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Community Mobilization for Female Sex Workers

Introduction and Overview



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Community Mobilization for Female Sex Workers: Introduction and Overview

is the first module in a series of five
on empowering female sex
workers and their communities.

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*The photographs in this module have been used
with the consent of the community.*

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PREFACE

The Community Mobilization of Female Sex Workers manual is a series of five modules including:

- Module 1 - Introduction and Overview
- Module 2 - A Strategic Approach to Empower Female Sex Workers in Karnataka
- Module 3 - Enhancing Self-esteem and Dignity among Female Sex Workers
- Module 4 - Facilitating the Establishment of Community-Based Organizations for Female Sex Workers
- Module 5 - Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers

Module 1- Introduction and Overview, gives the background to HIV and AIDS in India and in Karnataka State, focusing on female sex workers. It highlights the main strategic approaches to empower female sex workers and the communities they live in and how to operationalize this strategy through a three-way process of capacity building. For facilitators it gives an overview of all the information contained in each of the modules, along with detailed recommendations on how to best share it using the three training modules. It also sets the stage for training with guidance on presenting content through participatory methodologies

Karnataka Health Promotion Trust.

HIV/AIDS and Female Sex Workers in Karnataka, India

1.1 Overview of HIV and AIDS in India and in Karnataka State

Each year since 1998, the National AIDS Control Organization (NACO), has brought out estimates of India's population living with HIV and AIDS. The figures released in July 2006 represent the most recent accurate estimates yet, using the internationally comparable Workbook method and multiple data sources, i.e., the expanded sentinel surveillance system, National Family Health Survey-III, Integrated Biological Behavioural Assessment and the Behavioral Surveillance Survey. This process of enumeration and the results have been attested to and backed by both UNAIDS and WHO. The expansion of sentinel sites now includes 1,122 sites, covering most of the districts of the country, with 628 antenatal clinics (ANC), representing the general population, and 494 high risk sites, representing the high risk population. These consist of 251 sites for Sexually Transmitted Disease (STD), 138 sites for Female Sex Workers (FSWs), 51 sites for Injecting Drug Users (IDU), and 31 sites for Men having Sex with Men (MSM).

The 2006 estimates suggests the national adult HIV prevalence in India is approximately 0.36 percent, amounting to between 2 and 3.1 million people. If an average figure is taken, this comes to 2.5 million people living with HIV and AIDS (PLHA).

Of these 2.5 million, 88.7% are adults (15-49 yrs), 7.5% are aged 50 and above, while 3.8% are children (<15 yrs). The proportion of infections among children and adults above 50 years age has been increasing during the past five years. More men are HIV positive than women. Nationally, the prevalence rate for adult males is 0.61 percent, while for women it is 0.39 percent.

While adult HIV prevalence among the general population is 0.36 percent, high-risk groups show higher rates. Among IDUs it is as high as 8.71 percent, in MSM it is 5.69 percent, and among FSWs it is 5.38 percent.

NACO-III envisages district level planning and implementation of all programmatic initiatives. For the purpose of planning and implementation of NACP-III, all the districts in the country have been classified into four categories based on the sentinel surveillance data among different population groups for the years 2004-2006. There are 156 A category districts and 39 B

category districts for three consecutive years. The definitions of the four categories are as follows:

Category A: More than 1% ANC prevalence in district in any of the sites in the last 3 years.

Category B: Less than 1% ANC prevalence in all the sites during last 3 years with more than 5% prevalence in any HRG site (STD/FSW/MSM/IDU).

Category C: Less than 1% ANC prevalence in all sites during last 3 years with less than 5% in all HRG sites, with known hot spots (Migrants, truckers, large aggregation of factory workers, tourists).

Category D: Less than 1% ANC prevalence in all sites during last 3 years with less than 5% in all HRG sites with no known hot spots OR no or poor HIV data.

An important feature of the HIV/AIDS epidemic in India is its remarkable diversity and uneven geographic distribution within the states. There are considerable differences in the prevalence rates across different geographical regions. The highest number of PLHA is concentrated in the south located in Andhra Pradesh (22%), Maharashtra (20%), Karnataka (11%) and Tamil Nadu (10%). These four south Indian states contribute 63% of all the PLHA in the country. Although there is decline in the HIV prevalence among ANC clinic attendees in most of these high burden states, which is attributed to the impact of interventions, in Karnataka, 26 out of 27 districts are rated as Category A with only one district, Chitradurga, rated as Category C.

HIV prevalence among high risk groups continues to be nearly six to eight times greater than that among general population. Using data gathered from the high risk surveillance sites, the HIV prevalence among these high risk groups in Karnataka at the end of 2006 was:

STD	7.57 %
IDU	3.60 %
FSWs	9.60 %
MSM	19.20 %

1.2 Karnataka's Female Sex Workers

In Karnataka's districts, FSWs are widespread and highly diversified. A mapping exercise was conducted in 2003 and 2004 by Swasti, a Bangalore-based NGO. It identified a total of 56,910 FSWs in urban areas in the 27 districts of the state, but informal estimates suggest that there could be an equal or higher number of rural FSWs.

There is a varied typology of FSWs in Karnataka. Although there are no specific red light areas in its cities and towns, large numbers of FSWs reside in identified pockets. Brothels do exist, but are not easily identified and can shut down, move, or reopen in response to routine harassment from police or neighbors. The largest proportion of sex workers are street based, solicit in public places and accompany clients to sex work sites either in lodges or 'brothel-homes', where sex workers are not forcibly confined, but where space is available for 'rent'. Others are home based, or are based at highway eating places frequented by truckers (dhabas).

A sizable number of FSWs are traditional sex workers originating from the religious practice of dedicating young girls to the deity Devadasi. The initiation ceremony makes them a Devadasi, or hand maiden of God. However, in reality the girls live the life of a sex worker and cannot marry. The Devadasi system has caste dimensions and is widespread in the districts of Raichur, Bagalkot, Bijapur, Belgaum, Dharwad, Bellary and Gulbarga. In Karnataka, this traditional practice is prohibited by the Devadasi Prohibition of Dedication Act, 1982. A study in 2005 compared the socio-demographic characteristics and sex work patterns of women involved in the Devadasi form of sex work with those of other sex workers in Karnataka. Data showed that 26% of the 1,588 sex workers interviewed entered sex work through the Devadasi tradition. Devadasi FSWs were found to be more likely to live and work in rural areas, be illiterate, use their home for entertaining clients, start at a younger age, start for reasons less connected to financial need, be less exposed to violence and police harassment and face less social stigma. Devadasis are likely to be easier to mobilize due to less social stigma and being more open to identifying themselves by their profession.

Typology also influences behavioral characteristic of FSWs, which in turn influence their risk and vulnerability to HIV. The younger the age and the number of clients is associated with high risk of HIV infection among FSWs in Karnataka. For example, brothel-based sex workers tend to be younger, migrate more within the state, are influenced by organizers of sex work, and have the highest numbers of clients. Street-based sex workers tend to be older, have fewer clients on average, and are less likely to migrate out of the state. The average age for starting sex work is 18 years in northern Karnataka and 23 years in southern Karnataka. Brothel-based sex workers and home-based Devadasi workers entertain eight to eleven clients per week. Street-based sex workers entertain an average of six clients per week.

Migration to and mobility between rural and urban areas is high. Fifteen percent of sex workers surveyed had migrated within or outside Karnataka. The mobility and migration patterns of FSWs vary by region, location, season and sex work circuits. Sex workers from northern Karnataka are more likely to migrate out of the state to bordering states such as Maharashtra, whereas sex workers from southern Karnataka tend to migrate within the district or between districts. Mobility is driven by drought, need for anonymity that urban areas offer, or in search of increased clientele/money.

The sex work circuit/environment also influences mobility. The sex work circuit consists of an array of persons in sex work settings (bars, brothels, massage parlors) who have direct knowledge of sex work in the community and play various roles such as arranging meetings between sex workers and sex clients and/or providing resources and services. It involves sex workers, clients and regular partners; the management and staff of sex work venues, brothel madams and pimps (garhwali); families of sex workers; auto rickshaw drivers; and the police. The circuit members can provide either a safe or an abusive work environment for the sex worker and can play an important role in HIV prevention.

2

Overview of the Community Mobilization Strategy

2.1 A Strategic Approach to Empower Female Sex Workers in Karnataka

The Karnataka Health Promotion Trust (KHPT) was set up in collaboration with the Karnataka State AIDS Prevention Society (KSAPS) and the University of Manitoba (UoM) to work on issues related to HIV/AIDS in the state. Sankalp, a focused HIV prevention project of KHPT, was started in 2001 in response to the situation of risk and vulnerability in the context of sex work in Karnataka. Since December 2003, Sankalp has been supported by the Bill & Melinda Gates Foundation and operates in 16 high prevalence districts of the state in partnership with seven non-governmental organizations (NGOs).

Through the course of Sankalp's activities with FSWs in Karnataka, KHPT has gained a deep holistic understanding of their situation. It views FSWs as members of society with rights and entitlements to good health, dignity and a life free of violence and stigma. The project focuses on ensuring full participation in, and ownership of, its activities related to reducing risk and vulnerabilities through a process of community mobilization. To explore and understand how KHPT and its implementing partner NGOs facilitated community mobilization of FSWs, a series of participatory discussions and workshops were held. A three-pronged framework focusing on power, social exclusion and vulnerability was used to gain a deeper understanding of marginalization of FSWs as a foundation of community mobilization.

As a result of these deliberations, a new community mobilization approach emerged along with a strategy that serves as a guide to the project in working with FSWs and the communities in which they live. To reduce FSW vulnerabilities, and to achieve a reduction in HIV/AIDS, the strategy adopted by KHPT is to encourage and facilitate community mobilization of FSWs so that they can collectively challenge the power structures that cause their marginalization. It is a process where reflection on individual attitudes and beliefs, critical thinking and strengthened capacities will result in the formation of strong community based organizations (CBOs) and networks. These will empower the FSWs to challenge power structures and create an enabling environment so they can access their rights.

Community mobilization is envisioned as “building strong community organizations that take leadership positions in project implementation and that have significant ownership.” This understanding governs KHPT's overall approach. All of the NGOs partnering with KHPT also proactively facilitate such an approach, guided by the realization of continued learning opportunities. See Module 2: A Strategic Approach to Empower Female Sex Workers in Karnataka for more information.



2.2 Operationalizing the Empowerment Strategy

Three-way process of capacity building

KHPT's strategic vision is to empower communities in Karnataka and India, working together to improve their health, reduce the incidence and burden of HIV/AIDS, and assert their rights and dignity. This new social order will reduce the community's vulnerability to HIV/AIDS while providing access to entitlements through a rights-based approach. KHPT has identified three important needs related to empowering communities: enhancing the self-esteem and dignity of FSWs; facilitating the development of CBOs; and encouraging responsive governance of CBOs.

The first step in this comprehensive series of capacity building is aimed at enhancing the self-confidence and self-esteem among the FSWs. This will be done through engaging them in reflection and critical thinking so they can internalize various messages related to self-worth, self-confidence and self-respect. Through discussions and practice in voicing opinions, they will be equipped with skills so that they can join together to take up various tasks and responsibilities, to demand rights, access services and ultimately reduce their vulnerability. This was the basis for developing Module 3: Enhancing Self-esteem and Dignity among Female Sex Workers.

Mobilizing FSWs to form strong and effective CBOs requires building their capacity to critically analyze their situations and

then complement each other's skills and abilities by joining and working together. The second capacity building area was to help FSWs move from being self-confident individuals to empowered women with a strong shared voice through the process of developing CBOs and understanding their core principles. The result was the conception of Module 4: Facilitating the Establishment of Community-Based Organizations for Female Sex Workers.

To complete the three-part series of capacity-building for FSWs, the focus was on encouraging responsive governance through focusing on organizational development (OD) for CBOs. The sessions provide detailed information on human resource management systems (recruitment, selection and HR policies); formation and representation of committees and sub-committees, accounting systems; and monitoring and evaluation methods. The need for a detailed guide to the development of governance structures paved the way for Module 5: Encouraging Responsive Governance of Community-Based Organizations.

At the end of this capacity building process, the FSW CBOs will be expected to develop into well-defined formal units, with specific vision, mission and plan statements, prepared to facilitate action, sustained growth and efficient functioning.



3

Overview of the Manual

3.1 The Five Modules

The Community Mobilization of Female Sex Workers manual offers a comprehensive strategy and an operational plan for carrying out a community mobilization strategy in the districts of Karnataka with the highest HIV prevalence. It follows the approach in use by the Sankalp project that is based on realities in the field and that highlights community needs. The Community

Mobilization of Female Sex Workers manual consists of five modules: An Introduction and Overview; A Strategic Approach to Empower Female Sex Workers in Karnataka; and three Training Modules. An outline is presented below:

Module	Content	Overview
Module 1- Introduction and Overview of the Manual	<ol style="list-style-type: none">HIV/AIDS and Female Sex Workers in Karnataka, India<ol style="list-style-type: none">Overview of HIV and AIDS in India and in Karnataka StateKarnataka's Female Sex WorkersOverview of the Community Mobilization Strategy<ol style="list-style-type: none">A Strategic Approach to Empower Female Sex Workers in KarnatakaOperationalizing the Empowerment Strategy<ol style="list-style-type: none">Three-way process of capacity buildingOverview of the Manual<ol style="list-style-type: none">The Five ModulesReactions to the Training ModulesRecommendations for using the Training ModulesDoorway to Successful Training<ol style="list-style-type: none">Setting the Stage for Training<ol style="list-style-type: none">Before the trainingWhen the participants arriveBeginning the Training<ol style="list-style-type: none">Overall methodologyIntroductions and getting acquaintedExpectationsNorms and rulesEvaluationEnergizers	Introduces the manual to program managers, facilitators and the participants. It will help them understand the rationale behind and the need for such a strategy and training and will shape expectations of using it.

Overview of the Manual

<p>Module 2- A Strategic Approach to Empower Female Sex Workers in Karnataka</p>	<ol style="list-style-type: none"> 1. Understanding and Analyzing the Situation 2. Approaches to the Control of Sex Work 3. The Rationale for Female Sex Workers Working Together 4. Working Towards a Clear Concept of Community Mobilization <ol style="list-style-type: none"> 4.1 Analysis of marginalization 4.2 Findings related to marginalization 5. Community Mobilization Strategy <ol style="list-style-type: none"> 5.1 KHPT's guiding principles and philosophy 5.2 Core principles of community-based organizations 5.3 Strengthening community-based organizations <ol style="list-style-type: none"> 5.3.1 Encouraging responsive governance 5.3.2 Facilitating community agenda setting 5.3.3 Assisting empowerment efforts 5.3.4 Building management skills 5.4 The role of community-based organizations 6. Operationalizing the strategy <ol style="list-style-type: none"> 6.1 Three-way capacity building 6.2 CBO networks 6.3 Role of KHPT 	<p>Provides the background and insights gained through the process of community mobilization by KHPT that has experience in working with FSWs to prevent HIV and AIDS.</p>
<p>Module 3- Enhancing Self-esteem and Dignity among Female Sex Workers</p>	<p>Section One: Challenges for Female Sex Workers</p> <p>Session 1: Understanding social and traditional norms relating to men and women</p> <p>Session 2: Understanding social attitudes towards female and male sex workers</p> <p>Session 3: Sex work as a profession</p> <p>Session 4: Is sex work an inferior profession?</p> <p>Section Two: Enhancing Self-esteem and Dignity</p> <p>Session 1: Breaking ties with cultural and traditional norms</p> <p>Session 2: Finding your hidden potential</p> <p>Session 3: How attitudes affect our behavior</p> <p>Session 4: Each person is unique</p> <p>Session 5: Finding solutions to problems</p> <p>Session 6: Endeavor and perseverance</p> <p>Section Three: Expressing Yourself Confidently</p> <p>Session 1: Broadening our horizons</p> <p>Session 2: Expressing ourselves</p> <p>Session 3: Expressing yourself effectively</p> <p>Session 4: Body language</p> <p>Section Four: Knowing Our Bodies</p> <p>Session 1: Biological and sensual differences between males and females</p> <p>Session 2: Physical activity and limitations of female sex workers</p>	<p>Enhances the self-respect and confidence of FSWs, so as to build their capacity to take forward the activities initiated by the project through improved critical thinking processes leading to positive action.</p>

<p>Module 4- Facilitating the Establishment of Community-Based Organizations for Female Sex Workers</p>	<p>Section One: Identifying Problems and Finding Group Solutions</p> <p>Session 1: Problems and hurdles faced by FSWs</p> <p>Session 2: Root causes of problems</p> <p>Session 3: Traits within society</p> <p>Session 4: Finding solutions to problems</p> <p>Section Two: Coming Together as a Group</p> <p>Session 1: Threats to CBOs</p> <p>Session 2: The need for CBOs</p> <p>Session 3: Objectives of a CBO</p> <p>Session 4: Advantages of membership in a CBO</p> <p>Session 5: Building self-esteem through CBO involvement</p> <p>Section Three: Leading a CBO</p> <p>Session 1: What is leadership?</p> <p>Session 2: Types of leadership</p> <p>Session 3: Working together with a common cause</p> <p>Section Four: CBO Structure</p> <p>Session 1: Levels of representation in a CBO</p> <p>Session 2: Executive Committee roles, responsibilities & rules</p> <p>Session 3: Ordinary member roles, responsibilities & rules</p> <p>Session 4: Developing an action plan</p>	<p>Encourages the move from individual critical thinking skills to participating in group activities that focus on collective needs. Highlights skills for finding a voice to represent the community's issues and concerns and jointly finding solutions.</p>
<p>Module 5- Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers</p>	<p>Section One: Institutionalizing the CBO</p> <p>Session 1: Bylaws of the CBO</p> <p>Session 2: Registering the CBO</p> <p>Session 3: CBO documentation</p> <p>Section Two: Human Resources of the CBO</p> <p>Session 1: CBO organogram</p> <p>Session 2: Staff salary and benefits</p> <p>Session 3: Staff eligibility and interview practice</p> <p>Section Three: Good Management Practices</p> <p>Session 1: Conducting efficient meetings</p> <p>Session 2: Taking detailed minutes of meetings</p> <p>Session 3: Prioritizing communication tasks</p> <p>Session 4: Delegating responsibilities to sub-committees</p> <p>Section Four: Finances of the CBO</p> <p>Session 1: Financial documents and their importance</p> <p>Session 2: Balancing a budget</p> <p>Session 3: Opening a bank account</p> <p>Session 4: Auditing of the accounts</p>	<p>Emphasizes institutional building and governance skills that will help the Community-Based Organizations emerge as strong and functional bodies and shape them into independent organizations with their own vision and mission</p>

3.2 Reactions to the Training Modules

The experience of pre-testing Module 3: Enhancing Self-esteem and Dignity among Female Sex Workers has been very encouraging. An enhanced sense of self-worth has encouraged FSWs to question and analyze their situations objectively and critically. FSWs have learned to assert their rights through a democratic process for enhanced leadership, leading to community ownership. Overall the FSWs have been very responsive to the sessions in Module 3. Several comments sum up their views:

“The self-esteem training brought a sea change. After three days of TOT, new peers were identified, motivated and recruited. Forty people formed a support group, sex workers shared their own views and then demanded their own resource center. People came to our clinics every month and paid 50 Rupees (US \$1.25). These were tremendous changes.” – Salma, an outreach worker

“Women who never confessed earlier that they were sex workers now have begun to open up. Earlier, the women thought what they did were wrong. Society made them feel that way. They thought they were the only ones who were in this profession. Once they became more aware about themselves, their profession and their rights, they felt empowered.” – Satyamma, Peer educator, Bijapur

Reactions after using Module 4: Facilitating the Establishment of Community-Based Organizations for Female Sex Workers have been equally positive. FSWs have been sensitized to the need for organizing themselves into groups through a democratic process. The activities suggested have encouraged discussion and debate and highlighted the key elements essential for working together as a group and setting a community agenda, all leading to community ownership through leadership.

Some views exchanged at a meeting with the members of sex worker CBOs after the training included:

“Our greatest strength is our team unity. Our attitude to work has changed now.” – Member of Jagruthi Mahila Sangha, a CBO in Bijapur district

“It is not us, but the group that is more important. The issue is that the project will stop someday, and that the sex workers as a community can take the work forward.” – Member of Jagruthi Mahila Sangha, a CBO in Bijapur district

Module 5: Encouraging Responsive Governance of Community-Based Organizations has been pre-tested and used with six CBOs. The sessions helped the CBO committee members to understand their roles and responsibilities as officeholders. The key outcome was highlighting the importance of strengthening the democratic processes within CBOs to ensure true representation and governance. Comments have been positive and participants overall felt that there was a great need to strengthen the systems within CBOs that would ensure an effective governing mechanisms.

Some of the views shared by the participants after the training include:

“Among many other things, the training helped us understand the importance of building strong leadership in our CBO.” – Madhu, Chaitanya Mahila Sangha, Bagalkot district

“After the training we saw greater participation of the committee members in the sangha activities. Holistic information about how to manage our CBO was given to us in the training.” – Madevi Hollur, Committee member, Jagruthi Mahila Sangha, Bijapur

3.3 Recommendations for Using the Training Modules

The Community Mobilization of Female Sex Workers Training Modules are flexible to use and the contents can be introduced based on the stage the project is engaged in, as well as the community's needs. However, it is most effective if Module 3, focusing on self-esteem and dignity, is used at the initial stages of the project's work. This is when the FSWs require the initial boost of self confidence and building up of their critical thinking skills. Module 4, which highlights coming together to work as a team, should be used in the second stage when the FSWs have developed an understanding of the project and have the willingness to engage in its activities. Mastering these skills will set the stage for establishing CBOs. Module 5 will ensure that organizational development skills are introduced to build strong functional CBOs with responsive governance. This would be most applicable when the organizations have been formed and are operational.

Depending on the specific requirements and profiles of the FSW community, the training process will begin by training Peer Educators and Outreach Workers using the appropriate training module(s). Then they will conduct the training in the districts and the sub-districts, or taluks, following this suggested training schedule:

- Participants should ideally include 20-30 members in a group to facilitate effective discussion, analysis and learning.
- Each training module should be covered during a three-day training program
 - ...or... the same training can also be done over an eight-week period, by facilitating two exercises per week, during weekly meetings of community members.
 - ...or...at the sub-district level, information sharing can be done over a period of two to four months through one-day or half-day sessions per month, respectively.





4

Doorway to Successful Training

4.1 Setting the Stage for Training

4.1.1 Before the training

- Prior preparation is essential for effective facilitation. Give yourself sufficient time for this preparation.
- Note the four main aspects involved in conducting a training program:
 1. Preparation
 2. Process management
 3. Resource management
 4. Management of human relations.
- Besides referring to the training materials, browsing through relevant books, previous reports and articles will strengthen facilitation during the program. Engage in research to keep you up to date with the prevailing realities in the sex work community. A background study of the specific community and an awareness of existing problems will be of great help during the training period.
- Gather as much relevant information as possible by interacting with co-trainers, program staff, and if possible, the persons participating in the training. This rapport building will prove very useful during the program.
- Be prepared for different skill levels of participants. Enlist the help of more proficient or literate participants to help those who are slower or who cannot write. If none of the participants can write, conduct the activity verbally and use pictorial representations or symbols to list their expectations.
- Participate in the training programs conducted by other trainers and observe ways for skill improvement. This will also help you hone your time-management skills.
- Prior to the training make an observational visit to the venue to know more about the available facilities. If you find something lacking you can bring it to the attention of the organizers.
- If you need any aides or assistants, make prior arrangements for their presence and also ensure task allocation well in advance.
- Be aware that you will be the focus of attention during the training and be aware of your gestures and general conduct.
- As a facilitator, you should be free from all prejudices or bias relating to persons, ideas or issues.
- Develop the ability and skill to manage dissenting opinions and impediments and overcome confusion and chaos which may crop up during the course of a training program.
- During the training period, it is very important to get sufficient rest and sleep. Do not let problems or worries affect your peace of mind. Keep away from other work pressures and mentally fortify yourself to focus on the scheduled program. Begin the session with confidence and self-belief.

4.1.2 When the participants arrive

Starting the training program on a relaxed and positive note is an important first step. Many of the participants will have little or no previous experience of having attended any training program or workshop. Therefore it is only natural that they might be anxious or unsettled.

Training programs are usually arranged in a secluded place to keep the participants from getting distracted. This means that the participants have to travel to get to the training site. The journey and the unfamiliar surrounding of the venue will probably add to their uneasiness.

Therefore, it is essential that the participants must be in a proper frame of mind to be able to participate actively in the training sessions. They should be given time to refresh themselves physically and to prepare themselves mentally. The facilitators should strive to create a warm, cordial and relaxed environment so that the participants can feel at ease with their surroundings and with each other. This is just as important as the actual training that will follow.

4.2 Beginning the Training

4.2.1 Overall methodology

The three training modules include methods that are a mix of interactive stories, information sharing, and discussions using interpersonal communication techniques (IPC), plus games and energizers. Any process that requires a high level of literacy, or uses examples not connected to the lives of the community, has been discarded. Therefore, traditional materials such as blackboards, handouts or notebooks will not be needed for these workshops. Instead, group discussions, role-plays and other forms of participatory learning are effectively used.

4.2.2 Introductions and getting acquainted

Although participants possibly come from the same background and geographical area, and may speak the same language, more often than not they appear to be strangers in training situations. They may have a nodding familiarity with one another, but they may show reluctance to acknowledge individual relationships. Therefore, this session is vital for both participants as well as facilitators. It aims to bring out the background of all the participants; their interests, hobbies and talents. Without reducing this session to mere formality for eliciting the names and contacts of the participants, the facilitator should find an innovative way to conduct self-introductions so that everyone feels like they know each other and has a better understanding of the other participants.

Suggested Activity 1

The facilitator will begin the session by asking the participants to pair up with someone seated close to them and introduce themselves to each other. Give each pair 15 minutes to share names, where they live, information about their family and any issues concerning their work or their community that is important to them. Ask each pair to prepare a very short skit, song or poem on one of these issues, for example, information relating to the police, a street thug, a pimp or auto rickshaw driver, that link to any issues concerning the community. After 15 minutes has passed, the pairs will then introduce each other to the group and give their presentation.

The facilitator should individually encourage the participants, but not make any comments on the skits, songs or poems. This should be a positive experience, so make sure no derogatory aspects are brought out during the exercise. If their presentation to the group is too long, ask them to cut it short. These activities should not take more than one hour.

Suggested Activity 2

Each participant should be given a white postcard-sized piece of paper or card and a sketch pen or a ball pen. Tell each participant to imagine that the card is a mirror. Ask them to draw an image of their face and hair on the card making it as life-like as possible, with any distinguishing and individual features highlighted. Tell the participants that these cards will be collected and shuffled and then re-distributed to the group. The person getting the card should be able to recognize the picture and then find the depicted person in the group.

Once the two persons have found each other using the portrait cards, give them 15 minutes to introduce themselves and get to know each other by asking and telling about their home town, profession, family, or friends. Have each pair introduce themselves to the larger group and tell how they managed to recognize that person from the drawing.

4.2.3 Expectations

Participants usually come to a training program with many expectations and fears. It is essential that the participants are helped to articulate their expectations, which should conform to the overall objectives of each specific training module. The facilitator should prepare this list of training program objectives before the training. By eliciting a list of the participants' expectations, and achieving clarity about how these expectations can or cannot be addressed, will set the tone for the training program. This is the time for important issues to be raised by each participant regarding the sessions.

Begin by forming small groups with at least one literate participant per group. Instruct these groups to initiate discussion within their respective groups and list their expectations on the paper provided. This will be followed by a presentation by one of the members from each group before the plenary.

The participants may come up with a wide range of expectations, some of which may fall outside the scope of the training program. The facilitator will then consolidate these lists of expectations.

To start a discussion on expectations, the facilitator should display a list of the actual training program objectives that were developed based on each of the training modules, alongside the list of the participants' expectations. Discuss those which do not fall within the scope of the training program, and either delete them from this list, or modify the objectives. The facilitator must clarify how their expectations will be met as long as they fall within the boundaries, and if not, why this will not be possible.

4.2.4 Norms and rules

In order to make the best of this time together during the training program, everyone should agree on some ground rules, or ways of preventing any group tensions or conflicts during the workshop. The facilitator should suggest certain topics which they may like to include such as: punctuality, respect for other people's views, politeness, being non-judgmental, giving everybody a chance to air their views, not using mobile phones, or making sure everyone participates and no one dominates activities.

Begin by asking all the participants to form a large circle. Then the facilitator should place a large piece of paper on the floor in the middle of the circle. Take turns and ask each participant to suggest an idea for a norm or rule for the training. If everyone else agrees, ask that person to come into the circle and to draw a symbol of their choice to represent that norm or rule. For example, punctuality could be drawn as the sun, or as a clock face. Politeness could be represented by a smiling face and respect could be shown by the picture of an ear, listening. A mobile phone could be drawn with an X over it.

Once all the ground rules proposed have been drawn on the flip chart, ask the group to review them again together for clarity. Encourage group members to try to follow these rules. Ask two or three participants to volunteer each day to help remind the group of ground rules throughout the training program. In this way, responsibility to follow the ground rules is shared.

In case the group size is big, the participants should choose a group leader from among them. The responsibilities of the group leader could include:

- Help in maintaining group discipline
- Acting as time keeper
- In case of problems, liaising with the training team
- Seeking cooperation of the group whenever needed





4.3 Evaluation

Evaluation refers to the assessment of both the positive and negative effects of a workshop. Each of the three modules can be evaluated through a process designed to assess if the objectives of each session have been met, how participatory and energizing the module's sessions were, and the overall influence the sessions' messages had on the participants attitudes.

As most of the participants using the three training modules are illiterate, the facilitators must ensure they create appropriate ways and means to let the participants voice their frank opinions. One suggestion is to have a brainstorming session at the end of the module to gather insights from the participants regarding learning, the value of each session as it relates to the FSWs' lives, and how it changed their attitudes.

Evaluation is also important in collecting suggestions for future training sessions. The facilitators' skills can be reviewed from input by the participants and by each of the facilitators sharing notes and experiences between themselves.

4.4 Energizers

The following activities and games were used as ice-breakers and energizers during the field testing of the three training modules. Energizers can be used to change the tempo of the day, keep people alert, help all participants mix with each other and make friends, revive interest levels and to help keep participants in a relaxed frame of mind. The facilitator should always ask everyone to participate, but stop the game or activity while the mood is still jovial, and make sure there is no feeling of having lost or won among the participants.



4.4.1 Overview of Energizers

S. No	Energizer/Game	When to use and why	Materials required	Number of participants	Time required
1	Rhythmic Claps	To prepare the participants for the sessions, for calling the participants to attention after a break, or to silence the participants when activities become too noisy.	None	The entire group	5 minutes
2	Dancing Index Finger	To break the monotony between sessions, or to enthuse the group after lunch.	None	10-35	10 minutes
3	Who is Your Favorite?	To help the group mix, to break the monotony between sessions, or to enthuse the group after lunch.	None	10-35	10 minutes
4	Rani's Choice	This can be used after a demanding session to rejuvenate the group.	None	10-35	15 minutes
5	Idli-vada-chutney-sambar	As an introductory game to help participants feel at ease. Or to help the group mix, to break the monotony between sessions, to enthuse the group after lunch. It can also help the facilitator form small groups.	None	10-35	10 minutes
6	Imitation Game	To form small groups, to help the group mix or to break the monotony between sessions.	None	10-35	10 minutes
7	Game of Rules	To help the group mix, to break the monotony between sessions or to enthuse the group after lunch.	None	10-35	15 minutes
8	Gandhi Thatha Game	To make the participants Laugh and lighten the atmosphere.	None	10-35	5 minutes
9	Basket on My Head	To “wake up” the participants and help the facilitator think up ideas and names.	None	10-35	5 minutes
10	Follow the Leader	To break the monotony between sessions and help the quieter participants to participant.	None	10-35	5 minutes
11	In the River, On the Bank	To energize the group after lunch or tea breaks.	None	10-35	5 minutes
12	Number Acting	To energize the group after lunch or tea breaks.	None	10-35	5 minutes
13	Catch the Color	To help the participants become familiar with their surroundings.	None	10-35	5 minutes
14	Chicken and Chimp	To get the participants to be physically active and to break the monotony between sessions.	None	20	10 minutes
16	Chain Running	To energize the group after lunch or tea breaks.	None	10-35	5 minutes
17	Dance to the Beat	To help the participants open up to each other and break the ice.	None	10-35	5 minutes
18	What-ho, How-much?	To form small groups, or to mix-up the larger group. Also to break the monotony.	None	10-35	5 minutes
19	Chitty Chitty Bang Bang	To “wake up” the participants and break the monotony.	None	10-35	5 minutes

4.4.2 Energizers Details

- **Rhythmic Claps**

The facilitator or group leader will begin clapping after saying, “OK one, two, three clap”. The group will begin by clapping their hands twice followed by three continuous claps and repeat the latter three times. Conclude with two short claps: (Tuk tuk- tuk tuk tuk; Tuk tuk- tuk tuk tuk; Tuk tuk- tuk tuk tuk; Tuk tuk!)

- **Dancing Index Finger**

Ask participants to stand in a circle. The facilitator will tell the group to do as she does and say what she says. She will then lift up the right hand and draw attention to the index finger by folding the remaining fingers. Now twist and turn the index finger and tell the group that the finger is dancing. The entire group will follow suit to the accompaniment of the thakadimi-thakajanu tune and others will provide the chorus.

Next she will unfold the thumb and tell the group that the thumb is also dancing with the index fingers. This should be imitated by the group, again accompanied by singing of the thakadimi-thakajanu tune. Follow on with the left hand, first with the index finger and then the thumb joining in. After the group follows suit, the thumbs and index fingers of both hands should be dancing. Gradually let the body dance to the rhythm of the thakadimi-thakajanu tune.

- **Who is Your Favorite?**

The participants will stand in a circle and each of them will draw a smaller circle around themselves. One participant must volunteer to stand in the middle of the large circle while the facilitator takes her place in the outer circle. The facilitator must now ask the participant in the middle the question, “Who is your favorite?” The participant must choose her favorite by indicating something worn by other participants. For example, she can say, “Those wearing watches are my favorite.”, and all those participants wearing watches must change their place and go into someone else's place. Other favorites could include red saris and glass bangles. Each time, one participant will be left without a vacant spot and will assume the role of the facilitator in the middle to continue the game. Encourage participants to be quick in thinking and responding. If chairs are available they may be used for participants to play the game while seated instead of standing.

- **Rani's Choice**

Invite one of the participants to come forward and declare her for the role of the Rani or Queen. The facilitator will act as the Minister to the Rani. Draw a fairly large circle around the Rani and say that

nobody is allowed to come inside that circle. The remaining participants will form 4 groups. They have to please the Rani by bringing simple objects desired by her and hand it over to the Minister. Each time the Rani desires something, the group bringing the desired object to her first will get a point. After playing the game for a while, analyze why a certain group got more marks while others got less. Explain the need for creativity combined with intelligence. Note: Before starting the game, the facilitator can brief the participant playing the Queen to start the game asking for simple things inside the room or hall. For example, one pink chart paper, four black hair clips, a pair of brown slippers and so on. Some of the commonly desired objects may be brought from outside the hall as well.

- **Idli-vada-chutney-sambar**

Divide the participants into four groups and name the groups as Idli, vada, chutney and sambar, which are all types of south-Indian food. Ask the members of each group to hold hands and then form a circle. Now the facilitator narrates a story in which the names idli, vada, chutney and sambar are repeated randomly. Each time this happens, the particular group while continuing to hold hands, should also sit down and then immediately get up. This should be repeated every time the name of the group figures in the narration of the story. This exercise is continued till the ice is broken and everyone is smiling. Note: This doesn't have to be a full fledged story but can also be a spur of the moment spiel. For example, “My wife, children and I went to a hotel and asked the waiter for the menu. He told us that they had idli, vada, chutney and sambar. My wife ordered idli, vada, chutney and sambar. My son ordered for two idlis, one vada and chutney, and my daughter ordered three vadas, but refused the idlis and asked only for the sambar, but not the chutney, while I ordered two idlis and chutney.”

- **Imitation Game**

The participants will form a circle and the facilitator will count off each participant from 1 – 5 giving each a name of an animal or a bird. Tell all the participants to start moving around the room and to imitate the cries and movements of the animals or birds they have been named after. For example, if it is fish, the participants must imitate swimming; in case of frogs, the participants will jump and so on. Now the participants will be asked find a partner belonging to the same group of animals or birds. For example, the facilitator will announce that all frogs must form themselves into pairs and participants with that name will jump like frogs

towards other frogs and become pairs. Similarly the facilitator can ask different kinds of birds to form pairs and so on. Ensure that participants imitate the appropriate cries and movements throughout the period of exercise till pairs and subsequent groups are formed.

• Game of Rules

Form two groups with equal number of members. Call two people from each group and ask them to stand on the spots already decided by the facilitator. Draw two lines a short distance away from the two spots and ask all other members of each group to stand behind these lines. Now ask the members on the two spots to stand facing each other and to then hold each other's hands and lift them up to form an arc wide enough to allow the other participants to run through it.

When the facilitator announces "start", one participant from each group must run through the arc. Each participant in the group must complete their run, running back to their group to give a pass to the next member, who in turn must follow the same procedure. Continue till the last participant has completed the run. All participants are required to follow the following rules in this game:

1. They must run the course in front of their respective groups.
2. They should not touch anyone while running.
3. They must give a pass to the next group member in line.
4. All participants must stand behind their marked starting line.

• Gandhi Thatha Game

The group is asked to form a standing circle with the facilitator. It would be interesting if the facilitator could share a few thoughts on Mahatma Gandhi before starting the game. The rules are that the group must follow the cue provided by the facilitator. For example:

"Gandhi tata asks all of us to sit down."

"Gandhi tata asks all of us to remain standing."

"Gandhi tata asks all of us to do a slow jog."

• Basket on My Head

All the participants must stand in circle. The facilitator should carry a basket on her head like a vegetable vendor and approach one of the participants and loudly announce her list of vegetables. The participant must instantly respond by naming the vegetables. If a participant fumbles while telling the names she has to carry the basket and continue the game. Now, she must go to another participant and announce that she is selling

fruits and that participant will have to instantly come up with the right answers.

• Follow the Leader

Select a leader from among the participants. She will start the game with an action or sound or both. Ask the remaining participants to imitate their leader. When the facilitator calls out "change", someone from the group will assume leadership and continue the game. Actions commonly include: dance steps or applying make up. Stop the game after a couple of rounds. Encourage participants to come forward when the change is announced. Continue the game until a sufficient number of participants get a chance to play the leader.

• In the River, On the Bank

The participants will stand in two parallel lines, facing each other. Explain that all are standing on the riverbank and one step forward is the river. Participants will have to respond instantly to commands of "River" and "Bank". Start the game slowly and then increase speed as you vary the commands. Those who take a false step in response to the command will be out of the game.

• Number Acting

Start the game by asking participants to speak aloud the numbers from 1 to 10. Next, the numbers will be written in the air by moving fingers, followed by arms, heads, and then the entire body, while both hands are placed on their waists!

• Catch the Color

The participants have to stand in a circle. The facilitator must loudly announce different colors one at a time. For each color, the participants must rush towards their immediate surroundings and get something matching that color. Those who fail to bring anything back to the circle will be out of the game.

• Chicken and Chimp

Divide the participants into two groups called Chicken and Chimp. Members of the two groups should form two parallel lines, standing about 5 feet apart. When the facilitator calls out "Chimp", the members from that group must run after the Chicken and catch them while they try to evade being caught. To make the game more interesting, the facilitator must keep suspense alive by starting with Chi.Chi.Chi...before saying either Chicken or Chimp! This not only creates confusion, but also makes participants more alert as they eagerly wait their turn either to catch or to run.

- **Chain Running**

Let all the participants stand apart and ask one to volunteer to start the game by running and touching another member. Now the other members must avoid being touched. Those who have been touched will hold hands and try to touch others. The chain will keep getting longer until the last person has been touched. Once a complete chain of the participants is formed, get them to sing a song while holding hands and moving around in a circle.

- **Dance to the Beat**

Ask the participants if they would like to sing a song. Tell them that you will first start singing these words very softly: daguchuku daguchuku daguna dam dam dara dara dara dara. Then ask the participants to raise their voice while singing these words. Then repeat the tune while holding their hands to be followed by head shakes. The activity should end with each member taking vigorous steps to the tune. All will join in the dancing and jumping with enthusiasm.

- **What-ho, How-much?**

The participants will first stand in a circle and then jog clockwise. While they are moving, the facilitator in the middle should repeatedly ask them “What-ho, How-much?” while they respond with “As-much-as-you-say” while continuing to jog in the circle. Suddenly, the facilitator should say a number, for example 3.

Instantly the participants have to break the circle and form a group with three members. Anyone who fails to do so will be out of the game before it starts again with a new number. Note: Try variations by saying “two and half” so that three members come together with two standing and one sitting.

- **Chitty Chitty Bang Bang**

The participants stand in a circle and start saying numbers starting from 1. When it is the turn of the fifth participant, instead of saying 5, she has to say “Chitty Chitty Bang Bang”, accompanied by a clap. This should be followed by every fifth participant (i.e., 5th, 10th, 15th, 20th and so on). If anyone just says “5”, or “Chitty Chitty Bang Bang” without a clap, they have to leave the game. In that case, the next person is considered as the 5th person and is expected to follow the rules of the game.



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2

Community Mobilization for Female Sex Workers

A Strategic Approach to
Empower Female Sex Workers
in Karnataka



KHPT

Karnataka Health Promotion Trust



UNIVERSITY
OF MANITOBA

Community Mobilization of Female Sex Workers: A Strategic Approach to Empower Female Sex Workers in Karnataka

is the second module in a series of five on empowering female sex workers and their communities.

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The photographs in this module have been used with the consent of the community.

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PREFACE

The Community Mobilization of Female Sex Workers manual is a series consisting of five modules including:

- Module 1 - Introduction and Overview
- Module 2 - A Strategic Approach to Empower Female Sex Workers in Karnataka
- Module 3 - Enhancing Self-esteem and Dignity among Female Sex Workers
- Module 4 - Facilitating the Establishment of Community-Based Organizations for Female Sex Workers
- Module 5 - Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers

Module 2 - A Strategic Approach to Empower Female Sex Workers in Karnataka, focuses on exploring different ways that society relates to sex work and sex workers so as to understand and analyze the existing situation faced by female sex workers and their communities. In order to empower female sex workers there needs to be a clear rationale and practical way for bringing members of high risk groups together to strive toward a specific goal. Module 2 presents a community mobilization strategy that highlights a three way process of capacity building to operationalize the Karnataka Health Promotion Trust's strategic vision. This includes enhancing the self-esteem and dignity of female sex workers; facilitating the development of community-based organizations ; and encouraging responsive governance. To achieve this vision KHPT will work with mobilized communities to form strong and effective community-based organizations that can challenge power structures, while creating a strengthened environment leading to empowered communities of female sex workers who work together to improve their health, reduce the incidence and burden of HIV/AIDS, and assert their rights and dignity.

Karnataka Health Promotion Trust

1

Understanding and Analyzing the Situation

Since 2001, the Karnataka Health Promotion Trust (KHPT) has been developing an in-depth understanding of female sex workers' (FSWs) risks and vulnerabilities to the transmission of STI and HIV. Working in high prevalence districts of Karnataka, the *Sankalp* project, funded by the India AIDS Initiative of the Bill & Melinda Gates Foundation, was based on the core belief that no initiative would be successful if the community did not take ownership. In the initial stages, the project focused on outreach activities. This required making contact with the high risk population in their own sites without waiting for them to seek out project outreach staff. The outreach activities were guided by the principles of teamwork and respect for community members as people with rights to confidentiality, dignity, and a safe and secure life and work environment.

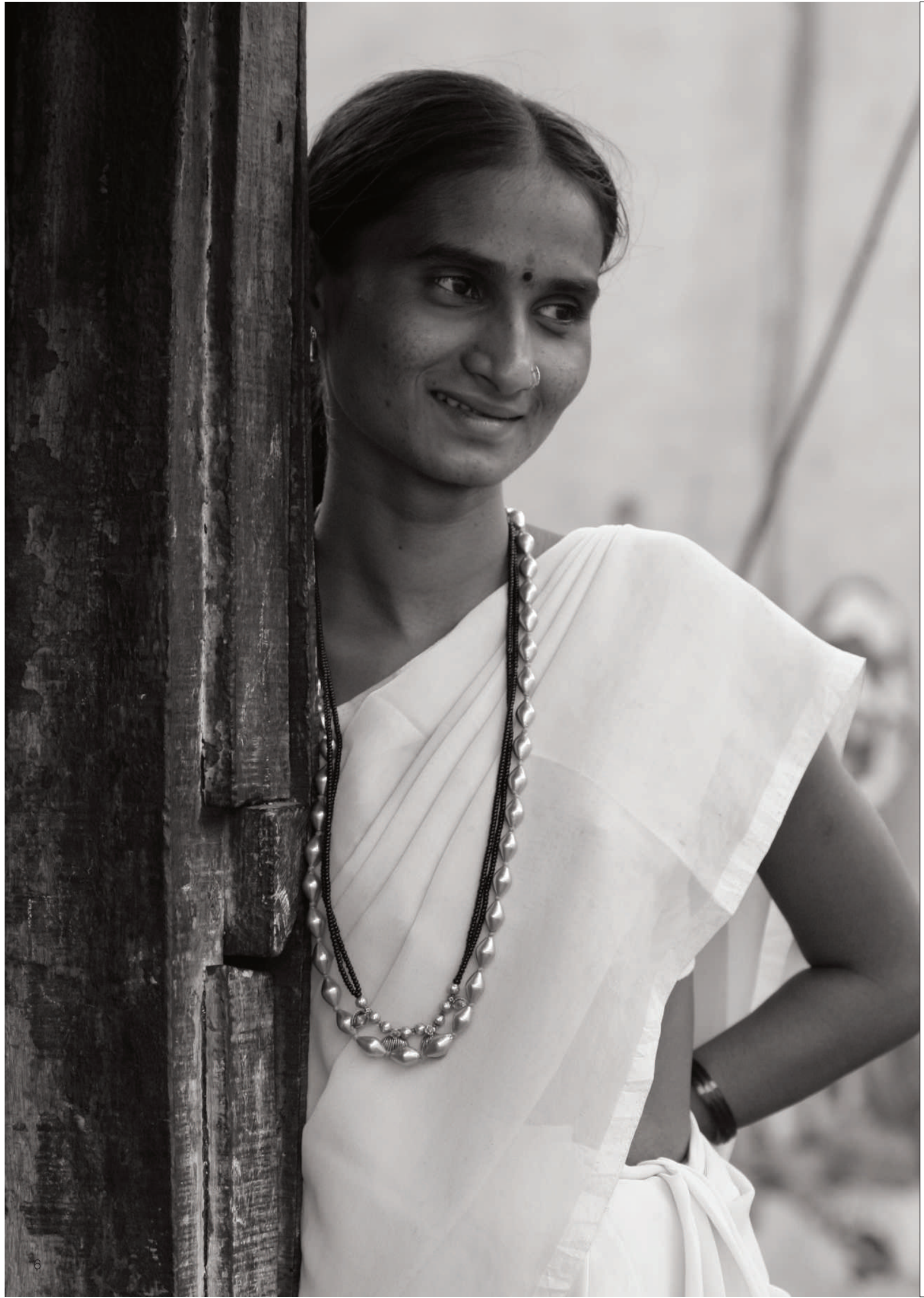
The outreach process was needs-based and was preceded by extensive mapping of FSWs along with an assessment for a preliminary understanding of the community's situation. As part of this process, the project staff was involved in meeting with sex worker communities and groups in all the project districts. Understanding their issues, perceptions, and concerns was the main objective. In interactions with sex workers, common

threads could be drawn from their issues and experience sharing. Within the project's paradigm, mobilization of individuals from the constituent communities, through forming support groups to access the project services, was considered community mobilization.

However, KHPT began to notice variations in understanding the concept of 'community mobilization' among both its staff and its implementing partners. From both project managers and outreach workers, many questions began to arise regarding the concept and process. Some asked from whose perspective was the community being mobilized and argued that it must be self-generated and not induced. Others noted that activities were designed and planned to address the practical needs of the FSWs and their communities, but there was little focus on the more strategic or policy level changes that needed to be addressed.

The process of developing a clear concept of community mobilization started with exploring current approaches to sex work both within and from outside India, for good practices and learning opportunities.





2

Approaches to Sex Work

Although sex work is considered among the oldest professions in the world and has been defined even in ancient Indian texts as a socially accepted organized activity, the status of FSWs has deteriorated over the years. After independence, the British law was adapted and subsequent laws, including the Immoral Trafficking Prevention Act (ITPA) and section 377 of the Indian Code of Criminal Procedure, regulated prostitution. From being an artistic and skilled profession, which enjoyed religious and social sanctions, today FSWs are stigmatized and ostracized. Now, with the onset of the HIV epidemic, their vulnerabilities have increased.

Although the number of women involved in sex work is difficult to determine, NACO estimates that about 1% of the adult women in India could be engaged in sex work, most of whom are non-brothel-based sex workers. Evidence suggests that a significant number of these have taken up the profession due to a variety of factors over which they have little or no control. These include unemployment, heritage, trafficking and migration. Once in the profession, the complex inter-linkages of social, cultural and economic factors, plus unfriendly policy and institutional environment, lead to a low status and a life of poverty with a heightened vulnerability to STI and HIV.

The complexity of the issue of commercial sex work has seen fierce debates starting from whether or not this practice should be allowed, to what is best in the interest of the community and society. There have been different approaches to commercial sex work in countries around the world: from taking a stand to abolish the practice; to seeking rehabilitation of FSWs; to legalizing it; to decriminalizing sex work, or to seek a human rights approach.

The option of abolishing sex work is not a reality until men stop profiting from sexual exploitation of women, both individually, and on a social and cultural level. The commercializing of sex leads to profiteering from the sex work industry, e.g., pimps, and to sex trafficking. Although poverty is a powerful contributing factor in sex trafficking, another powerful incentive is greed, leading to corruption.

The rehabilitation approach looks at sex work as a forced activity which is exploitative and demeaning, and seeks to rescue and rehabilitate all sex workers into alternate means of livelihood. This gives legitimacy to the authorities to raid brothels, remove sex workers from the premises and move them into state homes in an attempt to rehabilitate them. However, they are more often

imprisoned in these centers where they are raped by law enforcement officers and can only escape by paying off large bribes. The double stigma against HIV and sex work, in many contexts, is used to justify police repression. Violence perpetrated by the police and other law enforcement officers is a direct risk of HIV transmission for FSWs.

Legalizing sex work means that certain forms of the work that used to be illegal become regulated in a specific way. This approach does not provide sex work with the same status as it would do for other forms of work. In countries where sex work has been legalized, such as the Netherlands and Germany, the state regulates sex work. For example, sex workers may have to pay special taxes and work exclusively in brothels or certain designated zones. It can also mean that sex workers are obliged to register and pass mandatory health checks, which can lead to FSWs being quarantined. These restrictions can cost a lot of money for a person who only wants to work part time or when a worker doesn't have many customers.

The decriminalization approach advocates getting rid of the criminal law in relation to sex work by removing sex work-related offences for consenting adults from the purview of the criminal





law. In places that have decriminalization, such as New South Wales and Australia, sex workers may operate freely, without the threat of criminal charges and/or the state seizing their assets. Decriminalization also does not legitimize the role of the brothel-keeper, pimp or trafficker, but recognizes the right of the woman to be a sex worker and to practice her profession free from violence and stigma. Sex workers have the same rights and responsibilities as any other self-employed worker and should be protected by the same laws as those regulating and protecting other workers. Decriminalization would mean sex work and other professions are equal in all eyes. Many sex worker groups are asking for decriminalization, as it leaves more room for the diversity inherent to sex work and also means each sex worker can manage her work the way she sees fit.

A widely accepted position within the discourse of sex work is the human rights approach that seeks to completely get rid of the criminal law from sex work and have a permanent human rights

standard. The significance of this approach is that it entitles sex workers to basic and fundamental human rights as every other woman, in addition to special rights such as the right to solicit, right to recognition of family and entitlement to benefits from the state, with or without the presence of a man in terms of a relationship.

However, the 2006 Amendment Bill to the ITPA criminalizes most aspects of sex work by equating 'voluntary adult sex work' with trafficking. Sex workers can practice their trade privately, but cannot legally solicit customers in public. In particular, the law forbids a sex worker to carry on her profession within 200 yards of a public place. Police make use of the ITPA to harass abuse and extort money from sex workers. Sex worker groups are in dialogue with the Government of India on the proposed amendments to the ITPA as they feel that vulnerability of sex workers is increasing due to this misuse of state power on the pretext of safeguarding morality.

3

The Rationale for Female Sex Workers Working Together

HIV infections are rising among women, with FSWs the most vulnerable because of multiple factors, including denial of rights. The Beijing Conference Platform For Action (PFA) is a comprehensive document that calls upon UN member states to respect and ensure women's right to a life of freedom and dignity. It emphasizes women's right to making informed choices about their own lives. This is particularly true for FSWs for whom the challenges with respect to freedom, choice and dignity are exacerbated because of their profession in sex work. These realities have led to the groups of women, including FSWs to join together to work together. During the PFA two international coalitions lobbied for the rights of FSWs: the Global Alliance against Trafficking of Women and the Network of Sex Work Projects. Since then, FSWs have made their voices heard at International AIDS Conferences at Durban, Barcelona, and Bangkok and in national forums in many countries.

FSWs, often in alliance with transgender and other groups, have been engaging with governments and civil society through formation of CBOs in many countries across the world:

- Raising Voices, in Uganda, has been exploring and experimenting with community-based primary prevention methodologies that seek to shift attitudes and behaviors that perpetuate violence against women. Sharing some of the lessons learned from this process in East Africa over the last six years, Raising Voices argues that comprehensive community mobilization is essential if we are to see meaningful, sustained change. This argument is especially relevant to FSWs who many believe are the worst affected by violence at all levels including familial, social and political.



The Rationale for Female Sex Workers Working Together

- In Brazil, CBOs have been organizing since the 1970s, not only focusing on health issues, including HIV, but also to fight against stigma and state violence and for labor rights. In 2005, the U.S. Government under President George Bush implemented its policy requiring that the United States Global AIDS funds could only be used by groups that denounced prostitution and sex worker empowerment. Several CBOs, including DAVIDA, were instrumental in persuading the Brazilian government to reject this \$40 million in aid, rather than sign the pledge. DAVIDA has also started its own fashion line to fund its programs.
- A Cambodian group of sex workers, the Women's Network for Unity, has protested against a new anti-HIV medication trial that does not offer any post-trial health care for long-term side effects.
- In Argentina, the Association of Women Prostitutes of Argentina (AMMAR) works on stigma and discrimination against sex workers. The ten-year-old CBO plans its boldest step yet: to demand government recognition as an official union. It would be the first such union in Latin America and one of only a handful in the world.
- In India, many CBOs have been formed to engage with government through civil society action:
 - The Sonagachi Project, which has been identified as a World Health Organization (WHO) model project, is well known for its multi-faceted approach to community mobilization. Launched in 1992, the Sonagachi Project began as a small health promotion project to inform sex workers in Kolkata (Calcutta), India about AIDS and to promote condom use and sexually transmitted infection (STI) testing and treatment in this community. The present program has broadened its health base to include various development components. Women who cannot read attend literacy

classes, taught by other sex workers, and enroll their children in daycare, school, and other programs. To support these non-formal education efforts, 29 educational centers in and around the red light area of Kolkata have been set up. In addition, an anti-trafficking unit controlled by self-regulatory boards works across West Bengal to protect children; two homes are also in operation to provide a safe shelter for children in distress.

- Arising out of the Sonagachi Project, the Usha Multipurpose Cooperative Society, registered in 1995, fosters economic security and extends credit to FSWs through its community-lending scheme that provides affordable loans. It now had over 5,000 members. It also promotes the talents of FSWs through its cultural wing, 'The Komal Gandhar'.
- In 1995, the sex worker community being served by the Sonagachi Project mobilized to develop their own network, the Durbar Mahila Samanwaya Committee (DMSC), to concentrate on a broader framework of livelihood security and the right to self-determination. DMSC took over management of the Sonagachi Project in 1999.

Attempts to replicate the Sonagachi model have not met with much success in other states of India as no two situations are the same, and area-specific realities need unique planning strategies. However, in the efforts detailed above, it can be seen that community mobilization and ownership is the way forward for vulnerable communities to effectively deal with the complex issues surrounding HIV and AIDS. FSWs are often isolated, and an important step for sex worker rights in combating HIV is to make connections across movements and tackle discrimination, violence and criminalization. FSWs are best positioned to stop HIV in their own communities: they are experts on what will work and are positioned to change community norms. They are also best positioned to run their own programs, as they are less likely to sustain the discriminatory behaviors of biased service providers.

4

Working towards a Clearer Concept of Vulnerability

To explore and understand how KHPT and its partners facilitated community mobilization of FSWs, a series of discussions was held with both these high risk communities and the implementing non-government organizations (NGOs). This process began with a two-day participatory workshop held on October 13th -14th, 2006 using focused discussions, case studies and appreciative inquiry methodologies. Twenty-seven participants (12 women

and 15 men) were present. They analyzed how mobilization was facilitated, focusing on the analysis of marginalization as the foundation of community mobilization. Then, a reflection process was taken up during the Annual Participatory Program Reflection meeting in January 2007. See Appendix 1 for knowledge gathered in this process.

4.1 Analysis of marginalization

A three-pronged framework focusing on Power Analysis– Social Exclusion – Vulnerability was used to analyze the situation and to gain a deeper understanding of marginalization of FSWs.

A Power Analysis framework provides critical insights into relational and reciprocal dynamics reflected through actions in ongoing social interactions. It requires identifying key social structures or institutions that express 'power over' and then examines continuous resistance to, and reinvention of, inequality. These dynamics revolve around domination – subjugation (patriarchy), protector – criminal (State/police) or provider –

dependent (traffickers). The power analysis includes appraising cause – effect linkages. It deals with 'position' and 'unjust relationships between two social interactions (individual or community).

Social Exclusion framework analyzes discriminatory practices that cause multiple deprivation. This is inter-relational and is characterized by 'capability deprivation' imposed by a dominant group through the concept of purity and superior position. It identifies the institutions and mechanisms that perpetuate cultural hegemony and prevents equal participation



of excluded communities – and makes their issues and perspectives invisible. Most often it, in turn, leads to intrinsic self-exclusion and alienates them from mainstream, thus creating insecurity. This framework appraises cause-effect linkages and facilitates focused intervention to address root causes. The implications for women in particular, from deprivation of ownership of resources, assume a critical importance.

Vulnerability Analysis framework is guided by synthesis. It identifies the conditions of vulnerability and builds linkages to

mechanisms or processes of marginalization that perpetuate stigma and discrimination. Such processes are most often located in unjust power relationships and deprivation due to exclusion practices. Four conditions of vulnerability are common – violence, sexual abuse, prone to HIV and AIDS infection, and humiliation. The mechanisms are embedded in culture (composed of values, attitudes and beliefs) and its socialization.

4.2 Findings related to marginalization

Overall it was found that India's patriarchal society, moral stand by religions practiced, and legal practices by law enforcing machinery or judiciary, all make the FSW vulnerable. This compounds the restriction on choice of sexuality and safe sex practices and denies them access to health care. Keeping in mind the variations in the nature of sex work and how this influences the needs and priorities of each particular community in different districts of Karnataka, KHPT's reflection process, along with its interactions with these high risk communities, identified the following common priorities for FSWs:

- **Health and easy access to services:** Protection of health was a key concern among most FSWs. In the face of high HIV risk owing to the nature of their profession, the women continuously stress the importance of maintaining good health in order to sustain themselves, as well as their families, in the long run.
- **Social entitlements:** Provision of social entitlements, such as housing, ration cards and pensions.
- **Availability of other services linked to social entitlements,** such as education and shelter, including hostel and boarding facilities, for their children.

- **Reduction of stigma & discrimination:** Facilitating easier access to health care, living a regular normal family life, pursuing other interests and involving themselves in recreational activities.

- **Reduction of violence and harassment:** In relationship to police and other stakeholders such as clients, or street thugs (goondas). The freedom from physical and mental abuse from these groups was linked to their need to have the basic right of freedom of movement and human dignity.

- **Develop a common identity:** The FSWs expressed the desire to develop a common identity based largely on similar life experiences that drive the women to think and feel alike about many aspects of living, such as children, family, marriage, etc.

- **Financial security:** To remain financially independent was noted among women who have their own children whom they wish to educate and see settled.

5

Community Mobilization Strategy

5.1 KHPT's guiding principles and philosophy

One outcome of KHPT's internal analysis and reflection was an agreement on a set of three guiding principles that come together to build a platform for its philosophy for engaging with FSWs in Karnataka and the development of its overall strategy.

To support the dignity of sex workers

KHPT recognizes sex workers right to life with dignity and will respond to the emerging demands of these communities for respect and dignity of life. This is guided by the realization that change in power relationships is necessary for realizing dignity: although some enter sex work by choice, most enter due to factors beyond their control, including death of, or alienation by husbands, being dedicated as a Devadasi, or sexual trafficking.

To oppose violence and sexual abuse

KHPT will oppose any form of violence against FSWs and any system that exploits them as a serious violation of human rights. We will facilitate a response to violence and sexual abuse through capacity building to deal and cope with it, facilitating local mechanisms to support in risk management, and legal action.

Engagement with the State

KHPT believes that the State is the 'rights holder' as well as 'rights provider'. The State has an obligation to ensure fulfillment of rights to all its citizens without any discrimination and is accountable to any rights violations. Government policy reflects laws and regulations that govern and legislate the way health projects work. Making policy level changes that focus on FSWs vulnerabilities, such as lack of health care, social entitlements, stigma and discrimination is necessary for change. KHPT believes that the constitutional rights of the sex workers cannot

be denied on the pretext of their profession. Therefore, it will act as a advocate to sensitize and educate policy makers about improving the overall human rights of FSWs by engaging in dialogue with the State.

Overall philosophy and strategy

The overall philosophy of KHPT is that FSWs are marginalized and disadvantaged communities. To reduce FSWs vulnerabilities and to achieve a reduction in HIV and AIDS the strategy adopted by KHPT is to encourage and facilitate community mobilization of FSWs so that they can collectively challenge the power structures that cause their marginalization. It is a process where reflection on individual attitudes and beliefs, critical thinking and strengthened capacities will result in the formation of strong community-based organizations (CBOs) and networks.

KHPT is aware of the mainstream thinking that sees the need to form CBOs in the context of HIV prevention and as a strategy for behavior change. While KHPT affirms that HIV prevention provides an opportunity to mobilize these high risk groups, it also considers that the formation of CBOs is not merely for HIV interventions. Rather, it offers an opportunity to work with marginalized communities to help them work together to fight against discrimination, gain power, and claim their rights. KHPT will focus on an integrated response to HIV and AIDS, taking into account both the overall societal dimensions and the prevention initiatives focused primarily on individual behavior change. KHPT recognizes that once these communities gain a public voice, they should be left to decide their own agenda, which may include a focus on HIV and AIDS.

5.2 Core principles of community-based organizations

Another outcome of KHPT's internal analysis and reflection was gaining a common understanding about CBOs which will guide us in our future work with the high-risk groups that we engage with. Mobilizing communities by enlisting grassroots support to form CBOs is perceived to be an effective strategy to increase effective and sustainable outcomes for prevention interventions, bring about changes in practices, policies and laws, and reduce stigma and discrimination. KHPT believes that CBOs should be formed and governed by the core principles that will ultimately make them stronger and thus enhance their effectiveness and sustainability: inclusiveness and respect for diversity, responsive

governance, and community-led agenda.

Inclusiveness and respect for diversity

The membership should be defined and drawn from a specific community with the majority of members participating in all management and financial deliberations. Divergent interests of the community members, diverse social realities, different perceptions based on past experiences, geographical affiliations, and individual differences in personalities and emotional status may prevent FSWs from being mobilized to work together. Therefore, forming CBOs requires quality

facilitation skills to harness the potential advantages of diversity in raising public solidarity on issues, while dealing with forces that weaken working together. As well as varied perceptions and aspirations, differential levels of participation and expression are natural in any community. Equal opportunities must be available to those who are most deprived within the community. An inclusive attitude enables respecting diversity and valuing self-worth of other members and translates into ensuring the participation and meaningful representation of all FSWs.

Responsive governance

The CBO's legitimacy comes from the democratic process of choice of leadership, transfer of leadership, and mobilizing different members of the community to take up responsibility to increase the level of ownership and sense of belonging. All decisions made should include community involvement of its members giving them a platform to air their concerns and interests and a means to externally present their consensus. Although individual members have the freedom to align themselves with any political party or religion, no affiliation to any particular political party or religious group should be linked to the functioning of the CBO. The governing rules must ensure transparency and accountability to the community members and other stakeholders with regard to all finances, activities, processes and decisions. There must be a fair and just distribution of resources to allow it to effectively and efficiently function.

Community-led agenda

Every community has the inherent ability to draw on its unique experiences to articulate its needs. With encouragement and mentoring, FSWs can begin to think critically about themselves as individuals and as sex workers, leading to an understanding of the situation of sex workers within societal structures. The acceptance of sex work as any other profession is one step in

engaging in a critical thinking process. It will also encourage FSWs to reflect about themselves and enhance their self-esteem and dignity as women, citizens, and as sex workers entitled to rights. This process also helps FSWs realize their risks and vulnerabilities in the specific context of HIV and AIDS, and serves as an initiation to translate their needs into concrete actions through the CBOs agenda, or purpose. The agenda is set by community members themselves and should be representative and dynamic, and generate solidarity within its members. It should lead the way to formulate strategies, develop plans and inspire actions that can achieve its objectives and ensure appropriate outcomes. The needs considered important by the community must receive priority. This would entail focusing on issues that are of primary concern of the community, possibly going beyond the project objectives. However, this focus enhances the CBOs independence and will lead to sustainability.

Effective management practices

To encourage the community to join together to articulate their needs, develop plans and formulate strategies for forming CBOs appropriate and effective methodologies and approaches must be used. The community members themselves must be in charge of the management plans, but should draw on other organizations for specific skill development and services. Effective management practices also include financial accountability as well. At the initial stages of CBO formation, KHPT supports the CBO financially through an NGO. But as the capacity of the CBO is built, funding support is directly given to the CBOs. At this stage, although the CBO receives direct funding from KHPT, the NGO continues to guide and support its financial management. In the long run, the funds generated from other sources such as income generation activities, management costs received from donors, profits through credit and savings schemes, may be utilized for advocacy and rights-based issues.

5.3 Strengthening community-based organizations

5.3.1 Encouraging responsive governance

Structured as well as unstructured processes are required to create and sustain responsive governance. To ensure that a CBO make decisions that benefit the larger interests of its community, and holds itself accountable to those actions in a transparent

manner, the following steps are required:

- **Setting standards and values:** Develop a set of core standards that are non-negotiable in the overall

functioning of the organization and in dealing with other groups and agencies. Democratically elect leaders to positions of responsibility within the CBO.

- **Formulating policies:** Develop policies in line with the purpose/mission and governed by its principles.
- **Providing strategic direction:** Develop a comprehensive strategic plan through community dialogue that has clear benchmarks and milestones.

- **Articulating positions:** Take an unambiguous position on pertinent issues. Clarify the strategies and ways of achieving proposed changes to establish external credibility and support in forming networks or alliances.

- **Accountability to stakeholders:** Develop a proactive mechanism to hold itself accountable to stakeholders including NGOs, funding organizations and donor agencies.

5.3.2 Facilitating community-led agenda setting

Setting a community agenda and developing goals and objectives should evolve organically through a reflection process on the needs of the community. It requires a conceptual understanding of HIV and AIDS and the linkages with the identified vulnerabilities in the community. These processes will identify some inherent challenges in operational implementation including addressing the diverse needs of the community, balancing community and project needs, developing a shared vision in diverse communities and balancing limited time and resources. These processes are dynamic and will need expert facilitation, plus a schedule for regular reflection to react to changing dimensions in the community.

Agenda setting: Instigate a participatory process of reflection and critical thinking in the community that evolves organically,

and that with adequate mentoring and time, can be refined and developed into an agenda, or purpose, for the CBO to take forward.

Vulnerability analysis: Identify the nature and intensity of vulnerabilities in the community as well as the factors that cause them, which will point to community needs and feed into the community agenda.

Integrated agenda: Put into place a process that differentiates between community needs and project needs, clarifies how individual activities feed into each category, and broadens the community perception of micro and macro solutions.

5.3.3 Assisting empowerment efforts

The community can gain confidence and step up to meet their agenda objectives through a series of processes, including promoting leadership at different levels, regular interaction between the CBO membership and the larger community, capacity building and critical thinking. These processes require full community participation, continuous building of trust and mentoring of future leaders. They also involve practical challenges such as gatekeepers blocking progress and opposition from other organizations.

Becoming known as a pressure group: CBOs must believe strongly in their cause, be aware of their rights, and challenge the structures that perpetuate further marginalization of their

community. Three processes can help CBOs to emerge as pressure groups. Group reflection can provide insights into oppressive political, social or religious structures so that the community can understand the operating dynamics. Mobilization can bring the community together to work as a team and build its collective strength so it can have greater influence. Solidarity building creates scope for building alliances with other organizations that will be sympathetic and supportive of the cause.

Widening the cadre base: Capitalize on emerging potential within the community by identifying local leaders and intellectuals and nurture them to harness their wisdom. These community

members, such as community peer educators, who demonstrate potential, can take up emerging responsibilities. Upgrade their skills so they can perform new roles of mentoring community processes in governance and management.

Facilitating trust in their own community: For support and

guidance, community members need to trust their CBO. This requires a regular process to generate confidence in the CBO's ability to make a difference in situations and circumstances. Members can be motivated by acknowledging and celebrating successes.

5.3.4 Building management skills

Management skills include implementing, monitoring and evaluating CBO activities, as well as accounting for resources, establishing office systems, adhering to decision making processes and ensuring the practice of governing principles. All of these processes can result in effective and efficient functioning of the CBO. For the purpose of orientation and capacity building of members, the following systems need to be introduced and capacities of the CBO needed to be increased either through in-house human resources and/or external expertise:

- **Decision-making authority:** Generated from the governing principles, an objective and a democratic system of decision making must be established within the CBO.

- **Participatory management of activities:** Develop a process to translate the set agenda into an implementable action plan. A methodology focusing on incorporating indigenous practices and identifying local participatory indicators and data collection techniques to monitor activities, must be created.

- **Human and financial resource management:** To ensure transparency, a process to monitor financial inputs and outputs, as well as effective use of available human resources, is essential for sustainability.

- **Transparency and accountability:** A strong mechanism to share the outcome of actions in a transparent manner and to demonstrate accountability to other stakeholders must be developed. Participatory planning and review processes help in maintaining accountability.

5.4 The role of community-based organizations

To contribute effectively to community empowerment and leadership, the following roles assume a critical importance.

Creating critical awareness: Information and knowledge dissemination on relevant policies and engagement in critical analysis of issues that concern the community should take place at all levels and at all times.

Accessing entitlements: Facilitate the process of receiving social entitlements from the state such as ration cards, pension, and housing, and take the lead in ensuring access to these schemes.

Provision of services: Identify the varied needs and services of the community that are considered essential, for example,

medical, psychosocial or financial. The CBO should meet these needs directly, or link up with other organizations that have existing/available services in the area.

Empowerment process: Although empowerment is an ongoing lengthy process, the focus at all times should be on encouraging the voices of its members to speak out against discrimination and assert their rights.

Challenging structures to address injustice: Societal structures and cultures discriminate and marginalize the communities. Through a participatory process, strategies to challenge these structures and question the practices that exclude them from the mainstream, should be developed.

6

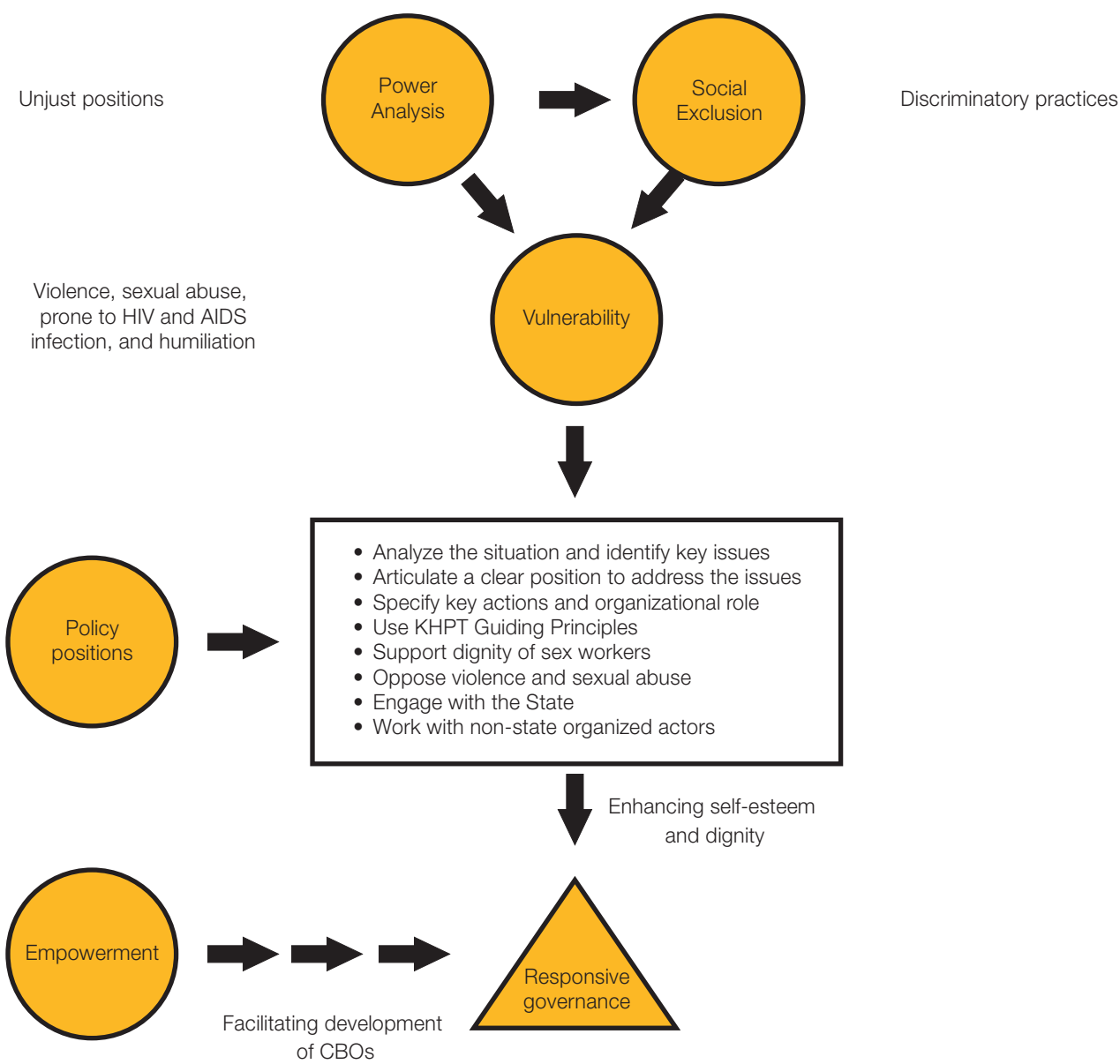
Operationalizing the Strategy

KHPT's strategic vision is to empower communities in Karnataka and India, working together to improve their health, reduce the incidence and burden of HIV and AIDS, and assert their rights and dignity. To achieve this vision, KHPT works with FSWs to mobilize communities to form strong and effective CBOs that can challenge power structures, while creating an enabling environment. KHPT has identified three important needs related

to forming strong CBOs that must be strengthened, both at individual and at group levels, to operationalize its overall empowerment strategy: enhancing the self-esteem and dignity of FSWs; facilitating the development of CBOs; and encouraging responsive governance of CBOs. See the diagram below for a visual representation of this strategy.



A Strategy for Empowering the Community



6.1 Three-way capacity building

To further understand the vulnerability issues of sex workers and peer facilitators, the Communication Unit of KHPT conducted a series of workshops, which served as a training of trainers (TOT), for project staff and peer facilitators in different regions of Karnataka. The workshops confirmed that low social status and poor self-esteem were significant barriers to enhancing community participation. FSWs generally felt that they were incapable of bringing about any change in the existing situation and lacked the confidence to work alone to carry their dreams forward. They all spoke of vulnerability issues, but did not know how to address them.

Thus, the first step in this three-way series of capacity building exercise, in accordance with KHPT's strategy, **aims to enhance the self esteem and dignity of FSWs** so they can overcome their vulnerability. This can be accomplished through engaging women in reflection and critical thinking so they can internalize various messages related to self-worth, self-confidence and self-respect. Through discussions and practice in voicing opinions they will be equipped with skills so that they can join together to take up various tasks and responsibilities, to demand rights, access services and ultimately reduce their vulnerability. This was the basis for developing **Module 3: Enhancing Self Esteem and Dignity among Female Sex Workers**.

Secondly, FSWs need their capacity built so they **can move from being self-confident individuals to empowered women with a strong shared voice**. They need skills to analyze their situations and then complement each other's abilities by joining together and working as a group, or CBO. They need to think critically about setting an appropriate agenda, or purpose, for their CBO to take forward. This agenda should focus beyond meeting immediate needs, and should inspire community empowerment. Practically the FSWs need to decide on a structure for management and networking. This was the basis for developing **Module 4: Facilitating the Development of Community-Based Organizations for Female Sex Workers**.

Thirdly, once the CBOs are formed, there is a need to build their capacity on how to **use responsible governance principles and effective management practices** to encourage more and more members of the community to be involved with the CBOs in addressing their identified issues. To build the skills to develop institutional guidelines, KHPT organized a five-day workshop with partner NGOs to formulate an organizational development (OD) system that could provide essential direction to the existing

CBOs so they could shape and root themselves firmly by addressing issues of responsible governance. Apart from consultation with leaders of the community, individuals and groups who had experience and expertise in OD and training also contributed. This was the basis for developing **Module 5: Encouraging Responsive Governance of Community-Based Organizations of Female Sex Workers**.

At the end of this capacity building process, the FSW CBOs will be expected to develop into well-defined formal units, with specific vision, mission and plan statements, prepared to facilitate action, sustained growth and efficient functioning. The focus on governance will further strengthen these CBOs and give them an organizational status.



6.2 CBO networks

KHPT plans to replicate and scale-up this three-way capacity building process to increase the number of strong CBOs that operate under responsive governance principles and good management practices. KHPT envisages this network of CBOs will operate under a federal model of governance. This will be reflected in a bottom-up structure beginning from the grassroots level, up to the state level, in which CBOs will be part of a larger federation. At all levels; the site, cluster, sub-district, district and state level, there would be active networks, with inclusive representation.

The CBOs formed in various districts through the *Avahan* funded project *Sankalp* will be part of such networks. This will enable the FSW community to represent its specific regional-related issues in other fora. This network will go beyond the *Avahan* areas, to

empower other sex worker communities to form CBOs. Overall, the increased scope for representation could lead to the formation of an umbrella organization, the Karnataka State Female Sex Worker Network (KSFSWN).

KHPT envisions these affinity support groups as an active network that could be a key negotiating agent with the government. Given the necessary representation, Karnataka State could become a sponsor of KSFSWN and be involved at a greater level in the activities of the network, and subsequently establish its role of responsibility in issues concerning these CBOs. For more detailed information on the formation and management of this network, see Annex 3.

6.3 Role of KHPT

KHPT believes that building a sustainable network of CBOs as described above will be determined by sustainable community processes. The formation of CBOs must be grounded in the community who will develop their own agenda rooted in their perceived needs. In the context of HIV prevention, we view the formation of CBOs in terms of dealing with the larger issues of the community. The project's 'targeted interventions' form only a part of the CBO's larger agenda. KHPT needs to recognize these needs. See Annex 2 to review a series of milestones for community mobilization to be met in KHPT Project Districts.

Creating space for reflection and deliberation to clarify principles and concepts: A process for sharing good practices and implementation experiences should flow from the diverse field experiences of each CBO. This would contribute to critically examining processes with the potential to make more impact on the lives of each member. A similar platform for KHPT staff, as well as for all NGO partners, is essential in order to revisit current strategies for CBO formation to suit each unique community.

Developing a shared understanding: All KHPT staff, NGO partners and field staff need to understand the principles of CBO formation and the processes of effective and efficient functioning.

Building a resource center for developing modules and undertaking capacity building: To build skills of the partner NGO's staff and the CBO's members, training modules must be developed and then field-tested. This will require coordination of extensive participatory inputs, TOTs, and joint reviews.

Process Documentation: The dynamic processes and responsive strategies will provide evidence after further reflection and review of information collected from the field, to build a knowledge base on the mechanisms of CBO formation and their expansion. This information will provide the scope to identify good practices, learn from them, and make future modifications.

Facilitate and Mentor CBOs: In the initial stages, mentoring and handholding of nascent CBOs is crucial in helping them gain an understanding of the concept and purpose of CBOs and in how to perform their roles through strategic and practical inputs at all levels.

Alliance building: At the state and national levels, building alliances with groups, organizations and agencies that are in sync with KHPT's understanding of the overall role of community mobilization and the part that CBOs play is crucial for sustainability.

Annex 1: KHPT's Annual Participatory Program Reflection 2006-07

Areas of Enquiry	Stages				
	1	2	3	4	5
Critical Analysis					
Perception on sex work	Sex work considered as bad work		Accepts sex work as livelihood		Considers sex work must be treated like any other profession
Realizing situations, from risks, vulnerabilities and denial	Sex workers are not aware of their situations, (risks, vulnerabilities and denial)		Sex workers are partially aware of their situations (risks and vulnerabilities)		Sex workers are aware of their situations, risks, vulnerabilities and denial
Structural Causes	Unaware of structural barriers causing the situation	Recognize the different structures that causes risks, vulnerabilities and denial but cannot identify the reasons	Recognize unequal power as root cause for risks, vulnerability and denial	Recognize different structures that cause risks, vulnerabilities and denial. Identify unequal power as the root cause and articulate the process of marginalisation and exclusion	Recognize different structures that cause risks, vulnerabilities and denial. Identify unequal power as the root cause, articulate the process of marginalisation and exclusion and identify State's accountability to protect their rights
Recognize the Need to collectively challenge risks, vulnerabilities and denial	Risks, vulnerabilities and denial is a non issue	Recognize the need to collectively challenge risks, vulnerabilities and denial	Recognize the need to collectively challenge risks, vulnerabilities and denial but expect external agency to lead it	Recognize the need to collectively challenge risks, vulnerabilities and denial by the community with support and facilitation	Recognize the need to collectively challenge risks, vulnerabilities and denial by the community through building vision and long term perspective



Operationalizing the Strategy

Areas of Enquiry	Stages				
Collective Actions	1	2	3	4	5
Addressing Strategic Issues	No collective action has been taken to address structural causes	Identification of common strategic issues through participatory and consultative processes including all typology of sex workers.	Identification of common strategic issues through participatory and consultative process including all typology of sex workers and designing strategies and systems to address those issues.	Identification of common strategic issues through participatory and consultative process including all typology of sex workers, designing strategies and systems to address those issues and mobilizing collective actions.	Identification of common strategic issues through participatory and consultative process including all typology of sex workers, designing strategies and systems to address those issues, taking collective actions and being accountable for it.
Addressing Immediate issues	Immediate/emerging issues of community ignored/not addressed	Individual issues are addressed by individuals themselves independently	Individual issues are acknowledged and addressed with support from NGO	Individual issues are collectively discussed and systems in place to address the same	Individual issues are collectively discussed, systems in place to address them and community mobilized for collective action
Accessing and Managing Project Services	Peers are providing services and condoms to community members	Peers are providing services and condoms but many individuals access services and condoms on their own from the project	Majority of community members are accessing services and condoms themselves from the project with a small section being catered by peers	Majority of community members are accessing and managing project services. Small section of community is still catered to by peers	Majority of community members are accessing and managing project services and / or collectively demanding similar services from the State.
Participation	Peers are participating in one or the other collective action	Peers, volunteers and various committee members participate in one or the other collective action	Peers, volunteers, committee members and 30% of community members through formal and informal structures have participated in one or the other collective action	Peers, volunteers, committee members and 50% of community members through formal and informal structures have participated in one or the other collective action	At least 70% of community members across different typology and geography through formal or informal structures have participated in one or another collective action

Areas of Enquiry	Stages				
	1	2	3	4	5
Governance					
Strategies	Neither the NGO nor the community has clearly developed approach to address diversity and position on key strategic issues	NGO has developed approach to address diversity and position on key strategic issues, however peers and community members are unaware of it	NGO has developed approach to address diversity and position on key strategic issues with peers, but has not shared with the community	Different typology of sex workers have clearly articulated positions on key strategic issues, but do not address diversity within the community	Different typology of sex workers have clearly articulated positions on key strategic issues and share approaches to address diversities within the community
Structure	Informal groups have been formed only for project related service delivery	Formal groups have been formed only for project related service delivery	Formal groups have been formed , who meet regularly and address strategic issues related to them including health	A formal structure has been developed linking the informal/ formal groups which address strategic issues related the community including health	A formal structure has been developed linking the informal/ formal groups which address strategic issues related the community including health and networks/ develop linkages with similar networks at the state and national
Membership	No system of formal enrollment into groups	30% of community are members of formal groups	50% of community are members of formal groups	70% of community are members of formal groups	80% of community are members of formal groups
Decision Making	NGOs makes decisions and control implementation of the decisions	Community is informed of the decisions that NGOs have made. NGO continue to control implementation of the decisions	Peers, volunteers and committee members/ community leaders involved in making decisions, but NGO control implementation of the decisions	Community is involved in making decisions, but peers/ key leaders control implementation of the decisions	Community makes decisions and controls implementation of the decisions through democratic process

Annex 2: Milestones for Community Mobilization in KHPT Project Districts

No	Stages & Year					Transition Goal	Major
	1 - 2004	2 - 2005	3 – 2006	4 - 2007	5 - 2008	2010	Assumptions
I	Critical Analysis						
1	Unaware of societal causes and risks vulnerabilities and denial is a non issue	Recognize the causes and need to challenge risks collectively	Aware of causes, risks but no collective movement dependency on external agency	Start articulating the process of marginalization by the community with partial support by external agency	Recognize the need for collectivization with a clear vision and long term perspectives	80% of community aware of the situation and recognize the need for collectivization with a clear vision and goal to challenge the risks and vulnerabilities	Uniformity maintained in all districts of Karnataka by the projects with the support from NGOs with sufficient CB inputs
II	Collective Action						
1	Issues of community are ignored or not addressed	<ul style="list-style-type: none">• Community started discussing harassment and violence and expressed need for addressing• Individual issues are addressed by small groups themselves	<ul style="list-style-type: none">• Issues are addressed with support from NGOs• Community started registering the cases with legal authorities	Mechanism for addressing issues are in place such as crisis management cell	Issues are addressed on 24 hours response system	80 % of crisis are registered and 80% of registered cases addressed properly	<ul style="list-style-type: none">• Training programs for police, lawyers are conducted on time• Reduced police harassment• Community adopts self-regulatory norms
2	Majority of community is unaware of project services	Peers/NGOs are providing services with some difficulties	Community is fully aware of the services, but only 50% of them are accessing the services directly from project NGOs are taking leading role	<ul style="list-style-type: none">• Sharing of responsibilities with NGOs started• A few community groups started providing services with the support from NGOs	Majority of community accessing the services either from project or NGOs directly and 50% of CBOs directly implementing the project services	CBOs are managing the services independently supported by the project directly	<ul style="list-style-type: none">• Regular supply of condoms ensured by Govt. or project• Consistent Govt. support for HIV program

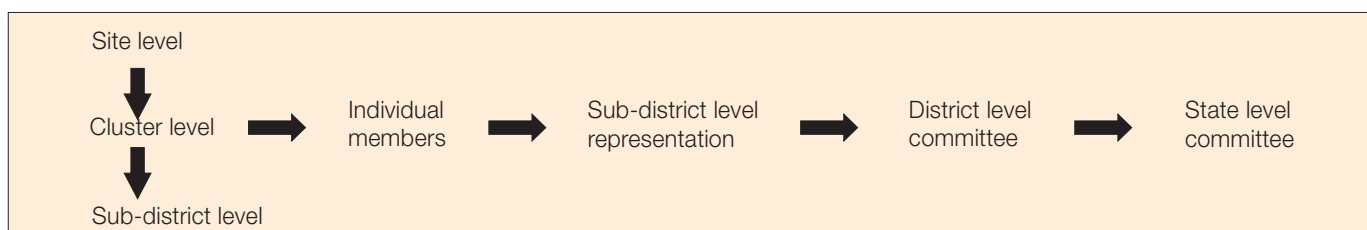
III	Governance						
1	No strategy developed to address the key issues	NGO initiated the strategy to address the key issues	Peers and other stake holders are aware of the strategies	Community in general are aware of the strategy for addressing the key issue and incorporate their ideas and other inputs to the plan	The community through their collectives converge approaches to address the key diversified strategic issues	<ul style="list-style-type: none"> • Clear-cut strategic plans to address the key issue affecting the community. • Adopt decentralized and devolve responsibilities 	<ul style="list-style-type: none"> • Government ensures pro HIV policies • Govt recognizes the role of FSWs in HIV prevention programs
2	Informal groups have been formed	Groups recognize the need for forming community organizations	Groups are formed on true democratic basis at different level. All selected members are aware of their role and responsibilities	Groups conduct regular meetings with 80% in attendance and started establishing network with other organizations	<ul style="list-style-type: none"> • Sub-committees are formed in community organizations • Self regulatory boards and crisis management teams are formally established • State level network group actively 	<ul style="list-style-type: none"> • Democratic elections are held regularly • CBOs are administering the collectives independently and reform regulatory frame works • At least 6 CBOs have a FCRA number 	Govt. recognizes the role of community groups in developmental activities
3	No system of enrolment of membership	30% of community are members of formal groups	50% of community are members of formal groups	80% of community are members of formal groups	<ul style="list-style-type: none"> • More than 80% of community are responsible members of collectives and few of them are the members of sub committees. • Community members develop a strong “we” feeling • Members realize that they will benefit by joining the community organization 	<ul style="list-style-type: none"> • 80% of members participate in annual GB meeting and discuss the issues of discrimination, social entitlements rights, etc. • Strong state level network established for addressing the issues related to policy matters. • FSW members are elected for the local decentralized Govt. administrative system 	Ensures adequate support from all NGOs partners to have common goal and strategy for the development of FSWs

IV	Service Delivery						
1	Peers are participating in some action programs	Peers lead mapping & carry out program planning		Peers use micro planning technique and analyze data	Peers manage outreach clinic supply schedules	80% of clinics are monitored by Peers of CBOs	Consistent and adequate drug supplies from Govt. is ensured
V	Role Transfer						
1	NGOs make decisions and control implementation	Community is informed about decisions that NGOs have made	Community members are involved in decision making process	Decisions and negotiated solutions are taken on democratic basis	Community takes responsibility for decisions it makes and is held accountable for implementation	Community acquires the strength to deal with stress, pressure and challenges at all levels	NGOs accept the role transfer strategy
VI	Savings and Credits facility						
1	No savings and credit linkages initiated by the members	20% members started savings in SHGs	50% of members started savings and concept of federation has been initiated	<ul style="list-style-type: none"> • 75% of community members started savings • 50% of groups have got credit linkages with financial institutions 	<ul style="list-style-type: none"> • District federation is formed • Networking with other state level and national level organizations initiated 	<ul style="list-style-type: none"> • Community initiated savings and credit facilities for members on its own • Community handles financial management independently and maintains transparency 	Govt. recognizes the movement and support is ensured related to social entitlements

Annex 3: CBO networking

KHPT plans to replicate this three-way capacity building process in other project districts and will mobilize grassroots FSWs communities from the sub-district, or taluk, level up to the state level, where these CBOs can be part of a large federation.

KHPT believes in a 'federal' model of governance structure as reflected in the following diagram:



This federal governance structure will be promoted by forming small affinity support groups at the basic geographical level, or site level. Each such site support group, or sangha, will have between 15-30 members who are usually from the same sex worker typology. They will meet regularly to share information and experiences and try to find solutions to problems they have democratically decided on. These activities could revolve around savings and credit activities, alternate income generation, literacy classes, and/or skill training.

Site support groups are represented at the sub-district level through the formation of a committee that respects the diversity among individuals and among different support groups. This forum provides a larger platform for diverse support groups to come together, take decisions on issues of concern and promote group action.

One Group, One Voice is the vision for the CBO at the district level, which will have representatives from all the sub-district groups, and democratically elect an Executive Committee with a Chairperson and Secretary. The district CBO will also form committees to explore broader subjects of concern including legal matters, networking, self-regulatory issues, entitlements, monitoring and evaluation plans, and financial matters and will make recommendations based on community consultations.

A state-level organization will develop as an umbrella federation for all district groups of CBOs. Currently one of the key bodies involved in supporting CBOs is Sahabhagini, a state network of 16 FSW CBOs across the Karnataka state. There is a need to bring these 16 CBOs under Sahabhagini, as well as nine other independent CBOs, under one single umbrella group. This group will be registered under the Karnataka Societies Registration Act, and will be called the Karnataka State Female Sex Worker

Network (KSFSWN). This will provide the legal framework for transparency, accountability and democratic norms and KHPT will facilitate a responsive governance policy ensuring it has a democratically elected General Body, a Governing Board and policy guidelines. The Governing Board will be assisted by an administrative structure with professional staff. The overall role for KSFSWN will revolve around advocacy, networking and technical support.

KHPT envisions all the levels of affinity support groups as an active network that could be a key negotiating agent with the government. Given the necessary representation, Karnataka State could become a sponsor of KSFSWN and be involved at a greater level in the activities of the network, and subsequently establish its role of responsibility in issues concerning these CBOs.

The practical challenges for this plan include the ability to guarantee inclusiveness in the governance process. The selection process for representatives must be rotational and not limited to a few individuals who are already Peer Facilitators or Outreach workers. This might be a challenge because of the reluctance and sometimes unwillingness of representatives to relinquish their positions. However, resolving this issue is essential. It is also crucial to create accountability mechanisms, or norms, for meetings and decision-making, and reporting back to members on a routine basis through all the levels. There should be a two-way communication channel between the grassroots level, up to the state level and vice versa. For example, the issues of concern to be discussed at the state level committee meeting should evolve from stated concerns at the site, cluster, sub-district and district levels. There is an upward channel for decision-making and information is disseminated from the state to the lower levels. No level should be seen as a 'stand alone'



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3

Community Mobilization for Female Sex Workers

Enhancing Self-esteem
and Dignity among
Female Sex Workers



KHPT

Karnataka Health Promotion Trust



UNIVERSITY
OF MANITOBA

Community Mobilization of Female Sex Workers: Module 3- Enhancing Self-esteem and Dignity among Female Sex Workers

is the third module in a series of five on empowering female sex workers and their communities.

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The photographs in this module have been used with the consent of the community.

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PREFACE

The Community Mobilization of Female Sex Workers manual is a series consisting of five modules including:

- Module 1 - Introduction and Overview
- Module 2 - A Strategic Approach to Empower Female Sex Workers in Karnataka
- Module 3 - Enhancing Self-esteem and Dignity among Female Sex Workers
- Module 4 - Facilitating the Establishment of Community-Based Organizations for Female Sex Workers
- Module 5 - Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers

Module 3- Enhancing Self-esteem and Dignity among Female Sex Workers, focuses on the first step in a three-part series of capacity-building programs and aims to enhance the self-esteem and dignity of female sex workers. The training sessions engage women in reflection and critical thinking so they can internalize various messages related to self-worth, self-confidence and self-respect. Through discussions and practice in voicing opinions these female sex workers will be equipped with knowledge and skills so that they can join together to take up various tasks and responsibilities, to demand rights, access services and ultimately reduce their vulnerability.

Karnataka Health Promotion Trust

INTRODUCTION

Female sex workers (FSWs) are often viewed as lesser beings and therefore undeserving of the dignity and respect enjoyed by others. This view is reflected in the way these women see themselves and affects their ability to stand up for their fundamental human rights. The idea of enhancing self-respect and self-confidence among this stigmatized group is often difficult for many to grasp. But the truth is people from all walks of life need self-esteem and dignity to play a positive role in the community.

Social approval towards FSWs has proved very elusive and they continue to face stigma attached to their names by a judgmental society. They feel humiliated from the notoriety they had not bargained for, and defeated by the insensitive attitude of society. Beset by problems from all sides they have nowhere to turn for a better life. Nor do they possess the requisite skills to take up an alternative vocation. This is the dilemma facing thousands of women in sex-work.

Sex is an essential biological need just like food and sleep. While the institution of marriage may meet men's biological urge for sexual gratification, FSWs cater to the sexual needs of both married and single men, with the tacit approval of society. As society defines customs and traditions, sex work once enjoyed social sanction and had a higher status. Ample records testify to this social reality, and speak of a liberal society free from sexual taboos and mores. However, sex work has gradually lost its earlier position of respectability and dignity and now the concept, in a male dominated social structure, is full of contradictions. A woman is considered as the pleasure provider to a man who is the client or customer. When this is considered as a service, the service provider is entitled to her service charge, but is denied all other rights. The tag of immorality and illegality has been attached to this trade despite it being essentially a service to gratify the sexual needs of society. Society has used her body to satisfy its sexual needs, but places the blame at her doorstep for 'spoiling' the health of society. The double-standards of society towards these women has taken away their voice within the very system responsible for pushing them into this profession.

Lack of self-esteem among women in sex-work is one of the major barriers that hampers the process of working together to raise these issues. Initiatives to address these issues have so far been confined to addressing broader issues, such as gender and women's rights. Efforts for a societal change towards sex workers have been sidelined by more elitist concerns and socio-religious forces. As a backdrop to the above scenario, the initiative to enhance sex workers' self-esteem and dignity acquires special significance in the overall context of encouraging social action among sex-workers. Why is self-esteem and dignity so important in the context of sex workers? Self-esteem, also called self-worth, self-confidence, and self-respect, can be defined as a reflection of a person's overall self-appraisal of their own worth. In 1969, Nathaniel Branden briefly defined self-esteem as "essential in coping with the basic challenges of life and being worthy of happiness." Self-esteem is also seen as a basic human need and indispensable to normal and healthy self-development.

In discussions with many FSWs, it is usually found that low-levels of self-esteem make them more vulnerable to the existing discrimination and violence from various quarters. Thus, efforts to enhance the self-esteem of FSWs should help them face up to the challenges of everyday life with increased confidence. It should give them greater opportunity to enjoy their lives, even in the midst of glaring hardships.

Towards this end, Module 3: Enhancing Self-esteem and Dignity among Female Sex Workers, has been developed using a unique methodology formulated especially with FSWs in mind. This training module consists of a collection of 17 activities that have been field tested to engage women in critical thinking, discussion, debates, forming and voicing opinions and internalizing various messages related to self-worth, self-confidence and self-respect. These exercises have been designed to enhance their capabilities and equip them with skills so that they can join together to take up various tasks and responsibilities to demand rights, access services and ultimately reduce their vulnerability.



1

Challenges for Female Sex Workers

Today's society accepts neither sex work nor sex workers. Society has always maintained an uncomfortable distance from sex workers, which naturally makes them consider this profession as inferior and lowly. Can social acceptance of this profession restore their dignity and respect? Yes, this is possible. But to see positive changes in societal attitude towards sex workers, the women need to change their own feelings of low self-worth.

Looking at the past can help. In earlier times women enjoyed far better social status than now. There is ample testimony to prove that earlier society had accepted this profession like any other practice then in vogue. There was even a separate tax levied on sex workers. But with the passage of time, customs and traditions of society underwent changes. Now in contemporary times, society points an accusing finger at the woman in sex work without understanding that she is hurled into this profession by sheer lack of opportunities. Now sex work is considered lowly and disreputable. While sex workers are addressed by many abusive idioms and jargons, those clients who use women for their sexual gratification somehow escape this stigma. Society indulges in double standards.

FSWs often feel disgusted with their profession and express a genuine desire for transforming their lives by adopting alternative means for sustenance. The feelings of inferiority associated with their profession, dangers inherent in such a life, uncertainties, inadequate income, living under constant fear, concern for the future, and so on may take away their spirit and enthusiasm. There is an urgent need to instill in them a positive outlook towards their profession.

Session 1: Understanding social and traditional norms relating to men and women

Objectives

- To give examples of different roles of men and women in society.
- To identify specific family practices, social and traditional constraints and economic barriers that FSWs face as women in Indian society.
- To identify proverbs and sayings that reinforce people's prejudice and discriminatory attitudes towards women in general and abusive labels for sex workers.

Expected outcomes

- The participants will examine their perceptions and attitudes about gender roles in their society and the resulting discrimination against women.
- The participants will explore how and why negative attitudes have developed from proverbs and sayings.

Notes to the Facilitator

It is important to understand our own perceptions regarding the roles of men and women in society, or gender roles. It is equally important to understand the impact of gender discrimination on women. A male-dominated societal structure reinforces the discriminatory mindset among its people. Although our male dominated society compares woman to a goddess, in reality she is exposed to all forms of abuse and exploitation. Saraswathi is the goddess of learning, but women in our society are largely illiterate or semi-literate. Laxmi is the goddess of wealth, but only men possess and control wealth in society. This means women have neither the opportunities nor freedom and authority like men. If you want to demoralize and defeat a person you need not use any physical force; just make that person feel inferior and they will gradually accept defeat. This is the weapon used for centuries to keep women in perpetual state of submission and defeat. The causes for perpetuating the use of this technique, especially against the women in sex-work, needs to be examined.

Methodology

Group brainstorming, question and answer activity, reflection activity with pictures and discussion.

Challenges for Female Sex Workers

Time

2 hours

Materials Required

Large paper sheets, marker pens and set of pictures

Activity Steps

1. In the large group, one facilitator will ask the participants to spontaneously call out their response to the question, “How do you think of women in your society?” Any answer given will be recorded on a sheet of paper by the second facilitator and promptly displayed. No response will be commented on, either positively or negatively, or deleted.

2. Again, in the large group, one facilitator will ask the participants to spontaneously call out their response to the question, “How do you think of men in your society?” Any answer given will be recorded on a sheet of paper by the second facilitator and promptly displayed. No response will be commented on, either positively or negatively, or deleted.

3. The facilitators will read out the common images listed and analyze these with the participants by asking the following questions:

- Which images of women are based on social constraints, male-dominated family practices, and/or economic barriers? (Likely answers are: lack of education, age of marriage, women's position inside and outside the home, child rearing priorities, lack of employment.)
- Why do these differences occur? (Likely answers are: our ancestral roots, customs and traditions, belonging to different caste system, different religions, different geographical areas.)
- What are some of the customs that are very different for women than men? (Likely answers are: dowry; Devadasi system; religious fasting; marriage; widowhood; remarriage.)
- Which of these customs specifically negatively affect women as an individual? (Likely answers are: the mangalsutra, or chain, tied around the woman's neck during her marriage ritual; toe rings and glass bangles must be worn by married women; a widow has to compulsorily remove the mangalsutra and glass bangles and wipe off the vermilion dot from her forehead.)

4. Ask the participants to make a list the proverbs or sayings that relate to women and their roles in their villages and towns among their families and friends. (Likely answers are: woman can never return to her flock; woman's intelligence is only ankle deep; girl with a smile, and a sobbing man, should never be trusted; girl is a pot of clay and boy a pot of brass; all good things are for men; the rest for women; a woman who has lost her chastity is like a pot fouled by a bitch; no woman is fit to enjoy freedom.)

5. Ask the participants to discuss and analyze the saying, “work is a sign of manliness.” (Likely answers are: freedom and decision-making rights rest with those who earn money. the right to work is a sole prerogative of men; women are not fit for employment; women do work round the clock at home and on farms and schools and offices; women are not paid sufficiently for their hard work; women do not enjoy the same status and authority on par with men.)

6. Ask the participants to discuss and analyze the saying, “married woman can never return to her clan.” (Likely answers are: when troubled married daughters return, parents often refuse to shelter them for fear of losing honor and status in society; marriage for daughters at any cost is the chief mission of any Indian parent; parents go out of their way to create a secure future for their sons; parents pledge their land and borrow money to help their sons stand on their own fee; spirit of duty and sacrifice is rarely shown to daughters; parents do not provide for a daughters future; daughters receive no training to make them self-reliant.)

7. Ask the participants to list some ways that women must behave in society in relation to their father, their brothers, their husbands or partners. (Likely answers are: she must be chaste, she should not poke her nose into the affairs of men, she is not capable of making good decisions, she does not need freedom, once married she is out of her parental home for ever, she must see her husband as ultimate authority.)

8. Ask the participants to form small groups and give each group a set of pictures. Ask them discuss what they see in the pictures and then present their opinions to the larger group.

- Pictures showing young girl doing housework while brother goes to school
- Pictures of dowry being given for girl's marriage
- Pictures depicting women subjected to oppression & violence, e.g., police harassing sex workers
- Pictures of Devadasi girls and women

9. Initiate a discussion about how the male dominated society has branded women as helpless and vulnerable and reduced her worth to that of a commodity that can be sold. Ask the following questions:

- What are the reasons for the existing conditions of women in our society?
- Can you identify and explain some of the root causes of social inequities?



Session 2: Understanding social attitudes towards female and male sex workers

Objective

- To understand how biased gender roles reinforce the discrimination against women in sex work.

Expected outcomes

- The participants will explore why negative abusive terms are aimed at hurting their self-esteem by linking them to their profession.
- The participants will understand the factors responsible for discrimination of women in sex work.

Notes to the Facilitator

Societal attitudes can be seen as the sum total of all forces, represented by political, economic, religious and cultural values. The situation for FSWs today is marked by discrimination, inequality, oppression, condemnation and rejection. The concept of justice, as seen through the eyes of society, presents dual yardsticks: one for men and another for women. Although the concept of justice is to ensure equality, we can see that ultimately women find themselves at the wrong end of the stick. In this backdrop, it is pertinent to examine the extent to which this bias has crept into the lives of sex workers. Women might feel that they have themselves to be blamed for this discrimination.

Methodology

Group brainstorming with question and answer activity, storytelling and discussion.

Time

1 hour and 30 minutes

Materials Required

Large paper sheets and marker pens

Activity Steps

1. In the large group, one facilitator will ask the participants to spontaneously call out their response to the question, "What names are used to describe women in sex work." Any answer given will be recorded on a sheet of paper by the second facilitator and promptly displayed. No response will be commented on, either positively or negatively, or deleted. (Likely answers are: bitch; whore; slut; witch, devadasi; dagaar; figure; petromax; stephnee.)

2. Tell the participants that all these abuses are directed at insulting women and we have made these degrading words a part and parcel of our daily jargon. Over a period of time, these abuses reinforce our already negative attitude towards sex workers. Men never treat women on an equal footing because perpetuating this inequality ultimately works for the benefit of man.

3. Again, in the large group, one facilitator will ask the participants to spontaneously call out their response to the question, "What names are used to describe men in sex work?" Any answer given will be recorded on a sheet of paper by the second facilitator and promptly displayed. No response will be commented on, either positively or negatively, or deleted. (Likely answers are: Number 9; half-half; eunuch.)

4. Again, in the large group, one facilitator will ask the participants to spontaneously call out their response to the question, "What names are used to describe clients of sex workers?" Any answer given will be recorded on a sheet of paper by the second facilitator and promptly displayed. No response will be commented on, either positively or negatively, or deleted. (Likely answers are: Customer; Ravichandra; Krishna; Savior.)

5. The facilitators will read out the common names listed and analyze these with the participants. Explain that women as a whole have been the target of all forms of oppression and exploitation. Even the word bastard, used against a man, actually refers to and abuses his mother as a whore and that abuses are demeaning women who are mothers, sisters, wives and daughters. However, in the context of sex work, being a both a woman and a sex-worker places a women in a doubly disadvantaged position. It is here that gender plays a definite role in undermining FSWs' self-respect. Discuss the following questions:

- Why is sex work called the oldest profession in the world?
- Why is it mostly women who sell sex?
- Why is it mostly men who buy sex?
- Are there any women in the world who buy sex?

Challenges for Female Sex Workers

- How does the law in India treat female sex workers?
- How does the law in India treat sex clients?

6. Narrate the following story.

Seeta is a 20-year-old village beauty who lost her parents when she was merely a child. She eked out a meager living by doing domestic chores in her neighborhood and was sheltered by an elderly couple who were her distant relatives. She exuded beauty, health and innocence which is characteristic of a contented life spent in the midst of nature. Soon many youths began to woo her, holding out promises of a better life and happiness. But she was not much enamored of their fervent pleas as she had already fallen for Rama, a rustic boy from the neighboring village. Even Dinesh, her cousin, was gently shown the door when he started pouring out his feelings.

One day she heard very distressing news that Rama was seriously ill and bed-ridden. Her immediate reaction was to rush to him and nurse him back to health. But to reach there, she had to cross a river. The sun was setting when she came to the river bank and there was not a soul around. After a brief moment of agony in waiting for help, she saw a boat coming ashore. Seeta heaved a deep sigh of relief which soon turned into cries of despair for the boatman demanded a hefty fare for the boat ride across the river. When she pleaded helplessness, he held out the promise of help if she would go bed with him. Disgusted and humiliated, she ran to her employer for help which was flatly denied. Her only chance was her cousin who also refused to help her for obvious reasons. Twisting the knife in her wound, he advised her to go along with the boatman. Finding herself helpless with no one to turn to, she went to the boatman and offered to sleep with him and as promised, he ferried her across the river.

After a week of nursing and care by Seeta, Rama began to regain health. But he was perplexed. How could a penniless girl like Seeta afford a ride across the river? One evening walking hand in hand and enjoying their best moments, he abruptly sprang this question to her. She narrated everything, omitting no detail from her recent encounter with the heartless characters of her village. Hearing this he flew into a wild rage and started cursing her in the foulest language. Now hurt and betrayed even by the one she held dearest in the world, she walked desultorily to the river bank. She broke down unable to control her grief. A deep sense of hurt and injustice began to oppress her.

Krishna, a neighbor of Seeta, happened to find her. After listening to her sad tale of woes, moved by pity and compassion, he took her to her guardians who shut their doors to her face. Finally, he took her to a vacant house near his own house where Seeta settled down. Gradually he began to bring strangers to her house much against her wishes...now Seeta is a full time sex worker.

7. Social attitude is so deeply entrenched that unfair double standards, discrimination and denial often goes unquestioned. Sex workers themselves hesitate to question this malaise, perhaps due to lack of understanding, critical thinking or fear of further victimization in society. Yet, it is very important for individuals to discuss and question social attitude in order to be able to better their own lives in existing circumstances. Ask the participants to answer the following questions:

- Who is responsible for Seeta's present condition? Why?
- Who do you think is the worst character in the story? Why?
- Do you know of a similar real-life story?



Session 3: Sex work as a profession

Objectives

- To explore the nature of sex work for female sex workers.
- To define the term professional sex worker.

Expected outcomes

- The participants will understand that sex work is essentially a remunerative activity that requires the use of her body.
- The participants will understand that while her profession is being a sex worker, she is also a woman like all other women, and is equal to every other woman.

Notes to the Facilitator

The idea of sex-workers conjures up strange images. FSWs are usually portrayed as a seductresses in revealing clothes; as foul mouthed and fiery women accosting men for money; or as exploited dancing divas yearning for love and freedom. The images portrayed always seem to set sex workers apart from women in other occupations or professions. But what do the sex workers really look like and how do they picture themselves? This session aims to define sex work according to the women in this profession and to give a true picture of the female sex workers as being no different from other women. Sex work is generally defined as the exchange of money and materials in return for receiving sex services. Although the persons involved in sex work don't see this activity as a profession, these services do involve monetary gain; hence the term 'professional' sex work. Women from different backgrounds are in this profession due to various reasons, including being pushed into this trade either because of poverty or exploitation. To help in defining the concepts regarding body, mind, their differences and how the society has understood these concepts, use examples of Jamadagni, Renuka and Mathangi's stories. Or read out the play 'Hayavadana' by Girish Karnad. Any mythological stories from any country that are inspiring for women can be adapted here.

Methodology

Brainstorming session, role play, question and answer activity, and discussion.

Time

1 hour and 30 minutes

Materials

Copied chart to be filled in and marker pens

Activity Steps

1. Ask the participants to name all the professions known to them. Number them on a chart similar to the one below.
2. Ask them to state which of these professions need the use of the body, physical energy and/or intelligence.
3. Ask them where they would put sex work in the table?

Profession	Body	Physical Energy	Intelligence
Farmer	✓	✓	
Factory worker	✓	✓	
Scientist			✓

4. Tell the participants that the body is crucial for physical energy and is needed for manual labor. Intelligence is necessary for sharing information and knowledge. However, sex work uses only the body, while physical energy and intelligence play a minimal role.
5. Divide the participants into three groups and ask them to role play the following professions for the larger group: vegetable vending, tailoring, farming.

Challenges for Female Sex Workers

6. Ask the spectator groups to guess the professions.

7. Using the same groups assign them different professions to role play: typist, teacher, lawyer.

8. Ask the spectator groups to guess these professions.

9. Ask them to discuss the following questions:

- How do they identify different professions or trades?
- Does this include identifying symbols like uniform, tools or certain behaviors?
- Do people involved in sex work have similar identification, symbols or behaviors?
- What is the difference between general women and FSWs?
- Who is a housewife and what are her household tasks?
- Do FSWs perform similar household tasks?

10. At the end of the discussion conclude that we usually recognize human beings from their gender and only after that comes their profession. No one can identify any symbols or specific behaviors that differentiates sex workers from other women. Thus we can say there are no such identifiable external differences between FSWs and women in general. The only difference is the profession they engage in.

11. Ask the participants to discuss what sex work means and to agree on a definition of a professional sex worker.



Session 4: Is sex work an inferior profession?

Objective

- To help FSWs confront their feelings of lack of self respect and self confidence and enable them to realize the need for evolving appropriate strategies to improve their self-image.

Expected outcomes

- The participants will realize that there is no need to feel any sense of inferiority about themselves or their profession.
- The participants will learn that a negative state of mind can be overcome by developing self-respect and self confidence.

Notes to the Facilitator

Sex work is not of recent origin. It dates back to the times since men began to lead a social life. It is a historical fact that different civilizations have accepted this as one of the many artistic professions and men have sought out women as sex-work professionals. The present situation of sex workers is not of their making, but as a result of poverty and social inequities of an exploitative and unjust society. This has led to helplessness and despondency, but they should not carry the burden of guilt nor feel inferior for being what they are.

Methodology

Storytelling, with small group question and answer activity, and large group presentations and discussion.

Time

60 minutes

Materials

Copies of the four stories

Activity Steps

1. Divide the participants into three groups and distribute copies of the following stories to each group. Ask them to read the story. If some of the members of the group are illiterate, ask one literate participant to read the story aloud to the others. Ask them to use the questions to begin discussing the story in their small groups and be ready to share their answers with the whole group.

Story 1. Who is the sinner?

There was a temple in the midst of a village and a woman lived close to the temple. Men would often come to her home and leave after a while. The temple priest who noticed these goings-on began cursing the woman for defiling the temple. The woman, on the other hand, was always admiring the priest for his holy life spent in prayer and devotion to God. One day the entire village was destroyed by a terrible earthquake which also claimed these two lives. The priest was taken to hell while the woman entered the heavens. The priest was shocked at this and asked 'Yama', the Hindu God of Death, why he was condemned to hell in spite of leading a life spent in prayers and devotion to God? He demanded that the woman who entertained men in her home did not deserve to enter heaven and must be condemned to hell instead of him.

Questions for discussion and sharing:

- Why did the priest go to hell?
- How did the woman enter heaven?
- What do you learn from this story?

Story 2. If what we do is of low worth, what about you?

A town and its people depend on many communities to fulfill their needs. Food sold in the shops and stores feeds the rich and poor. It is the job of farmers to cultivate their fields and produce food for all. But today, farming is considered a menial job and farmers are not only paid low wages, but also treated with disrespect. Their food produce often did not get a profitable price. Their demands for a better price for food crops fell on deaf ears. One day, these farmers came together and decided they would not grow crops of rice and vegetables because they got no profit. Some decided to quit farming and go for construction labour while others decided to grow cotton and vanilla for better returns. The prices of rice and vegetables in the town began to go up. The shortages of tomatoes and onions hit every household. Shopkeepers at first bought their stock from other areas but the prices became higher and the people in the town began to

agitate. When farmers were approached by authorities, they raised relevant points about low wages and lack of respect. The town people tried to do with less vegetables and rice but for how long? Some felt it was easy to do grow their own vegetables in small kitchen gardens and tried it but were not successful. Some voluntary groups initiated work to grow more food. However, the people who initially took up voluntary work began to dwindle with each passing day. Finally, after two months, there was no option but to go and approach farmers for serious negotiations.

Questions for discussion and sharing:

- What is the work done by the farmers? Is it of low worth?
- What happened in the town when farmers decided not to grow food?
- Why were the other people who did the voluntary work not considered of low worth?
- Are the farmers really important for the health of people in our towns?
- What should the authorities do to bring them back to farming?

Story 3. Who does not use the body to earn a livelihood?

There was a woman who ran a brothel in her town. One day it dawned upon her that what she was doing was not right. Around the same time, a saint visited her town and the woman went up to this saint and confessed before him: "I am a sinful woman. I sell my body for a living. I want to give this up and want to seek salvation." The saint asked the woman to fetch a grain of rice from any one who does not exert his/her body for a living and promised to show the path of salvation to the woman.

Setting upon a journey she came across a cross section of people – carpenter, mason, potter, tailor, or barber, who earned their living only through physical exertion. Finally she went up to a rich housewife and asked for a grain of rice as the woman was so rich that she did not have to work for a living. The housewife replied that she too had to give in to her husband's wishes in order to live under his roof. She further told the woman that at least she was at liberty to refuse a client, whereas she could not say no to her husband. Now this woman came back to the saint and narrated her experiences. The saint then advised the woman to throw out her feelings of guilt and inferiority and told her that was the path to salvation.

Questions for discussion and sharing:

- What kind of feelings did this woman have about her profession? Why? Is this right?
- Why did she fail to fetch a grain of rice from any of the households?
- What did the saint tell her to do to attain salvation?
- Does this hold true in your case too? If yes, why?

2. Ask each of the three groups to share their story and give their answers to the questions.

3. After each of the groups has presented, initiate a discussion highlighting the fact that they are in the sex work profession because of the demand for their services. As there is dignity in labor, there cannot be any question of inferiority or superiority regarding one's profession.

Questions for discussion and sharing:

- Is this feeling of inferiority a figment of one's imagination?
- Or is it thrust on you by the society?
- If this feeling of inferiority has originated from the mind, how can it be removed?
- If it is thrust by society, how can we clarify how society thinks?

Challenges for Female Sex Workers

4. Read the story below to clarify the consequences of listening to everyone else's opinions.

Father, son and a donkey

There were a father and son in a village. The father was quite old while the son was still in his teens and studying in school. They planned to sell off a donkey to tide over their financial difficulties. While on their way to the market, they came upon a middle aged man who chided the father for making his young son walk in the scorching sun. The man asked the father why he did not ask his boy to ride the animal instead. The father took this advice in good spirit, got off and asked his son to mount the animal. After covering a little distance they met a young man who chided the boy astride the donkey by saying, "What a heartless boy you are. How can you comfortably ride the donkey while your old pa treads the difficult path?" Don't you have any concern for your father? Why don't you ask him to sit with you on the donkey?" The son quickly made space for his father also to join him on the donkey's back. They had barely moved a short distance when a woman called out to them. "How far can a poor little donkey carry the two of you? Aren't you ashamed to force such a heavy burden on a voiceless beast?" Deeply ashamed of themselves both father and son decided to make amends and carry the animal tied up and slung from a wooden pole. The spectacle of the father and son panting and carrying the burden naturally invited the mockery and laughter from their neighbors. Unable to bear this mockery, they dropped the animal in disgust and returned homewards. The animal soon died.



2

Enhancing Self-esteem and Dignity

A woman is like a lamp to her family and society. But society has kept her in the dark by denying her the opportunity to flourish through her inherent ability and potential. This has made her vulnerable to all forms of exploitation and discrimination in society.

It is essential that FSWs, as human beings, enhance their self-esteem for their personal and professional and well-being. They can then be a positive force to reckon with in society. This must begin by liberating FSWs from all forms of restrictions imposed on them and removing the all-pervading sense of guilt and inferiority so that they don't view life with fatalism and resignation.

This calls for efforts to create an environment conducive to helping these women live with dignity and respect. We need to change our outlook and mindset towards people in sex work to facilitate a change in the rest of society. Only then will efforts to enhance self-respect and esteem become successful.

Session 1: Breaking ties with cultural and traditional norms.

Objective

- To examine family, social and traditional restrictions and understand how to break free from the ones that restrict women's creativity and potential.

Expected outcome

- The participants will realize that if women are freed from their restrictions, they can lead a fuller and more creative life.

Notes to the Facilitator

The attitude that women must be confined only to domestic work has severely hindered the economic development of many families in our society. Now that women have ventured into areas that have been previously dominated by men, they have brought about significant changes in the living conditions of the families. This session will bear this out by presenting a role play that symbolizes family, social and traditional restrictions and how to break free. The participants selected for the role play must be thoroughly briefed about the symbolic significance of their actions.

Methodology

Role play 'Finding the light switch'.

Time

30 minutes

Materials needed

Role play script and pieces of cloth or kerchief to tie hands and mouth and to blindfold the participant

Activity Steps

1. The facilitator will read from the role play script, while selected participants perform the actions.
2. Ask one participants to come forward. Tie her hands; blindfold her eyes; gag her mouth; and make her sit on a chair. After this, invite four more participants that will pretend to be men.
3. Start the role play:

This is a bungalow and there is darkness all around. This woman is very afraid and is being suffocated from the gag. Because she is tied up she is not able to switch on the lights. There are also four men here. These men are also afraid of darkness. They too cannot locate where the switch is. They grope in the dark, stumbling, falling and searching in vain for the switch.

Though these men do not know where the switch is, they know that the woman knows where it is. But since she has been blindfolded; hands tied and gagged she is not in a position to do anything.

Enhancing Self-esteem and Dignity

4. Ask the participants what should be done to remove the darkness? (A likely answer might be: her hands must be untied.)
5. Ask the participants who should untie her hands? (A likely answer might be: the men in the bungalow should do it.)
6. Tell the participants that the men do not want her released from her shackles. Ask the participants who could help her now? (A likely answer might be that some participants will come forward to untie her hands; take the blindfold off her eyes, take the gag out of her mouth and help her stand up from the chair.)
7. Ask them to answer and discuss the following questions:
 - What were the symbolic meaning and significance of the restrictions? (A likely answer might be the hands, the mouth and the eyes represented the family, social and traditional restrictions.)
 - Why are these restrictions placed on women?
 - What was the symbolic meaning of you coming to her aid? (A likely answer might be it was our responsibility to release ourselves from family, social and traditional restrictions.)
 - How can women free themselves from these restrictions?
 - What did you learn from this exercise?



Session 2: Finding your hidden potential

Objective

- To reflect on self-image and personal capacities.

Expected outcome

- The participants will realize that all people have hidden potential and will be able to know one's identity and aspire to one's true potential.

Notes to the Facilitator

Most women in sex-work have no clear idea of their potential. The very nature of their profession and the attitude of society have demoralized their spirits and robbed them of their identity. This activity is designed to help them regain their identity. Many anecdotes taken from legends and mythology from any country that are inspirational to women can be cited here. For example, the efforts of the monkeys for the flight of Hanuman to Lanka, or Rani Laxmibai and Kittur Rani Chennama leading their armies into battle.

Methodology

Story telling, and question and answer activity.

Time

30 minutes

Materials

Copies of the story

Activity Steps

1. Narrate this story:

There was a farmer called Basava who raised chickens and ducks. One day his friend came upon a wounded pigeon, on his way to Basava's house. Moved by compassion, he carried it to Basava's house. The two men treated and nursed the bird and let it have an elevated perch near the flock of hen and cocks so it could watch them safely. Soon this pigeon learnt the habits of the hens and cocks and forgot its own true identity.



Session 3: How attitudes affect our behavior

Objective

- To enable participants to identify how different attitudes affect a person's behavior.

Expected outcome

- The participants will understand how attitudes can change the way they understand their environment and the need to believe in themselves and have self-confidence.

Notes to the facilitator

Human beings differ widely in their behavior and conduct. Some suffer from an extreme inferiority complex, while others gloat over their superiority. Both these extremes are indicative of their lack of self-confidence. This activity will enable the participants to understand these different types of behavior.

Methodology

Balloon game, and question and answer activity.

Time

45 minutes

Materials

For each participant, four balloons of different colors - red, green, yellow and blue. Thread for tying the balloons.

Activity Steps

1. Ask all the participants to blow the red balloons till they burst.
2. Ask them to blow the green balloon just a little bit so they can not float and just roll on the ground.
3. Ask them to blow the yellow balloons moderately and allow them to drift in the air.
4. Ask them to blow the blue balloons to a perfect size and ask the participants to play with these blue balloons.
5. After letting the participants play with the blue balloons, tell them that the red balloons represented self-praise and self-glorification. Anything done in excess is bound to blow up. The green balloons represent our inhibitions in expressing our feelings, emotions and opinions and thus cannot float. The yellow balloon represents our inability to realize our full potential and thus just drift in the air. The blue balloons, which were blown to a correct size, represent our self-belief, self-confidence and sense of joy in our life.
6. Ask the participants to answer the following questions:
 - Where would extreme forms of inferiority and superiority complexes lead us?
 - How can we make our lives free from complexes and also realize our potential?



Session 4: Each person is unique

Objective

- To enable the participants to understand that all human beings are unique in their own way.

Expected outcomes

- The participants will learn to respect their uniqueness.
- The participants will realize that they need not worry about differences of region, background, profession and status among human beings.

Notes to the Facilitator

Human beings are unique among all living creations. No two people are exactly the same. This being the case, we still wallow in pity and misery by comparing our lives with others. We yearn in vain for the happiness of others. This comparison with others can act as a slow poison. If we continue with this form of chronic worrying, we will lose the grace and the beauty of the 'present'. Our lives are as unique and different as sun and moon. When the former cannot be the latter, there is no point in brooding over our situation.

Methodology

Finger printing, and question and answer activity.

Time

30 minutes

Materials

Paper and ink pad

Activity Steps

1. Ask all the participants to use the inkpad and affix their thumb impression on a piece of paper.
2. Mix up all the papers and then ask each woman to try and identify her own thumb impression from the papers.
3. Ask the participants to answer the following questions:
 - What is uniqueness?
 - Are you unique?
 - How can you describe yourself?
4. Ask the participants to discuss the following question:
 - If a mere thumb impression can denote so many distinct qualities in us, shouldn't our thoughts and actions also be so distinctive?



Session 5: Finding solutions to problems

Objective

- To reflect on problems related to the professional challenges of sex work and to explore solutions to their own immediate problems.

Expected outcomes

- The participants will realize that escaping from the problem is not a solution to the problem.
- The participants will soon come to the consensus that finding alternative solutions to the problems is the method to overcome them.

Notes to the Facilitator

Those working in the development field may suggest strategies to create alternative avenues for these women. However, such efforts in the past have often failed to bring about long-term positive changes to the lives of FSWs. The Devadasi Rehabilitation Program is one such example. All professions have problems and it is probably not wise to give up one's profession just because of them. When confronted with problems, people initially react by thinking of alternative ways to solve them. However, when this is difficult, they pass them on to others. The exercise outlined here is designed to help these women address their immediate problems and concerns about their profession. It encourages women to take a proactive stand to overcome problems and shortcomings of their profession and helps them explore ways and means to solve their problems.

Methodology

Storytelling, question and answer activity, and analytical discussion.

Time

30 minutes

Materials

A copy of the story

Activity Steps

1. Narrate this story:

A poor farmer was rearing poultry for his livelihood. He would sell a few eggs and chickens and this was his sole source of income. One day, one hen in his flock laid a dozen eggs and soon his farm was full of chickens that roamed all over the place. The farmer, who was overjoyed at this unexpected windfall, began to anticipate better days ahead and dreamed of happiness and prosperity in his life. One morning he found one of the birds missing. He searched in vain everywhere for the missing bird. He speculated on the possibility of neighbors stealing his bird or maybe an eagle flying away with it. One day while watching over his chicken, he saw an eagle pouncing on one of the chicks and flying away. The farmer did not throw up his hands. He lay in wait for the eagle and killed it the very next day.

He heaved a sigh of relief, but this did not last long. The next day one more chick disappeared from the chicken coop. His search took him to his backyard where a wild cat was feasting on the chick it had killed. He immediately dashed towards the cat, caught it and tied it to a wooden post.

After a couple of days, one more chick was missing. The farmer became desperate. Yet, he did not give up his search to catch the culprit. This time it was a snake slowly devouring the third chick stolen from the farmer's yard. Even as he was debating whether or not to kill the snake, the neighbors were beating it to death. Feeling relieved in the hope that his chickens were now safe from all predators, he heard a noise coming from the chicken-coop. A fox was carrying one more chick and it disappeared into the bushes. Driven to desperation and cursing his ill luck and his fate, he finally decided to sell off his small lot of hens and chicken.



2. Ask the participants to answer the following questions:

- Did he make the right decision? Why did he decide to sell off the chickens?
- Do you think his decision was wrong? Why did you come to this conclusion?
- Why did the chickens disappear at regular intervals? Who was responsible?
- What other occupation could he have taken up? Were there other alternatives?

3. Ask the participants to discuss the following question:

- Should a person give up one's profession because of problems?
- Can this be compared to your life? How? Explain.



Session 6: Endeavor and perseverance

Objective

- To understand the importance of effort, will power and perseverance in solving problems.

Expected outcome

- The participants will understand that they cannot succeed unless they persevere in their attempts.

Notes to the facilitator

When confronted with problems our brains are spurred into action and we come up with various possible solutions. Sometimes we solve the problems through physical stimulation. For example, we react to an electric shock by removing our hands from the object causing the shock. We are naturally endowed with the ability to perceive the danger signs in our path. But some problems defy all solutions, in spite of our best efforts. This activity will demonstrate the importance of will power and perseverance in solving our problems.

Methodology

Matchstick shapes, and question and answer activity.

Time

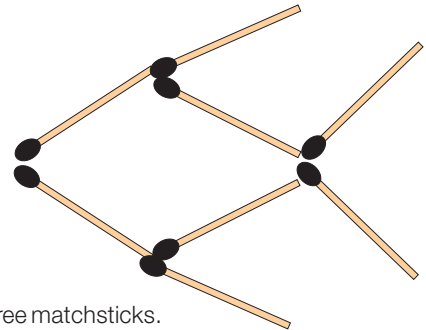
30 minutes

Materials

Matchsticks

Activity Steps

1. Show the participants a picture of this matchstick fish.
2. Ask the participants to make this fish face the opposite direction by repositioning only three matchsticks.
3. After repeated attempts, they will be able to accomplish this.
4. Ask the participants how they felt after trying for a time and then finally succeeding.
5. Ask the participants to share some real life experiences of try, try, try and finally succeed.



Session 7: Using opportunities

Objective

- To identify ways to make use of opportunities.

Expected outcome

- The participants will realize the importance of using opportunities to their advantage.

Notes to the Facilitator

Generally people are either deprived of opportunities or not able to make use of the opportunities that come their way. They fail to recognize opportunities even when they are available to them. This reflects a lack of self-confidence. Use the story to help the participants understand how to make use of opportunities.

Methodology

Storytelling, followed by question and answer activity.

Time

30 minutes

Materials

A copy of the story

Activity steps

1. Narrate the following story:

There was a devout Devadasi woman in a village who spent most of the day in prayers. She had an unshakeable faith in the divine power and firmly believed that it would always come to her rescue. Peer educators who came to her strongly advised her to use condoms to protect her health, but she did not heed their advice and told them that God would take care of her health.

One day she felt irritation around her genital area. She consulted a doctor and he referred her to an STI clinic. But she refused to visit the clinic as she only had faith in the healing powers of her God. She was asked to join in a community group of sex workers that was involved with helping women protect their health and welfare. But she adamantly refused their advice.

Within a few days she became very ill and died. Her soul stood before God and she asked why she was not saved from death. God replied that she was given three opportunities: in the form of peer educators, in the form of a doctor, and in the form of an organization, all of which she had squandered.

2. Ask the participants to answer the following questions:

- What could be the consequences of overlooking opportunities?
- Do you agree with the saying, "God helps those who help themselves?" Why?

3. Ask the participants to share some experiences they have had either squandering or making good use of available opportunities.





3

Expressing Yourself Confidently

Understanding the nature and scope of different communication skills can help sex workers express themselves confidently and effectively. Because of their negative social conditioning, they frequently follow limited and narrow thinking patterns that are barriers to effective communication. They must learn to have a broader outlook in life, beyond their narrow perceptions. FSWs have to be motivated and empowered so that they can express their true feelings and emotions, ideas and opinions, and their hopes and aspirations with their family, friends, community members and their clients.

This not only entails learning about how to improve their verbal communication skills, but also their non-verbal communication skills, or body language. These are skills that need to be learned and practiced so that they can feel more confident in their use of language. This will help them to develop a more positive image of themselves.

Session 1: Broadening our horizons

Objective

- To identify ways to look at things, people, and situations with a different perspective.

Expected outcome

- The participants will understand how negative ideas and perceptions impact on communication.

Note to the Facilitator

FSWs tend to look at the things, people and situations with a negative preconceived notion that restricts true perception. They must learn to have a broader outlook in life, beyond their narrow perceptions.

Methodology

Four different objects looked at from different perspectives, followed by discussion.

Time

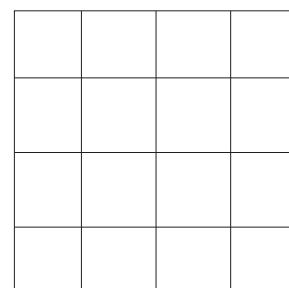
45 minutes

Materials Required

A transparent glass half filled with water; a white sheet of paper with a black spot in the middle; marker pen; brown sheet; tea-cup with a handle.

Activity Steps

1. Place a half-filled glass of water before the participants. Ask them what do they see? (Likely responses are: glass and water; half a glass of water; glass half filled with water.)
2. Tell the participants that sometimes presumptions and prejudices affect our communication. Show them a white sheet of paper with a black spot on it. Ask them what do they see? (Likely responses are: black spot; a black spot on a white sheet of paper.)
3. Ask the participants why they did not notice only the white sheet of paper? Why did only the black spot catch their attention?
4. Draw 16 squares on the board. Ask the participants to count the squares. Most of them count only the 16 squares. After this ask them to look for more squares. Then it becomes clear to them that there are more squares on the board than meets their eye. Ask them if they expressed what they perceived to be true.



5. To clarify the point about perception, place a teacup in the midst of the participants. Ask one of the participants to tell the direction of the handle of the teacup. (Likely responses are: turned to their right side; turned to their left side; there is no handle as is not visible to them.) Ask the following questions to start a discussion:

- What is the best way to perceive something or someone from a broader perspective?
- Can you give any more examples to explain ways of perceiving things more fully in our lives?



Session 2: Expressing ourselves

Objective

- To identify the situations under which FSWs find themselves at a loss to express their feelings, emotions and opinions.

Expected outcome

- The participants will be able to assess their communication needs in different situations.

Notes to the Facilitator

In their daily lives, FSWs come into contact and interact with a wide range of people. Yet this interaction does not allow them to express their true feelings and emotions, ideas and opinions, and their hopes and aspirations. To address this need for self-expression, they have to be motivated and empowered. If needed, add more questions to this list to reflect the participant's current environment.

Methodology

Question and answer activity, with group analysis.

Time

30 minutes

Materials

Charts, marker pens and list of questions

Activity Steps

1. Ask the participants to sit in a circle.
2. Ask them to respond to questions by raising one of their hands for Sometimes; not raising their hands for Never; or lifting both their hands for Often.
3. Read out each of the questions below and have someone record the response from the participants as in this table:

Question number	# participants lifting both hands (Often)	# participants lifting one hand (Sometimes)	# participants not reacting (Never)
I get an opportunity to speak to different people in different situations.			
I like speaking to people.			
I always interact with people in any one of the languages known to me.			
I speak to my family about my work.			
I clearly negotiate with my clients on money matters.			
I do not find it difficult to tell my clients to use condoms.			
I share problems of violence and oppression with my peers/colleagues/friends.			
Whenever I suffer violence or oppression, I lodge a police complaint.			
When I fall sick I visit the doctor.			
If notice an STI, I directly approach the specialty clinics.			
I can interact freely with officials or guests in all public functions.			
I like to participate in public functions.			

4. Have everyone look at the completed table and focus on the low scoring responses in the 'Never' column. Discuss why these situations are perceived so negatively?

5. Ask the participants to answer the following questions:

- For which situations do you think you need better communication skills?
- What are some other barriers to communication?



Session 3: Expressing yourself effectively

Objective

- To understand the importance of effective verbal communication.

Expected outcome

- The participants will learn that verbal communication includes many aspects that need to be considered to be an effective speaker.

Note to the Facilitator

Women in sex work rely on verbal communication during the course of their professional work. Therefore, it is important for them to identify the barriers so as to make their communication effective and meaningful. The following two exercises bring out the importance of the tone, tempo and rhythm of verbal communication, and clarity of instructions for effective use of the language.

Methodology

Group communication activities

Time

60 minutes

Materials Required

Two coins and a two pieces of cloth for blindfolds

Activity Steps

Stage 1

1. As the session begins use a loud and angry tone of voice that is irritating to the participants. Ask, "Are you ready for the training? I have an important matter to discuss with you." Stop for a moment, and then ask them why they are staring at you with surprise? (Likely responses are: request for you to speak mildly and to reduce your voice level.)

2. Now speak softly and in a very low voice asking them, "Are you ready to continue this training. I need to talk to you about something important." Stop for a moment and ask them why they are looking at you in a questioning way? (Likely responses are: they did not hear what you were saying.)

3. Then speak in a very level and matter of fact style manner, asking them, "Do you want to continue with this lesson. I don't have much important information to tell you." Stop for a moment and ask them why they are looking so bored. (Likely responses are: they did not understand you; that you sound negative, not inspiring.)

4. Ask the participants to try and explain the defects in each of the three styles of communication used by you.

5. Demonstrate the importance of stressing our words, and regulating our voice according to the time and place and the needs of situations, to effectively convey our ideas to others.

6. Demonstrate how the same sentences can be expressed in different ways and have different impact and results. For example,

"You are a very smart girl." can be said in different ways to convey different meanings and messages: as a complement, as an offending remark, or as a sarcastic comment.

"I will teach you a lesson." can be said in different styles to convey different emotions and sentiments: in good humor, as an angry retort, or as a suggestive comment.

7. Ask the participants to explain the feelings conveyed by the above sentences expressed in different styles. Explain how the same word can be interpreted in different ways depending on the style of its expression. Advise the participants to bear this in mind in their day-to-day life dealing with clients, police, or peers.



Stage 2:

1. Ask for two volunteers and blindfold them.

2. Instruct the rest of the group to give them verbal directions on how to find one of the two coins that have been hidden somewhere in the training room. Ensure that the group does not physically take them to the exact spot where the coins are hidden. After one of women has succeeded in locating the coin ask her why she took so long to locate the coin. (Likely answers are: directions given by her friends were misleading, were not audible, or were confusing.) Analyze her responses by explaining the importance of clarity of expression, appropriate emphasis in speech, or pauses, in improving the quality and effectiveness of communication.

3. Ask the rest of the participants why they did not clearly communicate the directions to the blindfolded participants. (Likely answers are: the blindfolded participants may not have heard them properly, may not have understood what was being said, or that they did not pay enough attention).

4. Explain the importance of listening skills in communication.



Session 4: Body language

Objective

- To stress the importance of non-verbal communication skills, or body language, in effective communication and to encourage participants to learn these skills.

Expected outcome

- The participants will learn important non-verbal communication skills required for effective communication.

Notes to the Facilitator

Our speech forms only a part of communication. Most of our communication is non-verbal. The importance of non-verbal communication skills, through gestures, eye contact, posture, poise, smiles, or silence is just as important as verbal or listening skills. The role and impact of the environment and our upbringing shape our manner of non-verbal communication.

Methodology

Interactive small and large group activities.

Time

60 minutes

Materials Required

None

Activity Steps

Stage 1: Communication through facial expressions

1. Ask all participants to stand in a circle such that each participant's face can be seen by the rest of the group. While explaining the importance of smile in our lives the facilitator will ask all the participants to burst into loud laughter. After this ask the participants to explain the various types of laughter. Then, explain the close connection between their smiles and their communication as the smile is a reflection of our moods. Demonstrate other types of facial expressions and ask what is their importance in effectively conveying our emotions to others. (Likely answers are: cordiality, anger, helplessness, grief.)

Stage 2: Communicating through gestures

1. Ask two participants to volunteer. Ask one of them to think of how to do something (for example, put on a sari, or tie a shoe) Give her a minute to think how to explain it without using any hand gestures. Tell the two volunteers to begin. After one minute or so, ask the participants to stop and ask if the communication was effective. (Likely answers are: no, not effective, not very satisfying.) Now ask the participant to explain it again, this time using hand gestures. After one minute or so, ask the participants to stop and ask if the communication was more effective, and why. (Likely answers are: yes, because the gestures clarified the meaning.) Ask the participants if they can think of a situation when gestures could impede a conversation. Discuss how gestures can both enhance and impede communication, while speaking as well as while listening.

Stage 3: Communication through eye contact

1. Ask two participants to volunteer. Ask both volunteers to sit together, but facing in opposite directions. Ask one of them to try to persuade the other to do something (for example, lend you some money, take care of your children.) Tell the two volunteers to begin. After one minute or so, ask the participants to stop and ask if the communication was effective. (Likely answers are: no, not effective, not very satisfying.) Now tell the participant to face each other and to establish eye contact with one another and ask again for the favor. After one minute or so, ask the participants to stop and ask if the communication was more effective, and why. (Likely answers are: yes, because the eye contact made the other person seem more like a friend.) Ask the participants which situation was more motivating and enjoyable.

Stage 4: Discussion

1. Ask the participants to explain the barriers observed in all the forms of the communication exercises they practiced. Stress the importance and influence of body language including gestures, touch, and eye-contact. Initiate a discussion by asking:

- Why is effective body language so important to communication?
- What are non-verbal ways to show interest in what others are saying?
- Can silence help in communicating meaningfully and effectively?
- What are non-verbal ways to show non-interest in what others are saying?



4

Knowing Our Bodies

In the last couple of decades, HIV/AIDS has emerged as a silent killer disease spreading across the globe. It has cast its dark shadow over the lives of millions of people, cutting across religion, colour, and race. While life style, sexual preferences and habits have been identified as the main cause for this infection, sex-workers have been blamed for the spread of the HIV virus. But contrary to this popular belief, innumerable studies conducted so far reveal the predominance of this infection among men, or clients of sex workers. Sex workers must stop blaming themselves and must start to raise their awareness levels and begin promoting safe sex-practices. If they can carry on their professional duties while protecting themselves, the clients and the clients' partners, this will help to restore their self-confidence and dignity. These exercises have been designed to raise their awareness about their health issues.

Session 1: Biological and sensual differences between males and females

Objectives

- To provide sex workers with a clear understanding of male and female anatomy.
- To identify the physical differences between male and female and link them to biological or sexual pleasure purposes.
- To argue that the enjoyment of healthy, pleasurable and safe sexual activities is a sex workers right.

Expected outcomes

- The participants will realize that physical differences between males and females are meant both for the purpose of procreation and for sexual pleasure.
- The participants will realize that different body parts can be a source of pleasure.

Notes to the Facilitator

Male and female human beings are wonderful creations of nature. The main reason for the differences in their physical structure is biological. The male organ produces the sperm, the female organ produces ovum. While man has testicles and a penis, a woman has vagina, ovary and uterus, or womb. Man and woman biologically complement each other in the act of procreation. Both partners may want a child, but the woman has to carry and nurture the fruit of their union in her womb. Apart from procreation, the various reproductive body parts of a man and woman, such as the vagina, penis, and breasts, also serve as a source of sensual pleasure. Feelings of sexual awareness and sensual pleasure-seeking behavior are basic and natural and can be enjoyed without planning for children. The desire for sensual pleasures usually takes precedence over considerations of the urge to procreate. Sex is a natural and important aspect of life for both men and women. Sex workers perform the role of pleasure provider to clients. The FSW provides sexual pleasure and the man becomes the seeker/receiver of her services at a price, i.e. by paying for the services in cash or goods. This should not be grounds for lowering the dignity of woman.

Methodology

Drawing activity, with question and answer period.

Time

1 hour and 30 minutes

Materials Required

Nude body pictures of a male and a female, each cut into 14 pieces, and whole replicas of the same pictures.

Activity Steps

1. Divide the participants into two groups and give all 14 pieces of the man's picture to one group and all 14 pieces of the woman's picture to the other group.

Knowing Our Bodies

2. Ask both the groups to rearrange these pictures to complete their jigsaw. After they have remade the pictures, ask them to identify the different parts of the body.

3. Display the pictures before the participants and ask them about the functions of the various parts of the body. Ask them to give reasons for the physical differences between two sexes. For example, ask them to explain why women have breasts. (Likely answers are: breasts are needed for feeding the child; for giving man and woman sensual pleasure through touch.) Now ask about the purpose of a penis and vagina.

4. Explain that most sexual body parts are meant both for procreation and also for sexual pleasure as they complement each other. Highlight that both man and woman are equal partners in sex and procreation.

5. The facilitator should mark the sexual organs on the nude body pictures of the male and female. Use the following questions to start a discussion:

- What is meant by sexual pleasure?
- How do these organs give pleasure?
- Why does sexual orgasm or bliss vary from person to person?
- How important is giving and receiving sexual pleasure?
- Why is enjoying pleasure the right of every individual?
- Why are we not entitled to enjoy this pleasure if it causes no harm to others?



Session 2: Physical activity and limitations of female sex workers

Objective

- To provide information to female sex-workers regarding their physical strength and endurance, physical safety and wellbeing.

Expected outcomes

- The participants will realize the limit of endurance of their body.
- The participants will realize that is if they preserve their health and strength with good nutrition and timely treatment for any STI, they can extend their active working years.
- The participants will realize that having fixed hours of work and limiting the number of clients is better for their long-term health.

Notes to the Facilitator

Generally, sex-workers, in the initial stages of their career, appear to be healthy and strong. But their desire to make more money through overwork gradually makes them vulnerable to various forms of infections. More often than not, they are not aware of the impact of this overwork on their body and health suffers with various forms of illness. Even if they notice their failing health and are aware of infection/s, they do not go through the treatment regimen prescribed by the doctors as the treatment cost is beyond their reach. As most of them are ignorant about many contraceptive methods, they have unwanted pregnancies and then have to work more to provide for the needs of their children. As the income from sex work can be low, they have to cater to more clients in order to make more money. This situation makes them weak and vulnerable to many diseases at a very early age. When they can't treat or cure their health problems, they find an easy way out by taking painkillers and other habit-forming substances. Gradually they become addicts to these substances.

Methodology

Group discussion, role play, and question and answer activity.

Time

60 minutes

Materials Required

Brown sheets and marker pens

Activity Steps

1. Divide the participants into two groups. Give each group one of the following scenarios to read and discuss:

Case 1

It is common to see a truck being used for transporting heavy loads on the highways. What happens to such a truck because of its indiscriminate use on such roads? Discuss its impact on the vehicle and possible solutions.

Case 2

What happens to a female sex worker who works near the highways and indulges in sex work with more clients than she can bear? Discuss this impact on the sex worker and possible solutions.

2. Ask the two groups to present their impact scenarios to the other group. Then write down the opinions of the two groups, linking impact on the truck with impact on the sex worker. For example:

<u>Impact on vehicle</u>	<u>Impact on FSWs</u>
Accident	Infection
Lack of diesel	Poor nutrition

3. Ask the two groups to present their ideas to the other group. Then write down the opinions of the two groups, linking solutions for the truck with solutions for the sex worker. For example:

<u>Solutions for vehicle</u>	<u>Solutions for FSW</u>
Repair	Treatment

4. Explain that the main difference between the vehicle and the FSW is that the vehicle is an inanimate thing and new parts can replace its old ones. However, infection in the body, such as common STIs in FSWs, may prove debilitating, or even fatal over time.

5. Highlight that the solution for the FSW is to insist on the using condoms with every client, getting regular medical checks, eating nutritious food, and maintaining personal hygiene. These are essential pre-requisites to ensure their physical safety. These protective measures must become a regular part of their work ethic.

6. Ask the participants to answer the following questions:

- What are the essential precautions to ensure the health of human body?
- Does the human body have an endurance point?
- What will be the impact of overwork on the human body?
- Does the human body need rest before work? If yes for how long? Why?





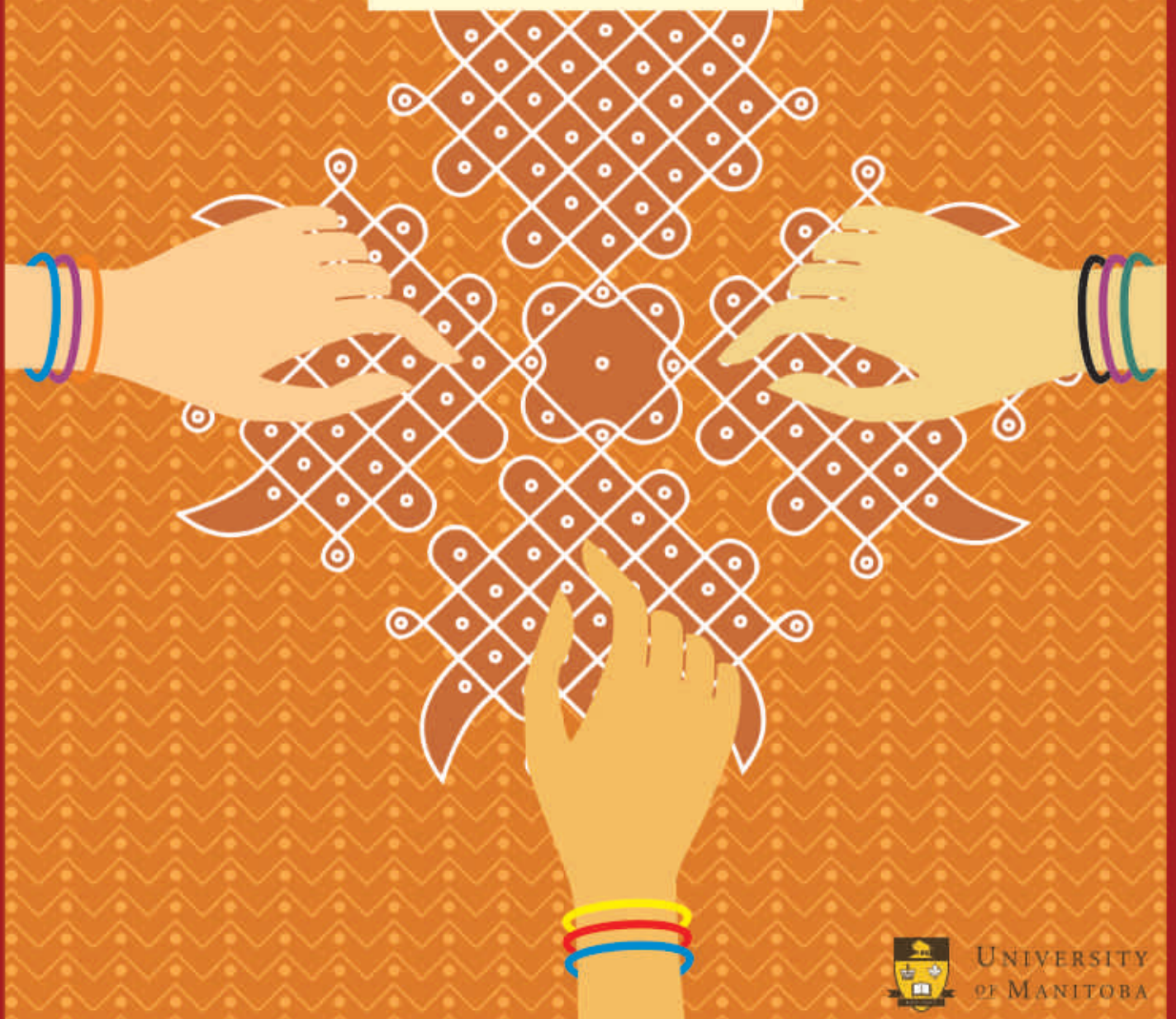
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4

Community Mobilization for Female Sex Workers

Facilitating the Establishment of
Community-Based Organisations
for Female Sex Workers



UNIVERSITY
OF MANITOBA

Community Mobilization of Female Sex Workers: Module 4- Facilitating the Establishment of Community-Based Organisations for Female Sex Workers

is the forth module in a series of five
on empowering female sex workers
and their communities.

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*The photographs in this module have been used
with the consent of the community.*

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PREFACE

The Community Mobilization of Female Sex Workers manual is a series consisting of five modules including:

- Module 1 - Introduction and Overview
- Module 2 - A Strategic Approach to Empower Female Sex Workers in Karnataka
- Module 3 - Enhancing Self-esteem and Dignity among Female Sex Workers
- Module 4 - Facilitating the Establishment of Community-Based Organizations for Female Sex Workers
- Module 5 - Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers

Module 4- Facilitating the Establishment of Community-Based Organizations for Female Sex Workers, focuses on the second step in a three part series of capacity building programs. It aims to mobilize communities to form strong and effective community-based organizations (CBOs) that can challenge power structures, while creating a strengthened environment. But before this can be done these community groups must come together to identify their unique problems and search for appropriate solutions. KHPT will ensure that the community members understand how a CBO is organized around a set of membership roles, rules and requirements to promote group action. With a well-represented and democratically elected leadership, the CBO can help ordinary members achieve their goals through effective action that facilitates working together for a common cause.

Karnataka Health Promotion Trust

1

Identifying Problems and Finding Group Solutions

Mobilizing communities signifies a key shift in approach, moving from attributing change to individual efforts, to focusing on the strength of working together as a group for community-based interventions. As an approach, mobilizing for change aims to bring about a shift in power and ownership: from individual hands to the hands of the people, from private to group. Because society has denied female sex workers (FSWs) self-respect and dignity, they often lose hope and live in a constant state of resignation. In such a state, individuals do not have the strength to stand up against a society that continues to exploit them and deny them their most fundamental human rights.

Historically, groups that have worked together have been more successful in bringing about major changes in society by challenging oppressive values. This has led to the initiation of movements for change in favor of vulnerable and exploited people in many parts of the world. In India, mobilizing groups of FSWs is widely recognized as the Sonagachi model. With the current threat of HIV and AIDS, the need to mobilize and strengthen FSW groups is critical.



Session 1: Problems and hurdles faced by FSWs

Objective

- To identify specific problems and hurdles faced by FSWs.

Expected outcome

- The participants will gain a clear picture about the problems and hurdles they face every day.

Notes to the Facilitator

The problems or hurdles associated with sex work are different from other problems seen in other professions. FSWs can face dangerous situations that include: harassment by brothel keepers, or pimps; health related problems, including HIV; police harassment; anti-social elements or rowdy patrons; and societal stigma and discrimination. These problems and hurdles have placed FSWs in a vulnerable situation.

Methodology

Group brainstorming, reflection activity with pictures, role plays and discussion.

Time

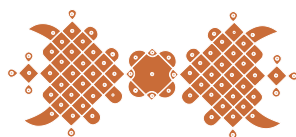
1 hour and 30 minutes

Materials Required

Marker pens, large sheets of paper, set of pictures that depict the typical problems or hurdles faced by FSWs.

Activity Steps

1. In the large group, one facilitator will ask the participants to spontaneously call out their response to the question, "What are the problems and hurdles faced by your community?" Any answer given will be recorded on a sheet of paper by the second facilitator and promptly displayed. No response will be commented on, either positively or negatively, or deleted.
2. Facilitate a group discussion to prioritize the important problems and hurdles among those listed. Create a final list of important problems and hurdles that the group has identified. Keep this list to use in Session 3.
3. Divide the large group into smaller groups of 4-5 participants. Assign each group one of the identified problems or hurdles and give each group a picture(s) that reflect this problem or hurdle. Ask the group members to discuss this problem in depth so that they have a clear understanding of the immediate and long term problem and its overall cause.
4. To share this problem with everyone, ask each small group to develop a short role play of the problem they have just discussed.
5. Share the role plays in the large group.
6. Encourage the participants to comment on the role plays and to ask questions about each groups' performance. Ask them if they now have a better understanding of some of their most important problems and their overall causes.



Session 2: Root causes of problems

Objective

- To realize the importance of identifying the root causes of problems.

Expected outcome

- The participants will understand that we all have a contribution to make to find solutions to the problems affecting our society.

Notes to the Facilitator

Generally people expect instant solutions to their problems. For example they apply ointment to an itchy skin rash for instant relief. After this they continue the same treatment wherever the rash appears and this habit grows on them. The itchy skin rash cannot be cured by mere external application of ointment unless a thorough diagnosis is done. Looking deeper into a problem to get insight into the root cause can be a more lasting solution to many of our problems. Participants need to realize that long term solutions to problems lies in understanding the root causes and effectively controlling them. This is much like taking necessary steps to prevent the itch, rather than smothering it with ointment every time a rash appears.

Methodology

Storytelling and analysis.

Time

45 minutes

Materials Required

A copy of Gangamma's story

Activity Steps

1. Narrate this story:

Four years ago, Gangamma, a woman belonging to the lower strata of society, lost her husband. She supported her aged parents and her five-year-child by doing domestic work in the homes of her neighborhood. Now she is an indispensable part of many households in her village. Unlike some other women of her community, she had no vices like drinking alcohol or chewing tobacco. She enjoyed robust health and always presented a perfect picture of health, joy and happiness.

One day she developed acute pain in her stomach that she thought was a common ailment and drank a home remedy. When the pain in her stomach showed no signs of abating, she decided to visit the village doctor, who was known for his healing powers. Besides, the government hospital was much too far from the village.

After a quick glance at Gangamma, the village doctor gave her some pills with a casual remark that it would cure all her pains. Upon reaching home Gangamma took these pills as advised by the doctor. Now the pain in her stomach was accompanied by vomiting and diarrhea. She began to feel very weak from this new ailment. She now paid another visit to the same doctor along with her mother. The doctor cursed her for gulping those pills on an empty stomach and gave her some root extract. No sooner had she drank that concoction than she fell on the ground, unconscious. After a casual examination of the patient, the doctor declared that she was beyond hope of living.

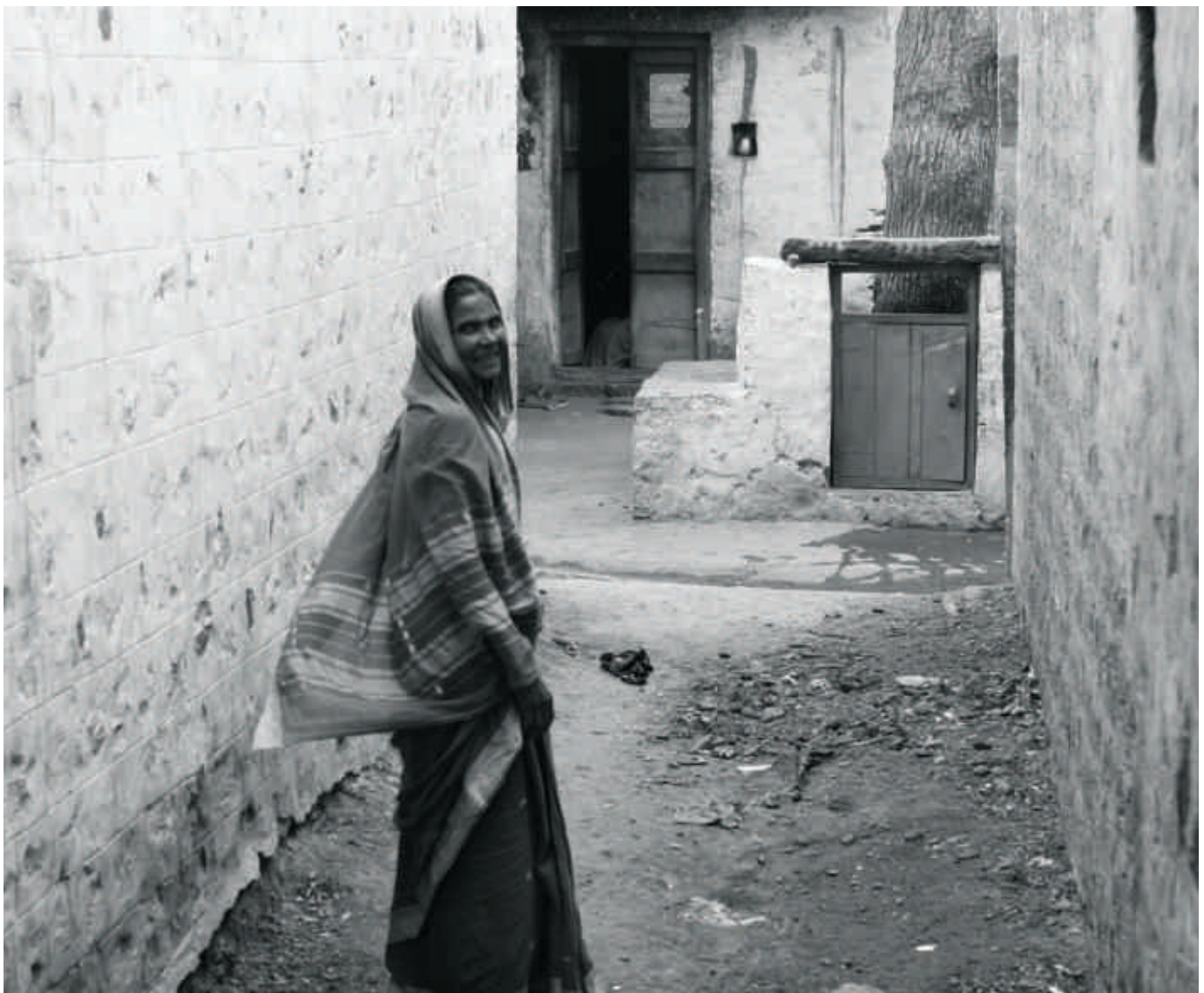
Her mother and other patients who had come to the clinic made a last ditch effort to save her life by taking her to the government hospital. The doctors there did many tests to find out exactly what was wrong with Gangamma. When they found out, they treated her with the correct medicine. After a week Gangamma was back at work and as healthy as ever. To enquiries after her health she casually replied that it was gastric something which had troubled her and now she was feeling all right.

Identifying Problems and Finding Group Solutions

2. Ask the participants the following questions. Encourage them to discuss their answers with one another.

- Why did this happen?
- Who was at fault? Gangamma or the doctor?
- What external environment contributed to how Gangamma or the doctor acted?
- What would have been the best way for Gangamma to deal with her illness?
- What would have been the best way for the doctor to treat Gangamma?

3. Highlight the root causes of the problem: when the village doctor gave Gangamma medicine without studying the symptoms, this strategy only aggravated the situation. Therefore, if finding cures for the problems affecting our society is the objective, we must develop a clinical and analytical approach to find the right solutions.



Session 3: Traits within society

Objective

- To understand contemporary social realities.

Expected outcomes

- The participants will understand how societal attitudes breed inequities.
- The participants will understand how certain societal factors can force women into sex work.

Notes to facilitator

This session is about understanding the traits within the society that are responsible for the vulnerability of women. The society as a whole is neither just nor inclusive. Power dynamics exist at all levels. Specially, in a patriarchal society, women are discriminated against. It is therefore important to get a better understanding of our society so that we are able to find ways to tackle issues that are applicable to our lives. The pictures to be used for the session are in Annex 1. Pictures specific to the different contexts of the participants can also be used.

Methodology

Reflection and analysis.

Time

45 minutes

Materials Required

Copies of the pictures reflecting social attitudes in Annex 1

Activity Steps

1. Ask the participants to form small groups and give each group a pair of pictures. Each of these pictures reflects a certain social attitude/ reality. If the training group is large just give one picture to each group.

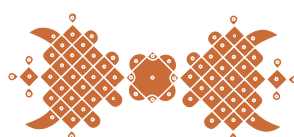
2. The ten pictures represent the following situations:

1. Rich young men teasing and exploiting poor women.
2. A land lord standing near his irrigated farm and the landless poor working for him.
3. The gap between the rich and the poor.
4. Differences in the wages of women and men.
5. Migration of unemployed laborers.
6. Domestic violence.
7. Pimps making money at the sex worker's expense.
8. Discrimination in villages on the grounds of caste and class. In some villages of India access to water is denied to people from 'low' caste.
9. Violence and abuse of women especially female sex workers.
10. Child marriage.

3. Each of the groups should discuss their pictures for approximately fifteen minutes before sharing their ideas with the large group based on the following questions:

- What are the reasons for these inequalities in our society?
- Do we still face them?
- In what ways have these realities affected our lives?
- What can we do to change them?

4. Conclude the session by noting the similarities and differences in the groups' responses and ensuring everyone's voice was heard. Highlight the fact that there are deep rooted inequities within society that need to be addressed and changed. Although this might be a slow process, for FSWs it is a fundamental step.



Session 4: Finding solutions to problems

Objectives

- To provide a strategy for first understanding the problem and then looking for a suitable solution.
- To make it clear that there is more than one way to solve any given problem.

Expected outcomes

- The participants will realize that to solve a problem, one needs to get to the root of the problem.
- The participants will learn that with proper planning, any problem can be solved if it is tackled from all angles.

Notes to the Facilitator

This exercise is about finding solutions to problems the participants face in their everyday lives. Sometimes people tend to address their problems with solutions that are not well thought out. This can often complicate the situation by creating new problems.

Methodology

Reflection activity with pictures, followed by question and answers and discussion.

Time

45 minutes

Materials Required

Large sheets of paper, marker pens or chalk

Activity Steps

1. Tell this story:

One morning a wild pig ran loose in a village and created havoc. It destroyed the gardens outside people's houses, frightened little children, and damaged the wheat drying outside. It was completely out-of-control. The pig also chased an eight-year-old boy and hurt him. The little boy was left bleeding on the road a long time before the villagers ran to help him.

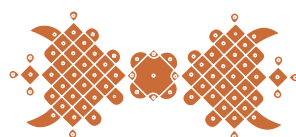
2. Then divide the participants into small groups and ask them to come up with as many solutions as possible to resolve the problem of the wild pig.

3. Ask each group to present their solutions. Ask the other groups if they agree with the solutions or can think of others. (Likely responses are: killing the pig, tranquilizing it, tying it up tighter, or putting it in a cage.)

4. Tell the participants the story of Hanuman saving Lakshman's when he was injured in battle. To get a medicinal herb that will save his friend Lakshman's life, Hanuman, the small monkey, grows big enough to be able to carry the huge 'Sanjeevini' mountain. Remind the participants that the moral of the story is that when faced with big problems, we have to grow bigger - both in mind and spirit, in order to overcome these problems.

5. Ask participants to recollect other well known stories of triumph in the face of extreme challenges.

6. Display the final list of problems and hurdles compiled in Session 1. Tell the group that if a problem is analyzed carefully, many possible solutions can be found. Every problem does not necessarily have to be looked at in just one way, but can be understood from different angles. Although solutions can be found for each problem, sometimes the process may take time to bear fruit. For example, as a solution to end police harassment, the FSWs may suggest suspending the local policeman. However, point out that another policeman will only take the place of the original one and the problem will continue. Stress to the group that a better short-term solution might be filing a case against the policeman and then fighting it in court. A long-term solution might be to start a sensitization program for the police and to advocate for better legal protection.



2

Coming Together as a Group

A community-based organization (CBO) can be understood as a group bound by an ideology, upholding certain values and principles, while striving for the development of the community. Because society has oppressed and stigmatized FSWs, it is essential that they join together as a group to build an effective platform to raise their voices against all forms of oppression, injustice and exploitation. Through their own initiative, these FSWs can play a proactive role in changing the lives of their members by mobilizing resources for their development.

These FSW groups must emerge from the realization that unity is strength, and strength is unity. A strong community group is possible only when the members realize the need for solidarity. To move in this direction, it is essential that FSWs have a clear picture about the need for, and the goals and objectives of the CBO.

Session 1: Threats to CBOs

Objective

- To highlight the importance of disruptive forces from both inside and outside weakening or destabilizing a CBO.

Expected outcome

- The participants will understand that not everyone will be willing to support the CBO and that it will be necessary to be aware of disruptive forces and find a balance between promoting goodwill and fighting injustices.

Notes to the Facilitator

CBOs can be the most effective platform for finding solutions to the problems faced by its members. But this is easier said than done. There will always be individuals within and without who will resist the formation and strengthening of a CBO. There is a need to understand the threats faced in forming a CBO, and then carrying on with its work.

Methodology

Balloon game.

Time

30 minutes

Materials Required

Balloons, string or rubber bands, gift-wrapped object as prize

Activity Steps

1. Ask the group to form a circle and give each participant a balloon and a piece of string or rubber band. Tell them to blow-up the balloons as big as they can and announce that the biggest balloon will win a prize.
2. After every one has blown up their balloons, tell them to begin playing with the balloon to see how high they can make it go.
3. Because the balloons have been blown up very large, many of them will start to pop when they are bounced around because of the pressure on the inside and outside.
4. After about 10 minutes of play, or when almost all of the balloons have popped, stop the activity and give the person with the largest balloon left a prize.

Coming Together as a Group

5. Discuss what happened during the activity. Ask the participants these questions:

- Did the balloons break because of forces inside them or due to external factors?
- How and why did this happen?
- Who is likely to cause problems to a newly formed CBO?
- Why should others in the CBO keep an eye on such people?
- Is it possible to influence them so that they work to strengthen the CBO? How?

7. Sum up the discussion by saying that there are forces both within and outside an organization that can destabilize it. The CBO needs to have internal stability so that it can withstand destructive forces.



Session 2: The need for CBOs

Objective

- To be conceptually clear about the rationale for a common community-led agenda.

Expected outcome

- The participants will learn that there is strength in forming and working together as a group, irrespective of the personal differences between members.

Notes to the Facilitator

Even though CBOs are formed based on a belief that unity is strength, they can run into personality issues. This can divert the members from the community-led agenda. This activity can be used to highlight the various reasons why people come together to form associations and how social, economic, political, religious and cultural differences affect members' behavior. In spite of these differences, KHPT is convinced of the need to work together.

Methodology

Large group activity and discussion.

Time

60 minutes

Materials Required

Paper copies of small denominations of the local currency, such as ten rupee notes, and multiple pictures of these shop items.

Set up a shop using these pictures of these shop items along with their prices in a corner of the training room.

Item	Price
Rice	30
Radio	50
Water	40
CBO Membership dues	40
Education fees	50
Beans	30
Matches	10
Pots	30
Bike	70
Petrol	30
Clothes	90
TV	70
Make-up	90

Activity Steps

1. Distribute paper copies of small denominations of the local currency (totaling a hundred rupees) to all the participants.
2. Tell each participant that with their money they must buy at least two items, but must save a minimum of ten rupees.
3. After the participants finish shopping, ask them to form groups based on the items that they bought. (Usually several groups will be formed; one buying necessities, such as rice, beans, water, matches, and pots; another group buying long-term investments such as education fees or membership dues; then another group buying luxury items such as make-up.)
4. Now ask the groups to pool their savings together and try to buy additional items from the other groups.
5. After everyone is done shopping ask them to discuss these questions to identify and comment on their different purchasing strategies:
 - Why did some people buy basic need items instead of luxury items?
 - Did any of the participants pair up and buy things they both needed?
 - What are some of the positive outcomes of working together as a group?

Session 3: Objectives of a CBO

Objective

- To understand the significance of deciding on and agreeing to specific objectives of the CBO.

Expected outcome

- The participants will learn about the nature of both the long-term and short-term objectives agreed upon by the CBO.

Notes to the Facilitator

The purpose of forming a CBO is to address specific problems through objectives. People sometimes refer to objectives as future plans. All CBOs must have objectives. When members of CBOs decide on their objectives, their future becomes clearer. Essential characteristics of objectives are that they must be specific, with measurable indicators, and be able to be put into action in a set period of time.

Methodology

Small group drawing demonstration, brainstorming, storytelling and discussion.

Time

1 hour and 30 minutes

Materials Required

Large sheets of paper and marker pens

Activity Steps

1. Divide the participants into two groups. Give each group a large piece of paper and some marker pens.
2. Ask the members of one group to each draw a straight line on the sheet of paper. The lines drawn will convey no definite image.
3. Next, ask the other group to draw a sketch of a house with each member drawing only a single line. The members will be able to create a definite image symbolized by the picture of a house.
4. Show the results from the second group to the first group. Ask everyone to discuss why the first group could not arrive at any specific figure whereas the second group was able to draw a picture of a house.
5. Stress the need for direction in whatever we do to achieve specific objectives.
6. In the large group, one facilitator will ask the participants to spontaneously respond to the question, "What are the objectives of coming together to form a CBO?" No response will be commented on, either positively or negatively, or deleted. Any answers given will be recorded on a sheet of paper by the second facilitator and promptly displayed.

Likely responses might be to:

- Build linkages with other organizations to get health education and health services.
 - Raise literacy level among FSWs.
 - Initiate and implement programs to ensure social security.
 - Ensure provision of basic facilities.
 - Advocate for free and compulsory education for their children.
 - Initiate advocacy related activities and draw the attention of society and the government to the problems of the community members.
 - Advocate for policy decisions that protect FSWs interests.
 - Demand a separate commission to be set up by the government for the development of FSWs.
 - End societal stigma and discrimination against FSWs.
 - Achieve social, economic, political and cultural development and equality for FSWs.
7. Ask the group to have an open discussion to determine which of these objectives are specific, with measurable indicators, and could be put into action in a set period of time? Which of these objectives can be met in the short-term or in the long-term?

Session 4: Advantages of membership in a CBO

Objectives

- To convince the community members that acting as a group can bring important benefits to all.
- To develop skills of convincing others to participate in CBO-led objectives.

Expected outcomes

- The participants will learn the importance of group efforts, and being united and organized, and hence the advantages of a CBO.
- The participants will be able to convince other members of their community that working together as a group is a good thing.

Notes to the Facilitator

Even after understanding the objectives of a CBO the officeholders are likely to face questions from new members such as how they stand to personally benefit from joining. The question of profit will be uppermost in the mind of a new member when she joins. The officeholders must prepare themselves to effectively handle this situation by being able to convince positive potential members, or people who are reluctant to join, of the other advantages of being in a CBO. The advantages to individuals, linked to the goals and objectives of the CBO, need to be clearly stated and communicated.

Methodology

Paper chain game, role play, and discussion.

Time

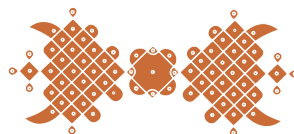
1 hour and 15 minutes

Materials Required

Old newspapers, cut into thin strips; scissors, glue

Activity Steps

1. Select two or three members from the group to be observers during the game.
2. Then ask for four volunteers and give all of them the paper strips and glue. Ask them to individually roll the paper strips like links in a chain and tell them to interlink individual links to form a chain. Tell them to make as many links as they can in five minutes. After five minutes, measure all the chain lengths by placing them side by side.
3. Divide the remaining participants into these four groups, but tie the hands of the original participants who started making the paper chain links.
4. Supply each of these groups with lots of paper strips and glue. Give each of these groups one minute to discuss and decide on a plan for making as many paper chains in the least amount of time. At the end of five minutes, measure the length of the chains prepared by each group.
5. Tell the observers to share their thoughts regarding the game with the large group. Ask them to discuss the following questions.
 - What was the difference in the length of the chains made individually and when completed by a group?
 - What can these shorter, incomplete chains be compared with?
 - Did the people whose hands were tied put in any effort during the activity?
 - Who can you compare the people whose hands were tied with?
 - How did the original participants feel when they had their hands tied?



Coming Together as a Group

- In what way did they benefit from the group working together?
- Why didn't anyone come forward to untie the hands of their friends?
- How can a CBO come to the aid of any member who is in need of help?

6. Ask for three volunteers to role play a situation in which a small group will try to convince other members of the community to join the new CBO. Now ask for three other participants to come forward to role play a group of reluctant community members. Take these three aside and discourage them from accepting the invitation to join the new CBO, no matter what positive reasons the other group gives for joining.

7. Tell the participants they have five minutes for the role play. Ask all the other participants to watch carefully and remember the positive argument for joining and the rebuttals to any negative responses. Start the role play.

8. At the end of the allotted time, ask if any of the three reluctant participants, or any of the larger group, was convinced that joining the group would be beneficial to them. If not, why not? (Likely responses are: they didn't understand the reasons; the reasons didn't apply to the FSWs situation.)

9. Tell the group that only when every member of their community, including all typologies of sex workers, is a member of their group, can it be strong and successful. If the participants want to convince other community members to join their CBO, they need to clearly state the objectives of the CBO and how each individual member can both contribute and benefit from joining. Ask them to discuss the following questions:

- What are the important techniques to use when trying to convince others?
- What local techniques of convincing are applicable to this situation?
- What can be done about people who cannot be convinced in spite of your best efforts?



Session 5: Building self-esteem through CBO involvement

Objective

- To enable participants to view themselves as important members of a group capable of contributing to the betterment of their community and society.

Expected out-come

- The participants will realize that they are making valuable contributions to their community and society and that they should feel proud about the contributions they are making.

Notes to the Facilitator

Low self-worth or lack of self-esteem is a major hindrance to forming and strengthening a CBO of sex workers. The thought of being associated with any particular organization raises a variety of fears in the minds of community members. Some of these fears that plague community members might be: "Will society rebuke me? Will my secret life come out in the open? Is this even possible for someone like me? Will our community organization gain the respect and value it deserves?" This session will bring these fears out in the open and reassure the participants by creating the right atmosphere to instill a sense of respect and esteem held for these women.

Methodology

Inspiring stories and discussion.

Time

60 minutes

Materials Required

Banner with inspiring statement 'Tough times never last, but tough people do!'

Activity Steps

1. Ask one or two volunteers to talk about their life experiences and how they overcame their difficulties. To make this process more relevant and sincere, the facilitator could begin by telling the group about her own life and her struggles.

2. After hearing several life experiences, ask the group to discuss the positive aspects that have been mentioned that help the speakers carry on in life despite their difficulties. (Likely responses could be: courage, patience, commitment, equality, interest, responsibility, cleverness, support, unity, and cooperation.)

3. Display this slogan on a banner in the training room, "Tough times never last, but tough people do!" Tell them that because they have joined a CBO means that they have been able to overcome most of the trials and tribulations in their lives. Now they have to continue to be strong and lead a fruitful and wholesome life. These thoughts should galvanize them to contribute to the CBO that has the objective of preventing HIV, along with many other stated relevant needs of the community.

4. For some participants among the group, this still may not be motivating enough as they might be very depressed from all the struggles they have been through in life. Narrate the following story:

A farmer lived in a village on a hill which had a severe scarcity of water. People walked long distances to fetch water and one woman carried water from the stream up to her house using a pole to balance two tins at either ends. One of the tins was cracked and only carried half the amount of water back up the hill. This tin became sad that it was only bringing half the amount of water that it should have been able to. Seeing the plight of the broken tin the woman took it along the route they traversed daily, and showed it the soft earth and the green grass that was growing all along the way where it had been dripping water. The woman then showed the dry earth without a blade of grass that was growing on the path under the other tin. The woman told the broken tin that she felt good about the greenery and the soft earth and told the pot to be happy.

5. Ask the participants what this story means to them. Let them discuss their feelings.

6. Sum up this session by telling the participants that they shouldn't be dejected about their lives or their standing in society because they are also contributing to the well-being of their community and that they are valuable members of society.



3

Leading a CBO

The basic aim of the CBO is to enable its members to live in dignity and to create a positive environment so that the members can achieve their objectives. CBOs must have competent leaders and officeholders who can provide direction to the CBO and protect the interests of its members. However, the concept of leadership often rests on false assumptions and misconceptions. It is considered as something that is beyond reach, attributable to superhuman qualities of leaders. Yet leaders emerge every day from the communities to which they belong. Everyone is endowed with leadership qualities, but not everyone becomes a leader, either because society does not recognize their leadership qualities, or they are denied the opportunities to exhibit them.

FSWs often have a deep-seated inferiority complex that closes doors to the possibilities of providing leadership to their community. Only when they consider themselves on an equal footing with other members of society, and become a part of the mainstream, will leadership truly emerge. FSWs need strong leaders who have a deep understanding of the ground realities and the problems affecting the community, so that they can represent the true aspirations and hopes of the community.

Leadership is neither a status symbol nor an instrument for exercising our authority over others. A true leader recognizes the importance of both silence and speech in discharging her role as a leader. A person who assumes leadership in a particular situation may hand over the responsibility to another in a different situation. Taking the initiative is as important to a leader as allowing others to take command of the situation; she must represent her group, while paving the way for others to occupy the center stage.

Leadership is an outlook and a skill that can be acquired by anyone. What type of leader can help a CBO to achieve its objectives? Leaders must possess qualities of intelligence, perseverance, honesty, and clarity of purpose. Leaders must also possess strong people skills such as empathy and understanding to help bring the community together. These qualities must be identified and nurtured to prepare members to take on leadership roles within the CBO.

A good leader also needs effective communication skills to effectively represent the hopes and aspirations of the community at appropriate platforms – for initiating advocacy, networking for linkages or launching a campaign against issues affecting the community. The leader must command the respect of the community members so that they will follow her lead.

Session 1: What is leadership?

Objectives

- To understand the chief characteristics and qualities of a leader.
- To encourage leadership among CBO members by highlighting the fact that leadership qualities are inherent in all of us and are not something linked to external sources.

Expected outcomes

- The participants will explore how the qualities and values of leaders have influenced them.
- The participants will realize that assuming any responsibility and taking any initiative reflects their leadership qualities.
- The participants will realize that a leader can arise in their midst.

Notes to the Facilitator

It is important to understand the qualities of a leader and how good communication skills play a crucial role in leadership. Although all of us are endowed with some leadership qualities in one form or the other, and may have exhibited these on several occasions, we do not act as leaders all the time. The reason for this may either be a lack of belief in our own abilities, or we may be unaware of our hidden potential to become leaders. This lack of confidence pulls us down and prevents us from taking the initiative to assume leadership in any given situation. In other words, lack of confidence hides our true potential.

Leading a CBO

Methodology

Reflection and analysis.

Time

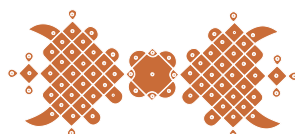
60 minutes

Materials Required

Paper, markers and glue

Activity Steps

1. Ask the participants, "Can you name a leader who has deeply influenced your life?" Ask them all to describe the qualities of that leader in detail.
2. List these qualities on a sheet of paper, display in the training room and then analyze each one. The facilitator can cite examples of leaders that they all can recognize such as mothers, fathers, teachers, community leaders. Ask for more examples.
3. At one point in the discussion, inform the participants that you have heard that a pimp in a nearby village has initiated a 15-year-old girl into sex-work. Ask them to discuss this situation among themselves. The facilitator(s) should step back and let the participants proceed with their own plan of action.
4. After about 20 minutes, ask them if they are ready to take any action? What action is needed, how was that action decided upon, and who will do what?
5. Observe participants who have responded to your questions and whose names are being put forward to take action. Who seems to have taken the role of leading the discussion and making the decisions on the action plan?
6. Ask all the participants to discuss these questions:
 - Which of the suggested actions needs leadership?
 - What kind of leadership?
 - How did the leadership emerge in this group?
 - What are the qualities for good leadership?
 - Are these qualities present in the women who have emerged as leaders in this situation?
 - How have they demonstrated these qualities?
 - Is this kind of leadership needed for the functioning of the CBO? If yes, why?



Session 2: Types of leadership

Objective

- To understand the importance of democratic leadership versus neutral, passive or dictatorial leadership styles.

Expected outcomes

- The participants will understand that democratic leadership is the ideal and appropriate style of leadership to achieve the CBO's objectives.
- The participants will realize the positive impact of sharing responsibility within the CBO.

Notes to the Facilitator

Leadership styles vary from organization to organization, depending on their objectives and membership profiles. The outlook and personality of an organizations' leaders also plays a crucial role in determining the leadership style. An understanding of the three most common styles of leadership will help participants decide what kind of leadership is best.

Methodology

Exhibition competition for three groups.

Time

60 minutes

Materials Required

Locally available materials for the exhibition, including sheets of paper, marker pens, scissors, glue, old newspapers, staplers, and pins.

Activity Steps

1. Ask the participants to form three groups.
2. Select one participant from each group to be the leader. Take these three people aside and give them the following instructions: One of them will cooperate with her group and facilitate completion of the task. The second member will remain aloof from her group without offering any cooperation to the group's activity. The third member will be bossy and dictatorial to her group, and not find anything positive about any of their ideas. Now tell these three participants to rejoin their respective groups.
3. Tell the three groups that the three selected people will lead each group in creating a visual presentation about a specific problem their community is currently facing using the available materials.
4. After approximately 30 minutes, ask all participants to observe the final visual presentations from each group. Ask different group members to make comments on each other's presentations.
5. Take a vote from the whole group as to which visual presentation was the best.
6. Clarify that the facilitator had asked each of the selected leaders to act in a particular manner. Now tell everyone to discuss any difficulties they had in creating their visual presentations. What were there impressions about the contribution of the leader and how this affected the group's performance?
7. Analyze the leaders' attitudes as perceived by the groups' members and ask them what kind of leadership produced the best outcomes. (Likely answers are: the democratic leadership produced the best outcome; the passive or neutral leadership did not motivate the members to give their best; the dictatorial leadership produced a negative outcome.)
8. Ask the whole group to discuss the following:
 - Are there other examples of how a leader with a dictatorial attitude might spoil the entire organization?
 - Are there other types of leadership?
 - Which is the ideal type of leadership? Why?

Session 3: Working together with a common cause

Objective

- To understand the significance of group leadership in strengthening a CBO.

Expected outcomes

- The participants will realize that the CBO cannot run efficiently on individual efforts alone.
- The participants will understand the benefits of working together and how it affects the CBO's positive growth and development.

Notes to the Facilitator

Leadership is not the exclusive domain of any single individual. A CBO cannot grow if it relies only on a single leader or they will eventually become stagnant. Leading a CBO takes a lot of energy and it is best if leaders give their best for a time, then let others take over after a while. Leadership needs to be first and foremost an organized group endeavor. This is achieved only when all the members have a common cause, work shoulder to shoulder and conduct themselves in a responsible manner. A combination of group identity, experience, and skills will help the CBO to achieve its objectives. Working together can enormously boost members' self-esteem and dignity, instilling courage to face present and future challenges.

Methodology

Game

Time

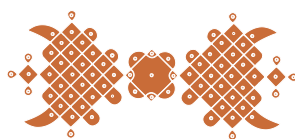
60 minutes

Materials Required

Chalk, a ball, a roll of twine, scissors, sheets of paper, glue

Activity Steps

1. Divide the participants into two groups. Use a piece of chalk to draw a square on the floor and ask the two groups to stand outside the square. Place a ball in the centre of the square.
2. Tell the participants that the objective is to get the ball from the center of the square. No one is allowed to enter the square. No one is allowed to touch the ball with their hands. The only materials the group can use to get the ball with are a roll of twine, a pair of scissors, and glue.
3. Give one group the roll of twine, a pair of scissors, and glue and ask the other group to observe all efforts to get the ball and to make sure the rules are followed.
4. The group trying to get the ball will gradually begin to come up with different ideas and suggestions. Finally, through accepting each others' ideas and suggestions, the group will be able to lift the ball from the center of the square.
5. Now, ask the other group to present their observations. Discuss each observation and how it demonstrated the importance of group leadership and organized efforts.
6. Now tell the other group to try and get the ball from the center of the square, using a new strategy, but following the same rules. When they get the ball, ask the whole group to discuss the following questions:
 - What does group leadership mean?
 - How can group leadership, or everyone working together, help the CBO?



4

CBO Structure

Once community members are convinced about the need for working together to solve their own problems, it is natural that they would look forward to coming together to form a representative group that will gradually evolve into a strong entity. Using core democratic values like participation by all, consensus, and electing a leader acceptable to the majority of the members as the guiding principles of their CBO, they need to choose the best organizational structure. This will include thinking about, and deciding on, a set of membership roles, rules and requirements, including membership fees, that all members must adhere to so the group objectives can be achieved.

At the site-level, or *sangha*, the community members meet regularly to share information and experiences and try to find solutions to problems they have identified. In addition to HIV prevention and other health-related issues, their objectives could revolve around savings and credit activities, alternate income generation, literacy classes, and/or skill training.

As these *sanghas* begin to grow and become confident to reach out, they will come together at the sub-district level, or *taluk*-level, to form groups with different *sanghas*. This *taluk*-level forum will provide these diverse site support groups with a larger platform to come together, take decisions on issues of concern, and promote group action. These *taluk*-level groups will elect representative to send to the district level. A CBO will be formed when a group of 11-13 members have been chosen at the district level, and elect an Executive Committee to take forward its objectives. Thus, a CBO is a district-level federal structure, with representation from both the *sangha*-level and the *taluk*-level.

Session 1: Levels of representation in a CBO

Objective

- To educate the participants about democratic group structures at different levels, i.e., site level (*sangha*), sub-district (*taluk*) and district level.

Expected outcome

- The participants will understand group structures at the site-level (*sangha*), sub-district (*taluk*) and district-level.

Notes to the Facilitator

After learning about the aims, objectives of a CBO and the advantages of being a member, such as gaining self-respect, self-esteem, and a new sense of responsibility for the community, it is now time to go to the next stage. Now is the time to learn about the structure and function of support groups at different levels that lead to the formation of CBOs at the district-level.

Methodology

Storytelling and discussions.

Time

1 hour and 30 minutes

Materials Required

Marker and chart paper

Activity Steps

1. Tell the participants to actively and thoroughly discuss the following questions:

- What should the group strength be at the *sangha*-level?
- How many *sangha*-level representatives should be in the *taluk*-level?

- What should the group strength be at the taluk-level?
- How many taluk-level representatives should be in the district level CBO?
- What should the selection criteria be for representatives?
- What should the election procedures be for the representatives?

2. The facilitator should write down the decisions on these points on a sheet of paper and display them in the training room.

3. Any misconceptions should be clarified using the following notes. For example, some participants may have a mistaken notion about the concept of membership and may not see the need for another group membership if they are already a member of a self-help group.

CBO Representation Notes

At the basic site-level, or sangha-level:

- Individuals will come together to form small affinity support groups, or sanghas, that will have a minimum of 10 and up to 30 members who are usually from the same sex worker typology.
- Each sangha will select one or two representatives to the sub-district (taluk) committee, as suggested by the district CBO, with the approval of all the members.
- In case a sangha does not have a minimum of ten members, they can align themselves with other sanghas and form a cluster committee, and then select representatives to the taluk committees.

At the taluk-level:

- Different sangha-level groups will come together at the taluk-level to form taluk committees.
- These taluk committees will have a minimum of 10 and up to 30 members, who can provide a larger platform for these groups to come together, take decisions on issues of concern, and promote group action.
- Each taluk-level group will select one or two representatives as suggested by the district CBO to the district committee with the approval of all the members.
- In case a taluk-level group does not have a minimum of ten members, they can align themselves with other groups and form a cluster committee and select the representatives to the district committees.

At the district-level:

- The elected taluk-level representatives will become ordinary members of the district committee and will be able to take part in forming a CBO by voting for the Executive Committee members.
- Depending on the number of taluk committee members, the district committees will have 11-13 members. The number of members to be elected to the district CBO will be left to the discretion of the respective district committees.
- An Executive Committee with a Chairperson and Secretary will be democratically elected and various committees will be formed to explore broader subjects of concern including legal matters, networking, self-regulatory issues, entitlements, monitoring and evaluation plans, and financial matters.
- There should be a two-way communication channel between the sangha-level groups up to the district-level CBO, and vice versa. For example, the issues of concern to be discussed at the district-level CBO should evolve from stated concerns at the sangha-level and taluk-level and decisions regarding these concerns must be shared with all.

Session 2: Executive Committee roles, responsibilities and rules

Objective

- To understand the roles Executive Committee members can play in a district-level CBO and the responsibilities pertaining to these CBO representatives.

Expected outcome

- The participants will learn about issues related to the CBO’s Executive Committee roles, responsibilities, and rules.

Notes to the Facilitator

To achieve its own objectives, every organization has its own unique membership requirements. Because many groups of FSWs have joined together to form successful CBOs, there is a set of standard roles, responsibilities, and rules for executive members of a CBO. However, these must be clearly defined based on needs. The Societies Registration Act also contains directions regarding executive membership.

Methodology

Brainstorming and lecture.

Time

2 hours

Materials Required

Marker and chart paper

Activity Steps

1. In the large group, one facilitator will ask the participants to spontaneously respond to the question, “What are some of the roles Executive Committee members need to assume in order for a CBO to achieve its objectives?” No response will be commented on, either positively or negatively, or deleted. Any answers given will be recorded on a sheet of paper by the second facilitator and promptly displayed.

2. Using a table similar to below, discuss the responsibilities that go with each role. Write them down and display in the training room.

Likely answers could be:



Executive Committee Members	
Role	Responsibilities
President	<ul style="list-style-type: none"> - Head of the CBO - Oversee all activities of the CBO - Convene and chair all meetings of the CBO in consultation with the Secretary - Has the right to cast discretionary vote - Will sign all the agreements on behalf of the CBO - Has power to take decisions pertaining to the day-to-day affairs of the CBO - Has powers to convene emergency meetings
Vice President	<ul style="list-style-type: none"> - Assists the President in all responsibilities - In the absence of the President, assume all the responsibilities pertaining to the CBO
Secretary	<ul style="list-style-type: none"> - Managing and maintaining all documents of the CBO - Preparing the list of members of the CBO - Preparing the agenda for the meetings of the CBO - Recording the minutes of the meetings of the CBO - Maintaining correspondence with government and NGOs - Preparing the annual report of the CBO - Presenting the annual report in the AGM - Working with President and Vice-president in supervising all CBO activities
Joint Secretary	<ul style="list-style-type: none"> - Assist the secretary in all the activities and will assume the responsibilities of the secretary in the absence of the latter
Treasurer	<ul style="list-style-type: none"> - Wholly responsible for the financial matters of the CBO - Collection of the membership fee - Managing the expenditure incurred by the CBO - Getting the accounts audited with permission from the President - Preparation of the annual financial statement - Presenting the annual financial statement in the AGM - Maintaining the inventory of the assets of the CBO
Sub-committee leaders	<ul style="list-style-type: none"> - Develop and implement appropriate programs of the CBO - Form various sub-committees which will be placed in charge of implementing various programs of the CBO - Maintain cordial relationships with community members and networks - Promote cordial relationships with government, donor agencies and NGOs
Other office holders	<ul style="list-style-type: none"> - Ensure that the activities of the CBO are carried out smoothly - Participate in the meetings of the CBO and to offer necessary guidance and support to facilitate decisions in the meetings - Increase the membership strength of the CBO - Help the community members to obtain government schemes and benefits - Act as conveners of various sub-committees formed by the sub-committee leaders - Protect the interests of the members

3. Ask the participants to discuss the following questions:

- How should officeholders be elected?
- How long should each officeholder remain in that position?
- What are the conditions for forfeiture of that office?

4. Clarify each of the points above using the following notes:

CBO Executive Committee Elections

The officeholders of the Executive Committees are to be selected unanimously or through voting. The elections must be conducted at three different levels: sangha-level, taluk-level, and district-level.

Eligibility Criteria for Executive Committee Members

- Must be a member of the sangha-level group, taluk-level group, or district-level CBO
- Must have paid membership fee
- Must be 18 years or older
- Must not belong to other sangha-level, taluk-level or district-level CBO

Code of Conduct for the Election

- The CBO shall not enroll new members in the three months preceding an election
- The officeholders of the taluk committees cannot be changed in the three months preceding an election
- Influencing other members of the CBO to vote in favour of any particular candidate, use of force, bribing or any other unfair tactic are prohibited during the election
- The election must be held on dates as fixed by the CBO
- The elected representatives from the sangha-level committees are to select the President, Vice-President, Secretary, Treasurer and other officeholders within the specified period.
- The elected representatives will hold the office and have tenure until the next elections are held.

Tenure

- Period of two years.
- Of the total number of these Executive Committee Members, only one third of them will change in the second year. In this manner, as new officeholders are added to the CBO Executive Committee every year, those having completed two years in the office will move out.
- In order to get re-elected, members have to be once again selected from the sangha, then the taluk and then to the district. In this manner, they can enjoy a maximum of only three terms (6 years) in the district committee.

Forfeiture of office

If the officer holder:

- Does not abide by the rules and regulations of the CBO
- Works against the interests of the CBO
- Is medically declared as mentally unsound
- Is convicted by a court of law and punishment for the offence

CBO Structure

- Changes their place of residence or place of their occupation to a location outside the operating zone of the CBO
- Misuses their power and authority
- Exploits FSWs and/or indulges in illegal trafficking of women and children

If an elected member is found to be guilty of any of the above, such members are liable to be disqualified and fresh elections may be held. However, if an explanation and proof of innocence is provided to the Executive Committee, and the officer holder is proven innocent, she may be reinstated in her previous position.



Session 3: Ordinary member roles, responsibilities and rules

Objective

- To understand that responsibilities for the CBO's activities need to be distributed evenly among its members to achieve its objectives.

Expected outcome

- The participants will realize the hazards of individual-centered leadership and realize the importance of distribution of responsibilities to achieve the objectives.

Notes to the Facilitator

A CBO exists for the development of its members and the community. A CBO is not an individually-centered concept or set of actions. A CBO encourages all its members to take the initiative in sharing responsibilities by using opportunities for participation in its activities.

In this session the participants will enact a role-play about deciding on the roles and responsibilities of each CBO member. The instructions for acting out each role are included in Annex 2. One member will be selected as the leader. However, this person will soon be saddled with more responsibilities than the rest of the members. An analysis of this activity should highlight the fact that the CBO will be successful only when responsibilities are evenly distributed among members and are not dependent on a single individual.

Methodology

Role play.

Clarify the role to be played by each participant in the group before beginning the role-play exercise. How to act out the individual roles, the dialogues to be used by various actors, and the timing, must be practiced by the group members.

Time

1 hour and 30 minutes

Materials Required

Copies of the role play with instructions

Activity Steps

1. Select participants to role play a situation in which FSWs are participating in a CBO meeting to discuss various health issues concerning the community and then begin exploring membership criteria.

2. Ask the other participants to discuss what should be the criteria for membership in a CBO, how much membership fees should be, what the roles and responsibilities of ordinary members should be and what should happen if members do not fulfill these roles and responsibilities.

3. Ask the performers to present the following role play:

The meeting begins in the presence of the President and Vice-President of the CBO. The members begin to discuss problems caused PHC staff neglecting the health needs of the community members. After a while, one of members gets up and tells the gathering that discussion about the health problems has been going on for too long and demands to talk about bad road conditions and about the lack of a bus service in the village. Another member interrupts and starts complaining about the drainage problems faced in her neighbourhood. There is a lot of confusion in the meeting. The President then calls the meeting to order and reminds the group that today's agenda is essentially to discuss health issues. The President then asks the group if they want the CBO to function well. All members answer him saying yes, they want the CBO to be strong. The vice president says that for that to happen there has to be good cooperation between all the members and the rules and regulations of the CBO must be followed. Then one member says that she is a new CBO member who has just paid her membership fee and that she is not aware of all the rules. Another member responds saying there are many new members who do not know all the rules and regulations of the CBO. The President responds saying that this is an important matter and he will answer questions concerning membership and roles and responsibilities later in the meeting under 'Any Other Business' on the agenda. All the members agree with her.

When all the health-related discussion is over, the Vice president notes that membership is one of the most important thing for members to know about. She asks a woman who has been a member for a long time to share her experiences with the new members. She says she become a member only after paying the required membership fee and obtaining a receipt for the payment. From then on she had to attend the CBO meetings and abide by its rules and regulations. One member asks the group if membership is permanent. The Vice

president replies saying it is, but there are situations when a member could be disqualified. Another members asks when this could happen. The Vice president responds saying according to the CBO rule when any member remains absent for the last three CBO meetings without giving any valid reasons for her absence, then she can be disqualified. Additionally, if any member indulges in spreading negative rumors about the affairs of the CBO, or engages in illegal activities, then that member would also be disqualified. The members agree that it is important to stick to the rules of the CBO.

4. After the role play ends ask the participants to discuss the following questions:

- What happened in this meeting?
- Why was there so much confusion?
- What are some of the membership criteria that need to be followed?
- In what ways can a member forfeit her privileges?

5. Clarify each of the points above using the following notes:

Eligibility criteria for CBO membership

There are some essential eligibility conditions for CBO membership and these must be adhered to while enrolling members. Only FSWs can be members of this CBO. Those working in the site level must become the members of the site-level sanghas. Every member must be 18 years of age.

From each sangha, two members will be democratically elected to represent the taluk committees. Taluk committees cannot suggest any names from the site-level sanghas to be directly elected as taluk committee representatives.

Membership fees

An eligible FSW cannot automatically join the CBO. To be considered as a member of the CBO she must pay the required membership fee as indicated in the bylaws and obtain a receipt. There are usually two different types of membership fees. Some CBOs have a fixed membership fee, which has to be paid every year for renewal of membership. Others provide life memberships to their members.

Roles and responsibilities of members

Ordinary members are the very life and soul of any group. The CBO can only function successfully when its members are efficient, committed and honest in their work. Many CBOs have certain roles and responsibilities for their members that can be summed up as:

- Regular and active participation in the meetings
- Cooperate to ensure that meetings are conducted smoothly
- Assist in developing constructive programs to achieve the objectives
- Participate in helping the CBO to function and move on the right track
- Participate in the decision making processes
- Participate in voting to ensure that those eligible members who are concerned and committed are elected as the officeholders
- Adopt an impartial and non-partisan attitude towards other members
- Cooperate in the maintenance of essential documents and accounts
- Support the officeholders to ensure proper running of the CBO
- Make an effort to resolve any conflicts and rectify any mistakes within the CBO
- Avoid creating controversies regarding the CBO
- Strive for enhancing the status and respect of the CBO

Cancellation of Membership

Getting membership of a CBO does not necessarily mean that this membership is permanent. If a member does not discharge her duties and responsibilities her membership is liable to be terminated. A member may be disqualified for the following reasons:

- Not complying with the rules and regulations of the CBO
- Indulging in activities which are detrimental to the interests of the CBO
- A medical declaration that a member is of unsound mind
- Conviction by a criminal court
- When the member changes her residence or place of occupation which is outside the geographical area of functioning of the CBO



Session 4: Developing an action plan

Objective

- To understand the meaning and importance of developing an action plan to achieve the objectives of the CBO.

Expected outcomes

- The participants will develop an outline for an action plan with clearly stated milestones for future reference.
- The participants will use the action plan to implement the activities in their community.

Notes to the Facilitator

For any endeavor to be successful, proper planning is very important. The planning done to achieve the objectives of the CBO is called an action plan. The participants can develop an action plan by putting into practice what they have learned using their past experience and knowledge about their community. To do this they must answer some questions pertaining to exactly what an individual or group will do, and how to get things done. They must also have an idea about the resources, both financial and human, that are available for these planned activities. This pre-planning will make the CBO's objectives come true. Review Section 2, Session 3 (Objectives of the Community-based Organization), to remind the participants about the process of developing objectives and what objectives they decided on.

Methodology

Discussion and small group work.

Time

1 hour and 30 minutes

Materials Required

Large sheets of paper and marker pens

Activity Steps

1. Tell the participants that they began the process of developing an action plan during Section 2, Session 3 of this workshop. Remind the participants that they discussed two possible short-term Objectives: (1) building linkages with other organizations to get health education and health services; and (2) raising literacy levels among their members.

2. Tell the participants that they need the following information to make an action plan to achieve any objective. List this information on a piece of paper in the front of the training area:

- Identify the objective
- List ideas for activities to achieve that objective (there usually will be more than one)
- For each activity decide:
 - Where the activity will take place?
 - Who will be the leader? Who will help the leader?
 - Who will the target audience be?
 - What resources are needed, both human and financial?
 - When it will take place?
 - How you will know it has been successful?

4. Ask the participants to form two small groups. Give each group one of the short-term objectives to develop an action plan for. Give each group some large sheets of paper and some sketch pens and tell them to make an action plan using the list at the front of the training room.

5. Give each group approximately 45 minutes to discuss and write down their action plan. Then ask each group to choose a person to present their action plan to the larger group.

6. After the presentation, ask the other group to make comments and suggestions. Now ask the other group to present their action plan and get comments from the first group.

7. Make any changes to these two action plans and encourage the participants to implement these plans in their communities.

Annex 1: Traits within society pictures



1. Rich young men teasing and exploiting the poorer women.



2. A land lord standing near his irrigated farm and the landless poor working for him.



3. The gap between the rich and the poor.



4. Differences in the wages of women and men.



5. Migration of unemployed laborers.



6. Domestic violence.



7. Pimps making money at the sex worker's expense.



8. Discrimination in villages on the grounds of caste and class. In some villages of India access to water is denied to people from 'low' caste.



9. Violence and abuse of women especially female sex workers.



10. Child marriage

Annex 2: Role play instructions for CBO member roles, responsibilities and rules

Role-play instructions

The following roles need to be enacted by the participants:

President
Vice president
Member 1
Member 2
Member 3
Member 4

Script

President: We welcome you all to this day's meeting.

Vice President (VP): Yes, good morning to all. Today's agenda is to discuss the issues concerning health. Some of our women have been denied services.

Member 1: There are many problems that women are facing at the PHC. The services are not being offered by the staff and many women have been denied medicines. Something should be done about it.

Member 2: Every time we come for the meeting we are only talking about health. There are many more issues that we need to discuss about. The bus service in the village has been stopped and the roads are terrible. These things have been left unattended to. Why can't we discuss these relevant issues instead?

Member 3: I have another concern that is more important. There has been a drainage leakage in my neighborhood and it's made it impossible for us to live there. Let us discuss how to resolve that.

President (to the VP): Why are these women discussing all this now when our agenda clearly states we ought to be talking about health today.

VP (to President): I have no idea why they are creating this confusion.

President: This meeting is essentially to discuss health issues and certain other aspects of CBO functioning. Do you all want your CBO to function well?

All members: Yes, we all want to see our CBO strong.

Vice President: In that case we all should follow certain rules and regulations and cooperate with each other in following them.

Member 3: Well, I recently joined the CBO after paying the membership fee. I am new and don't have much information about the rules and regulations. Can you tell me what they are?

Member 4: There are quite a few new members who have recently joined the CBO. It would be good for all of them to be briefed about the CBO's rules and regulations.

President: That is a good suggestion. Today we could discuss a few issues concerning membership and roles and responsibilities of the CBO members. We don't have time to talk about all the rules today. We can bring that up in the next meeting.

Few members (in unison): That is a good idea.

Vice president: If you all agree, we could begin with an important issue of membership. May be an old member of this CBO present here can share about it with the others.

Member 4 lifts her hand and starts talking to the group

Member 4: I have been a part of this CBO for two years now. Membership is very important. In order to become a member every woman has to belong to the community and has to pay a fixed membership fee to the CBO. There are two kinds of memberships- Annual membership where the member has to pay a fixed amount every year and renew the membership annually and the second is Life membership where a one time payment is done by the person and no renewal is required. She will be given a receipt for every payment she has done.

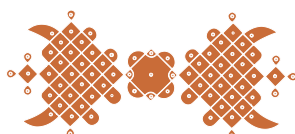
Member 3: Once you take a life membership, does it mean that you are a member for your entire life?

Vice president: Yes. But there are chances that a member can be disqualified.

Member 3: When are they disqualified?

Vice President: According to the CBO rule, when any member remains absent for the last three CBO meetings without giving any valid reasons and if she indulges in spreading negative rumors about the affairs of the CBO as well as engages in illegal activities, then she would be disqualified.

Member 3: Alright. Thanks for sharing.





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5

Community Mobilization for Female Sex Workers

Encouraging Responsive
Governance of Community-Based
Organizations for
Female Sex Workers



UNIVERSITY
OF MANITOBA

Community Mobilization of Female Sex Workers: Module 5- Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers

is the fifth module in a series of five on empowering female sex workers and their communities

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The photographs in this module have been used with the consent of the community.

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PREFACE

The Community Mobilization of Female Sex Workers manual is a series consisting of five modules including:

- Module 1 - Introduction and Overview
- Module 2 - A Strategic Approach to Empower Female Sex Workers in Karnataka
- Module 3 - Enhancing Self-esteem and Dignity among Female Sex Workers
- Module 4 - Facilitating the Establishment of Community-Based Organizations for Female Sex Workers
- Module 5 - Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers

Module 5- Encouraging Responsive Governance of Community-Based Organizations for Female Sex Workers, focuses on encouraging organizational development so as to institutionalize these groups through development of bylaws in order that they can be legally registered. The sessions provide detailed information on how to promote 'good practice' through effective and efficient human resource management systems (recruitment, selection and policies). The participants get to explore the challenges related to formation and representation of committees and sub-committees. Communication skills continue to be strengthened, along with financial skills such as balancing a budget and opening an account. Overall this final module provides a detailed guide to the development of responsive governance structures that will strengthen the CBOs ability to focus on decisions to promote action, and protect the members' interests and rights through a legal framework.

Karnataka Health Promotion Trust

1

Institutionalizing the CBO

Coming together to form a representative group of FSWs that will gradually evolve into a strong entity is an objective of many CBOs. Working together through a CBO to solve their own problems can lead to a better future for both individuals and the community. As these CBOs evolve to form a larger platform for action, they must be given direction and guidance to develop institutional guidelines that adhere to specific laws of the nation. This will strengthen their overall ability to focus on specific issues, take decisions to promote action, and protect their interests and rights through a legal framework.

The first step is to develop a set of bylaws for the CBO that reflect its overall intent and purpose. It is very important that the members of the CBO are aware of its bylaws. As the CBO grows over a period of time, coupled with the changes in the society and the general legal environment of the country, the CBO must ensure that it does not lose sight of its avowed goals and dilute its commitment to the cause of the community. The bylaws provide the safeguard against any such deviations.



Session 1: Bylaws of the CBO

Objectives

- To identify the six main sections of CBO bylaws.
- To be aware of existing provisions in the bylaws that may need to be deleted, incorporated, or updated, and the process of how to make these amendments.

Expected outcomes

- The participants will understand the importance of bylaws in upholding the overall objectives of the CBO.
- The participants will understand the process of amendment if a change in the bylaws is necessary.

Notes to the Facilitator

Each CBO will need to develop its own bylaws which are applicable to its functions within its specific district. Bylaws are the written rules and regulations framed and accepted by the members or shareholders, incorporating a partnership or other association of persons, and containing the mode of management of the institution. There are normally six areas that need to be considered when developing bylaws, including: 1) vision, mission, objectives; 2) rules and regulations of the organization; 3) structure, role and responsibilities; 4) election, membership and committees; 5) meeting procedure and reporting; 6) documentation, tax and renewal. The members of the CBO have to unconditionally abide by these laws. As the CBO begins to be more active, invariably some changes will need to be made. The Executive Committee members need to be aware of how to make provisions for change and what that process entails.

Methodology

Small group discussion.

Time

60 minutes

Materials Required

Large sheets of paper

Activity Steps

1. Begin the exercise by explaining the general structure and function of bylaws for CBOs.
2. Divide the participants into six groups according to the six generic sections of bylaws: 1) vision, mission, objectives; 2) rules and regulations of the organization; 3) structure, role and responsibilities; 4) election, membership and committees; 5) meeting procedure and reporting; 6) documentation, tax and renewal.
3. Ask each group to discuss what information should be included in their section. Give each group a large sheet of paper and ask them to list the important information.
4. Ask each group to share their summary presentation of the bylaws with the rest of the group. Encourage discussion about adding any additional information and clarify each point.
5. Tell the group that as the CBO begins to be more active, invariably some changes will need to be made in the bylaws. Encourage a group discussion about what items might need to be deleted, incorporated or updated in each section. (Likely responses could be: change in the structure with its growth; decentralization in decision making; fees for membership; exemption status.)
6. The Executive Committee members need to be aware of how to make provisions for change within the legal context of the nation. Highlight the related provisions of the Indian Registration Act that provides for deleting those norms which hamper the smooth functioning of the CBO, to incorporate necessary provisions, and to amend or update the bylaws.
7. Any change in the bylaws will require that the CBO Executive Committee convene a meeting to discuss the possible changes needed. After gaining support from the community, a resolution can be passed in the meeting, provided that there is a quorum, or a certain minimum number of members present in the meeting.

Session 2: Registering the CBO

Objectives

- To recognize the importance of registering the CBO.
- To identify the process and specific documents needed for CBO registration.

Expected outcomes

- The participants will understand the need to register their CBO.
- The participants will understand the registration process and the importance of renewal.

Notes to the Facilitator

In India, all individuals are at liberty to form their own group of like-minded people that come together for a common purpose, calling themselves associations. It is not mandatory for them to register their group's identity and existence. However, after developing the bylaws for their association, they can register and be official identified as a CBO through a separate enactment of the law known as The Societies Registration Act. This status gives them the provision to claim more benefits and concessions from the government, such as applying for funding or being included in various schemes, or to receive foreign funding. Registration of a CBO means it will be constitutionally and legally recognized entity to implement the activities to serve the community as the CBO. The CBOs which have been registered under the Societies Registration Act have to renew their registration every year in order to ensure stability and continuity for the CBOs.

Methodology

Lecture and discussion.

Time

60 minutes

Materials Required

A copy of the application for registration from the Registrar of Societies

Activity Steps

1. Tell the participants that a CBO that has developed its bylaws can be registered as detailed under India's Registration Act.
2. Show an example of the application for registration from the Registrar of Societies.
3. Highlight the steps in the registration process as below:
 - Fill in the application for registration from the Registrar of Societies
 - Attach a memorandum of association of the CBO
 - Attach copies of the rules and regulations of the CBO
 - Attach the receipt for the payment of the registration fee
 - Obtain an affidavit from a notary
 - Provide a copy of the CBO resolution
4. Tell the participants that the CBO registration is usually recognized for one year. The CBO must renew its registration to protect its existence. An AGM must be convened within 60 days of the end of the financial year and the renewal must be done within 30 days after the AGM.
5. Highlight the steps in the renewal of registration process as below:
 - Fill in the application for registration from the Registrar of Societies
 - Write a cover letter explaining the request for renewal

Institutionalizing the CBO

- Attach details of the election of the officeholders of the Executive Committee
 - Attach a list of any new members of the Executive Committee, with their signatures
 - Provide a copy of the annual report of the CBO and a financial audit report
 - Attach a copy of the resolution taken in the AGM pertaining to the renewal
 - Pay the renewal fee and attach a receipt
6. Show an example of the completed application for renewal of registration and a sample cover letter.
7. Ask the participants to discuss any challenges a CBO might face with either registering the CBO or renewing the registration.



Session 3: CBO documentation

Objectives

- To understand how maintenance of essential documents is critical for governance of a CBO.
- To identify the essential documents necessary for responsive governance of a CBO.

Expected outcome

- The participants will realize the importance of developing a process for maintaining and protecting essential documents and how to put this in practice.

Notes to the Facilitator

Specific organizational framework documents provide the indicators and/or yardsticks by which the transparency, dynamism and effective and responsive functioning of any organization are measured. Documents such as bylaws, registration certificate, ledger or cash book, and audit reports are essential for responsive governance of a CBO. During its existence, the CBO may run into difficulties and the statements given by the CBO may be refuted or rejected by others. To avoid these complications, a CBO must ensure the orderly maintenance of both its official and day-to-day processes pertaining to its activities in the form of official documents, reports, articles and/or photographs. These must be accessible for inspection by all interested and concerned persons. Therefore all the activities of a CBO have to be well documented and made available on request by any member, government authority and/or donor to ensure transparency of its activities. All CBO officeholders must have an in-depth understanding of these documents and process of maintaining them.

Methodology

Role play, discussion, and brainstorming.

Time

60 minutes

Materials Required

Role play instructions

Activity Steps

1. Ask the participants to participate in a role play based on the following scenario:

The officeholders of a CBO are visited by representatives of a donor agency. The CBO is respected in the community and has completed some beneficial activities for its members and is planning more. During the meeting the CBO Executive Committee members explain all these activities. The visiting officials ask to see some articles or photographs explaining these further, but the CBO officeholders say none are available. Next the visiting officials ask about communication and participation within the CBO, how their meetings are scheduled and if they can see the minutes of a recent meeting. However, there is no record of any meeting minutes for the last three months. The CBO Executive Committee members explain they do not write down all that transpires in a meeting. Then one of the visitors asks about the financial transactions and the books maintained on these accounts. This time the President of the CBO replies that they spend their own money and do not borrow from outside. She explains that whenever the CBO requires funds, members contribute, the money is spent, but no account of these transactions is kept.

2. After the role play, ask the participants if this is enough for the smooth functioning of the CBO, even if it is working very well with genuine concern, interest and honesty. Use the following questions to develop this discussion:

- What were some of the shortcomings pertaining to documentation?
- How did the CBO officeholders respond to the officials?
- Can an oral history be enough proof of accomplishments?
- Why are certain documents like photographs or cash books required?
- Do you think the visiting officials believed what was told to them?
- If not, why not?

Institutionalizing the CBO

3. Highlight the need for proper documentation of essential documents as proof of the work and accomplishment that lend credibility to the CBOs existence.

4. Ask the participants to spontaneously call out responses to the question, “What types of documents are important to maintain?” Any answers will be recorded on a sheet of paper and promptly displayed. Likely answers should include those listed below. Make sure that all participants understand the purpose of each of these documents:

- Bylaws: Contains directions (as mandated by the Societies Registration Act 1960) regarding the administration of the CBO.
- Registration certificate: The registration certificate issued by the District Registrar of Societies as mandated by the Registration Act.
- Renewal of registration: This is required to provide continuity to the CBO. This will be obtained from the District Registrar of Societies at the end of each financial year.
- The letter of exemption under section 12A of Income Tax Act to be obtained from the Income Tax Department to enable the CBO to claim exemption from income tax on its income. To claim exemption from income tax for the donations received from the donors and for the donations made by the CBO, it has to be registered under section 80 B of Income Tax Act.
- F.C.R.A: This certificate has to be obtained as specified by the Foreign Contributions Regulations Act and as per the sample 8 as provided by this Act.
- Membership register: This register contains the names, addresses, occupations and other related details of every member of the CBO.
- Minutes of the meetings: The issues taken up for discussion in the meeting, the resolutions pertaining to each issue, and the names of the members present in the meeting, along with their signatures.
- Attendance register: To record the attendance of the staff of the CBO.
- All essential financial documents as detailed in Section 4 Finances of the CBO.
- Correspondence (internal/external/govt./non-governmental): The copies of letter correspondence done by the CBO with various departments and institutions to facilitate implementation of various schemes for the benefit and growth of the CBO.
- Register of events: The collection of detailed information obtained through a study of special happenings or events.
- Reports of the study tours (exposure visits): Realistic account of the learning obtained from the study tours conducted by the CBO.
- Visitors’ book: The book containing the observations and impressions recorded by visitors like VIPs on their visit to the CBO.
- Newspaper reports: The collection of newspaper reports published in connection with the activities of the CBO.
- Photos: Copies of the photographs captured through cameras pertaining to various activities of the CBO.
- CD, DVD, Cassettes: The audio-visual tapes and digital recordings capturing the programs of the CBO.
- Publications: (books, handbills, magazines): The written account of various activities in printed form prepared for/by the CBO from time to time.



2

Human Resources of the CBO

The smooth and efficient functioning of a CBO requires an efficient supervisory system to manage the available human resources so that effective and efficient activities to improve the lives of its FSW members can be implemented. To accomplish this, administrative policies need to be put in place along with administrative procedures to implement these policies. One such policy is the recruitment policy and selection and hiring procedures. The CBO needs human resources to implement its various programs, but these position holders must possess the correct balance of education and experience on the one hand, along with attitudes and behaviors that are compatible with the profile of the CBO. The Executive Committee members of the CBO must ensure transparent and effective methods of recruitment and selection.

There is also a need for overall office management of the CBO. A lack of role clarity in an office will automatically lead to disorder, confusion and duplication of work. Certain jobs will be neglected, with no one taking the initiative to tackle them. Therefore, each staff member must get clear direction from the management regarding their respective tasks. Then every staff member must be accountable for the tasks entrusted to her and have both the commitment and opportunity to fulfill these tasks.

Session 1: CBO organogram

Objective

- To be able to identify the staff structure of the CBO and related decision making and accountability linkages within these respective employees.

Expected outcome

- The participants will understand how a personnel structure is essential for a CBO to function effectively and efficiently.

Notes to the Facilitator

The personnel of the CBO can be visualized through an organogram, or a diagram that ranks and links all the human resource positions in an organization according to the level of seniority, decision making and activity interactions. These personnel are selected according to the manpower requirements of the CBO. There are basically three main categories of staff: the Executive Committee members or administration; the technical staff that plan, implement and evaluate activities related to the goals and objectives of the CBO; and the support staff, who keep the CBO running on a day-to-day basis.

Methodology

Diagram drawing and discussion.

Time

60 minutes

Materials Required

Diagram of personnel components, marker pens, paper

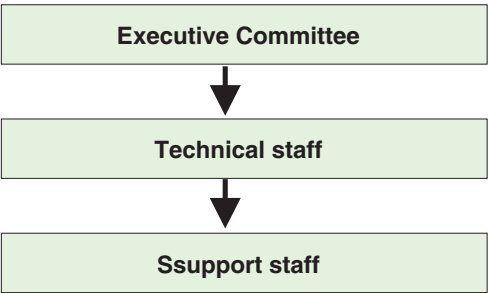
Activity Steps

1. Explain that an organogram is a diagram of all the human resource positions in an organization. This diagram shows how each position relates to the others in terms of seniority, decision making and in working together in particular areas, such as health, legal matters or social entitlement.

2. Show the diagram of the three basic components of a personnel structure. Explain that these three categories are used by all organizations and include: the Executive Committee members, or administration: the technical staff that plan, implement and evaluate activities related to the goals and objectives of the CBO; and the support staff, who keep the CBO running on a day to day basis.

Human Resources of the CBO

3. Ask the participants to form small groups and distribute paper and marker pens to each group. Tell the participants to now expand on this basic generic diagram to develop an organogram that represents the structure of a CBO that can be effective and efficient. Tell them to be sure to diagram the links of each position with other positions in terms of seniority, decision making and in working together in particular areas such as health, legal matters or social entitlements.
4. After approximately 30 minutes, ask each small group to present their organograms. Display each group's organogram in the training room. Encourage discussion around lines of decision making and taking responsibility.



Session 2: Staff salary and benefits

Objectives

- To identify what factors determine the salary of each position in the organogram.
- To identify factors that can determine the staff benefit policy and its application.

Expected outcomes

- The participants will understand the norms followed in salary determination.
- The participants will understand the need for a balanced staff benefit policy in the CBO that can supplement the basic salary and motivate the staff to increase their effectiveness.

Notes to the Facilitator

The compensation policy of the CBO must ensure equity and fairness. The salary for each position will be generally determined by factors which include: work experience, education, aptitude and skills, and overall competence. However, the basic salary for each position is complimented by a range of services and options that can benefit the entire family of the employee, such a health care or housing. This protects the wider society, while allowing the CBO to link up with government schemes at a reduced cost to the organization. This package can act as a motivating factor in enhancing the staff performance and can include paid holidays, paid leave, life insurance, provident fund, leave allowance, traveling allowance, food and accommodation, and communication.

Methodology

Brainstorming, role play, and discussion.

Time

1 hour and 30 minutes

Materials Required

Marker pens, chart paper

Activity Steps

1. Tell the participants that a salary is a payment for the work done and is fixed on the basis of certain factors. Ask the participants to spontaneously call out responses to the question, "What factors should be taken into consideration when deciding on a salary for each position in a CBO?" Any answers will be recorded on a sheet of paper and promptly displayed. (Likely answers are: education, experience, level of responsibility [number of supervised staff], aptitude and skills, and overall competence.)
2. After all the factors have been discussed, highlight the fact that ultimately, the amount of salary agreed on is based on available funds allocated for personnel costs and the organization's salary scale which is agreed to in the CBO's bylaws.
3. Explain to the participants that besides the salary agreed on for each CBO position, other benefits are usually given as a 'package' that can act as a motivating factor in enhancing the staff performance.
4. Ask four participants to take part in a role play based on the following scenario:

Three members of the Executive Committee of a CBO are conducting an enquiry into alleged misconduct of an employee on charges of unauthorized absence from work and submitting receipts for an unusually large amount of travel, food and accommodation expenses. During the enquiry, the Executive Committee members ask the staff member about the fact that she had not informed any of her colleagues about plans to take leave and had not asked her superior for leave. The employee states that she had gone on leave to look after her pregnant sister, who subsequently had to be taken to a district hospital because of complications, which was far away. After the baby was born, it was sick and she had to stay with her sister for an extra ten days before returning to work.

4. After the role play, initiate a discussion using the following questions?
 - Did the CBO staff member act wrongly?
 - What could have been done under these circumstances?
 - What action should the Executive Committee take now?

Human Resources of the CBO

5. After the discussion, highlight the need for a CBO policy that clearly states employee benefits and a way to disseminate this knowledge to all employees. Divide the participants into six groups. Ask each group to discuss one type of benefit as listed below and decide what factors should influence how much should be provided by the CBO.

- Leave: paid, casual, sick leave
- Life insurance: in the event of death, or disability
- Employee's Provident fund: both employer and employee contribute a specific percentage to the fund
- Travel: Fixed travel and need based travel allowance
- Food and accommodation: Per diems
- Communication: Mobile phone charges

6. Ask each group to report their ideas and recommendations. Encourage discussion about what kinds of staff benefit policies can be included in the bylaws of a CBO.



Session 3: Staff eligibility and interview practice

Objectives

- To develop eligibility criteria for selecting candidates to fill positions for the CBO.
- To develop interview skills by participating in a mock interview for a specific CBO position.

Expected outcomes

- The participants will understand the process of selecting a candidate based on her performance in the interview related to specific eligibility criteria.
- The participants will understand the meaning and process involved in an interview

Notes to the Facilitator

An interview is a method by which the information regarding the eligibility and suitability of a candidate is gathered by asking a variety of questions to a potential candidate and noting her responses. Afterwards, the interview team will analyze the answers based on a set of eligibility criteria that the CBO has developed before the interview. A candidate is selected on the basis of her performance in the interview depending on these criteria.

Methodology

Brainstorming and mock interviews

Time

1 hour and 30 minutes

Materials Required

Three job descriptions written out on large sheets of paper (one health related, one related to legal matters, and one related to social entitlement activities)

Activity Steps

1. Remind the participants to recall their answers to what factors should be taken into consideration for deciding on a salary for positions within the CBO. Both education and experience were highlighted, but there are other factors that can make some candidates more eligible and valuable for a specific position than others.

2. Ask the participants to spontaneously call out responses to the question, “Besides education and experience, what eligibility factors should be taken into consideration when interviewing a candidate for a CBO position?” Any answers will be recorded on a sheet of paper and promptly displayed. (Likely answers will include: respect and cordial relations towards the community members, a track record of genuine concern for members of the community, a positive and friendly attitude, willingness to abide by the bylaws of the CBO, a member of the particular community where the job activities will be carried out, and consideration of any humanitarian grounds for hiring.)

3. Discuss all answers and highlight the fact that the Executive Committee members who are on the interview panel must be well versed with the eligibility criteria for the selection of staff for their CBO that is in line with the CBO bylaws.

4. Tell the group that a new CBO implementing activities for FSWs in the taluk (sub-district) where they live has advertised for three positions to be filled. Display the three job descriptions in three different places in the training room and read each one aloud.

5. Divide the participants into two groups.

5.1 Tell one group that they are job applicants. Ask them to choose one of the three jobs that they would like to apply for and to pretend they will be interviewed to see if they are eligible for the selection process.

5.2 Tell the other group that they are members of the Executive Committee of the CBO that needs to recruit three new staff members to fill these positions. Tell them to divide into three groups according to the displayed job descriptions and to each move some chairs and/or tables and set up an ‘office’ near that job description. Ask them to develop some interview questions to ask potential candidates. During the actual interview, one member of each group will ask the questions, while the others will note down their observations. After the interview all members on the interview team will share their notes before making a decision about the candidate.

Human Resources of the CBO

6. Give everyone approximately 20 minutes to prepare for the activity. Then ask each potential candidate to line up in front of one of the three job descriptions that they will apply for. Ask the Executive Committee of the CBO to begin calling in the job candidates for the mock interview process.

7. After all the interviews have been completed ask the three groups of job candidates to join together and discuss how the mock interview went. Use the following questions to start a discussion:

- How did they answer the various questions of the interviewer?
- Were they confident about their answers?
- Did they feel they communicated well with the interviewer?
- What type of examples of community respect and concern, or having a positive attitude could they give?

8. Ask each of the three groups of job interviewers to stay together to share notes about each candidate that they interviewed and discuss who should be selected for the job. They must choose one candidate to announce to the group and give the reason(s) why this person was chosen.

9. Ask each of the interview groups to announce the name of the person they selected for the job and to give the reasons why. Ensure that they highlight the fact that they are not down-playing the abilities of all the other candidates, but that they choose the person who they think can do the job the best. Encourage everyone to clap for the person who was selected and highlight that this was only a mock demonstration and was done to give each participant an opportunity to practice their interview skills and to gather feedback and suggestions for their own improvement.



3

Good Management Techniques

Management is simply the act of bringing people together to accomplish the desired objectives. Good management techniques can revolve around planning and organizing activities. Planning consists of deciding what needs to happen in the future (today, next week, next month, or next year) and then generating plans for action. Organizing or implementation, means making optimum use of the resources required to enable the successful carrying out of plans. To ensure good management techniques in both planning and organizing, good communication skills are crucial to ensure transparency and participation by all members. Conducting regular and efficient meetings where ideas, learning and plans are communicated is essential. Non-hierarchical communication is essential within the CBO to promote a sense of belonging among the members. The communication between the Executive Committee members and the other members of the CBO needs to be non-threatening and participative to create an atmosphere of cooperation.

Session 1: Conducting efficient meetings

Objective

- To sensitize members about proceedings before, during and after an efficient and effective meeting.

Expected outcomes

- The participants will be able to plan for an efficient and effective meeting following the steps presented in this session.
- The participants will learn about specific terms related to meetings, such as quorum and resolution, and different types of meetings.

Notes to the Facilitator

Meetings are considered as the lifeblood of any organization. The regular conduct of meetings indicates that the CBO is active and functioning. Meetings are essential to make important decisions pertaining to the CBO, to monitor the CBOs activities, to review the progress of various programs, and to provide the members an opportunity to discuss and take stock of the status of their CBO. Knowing how to conduct efficient and effective meetings will ensure that the CBOs' tasks are carried out in a transparent and successful manner.

Methodology

Brainstorming, mock meeting, and discussion

Time

1 hour and 30 minutes

Materials Required

Instructions for role play

Activity Steps

1. Ask the participants to spontaneously call out responses to the question, "What kinds of meeting do you know about or have ever attended?" All answers will be recorded on a sheet of paper and promptly displayed. (Likely answers are: ordinary regular meetings, special general body meetings; emergency meetings called in response to sudden developments; Annual General Meetings, or AGMs.)
2. Clarify the types of meetings by telling the participants that each form of meeting has its own distinct characteristics and format depending on the needs of members and requirements of the situation. The agenda may vary according to the different circumstances under which the meetings are convened. Give the following examples:

Ordinary Regular Meeting

Ordinary regular meetings are held at any given time when the community members feel that there is an issue which needs to be discussed. These meetings are for smaller issues that can be discussed and decisions taken on technical issues regarding already planned activities and/or implemented activities.

Special General Body Meeting

Special general body meetings have a specific agenda where only those larger issues may be taken up for discussion. These could include reviewing the progress of the implemented activities, or planning for new activities with budget implications. The special general

body meeting is convened only upon request from one fifth of the total members. The quorum for these meetings is one-fifth of the total members, or 100 members, in attendance.

AGM

The AGM must be convened within two months after the end of the financial year (April to March) i.e. before May 30th. The date for this meeting should be decided early and notice must be given 21 days in advance to members. This meeting must be attended by all members as specified under the bylaws of the CBO. In an AGM the following subjects will be discussed for related resolutions to be passed.

- Verification and presentation of the annual report
- Verification and presentation of the audit report of the previous Executive Committee
- Presentation of the proposed action plan for the next year, including the financial requirement
- Any amendment to the bylaws
- Any other relevant matters

Executive Committee Meeting

In order to develop appropriate strategies to implement the decisions taken in the AGM, the Executive Committee meeting will discuss the action plans, and take decisions on implementation, supervision, and monitoring and evaluation, and take appropriate decisions. These meetings must be convened at least six times in one financial year. There must be a seven day advance notice of the meeting included the proposed agenda, but under exceptional or emergency conditions, this meeting can be convened at short notice through a circular. A minimum of two thirds of the committee members must be present in the meeting for taking any decisions involving financial matters. In all other cases a simple majority of more than 50% of the members is sufficient for the meeting. The Executive Committee can invite the members of the sub-committees for the meeting, but they have no voting rights in the meeting. Other matters that are not on the agenda may be taken up for discussion with the permission of the President. The resolutions passed and decisions taken must be recorded in the minute book and the signatures of the members be obtained on this book.

Emergency Meeting

Some situations may demand emergency meetings. Under such circumstances the CBO may convene an emergency meeting.

3. Ask the participants to spontaneously call out responses to the question, "What norms should be followed during an effective and efficient meeting?" Any answers will be recorded on a sheet of paper and promptly displayed. (Likely answers are: punctuality, respect for others, only eating or drinking when permitted, participate freely, but keep comments short and to the point, attend all sessions of the meeting, abide by majority decisions, minutes must be recorded as stated and confirmed by signature.

4. Ask ten participants to participate in a role play based on the following scenario and instructions:

The CBO is having an "ordinary regular meeting". Each member has a special role to play. Tell the participants not to expand the role beyond the information given.

Role 1 - President

You are the President of the CBO. You are expected to be fair and just in your decisions. Today's meeting has to take a decision regarding the appointment of two Peer Educators. You and the Vice-President have already discussed this. Each one of you has a candidate in mind and you propose their names. But when their names are recommended, the others oppose their selection. You will overlook these objections and try to force your decision on the members. When a Member 2 recommends a name, you silence her by saying that she is too young and new to the CBO to make such a recommendation.

Role 2 -Vice-President

You are the Vice-President of the CBO. You are neutral and quite indifferent to the affairs of the CBO. However, in this particular meeting you take sides with the President because you have come to an understanding with the President regarding the selection of the candidate recommended by you. Therefore you both try to silence other members who are opposing the selection of your favored candidates.

Role 3 – Treasurer

You are the finance manager of the CBO. You know that there is only enough money budgeted for activities that can be carried out by two Peer educators and resist the call for appointing any additional staff members.

Role 4 - Member 1

You are a member of the CBO. You do not like the President of your CBO. You are not very particular about the selection of any of the candidates. However you feel that the candidate recommended by the President should not be appointed.

Role 5 - Member 2

You have recently joined the CBO. You have a lot of concern and compassion for the community. Therefore you recommend the appointment of the daughter of a local woman who is not well. You consider this younger woman honest and educated. You also add that she can help her ailing mother with this job. You know the candidate recommended by the President is not an ideal candidate for the post and feel she is too arrogant and headstrong. Therefore you oppose her selection.

Role 6 - Member 3

You take sides with the President. You will flatter her by saying that she is well meaning and always takes good decisions and therefore the candidate chosen by the President must be appointed. Saying this, you have taken a stand against member 2.

Role 7 - Member 4

You support Member 2. You are also aware of the poor health condition of the local woman whose daughter needs a job. You are very sympathetic about her case and hence speak in favor of her daughter.

Role 8 - Members 5 & 6

You will say that two Peer educators are not sufficient and that the project needs more coverage. You suggest the appointment of two more Peer Educators, although the action plan and budget is only for two Peer Educators.

Role 8 - Member 7

You do not say anything in the meeting. You keep silent. You just look blankly at those who speak, but keep quiet.

5. After the group has practiced their roles, ask them to perform the mock meeting. Allow approximately 15 minutes for the performance. Ask all the other participants to watch carefully and think about questions they need to ask for clarification.

6. After the performance, ask the participants to give their comments, suggestions and questions about the meeting. Link these answers to the norms that have been suggested for an effective and efficient meeting.

7. Clarify that all planning has to be done prior to the meeting, beginning with deciding on a date, time and place which should be included on an invitation to the meeting, plus developing an agenda. An agenda is list of issues/topics, which are decided in advance of the meeting. The agenda must be circulated to all members before the meeting to ask for further additions, or reasons for deletion.

8. Ask the participants to discuss the following questions:

- What should be included in the agenda?
- How can these issues be prioritized?
- How can the agenda items represent the concerns of all members, not just a few?
- How can equal opportunity to participate in the meeting be assured for all the members?

9. Tell the participants that before a meeting can start, there must be a quorum. A quorum is the principle according to which any meeting must have a certain minimum number of members present in the meeting. Generally the meeting is said to have quorum when one third of the total members of the CBO are present in the meeting. If a meeting does not have required quorum, it must be adjourned to another date. Any resolution made in a meeting without a quorum is considered null and void. A resolution is a decision, which is taken by majority of the members, on any particular issue, after debating the pros and cons involved. All resolutions must be clearly recorded in the minutes of the meeting in sequential order taken. The subject of the resolution, along with a summary of the discussion surrounding it, and the names of the members who proposed the resolution and seconded it, must also be recorded. After a meeting the President may release a press statement regarding the resolutions passed in the meeting with the concurrence of the members in the meeting.

Session 2: Taking detailed minutes of meetings

Objective

- To be able to record the minutes of a meeting

Expected outcome

- The participants will understand the significance of taking detailed minutes of a meeting

Notes to the Facilitator

The minutes of a CBO meeting are an important source of information and the official record of the CBO's activities. Minutes can inform a member who was unable to attend that meeting about discussions held on action plans, program activities, different resolutions, and members seconding the resolution. The minutes should allow any member to take the action points forward. Minutes are also helpful in informing non-members about the CBO and its activities. All officeholders and interested members should learn about how to take minutes of a meeting.

Methodology

Group work and discussions

Time

60 minutes

Materials Required

Marker pens, chart paper

Activity Steps

1. Remind the participants that just as though there are different types of meetings as reviewed in Session 1: Conducting Efficient Meetings, there are different kinds of reports that need to be written and disseminated.
2. Tell the participants they will learn about one type of reporting, recording the minutes of a meeting.
3. Describe the procedure for recording minutes of meetings using the notes below:

Minutes of a meeting:

At any meeting, the writing down of minutes, or proceedings of the meeting, must give a clear and complete picture of the situation. These minutes must be maintained and preserved as a document for the purpose of presenting it in a subsequent meeting, for necessary endorsement and approval. Minutes are usually taken by the secretary of the CBO or other officeholder as authorized by the meeting. The members have to read the minutes before putting their signature on. In case members are illiterate, the report has to be read to them before obtaining their signature.

4. Ask the participants to spontaneously call out responses to the question, "What are the important parts of a meeting?" Any answers will be recorded on a sheet of paper and promptly displayed. (Likely answers are: type of meeting, date, place and time of meeting, list of members present at the meeting, list of members who sent apologies for not attending the meeting, list of members absent in a meeting, agenda of the meeting, points of discussion linking to each sub-heading of the agenda, resolutions decided upon, members who proposed the resolution, members seconding the resolution, action plans [including who will do what, when], plans for the next meeting [date, time, place], and signature of an officeholder endorsing the report.)

5. Use the brainstorming suggestions to create a format for reporting on the minutes of a meeting and display it.

6. Ask the participants to form small groups and to create a report of the proceedings of any meeting they have recently attended. Give the groups approximately 30 minutes to draft a report and then ask each group to present their report to the other participants. Encourage them to ask questions and share their opinions by asking them the following questions:

- Did the report contain all the information needed?
- What was missing?
- Would someone who was not at the meeting be able to understand what happened at the meeting?
- Would someone be able to take the action points forward?

Session 3: Prioritizing communication tasks

Objective

- To understand why it is important to prioritize a range of communication tasks of the CBO, including correspondence, report writing and advocacy.

Expected outcome

- The participants will realize the importance prioritizing letter/email correspondence for timely responses, the need to document activities through report writing, and to promote advocacy efforts.

Notes to the Facilitator

Prompt correspondence through the post, or email, is becoming more and more important to all organizations. Ensuring that all staff respond in an efficient and effective manner is critical for the CBO to be viable. This also applies to report writing. Many government schemes and donor agencies have their own schedule of reporting that the CBO must adhere to in order to receive funding.

All of the activities of the CBO should ultimately influence the public policies with a view to empowering the disadvantaged members of society. Towards this end the CBO must employ some of the strategies related to advocacy for legislative change, which can provide the CBO with a platform to voice its concerns and urge members, and the wider community to assert their rights and call for laws and policies and associated rules and regulations to change for the better.

Methodology

DVD or role play and discussion.

Time

60 minutes

Materials Required

Marker pens, chart paper, DVD

Activity Steps

1. Show DVD or ask participants to perform a role play based on the following scenario:

A CBO submitted a proposal to obtain a government scheme and was waiting for to hear the decision. The CBO thought it was almost certain that this proposal would be accepted and funded and had already initiated steps towards implementing this project. One day the CBO received a message from the government department that stated that due to lack of information due to the absence of any report or the presence of any representative from the CBO in the final round of discussions, the proposal had not been accepted. The director of the CBO is shocked and deeply disturbed after getting this message and asks her staff about the letter which informed them about this meeting and requested a CBO representative to make a report. All the staff members have an excuse about why they don't know anything about it: one was on holiday, one shared computer was broken, one was in the field dealing with other activities. The situation ends with chaos and confusion in the office as none of the staff members were clear about their responsibilities.

2. After the role play, ask the participants to discuss it using the following questions:

- Why did the project fail to win the proposal?
- Who is responsible for its failure?
- What should have happened when the letter arrived at the CBO?

3. After this discussion clarify the need to prioritized CBO communication channels using the notes below:

Punctual Communication

Correspondence is essential for maintaining meaningful contacts and broader networking. In a CBO there must be an efficient and effective communication system for both letters and emails. Letters received by the office must be retained and the names of the sender must be recorded in a separate register. After the letter is recorded, it must be handed over to the concerned person as soon as possible. The person who receives the letter should sign the register. Otherwise, as seen from the role play, there will be chaos and confusion in the office and important opportunities that can benefit the CBO are instead likely to be lost. A similar procedure must be followed for the

letters sent out of the office. Emails regarding activities of the CBO will usually come to the CBOs general email, or to the President, or to a specific office-holder in charge of a specific activity. When one officeholder is out-of-the office, she must put an out-of-office message on her computer with instructions to contact another colleague. When a person gets an email, they should reply immediately, if only to say they will look into the matter and send more information on a specific date.

Writing Reports

Reports can showcase the values and style of the CBO, its various activities and establish it as an important entity in relation to other development organizations. Reports are required for any kind of activity that the CBO initiates in the community or adjacent area. Each activity must have proper documentation as proof of the work and accomplishment that lend credibility to the CBOs existence. For routine project reports, each objective of the activity must be listed and then any related activity must be described and measured against an indicator to judge its effectiveness and efficiency. An example of a report is the annual report, or a report of all the activities that the project has planned and implemented by the CBO during the financial year. An annual report has its own significance because it provides a glimpse of the overall activities of the CBO in a particular year. This report should include the following:

- Objectives of the project
- Indicators used to mark any progress
- Which objectives were achieved and to what extent
- What were any outcomes in terms of change of behavior in the population
- What were the barriers that prevented the project's objectives not to be met

Advocating for change

Advocacy for legislative change is a unique process that directs its set of actions at decision makers, policy makers, leaders and other people of influence in support of a specific issue or problem. Advocacy includes both single-issue, time-limited campaigns as well as ongoing work undertaken around a range of cross-cutting issues. This type of advocacy needs concise and persuasive messages that are tailored to capture the attention of the target audience for the achievement of specific objectives, e.g., focused towards promoting proactive actions.

- Make sure the elements identified in the message can be acted upon.
- Message development requires research, particularly qualitative research, such as focus group discussions and in depth interviews to help identify key messages that are clear and concise.
- Messages can emphasize the negative, e.g., what is missing in the current legislation, or emphasis the positive, e.g. what good a change will bring about.
- Message delivery tactics to reach high-level audiences must be appropriate for the specific environment to gain support for legislative change. Politically correct channels must be used for face to face meetings, public addresses and debates. Written messages such as letters and background fact sheets must be polite, clear and concise.
- To make an impact with mass communication campaigns, an adequate number of the target population must be reached. Use multiple communication channels to reinforce messages: posters, flyers, facts sheets, brochures, banners. Join with other organizations to get messages out to larger audiences, i.e., billboards and newspapers, and electronic web-sites can all get the message across, plus correct misperceptions, misinformation, myths and rumours.
- Make use of public holidays and special events, e.g., World AIDS Day, to raise public awareness and promote non-discrimination among local authorities and the community.



Session 4: Delegating responsibilities to sub-committees

Objective

- To understand that duties and responsibilities have to be delegated to different CBO staff and members to be successful.

Expected outcomes

- The participants will realize that delegating responsibilities to certain members will ease the burden and ensure completion of the tasks.
- The participants will realize the need and importance of sub committees in resolving the issues affecting the community members.

Notes to the Facilitator

Proper planning of activities includes assigning different members of staff different responsibilities. Each person should have a clear mandate regarding their respective tasks. A technical member of staff is someone who has special knowledge, or even a special interest, in the types of activities that the CBO engages in daily. For example, perhaps a person has liaised with the police and has built up a good relationship with them. This person might be assigned to be responsible for legal matters in the CBO and join the legal sub-committee. Similarly, a person with health related experience could join the health sub-committee, while a person who knows about the various government schemes related to housing or getting government-supported supplemental food could join the social entitlement sub-committee. More senior officeholders with a great deal of experience could provide guidance to these three sub-committees through an overall advisory committee to ensure the overall development of the CBO.

Methodology

Practical demonstration, role plays and discussion.

Time

1 hour and 30 minutes

Materials Required

Any heavy objects such as books, bags

Activity Steps

1. Invite one of the participants to come forward to act as the President of a CBO. The remaining participants will act as ordinary members. Tell everyone that there will be an opening of a new government community center that will offer health, legal and social entitlement advice. As the CBO has ongoing activities in each of these areas, a local official has asked that the CBO attend and assist with the opening. The President wants to be in charge of organizing this. Ask all the participants to make a list of all the tasks that need to be done to ensure the CBO makes a good impression.
2. Give the participants about 10 minutes to make a list. This will probably be quite long. Now tell them that for every task listed they must find and pick up some kind of object around the training room, such a book or a bag.
3. Since the President will be responsible for the celebration, ask the members to symbolically hand over all the tasks to the President by placing the objects in her outstretched hands. As the objects are handed over, one piled on top of the other, she will no longer be able to hold onto all of them, and consequently they will fall to the floor.
4. Ask the participant, "Why did these objects fall on the floor?" (Likely answers will include: There were too many objects; her hands could not hold all the objects; the objects were heavy and large.)
5. Now invite three participants to come forward and ask them to stand beside the President and instruct her to distribute the objects to the members who are standing beside her. After this, ask the President how she feels now? (Likely answers will include: she now feels relaxed; she feels like others will help her; she feels like the event will be successful.)
6. Discuss how the participants feel now that the tasks have been distributed among three of the members. Use the following questions:
 - Does sharing responsibilities make work easier?
 - How can the President of a CBO ensure that responsibilities are shared?
 - What are the major tasks of a CBO that need a small group of members, or a sub-committee, to take responsibility for?

Good Management Techniques

- Who is best suited to be on these sub-committees?

7. Ask five or six participants to come forward and act out three different scenes in a role play. The first scene will entail the arrest of a FSW by the police when she is alone and vulnerable. The second scene will depict about twenty of her peer group protesting against her arrest at the police station and the police filing cases against all the protestors. In the third and final scene, the legal sub-committee members arrive at the police station and get all the FSWs released on bail. They then hire a lawyer and begin a legal battle against the police and eventually win the case.

8. Ask the group what differences they could point out in the first, second and third scenes. (Likely response will include: in the first scene the FSW was helpless because she was alone; in the second scene, even though the FSWs came to the arrested FSW's rescue, they could not help her due to their ignorance about the law; in the third scene, the members of the legal sub-committee could demonstrate their role as legal experts.

9. Ask the participants to think of situations in which the health sub-committee members and the social entitlement sub-committee members could demonstrate their expertise to benefit the other members of the CBO. If they need help, use the following examples:

Health sub-committee

An FSW is suffering from STI. She remains very secretive about this problem and consults a non-qualified doctor for help. Her condition becomes worse and her income dwindles as she cannot approach clients in her present condition. Even though she always passes by a health clinic, she is not aware of the facilities offered by this clinic.

Social entitlement sub-committee

An FSW lives in a dilapidated rented house. She decides to move to a different house and begins to search for a rented house. When the house owners come to know about her profession, they refuse to give the house on rent or demand more advance payment. Finally she applies for a house under a government scheme, but she receives no support from those officials and the house site is allotted to another family that already resides in a house.

10. After discussing these questions thoroughly, come to an agreement about which sub-committees should be formed, who the members should be, and how the sub-committee will operate within the CBO. Tell the participants that many CBOs decide to form an overall advisory committee that is made up of more senior officeholders who have more experience and can provide guidance to the sub-committees for the overall development of the CBO.



4

Finances of the CBO

The sound financial management of the CBO and maintenance of accounts is an essential requirement for the successful functioning of the CBO. Although the Executive Committee Members are responsible for the actual financial operations, the financial transactions of the CBO must be transparent, and all the members are equally entitled to information on the financial dealings and transactions of the CBO. There should be systematic and orderly accounting of funds spent on the implementation of various programs planned by the CBO, in accordance with budgetary provisions.

Session 1: Financial documents and their importance

Objective

- To identify both the function and the importance of different types of financial documents necessary for transparent operation of a CBO.

Expected outcomes

- The participants will realize that maintaining accounts without proper documents is impossible.
- The participants will understand the function and importance of different types of financial documents.

Notes to the Facilitator

All Executive Committee members must know about the essential financial documents to be maintained in a CBO. These documents are crucial for the transparency of the CBO in relating to its members and its donors. It is the responsibility of the Executive Committee to ensure that all the documents pertaining to the financial accounts are up-to-date and orderly. Generally this task is entrusted to the secretary of the CBO, who works closely with the treasurer.

Methodology

Demonstration, brainstorming, examples and discussion

Time

1 hour and 30 minutes

Materials Required

Approximately 20 numbered sheets of paper and examples of financial documents

Activity Steps

1. Distribute a bundle of about 20 numbered paper sheets to one of the participants and instruct her to distribute them among the other participants.
2. As soon as she is finished distributing them, ask her to collect all the sheets from the participants.
3. Now ask her to tell you how many sheets were distributed to each participant and what numbers they were marked with.
4. When it is obvious that there is some confusion, stop the demonstration and ask the participants what just happened? Elicit opinions from the participants about what went wrong with keeping track of the numbered transactions and how this could be done more effectively and efficiently.
5. Ask the participants to spontaneously call out responses to the question, "What kinds of documents are essential for maintaining a transparent financial system for both the members and for other stakeholders?" (Likely answers are: check book, bank pass book, cash book.)

Finances of the CBO

6. Clarify the types of documents by providing an example of each and giving an explanation about its use and importance to the CBO.

- **Registration book of the members and membership fees** - Provides a cumulative record of all the members who have paid the fees and those that have not.
- **Record book containing the meeting minutes pertaining to financial resolutions** - Tracks progress and decisions made with regard to the financial obligations of the CBO.
- **Record book containing files related to financial bylaws and accounting** - Assists the CBO treasurer to maintain accounts and record expenditure based on the bylaws.
- **Check book** - Keep track of the money withdrawn and the details of the person to whom it was issued.
- **Bank pass book** - Keep track of the funds available and/or used from the CBO's account.
- **Cash book** - Maintains a record of the cash in hand.
- **Ledger books** - Maintains the incoming and outgoing of funds.
- **Stock book** - Details the moveable and non-moveable assets owned by the CBO.
- **Receipt books** - Provides acknowledgment for received funds/donations.

7. Highlight several financial documents and give a brief demonstration of how to enter data, verify entries and facilitate orderly maintenance of.



Session 2: Balancing a budget

Objective

- To understand the income and expenditure of the organization and plan the activities of the CBO accordingly.
- To understand the role of the committee members and treasurer in balancing the budget.

Expected outcome

- The participants will understand the importance of having a balanced budget in order to plan and sustain the CBO's activities.
- They will understand the role of the committee members and treasurer in budget planning.

Notes to the Facilitator

Without proper financial management training it is almost impossible to keep track of and maintain the financial accounts of a CBO. The financial accounts must reflect the funds mobilized for the purpose of implementing activities, savings, and membership fees. There should be systematic and orderly accounting of funds spent on the implementation of the various activities planned by the CBO in accordance with the agreed budget. The systematic maintenance of the accounts will facilitate the growth of the CBO. The CBO must elect a Treasurer who will be wholly responsible for the financial matters of the CBO. A suitable person should be selected who has some experience in accounting or the ability to learn the procedures.

Methodology

Brainstorming, examples and discussion

Time

1 hour and 30 minutes

Materials Required

Handout (See Annex 1: Balancing a Budget: Annual income expenditure list)

Activity Steps

1. Remind the participants that usually the Executive Committee roles and responsibilities define the Treasurer as being wholly responsible for the financial matters of the CBO.
2. Tell the participants that accounting for money received and expenditure incurred is called balancing a budget.
3. Divide the participants into two groups. Give them the Handout found in Annex 1: Balancing a Budget: Annual income expenditure list, which contains a list of the various sources of income and expenditure for the CBO.
4. Ask one group to identify the sources of income from this list of particulars in the handout, and ask the second group to identify the sources of expenditure.
5. After both the groups identify the income sources and the expenditure sources, ask one group to add up the total income received by the CBO and the other group to add up the total expenditure incurred by the CBO.
6. After each group presents the total income and the total expenditure, ask the group to decide whether the CBO has a profit or loss. If the CBO has a loss, ask the participants to decide what sources of expenditure could be minimized. If the CBO has a profit, ask the participants to identify which source of income is primarily responsible.
7. The facilitator should wrap-up this session by highlighting the importance of balancing a budget and prioritizing expenditure based on critical activities.



Session 3: Opening a Bank Account

Objective

- To understand the regulations of banking through a formal financial structure and the corresponding procedures a CBO must follow.

Expected outcome

- The participants will learn about initiating bank transactions and what corresponding procedures need to be included in the CBO's bylaws.

Notes to the Facilitator

Financial transactions are essential for the smooth running of the CBO. Bank accounts must reflect the funds mobilized for the purpose of membership status, program implementation, and savings. The CBO is always involved in some kind of financial transaction. To prevent loss through unscrupulous people, or just by human mistakes, it is desirable to have most of the transactions done through banks. This requires timely depositing of the funds received and making payments through a check book and not using cash.

Methodology

Discussion and analysis.

Time

60 minutes

Materials Required

None

Activity Steps

1. Read the following scenario to the participants:

A newly formed CBO's health sub-committee and advisory committee have discussed and approved an activity to be implemented by its FSWs. They will conduct 20 health camps consisting of giving health related messages through folk media with health workers in 20 villages. A budget has been developed and sent to the funding agency and has been approved. The CBO will receive US \$ 2,000 through a bankers check, or Demand Draft. The committee decides to deposit this money in the bank. One of the members goes to the bank to get information about how to open an account in the name of the CBO. The bank official tells the member the bank account must be opened in the name of the persons as specified by the bylaws of the CBO. The account can be opened jointly by either a two or three person team consisting of the President and/or Secretary, the Secretary and/or Treasurer, or the President and/or Secretary and/or Treasurer. A meeting needs to be convened to pass a resolution following the bylaws of the CBO authorizing these persons to open the bank account in their names. The application form for opening the bank account has to be filled out and copies of the resolution and the bylaws must be attached to this application along with the photographs of the account holders and submitted to the bank for an account to be opened. After opening the account, funds in the bank can be withdrawn, but the amount to be withdrawn has to be mentioned in the request letter, which must be signed by the advisory committee chairperson. After this, the sanctioned funds can be withdrawn by writing a check.

2. After the role play, ask the participants to discuss if all these steps are necessary to operate the CBO's accounts through a bank. Use the following questions:

- Why does the bank need to have so much information about the CBO's internal affairs and bylaws?
- Why are so many people's name needed on an account?
- Why are certain documents, such as photographs, required?
- Is having a bank account a plus when dealing with visitin government officials or donors?
- If not, why not?

3. Highlight the need for opening a bank account to legitimize all financial transactions for the smooth and transparent running of the CBO.

Session 4: Auditing of the accounts

Objective

- To understand why a routine and timely audit of the account books of the CBO is important.

Expected outcome

- The participants will realize how an annual audit can help the CBO become more efficient and effective in planning for its activities.

Notes to the Facilitator

All institutions conducting financial transactions must have their accounts audited by a certified chartered accountant once every financial year. An audit will give a complete picture of the financial status of the CBO: its income and expenditure, profit and loss, and system integrity, to ascertain if the accounts have been properly maintained or not. The auditor will recommend appropriate corrections in case of mistakes so there is an opportunity to rectify these mistakes. Regular auditing of the accounts will eliminate errors and this will help the CBO to build up an effective and efficient system of accounting. If the CBO does not get its accounts audited, this will lead to questions raised about its efficiency and transparency.

Methodology

Question and answer, and discussion.

Time

45 minutes

Materials Required

Previous audit reports.

Activity Steps

1. Ask the participants to define the word 'audit'. (Likely answers will be verifying the numbers, making sure the entries are up-to-date, checking the entries between income and expenditure, and developing systems for proper accounting.)
2. Clarify the correct meaning of an audit. Then ask the participants to suggest benefits of auditing the CBO on a yearly basis.
3. Distribute copies of an example of an audit report of another institution and ask all participants to study it and think of questions they can ask that might help both themselves and other participants to understand the document.
4. Highlight the benefits of an annual audit for the CBO.



Annex 1: Balancing a Budget: Annual income expenditure list

Annual income expenditure list

No	Particulars	Amount/Income	Amount/Expenditure
1	Membership fee	5,500	
2	Renewal of registration, 80 G etc		1,200
3	Loan repayment		6,600
4	Audit fee		1,000
5	Admission fee		500
6	Medical bills of community- charity		8,800
7	Monthly EC meeting TA/Sitting fee		12,000
8	General body meeting/AGM		35,000
9	Travel bills		4,400
10	Profit from SHG interest	13,500	
11	Stationary and postage		3,500
12	Credit to Corpus fund	10,000	
13	Bank Interest SB A/C	14,250	
14	Bank FD interest	22,000	
15	Corpus fund interest	33,000	
16	Receivable Donations (fixed)	40,000	
17	Management cost from various projects		35,000
18	Rent for the office		6,000
19	Electricity and telephone bills		4,800
20	Salary for part time accountant		3,600
21	Cost of Training programmes		10,000
22	Building fund		5,000

Total





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