastructure for women to reach the urban-centric universities, vocational schools are some of the challenges. The cost of commuting adds to the total cost of tertiary education, leaving rural girls and boys with no choice but to either quit higher education or appear for private exams which does not provide either a holistic development, nor help in securing a professional job. The rate of enrollment in tertiary education for females is dismally low due to gender inequality as women are unable to afford the cost of higher educational institutions as the socio-economic condition of families prohibit girls' education over boys. Additionally, large differences can be seen in the choice of the field of study, with girls particularly underrepresented in STEM subjects and overrepresented in social science related fields in rural areas.

PROPOSAL

1. We award scholarships to girl students with financial needs towards education, training, and skills development. Provide free books, backpacks,

stationery items.

2. Hold literacy drives to focus on the significance of being literate, cognitive development, impact of completing education in college, participating in the workforce, becoming self-reliant, and equitable quality education for all.

3. Mentoring to rural girls who remain behind in access to resources & opportunities.

We select 30 underprivileged girl students from Government institutions in Chhattisgarh each year. The program strives to bring a change in the lives of the rural girls by shining a positive influence, and introducing them to successful women leaders from different walks of life who inspire the mentees to reach their potential by sharing their journey.

4. Work with schools on STEM programs in the country such as Yuvika at ISRO.

5. Provide free tutoring on STEM subjects in collaboration with engineers, teachers, and experts.

POLICY

Government education is free from primary to higher secondary schooling, but there is a U-shaped relationship between education and labour force participation as higher secondary level education improves for women but tertiary enrollment dwindles. Also, education lowers criminality, so there is a direct correlation between educational attainment and decrease in the rate of gender-based violence. We need to augment our efforts either by targeted policy in a 'Special Education Zone' for rural areas, or establish transportation infrastructure exclusively for women to provide safe and free commuting to urban-centric universities. Free online courses and distance education from reputed universities can make tertiary education accessible to all. Therefore, integration of the technology into college education systems will enable greater engagement for all including disabled rural students to complete tertiary education of their choice.

SOLUTION

1. We award scholarships to girl students with financial needs towards education, training, and skills development. Provide free books, backpacks, stationery items.
2. Hold literacy drives to focus on the significance of being literate, cognitive development,

TITLE: ELIMINATING DIGITAL DIVIDE

Submitted by : Astitva Women Education & Empowerment Foundation

CHALLENGE:

There is a digital divide between women and girls versus men and boys in rural India. This gender gap in digital access is accompanied by gender inequality in meaningful digital use. With diminished digital adoption, girls remain behind in tertiary education, vocational training, employment opportunities and labour force participation. Rural women with less disposable income suffer acutely from inequitable access to phone ownership, financial resources, cultural norms, education, and digitization. The phenomenon has a reversible impact too, inequality in education contributes to digital divide and digital illiteracy leads to restricted educational growth and prevents rural women from learning incrementally.

THE PROPOSAL:

1. The biggest challenge in the implementation of regulated internet and digitization of rural India is lack of digital literacy and online safety. Astitva Foundation provides free data packs, stipend, systems/gadgets to rural women so that they can use the technology.
2. We educate them on the safe use of the internet.
3. We foster digital literacy, and provide access to digital tools and services for women empowerment initiatives.
4. We collaborate with local academies such as Eduvista to provide free software training.
5. We help them in creating their bio-data, and teach them to search and apply for jobs online.

THE POLICY:

We need a policy for regulated access to digital technology and the internet in rural areas. Just like Television was used to curb India's population, similarly, technology will help in lessening gender-based gaps towards constructive learning & growth. Digital upskilling will also have a positive effect on girls' exposure to STEM subjects, digital solutions, tech-innovations, and subjects of higher education. Eliminating the digital disparities will empower rural women to connect with the world, expand their knowledge, develop confidence, engage in skills development, partake in their good health and skills development, and raise awareness of their rights.

THE SOLUTION

The impediments of using technology can be overcome with education in school and at home on the safe and secure use of the internet with trusted information. Hence, we work with rural school teachers to enable safe usage of computers. Digital upskilling of rural women

is done through industry experts and local academies to thrive in the increasingly global digital world and be empowered, learn about physical and online safety in ways that are appropriate to their age and culture. Advancement in technology needs to percolate through rural India and the world, to help reduce gender-based violence, gender inequality and gender gaps.

TITLE: INCLUSION OF WOMEN & MARGINALISED GROUPS IN VOCATIONAL TRAINING

Submitted by: Best Practices Foundation, Bangalore

CHALLENGE

India's economic boom has left behind the vast majority of Indians, especially women. One bottleneck leading to women's declining workforce participation rate is the low number of women trained to enter the workforce. Between 2014-19, women comprised 17% of enrolment at Industrial Training Institutes (ITIs), almost entirely excluded from high technology or mechanised sectors.

Towards an ecosystem for inclusive growth, Vocational Education Training (VET) policy frameworks need a multi sectoral approach, taking into consideration needs of marginalised communities, to address critical bottlenecks of finance, awareness, access and employability.

PROPOSAL

Training toward self-employment needs to be a focal point because the formal sector is only a small percentage of the total economy. Market Oriented Value Enhancement (MOVE) a market driven livelihood model that builds women led businesses run by Best Practices Foundation is one such award winning model that can build sustainable businesses. MOVE is a gamified desi MBA course brought to the ground where management is taught through games facilitating experiential learning that helps the illiterate asset-poor improve their livelihood.

Learn more about MOVE at <http://www.bestpracticesfoundation.org/>

POLICY RECOMMENDATION

Gender parity and social inclusion in vocational training is central to ensuring the ultimate goal of achieving gender parity in industry, across and within sectors. The objectives of Pradhan Mantri Kaushal Vikas Yojana (PMKVY), the flagship programme of the Ministry

of Skill Development and Entrepreneurship need to include gender parity in vocational training. Targets to achieve a minimum of 25-50% female enrollment as well as enrollment targets for SC/STs, OBCs, minorities, and persons of disability can work towards the goal of inclusive growth for all.

Training must be driven by industry and market demand for employability. To prevent the ghettoization of women into low paid exploitative fields, efforts to open up new opportunities, especially training in the latest technologies, for women in traditionally male-dominated sectors are necessary.

CASE STUDY

MOVE, a best practice: Training toward self-employment needs to be made a focal point because the formal sector does not have enough jobs to absorb the new entrants. Market Oriented Value Enhancement (MOVE) a market driven livelihood model that builds women led businesses run by Best Practices Foundation is one model that can build sustainable businesses.

Other Policy recommendations: Planned expansion of vocational training be women-centred and inclusive of all marginalised populations (SC/STs, OBCs, minorities, and the disabled) including access for persons of disability, career counselling and outreach, finance and employability.

- Outreach to women and marginalised groups to raise awareness of their options needs to be an essential component of all vocational training programs.
- Institutional arrangements for quality and finance need to put in place accreditation agencies and educational finance institutions.
- Resources to ensure that any women or members from marginalised communities who want technical training should have access to scholarships or education loans.
- Efforts to create an enabling environment to ensure behaviour and attitudinal changes on all fronts, including families, industry, and training providers.
- Gender sensitization of various stakeholders is recommended to address the root attitudes that manifest in various forms of discrimination against women.
- Training for employability would require the active participation of industry in making VET courses marketable including setting syllabi, upgrading

²⁷ ASER 2019 Early Years Findings. Please note this round of ASER was not conducted across all rural districts, but in 26 rural districts across 24 states of the country

²⁸ Same as above

²⁹ Status of learning during the pandemic: Evidence from three state-level field ASERs in 2021

courses and equipment in VETIs, providing internships and other learning opportunities for students.

TITLE: RESELLING AS A SKILL FOR EARNING FROM HOME

Submitted by: WEN India- Women Empowerment Network Association of India, Bangalore

CHALLENGE

Student and homemakers' post-pandemic financial situation is precarious.

PROPOSAL

The reselling business has seen a surge in popularity in the post-pandemic world. As people search for new avenues of income generation and take charge of their financial destinies, the epidemic has also increased the number of entrepreneurs.

POLICY

Now that so many housewives and college girls have smartphones, formalising the informal industry can benefit from skill development training for reselling. Women can get the skills needed to succeed as resellers and business owners by receiving training in fields like marketing, sales, and customer service.

SOLUTION

Skill development training for reselling can be a valuable way to support women's economic empowerment and contribute to the growth of local businesses. Conducting skill development training for reselling at the college level and in small apartments can be a great way to reach a diverse group of women who are interested in entrepreneurship and business. It's important to ensure that the training program is designed to meet the specific needs and interests of the target audience. For college students, the focus may be on developing entrepreneurial skills and exploring new business ideas. For women in small apartments, the focus may be on practical skills such as marketing, sales, and customer service, as well as ways to manage and grow their business from home.

TITLE: PRE-SCHOOL EDUCATION AND FLN

Submitted by: Pratham Education Foundation

CHALLENGE

By adopting a continuum approach to early years, the National Education Policy (NEP) rightly aims to put an end to the practice of excessive and unwarranted adherence to narrowly defined expectations that all children of a particular age and grade need to meet to be able to advance to the next stage. At the core of the continuum approach lies the belief that each child is unique, learns at her own pace and in her own manner, and learning plans for the child should be based on what the child knows and can do.

Translating this vital philosophy into practice will require a complete mindset shift at all levels of the education hierarchy as well as among stakeholders in a child's ecosystem. It may, therefore, be important that crucial aspects of the NEP, specifically the continuum approach and stage-wise learning outcomes, are communicated in an easy to grasp, simple to visualise and practical manner to key stakeholders.

While the NEP implicitly implies that a child should enter Std 1 at the minimum age of six, we recommend that it is formally articulated in the policy and, over time, enforced across the country. Over the years, ASER has shown that a large percentage of 5-year olds enter the schooling system; for example, according to ASER 2019, 21.6% 5 year olds were already enrolled in Std 1. At this early age, children are not physically, socio-emotionally or cognitively ready for the expectations the school system places on them. ASER 2019 showed that only 5.9% of 4- and 5-year olds in Std 1 could read a simple Std 1 level text; while the corresponding percentage for 6- and 7-year olds in Std 1 was substantially higher. Ensuring that children enter the school system at an appropriate age will require, among other things, strengthening access to Anganwadi and pre-school facilities, as well as sensitising parents and communities on the perils of early age enrolment.

For years, ASER and other education surveys have highlighted the "learning crisis" in the country - the NEP itself makes a strong note of the situation. The pandemic, causing prolonged school closures, has further worsened the situation in the two years since the NEP was launched. It is therefore imperative that the focus on Foundational Literacy and Numeracy (FLN) does not get limited to the Foundational Stage only, but rather extends to higher grades as well, to enable all children in elementary school to acquire foundational literacy and numeracy skills, and

³⁰Chi, J. (2018). Pathways for Gender Equality through Early Childhood Teacher Policy in China. Echidna Global Scholars Program, Discussion Paper. Center for Universal Education at The Brookings Institution.

³¹Bian, L., Leslie, S. J., & Cimpian, A. (2017). Gender stereotypes about intellectual ability emerge early and influence children's interests. *Science*, 355(6323), 389-391.

³²Mlama, P., Malema, D., & Makoye, H. (2005). Gender responsive pedagogy: A teachers' handbook FAWE

“catch up” with their curriculum expectations.

Continuity between preschool and school curriculum: Both from a content and practice perspective, there is a lack of continuity between the Early Childhood Care and Education (ECCE) curriculum followed in Anganwadis and the curriculum practised in Std 1 and 2 in schools. This affects a smooth transition from the Angwanwadi to the school for the child. A specific point of discontinuity is the introduction of textbooks in Std 1, while ECCE predominantly focuses on play-based learning. Further, Std 1 textbooks in some states have fairly ambitious expectations, both in terms of content complexity as well as the pace at which children are expected to master skills. Since teachers are expected to adhere to the curriculum and complete it in time, they are unable to adapt to the learning levels and pace of children. The situation is further complicated as children entering Std 1 are a mix of those who have received good quality preschool exposure, those with poor quality preschool exposure and those with no preschool exposure.

As teaching-learning becomes instructional and primarily textbook-based in Std 1, the balance between the focus on literacy and numeracy and the focus on other aspects of holistic child development, such as physical and motor development, cognitive development, and socio-emotional development becomes vastly skewed. Apart from changes in curriculum and pedagogy, teachers would need substantive capacity building and handholding to focus on all these dimensions.

Assessments: The approach, practices and tools used for assessment in the Foundational Stage need to be appropriate for children in the pre-literacy stage and pre-numeracy stage through Grade 2-3 and be developed and implemented with the continuum approach in mind. Currently, in schools, pen (or pencil) and paper assessments are the predominant mode of student assessment and evaluation, which neither may be developmentally appropriate nor do they help a teacher fully understand the foundational literacy and numeracy skills of a child, especially if the child is unable to comprehend simple text. Importantly, assessments can be a significant opportunity to strengthen the connection between a child and the teacher, and pen and paper assessments fail to capitalise on this.

In general, the assessment methodology adopted should be simple to implement as well as enable teachers to accurately identify where the child is on the learning trajectory of a particular domain, and accordingly plan instruction. Most school teachers often understand

progress in a strictly binary sense - either a child can do something or cannot. But since children progress at different paces, this might not accurately measure the progress of children who have acquired proficiency in some aspects of a particular skill, but are yet to gain mastery over the skill in entirety.

Gender stereotypes: Research indicates that gender identities are formed by the time children are of age two and a half years (Chi 2018) while gender stereotypes about girls' and boys' intelligence are formed as early as age six (Bian, Leslie, and Cimpian 2017). The presence of such stereotypes can have a lasting influence on girls' and boys' beliefs, attitudes, behaviours, and learning outcomes (Mlama et al. 2005). Gender biases at home and in the classroom often reinforce stereotypes that in turn influence expectations and learning outcomes. Below are some specifics on how the current content (specifically, stories and artwork) is not gender-responsive:

- A range of gender identities is not shown.
- Women and men are shown in traditional roles. Mostly men are shown outdoors and women are shown indoors; women are rarely shown outdoors.
- Mothers feature in stories as nurturing and kind, but fathers are mostly invisible or are represented in stereotypical roles.
- Artwork tends to reinforce gender stereotypes: for example, girls are shown with flowers in their hair, standing and smiling; boys are shown as active and naughty; boys are shown doing cartwheels.

Existing curriculum and teaching practices need to be reviewed from a gender-sensitive lens to identify prevailing gender stereotypes and efforts that need to be made to reform content, practices, and most fundamentally, the mindsets of everyone involved in the design and transaction of content.

SOLUTIONS

Overall, the NEP (and subsequent initiatives) adopts the right approach towards tackling many of these and other key challenges. The continuum construct will need to be adopted and operationalized in all dimensions - approach, curriculum, pedagogy, provision, assessments; the execution will have to match the intent, and this, among other things, requires careful, evidence-based and localised planning. For example, to improve school readiness of young children, the connection between the preschool and school must be strengthened, so that children have adequate exposure to the school environment before they formally enter it. This requires systematic mapping of Anganwadis in the catchment area

³³Shaher Vanu Bagh, “Localized assessments can enhance our understanding of learning at the bottom of the pyramid”, 2018

³⁴NIPUN Bharat Guidelines - Page 239

of the feeder school, and regular coordination between the Anganwadi worker and the teacher. But not all school-entering children would come from Anganwadis, nor would they have similar learning and age profiles.

The local-level mapping must thoroughly understand the ground level situation to plan for school readiness of children.

Curriculum to be simple and flexible: The curriculum should be easy to read, understand and implement. It should be adaptable to the needs of the class, time availability and abilities of the children. Simple continuum-based assessments that enable the teacher in class: Simple assessments should be used by teachers to assess where a child is in each developmental domain. The assessment should help the teacher calibrate her lesson plans in class. A few suggestions with respect to assessments are:

- Assessments should move away from the typical pen-and-paper formats to include other forms of interaction with children. These include one-on-one oral assessments, small group-based activities with teacher observations.
- Assessment formats should be similar across the early years continuum from preschool till the end of grade 2.
- Assessments should be short and easy to use for the teacher.
- Assessment results should be communicated in a manner that is easily understood by parents - with differing levels of literacy
- Assessments - particularly for early grades - need to go beyond literacy & numeracy and focus on other areas of development as well .

Analyse content with a gender lens and include it in training: Content should be analysed with a gender lens both in terms of content and the visual imagery that accompanies it. Examples of role models, poems and stories that reflect gender equitable behaviours should be included. Gender sensitisation should be systematically integrated in teacher training.

Joint training & curriculum development by WCD / Education: In Haryana, the WCD and Education department jointly conducted training of Anganwadi workers to strengthen their ECCE knowledge & skills. The training was planned by the state level officials of both departments. A district core group comprising both

WCD and Education Department officials was trained on ECCE, who further trained Anganwadi supervisors who in turn trained Anganwadi workers. The ECCE curriculum to be followed by Anganwadi workers was developed by WCD but was reviewed by SCERT.

Practice classes in training: In Haryana, Himachal Pradesh, Punjab, and Andhra Pradesh, all ECCE trainings were implemented through a cascade model of training where a district core group was trained, who further trained the supervisory cadre who in turn trained anganwadi workers / teachers. In each of these training models, the district core group and supervisory cadres conducted practice classes to get hands-on experience of appropriate ECCE pedagogy & practices. School readiness melas across states: In Maharashtra & Punjab, school readiness melas - a concept pioneered by Pratham and encouraged by the NIPUN Bharat guidelines - were conducted in schools across the state for children graduating from preschool and about to enter Std 1.

Strategic selection of schools for pre-primary integration: As part of its ECCE mission, Himachal Pradesh, in 2018, followed a model of integrating pre-primary classes in its existing primary schools. Instead of rolling out pre-primary classes in all its ~10,000 primary schools at once, the Department strategically selected 30% schools based on multiple criteria: (i) where enrolment potential was high, (ii) where demand from parents was high (less private preschool presence), (iii) where rooms were available, and (iv) where there was human resource (teacher) availability. Parental engagement for ECCE: The states of Punjab, Himachal, and Andhra Pradesh have each adopted unique ways of engaging parents, particularly mothers to champion their children's early childhood education efforts. In Punjab, workshops were conducted with mothers across the state to orient them with appropriate ECCE practices to do with their children at home. The Himachal Education Department laid down guidelines for teachers to orient mothers/ parents on ECCE practices as part of the frequent parent-teacher conferences which took place. In Andhra Pradesh, all anganwadi workers have formed WhatsApp groups with mothers of children aged 3-5 attending anganwadis and on a daily basis, share videos of teaching-learning activities for mothers to perform with their children.

Development of strong FLN skills

The focus should be on 5 major developmental domains

³⁵Concept note, Mother engagement at Pratham

³⁶Idea Card 1, Idea Card 2, Idea Card 3

³⁷Mothers workshop in Government Primary Schools in Punjab

³⁸Primer on School Readiness Melas

³⁹School Readiness Mela, West Bengal

throughout the early years curriculum. The domains are language, maths, cognitive, socio-emotional & physical. The academic year should be divided into phases with some progress indicators identified for each phase. The phases could be:

- Warm up / Readiness phase: A 1-2 month phase where teachers focus only on developmentally appropriate activities across the 5 developmental domains with no use of the textbook. No assessment should also be conducted during this phase. The aim should only be to get children familiar and comfortable in the school surroundings and build school readiness through activities.

Phase 1 of instruction: In this 3-4 month phase, teachers should start introducing the textbook, but use it as a resource material to focus on building conceptual knowledge through a number of means: individual and group activities, tasks, worksheets etc. There should be no burden to complete the syllabus in a specified time period. The focus should remain on developing all foundational skills for a child, particularly literacy & numeracy.

- Phase 2 of instruction: In the last phase of the academic year, once children are comfortable in a school environment and they have spent several months focused on building core FLN skills, the focus of the teacher can shift to the textbook.

To successfully implement the above phase wise learning curriculum, it is critical to take two major steps:

- Reduce the volume of the textbook syllabus so it can be completed in fewer months to allow time for the readiness phase and use of activities to allow for proper conceptualization of the topics in the textbook
- Creation of a comprehensive teacher manual which details the three phases and the materials and methodology to achieve the goals for each phase.

Provision of and access to storybooks and story cards and non-print teaching-learning materials such as beads, building blocks, shapes, toys etc in class and for taking home for each child is important. Story books that interweave maths concepts are also Important. In order to nurture love for reading, developing age-appropriate children material/content should be done on priority basis. The public level content creation mission should be planned to generate more indigenous content for the children to read.

In the early years, a child spends most of her time and develops the greatest levels of comfort with her parents (specifically mothers), family and the rest of the community, typically in that order. The role of these

stakeholders in nurturing and in the holistic development of the child is therefore crucial, but often not fully appreciated or tapped into. Learning and development activities should not remain confined to the boundaries of a school or preschool, rather a continuum in the learning environment between the home, community and school must be fostered to allow the child to fully engage in and enjoy learning.

This section provides concrete examples of effective and promising interventions that involve community members in education. Most of these are drawn from Pratham's own experiences of engaging different community members in supporting children's learning.

- Mothers' Groups: In most locations, rural or urban, that see Pratham's direct presence, mothers' groups are created in each mohalla or hamlet. Typically, these are neighbourhood groups focused on mothers whose children are in Std 1,

2 or 3. These families often receive daily phone messages (SMS or WhatsApp) with a fun learning activity that family members can do with the child. The mothers' group also meets once a week or once every two weeks. During this meeting, they receive an "Idea Card" via one of the mothers who has access to a smartphone (and is sometimes called the Smart Mata). The card has suggestions for activities, topics for discussion, and/or materials to conduct activities. This year-long effort is designed to enable mothers to understand the importance of the "breadth of skills" (not only literacy and numeracy) that are essential for a child to progress along a continuum of development. Periodically, these mothers' groups may also visit the school and interact with the teachers.

Preliminary studies have shown that mothers who belong to such groups are more aware of the key elements of child development. Their children have better learning outcomes than the children of mothers who do not belong to such groups. Sharing of information and experiences also benefits the mothers who do not have access to smartphones.

Such ideas of activities that mothers can do can be provided to them in-person, such as when they visit schools, or remotely, via Whatsapp or other digital modes of communication. It is imperative that feedback is taken from mothers on whether and how they used the content and how it can be further improved and adapted to their needs.

- Mothers workshops and parent-teacher meetings: This is an example from Punjab. Quarterly, each government school in Punjab carries out a mothers' activity workshop, where school teachers demonstrate

a set of activities that can be done at home. During the workshop, mothers practise doing these activities with their children under the guidance of the teacher. They later go back home and continue to conduct these activities. In Punjab, the focus is largely on mothers whose children are in the pre-primary grades. However, this practice can be replicated for all early grades. Regular parent-teacher meetings are very important. In these meetings, teachers can communicate children's progress in a simple and clear manner, and suggest activities that parents can conduct at homes to strengthen children's learning and development.

School Readiness Melas: As children get "ready" to enter formal school in Std 1, they should not just be enrolled but also have a strong foundation that enables them to learn well. At Pratham, a mother's role is considered central in building the child's capability to learn. A few months before school enrollment begins, with the help of people in the village, a "school readiness fair" is conducted in the community. The fair has various booths/tables where different activities are done by mothers and children (those who are entering school). The activity tables include physical activities (like jumping, walking on a zig zag line), cognitive activities like (sorting everyday objects, categorising them by type, size and colour, arranging objects in sequence, puzzles), fine motor activities (paper folding, colouring), language-related activities like discussing pictures, recognizing alphabets, counting objects, naming numbers and so on. While the entire community attends the fair, only a mother-child pair can take part in the activities. There are several aims for the "fair" to be conducted; the first is to celebrate the role of mothers in their child's development. Second, to demonstrate and give first-hand experience of a "breadth of skills" that contributes to building a strong foundation for learning. Third, to provide first-hand experience of the activities that families can do at home to get their children "ready" for schooling and learning.

A second fair is carried out just as schools open to showcase the progress that children have made since the first fair. This fair is usually conducted in the school compound. Pratham's experience shows that these kinds of community events are popular across the country. Panchayats, schools, and Anganwadis collaborate well to arrange and support the events. Many state governments today conduct such activities state-wide (for example, Maharashtra, Haryana, Punjab, Chhattisgarh).

- Involving youth: As children reach the school-going age, literate community youth can play an important

role in strengthening enrollment and attendance. In Bihar, for example, community youth, called Tola sewaks, work in Mahadalit communities to enrol children and, subsequently on a daily basis, help children get ready for school, take them to the school and also conduct supporting teaching learning activities outside of school time. Pratham works at scale with community youth volunteers, who provide daily instructional activities to children in anganwadis, form and work with mothers' groups and conduct community events. With necessary training and support, youth can play a valuable role in supporting teachers and Anganwadi workers in engaging children in play-based learning activities.

Based on experiences, we recommend the following measures to minimise disruption to care and education of children:

- Creating necessary social structures: In most Pratham communities, as part of the usual pre-COVID programs, a social structure/network to support children's learning was already in place. These took the form of mothers' groups for children at the foundational stage and became spaces and means for engaging in learning in the community. Our teams sent simple, engaging learning activities via sms/Whatsapp, on a daily basis, to these mothers' groups. Mothers and other family members conducted these activities with children and sent back photos and videos of children doing these activities with their support. We recommend that such structures be created where they do not exist already and are continuously nurtured. These groups can play a crucial role not just during periods of lockdown, but, more importantly, in providing a learning environment at home to children during normal times.
- Digital Repository of content: Pratham has a repository of digital activity-based learning content in more than 10 languages. During the pandemic, this content was packaged as Whatsapp and SMS that was further shared with parents and communities.
- Innovative use of technology: Apart from using SMS and Whatsapp to connect with parents and children in our direct intervention locations, we used other technological platforms to connect with communities at scale. For example, in partnership with the state government, we launched the Shale Bhaherchi Shala radio program in Maharashtra in May 2020. The program included discussions on learning activities that could be done at home as well as interviews with school teachers, parents, Anganwadi workers and children to understand their experiences during the pandemic. To establish

a robust engagement mechanism, parents received messages with learning activities a day before the broadcast. During the broadcast, the host would spend some time discussing the learning activity. The program was hosted on radio, Youtube, Pratham mobile app and via loudspeakers in several villages such that households without a radio or smartphone could also engage. We launched a similar state-wide learning program on television, in partnership with Doordarshan, in Bihar.

- **Distribution of print material:** During the lockdown, several state governments and non-government organisations distributed worksheets and other learning materials, which made it easy for the children to continue academic activities at home. However, adequate and continuous follow up needs to be integrated in these efforts, such that parents receive support on how to use these materials and their feedback is incorporated in improving these initiatives.

Mohalla Level Activities: As the complete lockdown moved to partial lockdown, we were able to mobilise our network of community volunteers to conduct teaching-learning activities, focusing on foundational skills, in their Mohallas. The volunteers were trained remotely and were asked to identify up to ten 6-14 year-old children who lacked foundational skills in their immediate neighbourhood. Volunteers conducted classes for 24-30 days for language and numeracy each; adherence to Covid-safety guidelines was strictly monitored and enforced.

We recommend that governments invest in a network of committed teachers, Anganwadi workers, community service providers and volunteers who can be supported to conduct hamlet-level activities during periods of restricted mobility.

The key domains to focus on for the 0-3 age group are: physical, language, cognitive and socio-emotional development. A combination of indoor and outdoor activities will be needed for effective early stimulation. The critical aspect to understand about the 0-3 age group is that the child spends nearly her entire time with parents/caregivers. Hence, it is critical to engage parents/caregivers and orient them on how to conduct developmentally appropriate activities with children. Direct teaching by someone outside the child's home may neither be feasible nor very effective. Primarily, caregivers will need to be provided developmentally appropriate activities that they can then conduct with their children. Formation of caregiver groups will foster peer interaction and learning.

B. Stage specific approach to curriculum and pedagogy for attaining FLN

Pratham has developed a comprehensive grid with the breadth of skills that a child needs to develop in the foundational stage and has prescribed specific milestones /stages / goals to be achieved in each skill.

C. Other suggestions

- **Infrastructure:** The classrooms of Grade 1-2 should be redesigned physically to look (or feel) like an informal and child-friendly setting. If furniture is in the class it should be child-friendly and movable.
- **Print rich environment:** Creating a print-rich environment in classrooms, at home and in mohallas should be promoted. The larger community can be engaged in this.
- **Handholding support to teachers by supervisors:** In addition to teacher training, it is critical to ensure on-site mentoring support (or hand-holding) to teachers. To do this, it is important to build the academic expertise of school & anganwadi supervisors by training them on appropriate ECCE pedagogy & practices and ensuring they get hands-on practice by conducting practice classes themselves. At the same time, the role of supervisors needs to be enhanced from a purely administrative and inspective role to provide actual mentoring and demonstration to teachers and anganwadi workers on ECCE pedagogy & practices during their periodic visits.

D. Bibliography and Reference

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TITLE: GENDER EMPOWERMENT/EQUALITY EDUCATION

Submitted by: Vasavya Mahila Mandali

CHALLENGE

Vasavya Mahila Mandali (www.vasavya.org) worked with children in schools by forming support groups and trained them with a structured curriculum to provide life skills and to have mutual support in orphaning in the situation of AIDS from 2003 to 2010. That has resulted in reinforced values and humanity, reduced trauma, establishing identity, reduced child marriages, increased performance in education, respect for other gender.

Engaging men and boys is an essential prerequisite to achieve SDG 5. In a patriarchal society working with gender inclusion will yield good results and be sustainable. Since 1975, the International Year of Women has been announced as March 8th to celebrate but not much change occurred in mind sets as the events or initiatives are gender exclusive. VMM initiated adult literacy for tribal women near Vijayawada, Andhra Pradesh, India and found that there is resistance from men in families and even led to physical abuse and beating. Once we turned that initiative for both men and women adult literacy it went smoothly and yielded results as designed.

There is increased crime against children and crime against women and girls and year by year it is on increase.

1. There is no structured curriculum which is part of the academics as class wise. VMM has initiated such intervention in schools and yielding positive outcomes, but the school management feel that giving CSOs 45 minutes a day for one session, is their favour and rush the CSO team to complete early. School management assumes structured curriculum is essential as the government assesses teachers' performance on those results. As this is not institutionalised it is a great challenge CSOs face.
2. Secondly, many CSOs cannot get permission from Education Officers to conduct the session on gender.
3. Thirdly, one gender does not know about the other gender and speaking about sex and sexuality is a taboo in houses. Hence boys do not know about the physical and emotional aspects of girls and vice versa. Once growing, not respecting other gender and forcibly going for sexual activity and abuse.
4. Fourthly, children grow up unable to identify or disclose sexual abuse or assault and maintain silence. Although India has POCSO law but the complaints are meagre and it is important to learn that boys complaining about the sexual abuse is almost zero. So law to be complemented and supplemented with supportive initiatives in schools.

POLICY RECOMMENDATION

In the New Education Policy 2022 in India, there is mention of gender empowerment. Principles of Content selection: Develop awareness for the need for national integration, protection of environment, observance of small family norms, removal of social barriers, and elimination of gender biases. (Section 3.5 Content Selection https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf)

As mentioned in the NEP, India having a good understanding of gender and sexuality would also help Teachers understand their students better. Understanding

families and local culture will help with understanding student behaviour in school. It is also a time when students must be encouraged to independently practise their learning despite the resistance that might come up.

Hence keeping in view this background, procedure to be developed on Gender Empowerment as a subject which is to be of the curriculum. For example in India we have NCERT, a national level curriculum development body, so that all countries should make it a mandatory subject on gender empowerment from 6 to 18 years class specific syllabus.

Case study : Vasavya Mahila Mandali formed school support groups with about 7000 children in 250 schools in and around Vijayawada, having one group in each school with 25 to 30 children and one teacher to mentor. Weekly one day the students are trained on structured modules. The training is provided on: life skills, crisis management, respecting other genders, overcoming identity crisis, sex and sexuality.

The outcome of this initiative is the stigma for HIV/AIDS reduced, discipline was maintained by support group members and motivated other students to follow, respecting other gender has drastically improved and the academic performance is improved and now placed them in the best positions and they are now gender advocates. One teacher said "there is a lot of demand from parents to give their children to be part of the support groups." Children have proved their identity and increased social responsibility.

Impact: Sustainable social transformation is clearly visible. Even though VMM has exited from the communities, children (currently became youth) are role models in their communities.

Future plans: VMM is continuing it as a best practice and continuing the intervention. Now we are in the process of developing a comprehensive module for the 6 to 18 years age group, class wise. Once we do, pilot in 20 different types of schools among all genders and review, redesign and submit the case study with modules to NCERT in India and scale up throughout India in the local languages.

CONCLUSION

Hence an institutionalised national educational program to empower all genders to become advocates for gender equality is imperative to eliminate gender-based violence, stereotypes, biases and any negative patriarchal influences and become agents of change.

TITLE: DISABILITY SERVICES AND DATA ACCURACY

Submitted by: CBR NETWORK

CHALLENGES

1. The lack of data on disability incidence and prevalence in India based on Rights of persons with disabilities ACT of 2016 and using 40% of disability identification as cut off point which has resulted in under estimation as intensity of disability alone cannot determine for inclusion of children with disabilities in health, education and skill development. Those with mild to moderate levels of disability benefit immensely from the mainstream development programmes with a handholding support -neglecting them they are likely to develop secondary disabling conditions.

In addition to census data ,there is a need to introduce mandatory village disability registers at gram panchayat level and urban disability registers at urban ward level. It is the right of a child /person to register under disability if they have any difficulty as stated in RPwD ACT in India or national legislations in other countries as disability definitions vary from country to country across the globe. IT IS NOT POSSIBLE TO PLAN AND MANAGE RURAL REHABILITATION WITHOUT ACCURATE DATA

2. Disability population within the state and within the districts has variations which shows the need to develop mandatory registration across all age groups/ gender/disability type especially in rural,hilly ,tribal and remote areas

RECOMMENDATIONS

Due to mandatory screening of high risk children and support in the first 1000 days .Lack of Community based inclusive rehabilitation services,lack of using Tele rehabilitation and technology supported services .

1. Trained personnel are based in urban areas
2. A majority of NGOs who are service providers are based in urban areas.
3. Community based rehabilitation is not an integral part of rural health care system
4. Though there is focus on equitable inclusive education in NEP 2020 –there is lack of adequate support system to ensure sustainability and impact
5. Aging and disability concerns
6. Women and children are not identified due to multiple reasons
7. University and colleges integrating rehabilitation and disability studies as an integral part of studies and research –Medical colleges-Technical institutes (BCI-

IMC-AICTE-NCTE-RCI –Nis need to develop credit based courses as a value addition to different streams of education)

8. Lack of district road maps for comprehensive community based rehabilitation and inclusive education with district societies for Disability inclusion
9. Demystification of disability is absent-families have no information how they can help at home and in their own communities and cross disability inclusion with a focus on SEDG
10. Alternate form of education Home based education (not home based services),NIOS rural support ,Multi utility learning stations are absent for children with disabilities in majority of rural areas.Tele rehab at PHC/CHC level is the need which is still not fully met. (CBR Portage app,Trinetral app,e-Janani,OMAR are some examples-Dynamic IEP-CBSE code –UDL – gamification of curriculum /learning)

TITLE: REDUCE GIRL DROPOUT RATE IN SLUM AREAS

Submitted by: AASHRA FOUNDATION ODISHA
Working on the principle “PRIORITISE LAST MILE CONNECTIVITY”

CHALLENGES

- Poverty: Many families in slum areas struggle to make ends meet, and education is often deemed a luxury they cannot afford. In such cases, girls are often the first to be pulled out of school.
- Lack of safety measures: Often the girls face harassment and violence while travelling to and from to school.
- Lack of sanitation facilities: Many schools do not have gender segregated and period- friendly toilets.
- Distance from home to schools: Most of the slums are situated in the unplanned part of the cities and far from the schools. Normally government schools do not have school buses to provide transport facilities.
- Teacher Student Ratio: Most schools do not have adequate numbers of teachers, hence it affects quality of education.

SOLUTIONS / POLICY RECOMMENDATION

- To Increase the number of schools with adequate teachers and transport facilities.
- To introduce NFE Centre - bridge courses to fill the gap and to make dropout children school ready.
- To provide financial support to girls and to parents.
- To address Safety Concerns, such as self-defence

courses.

- To Improve Sanitation facilities with regular monitoring and accountability.

CASE STUDY

“Apni Beti Apni Dhan ” program launched by Municipal Corporation of greater Mumbai to address the high dropout rate of girls in slum areas. The program provides financial incentives to parents who keep their daughters in school and complete their education. The program provides free tuition, books and transportation from slum areas to attend school. The program has been successful in reducing the dropout rate of girls from 20% to less than 5% and is a successful model and blueprint for addressing the issue of girls’ school dropouts in slum areas.

CONCLUSION

Addressing school dropouts of the girls in slums requires a multi- faceted approach that involves working with the communities, government and other stakeholders to create an enabling environment for girls’ education.

TITLE: EDUCATION AND EMPLOYMENT OF WOMEN IN FIRE SERVICE SECTORS

Submitted by: Institute of Fire Engineers, Nagpur

CHALLENGE

Employment is the main challenge, as the policy of recruiting only male officers in the fire safety departments is implemented, which is discouraging women to pursue fire safety education.

Employability is an essential aspect for women to pursue education in fire safety.

Educating women with fire safety skills and provision of employability by creating a Fire Safety Prevention department in the Town & Country department for scrutiny of building plans with respect to fire safety designing of the buildings at all levels of sanctioning and no objection certificates. And, conducting continuous public awareness programs for the general public at the grass root level of the user end, particularly women, as the percentage of fatality of women is higher.

- A specialised department for scrutiny of building plans for fire safety does not exist in the Town & Country Planning department. Currently, the scrutiny of fire safety design of the city buildings is dependent on the ULB’s Fire service department. Majorly the personnels of the fire service department are trained for fire-fighting, and hence, the scrutiny work is delayed due to lack of technical expertise in

building design. Therefore, a specialised department in the Town & Country Planning itself, comprising Engineers/Architects/Urban Planners with technical knowledge shall accelerate the scrutiny work. Women employment in the said department shall significantly help the sustainable development of the city, state, nation and globally.

POLICY RECOMMENDATIONS:

- Employment policy for women in Town and Country Planning department as preventive measure, to execute fire safety scrutiny of building plans at different stages like sanctioning, No Objection Certificates at occupation stage, and renewal of No Objection Certificates.
- Formulation of Fire safety education and awareness programs for women is essential, as the fatality rate of women in fire accidents is high and majorly, women operate the cooking appliances which are the major sources of fire incidences. Therefore, at the user level, the fire occurrences and losses can be minimised.

CASE STUDY

- In India, a fire Safety Prevention department does not exist in any Town & Country department in the entire list of towns, and hence the policy is recommended to accelerate the building drawing sanctioning for sustainable development of the city.
- Nagpur city is a two-tiered city with the projected population of 3,351,873 for 2021 and the fire occurrences during the normal circumstances (before COVID pandemic) comprise of 48% of residential fires as per the research ‘Fire Service in Urban Area: A Case Study of Nagpur’ of Dr. Priya Singh, from Department of Architecture & Planning, VNIT, Nagpur, evolved with the output of maximum percentage of fire-cause with the unknown and cooking gas cylinder leakage.

TITLE: FIRE SAFETY EDUCATION FOR WOMEN

Submitted by: Institute of Fire Engineers, Nagpur

CHALLENGE

Conducting continuous public awareness programs for the general public at the grass root level of the user end, particularly women, as the percentage of fatality of women is higher.

Educating women for Fire Safety. The challenge for Fire Safety Public awareness and education programs is that it is not funded/supported by the government even if it is in the public interest.

POLICY RECOMMENDATIONS:

- Formulation of Fire safety education and awareness programs for women is essential, as the fatality rate of women in fire accidents is high and majorly, women operate the cooking appliances. Therefore, at the user level, the fire occurrences and losses can be minimised.

CASE STUDY

- Nagpur city is a two-tiered city with the projected population of 3,351,873 for 2021 and the fire occurrences during the normal circumstances (before COVID pandemic) comprise of 48% of residential fires as per the research 'Fire Service in Urban Area: A Case Study of Nagpur' of Dr. Priya Singh, from Department of Architecture & Planning, VNIT, Nagpur, evolved with the output of maximum percentage of fire-cause with the unknown and cooking gas cylinder leakage cause. Therefore, educating at the user end of the gas cylinder shall help to reduce the fire occurrences, minimising the losses of property and lives.

CONCLUSION

Education of women in Fire Service sectors shall help to minimise the losses for sustainable development of the city, nation and globally.

TITLE: MIGRANT LABORERS EDUCATION

Submitted by: BOSS FOUNDATION

CHALLENGES

One of the major challenges faced by the children of migrant labourers, especially girl children, is the lack of access to education. These children often have to move with their parents to different places in search of work, which results in disruption to their education. Additionally, girls from rural areas face cultural and social barriers that prevent them from receiving an education.

POLICY RECOMMENDATIONS:

To address this issue, policymakers can take several steps. Firstly, physical infrastructure such as schools and classrooms need to be built in areas where migrant labourers live and work. Secondly, the provision of tutors can help these children catch up with their peers and ensure that they do not fall behind in their studies. Thirdly, the use of digital infrastructure such as online learning platforms can enable these children to access education even when they are on the move.

CASE STUDY

BOSS Foundation set up a learning centre in a rural area of Andhra Pradesh, India, to provide education

to children from marginalised communities, including the children of migrant labourers. The centre not only provided education but also offered shelter to girls whose parents went to cities for migration, so they could continue their education without any disruptions. The centre had physical infrastructure, including classrooms and a library, as well as tutors who helped children catch up with their studies. Additionally, the centre provided digital infrastructure, including access to online learning platforms and computers, which enabled children to access education even when they were on the move.

TITLE : ENTREPRENEURSHIP MINDSET CURRICULUM(EMC)

Submitted by: The Global Education and Leadership Foundation

CHALLENGE

Gender-specific barriers to entry in the workforce: Future gender gaps may be driven by occupation segregation through conventional entry restrictions (such as 21st century employability skills) in emerging roles, as the roles with lower female representation tend to have higher remuneration. Additionally, research indicates that jobs commonly held by low- to middle-income women are at a higher risk of being lost to automation.

The alienation of women in the entrepreneurial ecosystem, resulting from the persistence of outdated perceptions of entrepreneurs in education systems worldwide.

POLICY RECOMMENDATION

The G20 Countries should introduce entrepreneurship content in nationwide school curriculums at the secondary and senior secondary levels, particularly for girls, to address gender-specific barriers to entry in the business world. This will prepare them to venture into emerging fields and start their own businesses, thereby reducing the segregation and gender disparity seen in opportunity based livelihoods along with promoting gender balance in the workforce. The program should especially include modules on finance management, networking skills, and combating gender-based discrimination. The curriculum should also incorporate training on digital and automation technologies to equip girls to compete in the changing job market.

CASE STUDY

Entrepreneurship Mindset Curriculum(EMC): Since its inception, The Global Education & Leadership Foundation (tGELF) has been actively contributing to this Government of Delhi initiative. tGELF assisted in the development & implementation of the EMC, teacher

training, and orientation programme for all stakeholders. EMC aims to provide students (Grades 9-12) in all the Delhi government schools with the relevant opportunities to develop 21st century employability skills as well as nurture their foundational and entrepreneurial qualities. Students embark on self-discovery and foster the spirit of innovation and leadership that transforms their lives. The documented impacts of which are:

- 20,000+ Teachers trained
- Modules developed for grades 9-12
- 1020+ Delhi Govt Schools reached

TITLE: POST-ELEMENTARY ACCESS FOR GIRLS

Submitted by: Azim Premji Foundation

CHALLENGE

Access to post-elementary schooling for girls, particularly those from socio-economically disadvantaged groups, remains a challenge across various countries. In the case of India, while universalization of elementary education has ensured access to elementary schooling, dropout rate at the secondary stage rises steeply. At the level of higher education, representation of women is slightly higher than that of men, but given the low overall Gross Enrolment Ratio, this area needs focused attention.

POLICY RECOMMENDATION

1. Access to post-elementary education for girls and women must be ensured through quality residential institutions – residential schools for girls in secondary and higher secondary school, and residential facilities for women pursuing higher education – located equitably across districts that need special attention.

CASE STUDY

1. The Social and Tribal Welfare Departments of states in India have the mandate of ensuring holistic socio-economic development of the marginalised communities. One way of operationalizing this mandate is to set up residential schools and residential facilities for girls and women wishing to pursue higher education away from their homes.
2. To illustrate the case in one state, as part of this mandate, the Andhra Pradesh Social Welfare Department has set up the Andhra Pradesh Social Welfare Residential Educational Institutions Society (APSWREIS), which manages 188 residential educational institutions across the state to provide holistic support (schooling, health, boarding and lodging) to about 1,07,000 students. Out of these 188 schools, two thirds of the schools are 'girls only' institutions with a total strength over 75,000. Students

from APSWREIS have consistently performed well in academic evaluations, and have excelled in other areas as well.

3. The Society also runs residential facilities for students enrolled in higher education. Students who wish to pursue their studies in schools other than those run by APSWREIS can also stay in these facilities.

TITLE: TEACH 5 PS

Submitted by: Universal Peace Centre

CHALLENGES

We see that education has to be modified. All aspects of our life are affected by our ignorance and narrow-mindedness. Problems come with the 5 Cs:

1. Comparison (imbalance of Earth Element), our problems start when we compare ourselves with other people and our results with our expected results.
2. Confusion (imbalance of Water Element), we become confused now when our expected result is not matching our actual result.
3. Criticism (imbalance of Air Element), instead of correcting ourselves, we start to criticise those we compare ourselves to, trying to lower the value of their work to our standard by hearsay.
4. Craziness (imbalance of Fire Element), as time passes, criticisms turn into craziness.
5. Chaos (imbalance of Space Element), we are going mad, can cause extreme situations. We are ready to kill others and ourselves.

POLICY RECOMMENDATION

A lack of education about our inner Nature inside the divine universal Nature is our main problem. Combining the Gurukul ancient and modern Education systems will help us increase our awareness and find solutions to any problem. The 5 Ps summarise this:

1. Patience (Earth element), if we can do our duties repeatedly until our goal is achieved, it removes our laziness.
2. Punctuality (Water element), as we repeat our duties at the same time and location, we match our life with the rhythm of Nature, which will crystallise our electromagnetic field. Over time, a more robust connection will lead to the following:
3. Perfection (Air element), as our perfection grows more robust, we come to the next P:
4. Purification (Fire element), all negativities are being purified. We develop unconditional love and a desire for selfless service.
5. Pleasantness (Space element), we are peaceful from a

neutral point.

With the five Ps in place, we will become free from any resistance within and surrender to Cosmic Consciousness.

CASE STUDY

- During Covid, we took initiatives for online teaching through our YouTube channel and Zoom.
- We also have special programs for rural areas and isolated people. We have given out free health care, medicine, books, and trees to plant.
- We regularly give blood donation camps.
- We saw a largely positive effect in schools when Sunyoga was introduced as a topic.
- Our Universal Peace Conference has been going on for 23 years, involving people from around the world.
- We have given Sunyoga workshops for over 20 years, which has changed many lives. We have seen severe illnesses and “untreatable diseases” being healed. Furthermore, we have seen how family conflicts got solved, and people have regained their confidence and become helpful to society.
- Sunyoga's invisible weapon is Sudharshan Chakra. It can protect humanity and bring us peace, prosperity, and oneness in the Universe.

TITLE: DEVELOPMENT AT EVERY DOOR-STEP

Submitted by: Ekal Sansthan (under the aegis of the Ekal Vidyalaya Foundation of India - EVFI)

CHALLENGE

Girls and women, especially with disabilities, in our target beneficiary areas are rarely seen as equals in their society. Girls enrolled in formal education institutions or Ekal Vidyalayas do not automatically progress to higher levels of education, especially skill-based training. The reasons contributing to this are many; (i) location making education and training centres inaccessible, (ii) social stigmatisation attached to the progress of the female gender, (iii) unavailability of quality education due to gatekeeping of formal education, and (iv) availability of that education only through channels of technology. (v) There is also a lack of solutions that target the root cause for social problems that we found in our target areas, which is why the EVFI designed programmes to make the impact sustainable and independent of any third party intervention.

1. Location; the Ekal Foundation has focused on introducing bottom-up solutions, instead of top-down strategies. For this purpose, it is present all over

the country in rural and tribal areas of the country. It does so through either of its many organisations under its umbrella.

2. Social stigmatisation; after an initial situational analysis by the founders, it was learned that social stigma looks different in different places. Hence, the Foundation focused on strengthening its women communities through the Mahila Samiti, designed curriculum that sends implicit messaging on gender equality, implemented many livelihood opportunities targeting women, amongst many other interventions. The Gram Samiti established by Ekal has made sure to have 2-3 women representatives in each village.
3. Unavailability of quality education; the Foundation set up Ekal Vidyalayas in approximately 80,000+ villages across the nation. These units are the bridge to formal education and teach children aged 4-10 years old. One of the aims of these schools is to teach a moral based education. The Foundation strongly believes that quality education should be delivered to every child at their doorstep.
4. A change in the space of teaching has warranted the channels of education dissemination to change as well; we are in Phase-V of our digital education programme - Ekal e-Shiksha that will eventually be introduced in all Ekal Vidyalayas.
5. Work on root cause of social problems; Ekal Vidyalayas follow a five-fold approach, “panchmukhi shiksha” - Functional education, Healthcare education, Empowerment education, Development education, Value and Ethics. This targets behavioural change, teaching students a holistic form of education.

POLICY RECOMMENDATIONS

1. The solution to tackling this problem has to be multiple-fold but to begin with, the solution must be designed with its implementation in view - optimisation of only available resources. There are two approaches; increasing the quantity of educational institutions, or improving the quality of existing educational institutions. To optimise existing resources and ensure stability, it would be most opportune to improve the quality of existing institutions after a careful problem analysis.
2. Of the existing educational and economic institutions, policy interventions have not introduced sustainable solutions. For example, the problems of migration have not been solved because non-urban areas do not prove to be economically viable for family units. To solve this, not only does the quality of existing institutions need to improve, but also there is an urgent need for skill-based training for all, especially women.

Public policy must release a curriculum or framework that gives the ability to all women to be able to have a means of livelihood in their location.

CASE STUDY AND CONCLUSION

Women's participation in Ekal initiatives:

- 50% students in Ekal Vidyalaya are female
- 75% Ekal teachers are female
- 30% full-time volunteers are women
- 43% IT literacy trainees in GRCs are women
- 50% trainees under Ekal on Wheels are women
- 34% trainees of organic farming are female
- 34% trainees of nutritional garden are women
- 45% sanskar volunteers are female
- 100% students in tailoring are female students
- 100% health volunteers are women
- 60% participants of Sanskar Rath and Katha are women.

Women's direct involvement in these roles educates them, strengthens their positions, turns them into leaders, whilst being in their own societies and conforming to the surrounding environment. Our experience has found that enabling them through these positions can turn them into agents of change.



SAFETY AND SECURITY

INTRODUCTION

Globally, an estimated 30% of women aged 15 and older have experienced physical and/or sexual violence at least once in their lifetime. The social, economic, and development-related impacts of gender-based violence are vast and complex, a symptom of systemic economic and social inequalities related to access to education, discriminatory gender norms, and unsafe working environments. The impact of generational discrimination and violence against women and other marginalised groups reinforces unequal power dynamics and stunts the personal growth and development of the victim, the aggressor, and any children and other dependents in a woman's life. Women also face significant barriers to accessing justice due to a lack of awareness and accessibility of protection and redressal mechanisms. In addition to the clear human rights violation that gender-based violence is, there are high economic costs to the state that could be avoided were gender-based violence to be eliminated. For example, it is estimated that women who experience violence earn approximately 35% less than those not abused — a significant drain on national economies. In 2021 the EU estimated that the cost of gender-based violence was around €366 billion annually. Violence against women makes up 79% of this cost, amounting to €289 billion.

⁴⁰<https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

⁴¹<https://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

EVENTS

7th February 3-5 PM (IST)

Virtual - Policy Dialogue

Organised by C20 GED WG

WOMEN'S SAFETY AND ENGAGING MEN & BOYS TOWARDS GENDER EQUALITY

(**Subtheme:** Safety & Security and Addressing the Root Causes of Gender Inequality by Engaging Men & Boys)



87 participants from 9 countries, including Austria, Brazil, France, India, Italy, Kenya, Lebanon, Turkey and USA, representing CSOs aligned with these thematic areas attended this 2-hour webinar connected civil society organizations (CSOs) working in the areas of women's safety and engaging men & boys. This meeting began the process of identifying policy recommendations and associated information to produce the Policy White Papers.

13-14 February, 2023: 11 AM to 1 PM (IST)

University of Kashmir, Srinagar, Kashmir - Policy Dialogue

Organised by C20 GED WG

GED WORKING GROUP POLICY DISCUSSION

(**Subtheme:** Safety and Security & Addressing Root Causes of Gender Inequality by Engaging Men and Boys)

167 participants attended both in-person and online, representing 11 countries — Argentina, Australia, Austria, Bangladesh, Brazil, Canada, India, Italy, United States, France, Lebanon.

CSO representatives presented on-the-ground experiences to identify both policy gaps and the necessary recommendations to ensure that gender equality interventions are informed by local community stakeholders and based on sound data and standards of practice. The participants acknowledged that, although this is a conversation that India is leading, this is a conversation that belongs to the world. So it is important



to abstract from the local to the global context. This two-day Policy Dialogue culminated in a number of recommendations that fell under the areas of legal reforms, gender sensitization, and public platforms

8th March, 2023: 6.30-7.30 PM (IST)

Trivandrum - Side Event

Organised by Vivekananda Study Circle, Techno Park in collaboration with C20 GED WG

FUTURE PROOFING LEADERS OF TOMORROW



(Sub Theme: Safety & Security)
(on the occasion of International Women's Day).

The 25 participants addressed some of the challenges and recommendations on the prevention of Sexual Harassment at the Workplace. Gender sensitization courses should be made mandatory across government and private organisations in order to prevent sexual harassment at the workplace and create an enabling environment for women.

11th July 2023: 3:30 PM - 5:00 PM (IST)

Webinar: Organised by ILFAT and Chase India in collaboration with C20 WEGE WG - Side Event

PANEL DISCUSSION - FROM POLICY TO PRACTICE: CHARTING THE ROAD TOWARDS IMPLEMENTATION OF COMMUNITY-BASED REHABILITATION FOR TRAFFICKING SURVIVORS

Prominent participants in the webinar included Veerendra Mishra, IPS, Assistant Inspector General (AIG), SISF, Madhya Pradesh Police and Advisor; Naila Chowdhury, Global Advisor, Cure Violence Global & Chairperson, Women 4 Empowerment; Simon McKenzie, CEO, Bridge Institute; and Veronica Gomes, Senior Programme Manager, Sanjog India. The webinar was moderated by Durga Nandini, Head of Impact, Nguvu Collective. It attracted a diverse audience, including fellows, students, and professionals working

in policy and related fields, and was attended by 115 individuals from the US, India and the UK. Discussions focused on concrete ways to implement the policies that were accepted at the Odisha Summit towards eradicating Human Trafficking, and addressing the needs of survivors of trafficking to be rehabilitated and mainstreamed into society. Community-based rehabilitation is a crucial factor in integrating survivors of human trafficking into their communities, reducing the stress and trauma they have endured, with the need of the hour in policymaking being a transition from survivor-informed measures to ones that are survivor-led. This was the key takeaway during a side event policy webinar organised by the Indian Leadership Forum Against Trafficking (ILFAT), and Chase India in collaboration with the Gender Equality and Women's Empowerment Working Group.

POLICY RECOMMENDATIONS

● ENGAGING MEN AND BOYS

An institutionalised national educational program to empower all genders to become advocates for gender equality, eliminate gender/sexuality/disability-based violence, stereotypes, biases, and any negative patriarchal influences and become agents of change. It should focus on training and sensitising towards promoting healthy relationships and respecting all gender identities, sexual orientations, and disabilities.

● ACTION PLAN TO PREVENT AND ADDRESS GB VIOLENCE

To implement a comprehensive action plan that prioritises engagement with civil society and creates/strengthens community-based mechanisms constituting safe responders to address GBV, VAWC and encouraging restorative practices.

● WORKPLACE SAFETY

To promote gender inclusivity and diversity towards creating a safe workplace environment for all individuals, a decent work framework needs to be constituted and implement Gender-neutral common spaces and facilities, childcare spaces for all to access, and other services which connect formal and informal workers to mainstream work are needed. Mechanisms to access schemes that remove gender biases and protect the mental, physical, and sexual well-being of employees must be constituted and implemented.

● LEGAL REFORM

Amend or repeal discriminatory family laws that make women, children, and non-conforming

communities vulnerable to violence. Communities to be involved in framing policies and laws to address GBV. Capacitate and decentralise one-stop crisis redressal centres with residential facilities for victims and survivors. Establish a linkage between formal and informal justice systems.

- **ONLINE SAFETY**

Create, develop, and strengthen a system for promoting cyber safety and detecting cyber-enabled security threats, such as abuse, exploitation, and human trafficking. Invest in the creation of public awareness regarding cyber laws.

INSIGHTS

- Human trafficking will soon surpass the trafficking of guns globally. There is a great deal of social stigma facing those who have been trafficked making it very difficult for survivors of trafficking to lead fulfilling lives and contribute to society. This stems from a lack of awareness about the magnitude of trafficking and the insidious ways that perpetrators ensnare their victims. Worldwide, there needs to be investment in powerful awareness campaigns educating people about the signs and risks as well as learning ways to intervene. These campaigns should be at the community, school, workplace and society levels. Additionally, there should be sufficient resources to both apprehend these organised trafficking cartels and bring them swiftly to justice.
- Government funding to enhance safety, particularly for marginalised and vulnerable groups is critically needed. Emphasis should be placed on financial inclusion and security, along with funding for personal safety, comprehensive sexuality education, community security programs, non-violent negotiation, gender equity, and financial and digital literacy initiatives.
- It was proposed to establish institutionalised educational programs to eliminate gender-based violence, stereotypes, biases, and negative patriarchal influences. This aims to foster healthy relationships, promote respect for all gender identities, sexual orientations, and disabilities. There is an urgent need for an action plan to prevent and address gender-based violence. Engaging civil society and strengthening community-based mechanisms are crucial steps to combat domestic violence and promote restorative practices. Recommendations included addressing gender-based violence in a more holistic and socio-cultural way, expanding existing
- Discussions on workplace safety highlighted the need to promote gender inclusivity and diversity. Recommendations included implementing a decent work framework, creating gender-neutral spaces and facilities, providing accessible child care, and establishing mechanisms to safeguard the mental, physical, and sexual well-being of employees. These measures aim to create a safe and inclusive working environment for all individuals.
- The discussion on legal reforms emphasised the importance of amending or repealing discriminatory family laws that make women, children, and non-conforming communities vulnerable to violence. It stressed the need for community involvement in policy-making, the establishment of crisis redressal centres, and the creation of linkages between the formal and informal justice systems.
- It is crucial to prioritise government funding to ensure online safety for all.

UDAAHARANS

1. Name of Project

THE SUVIDHA PROJECT

Project Description : Enfold Trust indigenously developed the Suvidha Suraksha and Sparsh Kits on sexuality and personal safety education for children and adolescents with intellectual disabilities and ASD, auditory and visual impairments. Based on Enfold's existing curriculum (for classes 1 to 12, in use since 2001), the kits include culturally relevant materials and accessible tools to help children develop respect for all parts and functions of the body, answer their questions about reproduction, support them in learning personal safety in a comfortable and non-threatening manner, and discuss basics of sexual health and responsible sexual behaviour with adolescents, and adult's roles and responsibilities under the POCSO Act, 2012 amongst others. Each Suvidha Suraksha kit has durable visual materials like games, puppets, puzzles, charts, flashcards, and pictorial social scripts. The Suvidha Sparsh kit has braille books, tactile diagrams, audio files and videos in Indian Sign Language. We train teachers, parents, and caregivers in the use of the kits.

We aim to institutionalise sexuality education in graduate and postgraduate courses. We developed a curriculum and course materials in 2020 and trained teachers of the Spastics Society of Karnataka to conduct Enfold's Demystifying Sexuality course with a focus on disabilities for students of diploma and graduate courses.

As of March 2023, we have reached 3,441 adults and distributed 150 kits and 25 field test kits in 53 institutions catering to children with disabilities. We have collaborated with some major institutions and organisations- NIMHANS, NIEPMD, TISS, CBM, KPAMRC, Nayi Disha, Dilkhush, Sathya, SCAN, Mobility India, and SRM University. We have presented 11 papers on this topic including International Congress on Child Abuse and Neglect, organized by ISPCAN, Prague. We have also conducted Live sessions towards awareness and sensitisation on YouTube and Facebook which were attended and viewed by caregivers and teachers from all over India.

Number of beneficiaries since start

As of March 2023 we have reached 3441 adults and distributed 150 kits and 25 field test kits in 53 institutions catering to children with disabilities. Through our Live sessions on social media and online training for teachers' training organisations, we have reached many more stakeholders from schools and centres working with disabilities across India

Number of beneficiaries this year

Between April 2022 to March 2023, we have reached 555 parents, special educators and teachers from approximately 25 different institutes and organisations through our training and awareness sessions. Through our participation in conferences organised by TISS and NIEPMD, we have reached 270 adults working in the disability and education sectors. In the current year (April 2023-March 2024), we aim to reach 50 organisations across India this year, train their teachers and distribute Suvidha Kits. We expect to reach 20 teachers, 50 students and 100 parents per organisation, giving a total of 8,500 beneficiaries across 50 organisations. The trained teachers will be able to use these durable materials with the children in their care and sensitise parents, and professionals in their school and community through the cascade effect year after year.

Lead CSO/NGO/Non-profit

Enfold Proactive Health Trust

Where was the project replicated?

Gowhati, Pondicherry

Where is the lead CSO's headquarters?

Bangalore, Karnataka

Awards, distinctions, sign of recognition for the project

Being invited to train trainers from academic institutions like NIMHANS, NEIPMED, NIPCCD

2. Name of Project

MAHILA MITRA



Project Description : Vasavya Mahila Mandali (VMM) is a social impact organisation in India, committed to empowering women and children through innovative strategies and collaborations with various stakeholders. Guided by Gandhian philosophy, VMM has been transforming lives for 54 years. In collaboration with Vijayawada city police, VMM launched the “Mahila Mitra” initiative in January 2017, aiming to sensitise the police and trigger a change in patriarchal attitudes for building a gender-equitable society.

Mahila Mitra has trained and empowered 160 women volunteers who actively engage in community gender sensitization initiatives, conduct meetings, provide lay counselling for domestic violence victims, prevent child marriages, and offer tele-counselling and psycho-social support to victims of violence and COVID-affected individuals and families. These volunteers use technology, such as a mobile-based app and VMM's YouTube channel, to connect with communities and provide support. Mahila Mitra aims to create a value-based society with equity and equality for women and girls, providing reassurance and support during crisis situations to enable them to lead meaningful lives.

VMM believes in unconventional community engagement to address violence against women, working at the grassroots level with female constables as coordinators at the police station level, and forming Mahila Rakshak teams to address complaints of harassment. Through awareness campaigns and community-led interventions, Mahila Mitra aims to make Vijayawada a safer place for women and promote gender equity and equality. In 2018, the

initiative was reviewed as a part of the safety and security of women and girls in Andhra Pradesh, and based on its recommendations, in August 2019, Mahila Mitra became a statewide program in Andhra Pradesh, reaching 1258 police stations, up from 21 initially piloted in Vijayawada.

Here is the video of the project

<https://www.youtube.com/watch?v=dEDD73rQJ1o&t=34s>

Article

https://www.vasavya.org/images/Mahila_Mita_Article.pdf

Research study by University of Edinburgh

https://www.vasavya.org/images/Understandi_g_eve.pdf

https://www.vasavya.org/images/Challenging_Gender.pdf

How many years has the project been running?

5 Years : Initiated in January 2017 at Vijayawada among the 21 Police Stations, the area is scaled up as a state initiative from August 2019 reaching 1258 Police stations areas.

Main outcomes

Over the past 6 years, Mahila Mitra members have resolved family disputes, referred cases for professional counselling, conducted life skills sessions in schools, facilitated support groups in Vijayawada and rural areas, and participated in police meetings. The Mahila Mitra are reporting their work through mobile applications. Participants reported that counselling for eve teasing has made them bolder and less likely to engage in illegal activities. Street plays have been used for community awareness on gender-based violence (GBV) and services provided by the government, DISHA police station, VMM, and Mahila Mitra. Teachers were trained as trainers on gender and life skills for students in schools and college. Gender sensitisation is part of the curriculum in Police training colleges and Mahila Mitra

facilitated these trainings. Increased sensitivity and empathy among police towards survivors and police utilising the voluntary services of Mahila Mitra for lay counselling and community awareness. 6235 eve teasers counselled and there is no repeat offender. Piloted intervention studied by the Government and scaled up by AP Police, the 160 Mahila Mitras became community change leaders. Gender sensitization among police was included in the curriculum and facilitated training sessions by VMM and Mahila Mitra at Police Training colleges in Andhra Pradesh. Change in attitudes of Police accepting community engagement as meaningful and using the lay counselling services of Mahila Mitra. Mahila Mitra became tech savvy and used Mobile applications to document their work. Increased confidence among women for reporting the violence and sharing issues with Mahila Mitra.

Number of beneficiaries since start

15,575

Number of beneficiaries this year

3489 in the year 2022

Lead CSO/NGO/Non-profit

Vasavya Mahila Mandali

Where was the project replicated?

Entire Andhra Pradesh

Where is the lead CSO's headquarters?

Vijayawada, Andhra Pradesh

Awards, distinctions, sign of recognition for the project

The Change Maker Award presented by SAVE THE CHILDREN on 27th September 2019

3. Name of Project

CREATING A SAFE AND EMPOWERED WORKPLACE FOR WOMEN IN THE INDIAN TEA SECTOR: WOMEN SAFETY ACCELERATOR FUND

Project Description : The Women Safety Accelerator Fund (WSAF) is a programme to enable safe and empowering workplaces for women workers in the Indian tea sector. The fund's goal is to accelerate the adoption of the UN Women Global Women's Safety framework (GWSF) in rural spaces and ensure that all women and girls are socially, economically and politically empowered in rural spaces that are free from sexual harassment and other forms of violence. IDH, Unilever, Tesco, Taylors, Twinings, and Ethical





Tea Partnership are the funders for the program. IDH Sustainable Trade Initiative is managing the WSAF project Secretariat (2021 onwards). Contact Base is one of the six implementing partners of WSAF. The WSAF programme worked on 10 core interventions which encompass both preventive and response mechanisms and linked with the government stakeholders i.e.; District Legal Service Authority (DLSA), One Stop Centre, Helpline Numbers, Health Department and District Social Welfare Department as part of the activities of external ecosystem and responses. The programme contributes to the sustainable goal - 5, 8 and 12.

How many years has the project been running?

This is the third year of WSAF. The model was evolved in pilot phase with UN WOMEN in six tea estates (2018-2020)

Main outcomes

The project has created awareness on prevention and protection mechanisms. Tea estates have developed locally owned solutions and standard procedures for responding to situations of GBV. Leaders from women workers are helping survivors and creating awareness using skits, songs and dance. There is a decrease in public harassment and domestic violence. There is an increase in access to support services. Worker management relationship has improved as the women workers are happy that management is taking care of their well being. Men workers and youth groups are providing support in building awareness. District based public-private platforms connecting administration, service providers, tea estates, NGOs, women collectives have become functional facilitating integrated action.

Number of beneficiaries since start

- 60000+ workers reached through training and capacity building workshops.
- 45000+ women workers reached through training and capacity buildings.

- 50000+ community members reached
- 3000+ women and adolescents trained as change agents and allies from the community

Number of beneficiaries this year

200000 women across 300 tea estates in Assam and West Bengal by 2023

Lead CSO/NGO/Non-profit

Contact Base has been involved since the pilot phase and worked in 50 tea estates. Other IPs are SESTA, SAKSHI, SEEDS, ICCSPL, Delta Rights.

Where was the project replicated?

Assam, West Bengal, Kerala, Tamil Nadu

Where is the lead CSO's headquarters?

Delhi (WSAF Secretariat)

Awards, distinctions, sign of recognition for the project

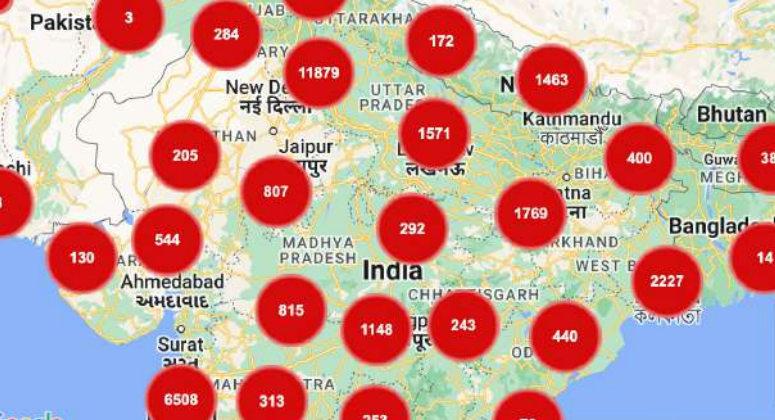
Awarded in 2023 by Indian Chamber of Commerce for programmes on gender

4. Name of Project

SAFECITY - A CROWDMAP FOR SEXUAL AND GENDER BASED VIOLENCE



Project Description : Red Dot Foundation works on gender equity, safety and justice. Its flagship program is Safecity, a platform that crowdsources personal stories of sexual harassment and abuse in public and private spaces. This data which may be anonymous, gets aggregated as hot spots on a map indicating trends at a local level. The idea is to make this data useful for individuals, local communities



and local administration to identify factors that cause behaviour that leads to violence and work on strategies for solutions. Since the launch of the Safecity platform on 26 Dec 2012 we have collected over 50,000 stories from India and abroad and have directly reached over 1 million people. UN Women states that 1 in 3 women face some kind of sexual assault at least once in their lifetime. But in our experience, these statistics are grossly under-reported for fear of society, culture, victim blaming, fear of police, tedious formal procedures etc. As a result women keep silent and this data is not captured anywhere but the perpetrator gets bolder over time and we accept it as part of our daily routine. This leads to a data gap which makes the issue invisible.

How many years has the project been running?

10 years

Main outcomes

- Largest crowdmap on this topic in the world. It is being used by partners in 17 countries apart from India. The 50,000 personal stories have been used to engage 1 million people in safer cities programming. 5 police forces and Western railways are using the data for better implementation of policies. 3500 youth have been trained as Safecity Campus Ambassadors on over 500 college campuses.

Number of beneficiaries since start

1 million

Lead CSO/NGO/Non-profit

Red Dot Foundation

Where is the lead CSO's headquarters?

Mumbai, India

Awards, distinctions, sign of recognition for the project

2022 Winner of the World Justice Forum's Equal Rights and Non-Discrimination award Finalist at the TrustLaw Impact Award Winner of the Shree Shakti Award by UN Women India and Government of India (MeitY) Bioscope Stories Vs Bollywood – 1 Gold, 3 Silvers and 2 shortlists at the Gong Awards 2021 Winner of Dasra's Data for Good Exchange 2021 in Urban Resilience. Laadli Media Awards for

gender sensitivity for belIEVE in the English Podcast category. Participant in the MIT Solve's Reimagine Public Safety – Unbunde Policing Incubator Vital Voices listed ElsaMarie DSilva as one of 16 AAPI voices to know Pink Attitude Evolution Inspiration Award 2021

5. Name of Project

THE GENDER LAB BOYS PROGRAM

Project Description : From 2018 to 2019, 2,500 boys from 61 schools in Mumbai, Indore, and Delhi, India, took a journey to redefine masculinity and stand up to gender-based violence. The Gender Lab for Boys is working to change attitudes, beliefs and behaviour by engaging boys in conversations and advocacy projects to increase their awareness and encourage action. Founders Singhal and Banerji believe men and boys are a powerful untapped resource who can become influential allies for women and girls. The Gender Lab reaches boys at a critical time in their lives—the preteen and teenage years—to show them how gender equality benefits everyone, and to awaken in them their ability to empower women and girls. Through the Lab, they recognize that they often have power and privilege, and therefore the ability to change existing norms and ideas about gender and masculinity. They can challenge patriarchal beliefs and practices and, later in life, institutions and structures that continue to perpetuate inequality.

The curriculum includes something called “genderbread,” a tool for teaching about gender identity and expression. It encourages critical thinking and asking questions about accepted norms and actions. What role does a man play in building a nation? What is the role of a woman? Is gender a choice? Where are the conflicts of gender and sex? What is a traditional or modern mindset? How is violence made a part of our lives? In the age of social media and the political rise of the Strong Man, the ability to be reflective, alert, and curious and to critique issues like these is rare.

How many years has the project been running?

2 years

Main outcomes

Empowering adolescents to question existing gender narratives through critical and meaningful engagement with their communities. Collaborate to address issues including bullying and cyber-bullying, domestic violence, sexual harassment, verbal violence, gender discrimination, and portrayals of women and men in the media

Number of beneficiaries since start

2500 boys

Indirect impact: through collective outreach directly affected over 10,000 people in the community, with many thousands more reached through the reverberating influence of this work

Lead CSO/NGO/Non-profit

The Gender Lab

Where is the lead CSO's headquarters?

Mumbai, India

Awards, distinctions, sign of recognition for the project:

6. Name of Project

SAMADHAN LEGAL HELPLINE FOR WOMEN

Project Description : North India's first ever complete 24x7 Rape Crisis Intervention Centre with all the services needed by the Dalit victims and survivors of rape and social violence anywhere from India. Landmark achievement of rescuing more than 7900 women Victims of Domestic Violence. (Reporting, Rescuing, legal counselling, family counselling, Medical Support, short stay, rehabilitation, vocational training & skill development, professional education in field of Law). landmark Model of True Women Empowerment & Leadership by launching FIRST EVER Legal Mobile Clinic 'JUSTICE ON WHEELS' in Dec -2014 in Dehradun and trained the women survivors of Rape as Para Legal Volunteers who are conducting Legal Awareness camps by driving the Mobile Clinic through the 122 tahseels of Uttarakhand providing free Legal Aid to the backwards and the poorest of poor.

Samadhan has conducted more than 5000 Legal Awareness camps in North India empowering more than 2 lakh dalit women from rural areas of plains and hilly regions as well. Samadhan has empowered

more than 700 small size rural N.G.Os through Capacity Building Workshop on subjects like NGO management and good governance – role of Panchayat Raj.

Samadhan established a financially and socially self-sustainable shelter home and resource centre for fifty Dalit women survivors of violence.

How many years has the project been running?

38 years

Main outcomes

Total of 7900 women victims/ survivors of sexual, social and domestic violence rescued from all over India from 1993 to 2023.

Foreign national women victims / persons in conflict with law with lapsed visa and passport rescued from abuse and captivity. Since 2017, 5 such Filipino women, 3 European women and 5 Nepalese women have been rescued.

'MOBILE LEGAL CLINIC' fully equipped with trained women Para-Legal Staff, survivors and students of Law interning with Samadhan – visiting more than 122 Tehsils of North India, with special legal counselling support for landless women farmers of remote hilly villages of Uttarakhand.

Runs a Gender resource centre for Legal Empowerment & awareness for oppressed women.

Number of beneficiaries since start

350,000 approx. including primary and secondary beneficiaries.

Number of beneficiaries this year

4900 in 2022

Where was the project replicated?

Uttar Pradesh, Haryana, Rajasthan, Kerala, Bihar, Uttarakhand.

Where is the lead CSO's headquarters?

Dehradun

Awards, distinctions, sign of recognition for the project

- 'THE WOMEN ACHIVER'S AWARD' – 28 Nov 2022 – Doon Heritage School & Times Of India Group.
- 'GAURA DEVI FELICITATION' – 26 Nov 2022 – Samwardhini Nyas, SNDT University & Doon University.
- 'UTTARAKHAND GAURAV SAMMAN' – 28 Aug 2022 – Uttarakhand Kisan Conclave 2022 – Outstanding Accomplishments.
- 'FACE OF DOON'- 2021 – Pacific Mall,

Dehradun – Ambassador of Dehradun.

- ‘COVID-19 WARRIOR NATIONAL AWARD’ – 2020 – Bharatiya Vikas Sansthan, Mumbai – Outstanding Contribution towards our Nation in our fight against COVID- 19.
- ‘UTTARAKHAND RATNASHRI’ – 2019 – Divya Himgiri – Outstanding Contribution to Uttarakhand & Lifetime Achievement.
- ‘DOON SANSKRITI SAMMAN’ – 2019 – Doon Sanskriti – Social Activism for Gender Empowerment.
- ‘APARAJITA SAMMAN’ – 2019 – Aparajita Social Welfare Foundation – Women Empowerment.
- ‘PRATHAM HIMALAYI NAARI SHAKTI AWARD’ – 2019 – Divya Himgiri for Women Empowerment & Important Contribution in the field of Social Justice.
- ‘BHARATIYA NAARI RATNA AWARD’ – 2018 – Bharatiya Naari Swabhiman Helpline Trust for Women Empowerment.
- ‘BEST HUMAN RIGHTS RESPONDER’ – 2018 – Youth For Human Rights International – for South-East Asia Region.
- ‘GARHWAL POST OUTSTANDING DAUGHTER OF UTTARAKHAND’ - 2017 – Social Activism & Justice.
- INSPIRE 2017 AWARD BY BWV - Women Empowerment Category.
- DIVYA HIMGIRI (weekly periodical) honoured & nominated - Sept 2017 amongst twenty successful women of North India.
- ‘BHOOMIKA AWARD 2017’ - NAVBHARAT TIMES & EASTERN - ICONIC WOMAN, WOMAN EMPOWERMENT CATEGORY.
- ‘GARHWAL POST OUTSTANDING ACHIEVEMENT AWARD’ – 2016 – Social Work & Women Empowerment.
- ‘SAVDHAN INDIA AWARD’ – 2016 – WOMEN EMPOWERMENT – RAISING CONSCIOUSNESS.
- ‘UTTARAKHAND GAURAV AWARD’ – 2016 – Women Empowerment - Narendra Modi Vihar Manch, Dehradun.
- ‘TIMES BRAND ICON AWARD’ – 2016 – TIMES OF INDIA - exemplary services to humanity- women empowerment category.
- ‘RASHTRIYA SWAYAMSIDDHA AWARD’ – 2016 - JSPL Foundation – women empowerment category.

- ‘GEETAMRITAM SAMMAN’ – 2015 - Amrita University, Tamil Nadu, for lifetime Professional Excellence Award.
- ‘VOCATIONAL SERVICES EXCELLENCE’ AWARD – 2014 - Rotary Club Dehradun for Outstanding Social work – 2014.
- ‘BEST PERSONALITY OF DOON’ AWARD – 2014 - IHM & 20-20 Cricket Association, Dehradun for Exceptional Social Work.
- ‘VOCATIONAL EXCELLENCE AWARD’ – 2013 - Mumbai Rotary Club Mumbai for Outstanding Services to Humanity.
- ‘ICON OF UTTARAKHAND’ AWARD – 2013 - Indian Federation of Working Journalist – (IFWJ) for Women Empowerment & Exemplary Social Work.
- ‘SUBHARITI AWARD’ – 2009 - Subharti Group for outstanding contribution in the field of Social Work & Human Rights of Dalit Women.

7. Name of Project

PERSONAL SAFETY EDUCATION



Project Description : Arpan’s PSE program is an innovative school-based program that approaches the issue of child sexual abuse with a prevention and intervention lens. The program is currently available for Grade 1 to Grade 12 (6-18 year-olds) and modules for foundational stages are being developed and

Basic Training Session on Understanding Child Sexual Abuse



piloted. Arpan partners with schools to deliver the program, trains adult caregivers on keeping children safe, and trains children to prevent instances of CSA & seek support if an incident occurs. After classroom sessions, Arpan works individually with each child in the classroom to provide a safe space for disclosure, and, on disclosure, works to stop all ongoing abuse, and counsels and heals the child of their trauma. Arpan also works to counsel and heal children who indulge in sexual misbehaviour. Additionally, under the PSE “step-up” program, Arpan reaches out after 2-3 years to the children worked with earlier, to conduct the program again, provide additional age-appropriate information, provide another safe space to disclose, and counsel and heal all children who disclose. We have directly trained >2,40,000 children and adults through the PSE program in 3 districts of Maharashtra. We have trained >220,000 professionals pan India to replicate and scale the PSE program, who in turn have reached out to >1.7 million children and adults across 18 states in India and Bhutan.

How many years has the project been running?
16

Main outcomes

Arpan has been implementing the Personal Safety Education program since its inception. We have undertaken several internal and one external evaluations of the program, the reports of which are available at <https://www.arpan.org.in/research/>. These evaluations have shown that the program works well in meeting its intended purposes. Some of our findings are as below:

● EXTERNAL EVALUATION OF THE PSE PROGRAM:

Gender Equality and Women's Empowerment Working Group

- Interviews with 770 children (primary, secondary), 28 adults, 9 schools – included new schools (PSE not conducted), one-time intervention schools (PSE conducted once), institutionalised schools (PSE institutionalised);
- 8% of children reported being unsafe after attending PSE; 90% sought immediate help. Schools where Arpan conducted the program performed better in behaviour evaluation, fault evaluation, recall of private body parts, than new schools. Assertive behaviour was higher among institutionalised schools and the lowest among new schools.

● EVALUATION OF PSE INTEGRATION IN SCHOOLS:

- Study conducted in 5 schools of the Bombay Cambridge Gurukul (BCG) group; FGDs done with 152 children from grades 5-7; individual interviews done with 31 children + interviews done with principals, teachers, counsellors, parents
- Children showed increased self-esteem and articulation of feelings; of 31 children, 9 faced unsafe situations and all 9 used refusal skills and accessed help from adults; adults had increased knowledge of CSA, were aware of signs and symptoms, and were proactive in responding to a child's disclosure; demonstrated conviction by schools to integrate PSE in the school curriculum and invest in training and hand-holding of teachers and counsellors was found.

The PSE program has also been evaluated by independent consultants.

Number of beneficiaries since start

>2,40,000 children and adults trained directly; We have trained >220,000 professionals pan India to



Individual Sessions with Children after Personal Safety Lesson Plan

replicate and scale the PSE program, who in turn have reached out to >1.7 million children and adults across 18 states in India and Bhutan.

Number of beneficiaries this year

We plan to reach 13,000 children and 3900 adults directly and 35000 professionals

Lead CSO/NGO/Non-profit

Arpan

Where was the project replicated?

Pan India

Where is the lead CSO's headquarters?

Mumbai

Awards, distinctions, sign of recognition for the project

- C. Henry Kempe Award by ISPCAN (International Society for the Prevention of Child Abuse and Neglect, USA) for doing significant work in the area of Child Abuse, 2016.
- World Innovation Summit for Education (WISE) Award for PSE program, 2019.
- Integrated PSE concepts into Life Skills Education Curriculum at National level for Grades 6-12, as part of National School Health & Wellness Program under Ayushman Bharat (joint initiative – Ministry of Health & Family Welfare & Ministry of Education, GoI)
- Arpan's content incorporated into Peer Educator's Reference Booklet on Adolescent Health, under Ministry of Health & Family Welfare's Rashtriya Kishor Swasthya Karyakram (RKSK) (adolescent health program)
- Integrated Arpan's content in MSCERT's (Maharashtra) Child Rights & Protection Manual & trained teachers across the State.

8. Name of Project

MAKING WORKPLACES SAFE

Project Description : Unequal gender relations are systematically perpetuated and reinforced all around us, at home, in society, at work, in organisations, and across nations throughout the world. Socialisation from infancy further instils values and attitudes which make us take these systems for granted as those aspects of reality which cannot be changed. Sexual harassment in the workplace is a gender challenge of the workplace and a form of violence against women that is silent and invisible, yet which involves behaviours that are learned and normalised at the early stages of one's life.

This program addresses the issue by working with adolescent boys and girls, academic institutions, governance institutions and with male and female employees of formal and informal workplaces and envisions spaces that are safe for all women and girls through participatory research, training and advocacy.

With adolescents through a peer learning model that involves i) training for personal change ii) leadership building to influence change in others iii) working together (boys and girls) to address GBV, influencing policy and institutional accountability iv) working with academic institutions and HEI for creating safe learning spaces With informal workers: i) training for awareness, confidence, advocacy ii) setting up and preparing committees at district level for providing redressal using survivor centred lens

With formal workers: i) training for awareness ii) setting up and preparing committees in workplaces iii) setting up sensitive redressal mechanisms and policies

How many years has the project been running?:

7 years

Main outcomes

Girls and boys, men and women in the intervention areas are taking personal responsibility to change, they are reporting feeling safer and more confident to report violence. Girls and boys, men and women are working together to lead change to end gender discrimination and gender based violence in schools, workplaces, communities and among peers. Workplaces and institutions of governance and education in the intervened areas are taking personal responsibility to address gender based violence

Number of beneficiaries since start

Direct: 1,83,000

Employees in formal workplaces

40,000 +

Employees in informal workplaces

81,500 +

Adolescents

61,500

Number of beneficiaries this year

Lead CSO/NGO/Non-profit
Martha Farrell Foundation

Where is the lead CSO's headquarters?

New Delhi, India

Awards, distinctions, sign of recognition for the project:

⁴²<https://www.oecd.org/dev/W20-Ending-gender-based-discrimination-G20-countries-report-2021.pdf>

9. Name of Project

CREATING SAFE LEARNING SPACES IN HIGHER EDUCATION INSTITUTIONS

Project Description : A 2020 survey of 500 college going women in India found that 1 in 10 had been sexually harassed in her college/university. A startling 40.3% of the survivors kept these incidents to themselves. Similarly, in the larger South Asian and African contexts, the enrolment of women in high school as compared to primary schools remains very low, and their enrolment into higher education institutions even lower, in great part because of their experiences of sexual harassment on campuses. Official data estimates on the issue remain inconclusive, given how many women continue to keep silent on the issue. The easily invisibilised issue of sexual harassment, the rise in frequency of cases and the stark lack of proper prevention and redressal mechanisms make it an urgent, imperative issue to discuss, and resolve. Our program focuses on supporting HEIs in India and outside, to implement policies and place robust sensitive mechanisms for redressal of sexual harassment through:

- i) Partnership with AIU in India and ACU outside India
- ii) Offering fellowship to universities by supporting faculty members to put in place mechanisms to address sexual harassment on campus
- iii) Awareness training to faculty and students

How many years has the project been running?

8 years of providing fellowship to universities outside India, 2 years of implementing Safe campus program in India

Main outcomes

13 universities in Bangladesh, Sri – Lanka, Tanzania, Ghana, Nigeria, Kenya, Sierra Leone and Pakistan have developed a robust mechanism for addressing sexual harassment on campus. 161 + universities in India have begun focusing on issues of sexual harassment on campus, 3 universities have put in place a robust orientation for students that includes conversation on consent and boundaries. 1 university included clauses on safety and sexual harassment in their student internship/placement agreements with partner organisations

Number of beneficiaries since start

International: Through fellowships

14 recipients from 13 universities in 8 countries

Bangladesh, Sri – Lanka, Tanzania, Ghana, Nigeria, Kenya, Sierra Leone, Pakistan, India: Through

training and support

Students trained

2000 +

Faculty trained

760 +

No. of universities/colleges covered

161 +

Number of beneficiaries this year

3 universities in Pakistan, Ghana and Nigeria

Students in Indian universities

1500 +

Indian universities

70+

Lead CSO/NGO/Non-profit

Martha Farrell Foundation

Where is the lead CSO's headquarters?

New Delhi, India

Awards, distinctions, sign of recognition for the project:**WHITE PAPERS****TITLE: GENDER BASED VIOLENCE**

Submitted by:

CHALLENGE

Despite national policies and programmes targeting gender-based violence (GBV), recent studies show a rise in gender-based violence. The pandemic's massive impact on domestic violence led to the United Nations terming violence against women and girls (VAWG) during COVID-19 a 'shadow pandemic'. Between March -June 2020 there was a 70% percent increase in domestic violence complaints made to the National Commission for Women in India as compared to the previous year, which further increased to 115% in 2021. G20 in 2020 identified the disproportionate impact the pandemic had on women and committed to ensuring to not widen the inequalities and undermine the progress made so far in gender equality. This underscores the urgent need to enhance awareness and action on women's equality to enable women to lead a life of dignity which is free from violence and discrimination. In India, although there are legislations to protect women, the biggest obstacle lies in the lack of awareness of these legislations among the women who need it the most. Moreover, marginalised women are not able to ensure enforcement of these Acts on their own and unable to access gender justice due to

financial and/or mobility issues, which creates a major hurdle to addressing gender based violence. Affordable, accessible, gender sensitive justice forums are not available for women as legal services are not accessible at the village level due to women's lack of mobility.

POLICY RECOMMENDATION

Promote and strengthen informal justice delivery forums for women at the village and block levels to ensure last mile delivery of gender justice. When it comes to enforcement of legal rights: Legal Committees and Nari Adalats within women's community groups, at village and cluster levels respectively, offer a possible solution. Regular capacity building on legislation increases the awareness and ability of women to address gender justice issues in a systematic manner within village communities, and where necessary, emerge as pressure groups at higher levels. Women's collectives can perform the role of watchdogs in the community for better implementation of Acts.

Meanwhile linkages can be built between formal and informal systems of justice to reinforce gender justice norms and practices. Women's collectives and their leaders should be linked and given priority by multiple stakeholders involved in addressing GBV like police, health system, Panchayat, state legislative services and livelihoods programmes to enable grassroots women's collectives to deliver justice in a holistic way.

Examples of Udaaharans (best practices)/cases that demonstrate results

Nari Adalats is a revolutionary, community-based mechanism, where justice is delivered at the doorstep of women through the wide reach of the grassroots women's collectives. These informal judicial systems, located in the community, are affordable, accessible, and run by women, who are sensitised to gender inequalities in society. These forums resolve cases through mutual consultation and ensure execution of agreements through the women's collectives called sanghas.

CONCLUSION

Unless all the systems involved in addressing GBV are geared and responsive, the fight against GBV will remain a lost fight, reiterating the need to create and strengthen the mechanism that addresses the delivery of gender justice to the last mile and in effect capitalising on the social asset of women's grassroots collectives to do so. Thus, the overall policy recommendation: to promote synergies with rights-based women's collectives as grassroots partners for gender justice and to implement pro-women Acts.

TITLE: SAFETY NETWORK OF

SAFE RESPONDERS

Submitted by: Enfold Proactive Health Trust

INTRODUCTION

Empowering youth and adults and creating a community-based safety network of Safe Responders in case of gender-based and sexual violence in families or in the neighbourhood. (Corresponding to policy recommendations: Policy#4 (Action Plan to prevent and address GB violence), Policy#2 (Engaging Men and Boys), Policy#3 (Workplace Safety):

This intervention (Udaaharan) and the work by Enfold Proactive Health Trust since 2002, are aimed at addressing gender-based violence and sexual abuse through education and awareness-building programs and Apps for adults and children. The team has been working towards creating safer spaces, where children feel valued and their rights are respected, and people of all genders feel empowered, accountable and responsible. This is achieved through field-based engagement with government functionaries and CSOs- and supporting them in creating a safety net for children and adults facing violence. Stakeholders like the police, medical personnel, teachers, social workers and counsellors are trained to support the persons affected by such violence.

Identification of Key challenges:

- A high number of crimes are committed against women and children by their relatives (overwhelmingly male) and being stuck with their abusers leads to a lack of agency.
- A vast number of cases of violence go unreported, unaddressed due to societal pressure to act in a way that will 'preserve the honour' of a woman and her family.
- Early marriage, lack of education and access to smartphones limit women's access to support services.
- The online presence of children has inadvertently opened new avenues of sexual exploitation.

Corresponding policy recommendations

- Policy#4 (Action Plan to prevent and address GB violence), Policy#2 (Engaging Men and Boys), Policy#3 (Workplace Safety):
- Build a community-based safety network that cultivates rights-based gender equity and makes justice accessible to victims and holds offenders accountable and responsible.
 - Establish grassroots support networks - involve and train Gram Panchayats, schools, Health centres, Youth Clubs, Self Help Groups, Anganwadi, ASHA workers, ANMs to be Safe Responders in case of violence.

- Make relevant information accessible in local languages using tech-enabled platforms.

Examples of Udaaharans/cases that demonstrate results

Enfold in collaboration with Karnataka State National Service Scheme cell, Ministry of Youth Affairs & Sports, Government of India, with support from Hanns Seidel Foundation, sensitised 1050 NSS Project Officers, and 500 Stakeholders in 4 States - school teachers, social workers, counsellors, police and medical personnel to be Safe Responders. Capacity-building sessions helped participants understand how they can impart personal safety education, their social and legal responsibilities and how to hold offenders accountable. Access to tools like the Surakshith, Bal Suraksha and Srti Suraksha Apps helped them in creating safer spaces for children and women in their families, neighbourhoods and professional world. Post-intervention assessment showed that the initiative was effective. It is sustainable as the NSS Project Officers have trained NSS student volunteers.

CONCLUSION

It is possible to build a sustainable and replicable model to empower youth and adults and create a community-based safety network of Safe Responders who support the people affected by gender-based and sexual violence in families or in the neighbourhood.

TITLE: SAFETY AND SEXUALITY EDUCATION FOR PERSONS WITH DISABILITIES

Submitted by: Enfold Proactive Health Trust

A very brief summary: Developing culturally relevant, rights-based, scientific, accessible teaching learning materials on personal safety education and basics of sexual and Reproductive health for children and adolescents with Intellectual Disabilities, Visual and Auditory Impairments. Creating life skills materials to help children with disabilities learn rules of appropriate social conduct, social communication, and social interaction - to use in their personal life and later, at work - thus improving employability.

Introduction (including reference to key existing G20 commitments in this area):

Corresponding policy recommendations:

Policy#1 (Government Funding to increase Safety)

Policy#4 (Action Plan to prevent and address GB violence),

This intervention (Udaaharan) and the work by Enfold Proactive Health Trust since 2002, are aimed at

providing comprehensive sexuality education. Children with disabilities are at a higher risk of violence of some kind and around 3 times more likely to be victims of sexual violence/abuse. Personal safety education (PSE) could reduce child sexual abuse, which is rampant in India. Discussion on sexuality would help adolescents access information to be able to manage their sexuality in socially appropriate ways and navigate puberty with dignity. This critical aspect of education is neglected due to stigma, social taboos, discrimination, lack of social support as well as lack of professional guidance, teaching tools and training in sexuality.

Enfold launched project Suvidha in 2016, with the aim to assist parents, teachers and caregivers of children and adolescents with disabilities, in overcoming age-old taboos and becoming comfortable with the topic of sexuality and supporting children with intellectual disabilities, Autism spectrum disorder and visual/auditory impairments, to learn personal safety, basics of reproductive and sexual health in inclusive as well as non-inclusive settings.

The training program generates awareness amongst adults working with children with disabilities to break the silence around discussion on sexuality and reporting of sexual abuse, and brings about a cultural shift by removing shame from reproductive organs, removing blame and stigma for sexual abuse from the victim and by holding the perpetrator responsible and accountable.

CHALLENGES

- Children with disabilities are denied education on sexual and reproductive health, personal safety and relationships
- Hardly any culturally relevant, rights-based scientific comprehensive sexuality and personal safety programs or materials exist for children with intellectual disabilities. It is not a part of professional curricula
- Young individuals with disabilities lack the opportunity to learn social skills right from a young age. As adults, they are ill-equipped with employability skills.

POLICY RECOMMENDATIONS

1. Include gender equity, sexual and reproductive health, and personal safety education in the context of disabilities in the courses for teachers, therapists, and counsellors.
2. Make teaching-learning accessible materials in vernacular languages available in all organisations working with children and adults with disabilities, their parents and caregivers and in schools
3. Support the development of digital teaching-learning materials with options to adapt for local communities.

Udaaharans, case studies that demonstrate results

Enfold Proactive Health Trust launched the Suvidha Project in 2016 to train teachers, trainers, parents and caregivers of children and adolescents with disabilities, and support them in learning the basics of sexuality and personal safety. Emotional self-regulation, appropriate management of feelings and their expression, following personal boundaries and safety rules, body awareness, positive body image and self-esteem, personal grooming and related social skills are also taught. Enfold indigenously Researched, tested, and developed the Suvidha Suraksha and Suvidha Sparsh Kits on these topics for children with intellectual disabilities and ASD, auditory and visual impairments. Kits have accessible and attractive teaching-learning visual materials and social scripts. The Suvidha Sparsh kit has tactile diagrams, text in braille, audio files and videos in Indian Sign Language. As of April 2023, Enfold has distributed 178 kits in 53 institutions and reached 3685 adult stakeholders through in-person and online training and conference presentations across India.

CONCLUSION

It is possible to create and train adults to impart comprehensive sexuality education and emotional regulation and other life skills to children with disabilities. It is possible to bring about a positive shift in the attitude and comfort level of caregivers and teachers towards the sexuality and sexual behaviour of children and they are able to teach their children about their bodies, personal safety rules and other concepts as well as empower parents and other caregivers through discussions, providing information, sharing methods, tips and strategies to include personal safety and sexuality concepts in their daily interactions with their children. This makes the project sustainable as well as expands its reach.

TITLE: GENDER EQUITY AND SAFETY

Submitted by: Enfold Proactive Health Trust

A very brief summary: Insertion of age-appropriate information and messages on personal safety, gender equity, self-esteem, body image and relevant laws in government school textbooks for classes 1 to 10; making information available for parents and other adults through free Apps in local languages.

Introduction (including reference to key existing G20 commitments in this area):

Corresponding policy recommendations

Policy#1 (Government Funding to Increase Safety)

Policy#2 (Engaging Men and Boys).

This intervention (Udaaharan) and the recommendation by Enfold Proactive Health Trust are to provide the following to prevent and respond to gender-based violence and sexual abuse of children:

- Gender equity, comprehensive sexuality and personal safety education to be part of the school curriculum from classes 1-12.
- Regular sessions at schools for school support staff and management on how to respond in case of sexual violence.
- Every school to have an approachable internal committee for complaints regarding sexual harassment under relevant laws, for both children and adults
- Restorative practices are to be used in schools to promote a restorative culture and use restorative language when responding to violations of personal safety, gender-based violence and sexual abuse. Thereby creating safer spaces, where children and adults feel valued and their rights are respected, and people of all genders feel empowered, accountable and responsible for their actions.
- Relevant information for parents and other adult stakeholders in the community through technology (Apps in local languages).

CHALLENGES:

- The misconception among adults from various socio-economic and educational backgrounds is that personal safety education will frighten young children, that culturally inappropriate words will be used and that comprehensive sexuality education will lead to early sexual activity among adolescents.
- The contemporary education systems find it difficult to offer age-appropriate, values and rights-based comprehensive sexuality education and personal safety education to children of all ages.
- School management, teachers and parents largely remain conservative, unable to discuss normal physical, emotional and sexual development with their children.
- Inadequate awareness or knowledge among school staff, students, and parents about personal safety and laws such as the Protection of Children from Sexual Offences Act and POSH (Prevention of Sexual Harassment at the Workplace).

POLICY RECOMMENDATION

- Gender equity, comprehensive sexuality and personal safety education to be part of the school curriculum from classes 1-12.

- Stakeholders like teachers, support staff, and parents to be trained on how to set up networks and systems to respond empathetically and in an empowering manner to gender-based and sexual violence in schools/ communities.
- Adopt a Restorative culture that meets the needs of the victim and the perpetrator and holds the perpetrator responsible and accountable

Examples of Udaaharans/cases that demonstrate results

Enfold worked with the Dept of School Education, Telangana government and UNICEF India in 2016 to include age-appropriate, value-based culturally relevant information and messages on gender equity, self-esteem, body image, personal safety and relevant laws in government school textbooks for classes 1 to 10. Similar content was included in teacher's manuals and training was imparted to the teachers on how to discuss these topics in class. Being Safe posters and the Surakshith and Bal Suraksha information Apps were made available for free download in 10 languages to reach the content to parents.

CONCLUSION

The government has a huge reach and this can bring about grassroots level change. It is possible to include messages in school textbooks, posters and Apps. Children can be sensitised to gender equity from an early age, made aware of safe behaviour and encouraged to be safe persons as well as report unsafe behaviours, ask for help and hold people responsible and accountable for their actions.

TITLE: GENDER EQUITY, SEXUALITY AND PERSONAL SAFETY EDUCATION

Submitted by: Enfold Proactive Health Trust

BRIEF SUMMARY

Institutionalising Gender Equity, Comprehensive Sexuality and Personal Safety Education in graduate and postgraduate courses in Indian Universities and educational institutions - Enfold Proactive Health Trust developed a formal curriculum and resource materials and trained teachers of graduate and postgraduate courses to conduct Gender Equity, Sexuality and Personal Safety Education sessions for their students.

Corresponding policy recommendations: Policy#1 (Government Funding to increase Safety), Policy#2 (Engaging Men and Boys).

This intervention (Udaaharan) and the work by Enfold Proactive Health Trust since 2001 is aimed to address

gender-based violence and sexual abuse through education and awareness by developing programs and offering training to adults and children aimed at creating safer spaces, where children feel valued and their rights are respected, and people of all genders feel empowered, accountable and responsible.

Comprehensive sexuality education and personal safety education is not yet a part of the central or state board curricula for school students or their teachers/the school management, or graduate and postgraduate curricula of disciplines like social workers, counsellors, teachers, special educators, nursing, medical education, public health, law or police training. This directly impacts the kind of laws promulgated, the services offered to children and adolescents especially in the context of gender based violence, sexual expression and sexual violence. Recent in house and other research also reiterates the need for comprehensive sexuality education and how its absence affects the manner in which adolescents' sexuality is viewed and criminalised.

In this context, it is imperative to advocate for inclusion of age appropriate, culture-sensitive values and rights based gender equity, sexuality and personal safety education, including information on relevant laws in the curricula of the central and state education boards, as well as in the curricula of higher education,.

CHALLENGES:

- Comprehensive sexuality education is not a part of the central or state board curricula for school students or their teachers, or graduate and postgraduate curricula of disciplines like social workers, counsellors, teachers, special educators, medical education, public health, police etc. This impacts the kind of laws and policies made, and the services provided to adolescents and victims and perpetrators of sexual and gender based violence.
- Training requirements and staff turnover impacts the bandwidth of the institutions.

POLICY RECOMMENDATIONS:

Policy#4 (Action Plan to prevent and address GB violence), Policy#2 (Engaging Men and Boys):

- Inclusion of content on gender equity, sexuality, and personal safety in the curricula of schools and higher education, professional courses, and in continued education programs for Obstetricians and Gynecologists and Paediatrics etc, as well as in services offered by organisations working with children and adults with disabilities.

Examples of Udaaharans/case study that demonstrate results

Between 2020-2023 with support from the Ford Foundation, Enfold Proactive Health Trust developed a formal curriculum and resource materials and trained 42 teachers of graduate and postgraduate courses - Bachelors of Education, Special Education, Psychology, Social Work, Nursing and Public Health - from 7 universities and institutions, to conduct Gender Equity, Sexuality and Personal Safety Education sessions for over 300 students. Since its inception in 2001, Enfold has trained over 480 facilitators drawn from cities and towns across India to conduct its curriculum with over 200,000 school students. Assessment shows that the facilitators and students found the intervention useful and effective

Enfold curriculum addresses the common concerns of students relating to gender, sexuality and safety. It encourages respectful, restorative, open discussion and values acceptance, inclusion and respect for each other's rights. Responsibility and accountability for one's actions is emphasised alongside information on sexual expressions that are enriching and empowering.

CONCLUSION

It is possible to institutionalise Gender Equity, Comprehensive Sexuality and Personal Safety Education in the curricula of graduate and post graduate courses and train teachers to conduct sessions for their students. Similarly, facilitators can be trained to conduct similar sessions for school students, teachers, the management and support staff.

TITLE: SELF-DEFENCE COURSE IN SCHOOLS

Submitted by: Dr. Khanu Charan Mahali, Director General, Kalinga Institute of Social Sciences, Deemed to be University

INTRODUCTION

It is the responsibility of society globally to ensure the safety and security of the girl children by imparting the self-defence course in the school. School is the place of learning where education can be imparted along with the self-defence course to deter the anti-social elements from perpetrating violence against the girl children.

CHALLENGE

The girl children and women are feeling unsafe in the public places due to the various threats posed by their male counterparts. We have been reading in the newspapers on various physical assaults on the female children and women in the workplaces, public places and during transportation. Most of the time, they apprehend fear of sexual assault and harassment in the society. Though there are numerous safety mechanisms in place, those are

not useful during the crisis. Therefore, it is imperative to empower the girl children from their childhood to face the future challenges. When they study in class 5th, the self-defence training course may be commenced during school days so that it is easy to learn the self-defence course and continue the further advanced courses. Once they learn the self-defence course, the girl children will be more confident in their life. If any type of threat comes, they can be able to face it independently.

POLICY RECOMMENDATION

In this connection, every school should have a physical training instructor who can teach the girl students on self-defence. Hence Government funding of the self-defence training course is very much essential to sustain it. If it is adequately not funded, the self-defence training programme cannot be sustained.

Once the girl children are trained in self-defence at school level the attitude of helplessness will vanish from them. Moreover, it is known to the perpetrators of such atrocities, they will remain under control.

Therefore, Government funding of self-defence courses is very much essential for the safety and security of the girl children and women globally.

CONCLUSION

Therefore, it is imperative to impart self-defence courses to the girl children by the state funding to make a safer society globally.

TITLE: PROTECTION FROM CHILD ABUSE; INTEGRATION OF THE PERSONAL SAFETY EDUCATION PROGRAMME IN EDUCATIONAL INSTITUTIONS

Submitted by: CSO ARPAN

CHALLENGE:

In spite of the widespread prevalence and negative impact of Gender Based Violence (GBV) and Violence Against Children (VAW), there is a lack of acknowledgement of the prevalence and negative impact of Child Sexual Abuse (CSA) and corresponding barriers to prevent CSA from happening and healing those affected by it. But Child Sexual Abuse is preventable. It can be prevented by integrating gender transformative, evidence based abuse prevention programmes like Personal Safety Education which addresses the root causes, the social and cultural norms and the conditions that contribute towards perpetuating, supporting and reinforcing Child Sexual Abuse. Integration of abuse and violence

prevention Programmes like Personal Safety Education goes beyond abuse prevention and helps children effectively master social-emotional competencies, facilitates open communication between children & adults (parents, teachers, school management, support staff), promotes pro-social behaviours (empathy, respect and help seeking behaviour, non-violent negotiations) strengthen interpersonal relationships and work towards creating safe schools mandated to adhere to child protection policies, creating and following systems for prevention and intervention of Child Sexual Abuse. In addition, a programme like Personal Safety which has both preventive and intervention lenses creates access to trauma-informed, gender-responsive safe responders and mental health services for supporting disclosures and healing.

1 out of 2 or 1 billion children aged 2- 17 years have experienced some form of violence in a year span (Global status report in preventing violence against children, 2020). Systematic review in 2018 of 55 studies from 24 countries concluded that rates of CSA ranged from 8 to 31% for females and from 3 to 17% for males. Sexual abuse affect every child differently. Child Sexual Abuse can interfere with a child's typical developmental path (emotions, coping, relationships/boundaries, self-esteem). It has life-long mental health impact and lead to Post Traumatic Stress Disorder; anxiety, depression, suicidal tendencies and substance abuse. Studies have also documented that childhood trauma impacts educational outcomes for the child/young adult, forcing them to drop out of school and their employability thereon. Adult survivors of CSA on average experience a lower quality of life, and a fragile sense of wellbeing and might even suffer from chronic mental and physical ailments. The global economic costs resulting from physical, psychological and sexual violence against children are estimated to be as high as \$7 trillion – roughly 8 per cent of global GDP annually.

Still, there is tremendous social and cultural taboo around sexuality, and conversation and awareness about Child Sexual Abuse are non-existent. There is limited acceptance CSA is an expression of Gender Based Violence and that it: (i) it impacts children across ages/ socio-economic classes/ genders, (ii) affects mental health and has negative consequences at psychological/ social/ sexual/ physical levels, (iii) impacts classroom behaviour, attitude to classwork & later academic performance, and, (iv) can have a lifelong impact if unhealed.

A broad variety of societal, cultural, individual and family-related normative frameworks restrict initiating the required conversations and initiation and adherence to mental health services, further worsening the impact

of CSA by preventing healing. In patriarchal society, abuse of girls is linked to extraneous factors such as family honour and that of boys remains unacknowledged, thus forcing the child into silence, and, many-a-times, continued abuse. The cultural stigma of sexual abuse and the treatment of sexually abused children, especially girls, as damaged goods, worsens the situation manifold. Thus, there is an urgent need to demystify myths, change negative social norms, increase protective environmental factors and enhance help-seeking behaviour.

To respond to this, at the systemic level child protection, child rights and elimination of Gender Based violence need to be a top priority and this is in alignment with the G 20 commitment of “an equal access to education and opportunities and the elimination of gender-based violence” (G20, 2021). This also aligns with the UN Convention on the Rights of the Child (Article 34), and supports:

- i. Sustainable Development Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Target 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
- ii. Sustainable Development Goal 5. Achieve gender equality and empower all women and girls
Target 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
Target 5.3 Eliminate all harmful practices, such as child early and forced marriage and female genital mutilation
- iii. Sustainable Development Goal 16 to ‘Promote peaceful and inclusive societies for sustainable development provide access to justice for all and build effective, accountable and inclusive institutions at all levels’
Target 16.1 ‘Significantly reduce all forms of violence, Target 16.2 ‘End abuse, exploitation, trafficking and all forms of violence against and torture of children’

In the Indian context,

- i. Children's right to protection is a priority of the National Plan of Action for Children 2016, which aims to: “protect children from all forms of violence and abuse, harm, neglect, stigma, deprivation, exploitation and sexual exploitation, abandonment, separation, abduction, sale or trafficking.
- ii. Children's safety and wellbeing are in alignment

NCF 2020 which is transitioning to a more multidisciplinary and holistic education focusing on:

- holistic development of the child in all capacities – intellectual, social, physical, ethical, and emotional along with acknowledging the need to incorporate critical matters regarding health and safety. [NCF Mandate doc 2022, P 13]
- creation of safe and supportive school environments which do not violate their Constitutional rights will be accorded priority. [DNEP 2019, P6.7.2]
- credible mechanisms to ensure schools remain discrimination, harassment, intimidation-free, especially for women and girls”. [DNEP 2019, P6.2.3]

- iii. School Health and Wellness Programme of Ayushman Bharat, an initiative of Ministry of Education and the Ministry of Health and Family Welfare, Government of India and its focus on Safety and Security against Violence and Injuries and the Promotion of Safe Use of Internet, Gadgets and Media
- iv. GoI’s initiatives like Rashtriya Kishor Swasthya Karykram (RKSK) and its focus on gender based violence and social media.
- v. Samagra Shiksha, Department of School Education and Literacy recognizes school safety has become more complex moving beyond corporal punishment to bullying, physical violence, sexual, psychological and emotional violence, even leading to death in extreme cases.
- vi. GOI’s initiative of School Safety Programme and Balika Sashaktikaran (Girl Empowerment) focused on Safety and Security.

Identification of key challenge

1. Lack of acknowledgement that Child Sexual Abuse affects 1 in 2 children and have a significant negative impact.
2. Normative, systemic and attitudinal barriers to initiate conversations on Child Sexual Abuse, create safe institutions, develop and provide access to trauma-informed, gender-responsive safe responders and mental health services for healing.

Corresponding policy recommendation

Institutionalize scientific, quality-controlled, funded and audited gender transformative personal safety education for abuse prevention and access to trauma-informed, gender-responsive safe responders and mental health services for supporting disclosures and healing in all educational institutions along with development and mandated adherence to child protection policies and systems for prevention and intervention of Child Sexual

Abuse.

Examples of Udaaharans/cases that demonstrate results

Arpan’s Personal Safety Education (PSE) is an innovative school-based gender transformative abuse prevention programme that approaches the issue of Child Sexual Abuse with a prevention and intervention lens. It:

- empowers children with self-awareness, empathy, respect, gender-sensitive decision-making, interpersonal and problem-solving skills to prevent instances of Child Sexual Abuse and to seek support
- empowers adult caregivers in the child’s ecosystem
- provides children with a safe space for disclosure of sexual abuse/ sexual misbehaviour and supports their healing
- creates safe institutions

FEASIBILITY

Impacted over 2.5 million lives: Directly delivered programming to 250,000 children, 130,000 adult caregivers, 220,000 facilitators, who have in turn reached 1.7 million stakeholders in 18 states in India and Bhutan

Content Integrated into national educational curricula: Life Skills Education Curriculum for Grades 6-12 National School Health & Wellness Program under Ayushman Bharat, joint initiative between Ministries of Education and Health, Government of India), Rashtriya Kishor Swasthya Karykram (RKSK), State curriculum of MSCERT and Chattisgarh SCERT.

RESULT

- Internationally documented evidence shows: school-based prevention models help prevent child sexual abuse, reduces bullying, improves bystander behavior, reduces risky sexual behaviour and improves mental wellbeing.
- Evaluations (<https://www.arpan.org.in/research/>) of Arpan’s Personal Safety Education have demonstrated program effectiveness.
 - 8% children reported unsafe situations
 - 90% sought help from a trusted adult
 - >80% of the children taught by teachers trained by Arpan remember 75% of key personal safety concepts
 - All ongoing abuse stopped and children supported to heal
 - Adults are more engaged in creating a safe environment

CONCLUSION

Integration of the Personal Safety Education programme in educational institutions will contribute to building safe institutions which will meet the global Sustainable Development Goals of ending violence, raising learning outcomes and creating safe, non-violent and inclusive learning environments. The approach of this gender transformative abuse prevention programme of getting to the root causes will challenge existing negative socio-cultural norms, reduce community silencing, inculcate empathy and respect for all genders leading to preventing sexual abuse of children in our communities, reducing victim blaming and providing healing. This will lead to dismantling the normative conditions that contribute to a culture that reinforces and allows for CSA to perpetuate and will build a safe and just society for all genders.

TITLE: GENDER SECURITY AND SAFETY

Submitted by: SAMADHAN WOMEN LEGAL HELPLINE

SUMMARY BRIEF

Gender Safety & Security can be ensured only when we sincerely address and achieve Gender Equality. In fact, Gender Safety, Security & Equality are but the different aspects of the central idea of Gender which further combine together to realise an environment ideal for Gender development.

Gender equality refers to the equal rights, opportunities, and treatment of individuals regardless of their gender. It aims to eliminate discrimination based on gender and ensure that everyone, regardless of their gender identity, has the same opportunities to succeed and thrive in life.

Gender equality is a fundamental human right, and it is essential for the creation of a just and equitable society. Achieving gender equality involves challenging and changing gender norms, stereotypes, and roles that perpetuate gender-based discrimination and inequality. It also involves promoting policies and practices that provide equal opportunities for all genders in all areas of life, such as education, employment, and politics.

There are still significant gender inequalities that exist globally, such as the gender pay gap, gender-based violence, and limited access to education and healthcare for women and non-binary individuals. Achieving gender equality requires a concerted effort from individuals, organisations, and governments to address these issues and promote equal opportunities and rights for all genders.

INTRODUCTION

The G20 is a forum of the world's largest economies,

which includes both developed and developing countries. Over the years, the G20 has made several commitments related to gender security and safety, including with reference to women in captivity such as prisons, asylums, hospitals, and shelter homes. Here are some examples:

The 2017 Hamburg Action Plan: The Hamburg Action Plan, adopted at the 2017 G20 Summit in Hamburg, Germany, includes several commitments related to gender equality and women's empowerment. Specifically, the action plan recognizes the need to address violence against women, including in places of detention, and calls for the promotion of gender-sensitive policies and practices in the criminal justice system.

The G20 Compact with Africa: The G20 Compact with Africa is a framework for cooperation between G20 countries and African countries aimed at promoting economic development and investment. The compact includes a commitment to promoting gender equality and empowering women, including through the provision of education and training programs.

The G20 Osaka Leaders' Declaration: The Osaka Leaders' Declaration, adopted at the 2019 G20 Summit in Osaka, Japan, includes several commitments related to gender equality and women's empowerment. Specifically, the declaration recognizes the importance of promoting women's economic empowerment, including through the provision of education and training programs, and calls for the elimination of violence against women and girls.

The G20 Initiative to Tackle the Global Problem of Violence Against Women: The G20 Initiative to Tackle the Global Problem of Violence Against Women, launched in 2016, includes a commitment to promoting gender-sensitive policies and practices in the criminal justice system, including in places of detention such as prisons, asylums, hospitals, and shelter homes. The initiative also calls for the provision of support services to women who are victims of violence, including counselling and medical care.

Overall, the G20 has made several commitments related to gender security and safety, including with reference to women in captivity. These commitments demonstrate a global commitment to promoting gender equality and women's empowerment, and to addressing violence against women in all its forms.

Challenges with Corresponding Policy Recommendations:

A) One of the crucial areas demanding serious attention is how can we assure gender equality for the gender living in captivity i.e. prisons / asylums / hospitals.

The safety and security of women/gender in captivity,

such as prisons, asylums, and hospitals, is a serious concern that requires careful attention and action.

Overall, addressing the safety and security of women/gender in captivity requires an inclusive approach that includes policies, staff training, monitoring, and access to support services. It is important to recognize that women/gender in captivity do have human specific needs and conditions that require gender oriented attention and effective results.

Ensuring gender equality for individuals living in prisons requires addressing the gender specific challenges and needs that they face.

Here are some ways that can help promote gender equality in prisons:

Eliminating gender-based discrimination and violence: Prisons / asylums / hospitals (and other vulnerable groups) should have policies and procedures in place to prevent and respond to gender-based discrimination and violence. This includes training staff on issues related to gender, implementing gender-sensitive protocols for managing and investigating complaints, and providing appropriate support services for survivors of gender-based violence.

- i) Sexual harassment and assault: Gender in captivity may be at risk of sexual harassment and assault by staff or other inmates/patients. To address this, it is important to have effective policies against such behaviour and to sensitise staff to recognize and prevent it. Additionally, providing access to confidential reporting mechanisms and ensuring that reports are taken seriously and investigated fairly leading to inclusive gender justice.
- ii) Physical violence: Gender in captivity is also at risk of physical violence from staff or other inmates/patients. Measures such as installing security cameras in common areas and ensuring that staff is properly sensitised to manage and prevent violent incidents to prevent and reduce such risks.

Providing access to healthcare: Prisons/ asylums / hospitals (and other vulnerable groups in captivity) should provide access to quality healthcare that addresses the specific health needs of individuals, including reproductive health care, mental health care, and substance abuse treatment for holistic human wellness.

- i) Physical health: Gender in captivity may have limited access to medical care, including preventive care such as HIV Tests, pap smears and mammograms. Ensuring that gender has access to appropriate and inclusive medical care to ensure

better human conditions within captivity or restrictive environments.

- ii) Mental & Spiritual health: Gender in captivity do experience a range of mental health challenges, including depression, anxiety, and post-traumatic stress disorder. Providing access to mental health/ counselling services, including therapy and medication with highly sensitised professionals and staff.

Building up systematic framework and infrastructure: for the rehabilitation of Gender for post-release social inclusion with mainstream education and vocational / skill development training.

Ensuring equal access to work and educational opportunities: Prisons/ asylums / hospitals (and other vulnerable groups in captivity) should provide equal access to resources, work and educational opportunities and social security for all genders. This includes addressing any systemic barriers on the way to Gender safety and security that exists within the overall environment. Gender with disabilities and mental/physical challenges deserve to have free & easy access upon all the facilities for gender with disabilities without any compromise with their human dignity and privacy.

Promoting community oriented social bondings & family connections: Prisons/ asylums / hospitals (and other vulnerable groups in captivity) should facilitate family connections, including visits with children, partners, and other family members. To ensure collective social responsibility and inclusion of gender in prison/ asylums / hospitals (and other vulnerable groups in captivity) with special attention to the mothers who are having their minor children in such restrictive environments.

Creating gender-sensitive facilities: Prisons/ asylums / hospitals (and other vulnerable groups in captivity) should design facilities that are gender-sensitive and meet the specific needs of different genders. This includes providing access to hygiene products, ensuring privacy during personal care routines, and ensuring access to gender-appropriate clothing and other items addressing cultural diversity.

Providing separate shower and bathroom facilities and ensuring that gender has access to appropriate clothing and personal hygiene products would help address this issue.

B) Focusing on gender equality and disability.

When drafting policies for the G20 summit, it is important to prioritise the inclusion of measures that promote gender equality – safety, security and

disability rights. Here are some important inclusions that should be considered:

Gender Mainstreaming: Gender mainstreaming is the process of assessing the implications of policies, programs, and legislation on different genders. It involves ensuring that gender perspectives and considerations are integrated into all stages of policy development, implementation, monitoring, and evaluation. Including gender mainstreaming in policy drafting for the G20 summit will ensure that gender equality is integrated into all aspects of policy making and that policies benefit all genders equally.

Disability-Inclusive Policies: Policies should be designed to include and benefit gender with disabilities.

Gender and Disability Data: It is essential to collect and analyse gender and disability data to identify gaps and inequalities and inform evidence-based policy development. Policies should prioritise the collection and analysis of gender and disability data to ensure that policies are designed to meet the needs of all genders and individuals with disabilities.

Capacity-Building & sensitization: Capacity-building measures should be implemented to ensure that policymakers and stakeholders have the knowledge and skills needed to promote gender equality and disability inclusion. This includes training programs, workshops, and other capacity-building initiatives, sensitization that provides policymakers with the necessary skills to design and implement policies that benefit all genders and individuals with disabilities.

Partnerships: This is in fact the most important aspect. Partnerships should be established with civil society organisations (CSOs), disability rights organisations, and gender equality organisations to ensure that policies are framed with the needs/rights based perspectives for all genders/vulnerable groups and individuals with disabilities. Policymakers should engage in meaningful partnerships with stakeholders to ensure that policies are designed to meet the needs of all genders.

By including these measures in policy drafting for the G20 summit, we can ensure that policies promote gender equality and disability rights and that they benefit all individuals.

C) Ensuring equal stake of gender in all G20 nations.

Assuring equal political stake of gender in all G20 nations requires addressing the systemic barriers that prevent women and individuals of other genders from participating fully in political life. Here are

some ways to promote gender equality in political representation:

Gender Quotas: Quotas are a proven mechanism for increasing women's political representation. Countries that have implemented gender quotas, whether through reserved seats, party quotas, or electoral quotas, have seen an increase in women's representation in political offices. G20 nations can implement quotas to ensure that women and individuals of other genders have equal political representation.

Legal and Policy Frameworks: Legal and policy frameworks can be implemented to promote gender equality in political representation. This includes implementing laws that protect against gender-based discrimination in political life and developing policies that address systemic barriers to gender equality.

Political Education and Capacity-Building: Political education and capacity-building initiatives can be implemented to provide women and individuals of other genders with the skills and knowledge needed to participate fully in political life. This includes providing training on public speaking, fundraising, campaign strategy, and other skills that are necessary for political participation.

Addressing Gender Stereotypes and Bias: Gender stereotypes and bias can be addressed through awareness-raising initiatives and campaigns that challenge harmful stereotypes and promote gender equality. This includes campaigns that promote women's leadership and highlight the contributions of women in political life.

Engaging Men as Allies: Men can play a crucial role in promoting gender equality in political representation by serving as allies and advocates for women and individuals of other genders. Engaging men as allies can help break down barriers and promote a more inclusive political culture.

By implementing these measures, G20 nations can promote gender equality in political representation and ensure that women and individuals of other genders have an equal political stake.

D) Problem of destitute population in all G20 nations.

While addressing the destitute population, the very first initial step is gender census on the streets i.e. census of the destitute. Conducting a census for gender on the streets to identify the destitute population requires a systematic approach that takes into account the specific needs and challenges of this population.

Here are some possible steps that can be taken to conduct such a census:

Engage with local organisations: Partner with local organisations that have experience working with the destitute population, such as homeless shelters, outreach programs, and advocacy groups. These organisations can provide valuable insights and connections to the population and help ensure that the census is conducted in a respectful and non-intrusive way.

Develop a survey: Develop a survey that collects demographic data on gender, age, ethnicity, and other relevant factors, as well as information on the individual's living situation and access to resources. The survey should be designed in a way that is culturally sensitive and accessible to individuals with low literacy or limited language proficiency.

Train surveyors: Train surveyors on how to conduct the survey in a respectful and non-judgmental way, how to build trust with the population, and how to identify and respond to potential safety risks.

Identify locations: Identify locations where the destitute population is known to congregate, such as parks, public squares, and homeless shelters. It may be necessary to conduct the census at different times of the day to capture the full range of individuals who are homeless or at risk of homelessness.

Ensure privacy and confidentiality: Ensure that the census is conducted in a way that respects the privacy and confidentiality of the individuals being surveyed. This may include using pseudonyms instead of real names and ensuring that the survey data is securely stored and only accessible to authorised personnel.

By following these steps, it is possible to conduct a census for vulnerable gender groups on the streets and identify the destitute population in a respectful and non-intrusive way. This information can then be used to develop policies and programs that address the specific needs of this population and promote gender equality in access to resources and services.

E) How to undertake global re-engineering for gender equality-safety and security, inclusion at all levels of human development.

Achieving global gender equality of vulnerable groups' inclusion at all levels of human development requires a comprehensive and inclusive roadmap that addresses the root causes of gender inequality and provides solutions for a more equitable and just society. Here are some key elements that could be included in such a roadmap:

Legal and policy frameworks: Develop and implement legal and policy frameworks that protect against gender-based discrimination and promote gender equality at all levels, including in education, employment, healthcare, and political participation. This should include measures such as affirmative action, gender quotas, and anti-discrimination laws.

Education and awareness-raising: Provide education and awareness-raising programs that challenge gender stereotypes, promote positive gender roles, and empower individuals to take action against gender-based discrimination.

Economic empowerment: Ensure that women and individuals of other genders have equal access to resources, such as credit, land, and technology, and provide support for entrepreneurship and skills development.

Health and well-being: Improve access to healthcare and services that promote reproductive health, mental health, and well-being, as well as services for survivors of gender-based violence.

Technology and innovation: Promote the use of technology and innovation to address gender inequality, including through the development of gender-responsive technologies and the use of data and analytics to identify and address gender-based discrimination.

Partnerships and collaboration: Foster partnerships and collaboration between governments, civil society organisations, the private sector, and other stakeholders to address gender inequality and promote gender equality and inclusion at all levels.

Monitoring and evaluation: Establish robust monitoring and evaluation systems to track progress towards gender equality and identify areas for improvement.

These elements can form the basis of a comprehensive roadmap for global re-engineering for gender equality and inclusion. However, it is important to ensure that the roadmap is inclusive and takes into account the diverse needs and perspectives of different communities, including those who are most marginalised and vulnerable. It should also be grounded in principles of social justice and human rights, and prioritise the voices and leadership of women and individuals of other genders.

F) Preventing Gender based sexual violence.

Preventing gender-based sexual violence requires a multi-faceted approach that addresses the root causes of this type of violence and promotes a culture of

respect, equality, and non-violence. Here are some key strategies that can be effective in preventing gender-based sexual violence:

Education and Awareness: Educating individuals, communities, and institutions about the causes and impacts of gender-based sexual violence can help raise awareness about the issue and promote social norms that reject violence and promote respect and equality.

Empowerment and Capacity Building: Empowering women and girls with the knowledge, skills, and resources to assert their rights and challenge gender inequality can help prevent gender-based sexual violence by reducing the power imbalances that contribute to violence and discrimination.

Legal and Policy Frameworks: Strengthening legal and policy frameworks to criminalize gender-based sexual violence, ensure accountability for perpetrators, and provide support and services for survivors can help prevent this type of violence and support survivors.

Engaging Men and Boys: Engaging men and boys in efforts to prevent gender-based sexual violence can help challenge traditional gender roles and promote positive masculinity, reducing the likelihood of violence and discrimination.

Services and Support for Survivors: Ensuring that survivors of gender-based sexual violence have access to a range of support services, including healthcare, counselling, and legal assistance, can help mitigate the negative impacts of violence and support survivors in their recovery and healing.

Collaboration and Partnerships: Fostering collaboration and partnerships between government agencies, civil society organizations, and other stakeholders can help mobilize resources, expertise, and collective action to prevent gender-based sexual violence and promote gender equality and social justice.

By taking a comprehensive, multi-faceted approach that engages individuals, communities, and institutions, it is possible to prevent gender-based sexual violence and create a safer, more equal society for all.

G) Removing policy level bottlenecks:

To ensure gender safety and security, states should take policy level steps that address the root causes of gender-based violence and discrimination and provide support to survivors. Here are some possible policy level steps that can be taken:

Strong legal framework: Develop and implement strong legal frameworks that criminalise gender-based violence and discrimination, and provide protection and support for survivors. This should include measures such as restraining orders, emergency hotlines, and shelters for survivors.

Gender Effective training and Sensitization for law enforcement machinery: Provide practical field based training to law enforcement officials to prevent, investigate, and respond to gender-based violence and discrimination, and to ensure that survivors are treated with sensitivity, dignity and respect.

Uniform Basic Education and Community awareness: Develop and implement education and awareness-raising programs that challenge gender stereotypes and promote positive gender roles, and encourage individuals to take action against gender-based violence and discrimination.

Support for survivors: Ensure that survivors of gender-based violence and discrimination have access to a range of support services, including counselling, legal assistance, and medical care, community oriented sustainable rehabilitation.

Prevention strategies: Develop and implement prevention strategies that address the root causes of gender-based violence and discrimination, such as poverty, inequality, and harmful social norms and cultural traditions loaded with patriarchy and misogyny.

Data collection and monitoring: Establish systems for data collection and monitoring to track progress towards gender safety and security. Identify areas for improvement, and ensure that policies and programs are evidence-based and part of systematic social reforms.

Collaboration and partnerships: Foster collaboration and partnerships between government agencies, civil society organisations, and other stakeholders to promote gender safety and security, and to ensure that policies and programs are responsive to the diverse needs and perspectives of different communities.

By taking these policy level steps, states can help ensure gender safety and security, and promote gender equality and social justice. However, it is important to ensure that policies and programs are inclusive and take into account the diverse needs and perspectives of different communities, including those who are most marginalised and vulnerable.

UDAAHARANS (CASE STUDY):

SAMADHAN NGO has intervened following the incident of gross criminal negligence & non-compliance by Prison authorities and State machinery leading to irreparable damage of 44 prisoners (undertrials/detainees and convicts) being infected with HIV AIDS which took place in Haldwani prison, State of Uttarakhand – India.

In this case SAMADHAN filed a Public Interest Litigation asking the Hon'ble High Court for urgent effective directives for the restoration of human rights and dignity of gender in captivity (i.e. the prison inmates) directing the State Government/ machinery/ prison authorities to ensure urgent and effective compliance of UNSMPR and UNDHR of which India is a signatory State.

By this pro-active legal intervention the twelve other prisons in the State of Uttarakhand also got benefitted as the gender living in prison captivity, who were victims of gross negligence and the infringement of their Human Rights (i.e. Right to live with Safety, Dignity and Security).

*The newspaper cutting (image file) is attached herewith this document.

CONCLUSION

GENDER AUDITING INDICATORS: (Post Policy Implementation)

Gender's direct & easy access to -

1. Timely reporting
2. Timely hearing
3. Timely redressal
4. Transparency and open communication
5. Conflict resolution between stakeholders and State machinery.
6. Sensitization of law makers on the issue of Gender Safety and Security (vulnerable population in captivity)

Gender fair hearing, transparency, grievance redressal, periodic gender monitoring, all this to be achieved within a fixed timeline.

Gender equality in political participation is essential for democracy hence the vulnerable gender groups within captivity should be included into the democratic and political process.

Addressing the challenges for vulnerable group's gender equality in political participation requires a multifaceted approach that involves legal and policy frameworks, education and capacity-building and changing cultural attitudes and gender stereotypes.

The safety and security of gender in captivity, including prisons, asylums, and hospitals, is an important issue that requires careful attention and action. Gender who are confined in such institutions may be at risk of a range of challenges, including sexual harassment and assault, physical violence, lack of privacy, and mental and physical health concerns.

TITLE: BUILD VIOLENCE FREE SOCIETY

Submitted by: Vasavya Mahila Mandali

CHALLENGE:

Violence against women and girls is increasing. Vasavya Mahila Mandali is working to make women understand not to normalise domestic violence or patriarchy.

Currently all the countries have plans in place to address GBV or VAWG but lack convergence between government departments and CSOs. If collaboration and networking is there it helps to address the issue in a more coordinated and effective way. Secondly, as the world is changing so fast, a periodical review of policies and laws is necessary. Involving the survivors is essential and framing laws with their life experiences and to address the challenges. For sustainable social transformation, community engagement needs to address the attitudes and mindsets of patriarchy.

1. People do not have trust in the police generally, so they do not complain about the violence and fear revictimization.
2. Community engagement is not there to build the responsive system to address VAWG.
3. Lack of gender sensitization among service providers
4. Respecting the victim and sensitization to women and girls is specifically not in the curriculum of law enforcement.

POLICY RECOMMENDATION

In the criminal justice system, community engagement proves better results. Community safe responders attend the victims immediately as they stay in the same locality and bridge the gap of law and create demand for complaints mechanisms.

Examples of Udaaharans/cases that demonstrate results

Vasavya Mahila Mandali, an India based 53 year old social impact organisation, is transforming the lives of women and children through the Gandhian philosophy of Nonviolence, humanism and equality. The second generation is a sphere heading VMM in upholding the rights of the women and working towards establishing a

violence free gender equitable world. VMM works towards empowering women, girls and children to lead a confident and courageous life and face crises by evolving a potent volunteer force of change makers with gender inclusion.

VMM is playing as a key catalyst to bring change in policies via innovative strategies by meaningful engagement of the communities, sensitising the service providers, collaborating with government, UN bodies, international organisations, corporate, academic institutions and networking with civil society organisations and grass root level social movements for making a difference in the lives of women: at home, at work, at public spaces and decision-making bodies.

As Vijayawada city is playing a prime role in the Capital Development Region of the newly formed state Andhra Pradesh, in order to make it a women friendly city, it is addressing crime against women. According to the statistics, amongst the 53 cities reporting the highest incidents of crimes against women in India, Vijayawada is the most unsafe, reporting 256.34 incidents for every lakh women. A total of 2,071 cases against women, including 49 rape cases, were reported in Vijayawada in 2013. Vijayawada city is upcoming with investments that require concerted effort both by government and civil society and community. In response to it, VMM has piloted women friendly initiatives.

Mahila Mitra, a women's social movement aims at making Vijayawada a women friendly city by keeping the women at the forefront with police supporting the initiative. This community driven innovative initiative is promoted by Vijayawada City Police, launched on 24 January 2017, National Girl Child Day. Mahila Mitra is the brainchild of Mr. Gautam Sawang, Commissioner of Police Vijayawada. Chennupati Vidya Gandhian social worker, Former Member of Parliament and President Vasavya Mahila Mandali is the Patron for this initiative. Vasavya Mahila Mandali, a registered NGO is supporting the initiative with its experience and expertise of working since last 53 years on empowering women. The initiative was supported by the HCL Foundation.

Mahila Mitra impact on community:

Capacitated 160 Mahila Mitra from 2017 to 2020 by VMM giving hand holding support for them to take part in the activities such as awareness at community/ schools / colleges, meetings at Police station and division level, lay counselling for victims of domestic violence, stopping child marriages, counselling etc. Now with the VMM team back end support they lead all the interventions and document in mobile based apps. They became tech savvy since 2020 connecting for virtual meetings and also sharing educational videos to communities from VMM YouTube channel and doing tele-counselling and psycho social support for victims of violence and also COVID affected persons and families.

In the year 2019 and 2020 Mahila Mitra members in leading the counselling, supporting victims emotionally and legally, also gained knowledge through experience. This is a great impact of the Amma project in building the social capital.

As Mahila Mitra are available round the clock in the community and volunteer passionate committed service they are at forefront in redressal and mechanism with police. The power of community leaders in creating a ripple effect. Mahila Mitra are also supporting in tracking of victims who require any skill and livelihood too. The power of knowledge and skills is making them to have influence on turning victims to bold members of Mahila Mitra.

Objectives of Mahila Mitra

Mahila Mitra is working towards upholding the value based society with equity and equality for girls and women at home, at work and at public spaces and keeps them happy. Mahila Mitra, through its members, support women and girls in crisis, safeguard them and provide reassurance for women in crisis that they too can come out of crisis and lead a meaningful and productive life with dignity and honour.

The lead partner of the 'Mahila Mitra' movement is Vasavya Mahila Mandali (VMM) which is a not for profit Gandhian civil society organisation (NGO) led by women since last 50 years with a vision of "Empowering women, children and families by increasing happiness and ensuring a sustainable society with human values." in association with Vijayawada City Police.

The movement was conceived by Smt. Chennupati Vidya (late), Founder President VMM and the Commissioner of Police, Vijayawada City Police, Mr. Gautam Sawang IPS with Dr Bollineni Keerthi of the VMM spearheading its activities on the ground. VMM with 50 years of experience believes that violence against women is to be addressed by unconventional community engagement rather than formal institutional mechanisms like police. VMM developed a sustainable army of volunteers to give mutual support towards happy families.

Mr. Sawang said the Police Department was poised to make the city the safest place for women. "Through Mahila Mitra, we will reach out to various sections of people at colleges, schools and others by conducting awareness campaigns."

Mahila Mitra will work at community level, two Mahila Mitra Coordinators (Female Constables) at each PS level and Mahila Rakshak is an actionable arm of Mahila Mitra. 'Mahila Rakshak' action teams had been formed to deal with the eve-teasing and harassment complaints as per the instructions of the Mahila Mitra teams and take action against offenders.

There are 20 police stations (PS) under Vijayawada

Police Commissionerate: 11 urban, 8 suburban and one exclusively for women. So at each PS level there are 10-15 Mahila Mitra members that comprises nearly 90-95% women and remaining are men who wish to work for women empowerment. The Mahila Mitra movement was launched with 133 women from various locations. The first phase of training was conducted in the first week of May 2017.

Mahila Mitra Structure: To make it a sustainable community driven intervention, four level committees are formed from grass root level to Police Commissionerate level. There are 10 members in the Core committee including senior city police officials. There are 5 zonal committees with 10 members at each 5 zones in Vijayawada city police: North, south, east, west and central. There are 20 police station area committees. Local committees at slum and colony level are formed with 10-20 persons from that particular locality.

The members and police department jointly do mapping of the issues related to women and children in that police station area. Members do lay counselling of the girls and women and their family members in crisis.

Conduct professional counselling sessions at a specific place allocated for counselling (VMM). Periodical review to be taken up every month at Police station level. Service providers list to be prepared and made available at all 20 police stations.

The members acquire knowledge about existing laws for women and girls through various trainings and create awareness to the locality women about the same. The members, police visit local institutions to facilitate on workplace committees for women. The members collect the information of street children and inform to 1098 “child help line” and also bring it to the knowledge of local police. The members will collect information about child labour and inform to child help line and labour officer of that area.

The members collect information about child marriages and inform “child helpline” 1098 and also their police officers to prevent it, likewise 181 women’s helpline.

The members collect and inform the police officers of PS about social evils i.e., Gambling, Prostitution, Women and Child trafficking, Gutkka and Drugs etc.

In women harassment cases they refer victims to the service providers and further action.

The members inform police on strangers’ movements in their locality to police through 100.

The members inform about eve teasing or ragging if taking place at ladies hostels, bus - stops and colleges in their locality by dialling to 100 or 1091. Popularise 4th Lion App promoted by Vijayawada Police for safety and security.

Members undergo capacity building on women issues and attend training workshops and knowledge management meetings.

The members work closely with the police officers in doing basic counselling. For cases with specialised counselling the time span depends on case by case basis as it is referred to Vasavya Mahila Mandali.

To change the attitude of eve teasing and to build the youth carrier in order to provide one more opportunity to sustain their lives through counselling sessions.

Mahila Mitra, Police Department and VMM provide counselling about Value of education, Value of Time, Importance of Goal Setting, Disadvantages of Smart phone, How to build up Career, Consequences of Eve teasing and its effect, Protection Of Children from Sexual Offences (POCSO) Act, 2012 and consequences of fast bike driving and eligibility of bike driving. During counselling sessions using participatory methodology and brainstorming, in group discussion, the participants write their present education/occupation and write what they want to do and their goal. They must write what they were caught doing and how they will change their behaviour and be good citizens and respect the elders and girls.

Outcome of Counseling:

Counselling services by Mahila Mitra members:

During these 5 years more than family disputes were set right through family counselling by Mahila Mitra members, 285 cases have been referred to VMM for professional counselling. In more than 15 schools, life skills sessions were conducted by Mahila Mitra members. In the Karakatta area Mahila Mitra members have been facilitating the formation of support groups. At nine police stations and 4 zone meetings with Police, Mahila Mitra members participated. It was noticed that the work done by Mahila Mitra members has to be recorded and documented in a systematic manner, requiring an online reporting system. VMM is planning to have the same which will work on desktops as well as android versions.

Participants shared about the impact of eye teasing counselling. They told us that the counselling makes them bold without filing a case on us. We will use these opportunities to develop our career to get jobs. We won’t do such illegal activities. These counselling sessions made us aware and taught us about moral values and how to reach goal setting within timeline and increased knowledge level on POCSO Act.

Community awareness on GBV through street play:

Public awareness raising through street theatres is very attractive. Majority of slum populations are illiterates; street play is most attractive and information to the public is easily conveyed. Educated the public on services

by government, DISHA police station, VMM and Mahila Mitra activities. With the support of Police, street plays are organised in respective Police station limits.

Training to teachers in two schools and college on Gender and life skills:

Teachers were trained as trainers to train the students in their respective schools on gender, gender based violence, how to address, and coping mechanisms through life skills education. During the training the trainers were oriented on session planning for life skills, age-wise and gender-wise life skills.

Results: Quantitative

From 2017 February to February 2020: 6235 eye teasers counselled and there is no single repeat offender.

2020 to 2022: 15,575 victims of violence were counselled by professional counsellors at CSO and lay counsellors (Mahila Mitra) at community level)

CONCLUSION

To build a violence free society addressing incidents at the earliest yields good results. Engagement of civil society is proven as safe responders and work in coordination with law enforcement mechanisms and other service providers.

TITLE: DOMESTIC VIOLENCE AND DISABILITIES

Submitted by: Environment Work Group

CHALLENGE:

In the post-COVID-19 period, domestic violence has surged, leading to a shadow pandemic. Gender and disability issues require a collaborative approach among governments, civil society organisations, and communities to safeguard the rights of women and men with disabilities.

POLICY RECOMMENDATION

It is essential to ensure equal access to opportunities, inclusive policies, gender-sensitive healthcare, and supportive services, as well as promote education and employment opportunities.

Provisions for mental health professionals in Community Health Centers (CHCs) and Primary Health Centers (PHCs), appointment of counsellors in schools, and mandatory clinical psychological tests and counselling in court cases are recommended.

Additionally, healthcare providers should receive training to provide gender-sensitive and disability-inclusive care.

Policies should be enacted to eliminate discrimination based on gender or disability and ensure equal

employment opportunities.

TITLE: WORKPLACE SAFETY

Submitted by: HOD Department of women studies University of Kashmir

POLICY RECOMMENDATIONS:

1. In order to ensure the safety of women in the society, Government has to increase the funding for providing various types of incentives to women and girls like Self-defence Skill trainings,
2. Self-defence needs to be incorporated in the school curriculum and special trainers need to be appointed for imparting this skill to girls so that they can take care of themselves without depending upon anyone else.
3. Also, we need to develop a culture of respecting our girls and women in the society by inculcating these values in our boys from their early childhood in the family and in the educational institutions.
4. For providing safety to women while travelling, it is highly recommended that women Cab drivers should be available at Airports and Train stations so that the risks of harassment and physical attacks upon women get minimised and they can feel secure while out of home.

TITLE: SAFETY AT WORK PLACE

Submitted by : HOD Department of Women's Studies University of Kashmir

POLICY RECOMMENDATIONS:

- 1: In order to strengthen the ICC's at the workplace, one external member should be appointed from the judiciary. She should be a female judge so that her decision matters in the committee and exerts a greater influence in granting justice to the victim.
- 2: The workplace should be gender friendly like it has to be ensured who works under whom, which means the bosses should be the persons with high morals and great credentials.
- 3: Late night working hours need to be totally banned for women as it acts as a free licence for their sexual exploitation.
- 4: There is a need for educating male Officers about the POSH Act so that it can help them to understand the severity of committing any sort of crime against women employees working in the organisation.
- 5: Gender sensitisation has to be made mandatory for every organisation.



ENVIRONMENT AND DISASTER MANAGEMENT

INTRODUCTION

Women and girls, particularly those in lower socio-economic populations, are disproportionately negatively impacted by environmental degradation and disasters. Yet, women are typically not systematically included in the design and implementation of disaster risk reduction and resilience efforts. This exclusion has resulted in persistent inequalities in women's access to housing, health services, safety, and employment, even in post-disaster economic reconstruction efforts. Women's role as key stakeholders in agriculture, biodiversity preservation, and as transmitters of intergenerational values and sustainable environmental practices has been only explored within the past 15 years in policy and intervention. There is, however, international recognition of women's role as change agents in the transition to a low-carbon economy, where women's role in the labour force, as consumers, and decision-makers, is recognized, at least in part. More could be achieved if intersecting inequalities, for example, in women's access to decision-making positions, were addressed. Women hold only 12% of top ministerial positions in environment-related areas and less than 25% of all ministerial positions. Women would be better positioned for decision-making roles in the public and private sectors if provided with better access to employment and other opportunities in the green economy. Politically attractive investment incentives exist, including the potential to create 24 million jobs globally.

EVENTS

26th February, 2023: 3-5:30 PM (IST)

Venue: IBRAD (Indian Institute of BioSocial Research and Development) campus and Hybrid panel - Side Event

Organised by C20 GED WG

ENVIRONMENT AND DISASTER: GENDER MAINSTREAMING FOR REACHING SDGs



(Subtheme: Environment & Disasters)

115 participants in person and 43 online - from India and United States; participants were academics, NGOs, Community-Based Organisations (CBOs), government functionaries, panchayat members and community members involved in natural resource conservation-based activities.

Women, particularly in the rural areas of developing countries, are becoming more vulnerable, risk-prone and marginalised due to the degradation of natural ecosystems and climate change. Women's responsibilities as householders - from farming and agriculture, to cooking, cleaning, collecting water, and more - are the most directly impacted by the negative effects of climate change. These degradation and climate-related risks and disasters are causing an extra burden on women, increasing their stress and reducing livelihood opportunities.

Issues facing women throughout the world were highlighted, such as exclusion from positions of power and decision making processes, nutritional health issues, and the direct impacts of climate change.



9th March: 5-7.30 PM (IST)

Location: Online Webinar - Policy Dialogue

Organised by C20 GED WG

WOMEN IN ENVIRONMENT & DISASTERS

(Subtheme: Environment & Disasters)

204 participants from 13 countries, namely France, Germany, India, Israel, Ireland, Indonesia, Nigeria, Pakistan, South Africa, Singapore, United States, Ukraine & Uganda.

2 international keynote speakers and 10 expert panellists highlighted a broad cross sectional array of issues that affect women and disabled people in the environment and disasters. Issues include the need for inclusion of women in planning and policy making, the need to acknowledge the indigenous knowledge that women possess, particularly in agriculture, and to address their marginalisation and vulnerabilities. The localization of solutions was also repeated. Recommendations about informing and engaging youth and disabled people mirrored the gendered recommendations. A broad array of issues were covered and cross-sectional recommendations put forward.

28 March 2023: 2-4 PM (IST)

Venue: Indira Gandhi National Forest Academy (IGNFA), Dehradun, Uttarakhand - Policy Dialogue

Organised by WWF World Wildlife Fund and C20 GED WG

WOMEN IN BIODIVERSITY AND CONSERVATION

(Subtheme: Environment & Disasters)

55 in-person participants and 81 online participants hailing from South Africa, Finland, Nepal, Kenya, Mozambique, Democratic Republic of Congo, and India. Additionally, there were 10 women self-help group (SHG) members from four different villages: Amtali, Parewa, Bohrakate and Pawalgarh, all located near Corbett Tiger Reserve, Ramnagar, Uttarakhand.

This event brought together experts in the area of women in biodiversity and conservation, to recommend policies, and highlight best practices that represent the voices of civil society. Among the participants were representatives of academic, national and international NGOs, and Community-Based Organisations (CBOs).

The meeting highlighted the need to think of human and animal life together, to make pledges towards community and environmental development plans, to maintain greenery in villages, to maintain land, women's role in maintaining biodiversity, women's engagements in different policies, programs, and conventions, living in harmony with nature in traditional ways and to promote traditional biodiversity practices in alignment to today's scenario.

12th April, 2023: 7-8.30 PM (IST)

Webinar - Policy Dialogue

Organised by C20 GED WG

IMPACT OF DISASTER, CLIMATE CHANGE AND ENVIRONMENT ON WOMEN AND PEOPLE WITH DISABILITIES

(Subthemes: Disability and Environment and Disaster)

80 participants, representing 18 countries - Australia, Argentina, Belize, Finland, France, India, Indonesia, Italy, Ireland, Lebanon, Nepal, Nigeria, Spain, Sri Lanka, Sweden, Thailand, United States and United Kingdom

Participants in this event highlighted the increasing frequency of disasters, global frameworks for development pathways, trends of worsening climate change, and the impact of disaster and environmental degradation on women and people with disabilities. They also expressed the need to strengthen risk governance and to include women and women with disabilities in disaster preparedness, along with a coordinated multi-sectoral approach toward post-disaster management. More care is required to address special needs, such as the

loss of assistive devices in floods, for sign language videos and PSAs, for special helplines and call centres for deaf people.

1st March, 2023: 10 AM onwards (IST)

Location: Amrita Vidyalayam in Navi Mumbai

Organised by Amrita Vidyalayam in collaboration with C20 GED WG



SEED BALL CREATION ON ZERO DISCRIMINATION DAY

(Subtheme: Environment & Disasters)

5,000 students and faculty in participation

The AIKYAM C20 project is an inclusiveness activity to reduce the divide between society's definition of normal and disabled. Children from schools of the disabled came to Amrita Vidyalayams and together participated in the Seed Ball Creation Activity. Students formed small groups and made the seed balls together. In the process of interaction the guest students were made to feel not only welcome but that they are also contributing to the C20 endeavour by helping in the sustenance of the environment through seed ball activity. The Amrita Vidyalayam students learned to invoke feelings of compassion, patience, care and inclusiveness. They understood that it is their duty to make efforts to see that all fractions of society, irrespective of their abilities, are able to contribute to the larger cause.

POLICY RECOMMENDATIONS

- **SOCIO-CULTURAL DIMENSION AND GENDER PERSPECTIVE IN CIVILIZATION RIGHTS, CLIMATE RESILIENCE INITIATIVES, AND HERITAGE SITES.**

Promote opportunities for the meaningful engagement of women and girls, including persons with disabilities and other vulnerable groups at the intersection of civilization rights and climate justice initiatives as they relate to protecting traditional heritage and sacred natural and cultural sites and their surrounding communities and custodians.

- **CLEAN AND SAFE WATER**

Women must access clean and safe water and be specifically engaged in education about risks and health impacts associated with contamination and pollution of water sources, as well as their free, prior-informed and consensual engagement in water-related regulatory decision-making, remediation and management.

- **GENDER-INCLUSIVE CAPACITY BUILDING.**

Women and girls must have access to education, training, and appropriate, gender-inclusive technologies to ensure effective and meaningful participation in decision-making to address environmental problems, as necessary to build inclusive and resilient communities.

- **ACCESS TO LAND FOR WOMEN OR RECOGNITION OF STEWARDSHIP OVER LAND.**

Eliminate systemic, gender-based discrimination and other barriers that have long-suppressed women's acquisition and ownership of land and ensure their participation in governance and land use decision-making.

- **ENHANCE WOMEN'S ROLE IN BIODIVERSITY CONSERVATION.**

Implement gender-responsive approaches to capacity building and nature-based livelihood and biodiversity programs.

- **GENDER MAINSTREAMING SEGREGATED DATA AND GENDER BUDGETING.**

Create gender-responsive policies, capacity building, dedicated subsidies and resources to promote gender mainstreaming, equality and inclusivity across all environmental programs.

- **WOMEN IN CITIES IN URBAN PLANNING AND DISASTER RESPONSE**

Ensure planning, climate mitigation, and energy transition in urban environmental settings address women and those most vulnerable to climate change and its impacts.

INSIGHTS

- During the GED Summit, CSOs dedicated to the protection of the environment and disaster management came from various countries. These NGOs/CSOs operate predominantly at local and national levels, focusing on addressing specific challenges and priorities within their respective communities. One notable challenge pertains to the divergent policy priorities at the CSOs level and global discussion at the G20 level. While G20-level discussions on environmental preservation and disaster management largely revolve around topics such as climate change mitigation, disaster relief, and indigenous knowledge, NGOs working in these fields emphasise immediate concerns, such as disaster response, community resilience, and localised adaptation strategies. For instance, CSOs underscored the importance of community-based disaster risk-reduction initiatives and swift response mechanisms as critical aspects that require urgent attention at the grassroots level. This signifies variations in policy focus and interests as we transition from the local to the global sphere.

- While CSOs excel in championing priority areas based on their grassroots work and provide valuable insights, they face limitations when it comes to articulating actionable policy recommendations with clear milestones. Although their knowledge and expertise are invaluable, formulating policies that can be effectively implemented within global frameworks can be challenging for many CSOs. As the GED Summit represents an early platform for connecting and engaging CSOs in the policy process, it is crucial to maintain the momentum generated by these discussions and actively involve CSOs in the formulation and implementation of policies related to environmental conservation and disaster management.

- Engagement with CSOs in the field of environmental conservation and disaster management during the GED Summit highlights the importance of recognizing and incorporating local perspectives, addressing resource challenges faced by CSOs, and fostering enhanced collaboration between global and local stakeholders. By bridging these gaps, we

can develop more effective and inclusive policy frameworks that address the complex environmental and disaster challenges faced by communities worldwide.

UDAAHARANS

1. Name of Project:

ACCESS TO WATER PROJECT

Project Description :

- 37500 fruits and 37500 Khejri plants have been distributed among 420 women households. (each beneficiary received 30 fruits trees and 30 Khejri trees)
- Enhancement of production, conservation of resources, market led farming, value addition and improving supply chain
- Increased equity in income, resource utilisation, social status and participation of rural households and improved opportunities for women
- Increase in the current income of 1250 women families by 15%
- 750 women are part of SHGs and start to do monthly savings.
- 1250 women families shift to organic farming through the use of vermicompost
- 600 women become master trainers on vermicompost making and orchard management and they are able to spread the knowledge to 650 women in their own villages
- 60 women farmers learn about innovative agricultural techniques through exposure visits to KVK / Agriculture University, and they are able to disseminate knowledge among more than 240 women farmers.
- 750 women are empowered through participation to the Self-Help Groups and are linked to the existing Women Federation/ Farmers Producers' Organisation
- 75 families (around 450 people) receive free and harmful contents-free drinking water.
- Demonstration model for capacity building of women farmers for execution of other projects

How many years has the project been running?

2

MAIN OUTCOMES

- Under these projects 25,200 plants have been distributed to 420 families. (Lemon 4200, Thai Apple 4200, Pomegranate 4200 and Khejri 12600). While distributing these plants we also provided information about how it will play an important role to improve ground water, ideal distance between two

plants, what pesticide should be used to prevent any plant disease.

- 50 horticulture trainings have been conducted in 3 villages where total participants were 900. In these training beneficiaries are aware about the best practices of plantation, how to use pesticide to protect plants from fungi, and use of Vermicompost to improve crop yield.
- During the reporting period our team has conducted door to door visits to our 800 households and found all plants are in good condition.
- We have conducted 20 WASH training and Vermicompost training.
- During this reporting period we have constructed 87 Vermicompost Pits
- 80 SHG new group has been formed

Number of beneficiaries since start

560

Number of beneficiaries this year

560

Lead CSO/NGO/Non-profit

Gram Chetna Kendra

Where was the project replicated?

Sambhar Lake Jaipur

Where is the lead CSO's headquarters?

Jaipur

Awards, distinctions, sign of recognition for the project

Our work has been recognized by the Government of Rajasthan and other philanthropic organisation for our social work

2. Name of Project

WOMEN-LED CLIMATE RESILIENT FARMING (ONE ACRE FARMING) MODEL

Project Description : SSP promotes a multi-level, multi-pronged approach to build capacities of small and marginal farming households for combating drought.

The model empowers women as changemakers in agriculture with a view to promote resilient livelihoods for small and marginal farming households. The model ensures farming becomes an economically and environmentally viable venture for these families through use of locally available natural farm inputs, integrated farming techniques, increasing livestock and farm-allied businesses, water efficient irrigation and mixed cropping of different varieties of local food crops. This leads to an increase in their food security and decreases their dependence on the market; it also decreases the carbon

and water footprints, thus contributing to mitigate climate change.

The model encourages women to gain cultivation rights from their families on a small piece of land, to grow local food crops. On the acquired piece of land, women practise water efficient, chemical less cultivation of vegetables, millets, cereals, and pulses through mixed cropping, diversifying to 6-8 crops per season and increasing crop cycles. Women lead the complete decision making around what to cultivate, what to sell, what to keep for the family, what and where to sell, thus gaining control over income and savings from one acre of land.

How many years has the project been running?

Eight years

Main outcomes

In the past eight years, we have worked closely with the community and nurtured women farmers and leaders from marginalised sections which shaped our Women-led Climate Resilient Farming Model (WCRF). The model is de-risking small and marginal farmers in drought prone Marathwada in Maharashtra state and in Bihar, Kerala by transforming grassroots women from mere help to decision makers and landowners, further ensuring sustainability through partnerships with CSOs, women led FPOs, private and public stakeholders.

Outcomes include:

- Over 60% marginal farmers eat nutritious food from farm
- 30% increase in livestock ratio
- Additional annual income of INR 80,000 to 120,000

Number of beneficiaries since start

135,000 rural women farmers

Number of beneficiaries this year

52,000 rural women farmers

Lead CSO/NGO/Non-profit

Swayam Shikshan Prayog

Where was the project replicated?

Wayanad district in Kerala; Gaya and Nalanda districts in Bihar; and Nanded district in Maharashtra.

Where is the lead CSO's headquarters?

Pune, Maharashtra

Awards, distinctions, sign of recognition for the project

2022-Global Local Adaptation (CGA)'s Local Adaptation Award for Capacity and Knowledge (for the Women Led Climate Resilient Farming Model) at COP27; 2017-UNDP's "Equator Prize" – received as

recognition to SSP's initiative to empower over 20,000 women farmers from the impoverished Marathwada region in Maharashtra; 2016-UNFCCC's "Momentum for Change Lighthouse award" as recognition to the project that has established the first women-specific standard to measure and monetize women's empowerment benefits of climate action.

3. Name of Project

DRINKING WATER - G 20 WORKING GROUP ON CLIMATE, ENVIRONMENT AND NET ZERO



Project Description : Selected Drought prone area Satara Districts of Phaltan and Man Taluka have 10 villages. On average rainfall data shows 300 to 350 mm per annum. Every year have to face the drinking water, women and girls were lifting pot over head and walking 2 to 3 kms from her house so that Lokmat Pratishthan have gone to survey and taking Gram Sabha. All the people, Committee members, women, and farmers were present. Gram Sabha declared that drinking water is the most important requirement of the village.

How many years has the project been running?

18 months Duration of the project not running project

Main outcomes

Every household has a separate tap and time is saved in order to work the farming and concentrate on businesses. Women and girls lose the time and get the loss of earning. Women concentrate on goat rearing and concentrate on Self Help Group and concentrate on her business such as candle making, Agarbatti making and concentrate on her farming earning.

Number of beneficiaries since start

2000

Number of beneficiaries this year

3000

Lead CSO/NGO/Non-profit

Lokmat Pratishthan(ngo) G-20 Working Group
Climate, Environment and net zero

Where was the project replicated?

Satara Districts of Phaltan and Man Taluka State
-Maharashtra

Where is the lead CSO's headquarters?

Monita Garden, B-17 Laxminagar Tal- Phaltan Dist -
Satara State - Maharashtra

Awards, distinctions, sign of recognition for the project

Signs of VWSC in villages with the biggest need of the
Drinking water

4. Name of Project

FLUSH CHALLENGE

Project Description : Flush challenge project-A mission to save 10 million litres of water a day. A mission of flush challenge project was a great success as its aim was to disable full flush in toilets and the save the consumption of water and energy .Flush challenge project with able to inculcate in the young minds the need to conserve water in all its forms.The impact of saving water with every flush is immense when we reduce the water level of a flush tank with 2 litres, we save 2 litres of water with every flush .so if we use the toilet 5 times a day we save 10 litres a day, this is about 3650 litres a year.

The steps to reduce the amount of water in your toilet Flush tank is as follows ..first of all remove the lid from the flush tank and check the water level both the maximum and minimum .Then remove the adjustment screw. By turning clockwise or anticlockwise we can reduce the water level . Adjust the water level by turning the screw 90 degree. There are other different methods also to reduce the amount of water in our toilet Flush tank for that we can collect the details by visiting the website www.theflashchallenge.com and uploading the water saving details we can all keep track on how much water we are saving together.

How many years has the project been running?

5

Main outcomes : The impact of flush challenge is huge, it was inspiring to see what happens if everyone puts in a little effort. The flush challenge is blessed by Amma and now it is up to us to follow amma's example to do something beautiful for our mother nature. Our mission of 'Flush Challenge' was a great

success as its aim was to disable full flush in toilets and thus save the consumption of water and energy. This concept was highly praised by Bhumi and a note of appreciation was included in their final report stating that our 'Flush Challenge' was able to inculcate in the young minds the need to conserve water in all its forms.

Number of beneficiaries since start

10000

Number of beneficiaries this year

2000

Lead CSO/NGO/Non-profit

Non profit

Where is the lead CSO's headquarters?

Nedumangad

Awards, distinctions, sign of recognition for the project

Mathrubhumi Seed Award

5. Name of Project

**EXPLORING WOMANHOOD
FOUNDATION "VANDURGA
AWARDS" FOR WOMEN RANGERS**

Project Description : The project "VanDurga" is the 1st of its kind in the world where women forest rangers are felicitated for their contribution in the field of conservation. The project gives publicity to the work done by women rangers and gives various platforms to women rangers to share their work at international, national levels to put some role models to others. Awarding the spouse of a female Ranger. STPF special tiger protection team of women, self help group from tiger reserve area. Recognising women rangers, women in conservation the steps are as follows:

1. we publish a notice to fill a form
2. Scrutinise the filled form
3. Choose the best
4. Scrutinise it form higher forest officers from forest department
5. Take telephonic interview
6. Background checking
7. Discuss with forest officer
8. Declaration of award
9. Function
10. Interaction with media and social media
11. Publishing success stories and extraordinary work with the public.

It gives high light to the work done by women rangers. It

shook the stereotype that forest fields are masculine fields only.

It shows the world that women can do work day and night, they can do patrolling at night and the area of wildlife. Women can work with men alone.

We are believing and trying to spread a message about women's extraordinary work, women's success, women's thoughts, women's view and many more not blaming men but highlighting her uniqueness and strength.

How many years has the project been running?

Last four years (from 2019)

Main outcomes : The project gives publicity to the work done by women rangers and gives various platforms to women rangers to share their work at international, national levels to put some role models to others. Awarding the spouse of a ranger is also an innovative concept to acknowledge their contribution by supporting the woman ranger for her work. Not only has social acceptance increased but also women in conservation are feeling confident to represent theirs and talk about it confidently on the social front. New role models are also put forth by this project " VanDurga"

VanDurga awardees are getting recognitions after the award ceremony also such as they are invited to represent and share their work and personal journey with the audience in talk shows, media, TV shows on local, national and international platforms also.

Number of beneficiaries since start

More than 100

Number of beneficiaries this year

20

Awards, distinctions, sign of recognition for the project

Awards: The project is well recognised by the conservation community. Also published well in international and national media. I have presented this project on the Universal Ranger Support Alliance platform, the apex at conservation level.

6. Name of Project

PARYAVARAN SAKHI - THE QUEST TO BREAK GENDER & CASTE STEREOTYPES IN WASTE SECTOR

Project Description : In Corbett Tiger Reserve, one of the longest standing projects by Waste Warriors Society, a new initiative was launched to make the project sustainable and replicable towards covering all the villages in and around the reserve area. The solution focused on making waste management a people-centric



solution, not limited to caste-centric responsibility. Our team in Corbett started creating awareness across villages including Kaniya, Himmatpur Dotiyal etc. and onboarded 30+ women to form multiple formal SHGs. The women belonging to well-to-do households and upper castes also joined hands and began formalising the informal waste work. Named as the Paryavaran Sakhi Model, the women-led and women-run SHG collects, manages, pre-processes and stores waste and spreads awareness in the vicinity towards better solid waste management practices. The SHG earns revenue through sale of recyclables, user fee collected from households and businesses and gap funding extended by Waste Warriors.

How many years has the project been running?

1

Main outcomes : The main outcomes include (a) responsible waste collection in villages Corbett Tiger Reserve, (b) women empowerment through livelihoods from waste sector, (c) overcoming caste and gender based taboo in the waste sector, (d) sustainable and replicable waste collection models led by local community, (e) community activation, engagement and awareness around best solid waste management practices

Number of beneficiaries since start

Paryavaran Sakhis - 30+; Households/Businesses - 2700; Citizens (including tourists and travellers) - 10,000+

Number of beneficiaries this year

Paryavaran Sakhis - 30+; Households/Businesses - 2700;
Citizens (including tourists and travellers) - 10,000+

Lead CSO/NGO/Non-profit

Waste Warriors Society

Where was the project replicated?

Sahastradhara, Dehradun, Uttarakhand

Where is the lead CSO's headquarters?

Dehradun, Uttarakhand

Awards, distinctions, sign of recognition for the project

Felicitated by local district government

7. Name of Project**HARGILA ARMY, WORKING TOWARDS THE PROTECTION AND CONSERVATION OF THE GREATER ADJUTANT STORK**

Project Description : She said that these birds were seen as a bad omen and carriers of disease and that villagers used to attack them with stones and cut down trees where they roost communally and burned their nests. She started teaching villagers about the birds' importance as "nature's cleaning crew", and why nesting trees should not be cut down. She faced a lot of hostility from local people. She was even discouraged during meetings and was told that she belonged in a kitchen and she's not mature enough to carry out such work. She shared that these incidents made her think that it is important to bring in more women in conservation, which is why she approached the rural women in Assam. However, she mentioned that there were many challenges such as women not attending the meetings, they were confined to their homes and household chores. She found creative ways to bring them out where she could talk to them. She began organising cooking competitions of traditional sweets and snacks, where she befriended the women and talked about the birds. She also tapped into the women's nurturing side by organising "hargila baby showers" during the storks' breeding season, inspired by a Hindu ritual for expectant human mothers, and "happy hatching" ceremonies to commemorate the arrival of the chicks. This created a lot of awareness and sensitization among the local women. She mentioned that today more and more women come forward to join the initiative.

How many years has the project been running?:**Main outcomes**

The conservation is not only about species but also about empowerment, social sense and integration with culture. It is a movement with over 10,000 women now

Number of beneficiaries since start

over 10,000 women called Hargila army

Number of beneficiaries this year**Lead CSO/NGO/Non-profit**

Dr Purnima Devi Barman, Senior Project Manager,
Aaranyak, Assam

Where is the lead CSO's headquarters?

Guwahati

Awards, distinctions, sign of recognition for the project**8. Name of Project:****SANGAM GROUP FROM ZAHEERABAD, HYDERABAD.**

Project Description : the group is led by Ratnamma, a tribal woman, who motivates everyone to do something for the environment and in return do something for themselves. She mentioned how Ratnamma inspired another woman who had immense knowledge on medicinal plants, to establish a medicinal plant sanctuary. She also talked about another woman from the Sangam group, who converted her uncultivable hillock land into a cultivable patch of land and started growing millets in that land to sustain herself and her family. The women of the Sangam group started growing millets and also established a millet complex. They also started making millet snacks such as muffins and cakes and generated income from the same. Dr Jerath mentioned that these women also have a radio programme where they discuss issues of climate change, biodiversity and other environmental issues. Dr Jerath also mentioned that the Sangam group recognises the importance of preserving seeds and traditional varieties of seeds. They have also established a very beautiful tradition where when a girl from a family gets married, the mother of the girl gives her a packet full of seeds and whenever a daughter-in-law comes to the family, the first gift handed to the daughter-in-law by the mother-in-law is a packet full of seeds.

How many years has the project been running?:**Main outcomes**

started making millet snacks such as muffins and cakes and generated income from the same. Dr Jerath mentioned that these women also have a radio programme where they discuss issues of climate change, biodiversity and other environmental issues. Dr Jerath also mentioned that the Sangam group recognises the importance of preserving seeds and traditional varieties of seeds. They have also established a very beautiful tradition where when a girl from a family gets married, the mother of the girl gives her a packet full of seeds and whenever a daughter-in-law comes to the family, the first gift handed to the daughter-in-law by the mother-in-law is a packet

full of seeds.

Lead CSO/NGO/Non-profit

Point of contact is - Dr Neelima Jerath: Director General
Pushpa Gurjal Science City - Punjab

Awards, distinctions, sign of recognition for the project

won many awards for their work in environment conservation such as Nari Shakti Puraskar and India Biodiversity Awards

WHITE PAPERS

TITLE: REDUCE SINGLE-USE PLASTIC USAGE

Submitted by: C20 Environment Work Group 2023

CHALLENGE

Indigenous and community knowledge can make a substantial impact on reducing single-use plastic usage and raising awareness about its adverse environmental effects.

POLICY RECOMMENDATION

Traditional practices, community-led initiatives such as awareness campaigns and recycling programs, and education and advocacy by local communities play a pivotal role in promoting sustainable practices and reducing plastic pollution.

CASE STUDY

A notable case study is the zero waste community in Kamikatsu, Japan, where waste separation into 34 categories, strict recycling systems, and a ban on single-use plastics resulted in a mere 20% waste ending up in landfills. This community serves as a role model for sustainable living and highlights the feasibility and positive outcomes of community-driven efforts.

TITLE: WOMEN IN CONSERVATION

Submitted by: Environment Workgroup

CHALLENGE

According to the Universal Ranger Support Alliance, women are significantly underrepresented in the ranger community and decision-making roles related to environmental and sustainable development.

POLICY RECOMMENDATION

To address this, policy recommendations include increasing women's participation in conservation and natural resource management. It is crucial to involve and empower local communities, especially indigenous and rural women, in decision-making processes. Capacity building, skill development, and awareness programs should be implemented, along with livelihood generation initiatives for self-help groups in forest fringe villages.

CASE STUDY

The Van Durga award acknowledges the exceptional work of lady forest rangers and promotes them as role models.





SOCIETY AND CULTURE & ENGAGING MEN AND BOYS

INTRODUCTION

Society and culture play a profound role in perpetuating gender inequality, gender-based violence (GBV), lack of access to education and healthcare, and environmental and disaster-related vulnerabilities that women face, along with other multiple and intersecting forms of discrimination. Social and cultural factors form the very root of gender inequalities and, particularly in developing nations, influence issues such as son preference, sex ratio imbalance, lower labour force participation by women, and higher maternal mortality rates. Globally, social and cultural norms influence women's willingness and ability to take leadership and political positions, work in STEM jobs, play sports at any level, or aspire to be other than a wife and homemaker. Simultaneously, women who wish to be wives, mothers, and homemakers are labelled as unfeminist or unambitious. Women who fill both homemaker and professional roles lack support at home and work. We can no longer sideline the social and cultural components of the gender equality equation.

Addressing root causes of gender inequality by engaging men and boys has been marked as a critical focus area by a growing number of international organizations. UN Women, the International Center for Research on Women, the World Bank, the Human Rights Council, UNESCO, the Commission for the Status of Women (48th meeting), and the World Health Organization have been identified as critical to addressing

gender inequality, discrimination, gender-based violence, and issues of access and opportunity for all genders because it involves the entire population rather than putting the burden and onus on women alone. By supporting men and boys in transforming their unconscious and conscious biases, their role in perpetuating and stopping discrimination, and the adverse effects of violence and oppressive



masculinity on their lives, the likelihood of success of gender equality programs will significantly increase.

EVENTS

6th February, 2023: 3 PM onwards (IST)

Nagercoil Town - Side Event

GENDER SENSITIZATION CAMPAIGN WITH C20 GED WG

The Nagercoil team of Sankalp, a women's empowerment project under the Ministry of Skills Development and Entrepreneurship, along with the C20 GEWE WG coordinated a gender sensitisation campaign in schools with an intention of promoting awareness on gender roles. Gender sensitization campaigning is an essential aspect of promoting equality, inclusivity, and social justice. It involves raising awareness and challenging deeply ingrained stereotypes, biases, and discriminatory practices that perpetuate gender inequality. This gives the importance of gender sensitization campaigning and highlights key strategies for its successful implementation among school children. Over 1,200 students and teachers

were a part of the event.

14th April: 6-9 PM (IST)

Webinar - Policy Dialogue

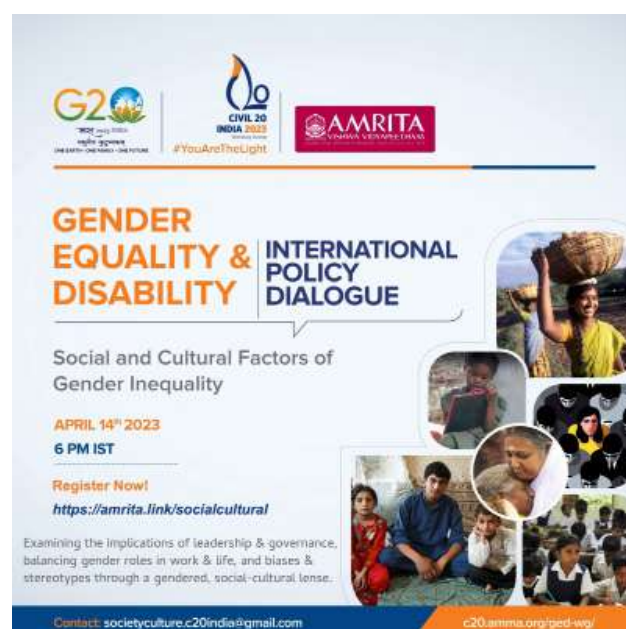
Organised by C20 GED WG

INTRICACIES OF THE SOCIAL AND CULTURAL COMPONENTS OF GENDER INEQUALITY

(Subtheme: Society and Culture)

228 participants featured eight distinguished panellists from 16 countries: Argentina, Brazil, Cameroon, Canada, Croatia, Ecuador, France, Gambia, Germany, India, Korea, Lebanon, Mauritius, Switzerland, Sweden, United States

The meeting focused on the complex social-cultural



elements of gender inequality, specifically in relation to leadership and governance, stereotypes and biases, and the balance of gender roles in both professional and personal life. The discussion highlighted the need to ensure that even a poor woman can access the care economy to be able to work. The panellists emphasised the need for role models and support for women. Policies are needed that propose flexible skills, rotational work, and other measures to support women in caregiving responsibilities. Important to create a collective intention to balance gender roles in work and life and implement laws and policies that promote gender equity.

17th April 2023: 11 AM - 4 PM (IST)

Location: Jan Vikas Samiti, Varanasi, Uttar Pradesh - Side Event



Organised by Jan Vikas Samiti in collaboration with C20 GED WG

Padmashali, Padma Lakshmi, Prithika Yashini, Sundeeep Vijayaraghavan, and Dr. Bhavani Rao.

INCLUSION AND EQUALITY: MAINSTREAMING DISABILITY FOR INCLUSION

(**Subtheme:** Addressing Root Causes of Gender Inequality by Engaging Men and Boys)

Over 100 people were present for the event from India and USA.

Following the inaugural addresses, five roundtable sessions were held successively on the topics of access for people with disabilities to healthcare, education, employability, and social security, and engaging men and



boys to address gender inequality. A short presentation from a participating CSO member was offered at each round table, followed by discussions amongst all participants in attendance.

4th May, 2023: 11AM -12.30PM (IST)

Amrita Vishwa Vidyapeetham, Amritapuri - Side Event

GENDER SENSITIZATION: TRANSCENDING CONVERSATIONS

An eye opening discussion on the Transgender community at VIDYUT multifest, under its Social Forum and in collaboration with the Social Work department of AVVP and C20 GED WG, organised at AVVP Amritapuri Campus. The event with 700 participants witnessed Transcending Conversations, featuring a panel of esteemed speakers including Akkai

POLICY RECOMMENDATIONS

● INTERNATIONAL, MULTILATERAL WOMEN'S MINISTRIES

Establish a funded, multilateral, international coalition of gender and social justice ministries from G20 Countries (and beyond), whose mandate is to ensure regular, intersectional gender-disaggregated data collection and evaluate existing gender-budgets, policies, and programmes across ministries to ensure gender mainstreaming, inclusivity, equality, equity, sustainability, diversity, and well-being for all genders.

● GENDER-VALUE INDEX

Develop a Gender Value Index to acknowledge and evaluate women's contributions to society (including care work, preserving heritage, indigenous knowledge, etc., within and outside the home), to be used in combination with other metrics such as GDP, WEF Global Gender Gap Index, etc.

● IMPROVED GENDER MAINSTREAMING IMPLEMENTATION

Adopt a gender mainstreaming approach to all G20 policies, programmes, and budgets. This includes improved transparency, data accuracy, regular auditing, communication and outreach. The approach must be based on the universal values that we hold (adapted to local contexts, but including such values as: intersectionality, sustainability, diversity inclusion, dignity, equity and equality, the interconnected nature of our world, balancing human needs and the environment, safeguarding natural and cultural heritage, etc.)

● IMPROVED COURTS AND ADDRESSING VIOLENCE

Improved courts, overall legal systems and law enforcement address legal structural barriers, establish gender-sensitive, inclusive standard operating procedures, and consequences for gender-based crimes, including cyber-crime, from a rights-conscious approach, with a zero-tolerance for violence against women, persons from gender and sexual minorities, and men and boys.

● COMMUNITY RESOURCE CENTERS

Government and CSOs collaborate to strengthen mechanisms, including digital resources and community centres with sufficient trained staff, to

offer affordable and accessible programs for mental health (for all genders), and improved outreach to destigmatize mental health.

● 10% INCREASE IN WEF SCORE

Improve country scores on the World Economic Forum's Gender Gap Index by 10% within the next five years, underscoring the four key dimensions in the GGI, reflecting a commitment to acknowledge and prioritise women's roles and contributions to society and the workforce, requiring that nations better understand how masculine norms may form a critical obstacle.

INSIGHTS

- During the GED Summit on 22-23 April 2023, the subtheme breakout sessions on the joint topics of: "Social-Cultural Values" and "Addressing Root Causes of Gender Inequality by Engaging Men & Boys" were originally planned for two distinct breakout sessions. However, these two sub-themes were combined given the significant overlap in policy recommendations and the subject matter each attempted to address. Both sub-themes were ultimately concerned with shifting the social-cultural norms that produce gender inequality, and both included multiple recommendations on community outreach and sensitization and promoting more cross-cutting and multi-stakeholder collaborations in designing policies and interventions.
- Insights from the dialogues emphasised the importance of engaging men and boys as advocates for gender equality. A critical insight was the need to engage with men and boys through transformative outreach and education. These programs should help them to see the importance of gender equality and to understand the root causes of their own biases and beliefs. The kinds of topics that are important to cover in such a training include comprehensive sexual and reproductive health (for all genders), alternative masculinities, sexual and gender diversity awareness, sexual harassment, anti-violence and anti-bias campaigns, and online safety. Further, while these courses must be held to a universally high standard and receive support and funds from all stakeholders (especially government), the curricula itself must be developed along with local experts (CSOs) and include the local community as well. These training sessions are important across all environments, including the workplace, community, home, government offices, and public-service institutions (banks, etc).
- From the governmental and international level,

it was recommended to expand requirements for gender-mainstreaming, and to engage with multiple ministries (even international ministerial cooperation) to promote transformative gender-equal policies and programs.

UDAAHARANS

1. Name of Project

COVID 19 RURAL DISABILITY AWARENESS IN EASTERN UGANDA

Project Description : DISABILITY AND COVID 19 IN THE RURAL SETTINGS IN EASTERN UGANDA

How many years has the project been running?
ONE YEAR

Main outcomes

MOBILISATION, OF DISABILITY LEADERS AND OTHER STAKEHOLDERS

Number of beneficiaries since start
624

Number of beneficiaries this year
94

Lead CSO/NGO/Non-profit

DISABILITY PEOPLES FORUM UGANDA

Where is the lead CSO's headquarters?

KAMPALA UGANDA, <https://disabilityforum.org/>

2. Name of Project

GLOBAL UNDERSTANDING FOR SUSTAINABLE DEVELOPMENT (GUSD)

Project Description : "Global Understanding for Sustainable Development (GUSD) is a registered project under

Audacious Dreams Foundation, India organising Global Youth development programme for women called International Youth Exchange by building Global Partnership and exposure visits organised for youth delegates in partnerships with various stakeholders including the Govt, Inter Govt Agencies, Global Youth Networks, educational institutions and corporates. The key objective of the project is to create constructive platforms in the global arena, which will aid in expansion of various subjects like diplomacy, governance, politics, policymaking etc among young women. This programme enriches the abilities of the young women and acts as a catalyst in bringing out varied degrees of

personal growth and 21st century skills. The young people get an opportunity to represent the Republic of India, and experience the honour of being an Indian Delegate. The unique networking and interactive sessions with parliamentarians and dignitaries facilitated at the exchange programme gives an opportunity for the students to establish themselves at professional levels. This programme views the youth as the change agents in building a sustainable partnership with other G20, ASEAN, Commonwealth and SAARC nations to foster growth and global decisions. This initiative also aims at giving back to the grassroots, in equipping the students with youth led initiatives which encourages them to take up leadership and volunteering strategies for community welfare and contribute to sustainable development goals. Our VIP Programme is one such uddhaaran, where the young women organise various SDG Volunteering programmes. One example is to organise book donation drives, identify beneficiaries like government schools and other educational institutions and set up a library.”

How many years has the project been running?
2014

Main outcomes

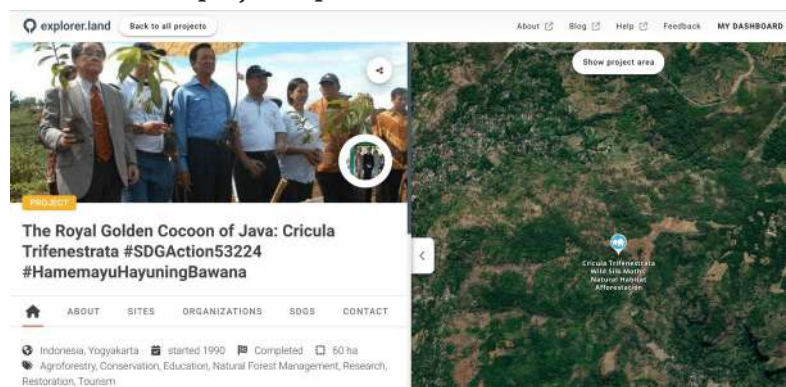
The project aims at enhancing the support for young women to become Global Youth Advocate and build Bilateral relationships across boundaries with partner countries, this enhances the international relationship between countries and diplomacy building. As the project also collaborates with industries and educational institutions the youth get opportunities to avail scholarships. The youth get a distinguished exposure, as they get an opportunity to attend ministerial sessions, youth councils, political forums, diplomatic and many more. Through this, as a foundation we get an opportunity to replicate such programmes with other countries thereby venturing new partnerships and exploring wide opportunities, we started with Sri Lanka in 2014, currently partnering with Malaysia and Singapore, we get to cumulate all the opportunities, curate it and present it to the young minds of the country for empowerment of the youth and the nation. The participants receive around 15 international certificates and awards of recognition for all the participants endorsed by the host government and partnering agencies. The best performing delegates are chosen to provide further opportunities in international forums, where a golden chance to give voice to their country and local community is bestowed.

Number of beneficiaries since start
1000+ young people travelled abroad as Youth Delegates

Number of beneficiaries this year
400+ direct beneficiaries as national delegate

Lead CSO/NGO/Non-profit
Audacious Dreams Foundation

Where was the project replicated?



From India to Sri Lanka , Malaysia and Singapore

Where is the lead CSO's headquarters?
India

Awards, distinctions, sign of recognition for the project

https://drive.google.com/drive/folders/100_si43Oo6O2ZsOAjDTrWqYteNiuEwYi?usp=sharing

3. Name of Project

THE ROYAL GOLDEN COCOON OF JAVA: CRICULA TRIFENESTRATA

Project Description : In the 1990s, the Royal Family of Yogyakarta has successfully elevated the livelihood of local villagers in Yogyakarta, Indonesia, especially the rural women who are trained and employed as export quality wild silk spinners. This is made possible due to open science and artistic collaboration between Yogyakarta and Kyoto as Sisters Cities since 1985. Professor Dr Hiromu Akai's pioneering knowledge on the health benefits of porous wild silk cocoons, a potential biomaterial with higher level of antimicrobial & wider range of anti-UV characteristic compared to the non-porous domesticated Bombyx Mori silk, has created an inclusive, zero-emission business model and transformed Cricula Trifenestrata's labelling; from pest to healthy silk producers. As the rural villagers understand the value of Cricula Trifenestrata's golden cocoons, they begin to protect Cricula's natural habitat by active tree planting, resulting in biodiversity restoration of an otherwise arid land that belongs to the Royal Family of Yogyakarta.

How many years has the project been running?

⁴⁷Beijing Declaration: <https://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf>

Since 1990s

Main outcomes

We are pleased to have the blessing of the Royal Family of Yogyakarta to produce a premium artbook, showcasing Royal Wild Silk art.

Presently, we are actively looking for a global, SDG driven art book PUBLISHER with strong distribution channel to mobilise and catalyst change for the good of all. Daily ignition on activating green economic value and opportunities through pest utilisation and art manifestation can be found on <https://www.facebook.com/criculatrifenestrata> Lead CSO/NGO/Non-profit: Royal Family of Yogyakarta

Where is the lead CSO's headquarters?

Yogyakarta, Indonesia

Awards, distinctions, sign of recognition for the project

The Royal Golden Cocoon of Java

Cricula Trifenestrata is also an officially curated and registered:

- UN Good Practice (2nd Call 2019)
#SDGAction30981
- UN Acceleration Actions (2022)
#SDGAction48294
- UN Water Action Network (2023)
#SDGAction49210
- UN Conscious Fashion and Lifestyle (2023)
#SDGAction49141

Presented at ICCROM international climate culture peace conference 2022.

WHITE PAPERS

TITLE: PROMOTION OF WOMEN LEADERS

CHALLENGE:

In 2021, the percentage of women in parliament worldwide averaged at a mere 25%. There is an evident need for inclusion of women in political leadership

positions and strategic decision-making bodies, particularly in traditionally male-dominated areas such as science & technology ministries.

POLICY RECOMMENDATION

A range of policy tools must be explored by the G20 countries to improve this situation—including (i) prioritising women's representation in leadership; (ii) committing to a common goal for a certain percent increase in women in strategic policy making positions; (iii) supporting existing civil society efforts that work towards increasing women's representation in decision-making processes.

CASE STUDY

Centre for Civil Society's 'Mind the Gap: Policy, Discourse And Status of Women In STEM in South Asia' research report highlights that women are not only underrepresented in the STEM workforce in the region, but also, within South Asia, only Maldives and Nepal have a woman minister heading a Ministry related to Science and Technology. India's recent Draft Science, Technology and Innovation policy also seems to recognise this issue and envisions "Enhanced representation of women, at least 30% of the total strength, in all decision making bodies including selection and evaluation committees will be mandated."

TITLE: PREVENT VIOLENCE AND HUMAN TRAFFICKING FOR GIRLS IN HAWAII

Submitted by: Vanessa Valencia

INTRODUCTION

The G20 plays a critical role in achieving the 2030 Agenda for Sustainable Development, including through commitments to combat human trafficking. The UN Declaration on the Rights of Indigenous Peoples recognizes the inherent right of Indigenous peoples to live free from violence and oppression, including acts of genocide and forced removal of children, as outlined in Article 7. Article 22 calls for special protection and security for Indigenous women and children. Despite this, Native Hawaiian (Kānaka

⁴⁸Rohini Nilekani Philanthropies. Male Engagement Portfolio. 2023. <https://rohininilekaniphilanthropies.org/report/rnps-male-engagement-portfolio/>.

⁴⁹Laayak Cohort of organisations engaging men and boys: <https://rohininilekaniphilanthropies.org/field-of-work/laayak/>

⁵⁰Ubuntu Symposium Discussion Papers by the MenEngage Alliance: <https://menengage.org/stories/ubuntu-symposium-discussion-papers-and-e-book-launched/>

⁵¹International Center for Research on Women. Gender Equity and Male Engagement: It Only Works When Everyone Plays. 2018. https://www.icrw.org/wp-content/uploads/2018/04/ICRW_Gender-Equity-and-Male-Engagement_Full-report.pdf

⁵²UNESCO. Transforming MENTalities: Gender Equality and Masculinities in India. 2021. <https://unesdoc.unesco.org/ark:/48223/pf0000377859.locale=en>

Maoli) girls and women in Hawaii are facing a shocking epidemic of violence and trafficking. The state of Hawaii has the eighth highest rate of missing persons per capita in the nation. According to the Missing and Murdered Indigenous Women (MMIW) report and the Hawaii State Commission on the Status of Women, one in four missing girls in Hawaii are Native Hawaiian. According to the Youth Experiences Survey (YES) Hawaiian girls as young as four years old are being trafficked.

Indigenous communities have faced generational economic hardship, social and cultural disempowerment, and trauma due to colonisation and systemic racism. This has resulted in vulnerabilities to gender-based violence, domestic violence, homelessness, and foster care system trauma, creating an environment where Native Hawaiian girls and women are prime targets for trafficking. ASU conducted a study and found trafficking victims being bought and sold online for sexual slavery.

KEY CHALLENGE

The challenge is to prevent and address human trafficking in Hawaii, particularly among Indigenous girls and women, and to provide them with culturally appropriate support services and care.

POLICY RECOMMENDATION

To address the epidemic of violence and trafficking against Native Hawaiian women and girls, we recommend implementing the following policy measures:

ADDRESSING DEMAND

- Adopt an international policy that addresses demand as a root cause of sex trafficking.
- Develop techniques and protocols to deter demand and penalise buyers.
- Pursue buyers of trafficking victims through stronger legislation.
- Make the purchase of sex from a child or other sexual services an international crime.
- Eradicate sex tourism through international alliances and training.

PREVENTION AND INTERVENTION

- Mandate global human trafficking prevention and age-appropriate training for K-12 school administrators, teachers, and students.
- Broaden global prevention training, targeting tourism and young men.
- Adopt international “safe harbour” legislation to treat underage victims as victims, not criminals.
- Standardise policies and pathways to provide

comprehensive and culturally sensitive services for children.

- Provide mental health and economic support to prevent resorting to trafficking for financial gain.
- Empower Native Hawaiian girls and women with culturally-rooted job training and land access for economic self-sufficiency and to prevent trafficking.

CASE STUDY

Ho’ōla Nā Pua is a Hawaii-based organisation that aims to prevent sex trafficking and provide care for exploited children. With over a decade of experience, they have developed a comprehensive model of care and prevention programs that have reached over 100,000 individuals. Their range of services, including prevention and education programs, community outreach, survivor-centred care, and legislative advocacy. They have also developed innovative approaches to raising awareness about the issue of sex trafficking, including a mobile classroom that travels to schools and community events to educate young people and families about the dangers of trafficking. Their efforts are recognized by the US Homeland Security Investigations and The Attorney General Alliance.

CONCLUSION

Violence and trafficking against Native Hawaiian women and girls is a pressing human rights issue that demands our urgent attention. It threatens not only their existence but also the well-being of their indigenous communities. By implementing the policy recommendations outlined above, daughters, sisters, mothers, and grandmothers can live free from fear and harm, and their rights and dignity can be protected. Through these efforts, Native Hawaiian girls and women can thrive, and their lives and cultural heritage can be celebrated and preserved for generations to come.

TITLE: HUMAN RIGHTS OF LGBTQ PEOPLE

Submitted by: Parents, Families and Allies of LGBTAIQ+ in Korea, Representative: Taeyun Kim

CHALLENGE

* PFLAG Korea (Parents, Families and Allies of LGBTAIQ+ People in Korea) is a group of parents, families, and supporters of LGBTQ people who work together to support the rights of LGBTQ people and promote the rights of the socially underprivileged. There are various sexual minorities in Korean society. We didn’t know their existence well because of indifference and prejudice, but LGBTQ people were always by our side. Since 2014, the LGBT Parents’ Association has

been continuing activities to promote the human rights of LGBTQ people and help those involved and their families, such as monthly regular meetings, response to the media, education on LGBTQ human rights, publishing activities, and networking among LGBTQ families. In addition, we act together in solidarity for the rights of the socially underprivileged as well as LGBTQ human rights.

* Homepage : <https://www.pflagkorea.org/>

b) The important challenges of the CSO and its efforts to overcome

Although our organisation is active under the terms 'parents' and 'family', in fact, we are concerned about the traditional relationship centred on blood ties, which Korean society ideologically refers to as 'family'. There exists discrimination and hatred perpetrated by parents who do not welcome their children because they are sexual minorities.

Our activities are directed towards those who reproduce hatred toward LGBTQ people. It is our goal to act as a 'family' to those who are not welcomed by their parents and/or family, and to fight against discrimination and hatred towards minorities in Korean society.

TITLE: ENGAGING MEN AND BOYS

Submitted by: Contributing Authors and Organisations:

Sagar Sachdeva, The YP Foundations; Dr. Manjeer Mukherjee; Arpan; Anjana Goswami, Equal Community Foundation; Neha Khanna and Bisma Javed, Yuva; Amrita Dasgupta, Swayam; Priyanka and Meenal, Uninhibited; Devyani Srinivasan and Bhakti Damle, Probex Consultancy; Anindita Majumdar, Equi Diversity Foundation; Sapna Kedia and Pranita Achyut, International Center for Research on Women; Aniket Wakankar, Niharika Ravi, Akshat Singhal, Aleena Varghese, Ayushi Banerji The Gender Lab

SUMMARY

Inequitable gender norms have negative consequences for all genders. Gender transformative training programs aim to address this problem by reshaping attitudes so that more equitable norms are created. Precedents exist in India, where the National Mission for the Empowerment of Women is integrating gender concerns into the curriculum of a wide range of training institutes, and globally, where gender transformative education has led to outcomes such as improved interpersonal relationships and enhanced well-being.

Introduction with references to key existing G20 commitments

As early as 1995, the Beijing Declaration called for a change in the partnership between men and women. This Declaration was signed by India, along with 188 other countries. Now, it is crucial not only for India and the other signatories to uphold their commitment to the Beijing Declaration, but also to take into account the violence and discrimination that trans people face.

CHALLENGES

Gender equality is as important for men and boys as for women, girls and trans people. Inequitable gender norms lead to severe negative impacts on people of all genders. While women and trans people face violence and discrimination, barriers to livelihoods, health services, access to safe public spaces etc. Rigid masculine norms put pressure on men and boys to engage in risky behaviour such as violence, unsafe sex and substance abuse; increase the risk of violence among men of different socio-economic groups; and prevent them from building fulfilling relationships. Gender disparity and gender-based violence have only been exacerbated during the COVID-19 pandemic in India.

Currently, there is a lack of safe institutional spaces (workplaces, educational institutes etc.) where all people, including men, can challenge these inequitable norms. This is necessary to create robust safeguarding mechanisms against violence and discrimination. Moreover, gender in common discourse gets defined as limited to men and women, erasing trans people's realities. Gender transformative education aims to address exactly these problems by reshaping the perceptions and attitudes of key stakeholders so that more equitable relationships and structures are created.

POLICY RECOMMENDATION

Formalising high-quality, funded, incentivised, and regularly audited gender and masculinities training programs with a range of stakeholders in different institutions including educational institutions and workplaces (government, private and non governmental organisations). The curriculum must focus on deconstructing patriarchal notions of masculinities and include comprehensive sexuality education; use transformative approaches to address varied aspects including SRHR needs of all genders, sexual and gender diversity awareness and gender based violence, and personal safety, and be contextualised to the personal and professional engagements of the participants in their respective domains. Expertise of civil society organisations who have been working on gender, masculinities and education should be leveraged in this process to support in conceptualising and implementing.

CASE STUDY DEMONSTRATING FEASIBILITY

& RESULTS

Organisations including government, CSOs and multilateral organisations have tested gender transformative perspective building initiatives with a range of stakeholders from various institutions including the administration, education, law enforcement and the health system with a focus on issues such as human rights, gender equity, masculinity, care economy, SRHR, gender-based violence, healthy relationships, sexuality, and effective communication. They enable participants to reflect upon these issues through their lived experiences in personal and professional spaces and recognize their own role and that of systems and structures in reinforcing and/or addressing gender-based inequities. Studies have highlighted that such initiatives have led to improved understanding and actions to address inequitable gender norms, improved interpersonal relationships, changed household and structural dynamics and enhanced well-being. Examples of such initiatives and their approaches can be found in the Laayak initiative, a cohort of 15 organisations supported by Rohini Nilekani Philanthropies (India), MenEngage Alliance's Ubuntu Symposium's Declaration papers, and studies by International Center for Research on Women⁵ and UNESCO.

CONCLUSION

Inequitable gender norms and rigid norms of masculinities have negative consequences for all genders. Therefore it follows that all genders should have access to gender transformative training programs, regardless of where they work or study. By creating more equitable attitudes, these programs will empower participants to challenge the inequities that lead to gender-based violence and discrimination, resulting in improved safety, health and wellbeing for all genders.

TITLE: GENDER SENSITISATION AND WOMEN SAFETY,

Submitted by: Centre for Women's Studies and Research University of Kashmir

CHALLENGE

All G20

countries share the same issues of women, rape, dowry, domestic violence, gender inequality, maternal mortality, poverty, trafficking, sexual harassment at work place, gender wage gap, gender discrimination in education, employment, leadership positions and less earnings and confinement of women in care work.

All the governments worldwide are following the same process and even civil society is of the similar opinion but to my understanding, this will not work, why shall we wait for the crime to happen and then grant punishment to the culprits,

Why should we not work for the elimination of the crimes against women and girls,

Why should we not create safe spaces for women in home and public life.

The threat a woman faces, is obvious that it is her opposite gender ie a male, a boy or a man, and every time it is the power of the man, whether Muscle power, money power or political power or the position power and his mean thinking that woman is a sex object and a soft target for his will. This game has been played by men since centuries and continues till date.

Therefore, the need of the hour is to change the mindset of the men, teach them gender education from elementary level, change the Masculine thought of men that they are powerful, give gender training to political leaders, administrators and policy makers at each and every level of governance, and enter into a global partnership for implementing the same in order to ensure zero crime rate against women and girls in the society.

POLICY RECOMMENDATION:

G20 nations need to frame a feminist foreign policy that seeks to implement the set agenda of a sustainable and prosperous world.

When we talk about the safety of women, we want to frame more stringent Laws, pass the Acts in the parliament, and involve police and judiciary in order to give the punishment to the perpetrators of the crime.

It is obvious that these nations need to come to a common platform and frame pro- women and pro- girl child policies that can be of a common interest and help in ensuring women's safety and security, develop and empower them, mainstream women in the national development and peace building and enable to create a gender just, a balanced, a secure and a peaceful nation.





PHYSICAL AND MENTAL HEALTH

INTRODUCTION

The World Economic Forum has stated that “improvements in women’s health and wellbeing are key to closing the gender gap, with reproductive and maternal health a priority.” However, there are still significant gaps in access to healthcare, women’s maternal health outcomes, and other women’s health-related issues. The lack of progress in closing these gaps results from insufficient investment, research, and product development targeting women’s health. This speaks to systemic norms that favour men in clinical trials for drugs, medical devices, and vehicle safety features. In addition to improving quality of life and longevity, the McKinsey Global Institute has estimated that gender equality on a universal scale would raise global GDP by up to \$28 trillion. Women’s physical and mental health are critical drivers for gender equality. Still, the COVID-19 pandemic deeply impacted women’s mental health globally, and it is vital to address this essential component of women’s health during recovery. Women’s physical and psychological health lays the foundation for their families and community for generations. However, these systemic issues that inhibit women from accessing healthcare are deeply rooted and require addressing through systematic approaches.

EVENTS

24th January, 2023: 11AM -1PM (IST)
Gullepalli, Andhra Pradesh - Side Event

ENLIGHTEN THE FUTURE

“Enlighten the Future” aimed to create awareness about the C20 GEW WG, organised by Akshara High School, Gullepalli Grama Panchayath. The event took place in Gullepalli, Andhra Pradesh, and witnessed the participation of approximately 800 students, faculty members, and governmental officials. It emphasised key elements related to girl child’s nutrition, health, and education. The program included an address to the

audience highlighting the importance of girl child’s nutrition, health, and education.

Additionally, a rally was organised with the tagline “Save Girl Child.” Participants marched through the streets, carrying banners and placards and raising awareness about the importance of gender equality and the need to protect and support the rights of the girl child. The rally aimed to generate public attention and engagement on the issue.

25th February: 7 to 8.30 PM (IST):

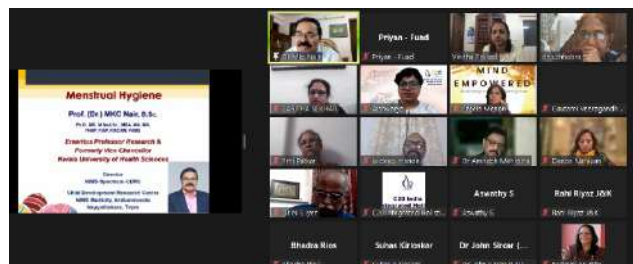
Webinar - Policy Dialogue

Organised by C20 GED WG and IHH WG

WOMEN - THE PILLAR OF FAMILY HEALTH AND WELLBEING

(Subtheme: Physical and Mental Health)

During this webinar attended by 50+ attendees from France, India and the US, the issues of respect, privacy,



confidentiality and consent were highlighted as barriers to accessing health care and consensus that men and boys need to be included in eradicating gender inequality.



8th March, 2023: 9-11 AM (IST)

Amrita Vishwa Vidyapeetham, Amritapuri Campus - Side Event

Organised by Amrita University in collaboration with C20 GED WG

STREET-WISE | WOMEN'S HOLISTIC WELLBEING THE AYURVEDA WAY

(Subtheme: Physical and Mental Health)

A team of nine gynaecologists from the Ayurveda School of Amrita Vishwa Vidyapeetham, Amritapuri Campus, addressed over 123 participants both men and women from the first, second and third year students and faculty

11th March, 9.30 AM to 5.30 PM (IST) and 12th March, 9 AM to 1 PM (IST)

hybrid in person and online, Pune - Policy Dialogue - co-hosted by C20 GED WG and IHH WG

THE ROLE OF WOMEN IN COMMUNITY HEALTH & DEVELOPMENT

(Sub-theme: Physical & Mental Health)

members of the department of Masters in Social Work, on the occasion of International Women's Day. This workshop aimed to build awareness around women's Reproductive health. Topics covered included female reproductive system, menstrual health, hygiene and products; and menopause.



Participation from 50 people present in Pune as well as the 37 participants online. Health experts from India, USA and Sri Lanka

This day and a half event, with CSOs, focused on identifying the most critical challenges, barriers and

recommendations related to the physical and mental health of women, girls and the transgender community.



21st March, 2023: 2-4 PM (IST)

Amrita Vishwa Vidyapeetham,
Amritapuri - Side Event

UNDERSTANDING FEMALE PSYCHOLOGY

VIDYUT 2023 the national level multifest of AVVP Amritapuri Campus under its SOCIAL FORUM, along with C20 WG of GEW organised a thought provoking talk about “UNDERSTANDING FEMALE PSYCHOLOGY” by Shabana Madathil, famous psychologist, success coach and student mentor, attended by 400 participants.

17th April, 2023: 5:30 - 7.30 PM (IST)

Online - Side Event

Co-organized by: Women in Global Health, Women in Global Health (WGH) - India, Alumni of Harvard Women Lead Fellowship and SAATHII in collaboration with C20 GED WG

GENDER EQUALITY IN HEALTH AND LEADERSHIP

(**Subtheme:** Physical & Mental Health)

81 participants from nine countries were a part of the discussion, including Argentina, India, Iraq, Malawi, Nigeria, Pakistan, Somalia, United Kingdom and Zambia.

Speakers included public health experts engaged in diverse fields such as medicine, clinical psychology, epidemiology, social sciences, public health administration and advocacy, from India, Pakistan, Iraq, Nigeria, Somaliland, Malawi, Zambia, Argentina, and the United Kingdom.

The goal was to gather actionable recommendations that can be implemented to achieve gender parity in health leadership and health, from representatives of civil society organizations across the globe. Further, the four most important policy priorities were identified for submission to the GED Working Group of C20.



WGH chapter representatives highlighted priority areas for intervention in their respective countries to address challenges to gender equality in leadership. In addition, there were thematic commentaries on men’s involvement and disaggregated data, structures and policies for young career women and gender-based violence.

13th June 2023: 2-4.30 PM (IST)

Amrita Vishwa Vidyapeetham,

Amritapuri Campus - Side Event

SCREENING OF WOMEN AND MEN FOLLOWED BY DISCUSSION WITH THE FILMMAKER FREDERIQUE BEDOS

Organised by the School of Social and Behavioural Sciences Social Work Department, Amrita Vishwa Vidyapeetham, in collaboration with the C20 GEWE WG and Le Projet Imagine.

On June 13th, the screening of Women and Men followed by a discussion with filmmaker, Frederique Bedos, was hosted on the 13th June, 2023 at the Amritapuri Campus, Kerala. The purpose of the event was to highlight the landscape of gender inequality worldwide and to provide a launching pad for students and faculty to consider ways they can foster more gender equality in their lives. Through a collection of key testimonies, Women and Men makes us realise that to face contemporary challenges, the path of equality for all is the path of

progress. The event was very well received, with 100+ students and faculty attending and engaging in a thought provoking discussion with filmmaker Frederique Bedos, journalist and founder of Le Projet Imagine.

17th June 2023: 8.30 PM (IST)

Virtual - Side Event.

Organised by Mind Empowered, Cochin, India, in collaboration with the C20 GEWE WG, Fyera Foundation, Heart Ambassadors/HeartMath and BharatMD Foundation.

STRESS RELIEVING TECHNIQUES FOR MOTHERS WITH DIFFERENTLY ABLED CHILDREN

On 17th June, a virtual webinar was hosted as a kickoff for an ongoing virtual support for mothers with differently-abled children. Key Highlights of the session were learning simple and practical techniques to i) Reduce Stress ii) Regulate/Manage Emotions iii) Cope with difficulties that mothers face. 32 people attended the event representing India, United States, Canada and Netherlands.

POLICY RECOMMENDATIONS

● HEALTHCARE

Implement a comprehensive, accessible, affordable healthcare system for women, including vulnerable communities, that provides universal access to quality healthcare services from community health workers and local health centres to tertiary care. Address women's healthcare access barriers and educate all ages about their rights and decision-making power. Prioritise primary healthcare budgets to at least 3% of GDP with a 60% share to address public health system deficits and support the twin-track approach to health programs and services.

● MENSTRUAL HYGIENE & REPRODUCTIVE HEALTH

Implement age- and gender-appropriate curricula that address health literacy, reduce morbidity and mortality, train teachers and parents, and empower girls and women, including those with mental health issues, to make reproductive health decisions. Develop a comprehensive menstrual health approach prioritising awareness, education, innovative and eco-friendly research, effective tools development, and free, tax-free, or subsidised products.

● GLOBAL WELL-BEING

Make coherence and Heart Rate Variability (HRV) self-regulation training mandatory in public schools, government programs, and public and licensed positions. Integrate these tools into treatment guidelines, emergency response protocols, and regulatory assessments. Allocate resources to investigate their impact on human, organisational, social, and global well-being.

● GENDER-BASED VIOLENCE

Combat global gender-based violence (GBV) by implementing zero-tolerance regulations prioritising prevention, protection, prosecution, monitoring, and evaluation. Train healthcare professionals for legal proceedings. Mandate gender sensitivity training for medical and healthcare professionals. Educate men and boys on GBV.

● HUMAN TRAFFICKING & FLESH TRADE

Combat trafficking and flesh trade through a community-based approach, focusing on awareness, education, healthcare, mental health services, employment opportunities, and financial inclusion.

Prioritise survivor protection from social stigma and provide access to rehabilitation, education and life skills.

- **WOMEN IN GLOBAL HEALTH**

To address systemic gender and social biases in healthcare, government-funded health organisations should mandate reporting requirements on women in leadership positions, develop gender competencies among staff, incorporate unpaid health workers into the formal economy, promote paid work for women in health with living wages, and implement all-women shortlists for senior roles. An intersectional approach

and Gender Transformative Leadership should be practised for gender-equal leadership in the health sector.

- **DATA**

To ensure inclusive healthcare, collect and integrate data on sex, age, and data for sexual and reproductive health services. Use unified monitoring platforms for inclusive data analysis and disaggregate data on crimes against women. This will help identify the needs of all individuals and support evidence-based policymaking and service provision.

INSIGHTS

- Addressing the mental health of women was a clear mandate. CSOs agreed that there needs to be a broad approach given the stigma associated with mental illness, the lack of access to mental health support, limited training for frontline staff, few to no resources allocated to prevention and not enough community-based resources. Many CSOs do not have the resources nor the training to provide the support needed to the people they serve. Therefore, there needs to be government resources allocated to address this urgent need. These resources would include both financial and personnel, direct service and training/continuing education and incentivization for professionals to provide service in under-served areas.
- There was unanimous agreement about the need for universal access to affordable healthcare where barriers for women are removed and education around rights

and decision-making power are available. The need for properly trained personnel across the healthcare profession, from CHWs (Community Health Workers) to highly trained specialty physicians, was echoed throughout the discussions. This requires adequate education and gender sensitization at all levels of training. As many of the barriers to providing gender sensitive care stems from cultural beliefs, there needs to be long-term investment in education and training. Governments should mandate these trainings at the University level as well as at the CHW level with continued professional education requirements specifically related to improving gender sensitive care. Additionally, concern was raised about the lack of financial remuneration and professional advancement opportunities for CHWs. Since there is an urgent need for community-based health resources, investment in CHWs is the need of the hour.

UDAAHARANS

1. Name of Project

MENSTRUAL HYGIENE AWARENESS PROGRAM/ CLEANLINESS CAMPAIGN THROUGH SWACHH BHARAT ABHIYAAN

Project Description : Campaign was started of with digital wall painting for rural communities and later it was planned to visit all schools in a particular taluk and give awareness through display videos and explaining in local multiple languages for education, cleanliness, safety disposal of sanitary napkins and healthy measures

How many years has the project been running?
6 months

Main outcomes

At Least on ground level local staff and students were educated in the Menstrual hygiene Awareness program/ cleanliness campaign through swachh Bharat Abhiyaan

Number of beneficiaries since start

2500 highschool girls and staff+ local communities

Number of beneficiaries this year

2500 around

Lead CSO/NGO/Non-profit

NGO - Janampatri Foundation

Where was the project replicated?

Yes now extended to Hukkeri, Chikodi and Raibagh talukas

Where is the lead CSO's headquarters?

Bangalore (now in Chikodi)

Awards, distinctions, sign of recognition for the project

Yes appreciation for outstanding job from Taluk Panchayat

2. Name of Project

**HELPING HANDS TO PEOPLE
AFFLICTED BY HANSEN'S DISEASE**

Project Description : With a huge following, Dr. Renuka Ramakrishnan has really emerged as a catalyst for social change, having made it his mission in life to save subsequent generations from leprosy and other related skin diseases. She aims to eradicate social crimes against women, Creating breast cancer awareness all over Tamilnadu ,Uplifting HIV children, unprivileged, and banished communities and encourages their empowerment.

Her commitment to destigmatizing leprosy patients and giving them positivity has led to a friendly atmosphere amongst affected families which has proved to be crucial in helping patients survive. Apart from this, she has aided in finding missing children, adult care provision, suicide counselling, and disaster management. Most recently, Dr. Ramakrishnan has also acted as a Corona frontline warrior. She has contributed immensely towards the well-being of migrant workers, surveillance, distribution of preventive kits, food distribution, blood donation, across Chennai.

Her work for the state of women, children, transgenders, and marginalised communities of all ages is nothing short of commendable as his high level of respect for the struggle that they go through has led to efforts that have impacted Lakhs of lives on the ground. Dr. Renuka's work has allowed them to have big aspirations without worrying about financial constraints.

How many years has the project been running?

35 years

Main outcomes

If we start by saying that Dr. Renuka Ramakrishnan is an embodiment of compassion and a true humanitarian, we would not be overstating a fact. Since the age of 16, Dr. Ramakrishnan has been committed towards delivering unwavering support to the marginalised in society. As a Doctor for more than three decades now, she has devoted her life and career in treating Hansen's disease (or Leprosy) patients. Fondly called "Doctor Amma" in Chennai, Dr. Ramakrishnan has impacted not only the physical well-being, but also the social, economic, and mental well-being of the poor and downtrodden. "Service to Humanity is Service to God" is the mantra that drives her, revealing her kind nature, and her skills as



a doctor and a friend to her patients. Dr. Ramakrishnan's early childhood experiences moulded her into who she is today. At an early age of 16, she encountered a dead body of a leprosy patient and took it upon herself to cremate it despite being turned away from every crematorium. She finally cremated the dead man and vowed to devote her life to treat leprosy and remove the stigma associated with the disease. Coming from a simple middle class family, she worked hard to obtain a doctorate degree, and later on a post-doctorate in dermatology and general medicine. She was highly inspired by her father, an Army veteran, who instilled an inscribed "Service before Self" attitude in her as well as her mother who nurtured her with immense love. Instead of choosing a high paying career as a dermatologist, she chose to treat the neglected and

discarded community of leprosy patients free of cost. Recognized as a living Mother Teresa, she has followed in her footsteps from being a super mom at home and a super doctor for the society. As a doctor, campaigner, philanthropist, motivational speaker, educator, she has functioned as the backbone for multiple non-governmental organisations, charitable foundations, old aged homes, and orphanages that have resulted in enhancing the quality of life for lakhs of people. She is an active member of Mangalam Charitable Trust and Rotary Club. With a belief of 'prevention is better than cure', she has organised hundreds of free camps for Dengue prevention, Breast Cancer, Blood Donation, Medical Screening Camps, and so forth. In addition to Leprosy, Dr. Ramakrishnan continues her decades old war against Breast Cancer, and Crimes against Women, Children, and Transgenders. She has also worked extensively towards the upliftment of Irular Community, Senior Citizens, Orphans, Women and Transgenders. She is a member of numerous organisations and enables organisations to successfully embrace and implement the "big and bold" thinking to accelerate impact of change.

Apart from this, she has aided in finding missing children, adult care provision, suicide counselling, and disaster management. Most recently, Dr. Ramakrishnan has also acted as a Corona frontline warrior. She has contributed immensely towards the well-being of migrant workers, surveillance during Covid lockdown times .

Number of beneficiaries since start

More than 10 Lakhs of Leprosy patients

Number of beneficiaries this year

Thousands

Lead CSO/NGO/Non-profit

Individual efforts

Where was the project replicated?

Chennai, Tamil Nadu

Where is the lead CSO's headquarters?

Nil

Awards, distinctions, sign of recognition for the project

Received over 200 awards so far 1)11 International awards. Recently received Dr Robert Burns Humanitarian award winner of 2023 from South Ayrshire Council Government UK on January 25 th 2023. 2) National Doctors day award July 1st 2022 from Ministry of Health and Family welfare DGHS New Delhi India, received in Regional office Health in Chennai. 3)My life story published in

Antyodaya practises a national book by ISRN and Ministry of Culture Unveiled by Honourable Vice President of India Venkaiah Naidu ji at Rashtrapati Bhavan New Delhi on February 12 th 2020. 4) 11 Lifetime achievement awards international,national and state . 5) TN govt award "Amma award 2018" 6) Recent awards "Aval vigatan award 2021"Sevai thevathai award . 7) Indian Medical association and Hindu Tamizh Thisai Natchathiram award from Honourable Health and Family welfare Minister of TN Mr Ma Subramaniam sir August 2022. 8) Medical Excellence award from Honourable former Governor of TNadu Banwarilal Purohit ji 2018. Tnadu state govt Amma award 2018 .Sevai thevathai award from Aval vigatan 2021 ,Lions club of Shruti Best social reformer award ,News 7 channel Phoenix Manidargal award

3. Name of Project

SAVEMOM

Project Description : SaveMom aimed to reduce maternal and infant mortality and morbidity with timely and appropriate care during the First 1000 days with the help of our AI-enabled IoT Kit and Telemedicine software.We have devised an easy method to collect critical maternal data digitally. Our products can be connected with a mobile application through which all the collected data can be stored and used for providing home-based antenatal care, screening of high-risk pregnancy as well as sharing the data with their healthcare providers. Our innovation has four major customers, a Pregnant mother, her husband, a health worker and a Doctor

How many years has the project been running?

6

Main outcomes

We are working with four state governments and impacted more than 3 lakhs pregnant women by providing the personalised pregnancy experience. Our platform identifies high risk Pregnant mothers at an earlier stage and prevents the maternal and infant mortality rate. Currently we have 36 lakhs women in our platform and 15,000 health workers.

Number of beneficiaries since start

300,000

Number of beneficiaries this year

120,000

Where was the project replicated?

Maharashtra

Where is the lead CSO's headquarters?

Madurai Tamil Nadu

Awards, distinctions, sign of recognition for the project

- Winner of NASSCOM Health Innovation challenge 2.0
- Finalist of the Healthy Mom & Healthy Baby Innovation challenge organised by Parview view Health USA.
- Winner of SIHI Award from TDR World health organisation for Social Innovation health initiative
- Winner of Jancare Health innovation challenge
- Winner of Anjani Mashker inclusive innovation Award 2020
- Received the order of Merit from SKOCH Award team for best COVID innovation supporting Government.
- Got shortlisted for best COVID-19 innovation from Startup India, BIRAC, DST & NITI AYOOG,
- Gifted citizen 2019 award from Nobel prize team & UNESCO in CDI event at Mexico
- Mbillionth award winner for most impactful innovation in SouthEast Asia. <http://mbillionth.in/winner-2018/> Top 10 startups selected for Google launchpad accelerator program.
- GES 2017 Uber Exchange Winner award
- Ten Indian Startups selected for Indo-Israel Mass challenge program.
- Grant Award winner of Millennium Alliance 2017
- Winner of Code For TheNext Billion by Facebook
- Winners of Elevate 100 by Karnataka Government
- Winners of NASSCOM Spot Funding award
- ITECH18 ITC INFOTECH Startup award winner
- One of the Six startup selected for Israel Mass challenge Accelerator program
- Winner of theVaultShow TV reality Show Pitch Event
- Winner of Gojek Indonesia startup event

4. Name of Project

**HEART 4 ART.& AKUT ATELIERS
KUNST UND THERAPIE**

Project Description : 3 art therapists are working in their art ateliers with people, mostly women, Youth, and children which are suffering from war- or refugee experiences with depression, anxiety, trauma

How many years has the project been running?

2

Main outcomes

We are still acquiring people who want to come to our ateliers- even people who are able to pay for their therapy. Success- we are having an artexebition May 6.23-16.9.23

Number of beneficiaries since start

22

Number of beneficiaries this year

21

Lead CSO/NGO/Non-profit

Beatrix Vuille

Where was the project replicated?

Psychiatric Clinics and homes, social media, homes of refugees

Where is the lead CSO's headquarters?

Worb, CH

Awards, distinctions, sign of recognition for the project

Art Therapy and ART

5. Name of Project

**HEARTMATH INSTITUTE,
THE FYERA FOUNDATION /
HEARTAMBASSADORS**

Project Description : The HeartMath system of stress reduction/resilience building techniques, and heart rhythm monitoring technology, have been tested in multiple health care and corporate settings around the world since 1991. The Institute of HeartMath was first established as a non-profit 501c3 as a research based organisation to help prove the impact of self-regulating emotions through heart rhythm patterns, and the benefits this brings to individual, organisational and population health. HeartMath techniques and technology born from this research

(published in the American Journal of Cardiology in 1995 and in hundreds of publications since) have supported employees, patients, students, military personnel, healthcare providers, nurses, physicians, athletes, and more, to transform the effects of stress, build resilience, reduce burnout, enhance health and optimise performance. The Fyera Foundation / HeartAmbassadors, established in 2002, bring HeartMath science and technology to manifest the 17 Sustainable Development Goals of the 2030 United Nations Agenda. Together we connect individuals and large populations to the power and intelligence of compassion and love, proven by science to improve health and honour the interconnectedness of all. The heart can perceive the truth of “One earth. One Family. One Future” Heart science gives us the power to create a truly better shared future.

How many years has the project been running?
32 years

Number of beneficiaries since start

10s of millions of lives have been touched by these techniques, this science, and technology, across a wide swath of populations. We would be delighted to meet with the C20 committee to explore which population case studies would be most relevant to interested parties and this year's themes.

Lead CSO/NGO/Non-profit

HeartMath and The Fyera Foundation

Where was the project replicated?

UK, South Africa, Australia, Nicaragua, Zimbabwe, The Netherlands, France, Sweden, Germany, South Korea, Japan, China, Qatar, Israel, The Palestinian Territories, Italy, Mexico, Brazil, Colombia, Chile, Argentina, Ecuador, Canada, New Zealand, Ukraine, Poland, Norway, Finland, Afghanistan, Saudi Arabia, India, Switzerland, UAE

Where is the lead CSO's headquarters?

Boulder Creek, Califor

Awards, distinctions, sign of recognition for the project

- 1st place – American College of Healthcare Executives – Innovation; All grants awarded by the various institutions (see above) – CDC, US Department of Education, etc. Multiple technology awards (see HeartMath website)
- Fyera Foundation – ECOSOC Consultative Status to the United Nations.
- Annually voted “Great Place to Work” by the Global Authority on Workplace Culture
- The California branch of the American Nurses

Association evaluated 24 mental health support services for nurses and named HeartMath as their #1 choice.

- Over 35 years we have had many, many awards and distinctions- these are a sample to give you a sense of the scope of recognition – more can be provided upon specific request

6. Name of Project

VIHAAN CARE AND SUPPORT PROGRAM

Project Description : Vihaan care and support program is being implemented by India HIV/AIDS Alliance since 2013 with the financial support of Global Fund and Technical guidance of National AIDS Control Organisation (NACO).

How many years has the project been running?
Since 2013

Main outcomes

To improve the Survival and quality of life of People Living with HIV (PLHIV) in India. This care and support program is closely implemented in close coordination and partnership with the Government of India and Ministry of Health and Family Welfare department.

Number of beneficiaries since start

1.5 million people living with HIV are being served through the newly identified HIV positive members and people who left the treatment of HIV, People who are living with TB and HIV as co-infected, young populations and Children living with HIV.

Number of beneficiaries this year

Cumulative figure is mentioned (IN PREVIOUS CELL)

Lead CSO/NGO/Non-profit

State/District level networks, community-based organisations of key vulnerable populations as sex workers, people who use drugs, transgender persons and men who have sex with Men (MSM).

Where was the project replicated?

it was awarded as three years program by India CCM after fight the bid and EOI with detailed project

Where is the lead CSO's headquarters?

At all states of India and regional is in Guwahati, headquarter of Alliance India is in Delhi

Awards, distinctions, sign of recognition for the project

On the occasion of many national and international events.

7. Name of Project

HELP THE AGED SCHEME

Project Description : Blind Persons Association, Mumbai is working for the all round development of visually impaired persons residing in city of Mumbai and adjoining districts for last 75 years. The Organisation caters to the needs of those visually impaired individuals who are from the lower economy background. There are such senior citizens who are blind and do not have any sustainable source of income. BPA offers financial assistance of Rs. 500 every month to about 40 senior citizens who are homebound or bed ridden. This project is continuously operational for the last 50 years, and the assistance is provided at door step to the beneficiary without considering his/her cast, creed, religion, gender etc. The BPA feels responsible for taking care of such visually impaired senior citizens who need the most.

How many years has the project been running?

50 Years

Main outcomes

As we are offering financial assistance to home bound visually impaired senior citizen, the field staff visit the residence of the beneficiaries for interaction. The beneficiaries who otherwise are lonely and neglected by their families feel very happy when they receive the monthly pension and the beneficiaries are eagerly waiting for our staff members. Such interaction is very much essential for such individual who are living in isolation.

Number of beneficiaries since start

Approximatly 25,000

Number of beneficiaries this year

40

Lead CSO/NGO/Non-profit

Blind Persons Association, Mumbai

Where was the project replicated?

No

Where is the lead CSO's headquarters?

Mumbai

Awards, distinctions, sign of recognition for the project

No

8. Name of Project

CAMPAIGN STOP THE CUT AND END FEMALE GENITAL MUTILATION

Project Description : The “Walk to End FGM” project in Osogbo was a resounding success, thanks to the active involvement of men and boys in the fight against female genital mutilation (FGM). The project aimed to raise awareness about the harmful effects of FGM and to promote a culture of zero tolerance towards this practice. The walk brought together people from different walks of life, including community leaders, activists, and concerned citizens, who all came together to show their support for the cause.

The highlight of the project was the public declaration made by the Oba of Osogbo, represented by Baba Kekeere. He announced his commitment to abandoning FGM and urged his subjects to do the same. This was a significant step towards ending FGM in the community, as the Oba's support and influence can go a long way in changing people's attitudes towards this harmful practice.

The involvement of men and boys in the project was

also a crucial factor in its success. By encouraging men and boys to take an active role in ending FGM, the project helped to dispel the notion that FGM is solely a women's issue. This inclusive approach helped to create a sense of collective responsibility towards ending FGM, and it is hoped that this will lead to lasting change in the community.

Overall, the "Walk to End FGM" project in Osogbo was a huge success, thanks to the active involvement of men and boys and the support of the community's leaders. It is hoped that this project will serve as a model for other communities to follow, and that together we can put an end to this harmful practice once and for all.

How many years has the project been running?

5 years

Main outcomes

The main outcome of the "Walk to End FGM" project in Osogbo is the successful raising of awareness about the harmful effects of female genital mutilation (FGM) and the promotion of a culture of zero tolerance towards this practice. The project brought together people from different walks of life, including community leaders, activists, and concerned citizens, to show their support for the cause. The public declaration made by the Oba of Osogbo, represented by Baba Kekeere, to abandon FGM was a significant step towards ending FGM in the community. Additionally, the involvement of men and boys in the project helped to create a sense of collective responsibility towards ending FGM, which is hoped to lead to lasting change in the community.

Number of beneficiaries since start

5000

Lead CSO/NGO/Non-profit

Women Against Violence and Exploitation WAVE Foundation

Where was the project replicated?

Abuja

Where is the lead CSO's headquarters?

Abuja, Nigeria

Awards, distinctions, sign of recognition for the project

- Women In Nigeria Global Award
- Global Woman P.E.A.C.E Foundation 2) Award by Donors in Africa.
- Award by Merit time International

9. Name of Project

**AMRITA GENDER
CONVERSATIONS WORKSHOP.
"LOVE YOU ZINDAGI"**

Project Description : The Center for Women's Empowerment and Gender Equality, a department of Amrita Vishwa Vidyapeetham, completed a one-month workshop with the Central Reserve Police Force(CRPF) in the Srinagar Sector, Kashmir. The Amrita Gender Workshop Series consisted of two phases of training in which the team from Amrita trained and certified master trainers of the CRPF.

The master trainers included Assistant Commandants and deputy Commandants with CRPF and four Majors from the Indian Army. The Amrita team also designed and provided hand-holding support for the subsequent phase of training, in which the master trainers conducted the TtT (train the trainer) sessions for more than 500 inspectors and jawans with CRPF. The new trainers will educate more than 25,000 CRPF jawans over a six-month period.

The Gender Conversation Workshop addresses the issue of gender equality, masculinity, and mental health at the individual, household, and community levels. The ultimate purpose is to promote the wellbeing of the CRPF servicemen and women and improve their overall morale. This is a unique program that involves awareness building and training to encourage healthy dialogue on gender and mental health among the CRPF personnel and their families. It also seeks to promote them as positive role models at the community level.

How many years has the project been running?

1 year

Main outcomes

Train 2 master trainer officers in each unit (50 master trainers) supported by 550 frontline trainers, to reach 27,000 Jawans in the Srinagar base. Along with teaching how to be depression-free and happy, this course also motivates Jawans to challenge patriarchal norms and empower the women in their families.

Number of beneficiaries since start

27,000 jawaans

Lead CSO/NGO/Non-profit

Amrita University

Where is the lead CSO's headquarters?

Amritapuri, India

10. Name of Project

ANANDINI

Project Description : Anandini, a specialised curriculum designed by ADiBha She Vision focuses on various aspects of adolescent education with focus on menstrual health and hygiene, taboo associated with female health issues, nutrition, disposal, mental health et cetera to name a few. Anandini is designed for adolescent girls from class VI to Class X. With these programs we are touching the govt. and pvt. Schools of rural and tribal areas as well as urban areas. The program started as a pilot in Sundargarh district of Odisha has now spread wings to states like Jharkhand, Chhattisgarh and Uttar Pradesh.

Our programs are activity based which combines storytelling, fun games, pledge, quiz, dance and music and others which brings out the hidden trauma of every kid in a very subtle manner and at the end of the session they take away a lesson along with an open thought process.

We have so far reached 80,000+ beneficiaries through our project Anandini and received many awards and accolades for the same along with coverage on many national and regional media.

How many years has the project been running?

3

Main outcomes

With our program and campaign we have reached 80,000+ beneficiaries so far and in talks with institutions and govt, to implement the same as part of curriculum. We have received an overwhelming response from the schools where we have conducted the sessions and students from those schools have actively participated in dialogues. School leave rates in those schools for period health issues have drastically lowered down and hence it could be considered as the best outcome for our program Anandini.

Number of beneficiaries since start

80000

Lead CSO/NGO/Non-profit

ADiBha She Vision

Where is the lead CSO's headquarters?

Odisha

11. Name of Project

**TELE-REHABILITATION PROJECT
SAMBHAV**

Project Description : With the rapid evolution of digital technology seen as an opportunity to improve rehabilitation services in remote parts of

the country, Jan Vikas Samiti initiated the Project Sambhav-Tele-rehabilitation of children with developmental disabilities. Project Sambhav is the clinical application of consultative, preventative, and therapeutic rehabilitation services via two-way interactive telecommunication technology. Children with developmental disabilities in rural and low-income communities face many challenges, including lack of access to trained rehabilitation professionals and medical services, leading to poor quality of life. Project Sambhav is an attempt to provide home-based and appropriate rehabilitation services to children with disabilities by using technology (mobile App and web portal). The programme capacitates Community Based Rehabilitation (CBR) workers on rehabilitation diagnosis, developing custom made treatment/rehabilitation plans and to provide appropriate therapeutic services, including physical therapy, speech therapy, individualised education programme, assistive devices etc. under the guidance of rehabilitation experts from distant locations. The frontline health workers are trained to identify children with disabilities and to provide referral services for specific intervention. The programme has a proven record of better recovery as compared to traditional methods of rehabilitation with high level parents' satisfaction and doorstep delivery of high-quality services provided by the CBR facilitators in remote locations.

How many years has the project been running?

5 years

Main outcomes

From the inception of the program (April 2018) to till date, 1162 children with developmental disabilities living in remote corners in different parts of India, who otherwise had no opportunities for rehabilitation services have been assessed and rehabilitation services provided through the Project Sambhav. Approximately 50% children with developmental disabilities have improved positioning, 40% improved mobility, 30% ready for school transition, 75% parents of children with disabilities have gained skills to facilitate Activities of Daily Livings to their children and 48 CBR facilitators have been capacitated to provide basic home based therapeutic intervention.

Number of beneficiaries since start

1162

Number of beneficiaries this year

This year added 12 children and still registration are under way to add more

Lead CSO/NGO/Non-profit

Jan Vikas Samiti

Where was the project replicated?

India

Where is the lead CSO's headquarters?

Varanasi, Uttar Pradesh, India

Awards, distinctions, sign of recognition for the project

- Zero Project Award & Impact Transfer Award 2022 for our project Sambhav-Tele-Rehabilitation of Children with Developmental Disabilities from Essl Foundation, Austria.
- CSR Health Impact Bronze Award 2021 from the IHW Council under Rural Health Initiatives, New Delhi.

12. Name of Project

DIVINE SHAKTI FOUNDATION + GLOBAL INTERFAITH WASH ALLIANCE 'SHE IS THE SOLUTION' MENSTRUAL HEALTH CAMPAIGN

Project Description : The Divine Shakti Foundation is committed to ensuring that girls receive the education and empowerment to navigate the coming of their menstrual cycle with pride not shame, with joy not sorrow, with personal power not helplessness. We have run massive communication campaigns to address stigma and reorient societal beliefs including, stage events and rallies in the nation's largest faith events such as the Kumbha Mela, as well as during large kathas and using our self organised multi day Summits and our own nightly Ganga Aarti ceremony which bring together some of the nations top leaders onto platforms in support of this cause. In the kickoff event to this campaign, during the massive Kumbh Mela in Prayag Raj, India's renowned women faith leaders, supported by male leaders, inspired the massive crowds to pledge to end the taboo around menstruation so that girls no longer have to drop out of school when they hit puberty due to lack of education and lack of access to supplies. Additionally, the event also kicked off a historic campaign for gender equality in which it called for "shiksha" (education) before "shaadi" (marriage) and every one of the innumerable thousands present pledged that they would not marry off their young daughters. After the launch event, the team took the programme into the streets, villages and towns. Hundreds of thousands of signatures were collected from families promising not to marry off young girls, breaking the Guinness World Record. Our menstrual hygiene campaign extended beyond mass communication into local and rural communities through pop-up and mobile Menstrual Hygiene Learning Labs for community engagement

on menstruation, on-the-ground menstrual hygiene and health training and medical camps in schools and communities designed for both boys and girls. We are proud to have partnered with UNICEF India as well as WSSCC (now the SHFund) and others on this campaign.

How many years has the project been running?

More than 4

Main outcomes

Innumerable millions of people have been inspired to end the taboo of menstruation and empower women and girls with education and awareness around menstrual hygiene as well as with positive mindsets. During the massive campaign events, including both in-person attendance as well as live coverage on large national and international TV channels as well as social media networks, we have effected a positive mindset and perspective shift in the minds of innumerable millions. In our on-the-ground programming, significant change has been witnessed post-intervention with 95% of girls becoming familiar with menstruation and knowing how to take care of themselves effectively, compared to only 52% before our intervention..During the signature campaign to end early child marriage, nearly 200,000 individuals throughout the villages and cities of Uttar Pradesh (one of the most dire regions of child marriage) signed our flag, signifying their commitment NOT to marry off their young daughters but to educate them instead.

Number of beneficiaries since start

Messages reached innumerable millions

Lead CSO/NGO/Non-profit

Global Interfaith WASH Alliance + Divine Shakti Foundation

Where is the lead CSO's headquarters?

Parmarth Niketan Ashram Rishikesh

Awards, distinctions, sign of recognition for the project

Award of Appreciation by the Honourable Ambassador to India from the United States for outstanding achievements to improve Water, Sanitation and Hygiene WASH and bringing the world faith leaders together for this vital cause

13. Name of Project

DISABILITY INCLUSIVE SCORECARD TO IMPROVE WOMEN WITH DISABILITIES ACCESS TO HEALTH SERVICES IN MALEM HODAR (SENEGAL)



Project Description : To serve the most disadvantaged communities, the implementation of 2030 Agenda for Sustainable Development must be accountable and participatory. A key pathway to creating an accountability framework at the local level is to create meaningful, inclusive, accessible, collaborative and responsive opportunities for people with disabilities to gather and present evidence that can help make effective decisions to improve disability inclusion in the implementation of the SDGs.

The pilot project implemented by Sightsavers in Senegal aims to facilitate influencing opportunities using the Disability Inclusive Scorecard approach, which is a participatory and community-based monitoring methodology that mobilises and equips citizens to assess, monitor and evaluate services. It brings together service users and service providers to jointly analyse the issues underlying service delivery problems and to find ways to address them. The objective was to set up a community-based participatory management system for

participatory monitoring and self-evaluation of access to reproductive health services for women with disabilities, in Malem Hodar (Senegal). It resulted in a community action plan and shared results with local and national authorities. The latter were extremely receptive with some clear verbal commitments taken in order to address the challenges raised by women with disabilities. The relevant budget has now been allocated by local authorities.

How many years has the project been running?

1 year

Main outcomes

An action plan to address the main issues assessed during the process and relevant budget provided by local authorities.

Lead CSO/NGO/Non-profit

Sightsavers

14. Name of Project

'ATMIYATA': ENABLING ACCESS TO MENTAL HEALTH AND SOCIAL CARE IN RURAL COMMUNITIES

Project Description : Atmiyata is an evidence-based, low-cost, community-led intervention focused on improving access to mental health care and social care in rural India by training community volunteers (e.g. former teachers, community leaders, etc.) to identify and provide primary support and evidence-based counselling to persons with emotional stress and common mental health disorders.

It assists people with Common Mental Disorders (CMDs) to lead productive and healthy lives and break the vicious cycle of poverty and mental ill-health. The intervention is built on empathy and volunteerism, providing a scalable and sustainable path to increase demand and reduce supply side gaps in mental health care in low-resource settings.

The intervention employs a stepped care approach, using community-based volunteers, who are trained, mentored and supervised to conduct four activities: (i) identify persons with CMD and provide 4–6 sessions of evidence-based counselling; (ii) raise community awareness by showing four films to 3–4 community members on social determinants to mental health on an Atmiyata smartphone; (iii) make referrals of persons with severe mental health conditions to public mental health services when required, and (iv) enable access to social care benefits to increase financial stability. Of the community volunteers trained and engaged under Atmiyata, 51% have been women and 71% from marginalised castes

and socio-economic groups.

How many years has the project been running?

Ten years (since 2013)

Main outcomes

Our randomised implementation trial in one district in the state of Gujarat found that persons who received counselling from Atmiyata volunteers were two times more likely to have recovered from a CMD at 3 months and 3 times more likely at 8 months. Further, the intervention had cost offsets due to substantial use of volunteers.

Number of beneficiaries since start

59,195

Number of beneficiaries this year

16,312 till January 2023

Lead CSO/NGO/Non-profit

Centre for Mental Health Law & Policy, Indian Law Society, Pune, Maharashtra

Where was the project replicated?

Mehsana, Sabarkantha and Patan districts in Gujarat, and along with partners in the following States/UTs: Karnataka, Delhi, Himachal Pradesh, Uttarakhand, Chhattisgarh, and Maharashtra.

Where is the lead CSO's headquarters?

Pune, Maharashtra

Awards, distinctions, sign of recognition for the project

- In 2021, the World Health Organisation recognised the Atmiyata intervention as one of the 25 human rights oriented good practices for community outreach mental health services in the world.
- Nominated for the SKOCH Award 2019
- Atmiyata was mentioned as 'good practice' in a briefing report on mental health at the World Economic Forum 2020,
- Panellist at the Achieving the Sustainable Development Goals: Delivering Mental Health for All (virtual event), September 2020. The event coincided with the 75th session of the U.N. General Assembly, organised by Devex and Global Mental Health Action Network, to raise the profile of mental health issues and connect them to overall progress on the SDGs.
- Panellist for Covid-19 and Mental Health webinar, organised by United for Global Mental Health.
- Presented (virtually) about Atmiyata, at the 5th

Biennial Global Implementation Conference Glasgow, Scotland, September 2019.

- Presented about Atmiyata, in a symposium at ICONS conference by SCARF, 2018. We would like to share academic publications for reference:
1. Joag K, Kalha J, Pandit D, Chatterjee S, Krishnamoorthy S, Shields-Zeeman L, Pathare S. Atmiyata, a community-led intervention to address common mental disorders: Study protocol for a stepped wedge cluster randomised controlled trial in rural Gujarat, India. *Trials*. 2020 Feb 21;21(1):212. doi: 10.1186/s13063-020-4133-6. PMID: 32085716; PMCID: PMC7035701.
 2. Joag K, Shields-Zeeman L, Kapadia-Kundu N, Kawade R, Balaji M, Pathare S. Feasibility and acceptability of a novel community-based mental health intervention delivered by community volunteers in Maharashtra, India: the Atmiyata programme. *BMC Psychiatry*. 2020 Feb 7;20(1):48. doi: 10.1186/s12888-020-2466-z. PMID: 32028910; PMCID: PMC7006077.
 3. Shields-Zeeman L, Pathare S, Walters BH, Kapadia-Kundu N, Joag K. Promoting wellbeing and improving access to mental health care through community champions in rural India: the Atmiyata intervention approach. *Int J Ment Health Syst*. 2017 Jan 4;11:6. doi: 10.1186/s13033-016-0113-3. PMID: 28066505; PMCID: PMC5210275.
 4. Joag K, Ambrosio G, Kestler E, Weijer C, Hemming K, Van der Graaf R. Ethical issues in the design and conduct of stepped-wedge cluster randomised trials in low-resource settings. *Trials*. 2019 Dec 19;20(Suppl 2):703. doi: 10.1186/s13063-019-3842-1. PMID: 31852547; PMCID: PMC6921381.

WHITE PAPERS

TITLE: LEPROSY ADVOCACY

Submitted by: TLM

CHALLENGES

Physical challenges: Leprosy can cause physical impairments, which can make it challenging for people affected by the disease to perform certain tasks, such as operating machines or working with tools.

Psychological challenges: Social stigma associated with leprosy creates fear of being ostracised or discriminated against, which leads to anxiety, depression, and other psychological challenges, making it difficult for people with leprosy to develop the confidence to pursue new skills or seek employment opportunities.

Social challenges: Many people with leprosy are unable to attend school or complete education due to self-stigma and discriminatory attitude of people around them. This limits their access to education, training, and employment opportunities. Moreover, people with leprosy are denied job opportunities due to a perceived risk of transmission.

Limited scope for diversifying livelihood skills: This leads to skilling of people in already saturated livelihood options, which affects their prospects.

SOLUTIONS

Vocational Training: TLM provides institutional, and community-based vocational training to people affected by leprosy to develop skills essential for their wage employment and self-employment.

Livelihood Support: Under Community Empowerment and Sustainable Livelihood projects, TLMTI trains communities on entrepreneurship, marketing, money management, financial literacy, leadership, and communication skills so that they can carry out income generation activities and its management. We also work towards creating market linkages for their products.

Rehabilitation Services: TLM offers rehabilitation services to people affected by leprosy, including physiotherapy, occupational therapy, and counselling. These services help them regain functional independence and confidence to pursue new skills.

Building an enabling environment for skilling: TLM works in collaboration with partners and governments to create awareness on leprosy to ensure early detection, reduction of disabilities and stigma. It also advocates for the rights of people affected by leprosy. These interventions help in creating a supportive environment for skill development and promotion of inclusion and empowerment.

POLICY RECOMMENDATIONS

Lack of specific policies: There is a need for policies that are specifically targeted for people affected by leprosy which consider their unique needs and challenges specifically in education and employment.

TITLE: MENTAL HEALTH NEEDS

Submitted by: Bapu Trust For Research On Mind And Discourse (BT)

CHALLENGE AND CASE STUDY

Bapu Trust has been working in low-income communities of Pune since 1999. Our mission is to enable communities to be psychologically contained so that their emotional needs are met and that families and

neighbourhoods are tolerant and inclusive of the mental health needs of a diversity of people, including those with intellectual and psychosocial disabilities. Through concerted multi-level actions, and enculturating a very high level of both government and non-government partnerships, we facilitate the creation of caring communities. We mobilise community participation and community transformation by creating local circles of care through peer and group support, family work, individual support, self-care and many other support strategies. Our array of community awareness and outreach programs engage households, neighbourhoods and extended community groups to care for themselves, others and the ecosystem, develop wellness and inclusive practices in day-to-day actions and engage in supportive responses to include persons with disabilities. We have a rights-based approach. We partner with the development sector for capacity building on psychosocial health and wellbeing. Partners trained by us serve indigenous groups, tribal belts, conflict areas, agricultural belts, slum dwellers, elderly, survivors of violence, etc. We are consistently creating a psychosocial ecosystem in other organisations through training.

OUR PROJECT

- Piloted in 2017-2022, our outreach was in 30 low-income communities in Pune, covering 8 lakh population through our direct implementation programs. We developed over a 100 partnerships in this time. We used integrated arts-based methods, homoeopathy, yoga, and body, voice and breath-based recovery methods to support people with psychosocial distress and disabilities. We created community-based support services, systems and access to mainstream services in order to integrate psychosocial health and inclusion thereby bridging the Convention on Rights of Persons with Disabilities and Sustainable Development Goals.
- To achieve a wider impact we moved from direct service delivery to a training and consultation model. We currently partner with 10 organisations reaching 57 villages and 12 low-income communities in 3 states of India. We have also done implementation pilots in Nepal and Sri Lanka.

Main outcomes

Our community-based approach to inclusion ensures dignity and independence for people with mental health needs and psychosocial disabilities. Our program design and strategies lead to better outcomes in wellbeing

and inclusion, for diverse groups of people. Our direct implementation programs are community-led and community-based. By strengthening the connection between psychosocial health, inclusion and development needs, we have facilitated inclusion of persons with psychosocial distress and disabilities in open communities. We create pathways for preventing institutionalisation of persons with psychosocial disabilities. Our training enables partners to integrate mental health into their development programs and achieve outcomes of wellness and inclusion.

Number of beneficiaries served directly 2017-2022	
2020-2021	90740
2021-2022	183641
2022-2023	15608

Approximate Budget		
Year	Annual Budget (USD \$) approximately	Number of beneficiaries/ users- Community members served
2020-2021	289913 USD	90740
2021-2022	259287 USD	183641
2022-2023	476832 USD	15608
2023-2024 (expected)	65650 USD	20000

Approx. 60-100 volunteers and partners

Policy Recommendations

Lessons Learned

- Partnerships and collaborations are key.
- Alternatives in psychosocial health including arts, AYUSH, traditional and indigenous ways of healing are important recovery pathways.
- Communities, family, neighbourhood, extended families and social networks are the foundation for cultivating wellbeing, supportive relationships and inclusion.
- Wellbeing should be addressed holistically across the life span by concerted efforts from various stakeholders and sectors.
- When psychosocial health and inclusion become part of the development agenda, then communities will not just survive but they will thrive and flourish.
- When one pathway of support is created for one person then many benefit through the same pathway,

e.g. an accessible ramp and support railings helps not only a wheelchair user but can assist elderly, pregnant women and a number of other people to access spaces safely and independently, with dignity.

- When an entire community is mobilised to support people including people with disabilities, then inclusion and wellbeing become possible.

TITLE: MENSTRUAL HEALTH

Submitted by: Goonj.org

CHALLENGES

Based on our experience here are the main challenges faced:

- Lack of a comprehensive approach to menstrual health & hygiene in the drafting and adoption of policies.
- Lack of access and availability of safe, eco-friendly menstrual products.
- Lack of coordination in the unorganised, nascent alternate eco-friendly product ecosystem.
- Lack of full integration of Menstrual Health into Women's Health.
- Lack of free conversations around menstruation concerning a woman's health and well-being.

POLICY RECOMMENDATIONS

Menstrual Health Policies

1. Address the prevalent culture of shame and silence still associated with menstruation.
2. Embed menstrual health in the overall narrative and infrastructure of women's health.
3. Nurture and build a market of organised and small eco-friendly product makers in India.
4. Support and fund more research into understanding the various aspects of menstrual challenges menstruators face, the different processes, and product innovations around this issue.
5. Establish a dedicated body within the present ministries to approach menstruation with a wider lens that engages with ground-level inputs from India and globally to better inform policy.

Successful Interventions - Udaharan/Case Study

- At Goonj, under the Not Just Piece of cloth (NJPC) initiative, we have optimally utilised the textile surplus cotton cloth we received from urban areas for the last two decades giving birth to the same cloth (cotton/semi-cotton) as MY Pads, which is done after rigorous processing and the extraction of all the risk elements. We have been advocates of the Circular Economy, and

in all our work this phenomenon is kept intact.

- Goonj perceives menstruation as a Human issue, otherwise considered a women issue. Our approach includes Awareness, Accessibility, and Affordability factors, which we call The Triple-A approach. MYPad is a tool, which is a part of different kits, used when reaching out to tribal, rural, and urban communities to conduct Chuppi Todo Baithak (CTB). The motive is to break the silence and shame around the subject through open dialogue. In this, we bust the myths around the practices, along with training on how to make MY Pads at home. The core concept is to provide awareness on the subject, touching upon the biological nature of menstruation along with safe practices on usage and disposal, enabling them to be self-reliant.
- The comprehensive model of Goonj motivates women and men to solve infrastructure problems in their communities as we see the intersection of WASH as a crucial component. This not only includes the construction of bathrooms for women and girls to bathe or change pads, but also construction of common dustbins for disposal of pads, which otherwise litter the village or near ponds, and establishment of a nutrition garden to have homegrown vegetables.
- During disasters where menstrual health products are a part of the essential relief, we provide pads through different kits under the Rahat initiative, reaching to rural and missed-out communities including transgenders, sex workers, and leprosy-affected people.
- Since 2015 till now Goonj has channelized 6.6 million+ MY Pads across the country.

For more understanding please do visit: <https://goonj.org/njpc/>

TITLE : EMOTIONAL SELF-REGULATION TOOLS

Submitted by: Heart Ambassadors

CHALLENGE

Shifting large populations from a stressed survival mindset to a thriving and interconnected state is essential to overcoming pervasive challenges such as gender inequity and creating global well-being. When we are in a chronic state of stress or “survival mode,” more than 1400 biochemical changes impact our physiology, including the part of the brain that perceives life events and reacts to them in a sub-optimal and biased way. The result is a cascade of neurological and social effects leading to power struggles, domination, aggression, violence,

competition, self-over-other, and the very consciousness that perpetuates inequalities. In contrast, a growing body of research shows a strong and modifiable relationship between heart rate variability, emotional self-regulation, and implicit bias.

Through scalable education in emotional self-regulation (e.g. heart rate variability coherence training), people can learn to deliberately generate and operate from feelings of appreciation, care, compassion, and connection. At low or no cost, this type of training optimises human capacity and cognitive function, dissolves biases, promotes collaboration / mutual respect, and fosters innovative solution seeking. Neuroscience has revealed the unique role that emotional self-regulation and the heart play in our ability to access these benefits, which can be collectively referred to as “heart intelligence.” Our proposed policy equips populations with tools to self-regulate, giving them access to heart intelligence and leading to improved health and well-being outcomes including reducing discrimination and healing paralyzing intergenerational trauma disproportionately impacting women and girls. The result? A huge cost savings to G20 nations and a more just and equitable society for all. By establishing structures for society to operate through heart intelligence, we can create a more empowered population in a more accessible and equitable world. This will reduce costs of inequities to individuals and nations and ultimately contribute to greater global well-being for all.

We are faced with numerous cycles of gender disparity, including lack of access to education leading to limited economic opportunities and poverty, making women and girls even more at risk in a culture of exploitation and gender-based violence. These cycles perpetuate and are passed down from one generation to the next, reinforcing existing gender bias and discrimination. The question we must ask is, how can we interrupt these negative cycles and achieve our G20 commitments to gender equality, particularly in light of the COVID-19 barriers that has exacerbated the problem?

As stated in the commitments below from 2021 and 2022, we recognize and honour that the G20 countries are vitally focused and clearly intended in their gender equity goals, even as COVID-19 created major setbacks to the achievement of those goals:

From the G20 Leaders' Declaration released on November 21, 2021

“We reaffirm our commitment to gender equality and emphasise the pivotal role of women's and girls' empowerment and leadership at all levels for inclusive and sustainable development. We commit to put women

and girls, who have been disproportionately affected by the pandemic, at the core of our efforts to build forward better. We will work on key factors such as equal access to education and opportunities, including in STEM sectors, the promotion of women's entrepreneurship and leadership, the elimination of gender-based violence, the enhancement of social, health, care and educational services, the overcoming of gender stereotypes, and the uneven distribution of unpaid care and domestic work. We commit to implement the G20 Roadmap Towards and Beyond the Brisbane Goal and to rapidly enhance the quality and quantity of women's employment, with a particular focus on closing the gender pay gap."

From The White House Briefing Room, G20 Bali Leaders' Declaration, 11/16/2022

"As women and girls continue to be disproportionately affected by the COVID-19 pandemic and other crises, we reaffirm our commitment to put gender equality and women's empowerment at the core of our efforts for an inclusive recovery and sustainable development."

<https://www.whitehouse.gov/briefing-room/statements-releases/2022/11/16/g20-bali-leaders-declaration/>

From the G20 Leaders' Declaration 2022

"We commit to implement the G20 Roadmap Towards and Beyond the Brisbane Goal, foster financial inclusion and access to digital technologies, including to address the unequal distribution in paid and unpaid care and domestic work, with a focus on closing the gender pay gap. We commit to the elimination of gender-based violence, the enhancement of social, health, care and educational services, and the overcoming of gender stereotypes. We will continue to advance women's and girls' equal access to inclusive and quality education, including participation in STEM education, women entrepreneurship through MSMEs, and women's and girls' access in leadership positions. We will promote quality of life for women in rural areas and women with disabilities."

These are admirable goals. However, merely investing financially in initiatives such as girl's Education, access to STEM opportunities, leadership programs, digital literacy and inclusion, and quality of life for women in rural areas is not enough to achieve these goals. While it is crucial to fund such programs, scalable strategies are needed to build capacity for learning readiness among women and girl children, and to foster measurable empowerment, confidence, and healing from the paralyzing trauma of prior oppression.

Addressing gender-based violence, stereotyping, and

discrimination also requires the adoption of new behaviours, shifting implicit bias perceptions, changing attitudes and choices, and adding new skills for changing systemic oppression across large populations. Emotional self-regulation, (such as that facilitated by physiological coherence and applied heart intelligence skills), has been proven to effectively and efficiently achieve these outcomes and more. Emotional self-regulation tools result in scientifically proven health, performance, and social benefits including optimising brain function, enhancing impulse control, reducing violence, increasing self and situational awareness, self esteem, and increasing prosocial, environmentally sustainable behaviours. By prioritising emotional self-regulation training, we can close opportunity and accessibility gaps based on gender, socioeconomic status and other factors, dramatically reducing the financial and humanistic costs of inequality, violence, and disease.

For example, childhood psychological problems, worsened by an inequitable environment and stress, lead to lower educational achievements and decreased likelihood of working and earning as adults. This leads to a 20% reduction in family income or \$10,400 per year, with \$18,000 less in family household assets, resulting in a total lifetime economic cost of 2.1 trillion dollars for all affected individuals. The cost of burnout, absenteeism, and turnover of healthcare professionals, exacerbated by gender bias and discrimination in the workplace, is estimated to be between \$4.4 billion and \$6.3 billion annually in the US, \$53 million in Australia, and \$167 million in Canada.

POLICY RECOMMENDATION:

With emotional self-regulation training for nurses (80% women), average size hospitals in G20 countries have been shown to save \$1M+ in reduced turnover alone in their first year of implementation, alongside reductions in medical error and employee sick days. Studies have estimated the potential cost savings of emotional self-regulation programs for first responders, with a Canadian study estimating savings of \$1.7 billion annually.

Given the size of the G20 economies, the beneficial financial impact across all sectors of the

economy resulting from the implementation of this policy and the training it recommends

amplifies rapidly. The application of this policy across large populations creates a world where everyone has an opportunity to lead a happy, healthy, and fulfilling life and where the world functions more sustainably, equitably, and prosperously with better outcomes for all. When implemented by member nations, these tools

will be a true vehicle for the G20 commitment to "... continue to promote policies and measures that enhance women's economic empowerment, reduce gender-based discrimination and violence, and eliminate barriers to women's full and equal participation in the economy and in society."

CLOSING

Emotional self-regulation education is the key to unlocking heart intelligence for large populations, leading to improved health and well-being and reduced discrimination against women, girls, and other marginalised groups. Neuroscience has shown that emotional self-regulation techniques (like heart rate variability self-regulation training) play a unique role in accessing these benefits, by generating feelings of collaboration, care, and compassion, and dissolving biases. By equipping populations with these tools, we can create a more just and equitable society where marginalised groups have more opportunities, aligning with existing G20 commitments to gender equality and women's empowerment, with enormous long and short term benefits to the economies of those countries. Through implementation of this policy, we can empower all members of our diverse population, creating a more equitable and prosperous world and greater global well-being.

TITLE: EMOTIONAL SELF-REGULATION EDUCATION

Submitted by: Heart Ambassadors

CHALLENGE

Three challenges perpetuate inequality

1. Unequal access to education and advancement opportunities
2. Bias leading to discrimination
3. A social paradigm that values individualism over collective well-being

Emotional self-regulation education can help overcome these challenges by providing access to heart and higher brain intelligence, increasing self/situational awareness, and promoting collaboration, diminishing implicit bias, aiding in identifying and addressing discriminatory structures, and promoting a shift towards valuing diverse perspectives. By implementing the proposed policies, individuals and communities worldwide can work towards a thriving and interconnected future, where discrimination and inequality are no longer pervasive.

POLICY RECOMMENDATION

Global Well-Being: Make emotional self-regulation training mandatory in public schools, government programs, and public and licensed positions. Integrate these tools into treatment guidelines, emergency response protocols and regulatory assessments. Allocate resources to further investigate their impact on human, organisational, social, and global well-being.

We strongly recommend that evidence based and scientifically proven, peer reviewed researched methods and tools, (such as heart rate variability, self-regulation, biofeedback, mindfulness, meditation, interconnectivity and other culturally appropriate training) be used for this purpose.

CASE STUDY DEMONSTRATING FEASIBILITY AND RESULTS

Emotional self-regulation tools from HeartMath have been applied by millions of people across 100+ countries, in diverse cultures and environments, and in various sectors including education, government, military, healthcare, first responders, CSOs/NGOs, athletics, food chain suppliers, financial institutions, et al. The approach demonstrates positive outcomes for both cost savings and global well-being across gender divides, as evidenced by numerous case studies. 168 organisations in 7 countries involving 14,266 people, 11,974 (83.9%) female, showed:

- ↓ stressful emotions such as anxiety, depression, anger: 40-60%
- ↑ emotional well-being (peace, happiness, motivation): 30-50%
- ↑ cognitive function: 50%-60% higher test scores in high school students (higher ratio improvement in girls)

If you have questions or would like additional information contact us at:

support@heartambassadors.com

TITLE: COMMUNITY BASED REHABILITATION FOR HUMAN TRAFFICKING SURVIVORS

Submitted by: ILFAT

CHALLENGE

Human trafficking survivors across the world are often forced to endure discrimination and ostracization from their families or communities, and struggle to construct new identities. Societal rejection and isolation perpetuate their psychological trauma and severely hinder their ability to reintegrate into society.

POLICY RECOMMENDATION

- Combat trafficking and flesh trade through community-based approaches, with a focus on awareness, education, healthcare, mental health services, employment opportunities, and financial inclusion.
- Prioritise survivor protection from social stigma and provide access to rehabilitation, education and life skills.

CASE STUDY

Thailand is a source, destination and transit country for sex trafficking and forced labour. To protect the growing population of rescued survivors in the country, the Ministry of Social Development and Human Security (MSDHS) set up a nationwide survivor protection policy based on community-based rehabilitation.

The government established a network of 76 short-stay shelters and 9 long-term rehabilitation centres which function on a community-based approach, with a special focus on psychological assistance.

The creation of a detailed victim plan to structure each survivor's development needs (rehabilitation, education and skills) ensures trauma-informed rehabilitation. The centres are run in partnership with local communities of social workers, medical professionals, educationists and legal experts who provide specialised assistance in the form of psychological counselling, medical care, education, compensation, and legal protection. The centres also provide vocational training and employment assistance in collaboration with local businesses.

The survivors have full freedom to move in and out of these centres. The survivors receive assistance in re-integrating smoothly with their families. Sensitization programmes are run in local regions to mitigate social stigma.

The policy's focus on comprehensive psychological care and a victim-centric approach has resulted in swifter societal reintegration for survivors, reflected by the 10% decrease in the annual average length of stay in shelters by survivors in 2022.

TITLE: SUICIDE PREVENTION

Submitted by: Mind Empowered Charitable Trust

CHALLENGE

8 lakh people take their own lives every year out of which a very high 20% is from India. The suicide rate is so high that a life is lost to suicide every eleven minutes. The youth of our nation (age group 15 to 24), are most prone to suicide. About 35% of all recorded suicides in the

country falls under this category. The youth are the spine of a nation and the alarming youth suicide rates require a desperate call to action.

These numbers are alarming but when you add a layer of humanity to these numbers, when you realise each number added to the count is a complete whole human with multitudes contained within them, these statistics take on a much more real and sinister turn. To make matters worse, the population of India has 0.75 psychiatrists per 100,000 people. Considering the fact that rural India is much behind, the accessibility of mental health professionals in such areas is worse.

It is clear that our current suicide prevention strategies are not owning up to the task efficiently. The mental health professionals are overloaded and overworked catering to the large population and more often than not, the general population has no access to such services. The question following this observation is obvious. What needs to be done differently?

POLICY RECOMMENDATIONS

The insufficient availability of professionals calls for the need for the community as a whole to take measures at the grassroot level to remove the stigma attached to mental health and encourage people to reach out for help. By providing an open and safe platform for people to express their concerns and challenges without the fear of identification, judgement and isolation, local communities can help youngsters address their mental health issues.

SUCCESS STORIES

For the past 2.5 years, Mind Empowered (ME) has been conducting different sessions, workshops, webinars and offline events to help ensure the holistic development of the youth. These include:

Voice Your Worries, a program where people send in their mental health queries anonymously to get them answered live by professionals. Oftentimes, our society can be found to suppress the voice of those who are going through mental health issues and force them into silent suffering rather than enabling them to speak up and get the help they deserve. Voice your worries is an initiative that hopes to help the youth by getting their questions answered by experienced experts rather than leaving them to depend on questionable sources. The anonymity factor enables people to be more free and open about their struggles.

Teachers' Training, is an initiative to create mental health awareness amongst college teachers. In colleges, teachers are the first point of contact for the students as opposed to their parents. Hence, this program helps teachers recognise the red flags related to mental health. It equips

teachers to proactively look for signs and symptoms amongst their students and in turn facilitate their students to reach out to experts for help.

Heart to Heart with Dr. Menon, is a program to address the concerns young girls have with respect to their bodies. This girls only session encourages girl students to ask their physical health related questions anonymously. Their queries are answered live by a seasoned gynaecologist. This initiative is aimed at removing the stigma attached to unmarried girls visiting gynaecologists. It provides an open forum for girls to discuss their issues and concerns and make an informed decision based on expert advice.

Tell ME Your Story, is an online support group to encourage the students to talk about what they are going through without the fear of bias or alienation. It is a safe space where students can talk about their troubles without judgement or criticism. Such support groups, when formed at grass root levels of society, can help a person overcome mental health struggles right at the beginning before it festers into something more serious that needs expert help.

#MEWarriors Talk Show is an interactive talk show with ordinary people leading extraordinary lives. The aim of this show is to inspire students to learn from common people who share some of the challenges they have faced in life and how they overcome these challenges. The aim is to motivate students and make them appreciate life and get some important takeaways from other people's lives.

Women Empowered, A project which helps homemakers become financially independent. Since homemakers are the central unit of a family, their mental health is of utmost importance. By providing opportunities to showcase their culinary and creative talents at events and exhibitions, this initiative aims to create an alternate source of income for housewives thereby making them self confident. The program includes skill development sessions and interaction and networking with women from different fields, as well as mentoring for personality development.

ME Saturday, Mind empowered hosts sessions and events every Saturday ranging from musical events to walkathons to cleanliness drives to technical workshops. The goal of these events is to empower the youth, eliminate the stigma around mental health, improve physical well-being and create community awareness.

In the past 2.5 years Mind Empowered has impacted youth and women in several ways. We would like to present the statistics of students impacted by our different initiatives both offline as well as online:

- Webinars and offline mental health sessions: 1891
- Technical workshops: 1355

- Placement workshops: 1055
- Mental Health Awareness Workshops: 1003
- Self Defence workshops: 441
- Listen to ME reels to spread awareness: 428
- ME Warriors talk show with ordinary people living extraordinary lives: 1086
- One-on-one FREE counselling with Singapore psychologist: 500

CONCLUSION

In the current climate of psychiatrists and psychologists being very scarce, there is a need for people to step up and take accountability for the betterment of themselves and their community. If society as a whole works together to break the stigma attached to mental health and provides a safe and open platform for people to reach out, the suicide rates can be drastically reduced, and we all can build a better, happier, safer world.

TITLE: UNMET NEEDS OF MENSTRUAL HYGIENE

Submitted by: SAHAJ

CHALLENGE

Menstrual hygiene management is essential for adolescent girls to stay in school and to promote their good health. Myths around menstruation and lack of appropriate education on menstrual hygiene results in reproductive tract infections. Promotion of sanitary pads by the system without making provisions of its availability at the local level is the biggest gap.

POLICY RECOMMENDATION

Impart education about scientific knowledge on menstruation and management of menstrual hygiene by integrating it in training provided by educators and health service providers who work with adolescents and young women.

CASE STUDY

Scientific knowledge of menstruation and the importance of menstrual hygiene for a healthy sexual life plays an important role in maintaining the self-esteem of any girl/woman. SAHAJ's project which involved continued discussions on menstruation, the process and its management with young girls and women in urban and rural areas, showed a difference in their acceptance of this important phase in their life.

Adolescent girls and young women reported gain in information on sexual and reproductive health especially menstruation. The experience of sharing brought out the current practices around menstruation and its impact not only in terms of their physical and reproductive

health but also on their mental and social well-being. Participants appreciated the discussion on social practices associated with menstruation and reported a change in their perspective. Fixing a pad on a panty for young girls was a skill obtained and knowledge that menstrual flow is not blue but red (as seen in advertisements) was a fact learnt that made them more comfortable with this natural phenomenon of their life.

TITLE: PROSTITUTION AS VIOLENCE AGAINST WOMEN

Submitted by: The National Solidarity against Sexual Exploitation of Women (NSSEW), Co-representative: Madam Hayoung Lee, Madam JeongA Sohn

CHALLENGE

- The National Solidarity against Sexual Exploitation of Women (NSSEW) was established in 2004 as a nationwide coalition of 13 regional member organisations.
- In 2000 and 2002, fire accidents in Gunsan resulted in the deaths of 19 prostituted women who were trafficked and forced into prostitution. No support or discussion about their rights occurred at the time.
- After these incidents, women's organisations started focusing on women's rights in prostitution. A nationwide investigation took place, hot-line services and shelters were established, and efforts were made to repeal and enact laws to protect women.
- Homepage: <https://jkyd2004.org/national-solidarity/>

POLICY RECOMMENDATIONS:

- In 2004, a new law recognized prostitution as violence against women.
- The problem lies in the law's support system for women in prostitution, while punishing all individuals involved. Advocates requested a law that only punishes buyers without penalising the victims. Currently, both women and buyers are punished, posing an urgent problem.
- The prostitution law consists of two parts: the Punishment of Prostitution Act and the Protection of Victims of Prostitution Act.
- The Protection of Victims of Prostitution Act provides support for individuals engaged in prostitution voluntarily or coerced. Various support systems are available for those seeking help. However, the Punishment of Prostitution Act continues to punish voluntary participants, causing a lack of

protection.

- Organisations argue for a change in the law due to accumulated problems in its enforcement for almost 20 years. Immigrant women in the sex industry face punishment under the law and risk forced deportation due to their illegal status.
- To address these issues, the coalition was formed to revise the law and raise awareness. Activities are being carried out to gather voices and advocate for change.

TITLE: ENHANCE TRANSGENDER RIGHTS

Submitted by: Korean Transgender rights organisation Jogakbo, Representative: Heejung Rho

CHALLENGE

* Mission: Enhance Transgender rights in Korea.

* Homepage : <http://www.transgender.or.kr/>

b) The challenges of the CSO and its efforts to overcome

While there are guidelines for gender correction, there are no specific laws, and the process depends on the judge's discretion. This creates inconsistency, with some individuals able to change their gender without surgery while others are denied. Health insurance does not cover transition procedures, and medical records are strictly managed, creating a double-bind situation for transgender individuals. Private insurance lacks provisions for transgender individuals, causing uncertainty. Heejung Rho aims to address these challenges at the C20 forum.



AMRITA
VISHWA VIDYAPEETHAM

