Gender Equality and Sustainable Development Goals

A Trainer's Manual

Ranjani K.Murthy ▪ Mercy Kappen

Visthar

iCCO COOPERATION ›

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Acknowledgements

Contents

Introduction

History[1]

Capitalism and communism were two different ideologies that underpinned development till the late 1980s. In the 1950s, state-led economic growth and 'trickle-down theory' was popular within the larger capitalist model. It was seen as solution to poverty in post-World War II Europe and developing countries by Bretton Woods Institutions.[2] However, poverty did not reduce at the same rate as economic growth. There was a shift by the 1960s towards the slogan of 'growth with equity, implemented' through pursuing land reforms, quotas, etc. There was resistance to implementing land reforms from the elite, other than in communist regimes where the land was owned by the state. The Basic Needs approach emerged in the 1970s, wherein there was a call for a direct attack on basic needs like food, housing, water, education, health, etc. The rights-based approach to development was popular amongst a section of the world's NGOs since the 1980s, and was adopted by the UN in 1997 when the Secretary General to the United Nations called to mainstream human rights into all work of the United Nations. Duty bearers- in particular government - were to be held to account to ensure economic, socio-cultural and civil political rights. In 2009, the World Bank came out with the concept of inclusive economic growth, which it defined as market led growth, inclusive of a large section of the labour force and all sectors of the economy, with a focus on both firms and individuals (World Bank, 2009). These periods saw a shift in debate on women's development from equality of women (along with growth with equity paradigm), women's poverty reduction (with attacks on the basic needs paradigm), women's rights and empowerment (with rights-based approach to development) to investing in women for economic growth (inclusive growth).

However, none of the models of development had effectively addressed persistent poverty, inequalities and subordination of women. In the meantime, the bipolar world, perhaps excepting Cuba, collapsed in the late 1980s. The Berlin Wall separating East and West Germany collapsed in 1989, and the Soviet Union was dissolved 1991. It is in these two contexts that the Millennium Development Goals were developed as a consensus in the Millennium Summit held in 2000. The MDGs had 8 goals and 18 targets. These were evolved with limited consultations with non UN and government agencies, and applied only to developing countries. The UN's own assessment of the 8 MDGs reveals that some goals/targets were achieved, while othersl were not (Ki Moon, 2015). *See Figure 1*

Further, as observed by participants in an international workshop on Gender and SDGs by Visthar in 2016, the question of whether goals and targets such as universal access to safe drinking water, ending malaria, and gender parity in primary education have been achieved as claimed by the United Nations merits

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1. This section draws on the keynote address by eminent researcher John Samuel in the international workshop on Gender, Equity and Sustainable Development Goals organized by Visthar between May 20th and 21st, 2015.
2. The Bretton Woods Institutions refer to the World Bank, and the International Monetary Fund.

Figure 1: Progress towards MDGs

Proclaimed to be achieved:
Reduce extreme poverty and hunger by half (Goal 1)
Universal access to safe water (part of Goal 7)
Combat malaria (part of Goal 6)
Achieve gender parity in primary education (part of Goal 3)

Proclaimed not achieved:
Gender parity -women in non agriculture and parliament (part of Goal 3)
Combat HIV/AIDS (part of Goal 6)
Reduce maternal mortality ratio by two-thirds (Goal 4)
Universal access to safe sanitation (part of Goal 7)

Source: Ban Ki-moon, 2015, Were the Millennium Development Goals a Success? Yes! Sort of World Vision International Newsroom· FRIDAY, JULY 3RD 2015http://www.wvi.org/united-nations-and-global-engagement/article were-mdgs-successLast Accessed 31st August, 2015.

investigation. Discussing some of the reasons why the MDGs were not achieved, the participants in the workshop observed that the MDGs were located within a neoliberal paradigm of development which emphasizes free market, free trade, privatization, cutting down on state spending and global integration. The Asian Development Bank observes that while income poverty reduced in Asia/South Asia between 1990 and 2010, income inequalities increased during the same period (Asian Development Bank, 2014). Such inequalities has led to rise in conflicts and unrest. Further, it was assumed that developing countries are the problem, and this problem can be addressed by economic integration with developed countries (but without allowing migration to developed ones).

Redistributive justice and changing social norms and individual beliefs is not the focus. The gender equality targets are limited to three: gender parity in primary education, share of women in non-agriculture labour, and share of women in parliament- with the last two not being achievement. There was little emphasis on sustainable development and combatting climate change.

Sustainable Development Goals

In September 2015, national governments came together to adopt 17 Sustainable Development Goals with 169 targets to be achieved by 2030 (Howozki, 2015). As per the UN, the new agenda is an action plan for 'people, planet, prosperity, peace and partnership'. Consultations were held with civil society actors as well. Two hundred and forty-nine (249) provisional Indicators were framed by the Inter-Agency and Expert Group on SDGs in March, 2016, for the 169 targets (Department of Economic and Social Affairs –Statistics Division 2016)Unlike the MDGs, the SDGs are applicable to all countries, including the developed ones, as some of the countries were going through economic recession. Further the SDGs are 'zero goals' and not 'relative goals' like MDGs. For example, the SDGs refer to eliminating poverty, and not reducing poverty. The SDGs are different from the MDGs in the sense that gender equality is kept as a separate Goal (Goal 5) and integrated into some of the others. Further, while the targets pertaining to the Goal on Gender Equality within SDGs focused only on gender parity in primary enrollment and equal representation in parliament and non-agricultural labour force, the targets within the SDGs refer to rectifying a wider set of gender-inequalities listed in the box below. Further, Goal 10 commits to reduce inequality within and among countries (with the bottom 40% growing at a faster rate than the national average). Promoting peace and sustainability/ climate resilience are other concerns which were not that emphasized in MDGs

Goal 5. Achieve gender equality and empower all women and girls

- End all forms of discrimination against all women and everywhere.

- 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.

- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.

- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family appropriate.

- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.

- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

However, there are several shortcomings of SDGs. First, several of the reasons due to which MDGs were not achieved remained unaddressed. The SDGs continue to be located in a neoliberal paradigm, which increases inequalities (Kabeer, 2015). Floors and ceilings are not set. To give an example, unless there is a ceiling on how many houses well-to-do persons can have, women from households without land can never build houses in their names. Floors are not specified, like what should be the ratio of wages for unskilled work (where women dominate) and for managerial tasks (where men dominate). Viable producer groups, mutually aided cooperatives, health collectives and fair trade organisations exist and show that a different model of development is possible. The earth cannot sustain unfettered "prosperity" which SDGs promise. While SDGs apply to developed countries, elimination of racism, migrant and Islam phobia, discrimination against indigenous and nomadic communities and prevention of guns in private possession are not mentioned.

Second, though Goal 10 refers to eliminating inequalities across age, sex, disability, race, ethnicity, origin, religion or economic status, it does not refer to bridging inequality across sexuality and gender orientation. SDG 5 on Gender Equality and Women's Empowerment does not recognize rights of transgender people. Gender is thus seen as a binary.

Third, Goal 5 does not adequately emphasise working with boys and men on gender equality and non-violence, including against women. It does mention sharing of housework by men where culturally appropriate, but this is not enough. Further, some targets like women's property rights and inheritance rights are relevant only when property is equally distributed in the first place across households. Targets within Goal 5 also need to be context specific. Sex

ratio at birth and child sex ratio are important indicators of gender equality in several countries of South Asia, but is missing. Inequalities based on caste, ethnicity, class, religion, abilities, etc., are not emphasised enough within Goal 5 indicators.The Provisional Indicators evolved by the Inter-Agency and Expert Group on SDGs for monitoring progress towards SDG 5 targets are far from adequate. For example, the indicator for the SDG 5 target on 'Eliminating gender disparities' is whether or not legal frameworks are in place to promote, enforce and monitor equality and non discrimination on the basis of sex. This is process indicator and does not capture whether gender based discrimination has ended. Fourth, for around 30% of SDG indicators (not just gender) there is no methodology developed for assessment of progress. While extending SDGs to developed countries is good, care needs to be taken that aid resources are not disproportionately allocated to developed countries.

Rationale of this manual

Not many South Asian NGOs, international NGOs, activists, government officials, research institutions and students are aware of SDGs, targets and indicators, and their strengths and weaknesses, including gender and equality specific goals.Further, not many have the skills to monitor whether their country, province, district, village or urban habitat is on track on goals, targets and indicators—particularly those that are gender and equality related. NGO monitoring of match between legislation, policies and schemes, budget allocation and expenditure, and SDGs/SDG 5 is necessary. NGOs, activists and students also need to be able to identify participatory strategies for helping community/women leaders to monitor SDGs, targets and indicators they feel are relevant (and add any others). They also need to know of good practices on furthering gender and equality oriented SDGs, targets and indicators at

national, provincial and community levels. At another level, there is a need for global advocacy to bridge the gaps in SDGs when next round of talks begin for post 2030 agenda. However, before commencing with this mammoth task, the above stakeholders need clarity on gender and equity concepts and the concept of indicators.

Aims and objectives of the manual

This training manual aims to strengthen the hands of facilitators interested in building capacity of NGOs/INGOs, activists, government officials, research institutions and students on Gende Equality and SDGs.

Specific objectives of the manual are to strengthen facilitators' ability to train stakeholders on the following:

1. the concepts of gender, equality and empowerment;

2. the difference between SDGs and MDGs; and a critique of both;

3. SDG targets and provisional indicator spertaining to gender equality and empowerment; and their strengths and weaknesses;

4. monitoring SDG 5 indicators and other gender indicators at national, provincial/district and community levels;

5. good practices to contribute towards SDG-5 targets and other gender targets;

Structure of the manual

The manual is divided into six modules. Each module has between 1 and 2 sessions. The structure of the manual is given below

Module	Objectives	Number of sessions
Module 1 Understanding concepts of gender and social relations	At the end of the session, the participants would have an understanding of the concepts of: • gender and sex • social relations and institutions • substantive and formal gender equality • discrimination and women's empowerment • access, ownership and control over resources. • public and private spheres • violence against women and female genital mutilation • reproductive health and rights • sexuality and sexual health and rights	2
Module 2 Terminologies related to SDG 5 and other gender indicators	At the end of the session the participants would be able to understand the following terminologies relevant to assess progress on indicators and targets pertaining to SDG 5 and other gender indicators and targets: • percentage • proportion • ratio • rate • customary law • intimate partner • local government • gender parity • unpaid care work and • safely managed drinking water	1

Module	Objectives	Number of sessions
Module 3 SDGs, gender equality and empowerment	At the end of the session, the participants would have an understanding of: • Sustainable Development Goals (SDGs) • the differences between SDGs and MDGs • the gender targets within SDG 5 on gender equality and women's empowerment and gender indicators in other targets • the development paradigm underpinning the MDGs and SDGs.	2
Module 4 SDG-5 Indicators: Gender equality and women's empowerment	At the end of the session the participants would be familiar with: • the concept of development indicators • the indicators for SDG 5 proposed by the Inter-Agency and Expert Group • the strengths and weaknesses of these indicators from a gender lens.	1
Module 5 Monitoring progress on SDG-5 indicators	At the end of the session the participants will know how to monitor SDG 5 indicators and other gender indicators • at the national level • at the state/district levels • at community levels	2
Module 6 Good practices related to SDG 5: Gender equality and women's empowerment	At the end of the session the participants will have an understanding of good-practices in South Asia to contribute to SDGs: • at the national level • at the state/ district levels • at community levels	1

For whom is the manual?

- Senior trainers from NGOs, research agencies and government
- Leaders and monitoring and evaluation experts of NGOs
- Senior government officials
- Research and academic institutions
- Activists with a training and research bent
- Students interested in development.

How to use?

The facilitator can use the entire manual or particular sections of the manual, depending on their need.

The facilitator could replace country level data used for illustrative monitoring with state/district data if the training is being conducted for participants from one country/state.

The facilitator could also simplify and translate the manual into local language and do a training of trainers.

She/he may like to read the essential reading that informed the handouts.

Feedback on the manual is welcome and may be sent to:
mail@visthar.org

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Concepts of gender and social relations

Objectives

At the end of the session, the participants would have an understanding of:

- The concepts of gender and sex, and Social relations and institutions.

Materials required

Handouts 1.1.1 and 1.1.2

Caste study 1.1.1

Recording sheet 1.1.1

Twine ball

Flash cards

Marker pens

Sticky tape

Time required

3 hours

Methodology

Part 1: Gender and Sex

1. Introduce the objectives of the session.

2. Ask the participants to answer the following questions on a voluntary basis.

   a. At what age did they realise they were boys and girls?

   b. What exactly happened?

   c. Did the incident happen in the family, school, community, markets or other spaces? Please specify.

   d. What did you feel at that time?

3. Record their response in a chart or power-point, using the format attached as recording sheet 1.1.1

4. Facilitate a discussion on what differences between boys and girls are social, and what is biologically constructed.

5. Explain that the term sex refers to biological/genetic differences, while the term gender refers to socially constructed ones.

6. The term "sex of a person" could include male, female, intersex and biological/genetic variations across the spectrum.

7. Gender, on the other hand, refers to socially constructed differences between men and women.

8. Sexual differences between women and men vary little with time and across cultures, and are expensive to change, while social differences between women and men vary with time and across cultures, and can be changed more easily.

9. Drawing from the sharing of personal experiences by participants who volunteered, point out that any deviation from gender norms is met with physical or mental violence (like a boy playing with a doll, or a girl playing with a racing car). That is why gender relations need to be viewed as power relations.

10. Feelings of power and powerlessness are associated with social construction of gender, with more girls/ women and sexual and gender minorities feeling powerless.

11. Pull together different institutions that have shaped their gender identity, and point out that institutions will be explored in greater detail in the second part of the session.

12. Sum up saying that in the 1980s and 1990s, sexes/ genders were seen as binaries, while this notion has been challenged since the 2000s. There are a variety of sexes and genders that are possible. *See Handout 1.1.1*

Part II: Social relations and institutions[1]

1. Before the session begins, draw an inner circle, and an outer circle.

2. In the inner circle, put five markers that are equidistant from each other, and call them sex, gender, class, caste and religious identity. You may like to add ethnicity or sexual orientation if necessary.

3. In the outer circle, put five markers, one each for the institutions of household, community (including religion), state, markets, and inter-state (e.g. WTO) institutions.

4. Request the participants to stand beyond the outer circle. Ask the participants what they understand by the terms class, caste, religious identity, sex and gender (recapturing), and add any inputs if necessary.

5 Read out the case study on Nagavalli (Case Study 1.1). Stop at appropriate points of the story, throw the twine ball to a participant, and ask why
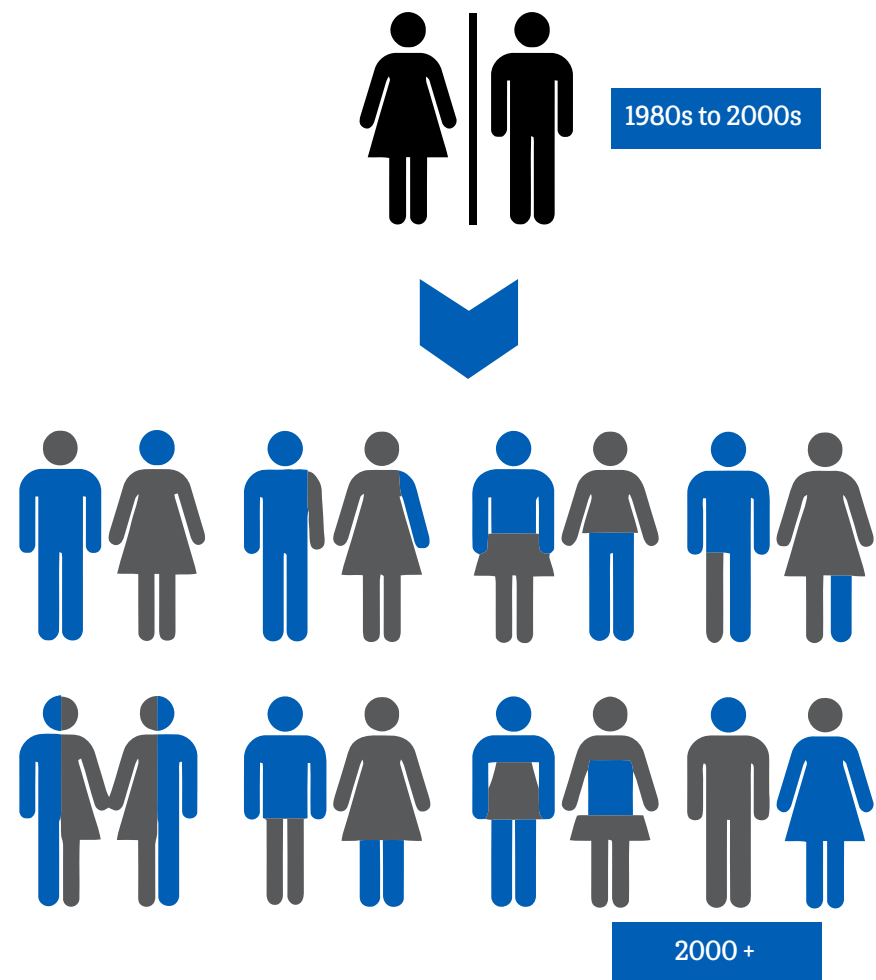
1. Adapted from Ravindran, S (1983), Subverting Patriarchy: Workshops for Rural Women, Chengalpattu, RUWSEC.

1980s to 2000s

2000 +

particular incident in the story is happening the way it is. Is women's biology responsible (sex) or is a particular social relation responsible? If so, which one? Ask the participant to stand in the appropriate spot in the inner circle.

6. Explore whether any other social relation is responsible for the same incident. If yes, the first participant should hold the twine and throw the ball to the participant who feels that another social relation is also responsible.

7. Continue with the same method, stopping at different points of the case study, till there is clarity on how gender and other social relations interlock to keep women in a subordinate position. Do not wait for the case study to end, but half way through the case study move to the next step.

8. Stop at appropriate stages of the case study, get the ball thrown to the quieter participants, and ask which institution is responsible for the incident in the story. Request the participants to move to the appropriate spot in the outer circle. If there are differences of opinion, and both views are valid, two people with the different opinions could be asked to occupy different markers or spots.

9. Ask the participants what they learnt from the game. Reinforce the fact that a woman's life is shaped by the interlocking of gender with other social relations (relations of power) like caste, class, age, race, religious identity and sexual orientation. These relationships in turn are shaped by the institutions of households, markets (including private media, private education), community (including religion), state (including executive, legislative and judiciary), and interstate institutions (including the World Bank).

Explore the topic of institutions more in depth by asking the participants what they think are the components of an institution. *See Handout 1.1.2.*

10. Distribute Handout 1.1.2 on social relations, institutions and construction of gender in South Asia.

Recording sheet 1.1.1

Sex	Age	Incident	Participants' feelings/ reactions	Institution

Handout 1.1.1

Sex and gender

Sex

Sex refers to the biological and genetic differences between males and females. It does not refer to sexual activity.

There is no rigid classification of people into 'male' or 'female', as there are individuals who possess some elements of both characteristics.

Sexual differences are difficult and expensive to change.

Sexual differences do not vary with race, caste, class, ethnicity and religion.

Sexual differences do not vary with time.

Some of the sexual differences are women's ability to give birth, produce breast milk, menstruate, produce eggs and men's ability to produce sperm. External genitalia and chromosomes also vary across males and females.

Gender

At a simple level, gender refers to social differences between men and women, and the power relations between them. However, gender identities are more varied than these binaries.

Gender identity is a combination of one's personal internal recognition of the gender that is one's own, the degree to which that internal recognition conforms or fails to conform to one's biological sex, and how one desires to be recognised by others.

It is possible to distinguish between men, women, transgenders and people of other gender identities.

Gender differences are manifested in different roles, qualities, behaviours, resources and power of women, men and transgenders in society.

Gender Identity
• Man
• Woman
• Trans*

Sexual Orientation
• Straight
• Gay
• Bisexual
• Asexual

Biological Sex
• Male
• Female
• Intersex

Planned Parenthood®
Care. No matter what.

Planned Parenthood
League of Massachusetts
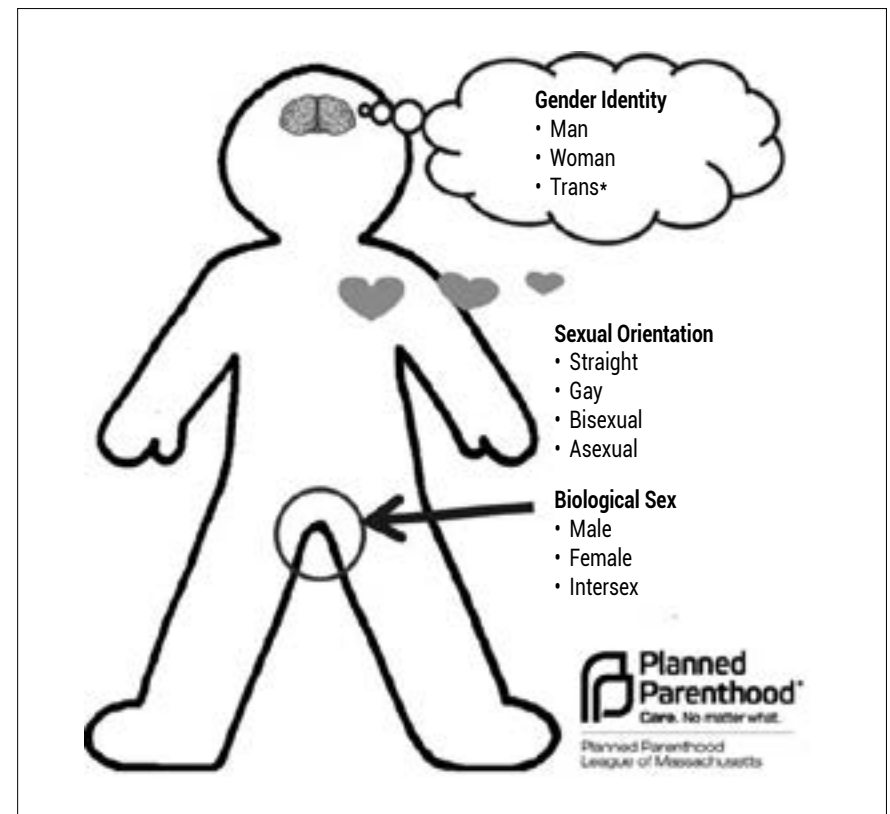
Handout 1.1.2

Gender, social relations and institutions in South Asia

1. Gender relations interlock with other social/ power relations to keep women in a subordinate position.

2. Other social relations in the South Asian context include those based on caste, class, religion, ethnicity, age, sexual orientation, gender identity, abilities, location, occupation and health status.

3. Gender/ social relations in turn are shaped by institutions of society: households, market (commodities, labour, finance, services, from local to international levels) communities, state (executive, legislature, and judiciary), and supra-state institutions.

4. These institutions take different organisational forms.

State is the larger institutional framework for a range of departments (e.g., agriculture), ministries, local government organisations (Village Development Councils in Nepal), judicial organisations (supreme court, high courts, district courts, family courts, women's courts, police stations, etc.).

The market is the framework for organisations like farming arrangements, small scale enterprises, producer companies, public limited companies, multinational companies, private education and private media.

The community comprises of different organisations like religious organisations, village traditional councils, political factions, community groups, and NGOs.

The household may comprise of nuclear or extended families, and may be based on monogamous or polygamous marriages.

5. Thus institution is a framework of norms, resources and power structures for achieving certain social or economic goals, and organisations refer to the specific structural forms that institutions take.

6. Each institution, as well as organisation, includes certain members and keeps certain members out, has rules or norms, distributes resources unequally, distributes decision-making powers differentially. For example, widows in joint families are at times thrown out, do not have rights to marital property and have little say in decision making.

7. Women, girls and the elderly, in particular from dalit, adivasi and minority communities, from landless households, and from other socially excluded groups (e.g., sex workers, people with diverse sexual and gender identities, those affected by HIV/ AIDS, etc.) are particularly disadvantaged through institutional rules, membership, resource and power allocation.

8. The official ideology of institutions is far from true in reality:

- Households are not 'altruistic' but sites of 'cooperative conflicts'.
- Markets are 'not rational or neutral' but biased towards the 'rich'.
- Most traditional community organisations do not maintain a 'moral society' but maintain 'gender and social hierarchies'.
- The state does not 'promote welfare or protect citizens', but at times violates or turns a blind eye to violation of women's rights.
- Supra-state institutions (in particular WTO and the Bretton Woods related institutions) do not protect and promote the welfare of 'global citizens', but act in the interests of global capital and developed countries.

Adapted from:
Kabeer, N, 1994, Reversed Realities: Gender Hierarchies in Development Thought, Verso, London/New York.

NAGAVALLI'S STORY

Forty-five year old Nagavalli, a dalit, is the leader of a self-help group (SHG) in Krishna District of Andhra Pradesh. She has three children, two girls and one boy, and her mother-in-law (a widow) resides with them. A year back Nagavalli took a loan from a commercial bank, through her SHG for purchase of two milch animals. Nagavalli, her mother-in-law and her children look after the milch animals jointly, with milking and grazing the animals being Nagavalli's responsibility. Nagavalli first sells the milk to her neighbours, and her husband sells whatever is then left to hotels in a small town nearby. Some hotels, however, do not accept milk from him because he is a dalit. The household earns a profit of roughly Rs 150-600 per month.

Till recently, her mother-in-law managed the money from the sale of milk. As of late she has not been well, Nagavalli has started managing the proceeds from the sale of milk, but has to give money to her husband for personal expenses like purchase of beedis (country cigarettes) and occasional consumption of alcohol.

Her husband Medappa is a construction labourer. The number of days he gets work has come down from 200 days a year to around 100 as mechanized equipment has replaced manual construction work. He earns Rs 250 per day. Six months back, Nagavalli and other landless dalit SHG members mobilised two acres of land each in their names through a government programme. The scheme entailed distribution of porombokku (common) land exclusively for dalits. The land was given in the joint names of her husband and herself, as per the new government rule on titles for land distribution. Her husband has taken a loan for irrigation from a commercial bank. He carries out land preparation and ploughing, and undertakes all external activities like purchase of inputs and marketing of produce. Nagavalli does the weeding and transplanting of paddy, and looks after the vegetable crops. While the paddy crop was very good this year, they needed the produce for consumption. The produce meets the consumption needs of the family for seven months a year. Though the vegetable crop was also good, they could not make much profit (however, they recovered costs, and also the costs of inputs for the crop). This was due to the fact that the prices of tomatoes slumped, due to excess produce in the markets. Neither did they have access to cold storage facilities to store and sell later. They barely scrapped through the installment on the irrigation loan. Nagavalli also worked as an agricultural labourer for 60 days this year on others' fields at Rs 140 per day. She would have got more days of work if she was also allowed to do post harvest processing inside the 'upper' caste house compound. She retains some degree of control over the income, but has to give money to her husband when he demands it.

On the whole, the living conditions of the household members have improved only slightly after Nagavalli joined the SHG, purchased livestock and after their engagement in irrigated agriculture. The expected income increase through agriculture has not occurred, though food security has improved. The livestock

income has just offset the reduced income of Medappa from construction work. Nagavalli now plays a greater role in earning income for the household and Medappa a lesser role. Nagavalli is, however, happy that she has the backing of group members, in the event of her husband getting drunk and, occasionally beating her up. Such incidences have reduced a little bit. She is also happy that her bargaining power vis-à-vis her mother-in-law has improved.

Nagavalli's husband and her children (irrespective of sex) are more privileged with respect to their access to food and milk when compared to herself and her aged mother-in-law. She believes that her husband does more 'hard' work when compared to herself, and after all he is the head of the household. Though her household's living conditions have improved, she is worried about whether they will face hardships in the future as she has more daughters than sons. She would have to give at least Rs 40,000/- as dowry per daughter, apart from jewels.

Source: Updated from Murthy and Kappen, Gender, Poverty and Rights: A trainers Manual, Visthar, Bangalore

The web of social relations & institutions
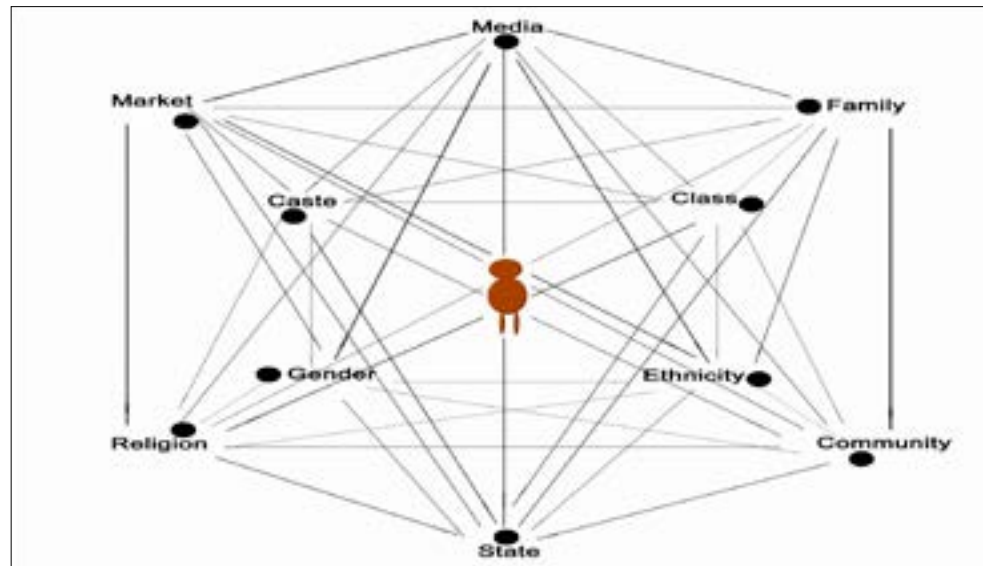
Concepts and definitions related to gender and SDG targets

Objectives

At the end of the session the participants would have an understanding of concepts and definitions relevant to SDG 5 'Achieve Gender Equality and Empower all Women and Girls.

Materials required

1. Concept and definition cards of different colours

2. A slide of the objectives of the session, what would be covered and why

3. Recycled chart paper

4. Sticky tape

5. Scissors

Time required

One and a half to two hours

Methodology

1. Introduce the objectives of the session.

2. Find out from the participants who amongst the participants knows what terms.

3. Divide the participants into six small groups, and allocate one of the following six sets of topics to each group:

    i.   substantive equality and formal gender equality

    ii. discrimination and women's empowerment

    iii. women's access, ownership and control over resources

    iv. public and private spheres, violence against women, and female genital mutilation

    v.   reproductive health and reproductive rights

    vi. sexual health and sexual rights

4. Encourage participants who said they know particular concepts or definitions to go into that group.

5. Give each group the pertaining concept and definition cards. Use Handout 1.2.1 for making the cards.

6. Allocate 30 minutes to each group and ask them to discuss what they know about the concept first and then match the concept and definition cards given to them.

7. Ask the group to present the following in the large group:

    i) their understanding of the concepts allocated

    ii) the result of their attempt to match concept and definition cards

8. Encourage the participants to use innovative methods to present, like using drawings, quiz, skits, etc., and give each group 5-7 group to present.

9. Allow 2–3 minutes after each group's presentation for discussion in the large group, and to clarify if some concept has not been understood or you have something to add.

10. Sum up stating that definitions keep changing, and different people and agencies use different definitions.

Handout 1.2.1

Gender equality and women's empowerment

Concept	Definition
Set 1: Formal and Substantive Gender Equality	
Formal gender equality	Is premised on the principle of the sameness of women and men, and assumes that if women and men are given the same opportunity and women are treated similar to men, equality will be achieved
Substantive gender equality	It recognises that women and men have to be treated differently to achieve equality, and that their disadvantages to begin with (e.g., care work at home) have to be addressed to achieve equality
Set 2: Women's empowerment and discrimination	
Women's empowerment	Ability of women to make strategic choices, and expand resources, agency and achievements
Gender-based discrimination	Unequal or unfair treatment of women based upon some personal characteristic or social identity
Discrimination – as defined in CEDAW	Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field
Set 3: Access, ownership and control over resources	
Access of women	Refers to ability of women to use resources
Ownership by women	Refers to legal or customary ownership of resources by women
Control by women	Refers to ability of women to take decisions related to resources
Set 4: Violence against women and female genital mutilation	
Violence against women	Any act of violence resulting out of women's gender identity that results in physical, sexual or mental harm to women

Concept	Definition
Female genital mutilation	A traditional practice in some cultures of partially or totally removing the external genitalia of girls and young women
Set 5: Reproductive health and rights	
Reproductive health	A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes People are able to have a: • satisfying and safe sex life • that they have the capability to reproduce and the freedom to decide if, when and how often to do so • access to safe, effective, affordable and acceptable methods of family planning of their choice • right to safe abortion, other than for sex selection • access to appropriate healthcare services during pregnancy and childbirth
Reproductive rights	Basic rights for all couples and individuals to: • decide freely and responsibly the number, spacing and timing of their children and to have the information and means to do so • right to the highest attainable standard of sexual and reproductive health • right of all to make decisions concerning reproduction free of discrimination, coercion and violence
Set 6: Sexual health and rights	
Sexuality	A central aspect of being human throughout life, encompassing sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction

Concept	Definition
Sexual health	A state of physical, emotional, mental and social well-being related to sexuality: not merely the absence of disease, dysfunction or infirmity
	It requires the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence
Sexual rights	Includes right to:
	• receive the highest attainable standard of health in relation to sexuality
	• seek and impart information in relation to sexuality
	• receive sexuality education
	• have respect for bodily integrity
	• have a free choice of partner
	• decide to be sexually active or not
	• have consensual sexual relations
	• have consensual marriage
	• decide whether or not and when to have children
	• pursue a satisfying, safe and pleasurable sexual life
Other definitions	
Public sphere	Refers to the sphere of paid work, business, politics etc.
Private sphere	Refers to the sphere of household, family and homesteads, and what happens inside

Source:

Canadian Association for Advancement of Women and Sports and Physical Activity, n.dWhat is gender equity, http://www.caaws.ca/gender-equity-101/what-is-gender-equity/ Last accessed 30th August, 2016

Choice for Youth and Sexuality, 2011, Official definition of sexual and reproductive and rights http://www.choiceforyouth.org/information/sexual-and-reproductive-health-and-rights/official-definitions-of-sexual-and-reproductivity

Kabeer, 1999, Resources, Agency and Achievements: Reflections on the Measures of Women's Empowerment, Development and Change, Vol. 30 1999 , 435-464

https://www.utsc.utoronto.ca/~kmacd/IDSC10/Readings/research%20design/empowerment.pdf, Last accessed 22nd March, 2016.

UN Women, n.d Convention on the Elimination of All Forms of Discrimination Against Women, http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm

Terminologies related to SDG 5 and other gender indicators

Objectives

At the end of the session the participants would be able to understand the following terminologies relevant to assess progress on indicators and targets pertaining to SDG 5 "Achieve Gender Equality and Empower all Women and Girls" and other gender indicators and targets:

Materials required

10 sticks

Chart paper

Sticky tape

Marker pens

Time required

Forty five minutes to one hour

Methodology

1. Introduce the objectives of the session.

2. Explain that knowing the terminologies that appear in SDG indicators is very important for monitoring progress.

3. Make a placard each for the following ten terminologies: customary law, intimate partner, local government, gender parity, percentage, ratio, rate, unpaid care work and safely managed drinking water

4. Request for ten volunteers to hold the placards.

5. Ask all the participants to move around the hall, and pair up with the person holding a placard if they know the terminology.

6. If more than one participant knows the definition of one terminology, they could all stand in the same group.

7. Continue the process so that all the participants who know definitions of terminologies have paired up.

8. Ask the participants who stated that they know the terminology in the placard to share their opinion, and ask the others to comment.

9. If there is need for adding and correcting, you may do so. Use Handout 2.2.1,

10. Continue till all the participants who know some terminology have shared their knowledge.

11. Affirm participants' knowledge and clarify any doubts.

Handout 2.1.1

Definition of Terminologies pertaining to SDG 5

Terminologies	Definition
Customary law	Traditional common rule or practice that has become an intrinsic part of the accepted and expected conduct in a community, profession, or trade, and is treated as a legal requirement.
Intimate partner	An intimate partner is a person with whom one has a close personal relationship that can be characterised by the following: emotional connectedness, regular contact, ongoing physical/sexual contact, identity as a couple and familiarity with each other's lives.
Local government	Locally elected governments like Panchayati Raj Institutions in India, Village Development Committees in Nepal , Union Parishads in Bangladesh and Community Development Councils in Afghanistan.
Gender Parity	Gender Parity measures the relative access of men/boys and women/girls to resources, services, and outcomes in any sphere. The concept can be extended to parity between people of different castes, religion, ethnicity, abilities, sexual orientation/ gender identity, etc. Further parity across intersections can be explored, like between girls from minority communities and boys from majority community.
Percentage	A rate, number, or amount in each hundred. For example, percentage of women in parliament. If one has this data, one can automatically calculate the percentage of men in parliament, as the total should be 100%.
Proportion	A part, share or number considered in relation to a whole. For example, the proportion of women in the labour (say 25%). If one has data proportion of women in labour force, one does not know automatically proportion of men in labour force (say 60%) as the total need not be 100.
Safely managed drinking water	The term 'safely managed' includes measures for protecting supplies and ensuring water is safe to drink. Protecting supplies aims at reducing the time that women have to travel to fetch water. Safe drinking water is water with microbial, chemical and physical characteristics that meet WHO guidelines or national standards on drinking water quality.

Terminologies	Definition
Ratio	Ratio is a simple relationship between two numbers. The maternal mortality ratio (MMR) is the ratio of the number of maternal deaths during a given time period per 100,000 live births during the same time-period. The Maternal Mortality Ratio in Bangladesh was 176 in the year 2015 that is 176 out of 100,000 women died while pregnant or within 42 days of termination of pregnancy (but not due to accidents).
Rate	A rate compares two measurements that have different units. The maternal mortality rate (MMR) is found by dividing the average annual number of maternal deaths in a population by the average number of women of reproductive age (typically those aged 15 to 49 years) who are alive during the observation period.
Unpaid care work	Unpaid care work includes domestic work (meal preparation, cleaning, washing clothes, water and fuel collection) and direct care of persons (including children, older persons and persons with disabilities, as well as able-bodied adults) carried out in homes and communities.

References

Business Dictionary, n.d, Customary Law, http://www.businessdictionary.com/defini-tion/customary-law.html#ixzz4IsyYSOnw, Last accessed 31st August, 2016.

Center for Disease Control and Prevention, 2016, Intimate Partner Violence: Definitions, http://www.cdc.gov/violenceprevention/intimatepartnerviolence/definitions.html, Last accessed 31st August, 2016.

UN General Assembly, 2013, Report of the Special Rapporteur on extreme poverty and human rights, A/68/293 http://www.un.org/ga/search/view_doc.asp?symbol-=A%2F68%2F293&Submit=Search&Lang=E Last Accessed 31st August, 2016.

Wilmorth, J, 2009, The lifetime risk of maternal mortality: concept and measurement, Bulletin of the World Health Organization 2009;87:256-262.

The dimensions of GENDER EQUALITY

INDIVIDUAL

INDIVIDUAL BELIEFS & UNCONSCIOUS BEHAVIOR

- Implicit bias can govern our behavior even if it doesn't align with our stated beliefs.
- It's what we know and how we intrepret it and apply it to our daily lives.

ACCESS TO RESOURCES

- What budget and other resources are devoted to gender equality?
- How many women are in leadership positions to bring women's interests to the table?
- How do you ensure the workplace is free of retaliation?

INFORMAL

FORMAL

INTERNAL CULTURE

- Engrained exclusionary norms run deep in organizations. These are the little things that maintain inequality in everyday practices.
- Who we invite to meetings, whose ideas we listen to, who we engage in conversations.

SYSTEMIC

POLICY & PROCEDURES

- Is gender equality part of the company's mission?
- Are there checks and balances in talent management procedures and programs to ensure fairness?
- Are there mechanisms to hold organizations accountable for gender parity?
- Are they transparent and consistently applied?

ShowMe50.org. Adapted from Gender at Work's frameworks to gender equality and institutional change. http://genderwork.org

SDGs, gender equality and empowerment

Objectives

At the end of the session, the participants would have an understanding of:

- Sustainable Development Goals (SDGs),

- the differences between SDGs and MDGs in general and from a gender and equity lens.

- the development paradigm underpinning the MDGs and SDGs.

Materials required

Power-point presentation on the eight MDGs

Handouts 3.1.1 to 3.15

Internet connection for loading the YouTube https://www.youtube.com/watch?v=5_hLuEui6ww

Flash cards

Charts

Sticky Tape

Marker pens

Time required

Two and half to three hours.

Methodology

Part I

1. Ask the participant what they would like to share and learn during the session.

2. Share the planned objectives of the session, and revise the same to meet the expectations of the participants.

3. Begin with participants' recall of MDGs and make a Power point presentation on the eight MDGs using Handout 3.1.1.

4. Divide the participants into country specific groups and ask them to discuss how far the eight MDGs were achieved in their country and the reasons for achievement/non-achievement. Give half an hour for this task.

5. Encourage the participants to use mobile phones to do internet searches if necessary.

6. Ask the participants to present their findings through a chart.

7. Sum up using UN data achievement of MDGs (other than MDG 8 on promoting global partnerships)-Refer to Handout 3.1.2.

   - Goal 1: Eradicate extreme poverty achieved and reduce hunger missed narrowly.

   - Goal 2: Narrowly missed the target of universal primary enrolment.

   - Goal 3: Promote gender equality and empower women achieved with respect to primary education, but not for indicators of equal proportion of women and men in non-agriculture work and in parliament.

   - Goal 4: Reduce child mortality by two-thirds not achieved.

   - Goal 5: reduce maternal mortality ratio by two-thirds—not achieved.

- Goal 6: Combat HIV/AIDS, malaria and other diseases—HIV/AIDs not achieved.

- Goal 7: Ensure environmental sustainability- the target of reduce number of people without access to improved drinking water achieved but improved sanitation not achieved.

- Develop a global partnership for development (not clear).

8. Have a discussion on why so many MDGs were not achieved, drawing upon participants feedback and Handout 3.1.3.

Part II

9. Give participants two flash cards:

- The first flash card is to be used by them to write what they know about SDGs

- The second flash card is to be used to write how the SDGs are different from MDGs in general and from a gender and equality lens to their knowledge

10. Give the participants 10 minutes.

11. Collate and show the YouTube produced by UNDP on transition from MDGs to SDGs:
https://www.youtube.com/watch?v=5_hLuEui6ww

12. Sum up what SDGs are and how they are similar/different from MDGs in general. Use Handouts 3.1.4 and 3.1.5.

13. Emphasise that both MDGs and SDGs are premised within the paradigm of market led inclusive growth. The SDGs, in addition, emphasise sustainability and climate resilient 'growth.' Both are rooted in the neoliberal paradigm that leads to inequalities and exploitation of marginalized people and natural resources.

14. Sum up the differences between MDGs and SDGs pertaining to gender equality and women's empowerment, and highlight the fact that SDGs try to integrate gender into non-gender specific goals better than MDGs. Use Handout 3.1.5.

15. Mention that the strengths and weaknesses of gender targets and indicators pertaining to SDG 5 and other SDGs will be discussed in the next section

Handout 3.1.1

The 8 Millennium Development Goals

1. ERADICATE EXTREME POVERTY AND HUNGER
2. ACHIEVE UNIVERSAL PRIMARY EDUCATION
3. PROMOTE GENDER EQUALITY AND EMPOWER WOMEN
4. REDUCE CHILD MORTALITY
5. IMPROVE MATERNAL HEALTH
6. COMBAT HIV/AIDS, MALARIA AND OTHER DISEASES
7. ENSURE ENVIRONMENTAL SUSTAINABILITY
8. GLOBAL PARTNERSHIP FOR DEVELOPMENT

Handout 3.1.2

Were the Millennium Development Goals a success? Yes! Sort of...

Interview with UN Secretary-General Ban Ki-moon

The United Nations has hailed the Millennium Development Goals – or MDGs – as "the most successful anti-poverty movement in history." So have the goals and targets ushered into life 15 years ago achieved their objectives?

"The MDGs helped to lift more than one billion people out of extreme poverty, to make inroads against hunger, to enable more girls to attend school than ever before and to protect our planet," the UN secretary general Ban Ki-moon recently explained.

But he didn't finish there. "Yet for all the remarkable gains, I am keenly aware that inequalities persist and that progress has been uneven."

It is true remarkable progress has been accomplished. Yet, around 1.5 billion people in conflict affected countries and on the extreme margins of society were unreached by the goals and unable to benefit from the tide that lifted their neighbours.

So which goals were met and which fell short? Below, we'll broadly examine what has been achieved for the main targets within the eight goals using information from *The Millennium Development Goals Report 2015.*

MDG 1: Eradicate Extreme Poverty and Hunger

The target of reducing extreme poverty rates – people living on just $1.25 a day – by half was met five years ahead of the 2015 deadline. Globally the number of people living in extreme poverty has fallen from 1.9 billion in 1990 to 836 million in 2015.

However, target of halving the proportion of people suffering from hunger has narrowly been missed. The proportion of undernourished people in the developing regions has fallen from 23.3 per cent in 1990 to 12.9 per cent in 2014.

MDG 2: Achieve Universal Primary Education

Primary school enrolment figures have shown an impressive rise, but the goal of achieving universal primary education has just been missed. The primary school enrolment rate in developing regions reached 91 per cent this year, up from 83 per cent in 2000.

MDG 3: Promote Gender Equality and Empower Women

About two-thirds of developing countries achieved gender parity in primary education. Progress has been particularly strong in Southern Asia. Only 74 girls were enrolled in primary school for every 100 boys in 1990. Today, 103 girls are enrolled for every 100 boys.

MDG 4: Reduce Child Mortality

The global under-five mortality rate has declined by more than half since 1990 – dropping from 90 to 43 deaths per 1,000 live births. This falls short of the targeted drop of two-thirds.

In practical terms this means 16,000 children under five continue to die every day from preventable causes. A terrible reality made worse by the fact we know what each one of these major killers are, and what can be done to thwart them.

MDG 5: Improve Maternal Health

Since 1990, the maternal mortality ratio has been cut nearly in half. This is an impressive result, but as well with goal 4 it falls short of the two-thirds reduction that was aimed for. There were an estimated 289,000 maternal deaths in 2013.

MDG 6: Combat HIV/AIDS, Malaria and Other Diseases

The results with MDG 5 are mixed. The target of halting and beginning to reverse the spread of HIV/Aids has not been met – although the number of new HIV infections fell by 40% between 2000 and 2013.

According to the UN, over 6.2 million malaria deaths have been averted between 2000 and 2015, primarily of children under five years of age in Sub-Saharan Africa. The global malaria incidence rate has fallen by an estimated 37 per cent and the mortality rate by 58 per cent.

MDG 7: Ensure Environmental Sustainably

Between 1990 and 2015, 2.6 billion people gained access to improved drinking water, meaning the target of halving the proportion of people without access to safe water was achieved. Worldwide, 2.1 billion people have gained access to improved sanitation.

MDG 8: Develop a Global Partnership for Development

Official development assistance from wealthy countries to developing countries increased by 66 per cent in real terms between 2000 and 2014, reaching $135.2 billion.

Handout 3.1.3

Why MDGs were attained only partially

Text	• Assumed developing countries the problem • Redistributive justice between and within not a focus
Text	• Neo-liberal development paradigm • Sustainability not emphasised
Text	• Social norms not a target • Gender targets and indicators were limited
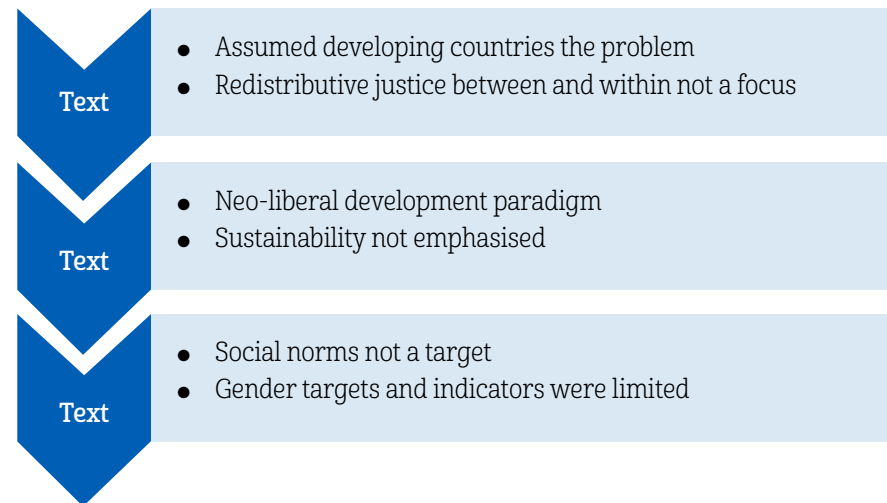
Handout 3.1.4

17 Sustainable Development Goals

1. End poverty in all its forms everywhere.

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

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

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

5. Achieve gender equality and empower all women and girls.

6. Ensure availability and sustainable management of water and sanitation for all.

7. Ensure access to affordable, reliable, sustainable and modern energy for all.

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

9. Build resilient infrastructure, promote inclusive and sustainable industrialisation, and foster innovation.

10. Reduce inequality within and among countries.

11. Make cities and human settlements inclusive, safe, resilient and sustainable.

12. Ensure sustainable consumption and production patterns.

13. Take urgent action to combat climate change and its impacts.

14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.

15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification and halt and reverse land degradation, and halt biodiversity loss.

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.

17. Strengthen the means of implementation and revitalise the global partnership for sustainable development.

Source: Howozki, M, 2015 The full list of 17 UN Sustainable Development Goals with pictures http://blog.movingworlds.org/the-full-list-of-the-17-united-nations-sustainable-development-goals-with-pictures-sdgs/

Handout 3.1.5

Differences between MDGs and SDGs

	MDGs	SDGs
Origin	Millennium summit, 2000	Rio+20- 2012
Process of development	Top down	Participatory
Goals	8	17. Includes peace, sustainability and equity
Targets	18	169
Gender targets within GEWE goal	3	9
Gender mainstreaming within other goals	Limited	Moderate
Period applicable	2001-2015	2016-2030
Emphasis	Progress	Eliminating disparities
Applicable	Developing countries	All countries
Paradigm	Economic growth	Inclusive, sustainable and climate resilient economic growth

embrace diversity

Gender targets and indicators: SDG 5 and others

Objectives

At the end of the session, the participants would have an understanding of:

- Sustainable Development Goals (SDGs),
- the differences between SDGs and MDGs in general and from a gender and equality lens.
- the development paradigm underpinning the MDGs and SDGs.

Methodology

Part I

1. Introduce the objectives of the session, and ask if there is anything related to the topic that they would like to know.

2. Ask nine volunteers to read the SDG 5 targets pertaining to Goal 5 on GEWE. Use handout 3.2.1.

3. Explore if any terms in the nine targets are not clear in spite of the session on concepts and terminologies.

4. Clarify unclear terms along with the help of participants who know these terms.

5. Divide the participants into the following groups to discuss strengths and areas for strengthening of the following SDG 5 targets. Use handout 3.2.1

   - SDG 5 -targets 1 to 3 on violence and discrimination
   - SDG targets 4, 7, and 8 pertaining to economic empowerment/unpaid care
   - SDG targets 5 and 9 pertaining to political empowerment and politics and legislation
   - SDG targets 5 and 6 on sexual and reproductive health rights

6. Give each group 30 minutes to discuss and present through flip chart or any innovative means. Ask them to keep in mind definitions of substantive gender equality and women's empowerment introduced in Session 1 while analysing the strengths and areas of strengthening given to them

7. Allocate half an hour for sharing. Pick up common strengths and areas for improvement, and those that are specific to particular countries.

8. Sum up stating the following:

   - Gender targets within SDG 5 are better than those in MDG 3. The targets pertaining to Goal 3 on GEWE was restricted to eliminating gender disparity in education, representation in parliament and gender parity in non-agriculture work

- Nevertheless, there are limitations of SDG 5 as it continues to be set in the larger neoliberal paradigm of development, does not seek to transform religious institutions or traditional councils, treats women as a homogenous group, does not refer to issues of people of diverse sexual orientation and gender identity, does not deal with attitudinal change or promote work with men and boys on gender concerns. Refer to Handout 3.2.2.

Part II

1 Explain that the focus in this half of the session is on examining how far gender equality concerns are integrated into the targets of non-gender specific SDGs (other than and SDG 14 on sustainable use of marine resources and SDG 17 on strengthening global partnerships).

2 Ask for a participant to volunteer to be a quiz master.

3 Divide the participants into 7 buzz groups with two related SDGs and their targets being allocated to each group. Use handout 3.2.3.

4 Possible groups include:

- Targets of Goal 1 and Goal 2 on eliminating poverty and hunger;

- Targets of Goal 3 and Goal 4 on healthy lives and equitable education for all;

- Targets of Goal 6 and Goal 7 on water and sanitation for all and affordable/sustainable energy for all;

- Targets of Goal 8 and Goal 10 on inclusive growth for all and reducing inequalities within countries;

- Targets of Goal 9 and Goal 11 on resilient infrastructure and safe cities;

- Targets of Goal 12 and Goal 13 on sustainable consumption/production and combating climate change;

- Targets of Goal 15 and Goal 16 on sustainable ecosystems and promotion of peace;

5 Request each group to examine the targets related to the two SDGs allocated to them and discuss the strengths and weakness of the targets from a gender lens.

6 Ask the quiz master to quiz each group on strengths and weakness of the targets allocated to them from a gender lens.

7 In the background, put up the powerpoint slide on targets relevant to the SDGs that are being addressed in the quiz.

8 Once the group members are interviewed, the quiz master can take a few comments from the floor and the facilitator.

9 Sum up with the following comments (use handout 3.2.3).

- Gender issues are not included in the targets of 6 out of 16 SDGs (excluding SDG 5 on GEWE). *See handout 3.2.4;*

- Gender issues are excluded from targets pertaining to important sectors of energy (SDG 7), infrastructure (SDG 9), sustainable consumption and production (SDG 12), sustainable use of marine resources (SDG 14), sustainable use of terrestral resources (SDG 15) and promoting peace and justice (SDG 16);

- Amongst the other 10 SDGs, integration of the gender equality perspective is strong in targets pertaining to SDG 4 on education, and weak within targets on poverty, hunger, health, water and sanitation, inclusive growth, clean energy, eliminating inequalities, promoting inclusive cities, climate resilience and global partnership;

- Several targets merit inclusion within SDGs. *See Box 3.1;*

Missing gender targets in SDGs

Economic: special support to women heading households and other marginalised women in poverty, equal wages for work of equal value, protection of women in informal sector, equitable market access of women, equal access to training and promotions, operationalisation of flexible work spaces, child care support in work spaces, and access of all women in the workforce to sexual harassment committees.

Social: Addressing health needs of women who are not pregnant or lactating, equal intra household distribution of food, women's equal access to religious spaces and informal mediation systems, etc.

Environment: Women's equal decision making in natural resource management committees, disaster management and climate adaptation structures.

Equity issues: Reducing gaps between earnings of top 10% men in a country and bottom 10% women.

Handout 3.2.1

Goal 5 targets: Achieve gender equality and empower all women and girls

Source: http://blog.chemonics.com/know-your-sdgs:-we-can't-secure-gender-equality-without-addressing-culture

1. End all forms of discrimination against all women and girls everywhere.

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.

3. Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.

4. Recognise and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

5. Ensure women's full and effective participation in all spheres and equal opportunities to leadership opportunities at all levels of decision making in political, economic and public life.

6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.

7. Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

8. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

9. Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

The Global Goals for Sustainable Development, n.d. 5 Gender Equality http://www.globalgoals.org/global-goals/gender-equality. Last Accessed 1st September, 2016.

Handout 3.2.2

Gender equality, the MDGs and the SDGs: Achievements, lessons and concerns

NailaKabeer, 2015

For feminists in general, the MDGs came as a disappointment. After the enormous progress made on women's rights during the major conferences of the 1990s, particularly the International Conference on Population and Development in 1994 and the Beijing Conference on Women in 1995, and after the stirring declaration of the Millennium Declaration that men and women have the right to live their lives and raise their children in dignity, free from hunger and free from fear, the MDGs were an anti-climax, offering a very narrow definition of human capabilities as a vision and containing no reference to human rights at all – for men, women or children. Nevertheless, many feminists opted to take a pragmatic approach – 'we have to work with what we've got' – and get involved with the gender politics of the MDGs. There was at least one major advantage to this strategy, which was that it brought feminist issues into the mainstream of development. This was an agenda to which the world's heads of states had signed up, rather than the heads of sector-specific or women's ministries, not always the most influential in government.

To a certain extent, their pragmatism was justified. As Sanjay Reddy and Ingrid Kvangraven point out, the adoption of a common development agenda has demonstrated the ability to coordinate and mobilise international development efforts to an extent hitherto unknown. Thanks to a major global monitoring effort, we now have a far better knowledge base on how different countries have fared on selected aspects of poverty and well-being than would have been the case in the absence of the MDGs.

In terms of what the MDGs actually achieved, the picture is highly uneven. While the overarching goal of halving world poverty may have been achieved, this happened largely thanks to the massive poverty reductions reported by India and China, two of the countries that were not particularly tied to the MDG agenda. For many countries, the MDGs continued to be perceived as a donor agenda and it is in the most aid-dependent countries that they probably had the greatest impact.

From a gender equality perspective, there are a number of lessons we can take away from the MDG experience. First of all, MDG 3 is a particularly graphic example of the problem of the mismatch between goals, targets and indicators discussed by Reddy and Kvangraven. MDG 3 commits to gender equality and women's empowerment; the intermediate target is elimination of gender disparity at all levels of education; and the indicators to measure progress are reduction of the gender gap in education, increasing women's share in non-agricultural wage employment and increasing the percentage of women in parliaments. The assumption is that progress on education will contribute to progress on these other measures. In fact, progress on these other measures has been slow. UN Women has estimated that at the present pace of change, it will take 50 years before we achieve parity in parliament and 80 years to achieve equality in the economy.

What is clear is that valuable as education is, as a dimension of women's empowerment, much more is needed to dismantle the more resilient structures of inequality in the market place and the political sphere. The fact that countries with extremely repressive patriarchal regimes have achieved the target on education tells us that it is possible to educate women without weakening these structures. Similarly, important lessons about the systemic nature of certain forms of inequality can be drawn from the very slow progress on maternal

mortality (MDG 5), dubbed the 'hardest to reach' of the MDGs. Not only is 99% of maternal mortality concentrated in low income countries, it is also concentrated among their poorest populations, women at the intersection of class, gender, race, ethnic and geographical inequality.

Along with the broader challenge of addressing the structural causes of gender inequality, the other key lesson to take away is that technocrats can only go so far when the problems to be tackled are symptoms of deeply entrenched, often hidden structures of power. We need to pay more attention to the substance of the changes we want to see, not just their form, to the quality of the solutions we achieve, not just their quantity, and we need to pay more attention to the process by which we achieve our goals, to questions of participation, inclusion and accountability, because this is how we can achieve substance, quality and structural transformation.

Looking forward to the SDGs, there are grounds for cautious optimism. In contrast to the deafening silence which surrounded the drawing up of the MDGs, and the conspicuous absence of civil society players, the consultations around the post-MDG agenda can be described as satisfyingly noisy. There has been a commendable effort on the part of the UN Secretary General to create multiple channels through which various constituencies can participate while civil society actors have also played a pro-active role in getting their voices heard. Income inequality is a stand-alone goal along with recognition of the various other forms that inequality can take. The SDGs are not confined to the 'developing world' alone, an acknowledgement that they touch on problems that are relevant in rich as well as poor countries as well as the fact that the affluent countries that bear a disproportionate responsibility for destroying the environment must also bear a disproportionate responsibility for its renewal.

For feminists, the SDG agenda has been described as a bitter-sweet victory. It incorporates the two-track strategy that feminists fought hard for: a stand-alone goal on gender equality, women's empowerment and women's rights (under threat by those who wanted it subsumed under 'social inequalities' more generally), and integration of gender equality concerns in other key goals. But it is a watered-down version of feminist demands, since the rights perspective is largely missing. What the goal does incorporate are some of the key issues that feminists have sought recognition for: the unfair gender division of unpaid productive and reproductive activity that curtails women's ability to participation in the public sphere of market and politics; violence against women and girls, the issue that appears to have the support of feminist organisations across the world; and reproductive and sexual health and reproductive rights. The odd phrasing of the third issue reflects the fact that yet again, we have failed to get sufficiently strong international support for sexual rights, thus failing all those who are oppressed by repressive forms of sexuality – not only the LGBTI community but also many heterosexual men and women. The other bitter aspect of the SDGs is the unwavering commitment to economic growth and the private sector to generate the resources necessary to translate these goals into concrete outcomes, rather than seeking redistribution of gross global and national inequalities in wealth and income. This makes a mockery of the commitment to the reduction of inequality and means that the agenda has been largely left to the vagaries of market place and the whims of unaccountable global corporations.

Kabeer, N, 2015, Gender equality, the MDGs and the SDGs: Achievements, lessons and concerns, International Growth Center, August 1, 2015. http://www.theigc.org/blog/gender-equality-the-mdgs-and-the-sdgs-achievements-lessons-and-concerns/ Last accessed 1st August, 2015

Handout 3.2.3

Targets related to SDGs (other than Goal 5)

NO POVERTY

TARGETS

1.1

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

1.2

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

1.3

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

1.4

By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance

1.5

By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters

1.a

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

1.b

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

NO HUNGER

TARGETS

2.1

By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round

2.2

By 2030, end all forms of malnutrition, including achieving, by 2025, the inter-

nationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons

2.3

By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment

2.4

By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality

2.5

By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilisation of genetic resources and associated traditional knowledge, as internationally agreed

2.a

Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services,

technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries

2.b

Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round

2.c

Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility

GOOD HEALTH AND WELL BEING

TARGETS

3.1

By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births

3.2

By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births

3.3

By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected trop-ical diseases and combat hepatitis, water-borne diseases and other communi-cable diseases

3.4

By 2030, reduce by one-third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being

3.5

Strengthen the prevention and treatment of substance abuse, including narcot-ic drug abuse and harmful use of alcohol

3.6

By 2020, halve the number of global deaths and injuries from road traffic acci-dents

3.7

By 2030, ensure universal access to sexual and reproductive health-care ser-vices, including for family planning, information and education, and the inte-gration of reproductive health into national strategies and programmes

3.8

Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all

3.9

By 2030, substantially reduce the number of deaths and illnesses from hazard-ous chemicals and air, water and soil pollution and contamination

3.a

Strengthen the implementation of the World Health Organization Frame-work Convention on Tobacco Control in all countries, as appropriate

3.b

Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect devel-oping countries, provide access to affordable essential medicines and vac-cines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in par-ticular, provide access to medicines for all

3.c

Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, es-pecially in least developed countries and small island developing States

3.d

Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.

QUALITY EDUCAITON

TARGETS

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

4.2
By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

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

4.4
By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

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

4.6
By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

4.7
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

4.a
Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

4.b
By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries

4.c
By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

CLEAN WATER AND SANITATION

TARGETS

6.1

By 2030, achieve universal and equitable access to safe and affordable drinking water for all

6.2

By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

6.3

By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally

6.4

By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity

6.5

By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate

6.6

By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes

6.a

By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies

6.b

Support and strengthen the participation of local communities in improving water and sanitation management

AFFORDABLE AND CLEAN ENERGY

TARGETS

7.1

By 2030, ensure universal access to affordable, reliable and modern energy services

7.2

By 2030, increase substantially the share of renewable energy in the global energy mix

7.3

By 2030, double the global rate of improvement in energy efficiency

7.a

By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology

7.b

By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support
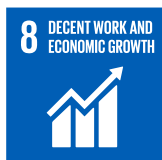
DECENT WORK AND ECONOMIC GROWTH

TARGETS

8.1

Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries

8.2

Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors

8.3

Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services

8.4

Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead

8.5

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

8.6

By 2020, substantially reduce the proportion of youth not in employment, education or training

8.7

Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms

8.8

Protect labour rights and promote safe and secure working environments for

all workers, including migrant workers, in particular women migrants, and those in precarious employment

8.9

By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products

8.10

Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all

8.a

Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries

8.b

By 2020, develop and operationalize a global strategy for youth employment and implement the Global

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

INDUSTRY, INNOVATION AND INFRASTRUCTURE

TARGETS

9.1

Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all

9.2

Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries

9.3

Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets

9.4

By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities

9.5

Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending

9.a

Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States

9.b

Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities

9.c

Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020

REDUCED INEQUALITIES

TARGETS

10.1

By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average

10.2

By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status

10.3

Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

10.4

Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality

10.5

Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations

10.6

Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions

10.7

Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies

10.a

Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements

10.b

Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small islanddeveloping States and landlocked developing countries, in accordance with their national plans and programmes

10.c

By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent

11 SUSTAINABLE CITIES AND COMMUNITIES

SUSTAINABLE CITIES AND COMMUNITIES

TARGETS

11.1

By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

11.2

By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

11.3

By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.4

Strengthen efforts to protect and safeguard the world's cultural and natural heritage

11.5

By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6

By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7

By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

11.a

Support positive economic, social and environmental links between urban, per-urban and rural areas by strengthening national and regional development planning

11.b

By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels

11.c

Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

RESPONSIBLE CONSUMPTION AND PRODUCTION

TARGETS

12.1

Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries

12.2

By 2030, achieve the sustainable management and efficient use of natural resources

12.3

By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses

12.4

By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment

12.5

By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

12.6

Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle

12.7

Promote public procurement practices that are sustainable, in accordance with national policies and priorities

12.8

By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature

12.a

Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production

12.b

Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products

12.c

Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities

13 CLIMATE ACTION

COMBAT CLIMATE CHANGE AND ITS IMPACT

TARGETS

13.1

Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

13.2

Integrate climate change measures into national policies, strategies and planning

13.3

Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

13.a

Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible

13.b

Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

14 LIFE BELOW WATER

CONSERVE AND SUSTAINABLY USE MARINE RESOURCES

TARGETS

14.1

By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution

14.2

By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans

14.3

Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels

14.4

By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics

14.5

By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information

14.6

By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation

14.7

By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism

14.a

Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries

14.b

Provide access for small-scale artisanal fishers to marine resources and markets

14.c

Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of The Future We Want

LIFE ON LAND PROTECT, RESTORE AND PROMOTE SUSTAINABLE USE OF ECOSYSMTES

TARGETS

15.1

By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests,

wetlands, mountains and drylands, in line with obligations under international agreements

15.2

By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally

15.3

By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world

15.4

By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development

15.5

Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species

15.6

Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed

15.7

Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products

15.8

By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species

15.9

By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts

15.a

Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems

15.b

Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation

15.c

Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

PEACE, JUSTICE AND STRONG INSTITUTIONS

TARGETS

16.1
Significantly reduce all forms of violence and related death rates everywhere

16.2
End abuse, exploitation, trafficking and all forms of violence against and torture of children

16.3
Promote the rule of law at the national and international levels and ensure equal access to justice for all

16.4
By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime

16.5
Substantially reduce corruption and bribery in all their forms

16.6
Develop effective, accountable and transparent institutions at all levels

16.7
Ensure responsive, inclusive, participatory and representative decision-making at all levels

16.8
Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9
By 2030, provide legal identity for all, including birth registration

16.10
Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

16.a
Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.b
Promote and enforce non-discriminatory laws and policies for sustainable development

17 PARTNERSHIPS FOR THE GOALS

STRENGTHEN THE MEANS OF IMPLEMENTATION AND REVITALIZE THE GLOBAL PARTNERSHIP FOR SUSTAINABLE DEVELOPMENT

TARGETS

Finance

17.1
Strengthen domestic resource mobilization, including through international

support to developing countries, to improve domestic capacity for tax and other revenue collection

17.2

Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries; ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries

17.3

Mobilize additional financial resources for developing countries from multiple sources

17.4

Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress

17.5

Adopt and implement investment promotion regimes for least developed countries

Technology

17.6

Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved

coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism

17.7

Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed

17.8

Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology

Capacity-Building

17.9

Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation

Trade

17.10

Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda

17.11

Significantly increase the exports of developing countries, in particular with a

view to doubling the least developed countries' share of global exports by 2020

17.12

Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and Institutional coherence

17.13

Enhance global macroeconomic stability, including through policy coordination and policy coherence

17.14

Enhance policy coherence for sustainable development

17.15

Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

17.16

Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries

17.17

Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

17.18

By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts

17.19

By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

Handout 3.2.4

Gender-specific targets in 'general' SDGs

Goal	Gender specific targets
SDG 1: End poverty in all its forms everywhere	By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions, according to national definitions. By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance. Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions.
SDG 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture	By 2030, end all forms of malnutrition, including achievement, by 2025, of the internationally agreed targets on stunting and wasting in children underfive years of age, and addressing the nutritional needs of adolescent girls, pregnant and lactating women and older persons. By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.-
SDG 3: Ensure healthy lives and promote well-being for all at all ages	By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births. By 2030, ensure universal access to sexual and reproductive healthcare services, including for family planning, information and education, and the integration of reproductive health into national strategies and programme.

Goal	Gender specific targets
SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all-	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous people and children in vulnerable situations. By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. By 2030,build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.
SDG 5: Ensure availability and sustainable management of water and sanitation for all	By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations.
SDG 6: Ensure access to affordable, reliable, sustainable and modern energy for all	None, though ensuring universal access energy services is mentioned.

Goal	Gender specific targets
SDG 7: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value. By 2030 protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.
SDG 8: Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation	None
SDG 9: Reduce inequality within and among countries -	By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.
SDG 10: Make cities and human settlements inclusive, safe, resilient and sustainable	By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons. By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities.-
SDG 11: Ensure sustainable consumption and production patterns -	None
SDG 12: Take urgent action to combat climate change and its impacts	Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing states, including focusing on women, youth and local and marginalised communities.

Goal	Gender specific targets
SDG 13: Conserve and sustainably use the oceans, seas and marine resources for sustainable development	None
SDG 14: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	None
SDG 15: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	None
SDG 16: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development	By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts.

SDG 5 Indicators: Gender equality and women's empowerment

Objectives

At the end of the session, the participants would be familiar with:

- the concept of development indicators;

- the indicators for SDG 5 proposed by the Inter-Agency Expert Group;

- the strengths and weaknesses of these indicators from a gender lens.

Methodology

Part I

1. Introduce the objectives of the sessions.

2. Ask the participants what they understand by indicators.

3. Drawing on participants' insights, share that indicators are pointers. They have to be specific, relevant, measurable and time bound.

4. Further, draw attention to the fact that indicators can be:

   - qualitative or quantitative

   - process, output, outcome and impact related

   - gender-blind, gender-neutral, gender specific or gender-transformative.

   5. Explain that in March, 2016, the 3rd meeting of the Inter Agency Expert Group (IAEG) on the SDG Indicators was held between 30 March and 1 April, 2016, in Mexico. Before the 3rd IAEG, comments were secured on possible SDG indicators from UN agencies and other organisations. A provisional list of indicators was evolved in the 3rd IAEG meeting, incorporating these comments.

6. The 3rd IAEG evolved 249 indicators.

7. Indicators are divided into three tiers by the IAEG on SDG Indicators (3rd meeting):

   - Tier I: Indicator conceptually clear, established methodology and standards available and data regularly produced by countries (98 indicators);

   - Tier II: Indicator conceptually clear, established methodology and standards available but data is not regularly produced by countries (58 indicators);

   - Tier III: Indicator for which there is no established methodology and standards, or for which methodology/standards are being developed/tested (78 indicators);

- Multiple tiers-indicators which fall into several of the above category (15 indicators)

8. The indicators are provisional and are getting updated in the coming meetings of IAEG. Further, they need to be adopted to each country's context. Visit http://unstats.un.org/sdgs/iaeg-sdgs/ for the outcome of the latest IAEG meeting!
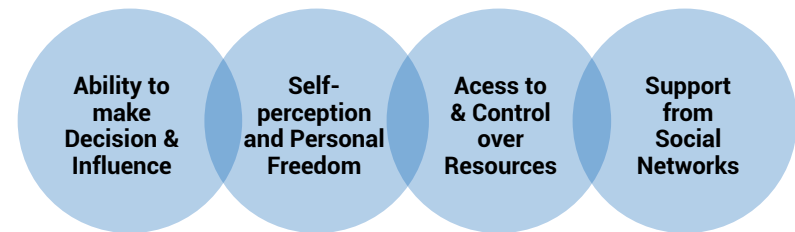
Part II

1. Explain that now, the session would focus on indicators for the nine targets of SDG 5.

2. Share that the IAEG has evolved 14 indicators for the nine targets, of which three are in Tier 1, four are in Tier II and six are in Tier III, with 1 in multiple tiers.

3. Give all the participants Handout 4.1, which has the list of indicators related to the targets of SDG 5, and the 'tier' allocated to that indicator.

4. Divide the participants into the following groups based on their area of interest, and ask them to discuss strengths and weaknesses of indicators allocated to them in the context of South Asia:

- First group allotted Indicators 5.1.1, 5.2.1, 5.2.2, pertaining to targets 1 and 2 on eliminating discrimination and violence.

- Second group allotted indicators 5.3.1 and 5.3.2, pertaining to target 3 on eliminating harmful practices.

- Third group allotted indicators 5.4.1, 5.5.1 and 5.5.2, pertaining to targets

4 and 5 on valuing unpaid care work and effective participation in leadership.

- Fourth group allotted indicators 5.6.1 and 5.6.2, pertaining to target 7 on promoting equal rights to economic resources.

- Fifth group allotted indicators 5.8.1 and 5.9.1, pertaining to targets 8 and 9 on drinking water and sanitation.

5. Give 30 minutes for this exercise, and ask each group to present their group discussions in an innovative manner (mime, drawing, etc.).

6. Pull together some important critiques:

a. SDG 5 indicators are more comprehensive than MDG 3 indicators on GEWE

b. However, there are some limitations of SDG 5 indicators:

i. Some indicators do not measure transformative targets, and hence, are not adequate to measure achievement of target. The extent to which legislation to end discrimination are in place is not adequate to measure elimination of discrimination. Similarly, the proportion of seats held by women in parliament is not an indicator of leadership by women.

ii. Neglect of under 15 year girls: To give an example, the indicator on women and girls 15 years and above subject to violence assumes that girls below 15 years are not subject to violence. Girls as young as 10 years require access to age appropriate reproductive health information, and not just those in the 15-49 age group. The age related assumptions are not realistic.

iii. Not capturing changes in gender division of labour: For example, the target on unpaid work mentions shared responsibility of care work, but there is no indicator on the number of hours spent by women and men on care work.

iv. Not capturing inter-generation changes: To cite an example, the indicator on ending child marriage is proportion of women aged 20–24 years who were married or in a union before they were of age 15 and before they were of age 18. It would be useful to capture what was the percentage for women in the 25–35 years old range and in the 36–45 years old range to see changes across generations.

v. Not addressing broader inequalities. Indicator pertaining to equal rights of women to resources does mention rights to land. However, land re-distribution across classes, castes, religion, ethnicity, etc., in rural areas is not emphasized. Similarly, ceilings and floors have to be in place/implemented to ensure these broader inequalities (like ceiling on number of houses in cities of South Asia, 1: 8 ratios on wages of women and men at the top of the hierarchy).

vi. Missing indicators in the context of South Asia, like fair sex ratio at birth, women in religious institutions and women in traditional councils.

Key Dimentions of Women's Empowerment

What affects a women's ability to control her own circumstances and fullfill her own interests and priorities?

Ability to make Decision & Influence

Self-perception and Personal Freedom

Acess to & Control over Resources

Support from Social Networks

Source: Oxfam

Handout 4.1

SDG 5: Gender Equality—Indicators by Target

4.1. End all forms of discrimination against all women and girls everywhere.

Indicator 5.1.1: Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex.

4.2. 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.

Indicator 5.2.1: Proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age.

Indicator 5.2.2: Proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence.

4.3. Eliminate all harmful practices, such as child, early and forced marriages and female genital mutilation.

Indicator 5.3.1: Proportion of women aged 20–24 years who were married or in a union before age 15 and before age 18.

Indicator 5.3.2: Proportion of girls and women aged 15–49 years who have undergone female genital mutilation/cutting, by age.

4.4. Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

Indicator 5.4.1: Percentage of time spent on unpaid domestic and care work, by sex, age and location.

4.5. Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

Indicator 5.5.1: Proportion of seats held by women in national parliaments and local governments.

Indicator 5.5.2: Proportion of women in managerial positions.

4.6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Program of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences

Indicator 5.6.1: Proportion of women aged 15–49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care.

Indicator 5.6.2: Number of countries with laws and regulations that guarantee women aged 15–49 access to sexual and reproductive health care, information and education.

5.a. Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.

Indicator 5.a.1: (a) Proportion of total agricultural population with owner-ship or secure rights over agricultural land, by sex; and (b) share of women among owners or rightsbearers of agricultural land, type of tenure.

Indicator 5.a.2: Proportion of countries where the legal framework (including customary law) guarantees women's equal rights to land ownership and/or control.

5.b. Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

Indicator 5.b.1: Proportion of individuals who own a mobile telephone, by sex.

5.c. Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

Indicator 5.c.1: Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment.

Department of Economic and Social Affairs –Statistics Division 2016, Provisional Proposed Tiers for Global SDG Indicators 2016, http://unstats.un.org/sdgs/files/meetings/iaeg-sdgs-meeting-03/Provisional-Proposed-Tiers-for-SDG-Indicators-24-03-16.pdf Last accessed 13th October, 2016

WHY WOMEN?

EVERY 2 MINUTES
ONE DIES DURING PREGNANCY
OR CHILDBIRTH

39,000 GIRLS
BECOME CHID BRIDES EVERY
SINGLE DAY

1 IN 3 WILL BE BEATEN
OR SEXUALLY ABUSED IN
THEIR LIFETIME

WOMEN
MAKE UP THE
MAJORITY
OF THE
WORLD'S
POOREST
PEOPLE
AND...

THEY OWN JUST 1%
OF THE WORLD'S LAND

THEY EARN ONLY 10%
OF THE WORLD'S INCOME

875 MILLION OF THEM
DON'T KNOW HOW TO
READ OR WRITE

Monitoring progress on SDG 5 indicators at national, state and district levels

Objectives

At the end of the session the participants would be familiar with ways of monitoring progress on SDG 5 indicators.

Methodology

Part I: Learning from MDG monitoring

1. Familiarise participants with the objectives of Module 5, Session 1.

2. Explain that MDGs were monitored internationally, (sub) regionally, nationally and at district levels, and much can be learnt from that process.

3. Drawing upon Graph 5.1.1, share how, for example, MDG 5 monitoring was done to track reduction in maternal mortality ratio by two-thirds by 2015 (keeping 1990 as baseline).

4. Explore in plenary how the target for each sub-region was calculated and which region achieved the target and which did not. The same method is applied to individual countries.

5. Mention that there is variation within South Asia, with India missing the MDG target on maternal mortality ratio slightly and Nepal achieving it!

Part II Looking forward

6. Divide the participants into country groups.

7. Provide the groups country-level data on intimate or non-intimate partner violence experienced (%) as of 2010–2011 (see Handout 5.1.2) or the latest available at the time of training. In case there is no data for their country in the HDR Report, ask them to use national sources.

8. Point out that this indicator pertains to SDG 5, target 5.2, on "Eliminating all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types ofexploitation."

9. Give each group 20–30 minutes. Ask the groups to:

    a. assume that the data is as of 2015 instead of 2010-2011.

b. calculate what is the annual rate of reduction in incidence of intimate partner and non-intimate partner violence required in their country to eliminate intimate partner violence by 2030.

c. if the training is being conducted in 2017 or later analyse whether their country is on track vis-a-vis the annual reduction required and possible reasons for the same.

d. request the participants to compare their country's performance on this indicator with the average performance of South Asia.

10. Ask each group to present its analysis and in the large group analyse where the sub region is going, which country is doing better/worse than the others, possible reasons for the same and why there is no data for some countries.

11. Discuss measures required at regional, national, state and district levels to bring the country on track.

12. Mention that similar monitoring can be done at provincial/state and district levels using national surveys. In addition, community monitoring be aggregated at district levels!

Handout 5.1.1

Was MDG indicator on reducing maternal mortality ratio by 2/3rd achieved?

Legend: 1990, 2015 actual

Global 44% redn. 183 countries
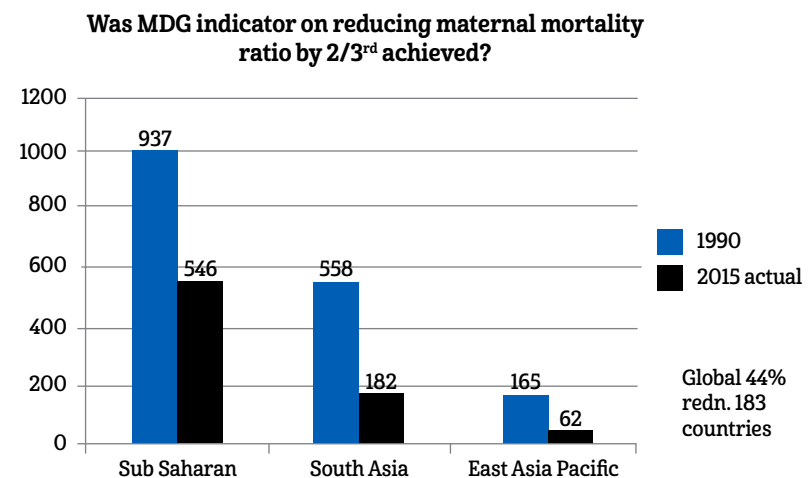
Handout 5.1.2

Data on Violence Against Women

Intimate or non-intimate partner violence ever experienced (%) 2010-2011

Country	Intimate or non-intimate partner violence ever experienced (%) 2010-2011	Yearly target for elimination of intimate and non intimate partner violence	Intimate or non-intimate partner violence ever experienced (%) ___ year	Comment on whether the country is on track
Afghanistan	No data			
Bhutan	No data			
Bangladesh	53.3%			
India	35.4%			
Nepal	26%			
Maldives	28.4%			
Pakistan	No data			
Sri Lanka	No data			

Source: United Nations Development Programme, Human Development Report, 2015, United Nations Development Programme, New York http://hdr.undp.org/sites/default/files/2015_human_development_report.pdf

Community monitoring of progress towards SDG 5

Objectives

To familiarise the participants with gender-sensitive participatory methods that could be used at the community level for monitoring progress towards SDG 5

Methodology

Part I

1. Explain the objectives of the session.

2. Distinguish between two kinds of gender transformative participatory methods that could be used for monitoring SDGs:

    a. engendering existing participatory methods for monitoring

    b. evolving new gender and equity aware participatory methods for monitoring

3. Find out from the participants what participatory methods they know that could be used for monitoring SDG 5 indicators, mentioning specifics of the methods.

4. Ask those who know to share the methods they know in the larger group, and how they think these methods can be used for monitoring SDG 5 indicators.

Part II

5. Share the following gender transformative participatory methods (selecting only those that have not been explained by the participants in step 4):

    a. discrimination mapping (for indicator 5.1 on discrimination)

    b. story telling (for indicator 5.1 on discrimination)

    c. violence mapping (for indicator 5.2.1 on violence)

    d. focus group discussions and investigations (for indicator 5.3.1 and 5.3.2 for child marriage and female genital mutilation)

    e. twenty-four hour clock (for indicator 5.4.1 on unpaid work)

    f. representation, participation, decision making mapping (for indicator 5.5.1 on local government)

    g. modified social mapping (for indicator 5.5.2 on women in managerial jobs)

h. body mapping (for indicator 5.6.1 on SRHR)

i. response to pictures (for indicator 5.6.1 on SRHR)

j. gender-transformative resource mapping (for indicators 5.7.1 a and b, women's land ownership)

k. gender and participatory statistics (for indicator 5.8.1 on mobile ownership).

6. Divide the participants into eight groups and allocate one SDG 5 target to each group (leaving the target and indicator on policy and legislation).

7. Ask each group to:

a. choose one indicator if there are more than one for that SDG 5 target;

b. choose a country and a location;

c. discuss the outcome when they use the participatory and gender-transformative methods illustrated in 4 or 5 for monitoring the indicator allocated to the group;

d. ask them to refer to Handout 5.2.1 for a brief on methods;

e. what factors will they keep in mind while facilitating the same?

8. Ask each group to present in an innovative manner, for example, mock FGDs, etc.

9. Sum up that in reality monitoring of SDG targets should ideally be with:

a. women from marginalised groups, validated with records of government where necessary;

b. SDG 5 monitoring committee comprising the marginalised women may be set up in each village/urban slum;

c. the committee may prioritise gender-indicators in the UN list and add or remove based on what is important to them;

d. while facilitating gender-transformative monitoring, care may be taken the location is safe, the timing and duration are convenient to women, facilitators are women, purpose is explained and consent obtained, men are kept away, marginalised women from all backgrounds participate and their observations and recommendations are drawn out;

e. once the monitoring exercise is over, the results may be analysed with marginalised women to assess progress on SDG 5 and plans made for the coming years;

f. community monitoring of SDG 5 ideally should be done immediately for a baseline, and every 3–5 years till 2030.

Handout 5.2.1

Participatory gender-transformative methods that could be used for SDG 5 monitoring

This handout illustrates how the following nine methods could be used for community level monitoring of SDG 5:

- Gender and caste discrimination mapping for monitoring SDG 5 target 1

- Story-telling to capture experiences of discrimination for monitoring SDG 5 target 1

- Estimation of violence against women for monitoring SDG 5 target 2

- Focus group discussion on child marriage for monitoring SDG 5 target 3

- Assessing unpaid work through 24 Hour Clock for monitoring SDG 5 target 4

- Representation, participation and decision-making mapping for monitoring SDG 5 target 5

- Social mapping of women in managerial posts for monitoring SDG 5 target 5

- Use of Body Mapping for exploring sexual and reproductive health and rights for monitoring SDG 5 target 6

- Mapping Rights over productive resources for monitoring SDG 5 target 7

1. Gender and caste-discrimination mapping

Objectives

To monitor at the community level how far the SDG 5 target "End all forms of discrimination against all women and girls everywhere" is being achieved.

Method

1. Choose an all dalit women's group.

2. Ask the participants to choose a private spot.

3. Find out which are the major castes in the village.

4. With the group, select an upper caste community.

5. Make a matrix with rows for dalit women and columns for upper caste men (*see Table 5.2.*1).

6. Write/use symbols for the following: living in the same street, eating with, working in, marrying and visiting temples in each other's area. See Table

7. Ask the participants to fill the appropriate cell in the matrix with a _/ or an X to denote whether the concerned activity is permissible or not.

8. In case of interactions of eating, note the place at which they occur. For example, in the verandah or in the kitchen or in the rear.

9. If there are any gender differences to patterns of mixing, please note (upper caste women or dalit men).

10. Investigate the consequences if dalit women break some of these norms, like marrying outside the caste.

11. Now explore what has changed since 2015, when SDGs started and the reasons for the changes.

Illustration

Table 5.2.1: Caste and gender discrimination mapping

Dalit women	Upper caste men				
	Living in same street	**Eating together**	**Working in each other is farm**	**Marrying each other**	**Visiting temple in each other's area**
Living in same street	No				
Eating together		Dalit women can eat left over food; upper caste men will rarely eat in Dalit house			
Working in each other's farm			Dalit women will work in upper caste men's land, not other way		
Marrying each other				No	
Visiting temple in each other's are					Upper caste men can visit temple in dalit area, not usually other way around

Challenges

If the facilitator herself is a caste Hindu and speaks caste dialect, it may be difficult to get honest responses. In such a context, either the person from the implementing organisation may facilitate the process or the caste facilitator may speak English, and somebody else may translate.

Adapted from
Adapted from Murthy, R.K, 2016, Toolkit on Gender-Sensitive Participatory Evaluation Methods, Institute for Social Studies Trust, New Delhihttp://182.71.188.10:8080/jspui/handle/123456789/731

2. Story-telling to capture experiences of discrimination

Objectives

To understand the interlocking experiences of discrimination that men/boys, women/girls or transgender people face.

Method

1. Ensure that the participants are of appropriate composition. Mixing women and girls may not be appropriate.

2. Narrate an appropriate story which highlights discrimination. *See Box 5.2.1* for an example that is suitable in the Indian context.

Box 5.2.1

The story of the thirsty fox and crane

There was once a thirsty fox and a thirsty crane. They were invited by a guest, and both were given water in a saucer. Only the fox could drink the water, but not the crane. The crane needed a beaker of water to be able to drink it. It felt discriminated against. Have you ever felt like the crane in the story in your life?

3. Ask the participants whether they ever felt like the discriminated animal in the story because of gender identity alone or gender and another identity together. If yes, what happened?

4. When did the incident occur?

5. Throw the ball to the first person who wants to speak. Ask the person to throw the ball to another person stating his/her name.

6. Sum up different forms of discrimination which have come up: gender, gender and class, age, ethnicity, colour, religion, ability, marital status of parents, etc.

7. Sum up proportion of women/girls in the group who have experienced different kinds of discrimination, whether such incidences have gone up or come down since 2015, and the reasons why?

8. Discuss targets on bringing down discrimination in the next 3-5 years and how they would move towards achieving them.

9. Arrange for a counsellor if necessary for persons who are not able to cope with the discrimination faced.

Adapted from:

Murthy, Ranjani K. and Sagayam, Josephine. 2006, A Study on Non-Discrimination in the Tsunami Rehabilitation Programme in India. Save the Children, Chennai

3. Estimation of violence against women

Objectives

a. To estimate proportion of ever-partnered women and girls aged 15 years and older subjected to physical, sexual or psychological violence by a current or former intimate partner in the previous 12 months, by form of violence and by age through a participatory process

b. To estimate proportion of women and girls aged 15 years and older subjected to sexual violence by persons other than an intimate partner in the previous 12 months, by age and place of occurrence

Method

1. Choose a private space in the village or urban slum.

2. Ensure that the facilitator is of the same sex as the participants.

3. Draw a two column multi row table.

4. Ask the participants to list different forms of violence against women and girls faced in the household and outside, one per row (*see Figure 5.2.1*, though it pertains only to domestic violence).

5. If the majority of the community is non-literate depict the form of violence through a picture.

6. If some form of violence (e.g.,sexual violence) is missed out in their listing, prompt and ask whether this form of violence exists in their community. Use a different colour pen to distinguish forms of violence which have come out through prompting.

7. Discuss each form of violence against women and girls, and ask the participants to estimate how many women or girls out of ten faced that kind of violence in the last 12 months.

8. Complete the same procedure till there is a rough estimate of all forms of violence against women and girls listed by the group or prompted by the facilitator.

9. Write the scores in the second column, next to the form of violence.

10. Ask the participants which forms of violence had increased and which decreased since 2015. Use different symbols to denote increase or decrease.

11. Discuss reasons for reduction and increase in violence, and their targets, if any, for the coming five years.

Challenges

The facilitator may need to prompt discussions on sensitive forms of violence against women, like 'martial rape'. It may nevertheless be difficult for women to estimate, as it is not discussed amongst each other.

Source (Adapted from):
Krishnamurthy, R. 1993. Gender and participatory approaches: implications and experiences. Paper presented at IIED/IDS Workshop on PRA and Gender, Brighton

4. Focus group discussion on child marrige

Objectives

To assess the proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18.

Method

1. Choose a private space in the village or slum.

2. Explain the indicator to the group of women who are twenty years of age and above.

3. Break the group into three sub groups: aged 20-24 years, aged 25-35, 36-45 and above 45 years of age.

4. Ask each group to

   a. list the number of women in their group, how many of them had got married by 15 years of age, how many of them had got married by 18 years of age and how many when they were above 18 years of age;

   b. discuss their opinions about child marriage and government strategies to prevent child marriage;

   c. discuss what more can be done to prevent child marriage, if the problem persists.

5. Analayse the percentages of women in each age group marrying before 15 and before 18, and the reasons for changes across time.

6. Examine if there has been any child marriage since 2015.

7. Pull together groups' ideas on how to address the practice if it persists.

8. Cross verify later with registrar office, school teachers (drop outs) and child help lines.

Figure 5.2.1

Violence Mapping

Form of Violence	Incidence	Trend
Verbal abuse following drinking	10 / 10	↑
Dowry	4 / 10	↑
Sexual abuse by husband / Martial Rape	Can't say but it exists	Can't say
Child Marriage	3 / 10	↑
Forced Mapping	5 / 10	↑
Wife Battering	5 / 10	↑

Location Neelankarai Street, Chennai

5. Assessing unpaid work through 24 Hour Clock

Objectives

To assess the proportion of time spent on unpaid domestic and care work, by sex, age and location.

Methodology

1. The 24 hour clock can be facilitated with partners/couples or brothers and sisters (separately).

2. Preferably partners/couples from different marginalised communities, of different sexual orientation, from urban/rural areas may be chosen.

3. Do the exercise individually.

4. Ask the woman participant to draw a clock, and depict what they did from the time they woke up to the time they went to sleep on a typical day. *See Figure 5.2.2* for an example of what a girl does in rural Mozambique.

5. If the participant cannot write, they can draw a picture.

6. Analyse with the participant which of the work is unpaid care work, what is unpaitd productive work, and what is paid work (and how much time goes into each).

7. Ask her whether there has been a change in care work since 2015, and if yes, ask why.

8. Facilitate the same exercise with her partner in privacy.

9. Hold a discussion with both of them together, if feasible and advisable, on what they feel about gender differences (if any) in the 24 hour clock and changes in unpaid work since 2015.

10. Find out their ideas on strategies to reduce unpaid care work (of women) and moving towards more shared responsibilites.

Figure 5.2.2

24 Hour clock

An Idea is to let the participants draw the 24-hour day in the shape of a clock and make illustrations of the activities at every hour of the day. Here is an example of a girl's day.

6. Representation, participation and decision-making mapping

Objectives

To capture data on the proportion of seats held by women in local governments, their actual participation and their decision making powers.

Method

1. Hold the discussion in the hamlet or street of marginalised groups.

2. Choose a private spot.

3. Facilitate the exercise with not more than 8–10 women.

4. Select women who are represented in local governments and different committees like health and education committees.

5. Ask the women to list different committees in their villages/slums.

6. Check if they know the function of each committee they have listed.

7. Ask the women present if committee meetings are held regularly.

8. Explore if they attend the committee meetings.

9. Ask the women if they are merely physically present in the meetings, or whether they participate in and take part in decision making.

10. If they take part in decision making, explore since when and whether their decision making power in these committees has changed since 2015. If yes, explore the reasons. *See Figure 5.2.3* for an example.

11. Explore if the decisions they take address practical gender needs or strategic gender/identity interests.

12. Explore how to strengthen their decision making power in local governments and committees.

Figure 5.2.3

Decision Making Power Mapping

	Active	Decision Making
Water user's committee	X	-
PDS shop committee	X	-
ICDS committee	X	-
School Committee	√	Agenda Setting Decision Making [Monitoring of caste discrimination,sexual abuse]
Village Health, Water and sanitation	X	-
Grama Sabha	√	Agenda Setting [Solved drinking water, street light, etc.,]
Co-operative Society	Recently started	Village: Chikkanasam Palyam, Sathya Mangalam District

7. Social mapping of women in managerial positions

Objectives

To assess in a participatory manner the proportion of women in managerial positions.

Method

1. Identify where the most marginalised communities live, and meet with the women separately.

2. Find a quiet and private place in the location where marginalised groups live.

3. Ensure that atleast one woman is present from each street of the habitat.

4. Ask the women to either use a piece of chalk or use 'rangoli' powder to draw on the ground a map of the habitats of their village or slum or the area they are familiar with.

5. If the village or habitat is small, request the women to map different households in the village, and mark with different colours the women-headed households and men-headed households. Get the women to also mark where people with disability are living.

6. Explore in which households there are people in managerial jobs—people who get a monthly salary and are not paid overtime if they work beyond scheduled hours.

7. Enquire with the women if the people holding salaried jobs are men or women, if they are from women headed or male headed households and if they are able bodied or live with disability. Make sure to note the caste-background of those holding managerial jobs.

8 Ask if situation on women in managerial jobs has changed since 2015 and why, and for whom.

9. Discuss how to strengthen the proportion of women, in particular from marginalized backgrounds in managerial communities.

10. Explore possible solutions.

8. Use of Body Mapping for exploring sexual and reproductive health and rights (SRHR)

Objectives

To capture proportion of women aged 15-49 years who make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care through body mapping.

Method

1. This exercise has to be done individually and in a private place.

2. A minimum of 30 body mapping exercises is essential for coming to some understanding on sexual and reproductive health and rights.

3. Ask women/adolescent girls to volunteer for this exercise, for which women/adolescent girls across different income strata could be selected.

4. Get the participant's consent before the exercise—explain what the exercise entails. If she has problems, discontinue the exercise.

6. Ask the participant to draw an outline of her body. Then ask her to draw different parts of her body.

7. Request the participant to move from leg to mind, and share how much control (on a scale of 1 to 4, higher the number greater the control) she exercises over the body part. Make sure she covers the legs (to do with mobility), the womb/fallopian tube (to do with reproduction, contraception), the vagina/breasts (to do with sexuality), hand (to do with handling cash) and other body parts she wishes. *See Figure 5.2.4*

8. Ask what the participant thinks is her level of knowledge on sexual and reproductive health and rights (mind) on a scale of 1 to 4.

9. Explore sexual and reproductive health problems the woman/adolescent girl encountered in the last one year, and who she went to.

10. Ask if her decision making on SRHR, her knowledge on SRHR and reproductive health seeking behaviour has changed since 2015, and if yes, the reasons for the same.

11 Explore how to strengthen her sexual and reproductive health and rights.

Figure 5.2.4: A Body Map

Adapted from:
Care, n.d, Care Gender Tool Kits Body Mapping, Last accessed 3rd March, 2013,http://pqdl.care.org/gendertoolkit/Pages/Body%20mapping.aspx

9. Mapping Rights over productive resources

Objectives

To assess the share of women among owners or rights-bearers of agricultural land, by type of tenure in a participatory manner.

Method

1. Ask the women to split into groups with at least one person present from each street of the habitat where the marginalised live.

2. Find a quiet and private place in the location where marginalised groups live. If there is danger of a conflict arising, shift the venue to the implementing agency's office.

3. Request the women to either take a piece of chalk and draw on the ground a map of the agricultural land of the village, or take a felt pen and draw the same on a huge chart paper.

4. Ask the marginalised women to mark out plots owned by upper-castes and marginalised groups using different colours (dalits, adivasis, Muslims, etc.), and use different symbols to indicate if each plot is dry land or wet land.

5. Enquire with the women if the land belongs to women or men or both (note: if women, whether the land belongs to women headed households), and request them to use different colours to indicate different ownership across sexes.

6. Ask the marginalised women to mark out plots which are under share cropping or tenancy, again marking who is considered the tenant or share cropper—man or woman or both—and which community he or she is from.

7. If marking individual plots is difficult, ask the women to indicate roughly how many acres are in each side of the village, which caste groups own how many acres, and how many acres do women own (individually, joint). Ask similar questions for tenancy and share cropping.

9. Ask the women what the changes are to the resource map since 2015 and what factors contributed.

10. If marginalised women do not know about ownership of land on the part of upper castes, this exercise could be repeated with women from upper castes.

Adapted from:
International Fund for Agricultural Development (IFAD), n.d, Annex D Methods for Monitoring and Evaluation: Managing for Impact in Rural Development, A Guide for Project M and E http://www.ifad.org/evaluation/guide/annexd/Annex_D-3DEF.pdf Last accessed 22nd March, 2014

Figure 5.2.5

Resource Map: Ullavur Village - Kanchipuram District (Tamil Nadu)
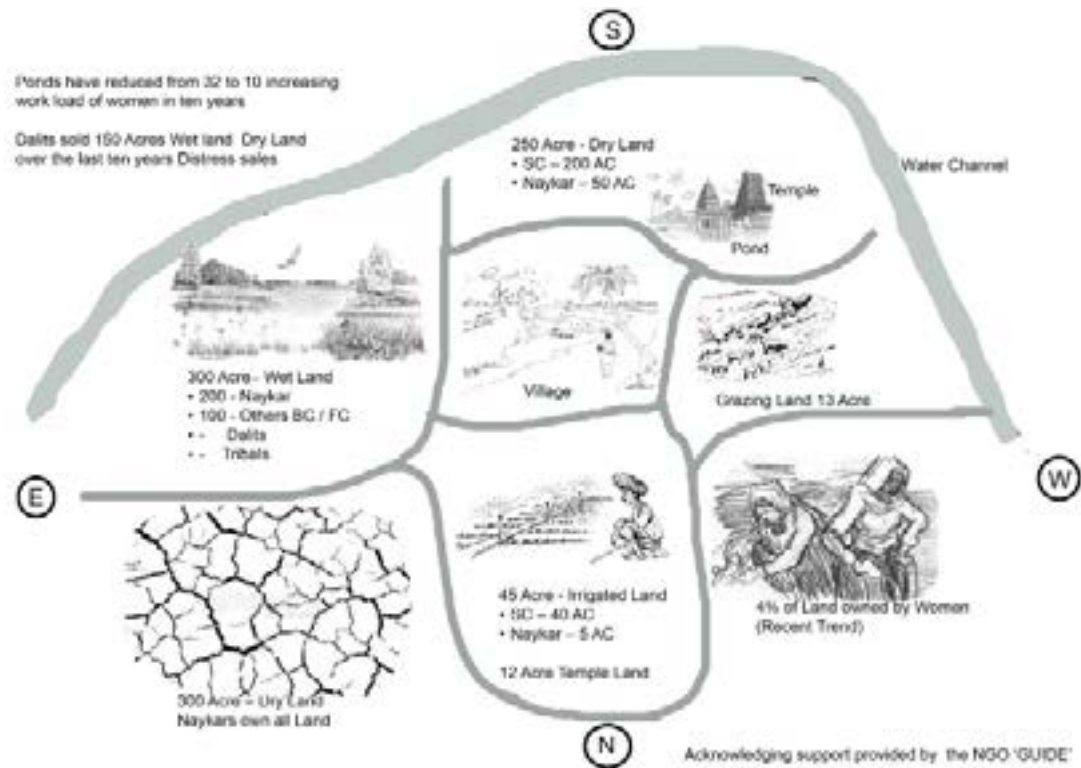
Good practices related to SDG 5:
Achieve gender equality and empower all women and girls

Objectives

At the end of the session the participants have an understanding of good-practices in monitoring and moving towards SDG 5 at global, regional, national, district, and community levels.

Materials required

Handout 6.1.1

Handout 6.1.2

Charts

Markers

Sticky tape

Scissors

Time required

Two and half hours.

Methodology

Part 1: Learning from SDG/MDG monitoring

1. Explore which of the participants were/are involved in SDG/MDG monitoring processes. These could be at global, regional, national, provincial, district or community levels.

2. Ask the participants who know or were involved in monitoring MDGs/SDGs to share the same in the plenary and analyse the strength and weakness from a gender and equality lens.

3. Add to the participants' experiences some important global/national monitoring of MDGs/SDGs using Handout 6.1.1. Update the same if necessary.

Part II: Possible interventions to contribute to SDG 5 achievements

4. Divide the participants into groups of five people, and allocate specific SDG 5 targets and indicators to each group.

5. Ask the participants to discuss what good practices they know which could contribute to achieving targets/indicators allocated to the group. Inform them they can share good practices at any level- from community to global.

6. Give half an hour in group for this task.

7. Request the groups to present the good practices through innovative means.

8. Allow time for each group to comment on the other groups' presentations.

9. Add to the good practices in SDG 5 monitoring using Handout 6.1.2.

Handout 6.1

### MDG/SDG monitoring from a gender and equality perspective

United Nations, government and Civil society monitoring of MDGs took a variety of forms:

- At the international level, civil society organisations like Social Watch monitored progress of developing countries towards MDGs along with their counterpart organisations in developing countries. Country wise reports were produced on MDGs, including for south Asian countries. Now it has begun to monitor progress on SDGs, though in early stages. Country reports can be downloaded from the website http://www.socialwatch.org/node/115

- In India, the campaign Wada Na TodoAbhiyan (do not break your promise) monitored progress towards MDGs in a participatory manner with involvement of activists. A separate MDG report with regard to progress of dalits on MDGs was also prepared. Now they are planning to monitor progress towards SDGs. For keeping track visit the web site http://wadanatodo.net/about-us/

- The UNDP collaborated with district government to prepare participatory district level plans to achieve select MDG targets and indicators, and this was monitored through a collective process. Gender equality was a cross cutting theme. The case of India and Nepal are examples. Details on this localization strategy are available in the below web site http://www.undp.org/content/undp/en/home/ourwork/povertyreduction/focus_areas/focus_mdg_strategies/mdg_localization.html

While the above two monitoring process were/are not gender specific, Development Alternatives for Women Network monitored progress towards MDGs on poverty reduction, gender equality and improving maternal health in select countries from South Asia, Latin America and Sub Saharan Africa. It now keeps track of and analyses financing for SDGs from a gender and equality lens. https://www.dawnnet.org/feminist-resources/article/agenda-2030sdgs

Various tools were used for monitoring progress towards MDGs in general and from a gender equality lens, from which lessons can be learnt for SDG 5 monitoring:

- Decentralized target and indicator and monitoring process

- Tracking adequacy and allocation of budgets and their actual use

- Shadow reports on state of progress on Goals using government and non-governmental source of data

- Tracking aid commitments to countries
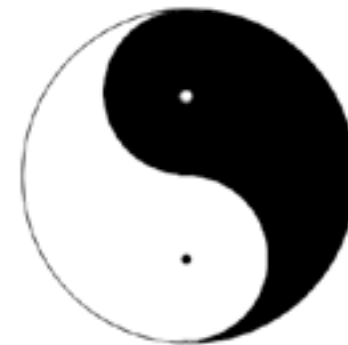
Handout 6.2

Best practices in contributing to SDG 5

At micro level

At micro level, marginalized women's collectives have held government and community leaders accountable to women's rights and effective implementation of programmes for them.

For example, Dalit women organized by Deccan Development Society have demanded effective implementation of Mahatma Gandhi National Rural Employment Guarantee Scheme (with equal wages, development of their parched land) in Andhra Pradesh India. This is closely related to target 7 of SDG 5 on women's equal rights to resources.

In Nepal, Tewa has supported women in entertainment (singers and dancers) to organize themselves, demand protection against sexual harassment at work, safe transport after work and yearly increments. Thus awareness and claiming of rights is importance. This intervention in related to target 6 of SDG 5 on universal access to sexual and reproductive health and rights.

Women in Badakshan province, Afghanistan, were trained by an NGO to use cell phones to find out exact money which was paid to their husbands or son by the person purchasing her products. They then demanded the exact amount from their male relatives. Some broke gender norms, and went to market places themselves. Women were also provided with access to literacy classes which helped them in improving their health and economic calculations. The interventions were closely related to target 7 on SDG 5 on women's equal rights to resources and target 8 on women's access to technology.

In Sri Lanka, women headed household with the support of Oxfam GB were organized into groups, trained in making of eco bricks and rebuilding their houses and others' houses (on their names). Value chains were created for products. The bricks contributed to improving sanitation in recovery phase. This intervention contributed to target 7 of SDG 5, as well as the SDG 6 on availability and sustainable management of water and sanitation for all.

In almost every south Asian country, women have started assuming leadership position in local government. Some for namesake, and others in reality. In Bangladesh women members of NariPokko elected into upazilla committees took up cases of violence against women and were invited by the traditional councils to mediate in marital conflicts.

There are examples from outside the region of initiating a process of localizing SDGs (not particular to SDG 5), from which lessons could be learnt for the region.   http://devinit.org/tag/empowerment-through-information/#!/post tracking-the-sustainable-development-goals-at-village-level-our-learnings-from-localising-the-sdgs-in-kenya.

See Figure 6.1 for a summary of some of the possible strategies to further SDGs at the micro level.

Figure 6.1
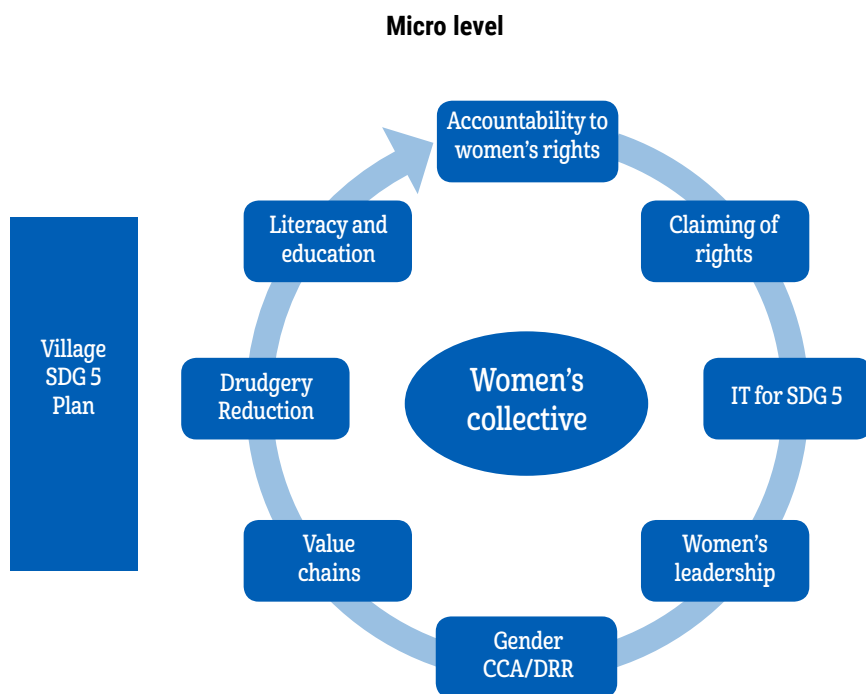
Micro level

Meso and Macro levels

At the meso (state/district) and macro level (national/ international) levels there have been a variety of interventions.

The first has been legal interventions, passing laws which would further SDG 5. For example, the Maharashtra government in India, has passed a rule giving incentives and free registration for making marital property as joint property or solely women's (relevant to target 7). However, few countries have passed land on minimum land allotment for those working in agriculture sector- within which women's ownership of land can be located.
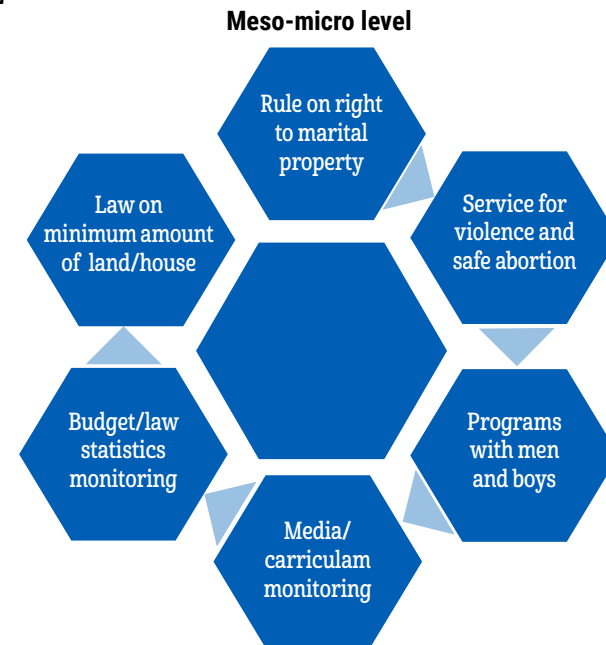
In Nepal, the Supreme Court declared in July 2006 that marital sex without a wife's consent should be considered rape – and punishable by law (relevant to target 6). The landmark decision resulted from a petition filed in July 2001 by the Forum for Women, Law and Development. Several NGOs offer health, counsel- ing and economic services for women survivors of violence (relevant to targets 2-3). The Acid Survivors Foundation of Bangladesh is an example, with a focus on reducing acid violence against women. It also works on prevention, with a campaign with men and boys on alternative masculinity and accepting 'No' as answer to relationship proposals (relevant to targets 2-3). In Maldives UNICEF initiated a program on "social fathering" as men were away from home working in the tourism sector. Radio contacts, postal contacts, and now contact through mobile phone between children/mothers and fatthers were promoted. Such contacts also increased the amount of money transferred by men to their wives.

Monitoring of media (against obscene and stereotypical portrayal) has been another strategy adopted by women's groups. Women and Media Collective in Sri Lanka is an example. Considerable work has also gone into engendering education curriculum in schools and colleges. Such interventions pertain to target 1 of SDG 5.

UN Women has a programme on engendering budget of Ministries in several South Asian countries. The process of budget monitoring involves government, academic and civil society actors working on women's rights. Such interventions pertain to target 9 of SDG 5.

See Figure 6.2 for a summary of some of the possible strategies to further SDGs at the micro level.

Figure 6.2

Meso-micro level

- Rule on right to marital property
- Service for violence and safe abortion
- Programs with men and boys
- Media/ carriculam monitoring
- Budget/law statistics monitoring
- Law on minimum amount of land/house

Gender Equality and Sustainable Development Goals
A Trainer's Manual

This manual is the fifth in the series on Gender, Diversity and Development produced by Visthar. It has been conceptualised to strengthen facilitators involved in capacity building of NGOs / INGOs, activists, government officials, and research institutions on Gender Equality and Sustainable Development Goals (SDGs) . The manual, hopefully, would contribute towards bringing about changes in societal institutions in favour of women and girls thereby furthering gender and social equality.

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