



# Five step framework.


**Ms.Hilda Grace Coelho,  
Centre for Rrural Studies Development,  
Email:[crsdorgatp@gmail.com](mailto:crsdorgatp@gmail.com)**

# Debbie Budlender's Five Step Framework

1. Analysis of the situation of women, men, girls and boys in a given sector. **Budget Speak: situational analysis**
2. Assessment of the extent to which policies address the gendered situation. **Budget Speak: Activities**
3. Assessment of whether budget allocations are adequate, in order to implement gender-responsive policies. **Budget Speak : Input**
4. Assessment of short-term outputs of expenditure, in order to evaluate how resources are actually spent, and policies and programmes implemented. **Budget Speak : Outputs**
5. Assessment of the long-term outcomes or impact expenditures might have. **Budget Speak: Outcomes**

ఐదు అడుగుల నమూనాతో జండర్ బడ్జెటింగ్

ఈనమూనా లేదా చట్రం అంతర్జాతీయంగా ప్రామాణికమైనది.  
పైన తెల్పిన సాధనాలనే వివరించటం జరిగింది.



1. Analysis of the situation of women, men, girls and boys in a given sector.


Budget Speak: situational analysis

స్టేప్-1 - ఒక రంగంలోని స్త్రీ, పురుషులు, బాలబాలికల  
పరిస్థితిపై విశ్లేషణ (విభిన్నమైన ఉప-గ్రూపులు)

## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

### Situation Analysis

- In 2007-08, as per the statistics for schools education, Gross Enrolment Rates (GER) at elementary level was 102.36 per cent for boys corresponding to 98.02 per cent for girls at the national level. While there is a gender gap this is line with the SSA goals of universal enrolment
- However, Maharashtra, Andhra Pradesh, Haryana, Chandigarh, Jammu & Kashmir, Punjab, Nagaland, Bihar and Lakshadweep had GERs for girls below 95 per cent.
- The situation was more critical in Chandigarh, Jammu & Kashmir and Bihar, where there was a gender gap of more than 8 per cent between boys and girls.
- A very high dropout rate of 41.34 per cent among girls in class I-VIII.



2. Assessment of the extent to which policies address the gendered situation.

Budget Speak: Activities

స్టేప్-2 - మొదటగా వివరించినట్లు ఆయా రంగాలలోని విధానం జండర్ సమస్యలను-లోటుపాట్లను వివరిస్తుంది. ఈ స్టేప్ లో ఆయా శాసనాలు, విధానాలు, కార్యక్రమాలు, పథకాలపై అంచనాను కల్గి ఉంటుంది. ప్రభుత్వ కార్యకలాపాల్లో అంతర్లీనంగా ఉన్న పాలసీని ప్రతిబింబిస్తుంది. స్త్రీల ఆర్థిక, సాంఘిక మరియు ఇతర హక్కులను ఎంతవరకూ ఉపయోగించుకోగలుగతారో పరీక్షించాలి.




## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

### Scheme Analysis

#### Gender Component in SSA

- Inbuilt in the scheme which includes, inter alia, interventions such as;
  - Provision of a neighbourhood school
  - Free textbooks for all girls at INR 150 and INR 250 for primary and upper primary-level respectively for textbooks
  - Provision of two sets of uniforms for all girls within a ceiling of INR 400 per child per annum
  - Supplementary teaching learning material, hiring female teachers
  - Bridge courses
  - Transport/escort facility to children from the remote habitations with sparse population where opening of school is unviable
- Specific interventions such as the National Programme for Education of Girls at Elementary level (NPEGEL) and the Kasturba Gandhi Balika Vidyalayas (KGBVs) for Educationally Backward Blocks (EBBs)



3. Assessment of whether budget allocations are adequate, in order to implement gender-responsive policies.

Budget Speak: Inputs

స్టేప్-3 - బడ్జెట్ కేటాయింపులు - ఇటువంటి జండర్ సెన్సిటివ్  
కార్యకలాపాల అమలుకోసం సరిపోతాయా అనే అంచనా ఉండాలి.

## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

### Budget Analysis


- Education expenditure as a percentage of gross domestic product (GDP) rose from 3.3 per cent in 2004–05 to over 4 per cent in 2011–12
- Per capita public expenditure on education increased from 888 in 2004–05 to 2,985 in 2011–12
- The average annual per capita expenditure for girls at the national level is INR 111710
- States like Mizoram, Arunachal Pradesh, Sikkim and Meghalaya had per capita expenditure double and even triple that of national average.
- States with least expenditures are Haryana, Assam, Uttar Pradesh, Daman & Diu, Dadra & Nagar Haveli, Punjab, Goa, Maharashtra, Tamil Nadu, Puducherry, Gujarat, Kerala and Delhi
- Provisions for gender component related activities ranged on an average of INR 160 for free textbooks and one rupee for escort/transport facility. The actual expenditure was around INR100 and 0.12, with 60 per cent and 8 per cent utilisation

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## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

### Budget Analysis

- The annual per capita allocations for NPEGEL and KGBV was INR 40-225
- The actual annual per capita expenditure for girls' specific schemes such as NPEGEL and KGBV was INR 20 and INR 102
- The annual average expenditure for girls' specific schemes at national level was INR 92 for the plan period
- The lower expenditure was not due to low allocations but due to low utilisation rates (often less than 70 per cent) for many states
- The expenditure for NPEGEL was much lower than that of KGBV



4. Assessment of short-term outputs of expenditure, in order to evaluate how resources are actually spent, and policies and programmes implemented.

Budget Speak: Outputs

స్టేప్-4 - ప్లానింగ్ ప్రకారం ధనవ్యయం జరిగిందా? లేదా? ఎవరికి ఏమి అందజేయబడింది. ఆర్థికంగా, భౌతికంగా పరిశీలనతో పాటు సమన్వయం చేయాల్సి ఉంటుంది.

## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

### Output Monitoring


- School facilities show improvement over time
  - Based on RTE norms, the pupil teacher ratio shows improvement. In 2012, the proportion of schools meeting these norms was 42.8 per cent.
  - Data on number of female teachers recruited is unavailable but SSA review shows 50 per cent female teacher ratio has been achieved
  - 73 per cent of all schools visited had drinking water available. However, just under 17 per cent did not have drinking water facility at all. A water facility was available, though not usable in the remaining schools
  - The proportion of schools without toilets reduced to 8.4 per cent in 2012 and the proportion of schools with usable toilets increased from 47.2 per cent in 2010 to 56.5 per cent in 2012



## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

### Output Monitoring

- About 80 per cent of schools had separate provision for girls' toilets. Of the schools that had this separate provision, nearly half had usable girls' toilets, compared to a third in 2010
- The mid-day meal was served in 87.1 per cent schools that were visited
- Data on the number of girls provided incentives such as free textbooks, scholarships and uniforms is not available
- NPEGEL was operational in all EBBs by 2010 and more than 3,000 KGBVs spread across the most backward and difficult areas of the country
- NPEGEL schools are girl-child friendly schools with better water and sanitation facilities, library, playground, etc
- Huge infrastructure and service delivery gaps observed in KGBVs. Trainings were also not done as required



5. Assessment of the long-term outcomes or impact expenditures might have.


Budget Speak: Outcomes

స్టేప్-5 - విధానాలు/ కార్యక్రమాలు/ పథకాల ప్రభావం, అంచనావేసి  
పరిస్థితుల్లో ఏ మేరకు మార్పు వచ్చిందో, స్త్రీ పురుష సమానత్వ సాధన  
దిశగా స్టేప్ 1 లో చెప్పబడిన విధంగా అంచనా వేయాలి.

## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

### Outcome Analysis

- GER for girls in elementary schools (Class I-VIII) increased from 98.02 per cent in 2007-08 to 103.7 per cent in 2010-11
- More than 21 states crossed the 100% benchmark. States/UTs with low GER for girls include Haryana, Andhra Pradesh, West Bengal, Lakshadweep, Andaman & Nicobar, Nagaland, Assam, Daman & Diu and Chandigarh
- In terms of gender gap, nationally the difference in GER between boys and girls has reduced from 4.34 per cent to 1.2 per cent
- In educationally backward blocks, the rate of increase in girls' enrolment was high. For example, the enrolment of girls in Jalore (Rajasthan) rose by 25 per cent and in Kasba Nagar block of Bihar by 14 per cent.
- The national average dropout rate for girls was at 41 per cent in 2010-11
- No significant differences were noticed in personality dimensions like academic performance, individualism and maturity in teenagers from NPEGEL and Non-NPEGEL schools



Looking at the following with  
a gender sensitive lens

1. Situational analysis.

2. Activities

3. Input

4. Output

5. outcomes

## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

Drawing inferences :

- There is a moderate positive correlation of +0.33 between average per capita expenditures for girls (including SSA, NPEGEL and KGBV) and the increase in GER for girls.
- States spending below INR 1500 are the ones with GERs for girls being less than 100 per cent.
- Madhya Pradesh and Meghalaya, the two states showing maximum decline in gender gap in GERs also have higher per capita expenditures.
- There is also a moderate positive correlation of + 0.35 between average per capita gender specific expenditures (NPEGEL and KGBV) and increase in GER for girls.

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## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

Drawing inferences:

- Very weak negative correlation between average per capita girl-specific expenditures and dropout rates of girls in 2011-12. Statistically, this points to achieving lower dropout rates by having girl-specific expenditures through NPEGEL and KGBV. This is strengthened by a positive correlation of +0.29 between states with a high utilisation rate in these schemes and the GER for girls in 2010-11. States that have focused on proper implementation have been able to achieve desired results

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## Example : Schematic (Sarva Siksha Abhiyan in XI Five Year Plan period) Example For Government Officials (Focuses on having a perspective on how the results of analysis can be done)

Corrective  
Action  
Required:

- Increase the overall per capita expenditure for girls (including SSA, NPEGEL and KGBV) to more than INR1500 per eligible girl in the age group
- Increase the per capita allocations for NPEGEL and KGBV
- Review the gender components of SSA, NPEGEL and KGBV to move beyond enrolment and focus more on reducing dropout rates of girls
- Need to focus on effective implementation of the schemes along with allocations



# Group Work

## ➤ Select a Scheme in PR & RD department

- INTEREST FREE LOANS TO DWACRA WOMEN (VADDILENI RUNALU)
- STREENIDHI
- INSURANCE/PENSION SCHEME TO DWACRA WOMEN (ABHAYA HASTAM)
- FINANCIAL ASSISTANCE TO SINGLE WOMEN
- PARTICIPATION OF WOMEN IN PANCHAYATS
- MGNREGS
- NRLM

## ➤ Workout the Five Step Frame Work for the Scheme

(30 Minutes )



thank U