

**Gender Mainstreaming**  
**(Training of Trainers)**  
**Phase II**  
**21 - 25 June, 2004**  
**SAYALA**

<b>Coordinated</b>	<b>Supported</b>	<b>Sponsored</b>	<b>Organised</b>
<b>By</b>	<b>By</b>	<b>By</b>	<b>By</b>
<b>Gender Resource</b>	<b>UNFPA</b>	<b>DWCD</b>	<b>Unnati</b>
<b>Centre,</b>	<b>(United Nations</b>	<b>Department of Women</b>	<b>Organisation for</b>
<b>Ahmedabad</b>	<b>Population Fund)</b>	<b>and Child Development.</b>	<b>Development Education</b>
		<b>Government of Gujarat</b>	



## **Abstract:**

The second phase of training of trainers on 'gender mainstreaming' was organised at Sayala from 21<sup>st</sup> to 25<sup>th</sup> June, 2004. Mr. S.C. Sanehi (IAS), Secretary, DWCD informally inaugurated the programme, in due presence of other dignitaries, Mr. C.H. Sarvarakar, Director, GRC and joint commissioner DWCD and Mr. Binoy Acharya, the core facilitator of the training. Honourable secretary expressed the importance of this training during his inaugural speech. He said that such training programmes are helpful in four most important areas of intervention in the field.

- 1) Social awareness
- 2) Reducing sex ratio
- 3) Participation of communities
- 4) Building demonstrative model

Mr. Binoy Acharya affirmed the thoughts expressed by Mr. Senai and shared the methodology and content of the proposed training. He said that, "the second phase of training is precisely focused on the field based exercises and laboratory learning".

The training programme began with understanding participants' experiences of conducting training during the interval between two phases. The regional representatives shared their experiences.

The training session for the II phase began with understanding of making of training design. The training was focused on application of gender based concepts and therefore the second day was spent on field work preparations and field work. Field work in two villages gave different insights to participants. The presentations of the participants brought significant learning. Participants were also given some topics to present mock training sessions. These training sessions were instrumental in realising the strengths and limitations of all the participants.

The third day was spent over two important subjects. One was laws related to women's rights and the other was Gender and NRM. Participants found short of time in both the training sessions. Both the sessions were experiences of good methodology as well as rich content. The participants also got an opportunity to make presentations after their prescribed group work.

Day four was equally eventful. Topics like monitoring indicators, gender planning principles tools and procedures, gender and governance were dealt on day four. The concept of gender audit was covered on the last day.

This report is based on the processes undertaken in all the sessions. This is an attempt synchronized the content and methodology adopted. Thus the report has an applicability value. The outcomes of all the sessions have been compiled at end of each session.

This report is a result of intensive efforts taken by participants, facilitators and all others involved in making the training a successful one.

**Unnati: Organisation for development education.**

**Ahmedabad**





## Content:

Sr. No		Content	Page No.
Day	Session		
		<b>List of abbreviations</b>	6
		<b>The training design</b>	7
		<b>Inauguration of second Phase</b>	9
		Knowing more about each-other- Game 'Seed Mixture'	10
I	I	<b>Sharing of experiences</b>	10
		Presentation I : Kutchh	11
		Presentation II : Surendranagar	12
		Presentation III : Banaskantha	14
		Presentation IV : Sabarkantha	15
		Presentation V : Dahod	16
	II	<b>How to develop a training design?</b>	18
		Developing a training design	19
		Participatory training	19
		Training need assessment	20
		Training objectives	20
		Choice of methods	22
	III	<b>Effective use of communication tools</b>	26
Fall out discussion		27	
II	-	Reporting of committees	29
	-	Constitution of committees for day II	29
		<b>How to develop training design? (Continued...)</b>	30
		Outcome	31
		Mock training session I	32
	IV	<b>Preparation for Field work</b>	34
		Formulation of activities during field visits	35
		Modus Operandi	37
	Field work presentation	39	



Sr. No		Content	Page No.	
Day	Session			
III		Reporting of Committees	40	
	V	<b>Understanding Gender issues in NRM</b>	41	
		What is Natural Resource?	41	
		Participants' presentations	45	
		Outcome-Method Capsule	49	
	VI	<b>Laws related to women's issues</b>	50	
		The Constitution	50	
		Introduction to Sections	52	
		Sexual offence	53	
		Structure of the Police System	54	
		Essential contents of FIR	56	
		Special rights of women related to Police procedure	56	
		Structure of Judiciary	57	
	Outcome	59		
	IV		Reporting of Committees	60
			Mock training session Gr. 2	61
		Mock training session Gr. 3	62	
		Mock training session Gr. 4	63	
		Mock training session Gr. 5	64	
VII		<b>Gender Planning, Principles, Tools and Procedures</b>	65	
		The Planning Cycle	66	
		VIPP	68	
		Outcome	69	
VIII		<b>Gender and Governance</b>	70	
		Outcome/Method Capsule	73	
IX		<b>Monitoring Indicators</b>	74	
		Qualitative and Quantitative Indicators	75	
		Outcome/Method Capsule	77	



Sr. No		Content	Page No.
Day	Session		
V		Group Presentations	79
	X	<b>Gender Audit</b>	81
		Gender Audit in programmes	82
		Institutional Framework	83
		Outcome/Method Capsule	84
		<b>Evaluation</b>	85
		Logistic Arrangements	85
		Appropriateness of Methods	85
		Understanding of Key Themes	86
		Level of Participation	86
		Achievement against objectives	87
		Open Feedback	87
		<b>Valedictory Address</b>	88
	<b>List of Annexure</b>	91	



## **List of abbreviations:**

No	Abbreviation	Long form
1.	UNFPA	United Nations Population Fund
2.	DWCD	Department of Women and Child Development
3.	IAS	Indian Administrative Services
4.	GRC	Gender Resource Centre
5.	NRM	Natural Resource Management
6.	SHG	Self Help Group
7.	RH	Reproductive Health
8.	GBV	Gender Based Violence
9.	PRI	Panchayati Raj Institutions
10.	NGO	Non Government Organisation
11.	CBO	Community Based Organisation
12.	VIPP	Visualisation in Participatory Process
13.	AKRSP	Aga Khan Rural Support Programme
14.	PRA	Participatory Rural Appraisal
15.	FIR	First Information Report
16.	CrPC	Criminal Procedure Code
17.	IPC	Indian Penal Code
18.	IMR	Infant Mortality Rate
19.	MMR	Mother mortality Rate
20.	RTI	
21.	STD	Sexually Transmitted Disease



## Training Design

Day	Sr. No	Time (Hrs.)	Content	Resource Person
<b>21-06-04</b>	-	0900-1000	Registration	
<b>I</b>	-	1000-1100	Inauguration	
	-	1100-1130	Tea	
	-	1130-1145	Introduction to participants - Game Seed Mixture	
	<b>I</b>	1145-1300	Sharing of participants' experiences	Mr. Binoy Acharya Ms. Renu Khanna
	-	1300-1400	Lunch	
	-	1400-1500	Sharing of participants' experiences (Continued)	Mr. Binoy Acharya Ms. Renu Khanna
	<b>II</b>	1500-1615	How to develop a training design? - What is training? - Participatory training - Training needs assessment - Training objectives - Choice of methods	Mr. Binoy Acharya
		1615-1630	Tea	
		1630-1800	Developing training design (continued)	
	<b>III</b>	2000-2100	Effective use of communication tools - Film screening ('Meena')	Mr. Binoy Acharya
<b>22-06-04</b>	-	0930-1000	Reporting by committees	
<b>II</b>	-	1000-1045	Developing training design (continued)	Mr. Binoy Acharya Ms. Renu Khanna
		1045-1130	Mock Session Group I	
		1130-1145	Tea	
	<b>IV</b>	1145-1315	Preparation field work	Ms. Rekha Mr. Mahendra
		1315-1415	Lunch	
		1415-1915	Field Work	Mr. Binoy Acharya Ms. Renukhanna
		2100-2300	Field work reporting Village Kherana	Mr. Binoy Acharya

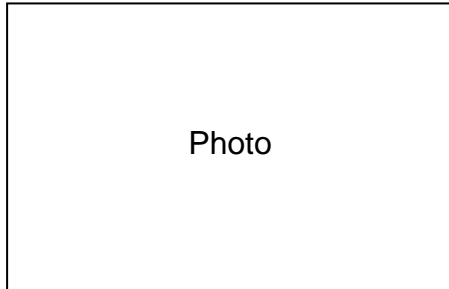


Day	Sr. No	Time (Hrs.)	Content	Resource Person
<b>23-06-04</b>	-	0930-1000	Reporting by committees	
<b>III</b>	<b>V</b>	1000-1130	Understanding Gender issues in NRM	Ms. Nafisa Barot
		1130-1145	Tea	
		1145-1215	Understanding Gender issues in NRM (cont.)	Ms. Nafisa Barot
		1215-1415	Group Presentations	
		1415-1515	Lunch	
	<b>VI</b>	1515-1615	Laws Related to women's issues	Ms. Sophiya Khan
		1615-1630	Tea	
		1630-1900	Laws Related to women's issues (continued)	Ms. Sophiya Khan
		2200-2330	Field work reporting group Nani Morsal	
<b>24-06-04</b>	-	0930-1000	Reporting by committees	
<b>III</b>		1000-1100	Mock Session Group II	
		1100-1115	Tea	
		1115-1145	Mock Session Group III	
		1145-1215	Mock Session Group IV	
		1215-1300	Mock Session Group V	
	<b>VII</b>	1300-1400	Gender planning, principles, tools and procedure	Mr. Binoy Acharya
		1400-1500	Lunch	
	<b>VIII</b>	1500-1700	Governance and Gender	Ms. Mallika Singh Mr. Tapas Satpathy
		-	1700-1715	Tea
	<b>IX</b>	1715-1900	Monitoring Indicators	Ms. Renu Khanna
<b>25-06-04</b>	-	0900-0930	Reporting by committees	
<b>V</b>	-	0930-1030	Monitoring Indicators (Group presentations)	Ms. Renu Khanna
	<b>X</b>	1030-1130	Gender Audit	Ms. Meera Veluydhan
		1130-1145	Tea	
		1145-1315	Follow up – Evaluation	
		1315-1400	Valedictory Session	





## **Inauguration of second phase:**



The second phase of the training of trainers on 'gender mainstreaming' was informally inaugurated by Mr. S.C. Sanehi (IAS), Secretary, DWCD in the presence of other dignitaries, Mr. C.H. Sarvarakar, Director, GRC and joint commissioner DWCD and Mr. Binoy Acharya, the core facilitator of the training.

Mr. C.H Sarvarkar welcomed all the guests, resource persons and participants on behalf of GRC. He said that, "GRC is happy to begin the second phase of training in presence of Honourable Secretary of the Department".

Honourable secretary Mr. Senai expressed the importance of this training during his inaugural speech. He said that such training programme should be helpful in four most important areas of intervention in the field.

- 1) Social awareness
- 2) Reducing sex ratio
- 3) Participation of communities
- 4) Demonstrative model

He explained the importance of these dimensions of interventions in the context of gender mainstreaming. He said, "Social awareness on importance of girls' education, sex ratio and other issues is pre-requist for success of any government or nogovernment interventioon. The reducing sex ration in Gujarat and predominantly in some parts of the state is matter of great concern. Female faticide can not be stopped only by lagislative mechanisms. It requires support from all concern stakeholders and community. The community participation in all the processes is farmost important, which can develop community ownership and eventually sustain the programme. This training may help the organisation like GRC to come up with a few demonstrative inteventions with high achieovements. Such demonstratuions would help government to replicate the programmes in other parts of the state".

Mr. Binoy Acharya affirmed the thoughts expressed by Mr. Senai and shared the methodology and content of the proposed training. He said that, "the second phase of training is prcisely focused on the field based exercises and laboratory learning. The designe for the second phase of training has been developed on account of feedback received for the first phase. According to the suggestions received from the participants the venue of the second phase of training has been selected far from Ahmedabad to ensure quality participation. The subjects related to law, governance, gender audit and Natural Resource Management (NRM) have been incorporated in the second phase of training".

At end, Mr. Binoy Achrya extended his gratitudes towards Mr. Senai, Hounarable secretary, for offering UNNATI an opportunity to organise the training programme and Mr. C.H. Sarvarkar, Director GRC, and other GRC staff for their cooperation and support. He also thanked participants for showing upmost involvement in the programme.



## Knowing more about each-other

All participants were formally introduced to each other during the first phase of training programme. The group was largely the same for the second phase of training programme and therefore there was no need of formal introduction. However, participants were given an opportunity to know more about each other through a game called 'seed mixture'.

### 'Seed Mixture':

- Participants were asked to stand in a circular formation.
- One of them was asked to count all the participants in a circle.
- They were asked to take seeds kept on a nearby table, one short to the total number of participants.
- Participants were asked to meet others individually asked about each other's experience during the interval of one month and exchange a seed at every meeting.
- At end of meeting everybody in the group, all seeds would have transferred from one hand to other through exchange.
- The facilitator asked the participants about their feeling after the game. He asked them the taste of the seeds.
- It was a taste of participation. All enjoyed the taste of these seeds.

### Day I

#### Session I:

#### Sharing of experiences

#### Facilitators:

Mr. Binoy Acharya

Ms. Renu Khanna

Time: 1130 hrs

## Sharing of experiences...

According to the design developed for the training programme, the participants were to undertake a couple of training programmes in the field during the one-month interval between two phases of training of trainers. The facilitator shared, that the experience gained by the participants during the trainings that they had organised had significant value. He added that the difficulties faced by participants during these training programmes would determine the thrust areas for the second phase of the training programme. He displayed a few guidelines for the participants and asked them to make group presentations according to each district team.

### The guidelines for group presentation

- Theme of the training
- Who were the participants?
- What was the design?
  - Topics covered
  - Methods
- What worked?
- What did not work?
- Learning



## Presentation I

### Group: Kutchh

Training area: Khavada and Nakhatrana

Theme for training: Sensitisation on the issues of Gender and Reproductive Health

Participants: Panchayat representatives, community leaders, health and SHG members

### Design:

Content	Method
Introduction	String roll passing
Introduction to IPD project	Lecture
What is Gender? Gender Discrimination	<ul style="list-style-type: none"><li>▪ 24 hours' male-female role charting</li><li>▪ Question-Answer</li><li>▪ word occurrence and attitude</li><li>▪ Group work / Discussion</li><li>▪ Poster display</li></ul>
Violence against women <ul style="list-style-type: none"><li>- What is violence?</li><li>- Types of violence and categorisation of gender specific violence</li><li>- Who is victim? Who is perpetrator?</li><li>- Physical and psychological violence</li></ul>	<ul style="list-style-type: none"><li>▪ Group Discussion</li><li>▪ Lecture</li></ul>
Reproductive Health (RH) <ul style="list-style-type: none"><li>- Anti-Natal Care (ANC)</li><li>- Post-Natal Care (PNC)</li><li>- Risk factors</li></ul>	<ul style="list-style-type: none"><li>▪ Chart and posters</li><li>▪ Film</li><li>▪ Group Discussion</li><li>▪ Lecture</li></ul>

### What did not work?

- Unable to screen the film due to power failure
- Distracted communication due to difference in language of resource person (Gujarati) and language of participants (Kutchhi)
- Time required to complete the session was longer than expected

### What was learned?

- The importance of consideration of participants' expectations in the plan of session and analogues method
- The importance of the use of local language even though it is a dialect of the same language
- The need of a resource person to be well informed on the topic of the session and with correlated examples from the field.



## **Discussion:**

Mr. C.H. Senai, the honourable secretary department of Child and women Development shared his views after the presentation. He asked the group, why they did not take help from any local person to solve the issue of language differences. The group members replied that the group is in the process of learning the language with the help of local person. However, during this training programme the responsibilities of the group had been increased by which co-ordination among them was affected.

The facilitator shared his opinions pertaining to methodology. He emphasised on the purpose of presentations and added these are important to draw a methodological insight among participants. The facilitator, Ms. Renu Khanna made requested the group to repeat the objective of the training conducted by them. The group said that the objective was “to build awareness and sensitisation on RH and Gender” at this, the facilitator asked “what was the response given by your participants in the field?” (Participants had asked the question during the training conducted by them in the field, “When did you come to know that you are a male or a female”.) The group shared that the participants were silent in the beginning, after which they began with responses like in school, with friends or at home with adults’ instructions etc.

While continuing the discussion and adding a methodological aspect, Mr. Binoy Acharya asked, “Whether people /participants understood the concept of gender? Whether this technique served the purpose”? The group was affirmative in response to this question and stated that they felt that the purpose was served with the method used by them.

## **Presentation II**

**Group: Surendranagar**

Training area: Dhrangadhra

Theme for training: Sensitisation on gender, gender based violence (GBV) and RH

Participants: PRI Sarpanch and members of Dhrangadhra block (10 Men-12 Women)

Design:

Content	Method
<ul style="list-style-type: none"><li>▪ Concept of Gender</li><li>▪ Gender discrimination and roots of discrimination</li><li>▪ Status of women in the district</li></ul>	<ul style="list-style-type: none"><li>▪ Group work</li><li>▪ Slide show</li><li>▪ Transparency and case story</li></ul>
<ul style="list-style-type: none"><li>▪ RH and Gender</li><li>▪ GBV and Role of PRI</li><li>▪ Types and forms of violence</li></ul>	<ul style="list-style-type: none"><li>▪ Consequences of violence</li><li>▪ Role of PRI</li><li>▪ Lecture</li><li>▪ Lecture</li><li>▪ Group discussion</li><li>Slide show</li><li>▪ Group discussion</li></ul>



### What did not work?

- Unable to ensure 100% participation of people
- Unable to screen film due to technical fault
- Lack of coordination and understanding among resource persons

### What worked?

- Group composition
- Method of using pictures and slides
- Communication in group work

### What was learned?

- Significance of effective communication among resource persons
- Need of pre-testing and assessment of methodology and tool
- Need of involvement of NGOs and CBOs

### **Discussion:**

Mr. C.H. Senai emphasised on the learning shared by the team of Surendranagar while contributing his views on their presentation. He said that the communication, pre-testing of tools and involvement of CBOs are essential components of a successful training. Failure of any one of these may lead to defeat the purpose of the entire training. He said, "The team needs to be conscious about it".

Ms. Renu Khanna requested the group to repeat the topics and correlated methods covered by them in their training workshop. The group shared the methods used for each session. The facilitator built clarity amongst other participants on the context of the session, based on the sharing of a team. She said, "It is essential to use methods and techniques judiciously with skilful balance so that the content remains intact and is conveyed in a simple, understandable way".

Judicious use of methods and techniques is important, at the same challenging.

Mr. Binoy Acharya wanted to know whether follow up action plan was evolved at the end. The facilitator then shared the significance of follow-up action plan, adding that most eventful and skilful workshops, however short it is remain incomplete if an action plan is not evolved at the end.



### **Presentation III**

**Group: Banaskantha**

Training area: Danta

Theme for training: RH and Gender

Participants: PRI members, Talathi and Sarpanch

Design:

Content	Method
Introduction to Gender and gender biases <ul style="list-style-type: none"><li>▪ Equality</li><li>▪ Responsibility of men in RH</li><li>▪ Role of PRI</li></ul>	<ul style="list-style-type: none"><li>▪ Lecture cum discussion</li><li>▪ Participation by using news-papers' cuttings</li></ul>

What worked?

- Selection process of tools
- Advance preparation for logistics, planning, subject, methods and tools

What did not work?

- Presence of all Women Sarpanch
- Effective use of training aids like OHP.
- Method of group work
- Effective time management of training
- Voluntary unconditional participation of Sarpanch

What was learned?

- Importance of being aware of latest situation with regard to the topic
- Preparedness for reasonable flexibility

### **Discussion:**

One of the participants asked the group, whether the Sarpanch were sensitised enough to participate without Talathi in the next training programme? The group was not sure of this.

The facilitator congratulated the group for demonstrating strength to manage 115 participants. He said that with large number of participants, a meeting is possible but not a 'training' programme. It is an on going issue 'how to deal with training for large number of participants.' He expressed his wish that this issue be discussed in coming sessions. The group members shared their difficulties in dealing with the questions that were out of scope of their subject. Such as, 'when police fail o stop bulling in a village



what can people do'? Ms. Renu Khanna shared her views stating trainers need to recognise the fact that they would not have answers to all the questions of participants. It is a skill to deal with such questions, which need to be developed by practice'. According to her, this can be considered as a profound learning from the experience of the team.

#### **Presentation IV**

**Group: Sabarkantha**

Training area: Malpur

Theme for training: Gender mainstreaming in PRI

Objective: To aware members of PRI on gender discrimination and sensitise them to mainstream gender in the role of officers of PRI

Participants: Sarpanch, PRI members and opinion leaders

Design:

Content	Method
<ul style="list-style-type: none"> <li>▪ What is gender discrimination?</li> <li>▪ Gender based issues</li> <li>▪ Gender and health</li> <li>▪ Women development schemes under the umbrella of Village Development Schemes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture</li> <li>▪ Question and Answers</li> <li>▪ Video film</li> </ul>

What did not work?

- Effective response to the issues raised by participants other than gender

What was learned?

“It was a prejudice that we were carrying prior to this training that newly elected women members of the PRI cannot understand their role and responsibilities but after meeting some of them during training, we realised that women members were aware of their role and had potentials to perform their duty”.

#### **Discussion**

Mr. C.H. Senai shared his opinion with regard to health and gender. He said, “Anaganvadi workers are the key personnel at the village level who work on the basic issues of health and have close access to women and their family. They need to be sensitised and their help can be availed to understand the ground reality in this sector.”

The facilitator said that it is not necessary to use all tools and techniques in one day. The focus should be on delivering the content and not on the tools. The tools are aids and not the substance to deliver.



## **Presentation V**

### **Group: Dahod**

Training area: Garabada Block

Theme for training: Gender training in the context of health

Participants: CBO, NGO and PRI members

Design:

Content	Method
▪ What is gender?	▪ Participatory lecture and discussion
▪ Introduction	▪ Game of making pairs and introducing the partner
▪ Expectations of participants	▪ Individual and collective listening
▪ Gender division of labour and gender roles	▪ Short group work
▪ Applying gender perspective in sector of health	▪ Participatory lecture and discussion
▪ Gender and health in life cycle approach	▪ Participatory lecture and discussion
▪ Gender and violence	▪ Participatory lecture and discussion

### What worked?

- Use of participatory methods
- Participants' enthusiasm and response

### What did not work?

- Effective communication between participants and resources persons
- Gauging the level of understanding of participants
- Coordination among the team members

### What was learned?

- Trainers' perception and planning needs to be detailed and exhaustive
- Participants' availability and priorities need to be considered
- Need of flexibility in training design

### Discussion

The group was asked to share the net outcome of the workshop. Group shared that due to large number it was difficult to give justice to the objectives. In addition, disturbances created due to visits by VIPs added to the commotion. According to the group members, the training was over with a few important learning and test of patience that the group received.

The facilitator concluded the session stating that the overall experience of all the groups and participants has enormous value. He said, "The experiences shared in all groups



have illustrated a few common but important issues that can be dealt in next four days.”

The main issues were...

- A) How to frame training objectives?
- B) What should be content in accordance with training objectives?
- C) Selection of appropriate method
- D) Follow up action and plan



## How to develop a training design?

Day I

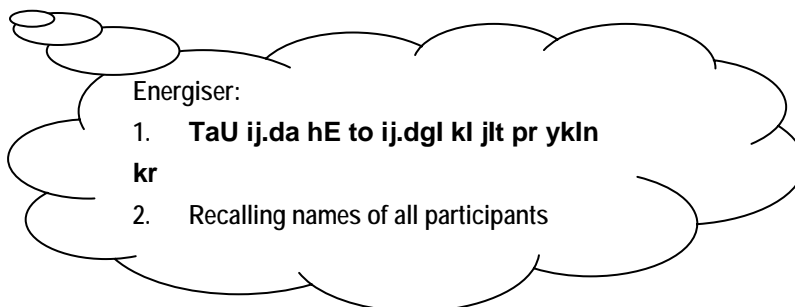
Session II:

How to develop a training design

Facilitators:

Mr. Binoy Acharya

Time: 1500 hrs.



### Committee formation:

Prior to start the session the facilitator set up the committees for different purposes. While setting up committees he shared his views over a few limitations, which were out of control of organisers such as the distance between training hall and residential place. He said, "The limitations that are out of control can also be taken as positive factors, however the things that affect the learning should certainly be brought to the notice of these committees. Try to be creative while sharing your comments, feedback over different aspects". He also shared that "the time for the training has been pre-set and facilitators would make every attempt to keep the process on scheduled but it is possible to extend some session till late evenings just to ensure effective and complete learning". He requested the group to excuse such extensions from critical comments.

### Committees for Day I:

✦ **Steering committee:**

- Tejal
- Shailesh
- Jyoti

✦ **Cultural committee:**

- Shruti
- Geeta
- Pranay

✦ **Reporting committee:**

- Neepa
- Ajaybhai
- Gayatri

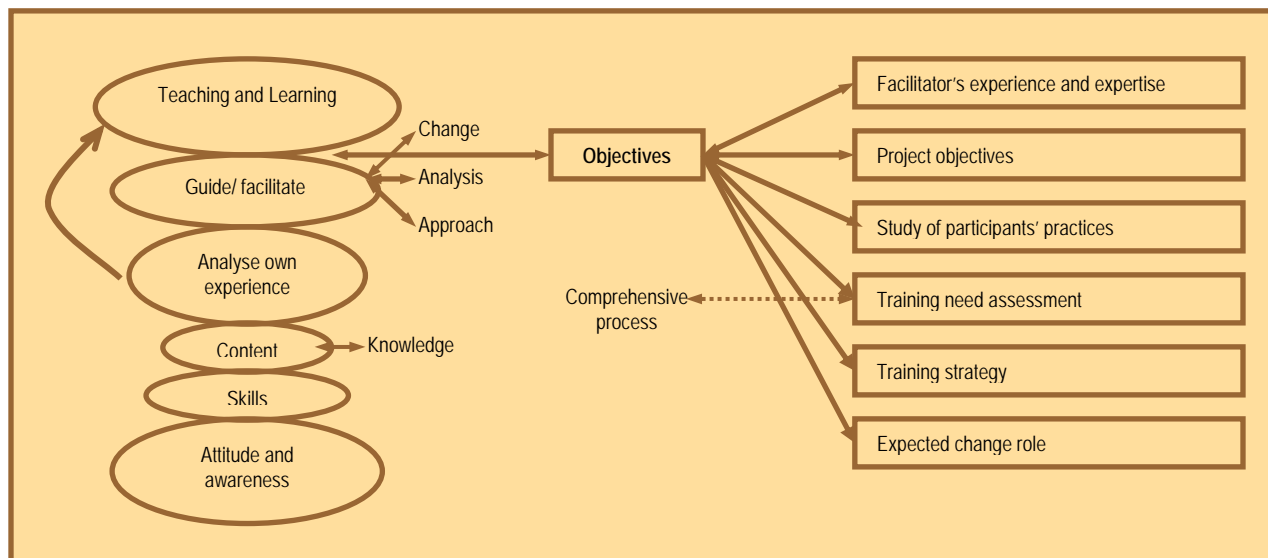
✦ **First Aid**

- Dr. Jitubhai
- Deena



## **Developing a training design:**

The facilitator started with the basic concept of 'training'. The term 'training' was differentiated with 'learning' or 'teaching'. He said, "Training has certain objectives. It expects transformation within the trainees. The components of expected transformation are reflected in the objectives. Training also promotes the process of unlearning whenever it is required to learn new concepts." A flow chart was developed to help understanding the various dimensions of training. He said that 'training' is a two way



process in which both the trainer and trainee learn. Whereas, training is a more structured, deliberate intervention to bring a pre-desired change in attitude, skill, and the ability of trainees, learning is a continuous process that remains constant in the conscious or subconscious state of the person. Learning is evolved through interaction while training happens through facilitative dialogue'. Referring to the speech of Mr. C.H. Senai, Secretary, (DWCD) he said that the understanding of training forms context for the term 'change agent' that was used by the Secretary while calling us.

## **Participatory training:**

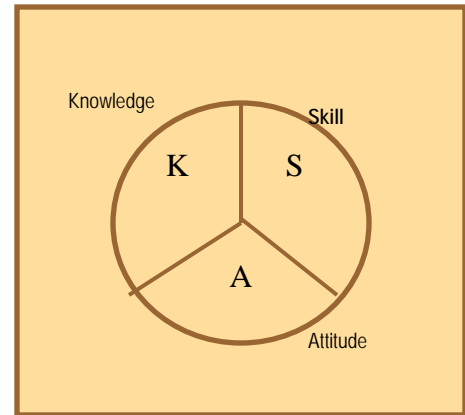
The facilitator shared the broad context of participatory training. 'Participatory training is an advance step in the development of training as a specialised stream of knowledge and practice. Different scholars from all corners of the world are contributing in new practices to make training more participatory and more community oriented'.

## **What makes training participatory?**

Training can be made participatory not by methods, but the attitude and behaviour of facilitators make training participatory. Different components of personality such as the openness, effective communication, patient listening, and non-judgemental commenting



contribute to the attitude and behaviour of the facilitator. A good facilitator gives due respect to the experience of participants and derives learning of each session from that. Therefore, participatory training is termed as 'participants centric' and not 'trainer centric'. The 'process' of participatory training is most important since it is a collective process in which both participants and trainer arrive at a mutual understanding on a subject. It is an exchanging of thoughts instead of



transference of knowledge from trainer to participants. He gave an example of training of dogs to establish the difference between conventional training and participatory training. In dogs' training, the desired change is set by the trainer since dogs are unable to decide an expected change. In such a training, the trainer transfers the knowledge and skill and no inter-exchange of ideas happen. Such training cannot be termed as 'participatory'. Participatory training generates 'relevant understanding'.

He said that it is a core responsibility of the 'facilitator' to encourage participants to share their experiences and skills even if many things might not be relevant to the topic. It is the facilitator's job to identify the relevance of things shared by participants. Thus, 'participatory training' includes all three 'knowledge', 'skills' and 'attitude'.

### **Training needs assessment:**

The facilitator shared his views with regard to training needs. He said, "Some times participants are unable to articulate their own training needs. Even if they articulate, it is not necessarily complete in all aspects. Therefore, 'training need assessment' with a trainer's perspective has a special significance". He substantiated the explanation with an example. During 'training of managers' a trainer consults all concerned stakeholders to identify the needs of participants. He added that training needs are dependent upon different factors like expected change in abilities, skills and understanding to deliver better performance. Needs can also be assessed, based on intensive research of the history of trainees in terms of their background, experience, present level of understanding, familiarity to the subject etc.

### **Training Objectives**

All trainings had separate objectives. According to the facilitator, training is generally a component of a project and therefore driven by project objectives. However, it is important to specify the training objectives separately. It is important to establish a link



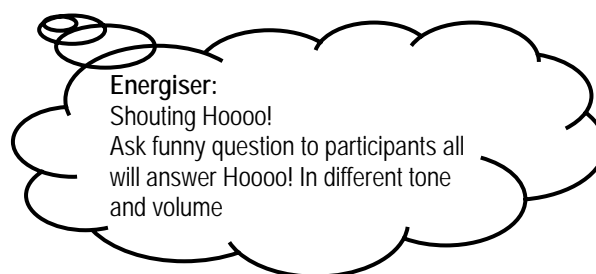
between both the objectives and the training objectives should not over exceed the project objectives. The difference should be clear enough to explain the core theme of the training and its purpose.

Appropriate 'strategic planning' for training, is an essential step after setting the objectives. Training without strategy fails to achieve the long-term impact of the training. Ms. Renu Khanna added her views on this aspect. She said that several factors help in the setting of objectives as well as the strategy for the training. These are...

- a) Participants' profile: It is important for a trainer to be well acquainted with the participants' profile. This includes their background, experience, understanding of the subject, nature of work and other abilities.
- b) Expected outcome: Trainer should be clear of the expected impact of the training. Most of the indicators to measure such impact should be tangible. A Good practice of human resource management adds value to the quality of a training. The process of understanding of the expected impact (transformation) is termed as 'task analyses'. This is a significant component of need assessment.

The facilitator shared that many a times, the participants / new trainers overlook 'need assessment', due to shortage of time. However, according to the facilitator, the process of need assessment can be creatively designed to save time, ignoring which; the quality of training may suffer.

The session continued on 'making training design' after a short tea break



### **Recapturing:**

While recapturing learning from the previous part of the session, the facilitator explained the components of 'preparation of training'. Some of the points discussed have noted as under:

- 'Training' is an objective oriented process in which both, the participants and the trainer learn through the exchange of thoughts and ideas. Therefore, the objectives of training should be clear and specific.
- 'Participatory training' is the culmination of knowledge, skills and attitude
- 'Training need assessment' with a trainer's perspective has a special significance.
- Selection of methods involves overall understanding of subject, background of participants and duration of training.

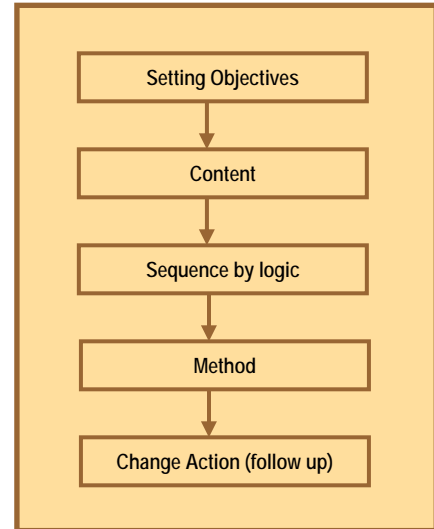


- Formation of the right questions for example in the subject of ‘violence’....
  - What kind of violence do we see?
  - Who are the victim and perpetrator?
  - What could be the categories of violence and victims?

It has been observed by the facilitator that men are reserved in sharing their experiences compared to women. Therefore, it becomes important to understand the background of the participants.

While analysing from the experiences shared by participants the facilitator said, “It is important to be empathetic with the victim to develop concrete analysis. Empathy makes us go through the experiences of other victim.”

Participatory training is a chain of ‘action, reflection and action’. The continuous process of ‘action, reflection and action’ leads to long-term strategy on a particular issue. This is the reason that participatory training makes transformation possible. Thus, a training without an action plan would not be termed as participatory training.



### **Choice of methods:**

The facilitator stated that, the choice of methods is a critical step in a ‘training design’. It is a skill that needs to be developed consciously by every aspiring trainer.

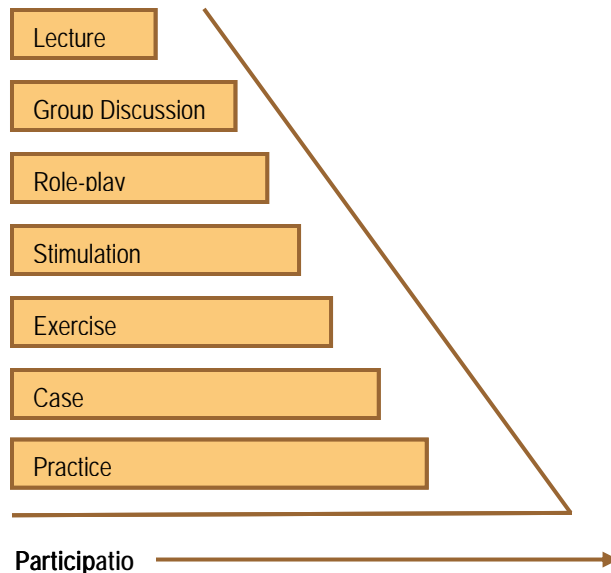
### **Basis of selection of methods:**

- |                        |                                     |
|------------------------|-------------------------------------|
| - Content              | - Availability of resources         |
| - Focus of learning    | - Time duration                     |
| - Group levels         | - Cost                              |
| - Skill of trainer     | - Language                          |
| - Effective learning   | - Maintain interest of participants |
| - Learning environment | -                                   |

One of the participants added that ‘objectives’ could also be a determinant factor during selection of methods. The facilitator agreed and supported this with a few examples. She said that,



- “If the training is on ‘violence’ and the objective is to bring about an understanding of ‘violence against women’ then the trainer needs to lead the participants through an emotional experience.
- If the training is for doctors, on the ‘intensity of GBV’ then trainer should develop a presentation based on objective information, taking into account their background and professional training.
- Method of ‘role play’ can be applied to listen to women with sensitivity”.



The facilitator added that apart from the objectives and other factors, the sustainance of participant’s interest becomes important. This is especially true in long-duration trainings. She said that sometimes while selecting the methods that will interest the participants is forced to compromise on the content.

Thus, the facilitator explained the relation between ‘some universal methods’ and ‘level of participation’. Some methods encourage maximum participation and

some encourage none. The following flow chart indicates this relation...

After stating the relation, the facilitator asked participants to recollect some of the methods used in the first phase of this training. The participants identified a few of them like role-play, VIPP (visualization in participatory process), lecture etc. The facilitator added a few more. The characteristics of some methods as explained by her are given as under.

a) Practice:

- ‘Practice’ requires a lot of time
- It requires some representation from the community
- IT requires a guide. The committing of mistakes in a method of ‘practice’ is a risky affair
- ‘Practice’ involves a good amount of education/learning

b) Case:

- A Case story is nothing but the experience of somebody.
- There is the less involvement of risk.



- It doesn't provide any real experience

c) Exercise:

- 'Exercise' is the analysis of social processes that are not real but likely to be real. Eg. To teach a participant to fly an aero plane using the 'model' of a plane and not the 'real plane'.
- Committing mistakes during 'exercise' would not be risky affair.
- This method is focused and is driven by a single objective

d) Stimulation:

- 'Stimulation' is driven by multiple objectives

Eg. The game of broken squares

- A group of participants make a complete square out of different pieces, by sharing the pieces among themselves without having any verbal communication.
- The second rule of the game is that participants can give one piece to the other participant but can not ask for a required piece from the other
- If the participants stop passing the piece, none of them can complete the square.
- The method of 'exercise' is single focused but the method of 'stimulation' is multi-focused.

The participants shared an exercise of 'Win-win' in which both the participants can win the game by helping each other.

The facilitator shared his view over exercise and stimulation. He said that sometimes learning is not possible within the group of participants and it requires, exploring external resources for effective learning may be through exposure, demonstration by experts etc.

e) Role play:

- 'Role play' is a demonstration of experiences
- It is re-experiencing and making viewers to experience.
- Trainers have a limited role in method of 'role play'

f) Group Discussions:

- This is nothing but a facilitated discussion on a particular topic within a group. It helps in the evolving of different views and dimensions.

The facilitator concluded the discussion on the 'universal methods'. He was of the opinion that although these were the some of the conventional 'universal methods', participants could use a combination of these or can also develop some new methods.



He added that immense 'enthusiasm', 'high spirit' and 'overflowing energy' could make training not only live but also a cheerful experience, with different facets of innovative methods.

Ms. Renu Khanna added a few points at this juncture.

She shared that a 'overflowing energy' came from participants, that every participant was unique, and had tremendous potential. This is the fundamental principle of participatory training. This motivates trainers to develop such energy. She quoted known psychologist Paulo Freire, "Participatory training should be dialogical. Five different answers to the same question provides new direction"

She said, "Participatory training is based on certain principles, that need to be internalised for its success"

Participatory training is method of dialogue, which involves actively listening, actively talking, analysing, and discussing.

#### **Homework:**

**Reading of specific pages as per instructions from the material provided <sup>Annexure 1</sup> and group wise presentation next day.**

---

<sup>1</sup> Case studies: reading for homework



Day I

Session III:

Effective use of  
communication tools

Facilitators:

Mr. Binoy Acharya

Time: 2000 hrs.

The facilitator briefed about the purpose of the session and about the film 'Meena'. He said, "Communication is an ever-progressive field of knowledge and skills. The use of advance communication tools is an important factor that instrumental in determining effective learning. 'Film' is one of the effective media of communication. Films are genuinely used for sensitisation and the realisation of intensity, of issues. In normal circumstances, 'film screening' is an emotional experience. However, some films are also made as 'humorous critic' or 'documentary'. 'Animation films' are the most advanced technical films that conventionally famous in children's groups. In the West, such films are also used to deal with serious issues.

'Meena' is a collaborative attempt of four countries Pakistan, India, Nepal, and Bangladesh, in cooperation with UNICEF. 'Meena', a series of short films, and an outcome of intensive research on different issues. So far, 13 such films have been produced. Every year one film adds to the existing number. A separate documentary on the 'making of Meena' is also produced. The character of 'Meena' has been consciously developed to portray how a vulnerable person finds solutions to her daily problems without confrontation and using life skills. This film can be viewed to understand the innovative and intellectual way of effective communication.

#### Storyline film I: Meena goes to school

- Meena is a poor but cheerful girl from rural background and is deprived of education
- She is trapped in the stereotypic role of rural girls and therefore is not allowed to go to school
- However, her brother is blessed with schooling and other facilities such as low burden of work, nutritious food and extra care by parents
- Meena loves school and always wishes to go to school
- She has a parrot with whom she shares all her sorrows and moments of happiness.
- She asks her parrot to attend the school and teach her later in the evening. This way she learns how to count
- One day when she finds a few of her chickens lost, she understands that they are stolen and immediately makes a hue and cry to look for a thief.
- She finds the thief.



- Everybody appreciates her talent and the villagers motivate her parents to send her to school. Looking at the bravery of their daughter and her talent, Meena's parents get convinced and promise to send Meena to school.

#### Storyline film II: Lets share and have!

- While having dinner Meena observes that she gets less quantity of food and that too, without an egg.
- She objects to this discrimination. In return, she is told that her brother is studying and he needs more nutrition to grow healthy.
- Her brother undervalues her work and states that her work is easy. Meena challenges his views and proposes to exchange the roles for a day.
- Her brother agrees and they exchange roles
- Very soon her brother realises that 'Meena' works harder than him
- He admits and shares his egg with Meena.
- Meena admits that her brother's work is also not simple and requires an equal amount of energy
- Their parents also realise the discrimination that they were doing

#### Discussion:

The facilitator opened the house for discussion, asking participants to share their views on 'film' as an effective medium of communication. Participants shared their liking towards such short films. They also pointed at the non-confronting approach adopted in the film. According to the participants, the message 'can we become Meena?' that the film gives is important to note. Secondly, simplicity of the film in terms of language, characters, dress code was also noted by the participants. They appreciated the background shown in the film, which was identical to the rural background of India.

The facilitator added some moiré information on the subject of the second film in which the film depicted the 'gender based' food discrimination. Prior to the production of the film when a research was carried out, many parents denied such discrimination but children (both boys and girls) admitted the existence of such discrimination in their families.

The facilitator culled out the learning from the film as to make the vulnerable, find solutions to their daily problems, as Meena does in the film. Ms. Renu Khanna pointed to a specialised dimension of 'Meena' - "use of humour to articulate a serious message. This is very effective if used carefully". She further added that the participants can develop some important insights from such films that can be helpful in developing Gender Mainstreaming Phase II ToT June 2004



quality Information Education Communication (IEC) material. According to them, the existing material required lots of improvement. Some of the participants were of the opinion that the posters that have been referred by others while criticising had no objective of gender. Those posters were made for family planning and thus such gender screening for every material produced is not fair. However, the facilitator encountered this view and stated that the concept of gender mainstreaming would fail if gender screening of material produced becomes separated according to divisions. In fact not only material but also every paper even letters and regulations should be screened through gender perspective.

The facilitator brought back the discussion to the track and pointed out the second most important learning. She said, “This film teaches a lesson of how to convert a **weakness** into a **strength**” It is important to generate alternatives to the problems shared by the community within the community itself. Such alternatives have potentials to develop a sustainable solution.

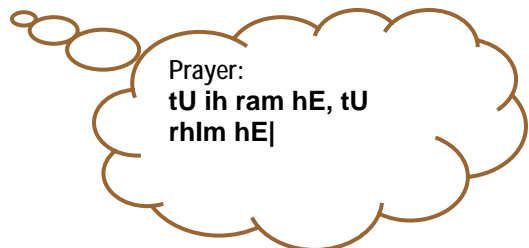
Mr. Binoy Acharya brought a different aspect into the discussion at end. He said, “It is important to bring the character Meena into present, surrounding conditions. Questions can be formed in such a way that participants would get stimulated to address serious issues in the third dimension. These are, ‘What Meena would do as adult Sarpanch to address the issue of pseudo participation of women in panchayats’. The film is to initiate a dialogue and therefore has a great value as an effective communication medium”.



Day II

Reports from committees

Time: 0930 hrs



**Reporting committee**

Reporting committee shared their report through a newsletter titled ‘Gender Janapatra’. The report was based on the activities undertaken in the previous day. The committee shared that subjects like ‘training design’ and topics covering different aspects of design such as ‘selection of methods’, setting objectives and placing action plan were found to be most important and useful.

**Steering committee:**

The Steering committee gave positive feedback on logistic arrangements in terms of lodging for participants, and services offered by the hotel staff. The team also appreciated the participation in cultural programme. The Committee found that some areas required change, according to the interests of the participants. These were:

- food preparations were expected to be little spicier
- Mobile phones needed to be switched off
- More time was required for home work
- Clarity on training and project objectives was needed
- congestion In some rooms on account of the accommodation of four persons

The facilitator responded some of the concerns shared by the team. He said,

- “Some things can not be changed.
- The hotel does not have any more rooms to allot.
- A food committee can be constituted to make changes according to the interest of the participants.
- The sessions scheduled the next day would be focused on, the bring clarity on the project /training objectives”.

**Constitution of committees**

Steering committee	Reporting committee	Cultural committee	Food Committee
Prashant	Shailendra	Continued	
Madhavi	Jyotsna		
Shruti	Hasmukh Patel		



Day II  
 Session: II (Continued...)  
 Developing training  
 design  
 Facilitator:  
 Mr. Binoy Acharya  
 Ms. Renu Khanna  
 Time: 1000 hrs

Ms. Renu Khanna continued the session from the previous day. She asked participants to identify the qualities of a good facilitator, as per their understanding.

The participants identified several qualities like...

The facilitator categorised the qualities identified by the participants in two columns.

Flexibility	Flow of discussion
Participants' expectations	Help linking the points
Clarity of thoughts	Make participants share
Decision maker	Respect others view points
Use of different methods	Good listener
Time concern	Good observer
Role model	Open to learn
Enthusiastic	Patience
Not to use power of knowledge	Non-threatening
Innovative	Body language

While keeping the suspense of categorisation in two columns the facilitator asked participants to guess the reason for it. Some of the participants felt that the categories

were based on the skills and qualities of the participants and on the process. The facilitator solved the mystery. The categories denoted the **qualities of trainer** in the left column and the **qualities of facilitator** in the right column. Although these qualities are not watertight compartments, they broadly differentiated the 'trainer' and 'facilitator'. A facilitator uses his/her skills even while facilitating meetings, workshops, conferences etc. "The role of a facilitator is focused on **encouraging all participants** to contributed to the process. A good **facilitator observes participants** and identifies the reserved personalities. Such people were called as the 'moon' and 'stars'. The active participants were called as 'sun'. A good facilitator gave room and comfort to the stars and moon to share their views. A good facilitator **motivates** the group with claps, pats on the back and politely makes suns to allow others to share. He/she, thus, is also a **good observer**, who not only observes the contribution of each participants but also the internal communication and behavioural changes among participants. He/she is **sensitive** to the needs of participants. He/she also **respects the feelings** and views of other participants and treats every participant equally. A good facilitator also needs to keep eye contact with everybody even sub-consciously. He/she should have capacity to absorb the resistance of participants to some concepts of gender. He/she approaches resistant participants during lunch/tea time to understand their views.



A good facilitator **understands the essentiality** of ‘out of track discussion’ and limits the flow of such discussion. Sometimes it becomes essential to allow ‘out of scope discussion’ to avoid the monotony and to catch the expected viewpoint to get the discussion back on track. “

The facilitator also explained the need of stretching the framework of the training to describe the topic, as the level of understanding among participants varies in the participatory training. In a team of facilitators, it is essential to have coordination among them and clarity on each-other’s roles.

### **Outcome:**

- ✧ Training is an objective oriented process in which both participants and trainer evolve in the process of learning, through an exchange of thoughts and ideas.
- ✧ Training is a more structured, deliberate intervention to bring pre-desired change in attitude, skill, and ability of trainees
- ✧ Training can be made participatory not by methods but by the attitude and behaviour of facilitators make training participatory
- ✧ It is the core responsibility of the facilitator to encourage participants to participate with their experiences and skills
- ✧ Some times participants are unable to articulate their own training needs. Therefore training need assessment with trainer’s perspective has special significance
- ✧ Needs can also be assessed, based on intensive research of the history of trainees in terms of their background, experience, present level of understanding, familiarity to the subject etc.
- ✧ Training is generally the component of a project and is therefore driven by project objectives. However, it is important to specify the training objectives separately.
- ✧ Basis of selection of methods:
  - Content
  - Focus of learning
  - Group levels
  - Skill of trainer
  - Effective learning
  - Learning environment
  - Availability of resources
  - Time duration
  - Cost
  - Language
  - Maintain interest of participants
- ✧ Apart from objectives and other factors, sustainance of participants’ interest is important, especially for long-duration trainings.
- ✧ Participants could use a combination of conventional universal methods or could develop new methods based on their experiences.



- ✧ Participatory training should be dialogical. Five different answers to the same question could provide a new direction to the process.
- ✧ The role of a facilitator is focused on encouraging all participants to contribute in the process, in some way or the other.

**Method Capsule:**

- ⊕ Lecture
- ⊕ Dialogue and discussion with participants.

Day II

Mock training sessions

Time: 1050 hrs

**Mock training sessions**

Prior to the mock training sessions, the facilitator divided the group of viewers into those with black caps and those with white caps. He asked the 'black cap' group to give constructive critical comments and the 'white cap' group to share the appreciations. He also hinted at essential areas to focus while observing such as process, content and time.

**Training session I:**

**Participants : - Neela, Hasmukh patel, Jyoti**

The group began the session with an exercise. They asked two of the participants (one boy and one girl) to volunteer. Then they were asked to pull each other. The boy pulled the girl towards his side. The mock trainers then gave more support to the girl. Three to four persons at the girl's side pulled the boy towards them.

The exercise was undertaken to demonstrate how a vulnerable person is unable to fight against the powerful people in society and hence required a support from other people. Understanding vulnerability was the focus subject of the session.

After the mock session, the group of white caps shared the positive factors. They found the presentation was good and the selection of method was relevant to the content. The group of black caps critically commented on the sequence of the activities. They found that although the exercise was good, it was not community friendly. According to them people in villages would not accept exercises in which men and women play together. They also commented on the time taken by the group and concluded that qualification at different areas of the session was required.

The facilitator (Mr. Binoy Acharya) shared his views on both the session and the comments of the groups thereafter. He said, "It is essential to be sincere while



commenting on the session. Only a serious critic can offer learning to everyone". He pointed out some of the gaps that he had observed in the process and the content.

Process:

- Chart presentation required more attention to make it presentable
- Body language of resource persons gave wrong signals. It was too casual and passive
- Placement of the team members was unfriendly , distracting their movement

Content:

- Participants were kept uninformed about the background of the session for a long time.
- The content was required to address the five 'W's and one 'H' i.e. What, where, why, when , whom and how
- Charts were without titles and sub-titles. Different colours could have been used to indicate different contents of the charts.
- Charts were developed as teacher's aid and not as participants' aid.

At the end, the facilitator thanked the group for carefully listening to the comments and the critic. The house applauded at the group's contribution in the process.

Following this, the facilitator asked the participants to indicate the possible objectives of the mock session. Participants gave different responses like:

- ✦ To understand the role of a facilitator
- ✦ To Select methods
- ✦ To Observe and how to give/receive feedback
- ✦ To understand the strength and limitations
- ✦ To learn to develop good presentable material

The facilitator clubbed these and narrowed them to down to some specific objectives:

- ✦ To practice making a 'training' design and conduct the session
- ✦ To give clear feed back and guidelines
- ✦ To make use of teaching aids



Day II

Session: IV

Preparing for field work

Facilitator: (AKRSP)

Mr. Mahendra

Mr. Suresh

Ms. Rekha

Time: 1145 hrs

## **Preparing for field work**

The facilitator shared, “Fieldwork has been included in the second phase of training as a key feature. Guided field practice gives a deeper insight into the area of learning. However, it involves a greater amount of risk, as mistakes in field practice may damage the whole process. Therefore, quality time is required to prepare for the field”. He told participants that the field area chosen for the work is in the operational villages of Aga Khan Rural Support Programme (AKRSP). He introduced the officers of AKRSP Mr. Mahendra, Mr. Suresh, training in-charge and Ms. Rekha, who had been requested to undertake preparation for the field.

Ms. Rekha introduced AKRSP. She said, “AKRSP has been working in the area of Surendrangar for the last 22 years on the issues of drought, salinity, natural resource management, specifically on microfinance, drought and drinking water, for the coming ten years. AKRSP is also active in tribal areas. Micro-enterprise development has been sought as the response to drought at regular intervals”.

Ms. Rekha shared the process that AKRSP follows while commencing its intervention. She said, “The organisation conducts the PRA in a new village, focusing a particular area such as wealth ranking or social analysis etc. Gender is considered as a cross cutting theme in all its exercises and interventions followed. Taking its learning through PRA, the organisation has focused its activities on women’s rights. The organisation promotes women’s ownership over assets, as a strategic part of intervention. Such small efforts have a positive impact on children, specially girls’ education and women’s health. Sometimes it takes long calculations of time and financial gain that people earn to convince them to ensure their participation in intervention of rainwater harvesting.

While conducting PRA it is ensured that men and women both equally participate in the process. It is also important to ensure an equal representation of all castes of the village. The organisation adopts a learning approach while conducting PRAs. It has been experienced that many things that have come out through PRA, have proved as strong directives in future interventions of the organisation.”

After sharing this, Ms. Rekha named the villages selected for field visit of the present training. The villages are Nani Morsal and Kherana. These were to be visited by two separate groups of participants. Detailed information about each village was decided to share after formulating the scheduled activities during the field visit.

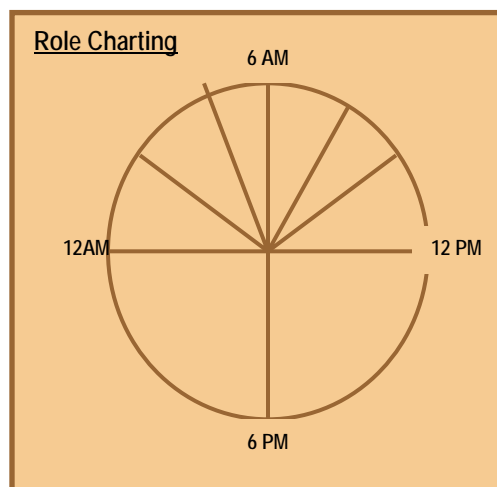


**Formulation of activities during field visit:**

Mr. Binoy Acharya shared plans for the field visit. Prior to this, he requested persons from AKRSP and participants to contribute to their ideas and suggestions to confirm the final plans. However, he also asked them to keep an account of time and our capacities while doing so. He said, “No new or recently learned concept is scheduled for the field visit. All the activities have been learnt during the first phase of training.

**Activity I : Understanding of Gender roles**

He said, “As we know that gender roles in villages vary according to the season. However, the groups would focus on the present season i.e. rainy season and draw circular chart as shown in the figure. It is our responsibility to capture multiple roles performed by both men and women. The question should be framed in such a way that people in villages would find them to give an elaborative answer. Avoid sensitive



questions. Avoid argument and confrontations. Be just a facilitator. It is a learning for us and our role is restricted to learners and not to teachers. After making separate charts in men’s and women’s groups, exchange them and note down the comments given by both the groups. This exchange will

give a new perspective. It is possible that people will reject or contradict with the views/activities shared by the other group. As a facilitator, we have to note these comments and not to argue over

<u>Women’s group</u>			
Productive	Reproductive	Social	Leisure

them. After making round chart the activity will be converted to the other chart, categorising them into productive, reproductive, social and leisure activities. As shown in the figure. After categorising them, we can draw some of the needs of women based on their roles. The entire activity should cost not more than two hours.” The facilitator asked for any doubts or questions from the participants. No doubts were shared by the participants.



## Activity II : Charting problems face by men and women

The facilitator explained the second activity. “Select any one productive activity shared by the participants. According to my opinion take agriculture, since this the main productive activity in the villages to be scheduled. List out all the sub activities involved in main productive activity. Develop a flow diagram as shown in the figure. List

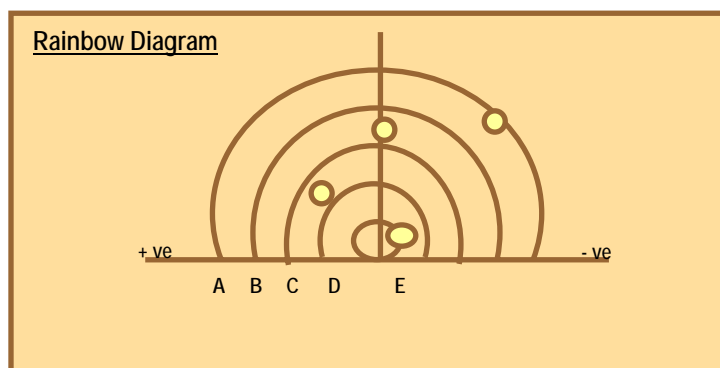
E.g. Men's group

No	Agriculture	Men	Women
	Ploughing	80%	20%

out the amount of work that men do and the amount that women do according to the measurement units followed in the village. Sometimes mere exposing of roles performed by women and their consequences in their life is enough to sensitise men and develop an action plan.” The facilitator gave an example from Koraput (Orissa) where he had conducted a PRA during the agricultural season. While doing the same exercise a person from the men's groups went to his wife who was sitting in women's group and asked her to show her palms. After reading women's role and that women face severe palm injuries during agricultural work that makes it difficult for them to have food. Reading this, he became sensitised and stared at the badly injured palm of his wife he started crying. This is the impact that PRA can bring.

## Activity III : Access and control over institutions and services

Application of rainbow chart as it has been learnt during the first phase. The facilitator asked the participants to enlist maximum institutions and plot them according to the control and access that people have.



## Activity IV : Understanding rituals and culture

An individual in-depth interview will be carried out to understand the rituals and culture. A woman participant should interview women and a man participant should interview man. Questions should be framed in a life cycle approach starting with rituals at the time of birth, then marriage, then divorce and finally rituals after death.



The following points need to be noted down:

- The activities forbidden for men and women;
- Who decides such gender-specific activities;
- What punishment is imposed for the violation of these rules;

Categorise them in a tabular format as given below.

**Table I**

Life cycle	Rituals and customs	
	Men	Women

**Table II**

Life stage	Forbidden activities		Who decides	Punishment against violation
	Men	Women		
Child				
Adolescent				
Youth				
Adult				
Old				
Widow				
Married				

**Modus operandi:**

**Group formation**

The facilitator explained the modus operandi in order to carry out the scheduled activities. He helped participants to make two groups according to during agricultural work two villages and then sub divided them according to the activities listed as under:

Nani Morsal			Kherana		
Group I Activity I	Shruti	Chief Facilitator	Group II Activity I	Neepa	Chief Facilitator
	Jyoti	Process Recorder		Shrestha	Process Recorder
	Geeta Raval	Personal Interview		H.M. Patel	Observer
	Shilesh	Personal Interview		Shailendra	Personal Interview
	PPP	Observer		Lata	
	Shelat	Process Recorder		Kaushik	Personal Interview
				Prashant	Process Recorder



Nani Morsal			Kherana		
Group III Activity II and III	Gayatri	Chief Facilitator`	Group IV Activity II and III	Jyotsna	Chief Facilitator
	Meera	Observer		Tejal	Personal Interview
	Neela			Geeta G	
	Jeetu	Personal Interview		Meeta	Process Recorder
	Ashish	Process Recorder		Yatri	Process Recorder
	Deena	Personal Interview		Ajay	Personal Interview
	Pranav	Process Recorder		Pranay	Observer

- Activity IV will be common in all the groups

### Logistic arrangement:

Separate vehicles had been arranged for each group for convenience.

### Transit walk

After reaching, some time will be taken to get people together. That time could be spent over taking a round of a village.

### Village basic Profile

Nani Morsal	Kherana
<ul style="list-style-type: none"> <li>- 170 house hold</li> <li>- Koli community in majority (130 house hold)</li> <li>- Rest are Bharvad and Darbar</li> </ul>	<ul style="list-style-type: none"> <li>- Total 429 house hold</li> <li>- Koli community on majority (320 household)</li> <li>- AKRSP is involved for last two years</li> <li>- 3 SHG and 3 Men's groups</li> <li>- Watershed association</li> <li>- Agriculture is the main occupation</li> </ul>

It was repeated that the group was going to villages for learning and not for teaching. All participants moved to their respective field areas after lunch for fieldwork. The groups shared their reports during the night session.



Day II

Session: V

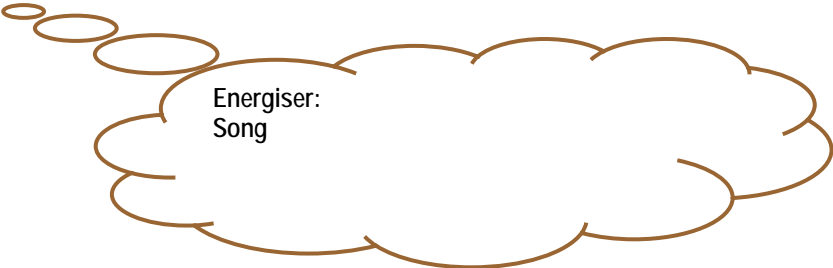
Fieldwork

Facilitator:

Mr. Binoy Acharya

Ms. Renu Khanna

Reporting time: 2100 hrs



Energiser:  
Song

Participants shared their experiences and presented the process undertaken in the field and outcome of the field exercise.

The activities like 'day schedule of men and women', 'categorisation of activities as productive, reproductive, social and leisure', 'in depth interview to understand rituals and customs in the community' and 'rainbow chart of institutional access' were undertaken.

Participants began the exercise with informal interactions with people during the transit walk and observed the general situation of the village. They observed that the village was comprised of people mainly from Koli community solely dependent on agriculture. The participants gathered at a common place along with community people and settle there. Later, the participants separated themselves according to preset groups and started explaining their respective activities to community people.

Participants could not complete all the pre set activities but they arrived at certain conclusions based on the exercise they could do with the community.

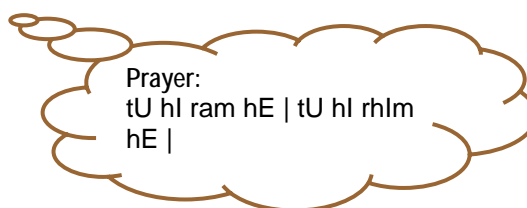
- Women underestimate their tasks / daily activities and don't find them important to note
- Women spend their maximum time in productive as well as reproductive activities and get very little time for social or leisure activities.
- The role of women is set and desired by the community or family members, they have no authority to decide their own activities in a day.
- Men have maximum liberty, mobility and hence access to maximum institutions.
- Men's problems are concerned to their productive tasks but women's problems were concerned to entire family.
- Women were more aware about the institutions like schools, anganvadi and health clinic as compare to men.



Day 3 began with a prayer followed by reports from the steering committee and the reporting committee.

**Steering committee report:**

The steering committee appreciated the facilitation and sequence of activities the previous day as well as the opportunity to have field experience. However, the committee put forward some of the areas of concern on behalf of all participants.



- ✦ Time constraint: it was difficult to give justice to field presentations late in the night
- ✦ Case study: language of case studies given was found to be difficult
- ✦ Wish of the participants to go for shopping at Vadhvan Surendrangar, if organisers could make arrangements
- ✦ Request for a group photograph
- ✦ Non receipt of First Phase Report
- ✦ Non-participation of some people

The facilitator responded to some of the important concerns shared by the team.

- ✦ Time constraint was a major factor. However, organisers would try its best to complete the training as per the scheduled time
- ✦ GRC would respond over Group Photo and the First Phase Report (Ms. Lata from GRC immediately responded to this)
- ✦ Participation of all was a collective responsibility and therefore need for encouraged those who had been silent and reserved.

**Reporting committee**

The reporting committee shared all the activities of the previous day in an innovative way of News channel named as ‘Kalni Taja Khabar...’

**Constitution of committees**

Steering committee	Reporting committee	Cultural committee	Food Committee
Dr. Jeetu	Geeta R	Continued	Continued
Shrestha Roy	Ranjan		
Geeta	Kirtibhai		



Day III

Session: V

Understanding Gender  
issues in NRM

Facilitator:

Ms. Nafisa Barot

Time: 1000 hrs.

## Understanding Gender issues in NRM

The facilitator began after greeting all participants and congratulating GRC for organising an intensive workshop on such an important subject. She also expressed her gratitude for inviting her as resource person.

The facilitator asked the participants to share their expectations from her session. She said that, it was better if participants shared their expectations. Such expectations might form the objectives and the guiding principles for the session.

Participants shared the following expectations as:

- + What was women's participation in NRM?
- + Understanding natural resource and its management
- + How could NRM be linked with 'campaign' or 'people's movement'

The facilitator rephrased the expectations of the participants into the following objectives of the session.

- + To develop an understanding, on working over NRM with gender perspective
- + How to apply gender perspective in action plan, on the issues of NRM

### What is Natural Resource?

The facilitator asked participants to share what according to them was Natural Resource. Participants said, air, water, sunlight, land and forest. According to the facilitator, these were the different types of natural resources. She further probed, "For what purpose are these Natural Resources"? She then shared that natural resources are the source of livelihood for all living beings. She gave an example. She said, "in order to fill the hungry stomach, one has to cook the food, in order to cook the food one has to grow grains, vegetable etc. and for that one needs land, water etc. This is the way every being exploit natural resources either directly or indirectly".

She further discussed the multiple usage of natural resource. She said, "One type of natural resource gets exploited for different reasons; for example 'water'. Water is used for different reasons". Participants began sharing some of the uses of water followed by the facilitators these were...

- domestic purpose
- drinking
- irrigation
- industry
- electricity
- entertainment



Similarly, participants analysed the uses of land with the facilitator

- Agriculture
- Storing water
- Industry
- Construction
- Entertainment
- Transport

Participants also shared the different uses of forest

- Construction
- Biodiversity
- Environment
- Fuel
- Medicine (herbs)
- Forest products

Looking at some uses one could find that these resources were not meant for particular social sections but for every body, including non-human beings who have rights over the resources. Understanding of different uses of resources is important to know this aspect.

While explaining the concept of rights over resources, the facilitator said, “It is clear to everybody that all beings needed natural resources to fulfil their requirements but when one resource is used for multiple purpose one has to think about the priority; for example, water is used for multiple purposes as mentioned above. According to you what is the most important use of water”? Participants answered in one voice, “drinking“. In continuation with the same, the facilitator said, “priority use of water is most essential for everybody and therefore it becomes a yardstick for us to know whether everybody gets drinking water Access to drinking water is an issue of human right and applicable to all human beings irrespective of gender. However, during scarcity of water, it is women, who have to walk long distances to fetch water, which implies added pains to women’s life. That makes this issue as a crucial issue for women.” She further asked participants to opine for second priority. Participants gave second priority to agriculture. The facilitator analysed the second priority. She said, “Agriculture also needs to be analysed as commercial cash crop agriculture and food crop. Sometimes a good agriculture production in the field proves useless when women in the family face stress to secure their next day’s meal. That provides another gender dimension to analyse agriculture as second priority use of water. In the application of this dimension, the priority of agriculture can be stated specifically to food security cropping agriculture and not commercial cash cropping. In many cases, the use of water for cash cropping is not accessible to women for procuring it for drinking purpose”. During the discussion, participants gave third priority to domestic use of water. The facilitator insisted upon spelling out the details of domestic use of water. Participants identified different water consuming domestic activities like cooking, cleaning, washing,



bathing, washing cloths, vessels etc. While analysing these activities it was observed by the participants that maximum activities were performed by women. That means during scarcity of water, women face major stress because their need of water could neither be overlooked nor be delayed. The facilitator shared her experience with a bank in Rajkot, where she had been attending a meeting with farmers. Majority of them were men and were worried for delayed monsoon situation. They shared the adverse conditions at farms. On asking about drinking water, they said that drinking water was available. On probing further about their knowledge about drinking water, they said that drinking water was available three kilometres far. Women fetched water and therefore the men were least aware about the realities. Men never considered that fetching water had any work value. While adding some important neglected water consumptions required for women she gave an example. "Maximum people lived in village and resided in earthen houses that required annual maintenance. People preferred to repair their houses before monsoon i.e. in summer when water was already a crucial issue. Nobody took an account of this water that actually deprived girls from education etc. Girls faced the stress of fetching water for domestic purposes, for livestock and for house maintenance women tended to ignore water for their bath, which eventually affected their health."

While continuing the discussion, participants prioritised the rest of the uses of water as electricity, industry and entertainment respectively third, fourth and fifth (last) priority. While focusing on commercial agriculture and industrial use of water, the facilitator said that it was essential to review the use of water in industry. Some industries genuinely required water and some of them were necessary to ban. The facilitator restricted her topic of discussion to the dimension of prioritisation instead of getting deep into the parameters and environmental consequences etc.

In the context of the above discussion, the facilitator asked the participants what according to them was the most crucial water issue of Gujarat. Most of the participants were in favour of drinking water as the biggest issue of Gujarat. The facilitator asked the participants to share the basis for their opinion. She said, "It is important to frame the issue in its realistic image. For example the issue of water scarcity is the issue of entire Gujarat consisting 18,500 villages?" According to participants the issues of drinking water is of 70 to 80% villages. That implied around 13000 to 14000 villages. It had been discussed that drinking water issues was close to women and therefore it could be concluded that drinking water issues of Gujarat was one of the most crucial issues of women from those 13000 villages.



While explaining the importance of quantitative and qualitative indicators in framing the issue effectively, the facilitator focused on the second outcome of discussion on 'drinking water' as a crucial issue of Gujarat. She said, "Micro analysis of the use of water at the village level shows that the maximum water is used for purposes other than drinking. The requirement of drinking water per person is about 4 to 5 litres per person, drinking water should be safe and clean and it should fulfil the requirement of all people of the community. However, it is a fact that the most important need of water get the least priority while distribution.

Indicators based on the use and requirement of water in terms of demand, supply and quality of water help in framing the issue. Questions related to each of these bases of indicators such as who demands, how much demand, where the demand is, what the demand etc lead the specific indicators of analysis. It is important to apply these parameters while framing the issue in perspective of gender. The analysis based on these indicators show that women require water to fulfil most essential needs of daily life and they have least access over it. Their water demands are negligible in comparison to industrial demand but even then, their demands fail to catch attention of policy makers. These parameters can also be applied for other natural resources such as land forest etc. The analysis of any natural resource applying these indicators explains who has better access and control over resources. It is a fact that women have been subjugated in all aspects of life including decision-making. Naturally, women have least access to resource and almost no control. This is the link between gender and NRM".

The facilitator pointed out the learning of the session....

- ❖ Natural resources could not be created or manufactured; they could only be managed
- ❖ All beings including non-human beings needed natural resources for their survival
- ❖ All human beings had an equal access to resources
- ❖ Women performed specific social role assigned to them by society, through which they required easy, consistent and adequate access to natural resources
- ❖ The distribution of resources was not in the favour of poor people.
- ❖ Women did not have decision-making power and therefore their problems did not get attention with regard to access and control over resources.
- ❖ The indicators applied for the framing of an issue needed to be scanned through a perspective of gender.



While concluding the session she said, “It is important to review our own attitude and perspective related to natural resources and their usage. Secondly, study the government policy of distribution of resources, understand the gaps, and thirdly, understand the reasons for inequity at various levels”. The facilitator also touched the other resources of land and forest in brief to give an example of analysis.

At the end of the session, the facilitator gave an exercise to the participants. She asked them to analyse the following...

- ✧ What were the problems related to natural resources?
- ✧ Who was mostly affected by these problems?
- ✧ What were the fundamental reasons for the same?

The facilitator drew the purpose of the exercise in a discussion. The purposes thus were, as given below...

- To understand how exploitation happens
- To understand the gender issues in the area of NRM
- To get a direction towards gender based NRM framework

40 minutes were given for the exercise.

### Day III

Understanding gender in  
NRM

Participants' presentations

Facilitator:

Ms. Nafisa Barot

Time: 1215 hrs.

### Participants' presentations

#### **Group I**

#### **Problems related to natural resources**

- ✧ Insensitivity towards resources as they were available without trouble
- ✧ lack of efforts to conserve the resources
- ✧ poor people did not have any access and control over resources

#### **Who was mostly affected by these problems?**

- ✧ Women and children
- ✧ Vulnerable groups
- ✧ Flora and fauna

#### **Fundamental reasons**

- ✧ Lack of political will to conserve resources in government systems
- ✧ Patriarchal attitude to view the resources and their use

Discussion followed by the presentation, helped in dissecting the issues and analyse them. According to the majority of participants, the presentations should have been much deeper than its existing form.



The facilitator said that the analytical framework should be clear at the back of the mind before analysing any 'issue' or a 'village' or a 'resource'. One could not start with the framework, but that clarity of framework helped in keeping the process on its track. It was difficult to generalise the observation as situation varied according to place and time. Therefore, an analysis should be time and location specific. Identification of problem/issue was important for further analysis. It was observed that the issue of health had been missed from the above presentation, as it was not identified as an issue or a problem.

## Group II

**Table I**

Water consumption areas...	Effects	
	Men	Women
✦ Drinking	✦ No major effects	<ul style="list-style-type: none"> <li>✦ Long distance to walk</li> <li>✦ Low availability</li> <li>✦ Injuries / accident</li> <li>✦ Mental stress</li> <li>✦ Pregnant women/ retardation</li> <li>✦ Deprived from education</li> </ul>
✦ Household (domestic)	✦ Men can take bath anywhere	✦ Infectious diseases
✦ Agriculture	<ul style="list-style-type: none"> <li>✦ Physical and mental stress</li> <li>✦ Lower communities feel inferior</li> </ul>	✦ Physical and mental stress
✦ Industrial	✦	✦
✦ Entertainment	✦ Risk of sinking	

**Table II**

Land consumption areas...	Effects	
	Men	Women
✦ Housing	✦ Risk of accidental death	<ul style="list-style-type: none"> <li>✦ Lack of security</li> <li>✦ Risk of accidental death</li> </ul>
✦ Agriculture	✦ Mental stress	✦ Mental stress
✦ Industries	✦ Environmental pollutions health effects	✦ Environmental pollutions health effects
✦ Education / health institution	✦ If far then accessibility for children becomes difficult	✦ If far then accessibility for children becomes difficult

Discussion followed by the presentation raised the issue of women's 'right to property'. Participants shared different dimensions of this aspect along with the facilitator.



Although several legal amendments had been made in this regard all of them were not adequate to ensure women's ownership over land property. Even though they had ownership on paper, it was still a question, how much control they had over it.

### Group III

#### Water

Problems	Effects		Reasons
	Men	Women	
✦ Access to drinking water	<ul style="list-style-type: none"> <li>✦ Low caste men inferiority</li> <li>✦ migration</li> </ul>	<ul style="list-style-type: none"> <li>✦ health effect</li> <li>✦ increased responsibility</li> <li>✦ mental stress</li> <li>✦ hygiene</li> <li>✦ children's development</li> </ul>	<ul style="list-style-type: none"> <li>✦ social mentality</li> <li>✦ no priorities to basic needs</li> </ul>
✦ Water management	✦	✦ Women not in decision making	✦
✦ Ownership of resources	✦ Men have ownership	✦	<ul style="list-style-type: none"> <li>✦ Low mobility of women</li> <li>✦ Government policy</li> <li>✦ Globalisation and corruption</li> </ul>

The facilitator shared her views over specific issues of 'loopholes' in the Government system and corruption. According to her, the issues of 'access to information' and 'scope of participation' were important. She said, "It has been observed that vulnerable groups get more severely affected than powerful sections of society mainly because they do not have any stake in the system, any way. Men from the so-called lower caste get equally affected as they have to migrate and earn for their family. Therefore, the issues of corruption and loopholes in the Government system are some reasons for these effects but not necessarily the 'fundamental' reasons. Unless the vulnerables get an access to right information and hold some important, stake in the system policies will not be amended in their favour even though corruption is eradicated".

**Similarly, other two groups made their presentations. The presentations reflected similar views as of the previous ones. These presentations have not been discussed to avoid repetition.**



The facilitator concluded the session emphasising on the key points of learning. She said, "Along with sensitivity towards resources and vulnerable groups, sustainability of resources and conservation methods are equally required. No presentation discussed the component of sustainability. In order to address the basic issues related to NRM and gender one need a system or infrastructure with sensitivity and gender perspective. Financial provision and management system also requires for developing resources and make them sustainable. Policies need to be reviewed on regular basis. People should get the scope to contribute their views through a proper system to influence policies. The present implementation of policies is power oriented and therefore decentralised management system is advocated at a high level. The decentralised system can provide some decision-making power to people in villages." The facilitator gave an example from Nepal where forests had been handed over to people and as a result, they had found that the growth of the forest had been accelerated.

According to the facilitator, the issues of NRM have different dimensions like environmental, social, economical and political and she said that it is essential to understand all the dimensions to develop sustainable alternatives. She also added that Government policies and their implementation should vary according to regional needs. The requirements of Saurashtra are very different from those of the Dangs. Although the issues remain same, the geographical conditions vary and therefore the nature of intervention should vary.

While explaining the role of NGOs she said, "NGOs have a key role in the process. People have all strength to make their demand and put their issues across the power centres but they need support to loud their voice. People need to be organised and NGOs can organise people. Sustain their efforts. Build their capacities and skills. NGOs do not need to teach people about conservation of resources because vulnerable people never exploit them excessively. Powerful sections of society control them and exploit resources in their own interests. In order to make this shift in control one can stimulate the peoples' struggle for alternative development. It is important to get vulnerable people together in proper system at large scale may be at national and international level to voice their demands for equitable rights over resources."

At the end of the session, the facilitator revisited the objective set in the beginning and asked the participants to share their views whether the session served its objectives or not.

The objectives were:

- ✦ To develop an understanding, on working over NRM with a gender perspective



- ✦ How to apply gender perspective in action plan on the issues of NRM

Participants shared that they have received a new area for brainstorming, with a gender perspective. The facilitator said that a clear framework of gender perspective helped to understand new issues and areas. The session attempted to evolve clarity on this analytical framework and not meant for mere understanding of NRM. In this context, she felt that the objectives had been served to a large extent.

Mr. Binoy Acharya emphasised the points of learning. He said, “It was a well organised session focused on understanding of gender in the context of NRM. The range of issues had been discussed with different scales from the issues of inequality to unequal distribution of resources, to the access and control over resources to policy loopholes, corruption and globalisation. More than issues per se the framework of analysing them was the focal area of discussion and the overall session achieved the understanding of a gender based analytical framework for NRM. Such a framework can also be applied to other areas. This makes the session even more important.” He acknowledged the time spared by Nafisa Barot and expressed his gratitude on behalf of the participants.

**Outcome:**

- ✦ Natural resources cannot be created or manufactured, they can only be managed
- ✦ All beings including non-human beings need natural resources for their survival
- ✦ All human beings have an equal access to resources
- ✦ Women perform a specific social role assigned to them by society, through which they require easy, consistent and adequate access to natural resources
- ✦ The distribution of resources is not in favour of the poor people.
- ✦ Women do not have decision-making power and therefore their problems do not get attention with regard to access and control over resources.
- ✦ The indicators applied for framing an issue need to be scanned through the perspective of gender.

**Method capsule**

- ✦ Lecture in organised form
- ✦ Expectations of participants
- ✦ Objectives of the session
- ✦ Small lecture and questions answers
- ✦ Exercise for participants
- ✦ Group work
- ✦ Group presentations
- ✦ Revisiting objectives
- ✦ Stating the outcome.



Day III

Session: VI

Laws related to women's issues

Facilitator:

Ms. Sophia Khan

Time: 1515 hrs.

### Laws related to women's issues

The facilitator began the session recalling her previous session during the first phase of the training. She asked the participants to share their feedback whether the information shared during the previous session was of any use in the field, whether they faced any difficulty while dealing with legal matters/cases.

Participants shared several experiences during which they had found opportunities to apply their legal understanding. One of the participants shared a case of a woman with 80% burn. The patient was treated in a hospital but no complaint (FIR) was registered. The facilitator responded to it with a surprise, "Any case of such severe burn can not be treated in the hospital without registering medico-legal case." The facilitator advised the participant to verify the fact. Similarly, four other participants shared their experiences and the facilitator advised them wherever required.

Then the facilitator stated the focus areas of the session. She said, "The focus areas of the session are based upon the feedback given by the participants after the previous session. Majority of the participants wished to have more information on sections 125 of Cr.P.C. and 498 A / 376 of IPC, which had been set as the focus areas of the session in context of visible violence."

The facilitator began with a brief explanation on the fundamental document of the legal system, 'The Constitution of India'.

#### **The constitution:**

The facilitator explained the significance of constitutional provisions as fundamental rights. She said, "The constitution ensures fundamental rights to all citizens of India. Some of these rights deal specifically with women's issues. The articles elucidating these rights have been discussed in brief. It is important to analyse the incidences that occur in society in spectrum of fundamental rights".

❖ According to Art. 13 no amendment can be made out of scope of the constitution.

❖ The constitution validates some inequalities in Art. 14. However, such inequalities are constructive in the interests of the poor and vulnerable people."

- The facilitator gave an example of income tax payments and categories of income groups. She said, "Uniform tax for all employees would be a burden to workers in



the fourth class. Therefore, taxation according to categorisation is considered to be legal.

- ✧ Art. 15, stated that all citizens were equal irrespective of caste, class, religion, domicile and gender.
- ✧ The section three of Art. 15<sup>th</sup> allowed the Government to make special provisions for the development of the vulnerable sections of the society. The apex court of India interpreted this as a positive discrimination.” The facilitator gave an example of 33% reservations of seats in the Panchayat. She said, “The provision of reservation promotes women’s participation in panchayat, which is essential for the development of women and village level institutions. Such discrimination does not harm the other sections of society.
- ✧ Art. 19 gives freedom of speech and expression
- ✧ Art. 21 ensures right to (dignified) life and personal liberty. The article is elucidated from wide perspective of life with dignity and equal treatment.” The facilitator gave an example of a case from Andhra Pradesh. In the case shared by the facilitator, a woman challenged the Court’s judgement in which she was asked to stay with her husband in order to ensure his conjugal rights. The woman challenged this judgement in the Apex court under Art. 21, stating that the judgement given by the lower court was going against her right to personal liberty. The apex court of Andhra Pradesh gave a radical judgement accepting the plea of the woman. However that judgement was further challenged in the Supreme court, where it was overruled and advocates from orthodox background stated that ‘fundamental right was not a subject to discuss in the bedroom.’
- ✧ Art. 22, makes the provision of preventive detention in anticipation of criminal offence or antisocial activities. This article is implemented specially during major festivals, events like Rathyatra to avoid any disturbance in processing etc.
- ✧ Habitúés Corpus: Habitúés corpus is a legal procedure of filing a petition directly in the high court under special circumstances. Especially when parents or relatives of a woman are denied to meet her by her in-laws, then on doubt of an offence this petition can be filled. The literal meaning of Habitúés Corpus is to present the body (concerned person). In acceptance of the petition, the court issues a search warrant against the person concerned. The facilitator shared a story of a couple Bhagibai and Babu in which this petition was used from both the sides. This is a legal tool and its application depends upon the sensitivity of the legal professionals who use it. .”

While discussing the case of Bhagibai and Babu, the facilitator also explained the

Gender Mainstreaming Phase II ToT June 2004 51



nexus between the police and suspected criminals and its adverse impact on legal procedures. While emphasising the significance of fundamental rights the facilitator said, “The fundamental rights have special significance by which the case related to violation of fundamental rights can directly be filed in the Apex courts. These provisions are important to know not only for advocates and legal professionals but also for every other person. It is essential to create an environment where women would come forward and identify that their basic rights are being violated not necessarily in the society, but in the family itself. Legal awareness on a large scale can develop confidence among the vulnerable groups.” According to the facilitator, it is a tough task and it requires awakening of the inner soul of the society.

Participants were also curious on the legalities of the Israt case of encounter. The facilitator stated, “The police encounter is an action taken by the police in their defence. Encounters are justified based on situation, the intensity of crime or under combating operation of terrorist attack. Particularly in the case of Israt it is difficult to come to any conclusion unless all the facts are out. However, the integrities of this encounter leave legal scholars with lots of ambiguities and doubts, which required to be debated in the appropriate legal procedure. Meanwhile organisations like us can demand for objective investigation in the case and transparency in facts.” According to the facilitator, the increasing number of encounters in Gujarat indicates the failure of law and order in the civil society.

Participants also raised their queries on personal marriage acts, especially on inter-religious and inter-caste marriages and the facilitator dealt with the cases shared by the participants with reference to...

- ✦ Hindu marriage Act
- ✦ Muslim marriage Act
- ✦ Christian marriage Act
- ✦ Special marriage Act

The facilitator threw light on the personal laws. She said, “Law does not recognise all customary laws, however allow certain communities of schedule caste and schedule tribes to follow customary laws and recognise their marital status accordingly. Nevertheless, so-called higher caste communities of Hindu and people from minorities have to follow their respective personal laws related to marriage.

### **Introduction to Sections:**

The facilitator explained the basic sections with the help of slide presentations. She said, “It is important to know for every citizen that which offences are liable for arrest, which offences required court’s order for arrest, which offences are bail able. It is has been observed that the perpetrators take the advantage of legal illiteracy of victim.



Therefore in that context this information can empower women to the certain extent.” The facilitator displayed a table showing the main features of cognisable and non-cognisable offences, bailable and non-bailable offences.

The facilitator said, “The Criminal procedure code (CrPC) has elucidated this information in detail. While applying a particular legal section one has to know the source of provision of this section under which category of law. The incidences that general citizens come across in normal circumstances are under Indian Penal Code (IPC). Second information to know is whether the section applied is of which type cognisable or non-cognisable.

<b>Cognisable</b>	<b>Non- cognizable (NC)</b>
<ul style="list-style-type: none"> <li>- Complaint registered as FIR <ul style="list-style-type: none"> <li>✦ Applying sections</li> <li>✦ Giving the number</li> <li>✦ Share the copy of FIR with complainant</li> <li>✦ Arrest the alleged</li> <li>✦ Present the alleged before magistrate</li> <li>✦ Prepare charge sheet against alleged</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Complaint on registered <ul style="list-style-type: none"> <li>✦ Sometimes it becomes important especially in the case of doubtful death of victim</li> </ul> </li> </ul>
- Authority to arrest without warrant	- Inform the magistrate through procedure
<b>Non-Bail able</b>	<b>Bail able</b>
<ul style="list-style-type: none"> <li>- Depend upon magistrate’s discretionary power</li> <li>- Not all cases of offences are non-bail able.</li> <li>- Normally alleged are kept in custody up to nine days (until police file the charge sheet) so that alleged does not tamper the evidences.</li> </ul>	<ul style="list-style-type: none"> <li>- Police can release alleged on bail</li> <li>- Right to have bail</li> </ul>
<b>Non- Solution</b>	<b>Solution</b>
Majority cognisable offences are non-satisfactory	Parties have liberty to settle the matter outside court <ul style="list-style-type: none"> <li>- with court’s permission</li> <li>- without court’s permission</li> </ul>
- Solution not possible in any case	

### **Sexual offence**

While explaining the legal provisions against sexual offence, the facilitator said, “Indian penal code (IPC) has three main sections that deal with sexual offence. Section 294, Section 354, section 509 and the guidelines issued by the Supreme Court during the Vishakha case in 1997 can be discussed”.

Do not accept the FIR without reading it detail and ensuring that all the information with minute detail is recorded in its true spirit and in right words.



While expressing her concern over the attitude that reflects the provisions of sexual offence the facilitator said, “The sexual offences have not received adequate seriousness in the sections elucidated in IPC. The morality of the victim is challenged in such cases, which is the matter of concern for legal and social activists. The existence of such section has come from patriarchal social system, and not necessary as attack on individual rights of the woman. However, the sexual harassment has been intensely discussed in the apex court in perspective of fundamental rights. The judgement of apex court radically focuses on the impact of the offence more than the intentions of the perpetrator. The Supreme Court has used the terminology for sexual harassment ‘any unwelcome gesture’, in its definition, which is revolutionary in itself. Although such judgements are revolutionary and have wide impact the overall criminal justice system is in favour defending the state and power centres. This has been proved in several cases from Mathura to Ramisadi, Bhavaridevi, in which judgement has been passed but justice is awaited.

#### ❖ Section 294 IPC

The maximum punishment is for three months. A famous case was fought in the apex court between Rupen devi Bajaj and KPS Gill, in which Mr. Gill was punished with the fine of Rs. 2.5 lack. The nature of offence under section 294 is any sexual gesture that attacks the dignity of woman.

#### ❖ Section 364 IPC

It includes the criminal use of force for sexual act against the will of woman. The section has a provision of punishment up to 2 years.

#### ❖ Section 509 IPC

This section includes the offence in form of any act that makes a woman uncomfortable with the situation. The perpetrators may be doing it from a distance and without having physical contact for example showing pornography etc. that hurts the dignity of woman. The section has a provision of punishment of one year and / or fine.

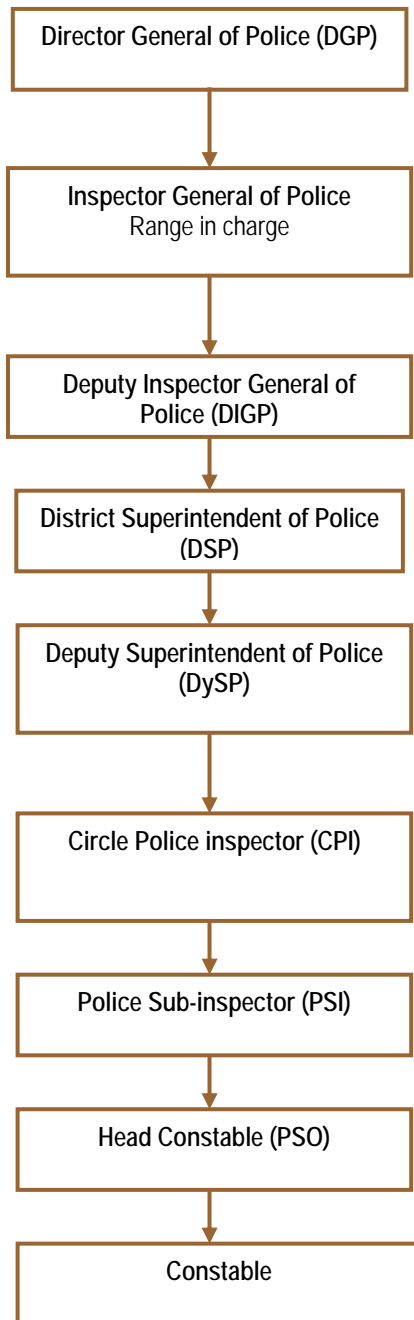
All above three sections fall into category of cognisable offence but they are bail able. It is myth that to avail a bail one has to make payment. No money is required to avail the bail”.

#### **Structure of the police system:**

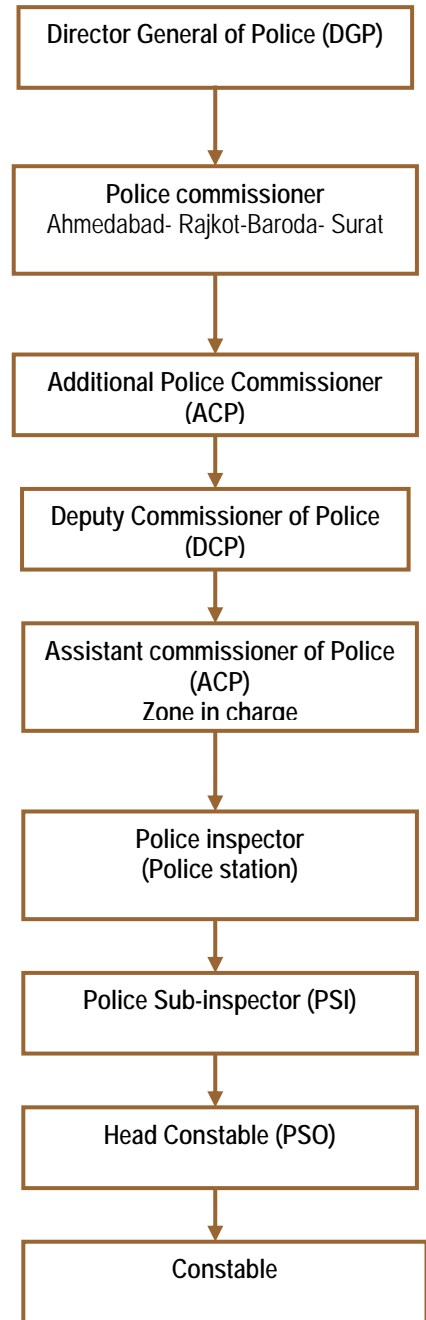
The facilitator explained the structure of the police system According to her it is important to understand the police system to ensure proper action against the complaint.



Rural



Urban



### **Essential contents of FIR**

- ✧ While registering a complaint in police station, the complaint is registered in details with all integrities related to incidence, with its background and other essential components. This note is called as First Information Report. It is mandatory for the police to file FIR under any cognisable offence under section 154(1) of IPC. This FIR is considered as a fundamental document of the case.
- ✧ Section 154 (2), makes it compulsory for police to share the copy of FIR with person registering the complaint at free of cost.
- ✧ The section 154(3) makes special provision of post the matter of complaint directly to superintendent of police in case the police station refuses to register complaint under cognisable offence. In such cases superintendent does needful to register the complaint according to the nature of offence.
- ✧ It is important for the complainant to verify the content of the FIR. He/She should refuse to sign the FIR without having utmost satisfaction over the contents including words, grammar, terminologies etc. If the complainant is illiterate then it is mandatory for the police to read out the FIR to the concerned person and it is necessary to mention that this FIR was read out to the person and not read by him/her. Along with the copy of the FIR, the complainant should avail the Crime Register number.

### **Special rights for women related to police procedures**

- 1) According to the criminal procedure code 197, section 160 police cannot call women and children up to age 15 for any interrogation.
- 2) Only assistant sub inspector or official of a post higher than that can arrest women.
- 3) While arresting a woman, male police officers do not have the right to touch her
- 4) A Woman cannot be arrested after sunset and before sunrise except in some exceptional situations. Under such situations, it is mandatory for the police to take written permission from higher authorities. The letter of permission should contain the specific reason for such arrest.
- 5) Only a woman officer has right to search for the arrested woman in the presence of other women.
- 6) Under non-cognizable and bailable offences, it is mandatory to sanction bail at the earliest time. In case of non-bailable offence, it is necessary for police to present the concerned woman the before nearest magistrate court within 24

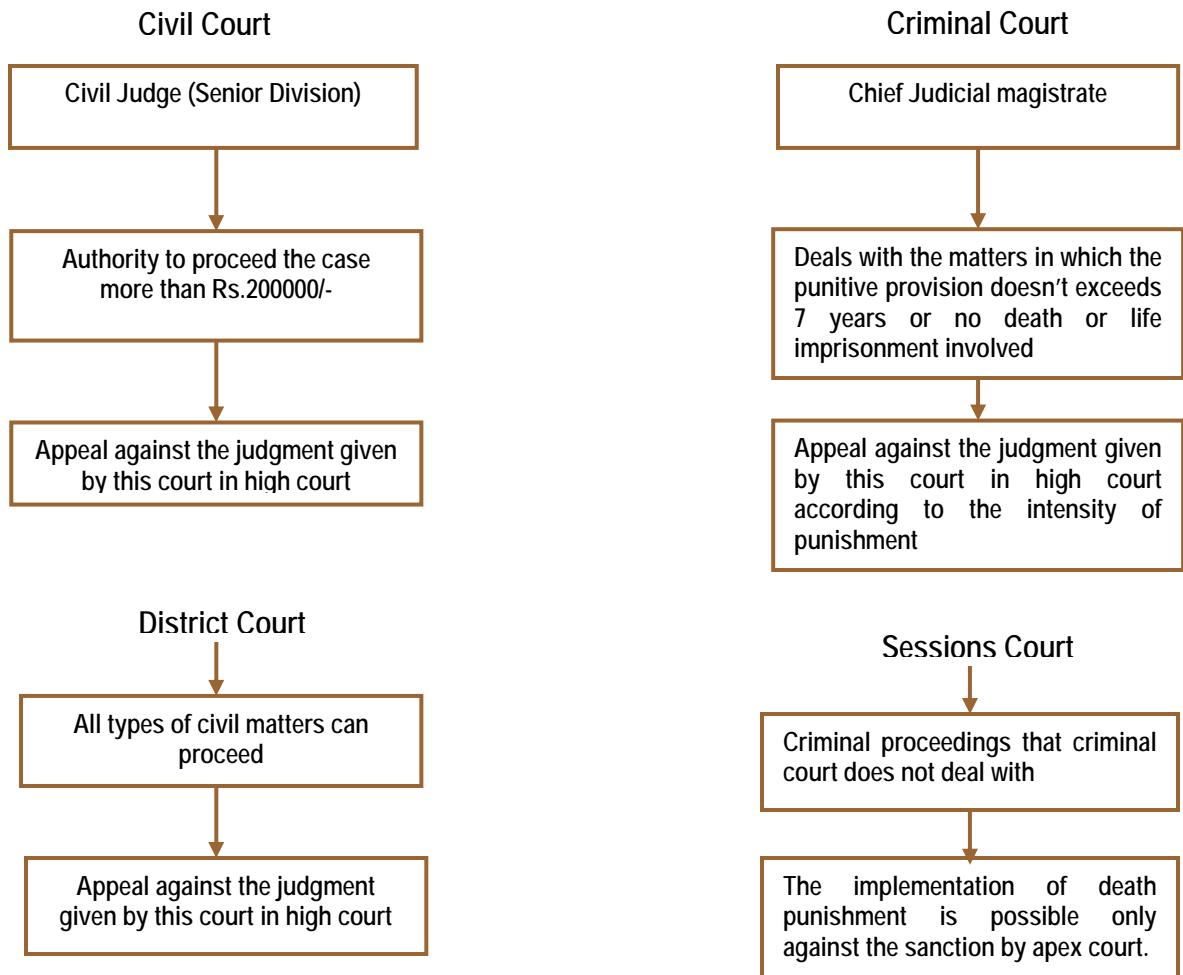


hours. In the absence of a woman police officer, the husband or other close relative of the woman has the permission to accompany the arrested woman.

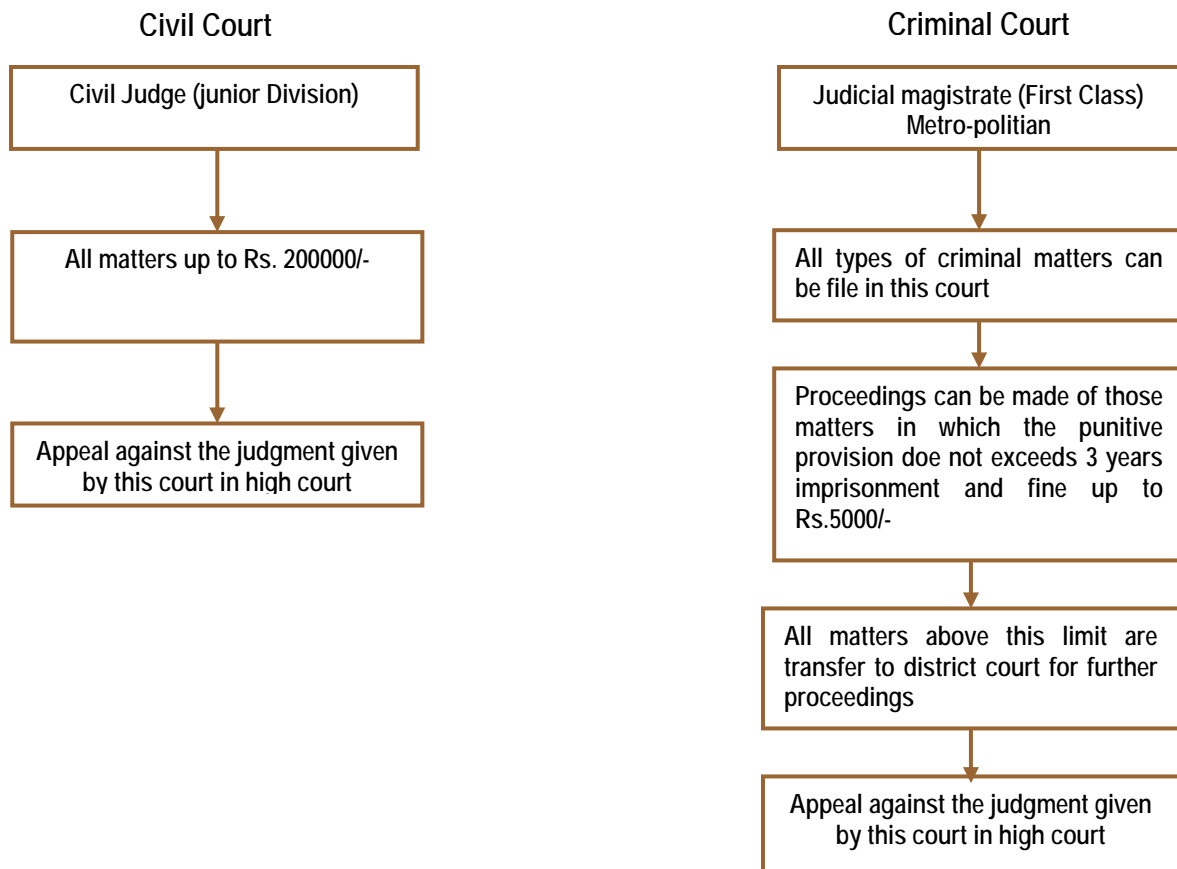
- 7) Separate 'lock up' should be arranged for women. Woman's 'lock up' or place of custody should be located in such a place that the person accompanying her, can easily see her.
- 8) Information related to the arrested woman should be shared with social/ voluntary organisation on request.

**Structure of the judiciary:**

**District Level**



## Block Level



The facilitator ended the session with brief information on Sections related to rape.

### **Section 375, 376 A, B, C, D**

Section 375 elucidated the provision of custodial rape. According to the facilitator, this section was distinguished, from other legal provisions due to its unique and revolutionary feature. Under this section, not the victim but the perpetrator has been given the responsibility to defend him/herself.

### **Section 228 A**

Section 228-A makes the provision of maintaining confidentiality about the identity of the rape victim.

At end, the participants also discussed the two legal provisions that are misused quite often.

- a) Pre-Natal Diagnosis Act (PNDT)
- b) MTP Act



According to some participants, MTP is a right based legal provision miss interpreted as contradiction of PNDT. The facilitator said, “Such debate should continue as it gives important direction for future. Law cannot ensure principles of equality in humanity. That should come from within and for that behavioural transformation is required. This is a long lasting struggle for everyone who wishes to see the world without any kind of discrimination”.

Mr. Binoy Acharya formally concluded the session by expressing his gratitude on behalf of all participants.

**Outcome:**

- ✧ The constitution ensures fundamental rights to all citizens of India. Some of these rights deal specifically with women’s issues on frequent basis
- ✧ Section 3 of Art. 15 allows the Government to make special provisions for vulnerable sections of society for their development. The Apex Court of India interprets this as positive discrimination
- ✧ Habitueés Corpus is a legal procedure of filing a petition directly in the high court under special circumstances
- ✧ Sexual offences have not received adequate seriousness in the sections elucidated in IPC

**Method Capsule:**

- ⊕ Participatory lecture
- ⊕ Discussion
- ⊕ Sharing of participants’ experiences
- ⊕ Use of transparencies
- ⊕ Distribution of material
- ⊕ Use of examples and cases



Day IV

'Facilitating a session'

Practice with mock sessions

Facilitator:

Ms. Renu Khanna

Time: 0930 hrs.

Prayer:

### **Steering committee:**

The steering committee reported that participants appreciated both the session of previous day. However, a few suggestions were given to save a time

- ✧ Since presentations take the maximum time, therefore two or three groups can be formed instead of five
- ✧ Instead of having multiple subjects, one subject can be taken to its depth, to justify the time allocated to each subject

In response the facilitator said

- ✧ More number of groups help quality of participation and repetition in presentations can be avoided with more creativity and innovative ideas.
- ✧ Having deeper and wider perspective at a time is not possible. Training is like a sweets shop in which all types of sweets can be tested but it is up to consumers to choose one or to buy all. Same way participants can choose subjects to have a deeper perspective.

### **Reporting committee**

The reporting committee shared the proceedings of the previous day in an innovative way of Gujarati folk known as 'Rangla-Rangli'

### **'Facilitating a session'- Practice with mock sessions**

The facilitator (Ms. Renu Khanna) began the session, asking feedback from participants on session undertaken by Ms. Nafisa Barot the previous day. Participants identified them as...

- ✧ Expectations of participations
- ✧ derived objectives for the session
- ✧ participatory lecture
- ✧ group work
- ✧ presentations
- ✧ Key points
- ✧ Revisiting objective



The facilitator appreciated these as the ideal proceedings for any session. She said, “It is important to prepare the method and sequence of activities along with the content. Such preparation helps in formulating the right questions for the participants and the key focus areas of the session. A mere set of participatory exercises cannot make a session interesting. A session becomes interesting with clarity and focus on the content and distinctive proceedings covering expectations of participants, objective, appropriate method, quality participation, rephrasing the key points, analysis and for learning and evaluation.

### **Constitution of committees**

Steering committee	Reporting committee	Cultural committee	Food Committee
P.P. Patel	Madhaviben	Continued	Continued
Ranjanben	Shreshtha		
Jyotsnaben	Shaileshbhai		

Day II

Mock training sessions

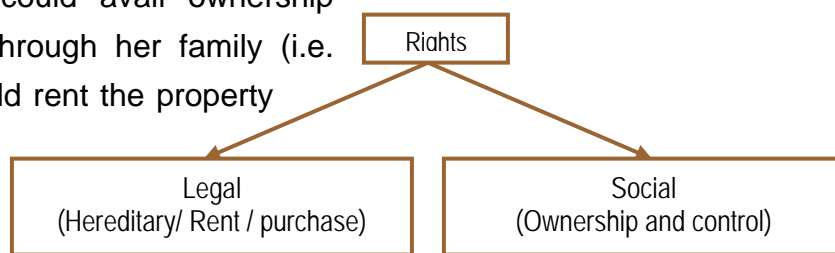
Group: II

Time: 1000 hrs

### **Mock training sessions**

This session is based on the reading extracts from a Gujarati book ‘hU qeDut 0U’<sup>Annexure2</sup>. The group began the session on ‘**Importance of land for women**’ in a simple lecture form.

The trainee facilitators explained the different types of rights that women could have over property. A woman could avail ownership rights in legal framework through her family (i.e. inherited rights), or she could rent the property or the property in her name. The facilitator explained that merely legal



ownership was not enough unless a woman had the right to take the decision over property matters. Such decision making power came from social sanction. In order to ensure those rights a woman needed the following three things...

- ❖ Welfare
- ❖ Capacity
- ❖ Equality and empowerment

The group attempted to explain these concepts through a pictorial presentation.

<sup>2</sup> Extracts from ‘Hu Khedut Chhu’



## Analysis:

The viewers sitting in the group of 'white caps,' appreciated the efforts of the other group. According to them, the trainee facilitators followed the right procedure by asking participants' expectations. Further, the method of pictorial presentation was friendly to illiterate people. They also observed that the group had carried out activities gradually, to give proper justice to the topic. They remarked that the use of minimum words and more non-verbal methods could catch a good response in rural areas.

The group wearing 'black caps,' put across their critical analysis. According to them, the number of pictures was exceeding the content. They also observed that there was conceptual confusion among the trainee facilitators on the concept of 'capacity'.

The facilitator shared his views. He said, "It is not required to be defensive every time by commenting on one's own skills. Be straightforward and it is advisable to put one chart at time, instead of displaying all the charts together". Ms. Renu Khanna gave her advice, "it is important to have the pre-test of the pictures. Apology is not required. Presence of mind is essential to deal with the unprepared situation during the session".

Day II

Mock training sessions

Group: III

Time: 1115 hrs

The topic of the session was '**Women's land access in practice**'. The trainee facilitators' group began the session explaining ways in which women can avail the ownership of land.

### Possibility of land ownership

Reason for ownership	Analytical factors	
Hereditary transfer	<ul style="list-style-type: none"><li>- Not having Son</li><li>- Which part of land</li></ul>	<ul style="list-style-type: none"><li>- How much part</li><li>- Quality of land</li></ul>
Purchase	<ul style="list-style-type: none"><li>- Whose money</li></ul>	<ul style="list-style-type: none"><li>- Decision of choosing the land</li></ul>
Legal – Through organisation	<ul style="list-style-type: none"><li>-</li></ul>	
Gift	<ul style="list-style-type: none"><li>-</li></ul>	

Although 13% women in India have ownership over property, of them do not necessarily have control over it.

The trainee facilitators explained the unique people's movement popularly known as 'Buddhagaya movement' on the theme of women's access to land ownership. As an outcome of this movement, women from two villages had received the ownership over land. It was later found that the women from these villages were more empowered than those from other villages. The group shared that according to a new rule of the Government it is mandatory to make any new allotments of land in the name of women.



However, such a rule cannot serve its purpose in the true sense since these women owners hardly have any control over the land.

### **Analysis:**

The viewers wearing white caps appreciated the efforts for giving minute details in terms of numbers and references from historical events, whereas the group of 'black caps' pointed out certain gaps in explanation of 'Buddhgaya movement'. The facilitator emphasised on the factor of time management. She said, "it is important to complete the session in a given time. Good management of time also helps in prioritising the focus areas and methodology of sessions". Mr. Binoy Acharya shared his views. He said, "it is essential for the resource person to strength his/her argument, which is possible only through extensive homework, wide reading and preparation for the session. Secondly, it is important to identify and stress over the punch lines. It is an art to catch the punch lines and emphasise them through different methods, which can be developed gradually with practice. The third important point is to link the session with the previous session. It is good to extract some part of previous the session to start a new session. This binds the training under one theme".

Day II

Mock training sessions

Group: IV

Time: 1145 hrs

This group took a session on '**legal perspective over land rights of women**'. They explained the different dimensions of legal provisions through a role-play. A classroom was depicted where one member enacted the role of a teacher and the other two enacted roles of a brilliant student and an average student respectively. The teacher conducted a test in which he asked questions related to legalities for women's right over property and students answered them. The brilliant student gave correct answers and the average one gave answers based on social myths. This way the group subtly explained the myths and facts related to women's right over property.

### **Analysis:**

The group of 'white caps' appreciated the use of different and innovative method. They also found that the student and teacher conversation gave an in depth analysis of the legal provisions for women's right to ownership, the right selection of questions was also appreciated. In addition, the group observed that the mock resource person focused on some key points and emphasised them by rephrasing.

According to the facilitator, the method adopted for the session was very effective. However, the same method could have been qualified further with the use of additional



tools such as blackboard, soft board or simple charts. Display of some important points helped analysing the session at the end and it gave an opportunity to participants to note down key points after the discussion.

Mr. Binoy Acharya shared his views over the method. He said, “The method was very effective but effectivity also depends on the duration of its application. A method of role-play cannot be performed for a long duration. Each method should be used for a particular purpose. All methods cannot serve all purposes”.



Day IV

Session: VII

Gender planning, principles,  
tools and procedure

Facilitator:

Mr. Binoy Acharya

Time: 1300 hrs.

**Energiser: Tiger and Got**

Ask participants to stand in three rows.

Ask two participants to volunteer for a role of  
tiger and a got

On instruction, participants close the row by  
waving hands.

Tiger and Got should not be in the same row.

The facilitator began the session with reference to the fieldwork presentations made by the groups. He said, "It has been observed in the field that women and men perform specific roles. The roles performed by men are recognised as productive roles but those performed by women are under valued. It has also seen that the needs expressed by men and women were different as their roles were different. Men shared the need of fencing their farms for security reasons and women shared the need of treating their injuries due to agricultural work that men and women both do. This shows that roles and needs are closely linked. We need to understand this link".

The facilitator shared the principles of gender framework. He said, "The application of 'gender principle' is possible only when we see all the principles in one framework". He displayed the principles and tools and explained them. He said, "While doing fieldwork we have used different

**Practical Gender Need (PGN) and Strategic Gender Needs (SGN)**

The facilitator explained the difference between SGN and PGN. He said, "The basic needs like food, cloth and shelter, school, medicines are practical gender needs. These needs do not generate conflict but needs like women's land ownership; their right over property, voice against violence are strategic gender needs. It is important to view both the gender needs in gender framework.

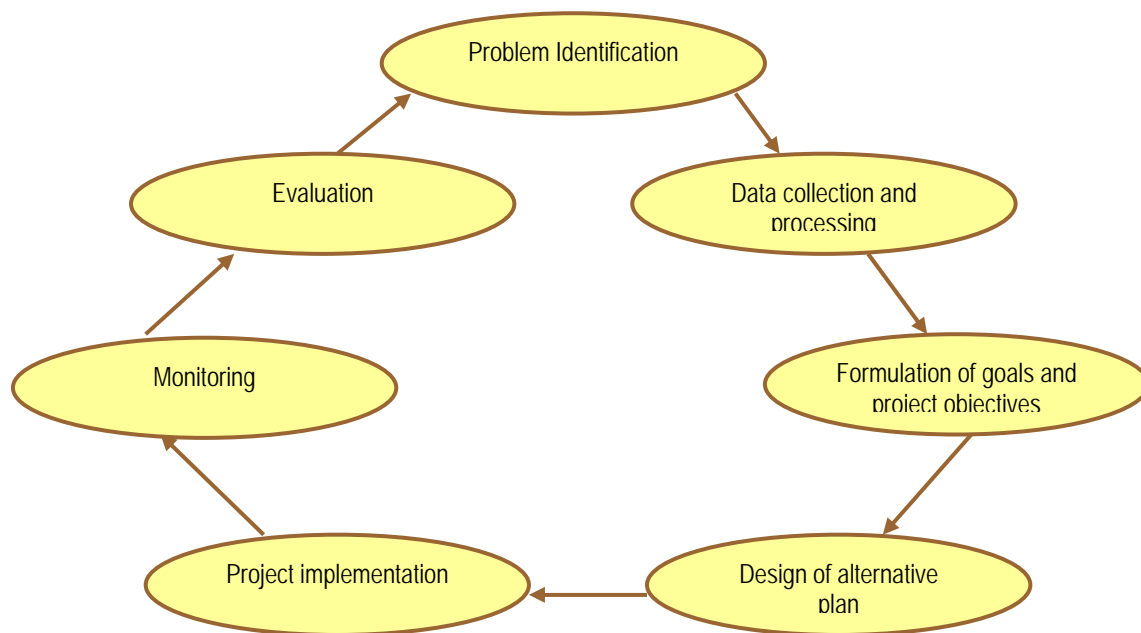
tools. However, it is important to note that the use of tools can produce multi-sectoral results. It is not necessary that the application of a tool in the sector of health can produce all the information related to health. Secondly, the produced information needs to be presented in a segregated form. This includes data for both men and women. The relative comparison between men and women gives a complete idea about the status of women. For example, 'Women perform 24 types of reproductive activities whereas men are involved in only 2 to 3'. This way, we can focus on 'gender and development' and its policy matrix instead of 'women and development'. This also implies focusing on 'strategic gender needs'. This helps in analysing Policies".



## Principles Tools and Procedure

Principle	Tools	Procedure
Gender role	Gender role identification	Identification of productive, reproductive roles
Gender Needs	Gender Need Assessment	
Equal intra-household resource allocation	Disintegrated data at household at household level	
Balancing roles	Inter-sectoral planning	
Relationship between roles and needs	Women in development Gender in development policy matrix Focus on SGN	
Equal control over decision making in political domain	Gender specific portray Planning framework	

According to the facilitator, it is important to scan the maximum number of policies in a wide range to understand linkages across the sectors. He said, "Gender is a holistic concept and it exists across all sectors".



### The Planning cycle

The facilitator explained the Planning cycle with the help of a flow chart shown above. He said, "Identification of problem is the most important factor in planning cycle. It is essential to know the degree of deprivation in terms of relative position and not the conditions. Information related to deprivation needs to be reflected in the disintegrated



data specifying male female and if possible children (male female of different age groups). Secondly, specification of access and control over every possible institution in the desired operational area of the project is important to note. The parameters of time and energy need to be applied in all activities of men and women. The decision-making power and its sphere also need to be understood.

With regard to data collection, a few things are important to remember:

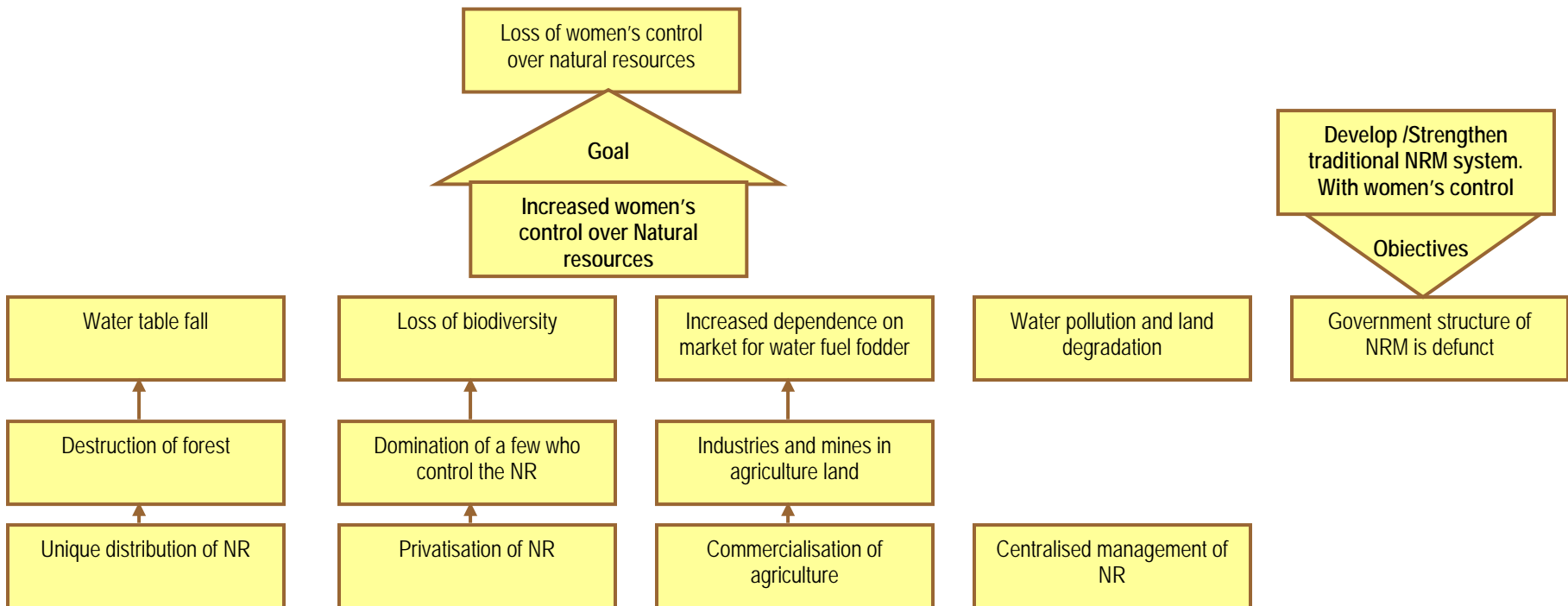
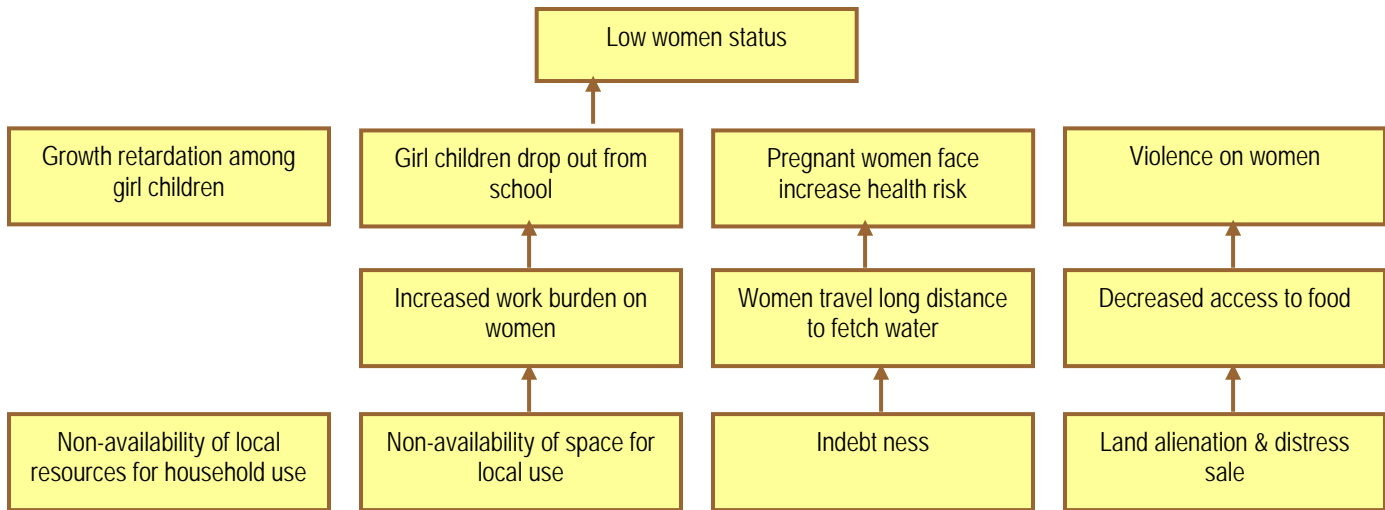
- value the micro local data, irrespective of its statistical insignificance
- qualitative data in terms of stories, cases has immense significance
- record **all** activities
- Do not ask men about women's problems
- Use participatory method for data collection.

Participatory data collection is not mere planning process but it is also a sensitisation process.

Through the participatory process, you can bring new insights in project development.”

While explaining goal setting, objective setting and the setting of indicators, the facilitator conducted an exercise. He distributed some cards on which, problems identified by the participants during the session on NRM were recorded. One problem was recorded on one card. The participants were asked to read the problem one by one and then pass the card to the facilitator. While collecting the card the facilitator pasted them one by one on wall in systematically organised form. After pasting all the problem-cards, he solved the mystery behind the arrangements of problems. He arranged the problems in such a way that the problems above the centrally located ones are the ‘**effects**’ of those located below and the ones located below the centrally located problem are the ‘**causes**’. He explained that the **centrally located problem** was translated **into goals**, and the ‘**causes**’ **into objectives**. The **effects** could be translated **into indicators**. While focusing, on ‘**setting the goal**’ he remarked, “The goal is dependent upon the nature of analysis. In case the analysis brings out a central problem that is different from the problem identified here, then in that case the goal will be different. Objectives and indicators will also change accordingly. Therefore, collective analysis is required. This is the reason why different organisations have different goals”.





While concluding the session on 'gender planning, principles tools and procedure' he said, "Gender based project planning signifies the distinguished style of analysis that brings out the gender issues. It is important to work out this analysis with all the stakeholders such as people, government functionaries, organisations, panchayat, and policy makers other involved people to gather the collective understanding to develop goals, objectives and indicators. The quality of planning is determined by the depth of analysis. In short, planning framework is basically how we collect data and how we analyse our problems".

### **Outcome:**

- ☆ The application of 'gender principle' is possible only when we can see all the principles in one framework
- ☆ Use of tools can produce multi-sectoral results
- ☆ 'Gender' is a holistic concept and it exists across all sectors
- ☆ Identification of a problem is the most important factor in Planning cycle
- ☆ Information related to deprivation needs to be reflected in the disaggregated data specifying male female and if possible children
- ☆ The parameters of time and energy need to be applied in all activities of men and women
- ☆ With regard to data collection, a few things are important to remember...
  - value the micro local data irrespective of statistical insignificance
  - the qualitative data in terms of stories, cases have immense significance
  - record **All** activities
  - Do not ask men about women's problems.
  - Use participatory method for data collection
- ☆ The goal is dependent upon the nature of analysis
- ☆ Gender based project planning signifies the distinguished style of analysis that brings out gender issues
- ☆ Quality of planning is determined by the depth of analysis

#### **Method capsule:**

- ⊕ Small lecture
- ⊕ Flow chart
- ⊕ Discussion
- ⊕ Developing flow chart with VIPP method.
- ⊕ Fallout discussion
- ⊕ conclusion



Day IV  
 Session: VIII  
 Gender and Governance  
 Facilitator:  
 Ms. Mallika Singh  
 Mr. Tapas Satpathy  
 Time: 1500 hrs.

**Gender and Governance**

Mr. Binoy Acharya introduced the facilitators for the session on ‘Gender and Governance’. He also shared the role of Unnati in the area of Governance.

The facilitator then began with an understanding of governance. She asked the participants to share their understanding of governance. Cards were distributed to record the understanding of participants and

participants shared their views one by one. Based on the collected response the facilitator evolved the definition on governance as ‘the exercise of political, economic and administrative authority to manage country affairs, which includes processes, mechanisms and institutions’. While sharing her views on the definition the facilitator said, “Although this exercise is good at the beginning to brainstorm on the concept of governance it is challenging to arrive at a perfect definition of governance”. Mr. Binoy Acharya put forward a different aspect of ‘governance’. He said, “The exercise of governance is closely associated with power, which is carried out by different institutions, civil organisations, citizens etc. through different mechanisms. People in ‘governance’ are expected to identify and address the needs of citizens. Thus the government is accountable to the people”. The facilitator continued stating that the process of governance involves an interface between the people and the Government. The institutions involved are the panchayat, civil organisations etc are influenced through constitutional mechanisms like elections”. The facilitator explained that it is important to know the civil citizens and their relation with the government to understand ‘governance’ in its totality. She said, “The governing institutions exercise their economic, political and social power through institutions like the Panchayati Raj”.

The facilitator explained the concept of ‘gender’ in the context of governance. To begin with, she asked the a few questions to participants like: Which country has the maximum number of women in its governance? A few participants attempted to answer this question but found it difficult. The facilitator then provided the information.

Rank	Country	National participation	Municipal participation
01	Sweden	43%	42%
02	The Netherlands	36%	28%

According to Statistics shared by the facilitator, the so-called progressive countries like USA and Canada have 13% of women in their governance at national level and 23% at

the municipal level. The Participants were curious to know the status of India. The facilitator shared that women's participation in Indian national (central) governance is merely 2 to 3%. **This statistics was important to explain the status of India in the global context.**

The facilitator asked a few participants to perform a role-play on a given theme. It was her expectation that the concept of gender in the context of governance would be reflected in the 'role-play'.

**Theme of the role-play:** Husband beats his wife regularly, for not serving him hot food. The traditional Panchayat of the village is to find out a solution over this issue.

**Performance:** A traditional panchayat of five men is discussing about the issue. Among five people, one is from the 'so-called' lower caste. He is sensitive towards the sorrow of Hari (who beats his wife regularly) wife. According to him, the panchayat should make Hari understand about his behaviour. However, another person from so-called lower caste overrules his opinion and justifies Hari's behaviour. The other two characters are trailblazers, who back up the person having an upper hand. When Hari's wife comes to share her opinion, all the panchayat members except one (the one from the so-called lower caste) objects her entry in the premises. According to them, women have no right to stand before them. She should follow their decision instead.

**Discussion:** The facilitator asked the participants about their feeling. According to the participant who had depicted the role of Hari's wife felt suffocating and wanted to take some desperate action but found herself helpless. The participants who played the role of panchayat members felt powerful and in authority. The person who portrayed the role of so-called higher caste dominating member of the panchayat said that he also felt insecure as his judgement was in favour of the woman and this might push down his position in the society. The feelings of the participant who had represented the character of Hari, who beat his wife, were dual. He was feeling authoritative over his wife but before the panchayat, he was finding himself inferior. The viewers also shared their feelings. Some of them found that the statements passed by the members of panchayat were highly offensive. According to them, caste discrimination reflected in the behaviour of the so-called higher caste member of the panchayat. Participants also felt sympathetic towards the character of Hari's wife.

The facilitator explained the context of 'gender'. She said, "Governance has a crucial effect on the day-to-day life of every person. Gender biased executives in the Government lead the whole system against the principle of gender equality. The involvement of a gender sensitive person in the system can bring positive change in



Policies and Judgements. Therefore, the perspective of gender cannot be ignored while understanding Governance, since it directly deals with half of the nation's population".

The facilitator explained the changes brought about by the 73<sup>rd</sup> amendment. She said, "The 73<sup>rd</sup> amendment has made the provision of 33% reservations for women in Panchayats and Municipal corporations". She explained the difference between the Traditional panchayat and Panchayat after 73<sup>rd</sup> amendment.

Panchayat (Post 73 <sup>rd</sup> amendment)	Traditional panchayat
Legal validity	Social validity
Three tier structure based on geography, population	Structure based on caste and its area of predominance
Electoral candidates	Selected, generally old respected persons
Reservations for Dalit and women	Women are not allowed
Authority to collect revenue and undertake development work	Undertake development work only for respective caste through people's contribution
Constitutional sanction	Social sanction
Based on principle of equality (positive discrimination)	Based on principle of caste development
Administrative role	Judicial role
Newly established and enforced by government	Very old evolved through history

She also provided additional information related to institutionalisation of reservation for women in panchayats Karnataka and Andhra were the first two states to enforce 25% and 23% reservations respectively for women, prior to the 73<sup>rd</sup> amendment in 1983.

According to the facilitator, the reservation for women and their participation enables women to grow their confidence and enhance their skills. Reservations allow women to build their capacity to contribute at the macro level. Participants shared their views at this. According to some, women elected in panchayats could perform their duties with confidence and skills only when they received adequate support. The facilitator asked to spell out 'support' since support is often considered as an indication of weakness. Participants shared that, along with reservations, the Government should also make adequate provision of political education, so that elected women can understand their roles and responsibilities well and act independently. However, the facilitator had a different view over the issue of 'support'. According to her, political education merely would not serve the purpose. Secondly, society would not allow women to receive such education where power dynamics are involved. She said, "Politics is a game of power where experience teaches a lot. Different reservations have offered opportunities for women to take an active role in village level politics. Experiences at the village level



would lead them to perform at the district and the state levels. This is a slow, but assured process of empowerment. It would be a radically expected change that a woman, otherwise hesitating to show her face in front of elderly male members of the family, takes decisions for her group, her village and her constituency”.

**Outcome:**

- ✧ Governance is just not only a political affair but it deals with all dimensions of human development under civil administration.
- ✧ Governance has a strong link with power.
- ✧ India is lagging behind many other developing countries in the participation of women in National governance.
- ✧ Women’s active participation in governance can change policies and important judgements in their favour.
- ✧ It is important to educate women, prior to enforcing their participation in governance.

**Method capsule:**

- ⊕ Lecture on basic concept and sharing related information
- ⊕ Participatory discussion
- ⊕ Role play
- ⊕ Fallout discussion



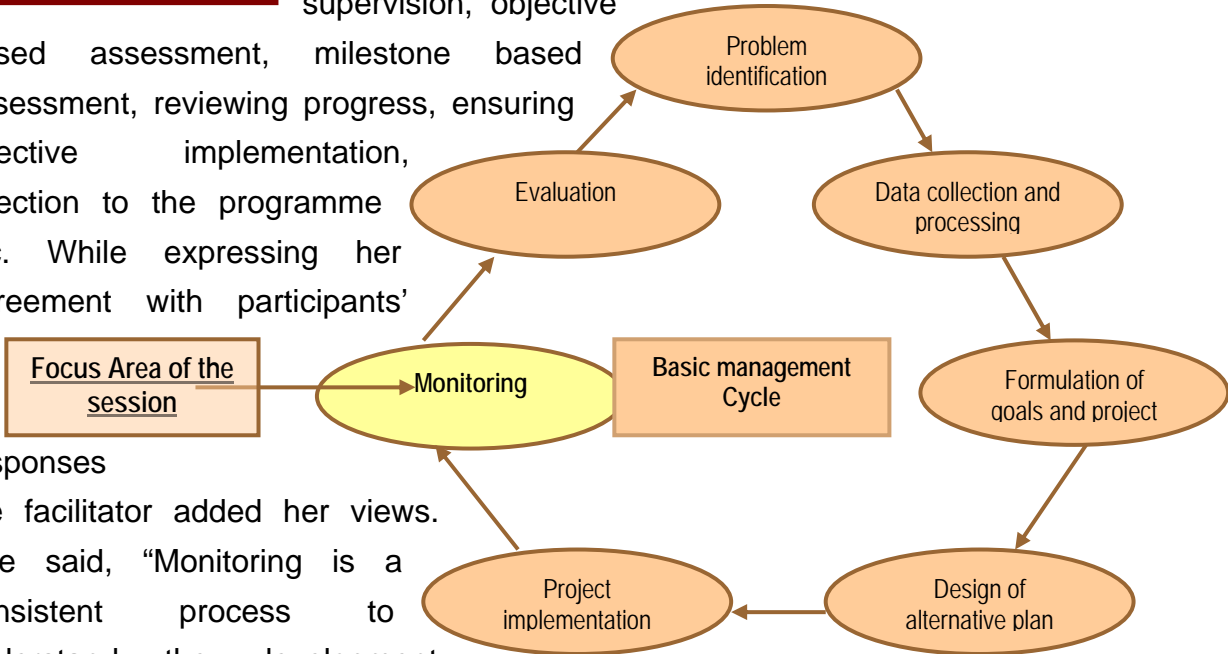
Day IV  
 Session: IX  
 Monitoring indicators  
 Facilitator:  
 Ms. Renu Khanna  
 Time: 1715 hrs.

## Monitoring indicators

The facilitator explained the focus area of the session in the context of the Project planning cycle, as referred in the earlier session.

She asked the participants to share what according to them is 'monitoring'. The participants gave varied responses like supervision, objective

based assessment, milestone based assessment, reviewing progress, ensuring effective implementation, direction to the programme etc. While expressing her agreement with participants'



responses

the facilitator added her views.

She said, "Monitoring is a consistent process to understand the development

under a 'particular project' while evaluation is an exercise to understand the impact of a particular process".

She explained the system of monitoring, with the help of slide presentations. She displayed the factors that defined the need and thereby the objectives of the monitoring system.

- To plan and manage work effectively
- To provide an ongoing picture of progress
- To maintain high standards of quality, efficiency and effectiveness
- To make sure that resources are used effectively
- To identify problems and opportunities
- To provide record of events and the process of development
- To provide information for future evaluation
- To help staff feel that their work has a defined purpose



### The monitoring system is useful for...

- Donors to trace the progress of work
- Partners to ensure accountability
- Managers to insure the accurate functioning at field

The facilitator explained what 'indicators' are. According to the participants, indicators are the parameters of measurement to understand the impact or the progress. The facilitator said that 'indicators' are the parameters to measure the progress either over a particular period or between two places.

Then she explained the concept of 'gender sensitive indicators'. She said, "It is important to understand the historical aspects and trend of changing scenario to understand the present situation. This implies collecting data for the proposed geographical area, prior to the commencement of intervention. This data should be disaggregated by gender i.e. male female, age groups, caste and intervention-based factors. The trend of the progress can be analysed on the basis of disaggregated data. Accordingly, the intervention would be designed. While setting indicators for the objectives of intervention it is important to understand the different types of indicators. Indicators vary according to the time and level of intervention. Broadly, there are two types of indicators 'qualitative' indicators and 'quantitative' indicators"

### **Qualitative indicators and quantitative indicators**

Qualitative indicators: According to the facilitator, "qualitative indicators are generally 'process oriented'. Such indicators are evolved with an answer to the question that how a particular objective to be achieved?" The facilitator illustrated some examples of qualitative indicators like 'health status', 'quality of participation', 'issues raised by women', 'voice against bad practice in the power centre', etc.

Quantitative indicators: "These indicators are more tangible and reflected in numbers. Such as sex ratio, IMR/ MMR, no. of women participated in Gramsabha etc."

While focusing on different levels of indicators Mr. Binoy Acharya, shared his views, "In one framework the indicators vary from the level of self reflection. These changes take place within the person, then in the family, then in a particular community and then in the society. The other framework is based on the time-period of the indicators. Changes take place gradually. Therefore it is important to set indicators at different intervals. One level of indicators would not suit the other level".

The facilitator steered the discussion on different themes related to indicators like impact, output, input, process and outcome.



Impact /Outcome indicators: While explaining the Impact/outcome indicators, it was said that impact indicators are long-term indicators like MMR or IMR. These are macro indicators and generally congruent to the goal of the project.

Output Indicators: Output indicators are also termed as result. They are tangible. For example the number of women complaining in the police station or number of clients accessing services or the number of training programmes conducted etc. Output indicators can also be qualitative such as, the quality of participation of women in panchayats.

Process /input indicators: Process indicators are the 'activity-oriented' indicators. They can also be qualitative and quantitative indicators.

The facilitator displayed a slide narrating a case study of a 'people's organisation planning a project to reduce soil erosion and improve the harvest'. <sup>Annexure 3</sup> The application of different types of indicators was explained through the slide.

The facilitator distributed a case study of 'Women centred health project' of Mumbai <sup>Annexure 4</sup>. She explained the perspective of this project and the goal based on the objectives.

**Goal:** Provision of quality of R&SH services in the public health department.

**Objective:**

- To increase the range of services at primary level
- To establish and implement 'quality assurance' mechanisms
  - Patient-Provider communication
  - Treatment-guidance protocols
  - Referral system
- To implement women friendly IEC
- To build the capacity of health care providers

The facilitator gave examples for selective indicators.

**Objective: Increase range of services at primary level**

<sup>3</sup> People's organisation planning a project to reduce soil erosion and improve the harvest

<sup>4</sup> Case study 'Women centred health project'



Input indicators	Output indicators
No. of staff trained in sexual and reproductive health.	No of facilities providing RHS
Increased number of health care providers using standard guidelines	Increased awareness in community
Number of health care facilities where essential resources are made available	Increased number of persons using the services
	Increased client-provider satisfaction

The facilitator discussed how it would be ensured that objectives are achieved and indicators were shown in the field. The monitoring system and tools were introduced.

**Monitoring system and tools:** According to her, it was important to set the system of monitoring at the planning stage. Source of information should be known from the beginning of the project. For example, the OPD attendance registration forms and monthly utilisation reports from attendant at OPD were the major tools to record the indicators.

At end of the session, an exercise was given. She gave two goals and asked to set two objectives for each goal and three gender-sensitive, qualitative, quantitative, process and outcome indicators. She also asked participants to record the source of information for the set indicators.

**Goal I: To improve adolescents' sexual and reproductive health**

Group I: Participants from Kutchh and Surendranagar.

**Goal II: To address violence against women as public health issue**

Group II: Participants from Sabarkantha, Banaskantha and Dahod

**Outcome:**

- ☆ Monitoring is an important component in basic management cycle.
- ☆ Monitoring is regular and process oriented, whereas evaluation is impact oriented and undertaken at the end of the programme.
- ☆ Monitoring helps to understand the progress and direction of the programme activities against set objectives.
- ☆ Goals are broad, and objectives are specific.
- ☆ Indicators are parameters for measuring the progress against set objectives.



- ☆ Indicators are broadly of two types 'qualitative' and 'quantitative'. They can be further categorised into long-term, short-term, tangible, non-tangible etc.
- ☆ Gender-sensitive indicators are disaggregated between men and women
- ☆ A good documentation shows indicators in terms of records and reports.

**Method Capsule:**

- ⊕ Participatory lecture
- ⊕ Exercise on practicing the lesson.
- ⊕ Participatory discussion on facilitative topics.



Day V  
Group  
Presentations  
Facilitator:  
Ms. Renu Khanna  
Time: 0930 hrs.



The proceedings of the day began with presentations of the steering committee and the reporting committee.

The steering committee gave satisfactory feedback of the previous day and requested the organisers to show the roof water harvesting structure developed by AKRSP.

The reporting committee too, shared the proceedings of the previous day.

The organisers arranged the demonstrations, followed by the presentations of reporting committee.

### **Group presentations:**

The groups presented the objectives and indicators set by them, for the goals given in the previous days' session.

#### **Group I:**

#### **Goal I: To improve adolescents' sexual and reproductive health**

**Objectives I** : Increase in health status of 'in school' and 'out school' children (boys and girls) with better infrastructure facility.

#### **Input indicators:**

- Number of infrastructure facilities made available
- No of adolescents accessing health services
- Reduction in pre-natal pregnancies
- Decrease in RTI/STD
- Increase the age of marriage (long term)

**Objective II** : Adult sensitisation need and concerns environment teachers etc.

#### **Output indicators**

- Increased sensitivity of community on the issue of ASRH

The discussion was followed by presentations.

Learning evolved from the discussion were...

- 🔔 Focus on quality indicators with respect to objectives and activities, at the end of the project
- 🔔 It was important to spell out the terms like 'better', 'improved' etc.
- 🔔 Indicators should be very specific



🔔 Sex desegregation was an important thing to be reflected in the indicators, and if necessary, in the objectives

🔔 People's right to confidentiality needed to be taken care of, especially while setting the tools and the monitoring system

🔔 It was important to take account for the problems of boys and girls separately

The facilitator suggested an objective to the group, To 'increase knowledge, skills and attitudes of adolescents.'

### **Group II:**

#### **Goal II: To address violence against women as a public health issue**

**Objectives I :** To Sensitise PRI, Police, health and legal department on the issue of violence against women as public health issue

#### **Input indicators:**

- Number of sensitisation workshops

#### **Output indicators:**

- Number of cases registered

**Objective II :** To increase skills and attitude of PRI, Police, health and legal department to address violence against women, as a public health issue

#### **Input indicators**

- Number of trainings

#### **Output indicators:**

- Types of violence registered in MLC (Medico Legal Case) history
- Number of PHC reprisal without MLC registration into police

Learning evolved from the discussion are...

🔔 The indicators should be SMART

S = Specific

M = Measurable

A = Achievable

R = Realistic

T= Time bound



Day V

Session: X

Gender Audit

Facilitator:

Ms. Meera Veluydhan

Mr. Binoy Acharya

Time: 1030 hrs.

## Gender Audit

The facilitator began with recapitulating the major outcomes for the session on 'natural resources' stating them as factors for gender mainstreaming.

- Women' access over resources
- Women's opportunities
- Benefits received by women.

She said, "The process of gender mainstreaming is based on these factors and the method of gender audit is to capture the process of gender mainstreaming and highlight it. Specific tools are applied to highlight the process of gender mainstreaming, like some indicators or standards. The enforcement of standards into practice and capturing such practices is the core concept of 'gender audit'".

The rationale for gender audit is to...

- assess women's needs
- understand the direction of process in the context of gender based objectives
- assess the progress against gender based targets
- evolve suggestions for gender based practices

The facilitator added a piece of information stating that in India different organisations and scholars are engaged in exercising 'gender audit'. Debates among them are progressing on different platforms at the state and at the national levels. She explained 'gender budget' as one of the factors of implementing gender audit.

Gender Budget: While explaining gender budget the facilitator said, "Budget is an important activity of good governance, irrespective of its area of functioning.

**Transparency** in budget is an important part of standards. Budget includes prioritisation of different activities/ expenses. **Accountability** is another major standard of budget. The budget should reflect its stand against the issues of vulnerability. The stance taken in the budgets shows the accountability of the budget. '**Budget representative**' is the third standard that encourages inclusion of vulnerable people from different backgrounds. **Participation** during developing of budget is also an important standard".

The facilitator gave an example of the mid-day meal scheme. According to her, the scheme had been analysed by gender experts, from different dimensions. She said, "The issues of equity, quality and regularity have been set as standards for analysing the scheme from the perspective of gender. It is important to know whether all girl children are regular in school, whether, children from all castes and girls and boys both,



get the same food, of the same quality and in adequate quantity whether their seating arrangements during lunchtime are discriminatory and such other indicators. The analysis based on such standards is called 'gender audit'.

**Gender audit in programme:**

While explaining the concept of 'gender audit' in the context of a programme the facilitator shared different standards that could be applied at different stages of the programme.

- a) **Goal Setting:** Whether women had participated during the exercise of goal setting
- b) **Policy document:** If there was any policy document that substantiated the practice of women's participation as a mandatory principle in the programme / organisation
- c) **Conducive environment:** If there was a conducive environment to address the specific needs of women
- d) **PGN / SGN:** Did the programme address the practical and strategic gender needs
- e) **Adverse impact on women:** Did the programme have any direct or indirect consequence that could affect women adversely.
- f) **Monitoring:** The programme should accommodate the space for regular monitoring.

The facilitator concluded stating that no readymade framework of gender audit was available. The concept was relatively new and was under research. Therefore it was important to understand the basic concept of gender audit so that it could be practiced with one's own design.

Followed by the facilitator, Mr. Binoy Acharya, shared his views on the concept of gender audit with an example of UNNATI. He said, "The organisation is under a strategic shift. While making such shift the organisation was requested to undertake 'gender audit'. (The copy of the report of this audit has been distributed to all participants as a reference material.)<sup>Annexure5</sup> The organisation welcomed the proposal and undertook this exercise". Before sharing his views on gender audit, the facilitator tried to understand participants' understanding on the concept of audit. He asked all the participants to share the reasons for undertaking an audit. Participants shared different views like accountability, legal requirement, to track finances etc. The facilitator picked

---

<sup>5</sup> Report Unnati gender audit.



up the right answer and explained it further. He said, “Audit is important to understand whether the financial systems and procedures are running according to the set rules and regulations or not. Secondly, it is also important to share the progress and status of systems with all stakeholders. Fulfilling of set standards and validation from an authority is important to satisfy all the stakeholders. An audit shows the capacity of the organisation. Gender audit is a similar practice to evaluate the organisation according to preset standards. However, it is important to understand this in the context of the institutional framework”, which was explained as:

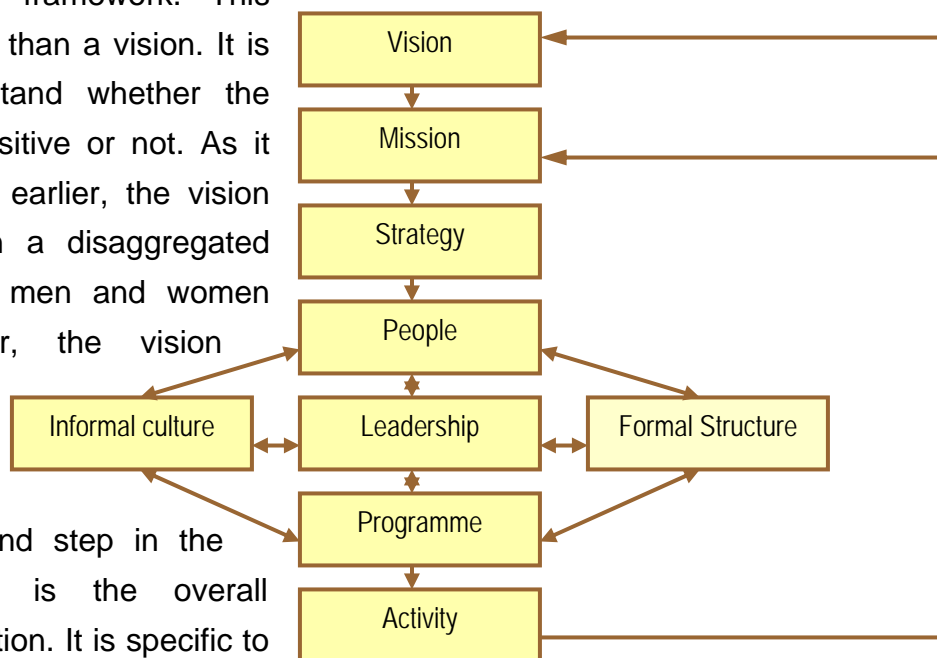
**Institutional framework:** “The basic reason for the existence of an institution is fundamental in the framework. This

reason is none other than a vision. It is important to understand whether the vision is gender sensitive or not. As it has been discussed earlier, the vision should be stated in a disaggregated manner, mentioning men and women separately. Whether, the vision encompasses an equal right for men and for women.

Mission is the second step in the framework. Mission is the overall purpose of the institution. It is specific to

an institution and each institution has got its own separate mission. Whereas ‘vision’ is broad ‘mission’ is specific. The standards of gender audit need to be applied in the mission, whether the mission of the organisation addresses the key issues of women or not. Similarly, the other dimensions of an institution can be analysed in the perspective of gender. These are strategy, people, leadership, programme and activity. The understanding of gender not only in a formal structure but also in an ‘informal culture’ of an organisation is equally important. Reflection of gender sensitive factors in the activities should be in congruent with the factors reflected in the vision of the organisation”.

While concluding the session the facilitator emphasised on the fact that certain standards should be set, prior to gender audit.



Mr. Arvind Pullikar, Regional coordinator, UNFPA shared the correlation of the institutional structure explained during the session, with the existing Government system. He took the help of flow chart developed by the facilitator and explained the vision-mission- strategy of the State and the Central Government with regard to the ASRH programme.

While working out the action plan, Mr. Pullikar shared that it is important to spend quality time on the action plan. Therefore, it is advisable that participants post their respective regional action plans in consultation with all group members within a weeks time to GRC Ahmedabad office. Later, he opened the house for suggestions and opinions. Following this, participants shared their views, suggestions and opinions with regard to functional difficulties.

**Outcome:**

- ✧ 'Gender audit' is a method capturing gender sensitive practices in an institution
- ✧ A process of audit follows pre-set standards. Setting of standards is pre-requisite to gender audit.
- ✧ Standards should be set in all the components of institutional framework
- ✧ A good 'gender audit' ensures transparency, accountability, and participation
- ✧ Gender based budget is an important factor of 'gender audit'.
- ✧ Gender audit helps in understanding the perspective of gender in institutional framework.
- ✧ Gender audit is a relatively new concept in India, being debated at various levels.

**Method Capsule**

- ⊕ Lecture on basic concept and sharing of related examples.
- ⊕ Question to confirm the understanding of participants.



Day V  
 Evaluation  
 Facilitator:  
 Mr. Binoy Acharya  
 Time: 1145 hrs.

The facilitator explained the method for evaluation. Charts were displayed on walls, narrating the questions for reference. Participants were asked to fill in their comments, opinions and suggestions, in the respective charts within half an hour. The facilitator and other key organisers went outside the hall to ensure a free and open environment for the participants to mark their true opinions.

**Outcome of the evaluation:**

a) How do you rate the logistic arrangements?

Arrangements	Very good	Good	Average	Below average	Poor
Stay	6	17			
Food	3	7	12		
Training Hall	2	7	10	2	
Informal session	16	4			1
Total	27	35	22	2	1

The overall arrangements were rated as 'good'. Informal sessions were rated as 'very good'. One participant found the informal session of poor quality and two participants rated the arrangement of the training hall as 'below average'.

b) How appropriate were the methods used in the Phase II of the training programme?

Ratings	No of participants rated
Very appropriate (81-100)	0
Appropriate (61-80)	20
Moderately appropriate	0
Low level appropriate	0
Very low level appropriate	0
Total	20

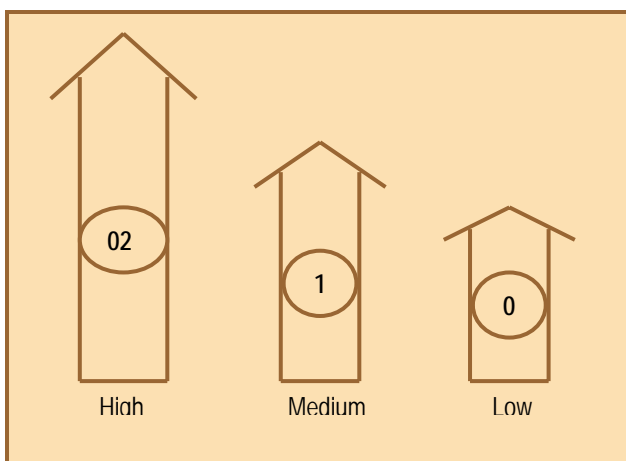
Participants found the method used in the II Phase of the training programme appropriate.



c) How far have we developed understanding on the following themes, covered in phase II?

Arrangements	Level of achievement				
	Very high (81-100)	High (61-80)	Medium (41-60)	Below average (21-40)	Low (0-20)
Training design and methods	7	12	4		
Participatory tool for collection of field level data and analysis	6	8	8		
NRM and gender	4	15	3		
Laws related to women's rights	6	12	4		
Gender based planning monitoring and indicators	2	13	5	2	
Gender and governance	3	5	11	1	2
Gender audit	1	4	9	5	2
Total	29	69	44	8	4

Most of the themes have been rated at a high level of achievement (61-80). Themes like 'training design' and 'methods', 'participatory tool for data collection and analysis' and 'laws related to women's rights' have received considerable ratings under a high level of achievement. The themes that were covered at end of the training programme, have been rated as low and below average by twelve participants.



d) What was the level of your participation in the training?

Most participants rated their own participation at a moderate level. Three of them have rated low and two have rated high.



e) How far were the objectives of the training achieved? (combining phase I and II)

**Objective: To develop an understanding on gender framework, tools of analysis and training skills.**

Ratings	No of participants rated
Very High (81-100)	1
High	16
Medium	6
Below average	2
Low	1
Total	26

On an average, participants rated the achievement of the training objectives as high. Only one participant found that the objectives were not met.

f) Open feed back (any other)

- 🔔 Participants wanted the report of phase I training to be sent to them as early as possible.
- 🔔 Better time management was required in such training programmes
- 🔔 It was good to see joint efforts of NGO and Government but it was difficult to implement programmes in such ventures
- 🔔 Only half the information on PNDD and MTP laws has been delivered.
- 🔔 Some important topics have been treated with very less time
- 🔔 More information was required exclusively on 'gender and RH'
- 🔔 Films on important issues could not be screened due to constraints of time
- 🔔 Follow up meeting was essential
- 🔔 Doubts have remained on implementation of some concepts taught in the training room
- 🔔 A meeting of GPOs at district level was essential on the preparation of District level training design.
- 🔔 Training material on 'Gender and RH' was required.



Day V

Valedictory Address

Time: 1315 hrs.

### Valedictory Address

Mr. Binoy Acharya, the core facilitator of the training welcomed the dignitaries, Dr. Bhatt, Secretary, Mr. Sarvarkar, Director GRC, Mr. Arvind Pullikal, regional coordinator, UNFPA and Ms. Renu Khanna, core facilitator of the training. In his speech, he made the guests acquainted with the purpose and methods of the training. He expressed his happiness on the behalf of the organisers at the presence of Mr. Bhatt. He acknowledged the support given by UNFPA and GRC. He also emphasised on the uniqueness of this training. He said, "This could be the only training in India that has spent ten days and incorporated field practice sessions on gender mainstreaming". He handed over the mike to the representatives from participants to share their feedback.

Ms. Shailendra from Kutchh shared that the fieldwork gave many insights into the subjects with its dimensions of applicability. She suggested that a follow up meeting could be organised after six months or a year to exchange the experiences within the team members to develop future action plans.

Mr. Pranav from Surendranagar appreciated the methods used in the training programme. He said, "The training not only gave us the content, but also the skills of applying different methods. It was also successful in making us sensitive to certain issues".

Mr. Prashant shared his opinion on behalf of the Banaskantha team. He said that the training programme was an experience with new learning. He appreciated all arrangements and treatment provided to participants. He also expressed his satisfaction on the availability of resource persons at the District level.

While sharing her views on behalf of the Sabarkatha team, Ms. Neela Patel said, "We have received clarity of concept as a trainer. We have learnt that trainers are not to impose learning but their role is to derive learning through experiences of participants".

Dr. Meea represented Dahod. According to him, the training was successful to develop a cadre of trainers. A team spirit had been developed, which would help in future programmes. He expressed his gratitude towards GRC and UNFPA for granting them an opportunity to attend the programme.

Other participants also shared their views.



The core facilitator Ms. Renu Khanna expressed her desire that such efforts of building capacities and perspective towards gender should continue with commitment. She wished her best to all participants and thanked them for their quality participation.

Mr. Sarvarkar, the Director, GRC said, "After imparting training, it is your responsibility to continue this exercise in the field. GRC will support you in these efforts". He also conveyed the best wishes on the part of the secretary, DWCD.

Mr. Arvind Pullikal shared his thoughts. He said, "It is important to bring sensitivity within, prior to our efforts in the community. Learning becomes complete only when it is practised in personal as well as professional life". He extended his best wishes to all participants.

Dr. Bhatt gave a valedictory address. First, he congratulated all the participants for potential trainers on the satisfactory completion of the ten days training programme. He said, "Gender by itself is a sensitive subject mainly for three reasons.

- It is still in the transitional phase. People in the field have debates on different dimensions of this subject
- This is an innovative subject that generates new ideas in an accelerated rate.
- This subject is still virgin. A lot of work is still to be done in this area.

While developing one's perspective on gender, it is important to have a qualitative analysis. Different factors influence the society in different ways. It is essential to incorporate maximum factors in our analysis to make it more authentic. Perspective building in gender is not merely an understanding of the subject. It expects behavioural change and it is challenging to bring about such change".

While explaining the need of social mobilisation and participation of the community he said, "Society has all the potential to welcome and accept changes it wants. For example, a polio eradication programme. In the beginning when people were not aware, very a few used to turn up to booths but after developing some amount of awareness, people have accepted this change and make efforts to go to vaccination booths. Similarly, mass mobilisation and awareness is essential in the area of 'gender'. One can't inject it in the community; it has to be evolved within". The speaker gave an example of Abhinav Gram Nirman, Pune, who had built toilets for the tribal community. However, the community was using them as storerooms as they were not taught how to use a toilet and its benefits. He added, "Therefore, it is essential to continue working with communities. Thankfully, in Gujarat many good organisations fill the gap where the Government has limitations". He acknowledged the efforts being made by grass root workers. He said, "The actual work is being done by grass root workers. Top bosses in Gender Mainstreaming Phase II ToT June 2004



the system give good speeches but grass root workers translate them into action. They are the key players in all community programmes. They are the instrumental in bringing about behavioural change". At the end, he extended his best wishes to all participants and wished that their commitment could be sustained.

Ms. Lata Krishnan, programme coordinator, GRC, extended a vote of thanks on behalf of the participants and GRC.

At the end, Mr. Binoy Acharya, concluded the programme. He appreciated the acknowledgments noted by the participants for minor efforts of the organisers, like providing water by Renison. He said, "I am pleased to be here with all the participants. They have sensitive hearts and I am confident that they will take this process ahead".

Lunch followed the valedictory session. All participants proceeded to their respective regions after lunch.



## **List of Annexure:**

	<b>Annexure:</b>	<b>Page No.</b>
<b>1)</b>	Case studies: reading for homework	
<b>2)</b>	Extracts from 'Hu Khedut Chhu'	
<b>3)</b>	People's organisation planning a project to reduce soil erosion and improve the harvest	
<b>4)</b>	Case study 'Women centred health project'	
<b>5)</b>	Report Unnati gender audit.	
<b>6)</b>	List of participants	

