

IPAP

The International NGOs Partnership Agreement Programme

Measuring and Addressing Discrimination Among Socially Excluded Groups

Promising Practices Adopted by Civil Society Organizations



Measuring and Addressing Discrimination Among Socially Excluded Groups

**Promising Practices Adopted
by Civil Society Organizations**

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FOREWORD

The International NGOs Partnership Agreement Programme (IPAP) in India with UK Aid is considered to be a significant and unique initiative for several reasons. The programme supports seven leading UK based civil society organizations having strong presence across several Asian countries for the last few decades, particularly in India. This is also special in the sense that it seeks to forge close partnership among the seven UK NGOs to work collectively in India to address one of the major social and systemic issues that impede the development of the most marginalized and vulnerable communities and groups who have been excluded from enjoying their constitutional rights and entitlements for several decades on the basis of caste, ethnicity, religion and gender.

As defined within the programme, the goal of the programme is to “Improve social, political and economic position of socially excluded communities”. The purpose of the programme was to create a “Responsive and discrimination free government programme implementation, mechanism and service delivery”.

Social exclusion and discrimination are two dimensions with slight and subtle difference. In context of IPAP, social inclusion refers to empowering socially excluded communities to demand for their rights and to advocate with the service delivery channels to ensure delivery of services. However, discrimination is a mindset which can extend far beyond service delivery and can exist in every social context. Though it is essential to have social inclusion for ending discrimination, bringing social inclusion may not necessarily end discrimination.

Majority of the focus of IPAP has been towards addressing social exclusion and strengthening service delivery for socially excluded communities. However, in the process, through its innovative systems and processes, it did make a dent on existing dimensions and levels of social discrimination, for which strong anecdotal evidences are available. While many innovative ideas were designed and implemented to measure and address discrimination under IPAP, few emerged as promising practices with a strong case for replication and/or scale up.

In order to capture the innovative ideas of measuring and addressing discrimination attempted under IPAP, 15 promising approaches were selected through a competitive process among IPAP supported civil society organizations. Twelve of these practices were presented and discussed during a national consultation on Measuring and Addressing Discrimination.

This guide is a compilation of identified 15 promising practices, which are being documented here so as to contribute to the body of knowledge on measuring and addressing discrimination. This is also an attempt to encourage the civil society organizations engaged in addressing discrimination to adapt these approaches to their context and attempt replication for getting better results in their existing programming.

This guide only serves as a reference to introduce the practices and their potential impact. In order to replicate these practices, more details on implementation might be needed which can be obtained from the respective implementing partners. The contact details of implementing partners are provided along with the approaches.

—IPAP MC Team

Participatory Rural Appraisal - A Way of Self-Realization

Context

Musahaar is one of the Dalit community classified as Maha (highly) Dalit in Bihar, meaning their vulnerabilities are even higher than those of Dalit in the state. This is essentially because they are landless, hence poor and therefore have been systematically discriminated by the dominant communities. Discrimination over the years has taken away the sense of belonging of these communities and now they do not even feel they are being discriminated. The first step towards empowering this community is to make them realize that they are being discriminated.

Requirements

Essential

- Community (necessarily including Dalit or those who are being discriminated)
- Facilitators for conducting exercises using Participatory Rural Appraisal (PRA) tools
- Engagement with service provider and duty bearers to establish direct interface with the community
- Empowerment of community based organization by linking them with a federation

Implementation Process

➤ Identification of relevant PRA Tools

Through trial and error method the organization identifies a set of tools that can be used with women and community members for self-reflection of their status and discriminatory practices against them.

➤ Training of Cadres (volunteers) to facilitate PRA discussions

Few volunteers (Cadre) are identified at the community level who are trained to administer the identified PRA exercises, facilitate discussion and prepare follow up plans. These Cadre are supported by Panchayat Fellows who are staff of local NGO and support the cadre and community based organization.



➤ Develop Women Reflect Circles

Trained Cadre facilitate women reflect circles where women come together each day and discussions are facilitated among them.

➤ Analysis of the PRA exercise

- After completing the PRA exercise, Cadre facilitating the process initiates discussion on the outputs/findings of the exercise, focusing on status of the discriminated community in terms of access to services and discrimination by the community and/or service provider. Another way of initiating this discussion is to compare the situation with other groups from dominant community.
- Through this process, they are able to identify gap between themselves and rest of the community in terms of access to rights, entitlements, services

and ownership over resources, which are all a strong indication towards discrimination. This process leads to underlying reasons for discrimination and its impact on the discriminated community.

➤ **Prioritization of Issues and Initiating Social Action**

- The next step is prioritization of issues by the participating community who then look for possible solutions through collective social action.
- Plans are acted upon through interface with PRI members, government officials and other service providers.
- Cadres then support the community to do the follow up. Village based CBO/ CSO along with Panchayat fellows and other NGO staff undertake follow-up and keep track of actions being taken against the plans prepared.
- Whenever required, concerns are escalated to block and district level through Panchayat Fellow and Block Fellow to the concerned departments such as Deputy Development Commissioner at DRDA (District Rural Development Agency), District Magistrate or other district level officials. Efforts are made to set up stakeholder accountability rather than searching alternate ways to perform their responsibilities.



➤ **Formation of Community Based Organizations (CBOs)**

- For sustainability of the initiative and mainstreaming it, some of the active members (particularly women) are brought together to form a Community Based Organization. This CBO is responsible for inculcating the practice of self-reflection within their wider community.
- The CBO is supported through trainings and IEC materials to raise their issues on appropriate platform by the local NGO. In many cases they have also formed a strong federation at Panchayat, block and district level.



➤ **Discussion with Service Providers and Duty Bearers**

- CBOs are supported to raise their issues with the service providers and duty bearers at block and district level making them aware of the gaps in status of different communities, demanding necessary action to address these gaps. In the process, stakeholders knowingly/unknowingly perpetuating discrimination are sensitized and subsequently change their behaviors.

- Interaction with Dalit community and engage them for conducting PRA exercises will take at least one week which include initial training of Cadre
- Interaction with formed CBOs is carried out twice a month

**Time
Commitment**

Sustainability

Formation of CBO is a key to sustainability as this is a first step towards democratic decentralization of power among these communities. Through trainings, orientation and meetings (formal and informal), this project has generated a strong self-sustained group of about 100 trained Cadres, 80 members of Panchayati Raj Institutions and more than 1000 marginalized people as active participants in the Gram Sabhas. As the people are being mobilized and organized they are becoming more vocal on their issues.

Currently being Applied

- Muzaffarpur Vikas Mandal (MVM) has been implementing this model in about 50 villages in 2 districts of Bihar, covering nearly 23,000 people.

Evidence of Results

- Following the intervention, homestead lands and Patta (ownership papers) were distributed among the Musahar community in the Dharampur village of Musahari block.

Replication Challenges

- People from dominant caste sometimes strongly oppose this process of empowerment as they think that if Dalit are empowered and educated, they may not be able to dominate these communities.
- NyayMitra and other government officials generally who work at village level are hugely influenced by dominant caste and affluent people of the village.
- Cadre sometime migrates and hence and new person is to be identified to substitute which could be a setback to an established process.

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Monitoring of Special Court Proceedings

Context

Whenever SC/ST communities engage in any court cases, they are generally discriminated by the accused, police officials, court staffs, advocates, public prosecutors, most of whom belong to dominant castes. Experiences of monitoring cases of atrocities reveal that Dalit and Adivasi victims/survivors of atrocities face several hurdles in the process of seeking legal justice. Hurdles exist at every stage from registration of cases, investigation, chargesheeting, and at the trial stage. In response to particularly the need for speedy trials of atrocity cases, section 14 of the SC/ST (Prevention of Atrocities) Act 1989 (PoA Act) created the obligation on the Indian state to establish Special Courts in each of the districts in the country to try offences under this Act. Section 15 also established Special Public Prosecutors (SPPs who are advocates practicing law for not less than 7 years) to conduct cases in these Courts. However, there are serious issues of delayed trials and low conviction rates that work against the very purpose for which the Special Courts were set up.

Requirements

Essential

- Strong network with the organizations working for the Dalit cause.
- Advocates and legal experts

Implementation Process

➤ Networking with NGOs and Advocates

A network is formed with NGOs who are working to protect Dalit rights and access to justice at the grassroots. National Dalit Movement for Justice (NDMJ) works with 5 NGO partners in 5 states, where one advocate is appointed in each state. This strong network of NGOs and advocates facilitates flow of information on discrimination and atrocities committed against Dalit. A network of advocates is also built up at the district level.

➤ Gathering information from Primary and Secondary sources

Both primary and secondary sources are used for gathering information. Primary information is collected directly from an informer who could either be a victim or the witness of atrocity against Dalit. Once a case is identified, detailed discussions are organized with individual victim-survivors of atrocities to seek more details of their experiences as their cases are going on (or went through) in the courts. Advocates also personally meet victims and witnesses to understand and assess issues of discrimination, protection and threats. Secondary sources include case files and media reports on various cases.

➤ Court Observations

Observing court proceedings is one of the most important tool for gathering evidence. Advocates monitor the court proceedings while sitting in the special courts to see how Dalit are being treated during case proceedings; whether proceedings are going as per the law and adherence to protocols and if there are any instances of discrimination/harassment.

➤ Parallel Investigations and discussions

For specific cases, the organization also undertakes parallel investigations and discussions with legal experts. Trial cases are studied to guide the case proceedings for ensuring Dalit rights.

➤ **Meeting Case Lawyer and Public Prosecutor**

Advocates also meet the case lawyers (if a private lawyer is appointed by the victim) and Special Public Prosecutors, if required. This is common in sensitive cases like rape and physical violence. Sometimes Advocates also collect information, documents and supporting evidences for the trial cases.

➤ **Seek Support from the Network of Lawyers**

The advocates/local organizations seek legal support from the network of lawyers to explore the possibilities of supporting the victims, and also hold legal clinics to bring lawyers and victims/witnesses together to share experiences and explore ways forward. This includes filing joint petitions involving more than one victim, which has a greater impact not only for the individual cases, but also on the prevailing legal system.

➤ **Follow up**

A proper follow up is done with the network of NGOs. Bi-annual and annual data analysis is carried out and fed into the system. Each NGO is asked to submit formats detailing following information/ indicators:

- o Number of court cases observed
- o Number and type of pending cases
- o Cases with acquittal and conviction judgments
- o Any experience of Dalit rights violations
- o Number of meetings
- o Cases being followed up

Time Commitment

- Gathering and analyzing information requires significant time and patience and cannot be hurried, beyond a point.
- Though there is a provision of fast and special court, the judicial process still demands time. Hence, it is difficult to see results immediately though these interventions.

Sustainability

This model is directly dependent on the availability of legal experts, advocates and access to the judicial institutions. The target group - victims and witnesses of atrocities - are involved to the extent that they are invited to participate in meetings and share their experiences, and become more aware about the legal process and their rights during this process. They also need to gain confidence to be able to directly approach lawyers for legal advice. In most cases, the victims cannot seek justice alone if any atrocity is committed against them. Moreover, the legal process allows them no space to directly intervene or associate themselves with the legal proceedings. Hence, this model enables them to at least gain access to information and confidence to obtain legal information in future on their cases.

Currently being Applied

NCDHR is a forum launched in 1998, committed to the elimination of discrimination based on caste. NDMJ is one of the wings of NCDHR formed in 2008. Current operation includes 15 states, while 5 states - Andhra Pradesh, Jharkhand, Rajasthan, Tamil Nadu and Uttar Pradesh - are covered in terms of monitoring of 5 Special Courts as a pilot.

Evidence of Results

While it is too short a period of time to gauge any successful impact in terms of speedy trial of convictions, a success has been observed in Tamil Nadu. Following one meeting between victims and witnesses and the lawyers, seven victims agreed to sign a joint petition seeking the appointment of a public prosecutor of their choice. This was approved by the District Magistrate and suddenly the judge and current Special Public Prosecutor became alert of external monitoring of court actions. The public prosecutor now is more alert in following up cases and preparing victims for trials.

It is expected that the analysis of data gathered will yield a Handbook on legal interventions at different stages of atrocity cases, which would basically support the lawyers in engaging them more on these cases and thinking beyond individual cases to more of group petitions and interventions. Also the Handbook will be helpful for Human Rights organizations in building their legal capacities to support victims and witnesses at the crucial trial stage.

Replication Challenges

- The whole intervention model does not seem to be self-sustainable as it does not involve the people and the community in general. However, it is envisaged that by increasing the legal awareness levels among the Dalit community and enhancing the capacities and skills of local organization, they will reach out to more victims in future. Ultimately victims will be more confident about the legal processes and able to demand justice on their own.
- Appointing and seeking consultation with the advocates and legal experts' demands more financial resources. As for the appointment of lawyers, Rule 4(5) PoA Rules 1995 makes it mandatory for the government to pay for victim's public prosecutor of her/his choice. NGOs who consult legal experts and advocates would also need financial resources for conducting legal clinics.

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Paralegals to Support Communities Fight Discrimination

Context

Government service delivery at times does not reach the remote rural areas of India, primarily due to lack of human resource within government system. In order to provide additional human resource to support the community, the concept of ‘bare foot’ workers has always been appreciated and accepted as a stop gap measure. Fight against discrimination at community level has many facets and legal support is one of the most crucial tool that excluded communities need in order to exercise their rights. Therefore legal inputs and awareness about issues of discrimination prevalent in the community becomes an integral part any intervention to fight discrimination. To ensure involvement of community and influence their perception towards the kind and level of discrimination, the concept of paralegals (a form of bare foot lawyers) was attempted under IPAP.

Requirements

Essential

- Two persons from the community one essentially female and other a male, willing to be trained and volunteer their time to serve the community
- Resource person/trainers to impart training and skill building on legal aspects
- Tested content and methodology for training
- Other logistics and resources for training including material on legal aid, Acts etc., translated in local languages and simplified for peoples’ understanding

Implementation Process

Paralegals are individuals from the community who are trained in legal and other issues related to discrimination and social exclusion. The idea is to empower the local community to get themselves together to fight for their cause.

➤ **Selection of ‘To-be-Paralegals’**

Individuals with at least some education (able to read and write), inclined to play an active role in community affairs, especially on issues of discrimination and rights of the people are identified by the implementing agency. A person, who has some experience in legal procedures such as filing an FIR is an asset. A right balance of females and males is strongly advised. One of the tested ways to identify these individuals is to seek recommendations from community including service providers like ASHA/AWW or Panchayat members.

➤ **Collecting information about prevailing discrimination in their respective community**

These identified and selected persons are asked to visit their respective villages. They talk to people and collect evidence based information on discrimination and exclusion in their respective villages and communities. Typology of discrimination is documented.

➤ **Training to these ‘To-be-Paralegals’ (Key topics)**

These to-be paralegals talk to the community members and prioritize issues on which they should be provided training, so that they are most relevant to the local needs. This also ensures participation and thus ownership of these individuals and

community. Training is organized in a batch of 10-12 persons. Some common topics on which training is provided to these to be paralegals includes:

- Discrimination
- Social Exclusion
- Police structure
- Judiciary structure
- PDS system
- MNREGA
- Acts such as RTI, RTE
- PRIs
- How to file an FIR and also make pressure group for demanding immediate action against atrocities and injustice if any

➤ **Exposure visits and field visits to these trained Paralegals**

To give paralegals a practical feel, they are also provided exposure to certain institutions engaged in providing legal or support services like police station. Exposure familiarizes them with some of the processes in a more practical way.

➤ **Link with the organization and monitoring success**

These paralegals are empowered and trained on legal dimensions to work in their respective villages. Most of the paralegals are able to sort out issues and problems arising from the community with the help of pressure group within that village. These paralegals maintain regular contacts with their mentors (people who have trained them) to seek advice on complex cases and/or difficult situations arising out of their work. This linkage is again very crucial for their success.

➤ **Obtaining Feedback and Providing Refreshing Training Regularly**

Change in knowledge, attitude and behavior in target communities is monitored periodically. The trained paralegals are requested to inform the implementing agencies or their local partners when any action is taken against any discrimination or atrocities in their respective communities/area of work. Since the profile of issues keep changing in the community, especially after such interventions, refresher training are another essential component of the intervention that needs to be planned from the beginning itself. In addition, these refresher trainings keep the paralegals motivated and they feel rewarded.

**Time
Commitment**

- A significant amount of time is required to select person to be paralegals from the community. The time spent at this stage is crucial as this builds the platform for the success of the intervention
- Training given to paralegals may vary according to the needs of the community and the issues arising from the community
- Time is also required from trainers and paralegals for follow up and refresher trainings

Sustainability

Initially the program will largely depend on the agency implementing the intervention who has to initiate selection of paralegals and train them. But the program becomes self-sustaining as selected paralegals receive training, start working as paralegals and are mentored for about 6-9 months. Once the community accepts them and understands the relevance and contribution of these paralegals, it supports them and this becomes self-sustainable.

In addition, once these paralegals have experience and have demonstrated their capacity, they are promoted to block level paralegals and District level paralegals who act as

mentors and trainers of paralegal for the implementing agency. This has turned out to be a big motivation for paralegals as they can also see future prospects of their role.

As such this intervention is less human and financial resource intensive as resources are required for initial training but progressively the whole program becomes self-sustainable. However, there is a constant need for qualified and trained legal personnel for training and support.

Currently being Applied

The intervention currently reaches out to 510 villages in 18 districts of Gujarat. A total of 1200 Para Legals (280 women and 920 men) are currently functional.

Evidence of Results

- A Dalit youth in Rethal village, Sanand block, Ahmadabad was beaten to death by Darbars (Kshatriya) on January 24, 2012. One of the paralegals was passing by the place of incident. Accused did not allowed the ambulance to enter the village and subsequently the Dalit youth died due to excessive bleeding. A group of Dalit community (mobilized by the paralegal) kept the dead body at civil hospital and demanded justice. As a result, the main accused was arrested the same day and protection was provided to the survivors of the incident. Police investigation was initiated and so far compensation of INR 350,000 (7,000 USD) has been given to the survivors and family members of the deceased. Such incidents have been regular in the area but such an action by the community was the first example.

Replication Challenges

- Women paralegals are very difficult to find and to be convinced to work as paralegals.
- Significant drop-out during the training or post training, once people start realizing the work requirements. Women are more prone to drop out due to unwillingness to travel or other socio-cultural issues.
- Time, patience, frequent visits and follow ups are needed to build and boost the confidence of paralegals, particularly during the initial phase when paralegals start working.

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Village Development Plan - An Initiative under PESA

Context

Panchayat Extension to Scheduled Areas Act (PESA) ratified the traditional system of self-governance of Tribal community in India. According to PESA, Gram Sabha (local self-governance body) for tribal community should take place at tola (habitation) level. However, PESA has not been honored in some states, particularly Jharkhand. This is essentially because there is an inherent conflict between PESA and Panchayati Raj Act and it is left to the states to determine which of the two should be prioritized for tribal community. With the advancement of Jharkhand Panchayati Raj Act (JPRA), there is a superimposition of a new formal structure of Panchayats unmindful of the existing traditional system leading to confrontation between people and the State. This dilution of power of PESA has affected the tribal community and its development because local indigenous population are not empowered and their voices can be easily suppressed by other dominant communities that normally control the Panchayat. JPRA, therefore can be used to exploit these local communities. As written above, PESA is functional at Tolalevel but in JPRA this moves up to Gram Sabha (village level) where population other than indigenous tribal come into play and make decisions on behalf of indigenous population, which is not necessarily in the best interest of tribal population.

Requirements

Essential

- Formation of a group on voluntary basis
- Staff with skills to mobilize, train, facilitate and supervise community's group on issues of development, discrimination and rights of people.
- Community engagement for identifying their needs
- Skills in using PRA tools and training of groups to use these tools as per need

Optional

- Good relations with government official and PRI under JPRA

Implementation Process

This model is an attempt to preserve the voices of indigenous communities and ensure that their needs are adequately represented within the Gram Sabha and if not (in case of discrimination), it is appropriately reported and acted upon at a higher level (block or district). In a step towards strengthening PESA and involving tribal population in developmental work, there are certain activities which are being done by tribal population such as preparation of Village Development Plan and Patthargarhi (physical marking of the boundaries of the habitation for which the development plan has been prepared).

➤ Selection of Members to Form a Group

A group of volunteers are selected with at least one woman member. This group includes people from Dalit community, women, indigenous tribal people and anyone who shows interest in the developmental work of the tola can volunteer to join this group.

➤ Training of the Group

This informal and open group is provided training on how to make resource map and conduct wealth ranking of households within that Tola. This helps the group in

preparing village profile. After this, the group is trained to form a Cause and Effect Relationship matrix and also what could be possible solutions of the identified issues. Training is given on how to conduct social mapping, resource mapping, and well-being analysis, issue prioritization and Patthargarhi (Stone setting to mark the tola territory) to prepare Village Development Plan(VDP) at tola level.

➤ **Completing Patthargarhi**

Patthargarhi is a process of physical demarcation of boundaries of the Tola. This is an essential step both for the indigenous community as well as Gram Sabha to contextualize the VDP that is to be developed for the communities within the marked physical boundaries. The Needs Assessment is also carried out with the communities within this demarcated boundary.

➤ **Needs Assessment**

A community needs assessment drive is then organized within that tola. Group can identify households with specific needs; identify issues which are prevalent in the community or the development needs of the Tola which could be anything ranging from water, education, health, livelihood, public distribution system, old age pension to other issues like forest rights, access to water resources or most importantly discrimination. The process is participatory and uses PRA tools like wealth ranking, social mapping and Cause and Effect Relationship diagram. The group is also motivated to organize Gram Sabha in its respective tola.

➤ **Development of Village Development Plan**

After completing the Needs Assessment through consultation with the community members a VDP is prepared which is specific to the Tola. This VDP is named as Yojna (Plan) which includes prioritization of activities in relation to the Needs Assessment and how these activities can be implemented. A Cause and Effect relationship diagram and a matrix is developed in which tasks and resources (financial, human and time) required to implement the VDP are presented.

➤ **Recommendation of VDP to Panchayat**

This VDP or Yojna is recommended to the Panchayat during Gram Sabha. Panchayat, in principle should allocate and provide funds for implementation of the activities identified in the Yojna. In case this is beyond the Panchayat or Panchayat purposely discriminates, the VDP is referred to Block Development Officer (BDO) for further action. If it still does not get resolved, it is referred to the district level authorities.

➤ **Timely Monitoring and Follow up**

Voluntary groups developed also monitor the implementation of the VDP at the tola level. These groups ensure that funds are allocated and no one is excluded or discriminated in receipt of services like benefits of Public Distribution System (PDS), MGNREGA (national rural employment guarantee scheme) etc.

-
- Mobilization and awareness drive may take time according to the motivation level and resistance faced from the other community or Panchayat.
 - Training and group activities such as social mapping, resource mapping, and well-being analysis can take about a month
 - Development of VDP can take about another month

**Time
Commitment**

- Time taken to act upon the recommendations of VDP by the Gram Panchayat and other government authorities and allocation of funds for the development may vary as per the actual situation of the village (Tola).

Sustainability

As this is purely participatory in nature, the probability of self-sustainability is much higher. The basic principle of this model is that money should be allocated according to the VDP (essentially the needs of the excluded community). It also ensures that anyone who lives at the periphery of the village are not discriminated. Empowering the local community with skills like PRA exercises ensures that the process can continue on its own. Initial efforts of developing rapport between community groups and service providers, Gram Sabhas and officials also goes a long way in sustaining the process.

Currently being Applied

Action Aid is carrying out this intervention in about 10 Gram Panchayats and 40 villages in a block Angara of Ranchi district of Jharkhand.

Evidence of Results

- Gram Sabha meeting registers are now kept with traditional leaders
- Patthargarhi process has been completed in 43 tolas. VDP process had been completed in 120 tolas of 9 Gram Panchayats
- People have understood the need for Gram Sabha to monitor village institutions like ICDS, PDS
- 13 Anganwadi centers were constructed after demand came through VDP process
- 9 PDS shops were made functional out of 20 non-functional shops in project area

Replication Challenges

- Under JPRA allocation of funds is to and from the revenue village. So sometimes VDPs are accepted but Gram Sabha is not willing to allocate funds, specific to a sub section of the community. This is essentially due to the inherent conflict between PESA and JPRA
- Time, patience and several visits are needed to sensitize communities
- Training and proper monitoring is required as processes like resource mapping, social mapping and well-being analysis are slightly complex processes to be managed by the groups

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Community Monitoring to Strengthen WASH

Context

Tribal population are inherently devoid of development. Nearly 80% of the tribal community especially women and children face problems due to improper Water, Sanitation and Health (WASH) facilities. WASH related services are not available in remote areas and even where these exist, tribal population are not able to access these services. Lack of proper drinking water, health and sanitation facilities lead to increase in infant and child mortality rates and nutritional deficiency among children. Forced migration takes place because there are no measures available to mitigate the effect of climatic disasters such as draughts and floods. One of the major reason for this state of affairs is the apathy of service providers towards tribal community and their needs. Hence, it was felt that community voices should reach authorities at a higher level so that the necessary instructions are passed on to these grass root service providers for providing basic WASH facilities.

Requirements

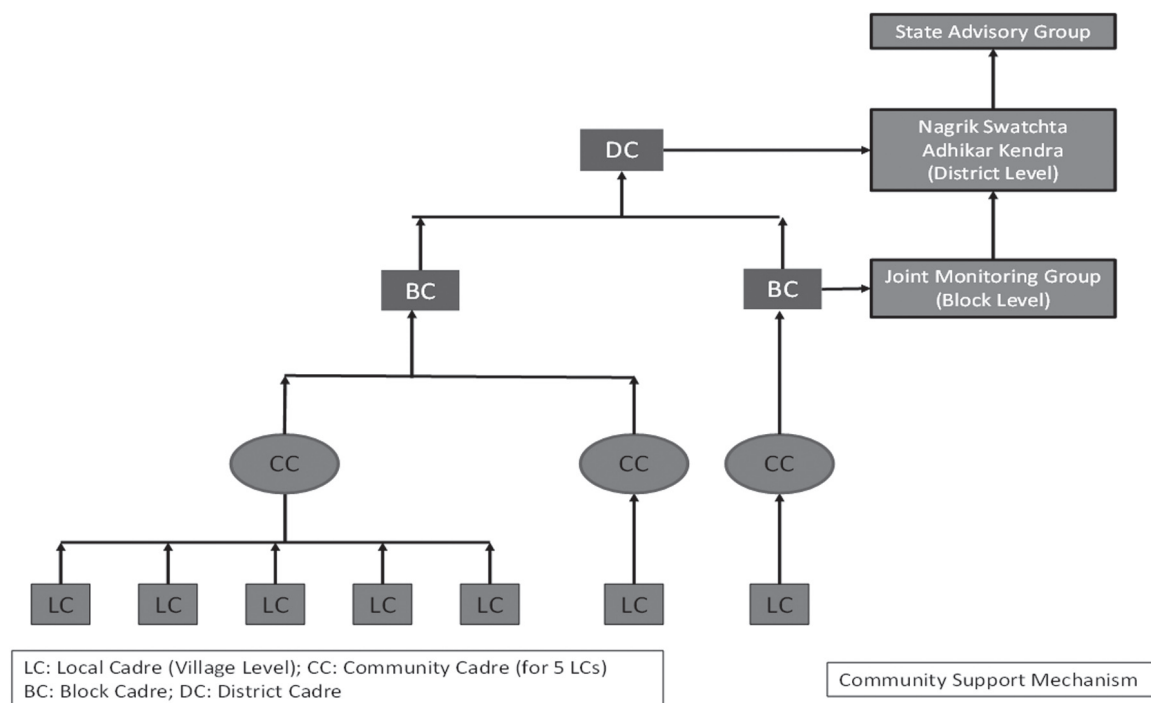
Essential

- Volunteers who can be trained to be Cadre at village level
- An office for establishing Citizen Right Centre at block level
- Trainer to train the cadre
- Community Monitoring Tools

Implementation Process

➤ Identification of Volunteers to become Cadre

As per the design, each village has a volunteer called Local Cadre (LC). There is one Cadre Coordinator (CC) (also a volunteer) to manage 5 Local Cadres. To support and supervise LCs and CCs, block and district cadre are employed by the implementing agency. There are generally around 200 cadres (LCs and CCs) in each block. Following diagram shows the hierarchy of different levels of cadres:



➤ **Training of Cadre and Establishing Hierarchy**

Trainings are provided to LCs and CCs to perform their roles that include community mobilization, monitoring using pre-designed tools and reporting to their levels above.

➤ **Gathering Information on Availability and Accessibility of WASH facilities at Village Level**

Local Cadre (LC) gather information on WASH facilities (availability and utilization) every month using standard tool. A quantitative format is filled by the cadres on monthly basis that capture data on availability and accessibility of WASH facilities. This format is provided to Block Cadre.

➤ **Monthly Meeting**

LC briefs their respective CCs on progress and reasons for non-achievement of targets, every month. The data or information is processed by CCs preparing compiled sheet. Issues are escalated to Joint Monitoring Group that meets quarterly and guides the Gram Sabha to take action.

➤ **Formation of Joint Monitoring Group**

These cadres at various level form a Joint monitoring Group at Block level. The task of this group is to make local governance and community accountable and transparent; raise awareness on rights and entitlements and strengthen convergence through regular meetings and follow-ups.

➤ **Raising Issues in Gram Sabha**

LCs participate in Gram Sabhas to raise issues that have been identified during their interactions with the community. These issues are discussed and agreed in advance with the Joint Monitoring Committee that also support the LCs while they present these issues in Gram Sabha.

➤ **Formation of Nagarik Swatchhta Adhikar Kendra (NSAK)**

NSAK is a body with members from various district level government departments such as Panchayati Raj, Water and Sanitation, Forest, Education and also representatives of select local NGO. NSAK's responsibility is to monitor the complaints received from Joint Monitoring Group and ensure actions from the respective departments. DCs engage with NSAK to follow up on the agreed action by the respective department.

➤ **Additional Support (Optional)**

A State Advocacy Group has also been formed to raise issues at state level that could not be addressed at the block/district level.

-
- Selection of cadre at various level will take about a month
 - Training to cadre will take about 2-3 days, but preparation can take up to a month
 - Gathering information may take about a month
 - Other steps are ongoing processes

**Time
Commitment**

Sustainability

This model engages people from the community (local cadre) and the implementing agency is Gram Sabha. Therefore this model has a potential of enhancing community's confidence through self-empowerment. Inclusion of socially excluded groups (tribal in this case) has additional advantages in identifying instances of discrimination against them. Once institutionalized, the process can be managed by the community with minimum support.

Currently being Applied

This intervention is currently being implemented by Sathee Godda in 127 villages of 9 Gram Panchayats of 8 Blocks of 6 Districts of Jharkhand.

Evidence of Results

- Monitoring is being done by Gram Sabhas itself; Gram Sabha have become more pro-active
- Availability of trained WASH officials in the areas is being ensured by the concerned Department
- Budget re-allocation and revisions are being carried out based on identified needs

Replication Challenges

- Cadre's migration has been an issue as they move frequently out of the village for earning their living. As this is an unpaid work, sometimes their motivation level is low, which in turn effect overall functioning. Other challenge includes community mobilization and the level of engagement of LCs in project activities.

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Natural Resources Knowledge Activists (NRKA) Hub -Evidence based Advocacy

Context

Tribal population are the most backward community in terms of socio-economic development. Tribal have a very distinct cultural and social identity but over a period of time, they are losing their economic, socio-cultural and religious identity due to systematic alienation from their base. Over the years, Tribal have been facing several challenges on the ground and one of the important reasons for this is the continuously declining democratic space for indigenous community in the wake of globalization. There is inadequate representation of these communities at different levels and policy makers at macro level may not necessarily understand the constraints and challenges faced by these communities. Therefore, in order to improve their status, it is important for these communities to participate in democratic processes, represent themselves at different levels and keep the policy makers informed about their status, demanding for their rights.

Requirements

Essential

- Strong networking and alliance building between the organizations and community based organizations (CBOs) working for the tribal cause.
- Formation of a federation of all tribal groups
- Skills in research and documentation

Implementation Process

Action Aid has been working with tribal communities since last thirty nine years in the remotest locations in different parts of the country especially with Particularly Vulnerable Tribal Groups (PVTGs). Adivasi Janajati Adhikar Manch (AJAM), is a community based organization initiated five years ago, led by leaders from PVTGs/ MVTs and partially supported by Action Aid. As the implementation phase of 11th Five Year Plan is coming to an end, preparations are beginning for developing the 12th Five Year Plan. This opportunity is being utilized to capture voices of the most vulnerable communities and present these to Planning Commission and other stakeholders for consideration into planning of 12th Five Year plan.

➤ Community Consultation and National Convention

Action Aid along with AJAM (Adivasi Janajati Adhikar Manch) organized various consultative workshops in different parts of India to prepare an 'Approach Paper'. This approach paper captured the voices of the most marginalized communities- Adivasi/Indigenous People/Tribal Communities and amongst them the PVTGs/ Most Vulnerable Tribes (MVTs), De-notified Tribes (DNTs) and Notified Tribes (NTs).

Suggestions for inclusion into this paper came from both the tribal community and people working with them for many years. This includes people from different sections like-community members, elected representatives, social scientists, activists, opinion makers, researchers and AJAM core committee members. The opinions were gathered by organizing State Level Consultations on implementation of FRA and PESA, East zone and West zone consultations, a National Consultation, and National workshop on displacement and Trafficking of women and girl children.

➤ **Formation of Federation**

AJAM formed a national level platform that included 5 Federations, 18 NGOs, 40 CBOs, 29 tribal communities from 14 states of India, working with a common mission to support various tribal groups. At different zonal and national level consultations these groups and state representatives were actively involved.

➤ **Getting Information through Primary and Secondary Sources**

Desk research and policy analyses were carried out to document different dimensions and pace of development in tribal areas. The approach paper referred to many landmark researches including Dynamics of Displacement, Resource Rich Tribal Poor, Our Forest Our Rights, Our Census Our Identity, Depleting Food Increasing Hunger, Economic Social and Cultural Exclusion among Tribal, Functioning of The Ashram Schools For Tribal Children and many other studies on development of tribal population.

➤ **Drafting and Presenting Approach Paper**

An approach paper was then drafted incorporating suggestions and recommendations gathered through different processes. A team then met Dr. Syeda Hameed (Member of Planning Commission), submitted the copy of the paper and discussed expectations from the Planning Commission. The recommendations were then approved by the Planning Commission for consideration.

➤ **Monitoring and Follow-up with Planning Commission**

It is now being monitored as to how the recommendations approved by the Planning Commission are being acted upon, particularly their incorporation into development plans and policies under 12th Five Year Plan.

Time Commitment

- Desk studies and policy analysis will need time commitment
- Organizing national level meeting and consultation requires substantial time

Sustainability

While initial task has been completed, this would need dedicated time and effort to monitor the progress, follow up with the policy makers and service providers and provide regular feedback to the Planning Commission about the progress. Action Aid would continue to lead this initiative till it is logically concluded.

Currently being Applied

- The initiative was implemented through the joint efforts of 8 states including Odisha, West Bengal, Andhra Pradesh and Jharkhand in the East region and Rajasthan, Gujarat, Maharashtra and Madhya Pradesh in the West region.
- Currently meetings with Adivasis from 14 different states with members of Planning Commission are being facilitated

Evidence of Results

- Copies of Approach Paper were handed over to other members of Planning Commission with specific requests of support. Follow up calls for action on the Approach Paper are being received. Many of the recommendations have been approved by the Planning Commission for incorporation into the 12th Five Year Plan.

- The Advocacy has resulted into Mr. Vikram Katara, President AJAM secure a membership in the Planning Commission team formed for furthering tribal issues at the national level. This will now ensure that the Tribal issues are appropriately raised and addressed at the highest planning forum in the country.
-

Replication Challenges

- Research and documentation is a daunting task in this intervention model as it needs huge person power, ground connectivity, financial and technical resources.

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Use of Drop Box for Child Protection

Context

Children are one of the most vulnerable as they are worst hit in an event of family crisis. Girl children and disabled children particularly additionally face early marriage (among girls), discrimination and abuses. Common forms of discrimination for Dalit children include separate seat arrangements in schools, making them clean the classrooms and toilets and separate utensils for mid day meals. Children are not able to raise their voice against discrimination and do not receive attention from adults. There are no platforms within or outside family where children can represent themselves. Therefore, there is a need for a supportive environment under which children feel safe in raising their voices against discrimination and their voices are being heard.

Requirements

Essential

- Children's group (Adolescent girls, drop out and school going)
- A Box (wooden/metallic)

Implementation Process

➤ Formation of Children's Group

Shishu Sabha Balika Mandal (Children's Group) and Child Protection Committee (CPC), are the two major groups formed involving adolescent girls in the village and children and community members respectively. Within Shishu Sabha, there is a Balika Mandal (Adolescent girls group) which mainly has girls aged 14 years and above, particularly school drop-outs and also married.



➤ Installation of Drop Box

- Drop Box can be installed at places like Anganwadi Centre; Village Mandal Room; Sarpanch(PRI head) House or any other prominent place within the community, other than school.
- Children are then made aware of the existence of the Drop Box by the Adolescent Group and are encouraged to write their complaints and suggestions and put it in the Drop Box. They are particularly supported to report any instances of discrimination or abuse against them. Children understand that their feedback will be anonymous and thus feel comfortable in sharing their feelings.

➤ Analysis / Screening of Content (Complaints / Suggestions) Received in Drop Box

Drop Box is opened in front of at least 9 members of Child Protection Committee (that includes teachers, AWW, PRI members, children club representatives, adolescents and parents) once a month initially but later it could be once in 2 months. Each time, number of slips with complaints are counted and analyzed to identify the issues on which actions are required.

➤ **Consultation with Stakeholders and Actions**

Key issues emerging from the Drop Box are presented in the Gram Sabha by the CPC and plans are made for actions to be taken. For issues beyond the scope of CPC, respective stakeholders are contacted and redressal is sought.

➤ **Follow-up and Advocacy**

CPC and parents’ representatives along with influential people undertake the required advocacy to address the issues. They attempt to bring about systematic changes with the support of a wider network of CBOs.



➤ **Training and Capacity Building**

Capacity building trainings are organized to develop peer educators among the young married adolescent girls so that they are able to counsel their peers by sharing their own day-to-day issues arising out of early marriage and its long term consequences. Sensitization of the service provider is also an integral part of the model.

➤ **Undertake PRA Exercise (e.g. Social Mapping)**

Balika Mandal and CPC also undertakes social mapping involving children, adolescents and elders to find out social demography and related issues of discrimination at different levels. This is another way of identifying children’s issues and are included in the list of actions to be taken.

Time Commitment

- Selection of Children Group and training could take up to 10 days
- Getting contents from the drop box is a regular monthly or once in 2 months activity and these are also discussed at Gram Sabha level
- Time commitment is needed for meeting stakeholder and resolving issues with their support

Sustainability

Implementation of this model is being carried out entirely by the locals including adolescent girls and community members. Hence, it is not human resource intensive. Once established with some hand holding by the implementing agency, this intervention is less dependent on external sources and can be managed as long as community sees a merit in continuing it.

Currently being Applied

SOVA is implementing this model in 30 villages of one district of Odisha. There are other NGOs (supported by Save the Children, India) that have replicated this model.

Evidence of Results

Peer educators from Balika Mandal were able to postpone early marriages of 19 girls and 7 boys. 164 girls are now continuing higher studies after clearing 5th and 8th grade. Children are now raising their voices against school teachers and services like Mid day Meals.

Replication Challenges

- These groups are open and members can change frequently. Hence, regular refresher trainings and supportive supervision may be required.
- Sensitizing people on age old cultural practices like early marriage poses challenge.

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Mewat Shiksha Panchayat

Context

Meo Muslims is a lesser known community inhabiting parts of Rajasthan and Haryana and struggling for their identity. As a result, they are not into mainstream development and constantly face discrimination both within the communities and from service providers. The biggest toll of this discrimination is on the children of this community who are denied of their basic right to education. This is due to lack of sensitivity within the community about the need for education and also because of discrimination at school. Community sensitization and monitoring is needed to address this discrimination towards the children of Meo Muslim community.

Requirements

Essential

- Needs Analysis to ascertain causes and consequences of discrimination against children
- Interested community members (motivated and willing to provide time) to form Shiksha Panchayat (a voluntary group to address children's issues)
- IEC materials

Essentially, Mewat Shiksha Panchayat (MSP) is a community based informal group organized to exclusively focus on education of children in the region, particularly those from Meo Muslim community. The purpose of MSP is to work on both demand (e.g. motivating people to send their children to school) as well as supply (advocating with the service providers to strengthen quality of services at schools). Following steps were adopted to create and empower MSP at the village level:

➤ Identifying Community Members

Initially, members can be anyone demonstrating will and interest in improving education among children. As the group strengthens, it is important to have representation of all sections of the society including women, children, parents, local leaders and representatives from other communities. The size of this group can be about 15-25 people.



➤ Role of Family and Community

After the formation of MSP, the group defines the roles and responsibility of each according to the capacity and interest of individuals. A social worker or a counsellor facilitates the process



➤ Mobilization of Parents and Community

Awareness and mobilization of the community is an integral part to ascertain

Implementation Process

their perception and expectation about the education system in their village. MSP therefore initiates dialogues with the parents whose children are going to school and also who have dropped out. One on one interactions between MSP members and families work best in understanding each other.

➤ **Consultation Meetings at Public Places**

MSP organizes its meeting every month and mostly education issues are discussed like need for more middle and secondary schools, quality of Midday Meal and lack of adequate school teachers. It also focuses on other issues including Anganwadi Centers and implementation of Right to Information. This meeting is a public meeting where people other than MSP members are welcome to participate and discuss the status of education system in their village.

➤ **Timely Monitoring and Follow-up**

MSP regularly monitors the families who not sending their children to school and motivate them to send their children to school. MSP also monitors the performance of teachers and schools, comparing their performance with schools in other villages. MSP is continuously tracking progress and regularly seeks feedback from the community.

Time Commitment

- Group formation (MSP) and defining their roles and responsibility may take about a month.
- Mobilization and awareness drive may take time according to the motivation level and resistance from the community. It may take up to 6 months to have a fully functional and empowered MSP at the village level.

Sustainability

After the initial technical support, Alwar Mewat Institute of Education and Development (AIMED) only maintains brief follow up, but the activities are directly managed by the MSPs. As these MSP are getting recognition, their voices are being heard by every service provider and they also interact with the elected representatives, government officials and other duty bearers, informing them about their issues and seeking help to resolve those issues. MSPs are getting greater acceptance from dominant caste as they have realized that the improvement in education system in their village will help every community. As a result, several opinion leaders from dominant caste now express their desire to be members of MSPs.

Currently being Applied

AMIED is practicing this intervention model and is currently implementing it in 40 villages of Alwar district of Rajasthan. AMIED plans to increase this number to 80-100 villages in the next 2-3 years.

Evidence of Results

- When AMIED started working in the area in 2005-06, no girl from MeoMulsim community was going to school due to religious and social customs in Mewat. Community believed that modern school education destroys the spirit of Islam and therefore girls should only get Islamic education. With combined efforts of Mewat Shiksha Panchayats, PRIs and active community members (mobilized by MSPs), most girls from these families are now going to school. Successful examples include many girls who have moved out of their villages to other districts and towns for higher and technical education. In some cases these girls are cycling up to 6 km one way to attend school.

- With strong advocacy from MSPs, Mewat Vikas Board has been formed (a state government run autonomous body) who will take the responsibility of villages having 10% or more Meo population. This Board is headed by a Minister and elected representatives (Members of Parliament and Legislative Assembly) are the members of this body. Budget has been allocated to this board and it has started spending on education. Landmark achievement has been the sanctioning of two district level hostels, one each for girls and boys. For these hostels land is being provided by Urban Improvement Trust, which is the district level government body of Alwar district and fund for building construction is being provided by the Government of Rajasthan through Mewat Vikas Board (48 million INR/800,000 USD for girls' hostel and 100 million INR/1.7 million USD for boys' hostel).
- Madarsa (religious education system of Muslims) are now being registered under Rajasthan Madarsa Board and formal education system has started in many Madarsas. Registered Madarsas are receiving development funds. This is an excellent example of integrating education with the religion, respecting the community sentiments.

Replication Challenges

- Maintaining social mobility and keeping parents motivated enough to send their children to school is sometimes difficult. Early marriage of girls is another challenge to be addressed
- As the MSP is an open group and subjected to change, it faces its own challenges of disintegration

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Fact Finding Mission for Protecting Dalit Rights

Context

One of the key factors that perpetuates discrimination against Dalit is the denial of justice to them and limited ability of judicial system to punish the perpetrators. The worst affected among these are women. One of the key factors that limit the ability of judicial system is the non-availability of evidences against the perpetrators. No one would want to come forward and provide witness against the dominant community that has inflicted violence against the oppressed and helpless Dalit community. In absence of strong witnesses and evidences, dominant community manages to get away which encourages other dominant communities to practice such behaviors.

Requirements

Essential

- Volunteers (Activists) to conduct field visits
- Trainers and training center to train volunteers (Activists)
- Advocates and legal experts

Optional

- Joint partnership with other organizations

Implementation Process

➤ Identification of Dalit Cadre

Volunteers (activists) are identified by experts during field visits, group discussion and reporting. These are normally termed as Dalit Cadre. Volunteers are based at grassroots level and supported by Coordinators at Block level.

➤ Training and Capacity Building of Volunteer Activists

These Activists are trained on how to track and gather information about any injustice or atrocity committed against Dalit. Evidence gathering, documentation and confidence building are major components of the training.

➤ Tracking, Information Gathering and Facts Finding

These trained activists first identify local issues or cases of atrocities against Dalit either through newspapers or through personal information about local incidents. They also create local networks of people who provide confidential information to them. Once aware of an incident, these volunteers visit the respective villages using anonymous identities to gather information by meeting victims, police officials, local community and perpetrators. For each case, they prepare a factsheet/ statement and provide recommendations.

➤ Legal Intervention

Cadre submit the facts and information obtained every month using a pre-defined format, disaggregated by type of atrocity to Centre for Dalit Rights (CDR) (the agency implementing the intervention). The cases are referred to the specifically constituted Advisory Committee of experts which has representation of various castes. This committee reviews the cases and suggests next steps which could include reporting to Human Rights Institutions and/or relevant government authorities or direct support to the victim to file complaint and follow up the case. CDR staff coordinates with all concerned stake holdersto ensure that the justice is delivered in each identified case.

➤ **Monitoring and Follow-up**

Regular monitoring and follow up of these cases at each step (e.g. filing of FIR, initiation of investigation etc.) is carried out by the respective activists and CDR staff.

➤ **Inter-Community Dialogue and Sensitization**

A multi-stakeholder meeting or consultation is organized for sensitizing government officials and other civil society players. Additionally, Inter community dialogues are organized for sensitizing non-Dalit so as to eventually reduce caste violence against Dalit, particularly Dalit women.

➤ **Organizing Workshop and Dissemination of IEC Materials**

Media is engaged to highlight cases and other issues associated with the case and their support is sought in building community pressure on service providers and dominant community to address the issue.

Time Commitment

- Identification and training of volunteers from a Dalit cadre may take about 1-2 month depending upon availability of people to volunteer their time for this cause
- Gathering information, tracking and investigation is a continuous process. In the best interest of the case it is important that volunteers reach the respective location within 48 hours to find facts and gather relevant information. An interim report is sent to the District Coordinator on the same day but detailed written report might take 3-4 days
- It takes about 3 days for District Coordinators of the implementing agency to complete the format (based on information received from the volunteers) and submit it to CDR for monthly meeting.

Sustainability

The intervention essentially infuses the justice seeking behaviour within the Dalit community and empowers them to a point where they can raise their voices against their perpetrators. However getting justice needs additional legal and financial resources for which links with institutions like District Legal Services Authorities might be required. Currently CDR plays a very crucial role in managing technical and legal support, which is not possible for the community to mobilize without an equivalent support.

Currently being Applied

CDR Jaipur is implementing this intervention model in 5 districts of Rajasthan namely Alwar, Ajmer, Bharatpur, Dausa and Pali.

Evidence of Results

- Roughly 5000 Volunteers are currently working (average 500-700 volunteers in each district) who are mainly advocates and media personnel, with a right mix of Dalit, Non Dalit, Men and Women.
- In 2012, 3787 cases were monitored, of which positive responses were received in 450 cases
- The proportion of cases where FIRs are being filed has significantly increased since 2008

Replication Challenges

- Difficult to conduct fact finding mission for each incident. Prioritization might be required.
- Threats to volunteers and staff by the perpetrators is regular and common
- Seeking justice from the organized and formal judicial structure is complex and needs services from the legal experts. Hence communities can only manage certain parts of it and for the rest, technical and financial resources will be required.

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Children Interface with Service Providers (Baal Adhikar Manch)

Context

Historically, people from socially excluded groups are geographically excluded and isolated in rural communities. Exclusive caste/religion based hamlets is not uncommon in rural India. These exclusive hamlets being the first level of discrimination, further lead to discrimination from dominant communities. It is a common practice that residents of these exclusive hamlets are not allowed to access facilities (e.g. hand pump) available in the main village, they are not included in decision making processes of the village (e.g. not allowed to attend Gram Sabha meetings or sit in the Chaupal—a common community meeting place) and also service providers like ANM and ASHA avoid visiting these hamlets. This certainly deprives the residents of these hamlets from their basic rights and needs and aggravates issues of children dropping out of school and Anganwadi Centers, poor health and nutrition status and no access to water and sanitation facilities. Empowerment of these socially excluded groups, particularly their children who are most affected by these situations, could be one effective way to address this level of discrimination.

Requirements

Essential

- Formation of two groups in the community—one exclusive Children Group (Bal Manch) and one Community Group (Child Protection Committee or Baal Adhikar Manch)
- Staff with skills to mobilize, train, facilitate and supervise these groups on issues of development, discrimination and rights of communities
- Good relations with government officials, service providers and duty bearers

Implementation Process

➤ Identifying Stakeholders

The first step towards developing the intervention model is to identify the stakeholders. These can be broadly classified into two groups—the one who are being discriminated and the other who discriminate. Identifying these as two distinct groups help in initiating the dialogue at community level.

➤ Organizing Groups among Stakeholders

The identified target groups would then get segmented by interest group. There could be three specific groups viz. Children Group, Youth Group and the Community Group. Children group is known as Baal Manch and take care of issues related to children such as school education and mid day meal. Youth Group and Community Group will essentially be the support group of Baal Manch and help them in raising their voices and seeking solutions.

➤ Setting up Milestone for Each Stakeholder

Once the stakeholders are identified and groups are formed, a dialogue between groups is initiated. Groups help each other to understand each other's strategic involvement in the process and specific roles and responsibilities are identified.

➤ **Training and Capacity Building of Stakeholder Groups**

The lead NGO (Prayatna) builds the capacities of these groups, particularly on the issues of deprivation and discrimination. Children are specifically trained on expressing their feelings through drawings and pictures. These are shared with other groups of the society in order to sensitize them against injustice, ensure their participation in the decision making processes of the village and provide support to children groups.

➤ **Sensitization of Governmental Officials, Service Providers and Duty Bearers**

Prayatna also invests in sensitization of service providers and duty bearers towards the rights of people who are being discriminated. This helps in building a positive environment and these service providers and duty bearers are more sensitized to listen to the voices of the groups and provide support from their end.

➤ **Preparing the Database for Evidences**

The groups are trained and encouraged to prepare a database of incidents and evidences of discrimination through research and documentation. This helps them in highlighting the issues of discrimination, providing evidences to support their cases with stakeholders, service providers and duty bearers.

➤ **Interface of the Groups with Government Officials, Service Providers and Duty Bearers**

- Children's interface with the government officials is the most strategic activity within this intervention model. On a regular (monthly) basis, the service providers are invited to the meetings of these groups (particularly Children Group), so that they get first-hand experience of the issues and challenges being faced by children. A particular department is identified each month and concerned officials and staff are invited to the village. These government officials could be ICDS Programme Officer, Block Education Officer, Block Development Officer (BDO), Para legal Service providers or Child Welfare Committee (CWC) members. Children discuss their issues at length with the service providers and jointly identify solutions. These meetings are actively supported by Youth and Community Group. Decisions are made and the Groups take responsibility of monitoring the implementation of the decisions made.
- This entire exercise builds confidence among children from the excluded communities to raise their voices and work on the solutions. This also sensitizes the community towards the needs and rights of children.

➤ **Monitoring and Multi-stakeholder Consultation**

First of all Baal Adhikar Manch discusses their issues with School Management Committee and attempts to get it resolved. If this persists, Baal Adhikar Manch would meet and discuss the issue with the Community Group who would help them in escalating the issue to Panchayat. Baal Adhikar Manch, with support from the community organizes an interface meeting with government officials (as per the pre decided roster). In order to actively engage different stake holders, different interface channels have been developed e.g. teacher community interface, ANM

community interface, children community interface etc. A multi-stakeholder meeting is organized annually or bi-annually, with participation of all stakeholders. This meeting assesses the progress on decisions taken and implemented by different groups, service providers and duty bearers. Media is also invited for these meetings. These meetings take much broader decisions and identify responsible groups/ individuals for action.

Time Commitment

- Mobilization and awareness drive may take time according to the motivation level and resistance level of the community
- Initial training of each group could be for 2-3 days. Regular refresher sessions are required, initially at small and regular intervals
- One day for interface meeting every month is needed, but the preparation for this meeting can take several days
- Seeking permission from district officials for Block level government officials to participate in meetings often takes a month

Sustainability

This particular intervention is child centric and focusses largely on education and other entitlements of children but directly links with the goal of eradicating discrimination. The entire process is owned and implemented by the community itself, with little dependence on external sources like the implementing agency. The whole system over a period of time becomes self-sustainable as people get more exposure and experience. There are instances where villages have helped other villages to initiate this process.

Currently being Applied

Prayatna is working in Nadbai block of Bharatpur district of Rajasthan state in India. A total of 16 villages have been covered in this intervention with approximately 35,000 population.

Evidence of Results

- Community has started taking note of child right violations and instances are now being reported
- Services like ICDS, visits of ANM and education for the children on brick kiln site have started
- Reduction in number of irregular and dropout children in schools and AWCs
- Improvement in behavior of service providers towards socially excluded groups especially teachers and Anganwadi workers reported by socially excluded groups
- Increase in participation of excluded people in School Management Committee, Gram Sabhas and other Social Groups
- Increased participation of girls in forums like Children’s Collective
- Access to basic services like safe drinking water, PDS, electricity by the excluded community
- Reduction in reported incidences of caste-based discrimination and abuse

Replication Challenges

- It is hard to keep all the groups motivated and to organize a meeting on a monthly basis.
- Getting approval and permission of government officials to visit village for a meeting is not always possible
- Religious leaders are sometimes required to be taken into confidence as they have more influence on certain communities (particularly in Prayatna's geographical area)
- Media presence is an integral part in this intervention model but it might need extra facilitation which community may find difficult to manage on their own

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Child Protection Committee

Context

MeoMuslims are highly vulnerable communities within the Mewat region due to their historic cultural scenarios. Children among these communities suffer the most, as they do not get proper education, get married early and face many other issues. Children, particularly from such communities, are not empowered to raise their voices against the discrimination they face at family, community and school level. Moreover, there are no platforms for them to present their concerns and demand for their rights. Therefore, in order to reduce discrimination against children and help them progress, an effective platform needs to be provided that supports them in resolving their day to day issues and also the larger issues in their lives like early marriage for girls. Children need to be provided with a favorable and enabling environment where they can enjoy their constitutional and developmental rights.

Requirements

Essential

- Formation of Child Protection Committee, a heterogeneous group including students, ASHA, AWW, PRI representatives and teachers
- Staff with skills to mobilize, train, facilitate and support CPC
- Good relations with government officials, particularly from ICDS, PDS and Education Department

Implementation Process

➤ Selection of Members to Form Child Protection Committee (CPC)

CPC is formed that necessarily includes school going and out of school children. These children are selected on the basis of their interest and participation level. In addition, school teachers, people from community, PRI representatives and other service providers like AWW, ASHA or ANM are also included. A CPC can have 10-12 members and is constituted in a village with at least one school. The CPC is organized by the school teacher but is led by a child member of the CPC.

➤ Capacity Building and Grooming of CPC Members

Initial capacity building and grooming of CPC is carried out by the implementing organization's staff. Capacity building methodologies include interface with the School Management Committee and exposure to different meetings and discussions and is focused on creating a sense of empowerment and developing skills to raise voices in support of children.

➤ Consultation Meetings

Children members of CPC organize their meeting every week discussing any cases of discrimination or malpractices against children within or outside school. A monthly meeting is organized with all CPC members in attendance along with community. In this meeting, reports of weekly meetings are presented and possible next steps are discussed



and agreed upon. Issues affecting children like those related to ICDS or school management are discussed and acted upon. In case CPC receives any complaint from outside its observation, it is duly verified and if found correct, it is discussed at the community meeting.

➤ **Recommendation to Panchayats**

After the monthly meeting (community meet), a resolution including the discussed next steps is recommended to Panchayat at Gram Sabha or may be to higher authorities as per the severity of the case.

➤ **Meeting with Government Officials**

There are always certain issues which need to be discussed with government officials of respective department (e.g. ICDS, Education System). CPC would request the government officials such as BDO, Block Primary Education Officer and CDPO are requested to visit the village for resolving the issues.

➤ **Timely Monitoring and Follow-up**

With the help of the implementing organization, CPC members actively participate in community mobilization, organizing media workshop and engage with SMC, as per the recommendations from the monthly meeting. The recommendations sent to Panchayat and government officials are monitored and followed up. If the required work is not completed on time, CPC escalates it to district level government officials.

➤ **Awareness Generation**

Through IEC and campaign materials, CPC generates awareness among the community on issues faced by children and uses public platforms like Friday prayers to interact with community.

Time Commitment

- Mobilization and awareness drive may take time as per motivation and resistance within the community
- Training to CPC is periodic, informed by the issues arising in the village
- Development of IEC material and organizing a workshop or a meeting with government officials need human and financial resources

Sustainability

CPC members may drop out but can be easily substituted within the village. Once empowered and functional, CPC can build capacities of new members easily.

Currently being Applied

SARD-Rajasthan is carrying out this intervention model in 25 villages of one district of Rajasthan.

Evidence of Results

- In one of the schools in the intervention area, some negative elements had encroached the school premise and were gambling in the campus. CPC of that village noticed it and gave a memorandum to BDO who requested for police intervention. Now the school premises is free from this evil
- Some of the children have emerged with high skills of leadership and they have become good vocal leaders in their respective areas and it has been acknowledged

by SARD and other agencies. They have received many awards and prizes for their efforts. A student named Reshma has been proposed for an international award.

Replication Challenges

- It's challenging to get government officials travel for a meeting in a remote village
- CPC due to its heterogeneous nature, may cause power imbalance
- Religious leaders need to be sensitized while forming CPC as they have a larger impact on villagers

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Rainbow Chart—Tool to Protect Child’s Right to Education

Context

Denial of education to any child is a violation of her basic right to education and should be seen as discrimination against the child. While some children do not go to school, many drop out at different stages due to multiple reasons. There are many reasons for school dropout among children and extend both at family and school level. Therefore, in order to eliminate this discrimination against children, the extent of this discrimination (dropout) needs to be measured, monitored and acted upon. Rainbow Chart was developed as a tool for periodic assessment of school performance of children and to track weak links within the education system through active engagement of children and community.

Requirements

Essential

- Teachers and School Management Committee (which includes parents)
- Volunteers to act as “Para Teachers”
- Resource person/trainers from village community to impart training on how to prepare and interpret Rainbow Chart
- Stationary material such as chart, sketch pen, drop box, locally available materials like leaves for green color, Mud for brown colour.

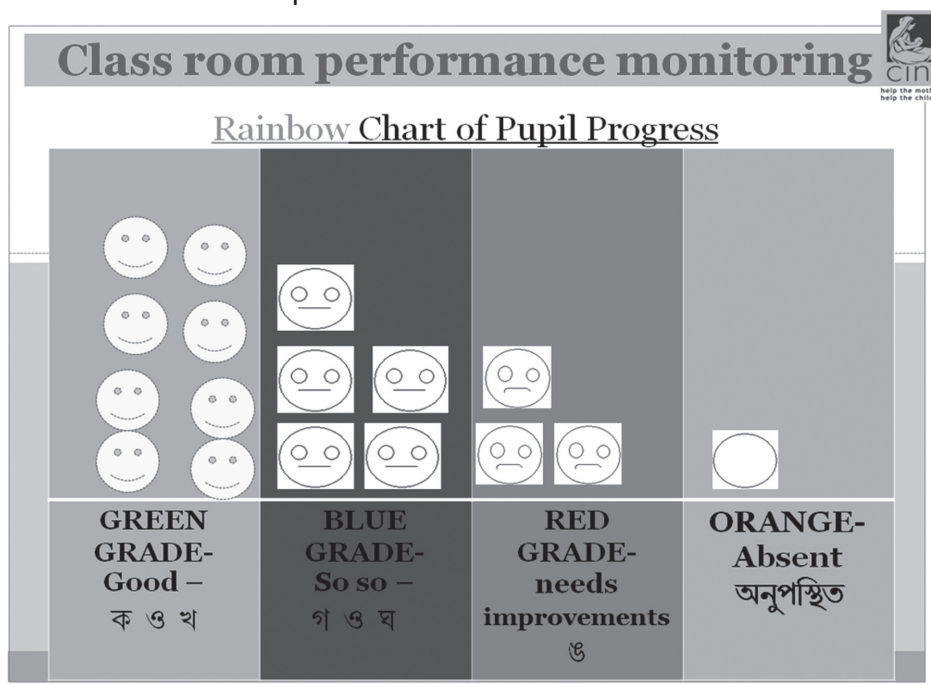
➤ Collection of Report Cards and Matrix Development

After each term exam, progress report cards are collected from each class and performance of each student is assessed using a four point scale—Green (Good); Blue (Average); Red (Needs Action) and Orange (Absent/Irregular attendance). These students are placed in appropriate boxes in the matrix form.

➤ Development of Rainbow Chart

For ease of understanding, this matrix is converted into a simple chart, as illustrated in the figure. This is an easy to understand chart and also helps in analysis of class performance and overall performance of the school.

Implementation Process



➤ **Consultation Meeting at School**

Once the chart is prepared, a consultation meeting is organized at school. Teachers, monitors from each class, principal and School Management Committee members attend this consultation. All rainbow charts are presented in the meeting. Enabling and disabling factors leading to good or poor performance respectively of students are discussed at length in this meeting. The issues could range from non-availability of teaching materials in school to engagement of students in household work.

➤ **Post Consultation - Action and Follow up**

Particularly the students in red and orange categories are identified for follow up action. The actions related to school infrastructure and environment are referred to School Management Committee, students needing additional support (remedial classes) are identified and provided the same through “Para Teachers”. These Para Teachers also visit homes of the students who are irregular or absent and counsel their parents to ensure their attendance at school.

➤ **Handover Rainbow Charts to District Education Officer**

CINI (the implementing agency) staff takes a lead in handing over these Rainbow Charts to District Education Officer and facilitates a district meeting with all the participating schools. In this district level meeting, bigger issues (that could not be addressed by the SMC) are discussed which could include teacher-student relationship, classroom monitoring, discrimination and non-availability of teaching materials.



Necessary recommendations are made, acted upon and monitored.

➤ **Strengthening School Functioning**

After the recommendation of district level consultation, schools are expected to take action. Some common steps include strengthening the provisions of midday meals, ensuring the availability of teaching aids, changing seating arrangements to circular so as to avoid weaker students sitting at the back and providing reading material, uniform and scholarship to students from weaker groups.



➤ **Drop Box Facility**

There is also a drop box facility in the school so that students who are not able to raise their voice can write their concerns and put in the drop box. The drop box is opened during the school consultation and the group discusses those issues.

Time Commitment

- The activity has to be carried out every 4 months (after every term exam) and it can take up to a week to develop the matrix and Rainbow Chart
- Taking issue to the community and later on to district authorities, takes time, effort and commitment

- Follow up processes initiated after the development and discussion of Rainbow Chart are time consuming and can take months to accomplish
- Initial buy-in from school management and community also needs effort and time. Initial training and regular capacity building consumes a lot of time.

Sustainability

Due to complex processes and engagement of several stakeholders, the sustainability could be a challenge for this model. So far, CINI has been working very closely with the school management to implement the model effectively. The model initially needs rigorous involvement of the implementing organization with components like sensitization, capacity building and training of SMC. Preparing the school to provide follow up services like remedial classes and para teachers is also much dependent on school infrastructure and interest.

Currently being Applied

CINI is practicing this intervention model in 28 schools of Murshidabad district in West Bengal.

Evidence of Results

- There is a school in Kashimnagar Gram Panchayat of Suti-II block. After the Rainbow Chart identified irregular schooling by many students, the core reason identified was lack of boundary wall for the school. Children generally used to flee after having mid day meal from school thus hampering their study. These children after fleeing from school would roam around and would not go back home, therefore the parents were also not aware of the situation. Even the remedial classes were being held after Mid day Meal distribution but by that time majority of children would have left the school. Detailed discussions led to community action for erecting the boundary wall and changing the timing of remedial classes, after which the school performance improved significantly.

Replication Challenges

- Maintaining social mobility and keeping parents motivated enough to send their children to school is sometimes difficult as these families believe in ‘more hands more earning’.
- Rainbow chart is a tool to identify poor performers and its utility ends there. Drawing of ‘Rainbow Chart’ unearths the problem of poor performance by the children. Unless supported by concrete action, the chart alone cannot address the problem.
- Teachers or para-teachers should be available and ready for home visits.
- Huge organizational commitment is required at the beginning and pulling out (sustainability) is a very slow process.

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Addressing Gender-based Discrimination and Domestic Violence Using Community Participatory Tools

Context

Domestic violence against women in India and their demeaning portrayal through mass media were neither seen as derogatory to the dignity of women nor as a violation of women's human rights, but were trivialized. Consequently, cases of violence were either unreported or underreported. In North Gujarat mainly in Kutchh district, child marriages and 'Saataa' are the two main prevailing customs in rural areas. Due to these customs, families pressurize their young girls to marry with elder males. After marriage, these girls do not have right to take decisions and are treated as slaves or commodities. They also face various forms of violence at their homes. It is therefore important to empower women through assertion of their individuality, which can be achieved by assisting them in getting social justice and to help them to regain their health. Raising awareness among women and income generation are two basic steps towards their empowerment.

Requirements

Essential

- Availability of tested community participatory tools
- Trained women field staff who can use or implement the tools and analyze the results
- Trained women counselors
- Legal support professionals

Implementation Process

➤ Use of Community Participatory Tools

AWAG (the agency implementing this practice) works with rural community mainly focusing on women empowerment and leadership. AWAG's team was professionally trained on use of community participatory tools like social mapping, outreach and activity planning, CBOs mapping, empowerment tool and self-evaluation tool. They are now using these tools to gather information on multiple aspects. This helped them in knowing the ground realities and also motivated them to monitor their coverage, and improvement in women's accessibility to services.

AWAG has identified two-three leaders in each village who are not necessarily educated but vocal, outspoken and dedicated towards empowerment of women to raise their voices. AWAG started using Community Participatory tools with these women leaders and coordinators at the community level, primarily to capture the information about village, households and status of women. These key tools were:

- (a) Social Mapping Tool:** As evident from its name, this tool prepares a chart showing map of a village indicating all geographical locations and households within the area along with major landmarks. Women leaders act as moderators and collect information so that they can mark the households with distinct symbols or markers indicating the type of problems like child marriage, acceptance of SATTI custom, alcoholism and domestic violence or violence against women in the village. This gives an overview of the extent of problems across the village which assists in designing future activities. The use of other tools follow this social mapping exercise.
- (b) Outreach and Activity Tool:** This tool is used to decide upon the number and type of activities, as informed by the Social Mapping tool. Implementation of these

plans are then regularly monitored. AWAG also creates Atyachar Nivaran Samiti (ANS) in most villages to conduct the planned activities and handle atrocities the cases of atrocities. Use of this tool helps AWAG in understanding the situation and in tracking their own progress by the matic and geographical areas.

- (c) **Community Based Organizations (CBOs) Mapping:** This tool helps in identifying the CBOs by caste existing in different villages which can be involved in the activities and in turn they can be watch dog for cases of atrocities and instances of domestic violence. AWAG uses this tool as it helps in identifying the support that can be mobilized for different activities to be conducted.



- (d) **Empowerment Tool:** This tool is very comprehensive in nature and provides the extent of change in status of survivors of domestic violence. For best results this can be used as pre and post assessment of a relevant intervention. Counselors use this tool for recording the details of survivors and assess the current status of survivors' psycho-social characteristics. Empowerment of women can be tracked and accordingly activities and their involvement can be planned.
- (e) **Pace Tool:** As implied by its name, the tool shows the pace of changes. This tool is used by the AWAG staff in order to assess the pace of their coverage by pre-decided indicators on 10-points scale which categorized the indicators (process and impact both) into 4 categories—Regression (Score 0 to 3), Stagnation (Score 4 to 6), Evolving (Score 7 to 8) and Optimum (Score 9 to 10). Apart from this, quantifiable experiences such as occurrence of activity, submission of report, numbers achieved, etc. are also noted as supportive evidence for the scores. This pace tool provides the trend to assess success on a quarterly basis.

Overall, use of community participatory tools help in tracking the progress at the grass-root level, planning of activities and their assessing the coverage.

➤ **Trained Staff**

Field coordinators who conducts trainings and activities and counsellors who provide counselling to visitor women need to be well trained in handling cases of domestic violence.

➤ **Functioning of Counseling Centers**

- Counseling Centre should be equipped with trained counselors and separate room for maintaining the privacy and confidentiality
- At least two counselors are needed to handle the case load
- Field workers should inform counsellors about the cases they are referring to and counsellors should also intimate about the cases visiting Counselling Centre

- Counsellors also note caste, age, village and other socio-demographic profile of the visiting women which helps them in understanding their varied characteristics and customs

➤ Follow-up

Follow up of cases is carried out by the counsellors. Senior staff undertake follow-up of activities and monitor number of cases handled, type of atrocities, geographic distribution of cases and other identified parameters

Time Commitment

- Social mapping tool requires one day in a quarter
- Other tools would need another 10-15 days to conceptualize, test and finalize for use
- Setting up counseling centers might require 15-30 days to start functioning
- Counselors need to open their center for longer hours (full day)
- It could turn out to be a round the clock responsibility for women leaders

Sustainability

These are complex tools and need significant amount of technical understanding to conceptualize and implement the tools and then interpret and use the findings.

Currently being Applied

AWAG implements this intervention in Rapar block of Kutchh district in Gujarat.

Evidence of Results

- AWAG has started using these tools for last 1 year and are observing encouraging results. However, the effectiveness of tools in addressing discrimination needs to be established.

Replication Challenges

- Community willingness
- Availability of women leaders
- Coordination from Police and legal professionals
- Caste dynamics

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Linking Persons with Disabilities to Service Providers

Context

In India, there are about 160 million Persons with Disabilities (PwDs), including those with mobility, vision, hearing and speech impairment and developmental, intellectual and psychosocial disabilities. Added to that are over 130 million senior citizens and a few million pregnant women in the country. Hence, we have roughly 80% of the population for whom coping with lack of or limited accessibility has become an everyday struggle. PwDs do not come forward and share their experiences and views with common people. In fact, sometimes they face discrimination by the community and family members and become self-stigmatized. Additionally, the families of PwDs also feel stigmatized and often do not provide care and support to PwDs out of anger and helplessness. PwDs need special access to the support services and are also in need of physical, moral and emotional support.

Requirements

Essential

- A concrete plan of action which would guide the implementation on the ground
- Staff trained or sensitized on disability issues and care and support
- Regular follow-up mechanism both at community level and service providers

Implementation Process

Sri Nrusingha Dev Anachalik Yuva Parishad (SNDAYP) has attempted to empower PwDs by organizing them in groups so that they can jointly work against discrimination by getting themselves employed. In addition, PwDs are being provided with support services and linkages with agencies and departments who can support them.

➤ Identification of Disabled People

Initially, a rapid survey was conducted in all the villages of the target Gram Panchayats to record the number of disabled people by their type of disability such as locomotor, visual, mental retardation, etc. This situational analysis helped in assessing the situation of disabled people, their needs and the types of intervention suitable for them.

➤ Formation of Disabled People Organizations (DPOs) or Disability Groups

Once survey or mapping was completed, the next step was to form DPOs or Disability Groups so that they can join hands; share their views, experiences and problems and identify what they would want to achieve. This activity actually provided disabled people a visibility within the community. SNDYAP (the agency implementing the intervention) also conducted awareness generation activities in the communities.

➤ Monthly Meetings of DPOs

- Initially, SNDAYP assisted DPO members in organizing the meeting so that they can share each other's concerns and plan for their future, problems and concerns and identify solutions.
- SNDAYP informed DPOs about the rights and provisions for disabled people, their entitlements, types of employments where they can get reservation or priority and other benefits offered by the Government or other statutory bodies.

- These meetings provided a platform for the disabled people to think about options for their employment or type of occupation they would want or can do.
- SNDAYP took the stance and contacted a few banks and other agencies like NABARD for providing loans to these DPOs and also sought financial support for these groups from the government.
- These DPOs not only acted to resolve their problems but also assisted other disabled people in things like obtaining a disability certificate, getting a scholarship or any other stipulated benefits for disabled people.
- Some of the members of DPOs also received bank loan and they shared money between them for their work they chose to do.
- The loan installment was shared by each member and paid to banks as required from the DPO who received the loan.
- Starting Kitchen Garden
- SNDAYP also initiated another intervention of setting up kitchen garden for the families with disabled people or children. The terms and conditions for those who wanted to join the initiative were:
 - o Disabled person should be a member of DPO or Disability Group
 - o Must have disability certificate
 - o Family of disabled person should have at least 1200 square feet land for starting a kitchen garden
- The kitchen garden not only provided an opportunity for getting nutrition and food security but also provided these disabled people to spend their time in maintenance of garden land. Mainly they were growing bananas, pumpkin and other hybrid crops in which SNDAYP helped them in procurement and distribution of seeds.
- This also helped family members in generating feeling of satisfaction and happiness for their disabled family member.

➤ **Construction of Accessible Toilets**

SNDAYP also identified families where disabled people need specially designed accessible toilets. This was an initiative which required a financial assistance and under IPAP intervention, SNDAYP received funds for this purpose. Due to limited financial resources, SNDAYP also sought financial contribution from the family for the construction of suitable and accessible toilet for their disabled member. At some places, accessible toilets were made in the school premises also so that disabled children could avail the facility.

➤ **Child Support and Services Centre**

SNDAYP also runs Child Support and Services Centre for providing support to disabled children which includes health related services, physiotherapy and other specific support services to mentally challenged and visually impaired children. In addition, these support and services centres for children also help the parents at each stage of obtaining the disability certificate right from filling up form to submitting applications with authorities and follow-up. Disabled students are also assisted for the scholarships and other provisions offered by the state and central governments.

<p>Time Commitment</p>	<ul style="list-style-type: none"> • Survey or identification of disabled people needs at least one month’s time and it depends upon the population of Gram Panchayat or block • Formation of DPOs might take time as it needs mobilizing people and families, organizing them, handholding for at least two-three monthly meetings. • Setting up toilets mainly depends upon financial resources and it takes 15 days for construction • Setting up child support and service center would take around 1 month to become fully functional
<p>Sustainability</p>	<p>While some aspects of the model are self-sustainable (e.g. kitchen garden), for some support would always be needed (e.g. running child support and service center or construction of disabled friendly toilets). Sustainability of DPO depends upon the enthusiasm and empowerment of its members, but linking with financial institutions can ensure sustainability.</p>
<p>Currently being Applied</p>	<p>SNDAYP implements this intervention in Sadar Block of Puri District in Odisha which covers 156 villages under 26 Gram Panchayats.</p>
<p>Evidence of Results</p>	<ul style="list-style-type: none"> • 65 Disabled People Organizations or Disability Groups are formed • 321 families have been covered under Kitchen Garden intervention • Nearly half the villages have families with accessible toilets for the disabled member • Two child support and services centres are functional that caters to the entire block area. • After continuous advocacy, Govt. of Odisha has increased financial support for disabled people from INR 5,000 (approx. USD 80) to INR 10,000 (approx. USD 160) per year.
<p>Replication Challenges</p>	<ul style="list-style-type: none"> • Relationship with Panchayat and priority of disabled people in Gram Panchayat • Convergence among the government departments • Community level support • Reluctance of Families of Disabled People

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Building Skills for Women Empowerment (Establishing Women Health Volunteers)

Context

The status of women in the disadvantaged sections of the society is not favorable. A girl child faces discrimination even before she is born and also after birth. She is discriminated in allocation of household resources such as food, education, access to health care and at puberty she is coerced into early marriage. Most women in the rural areas suffer from double burden of carrying out less quantifiable work like cooking, fetching water, sending children to school which comes in addition to other family responsibilities like agriculture labour, feeding cattle and milking cows. Still they are considered to be housewives and not engaged in productive livelihood. Men, on the other hand only perform defined activities like selling milk and grains produced by the household and considered to be an earning member. Women in all communities are 'marginalized majority' and are sidelined in decision-making in the family and their rights are constantly denied. Education has been considered as of no use for women as they have to necessarily work in the households. Due to lack of understanding, women discriminate their own daughters and keep them away from availing their rights to health, education and other basic rights. This leads to many adverse consequences including low literacy, early marriage, severe anemia, infant or maternal mortality and many other sociological, health and mental health issues.

Requirements

Essential

- Women leaders willing to take challenges
- Staff to undertake training of women networks and leaders
- Coordination with local governance representatives for supportive environment

Implementation Process

➤ Identifying Women Health Volunteers (WHVs)

Initially, MASS (the agency implementing the intervention) identified 20 Women Health Volunteers (WHVs) among all the villages of the Gram Panchayat and provided training on health aspects. These were then established as Change Agents within the community.

➤ Training and Capacity Building of WHVs

MASS planned leadership trainings for WHVs on rights of women related to education, employment and livelihood as provided by different Acts and Schemes. Training also included knowledge on facilities and entitlements/benefits earmarked under different schemes implemented by the Central and State Governments in the areas of education, health, hygiene, nutrition, immunization, family planning, disease control, fair price shop or public distribution system, safe drinking water supply, electricity supply, sanitation, housing, self-employment, wage employment, skill training opportunities and crimes against women. It also covered other social issues like role of women in Panchayati Raj, their legal rights, Right to Information Act (RTI), Mahatma Gandhi National Rural Employment Programme (MGNREGA), household surveys and Below Poverty Line (BPL) list, knowledge regarding government, semi-government office structure and functions, Redresses Forums/mechanisms etc.

➤ **Activities of WHVs**

These WHVs sensitize both women and men on different health issues that could help the families in taking good care of their daughters, particularly their health and nutrition. This also helped in generating confidence among women to stand for the rights of their daughters. Gradually, they included issues related to education of girls and economic empowerment of women in their community awareness and sensitization activities. These volunteers also organized meetings with Village Education Committee to motivate people to continue their girls' education till Class 12th.

➤ **Sensitization of Members of Local Self Governance and Other Stakeholders**

In addition, members of local governance (members of Gram Panchayat) were also sensitized on similar issues, from gender point of view. They were encouraged to help WLVs in their work mainly ensuring that community respects the rights of women and girl children. School Teachers were also motivated to take special interest in ensuring continuity of education of the girl students by contacting their parents. In addition, advocacy was undertaken to ensure all girls who have completed their education till Class 12th continue higher education.

➤ **Initiatives of Women Network**

Guided by MASS, these WHVs also established a Women Network whose members initiated meetings in different villages under the Gram Panchayat and sensitized local elected representatives and community members on health, education and other social issues. These network members worked on the issues of security of girls while commuting to the college and other preventive measures that can be adopted to ensure the rights of the girl child.

Time Commitment

- Training of different cadre would take around a week
- Training of staff for the intervention would take about 3-5 days depending upon the basic education level of WHVs and topics to be covered
- WHVs responsibilities are generally to be available round the clock within their community/village and address community issues

Sustainability

Sustainability depends on the interest and enthusiasm of WHVs. Therefore, these WHVs would need regular sensitization so that they continue with zeal and remain vigilant. For long term sustainability, WHVs would need a regular contact so that they remain conscious and willing to engage themselves in community level initiatives.

Currently being Applied

MASS currently implements this model in Dakara Gram Panchayat under Maneshwar Panchayat Samiti in Sambalpur district of Odisha state.

Evidence of Results

- Around 77 girl Adivasi community children are going to the High school. Of these 57 (75%) are from Dalit or Adivasicommunity
- 25 girls are going to College by bicycle and no case of harassment has been reported so far
- Only 2 infant deaths were recorded in 2012-13
- Only one Maternal Death occurred in 2012-13

Replication Challenges

- Reluctance among men towards the rights of women and girl children
- Dedicated staff and women willing to come forward to volunteer their time
- Willingness of locally elected representatives (PRI members) and school teachers

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