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# PERSPECTIVE BUILDING MODULE

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# INTRODUCTION

KHPT is dedicated to enhancing the health and wellbeing of vulnerable communities in India. With initiatives centred around evidence generation, community participation and government partnerships, KHPT works towards strengthening health systems and ensuring sustainable health impacts. Our interventions, therefore, proactively focus on community engagement and participation at various stages of project design and implementation.

In order to successfully work with and for communities, KHPT believes partner training to be an essential step in the process. This includes perspective building training for community leaders, field teams, front line health workers as well as young opinion leaders. Capacity building exercises within such training modules aim to foster an empathetic, decentralized and critical thought process within the participants. The current Perspective Building Module has been designed as part of KHPT's Breaking the Barriers (BTB) project which works towards eliminating Tuberculosis in India. However, the module can easily be incorporated within multiple health interventions across different partnership levels and geographies in India.

## **BREAKING THE BARRIERS PROJECT**

KHPT, through the BTB Project, funded by the United States Agency for International Development (USAID) aims to implement a community engagement initiative that will empower vulnerable communities to access quality health care services, thereby accelerating the elimination of Tuberculosis (TB) in India.

The BTB project will develop and scale up effective behaviour change operational models that improve coverage of vulnerable populations such as urban vulnerable groups, tribal communities, migrants, tea garden workers, and mining and industrial workers. It aims to increase case notification and improve successful treatment outcomes among patients with drug sensitive TB (DS-TB) and Drug Resistant TB (DR-TB).

The project will follow a Build – Operate – Transfer approach. It will generate innovative solutions through collaboration at the grassroots, operate or implement them with specific vulnerable populations in different geographic contexts with the support of the state National Tuberculosis Elimination Program (NTEP), generate evidence around the solutions and transfer them to the Central TB Division and the NTEP for adoption and health systems integration.

Insights from this project can help enhance knowledge about these population groups and the barriers they face. Further, they can showcase successful operational models that help detect TB and improve treatment outcomes, thereby accelerating TB response at the national level.



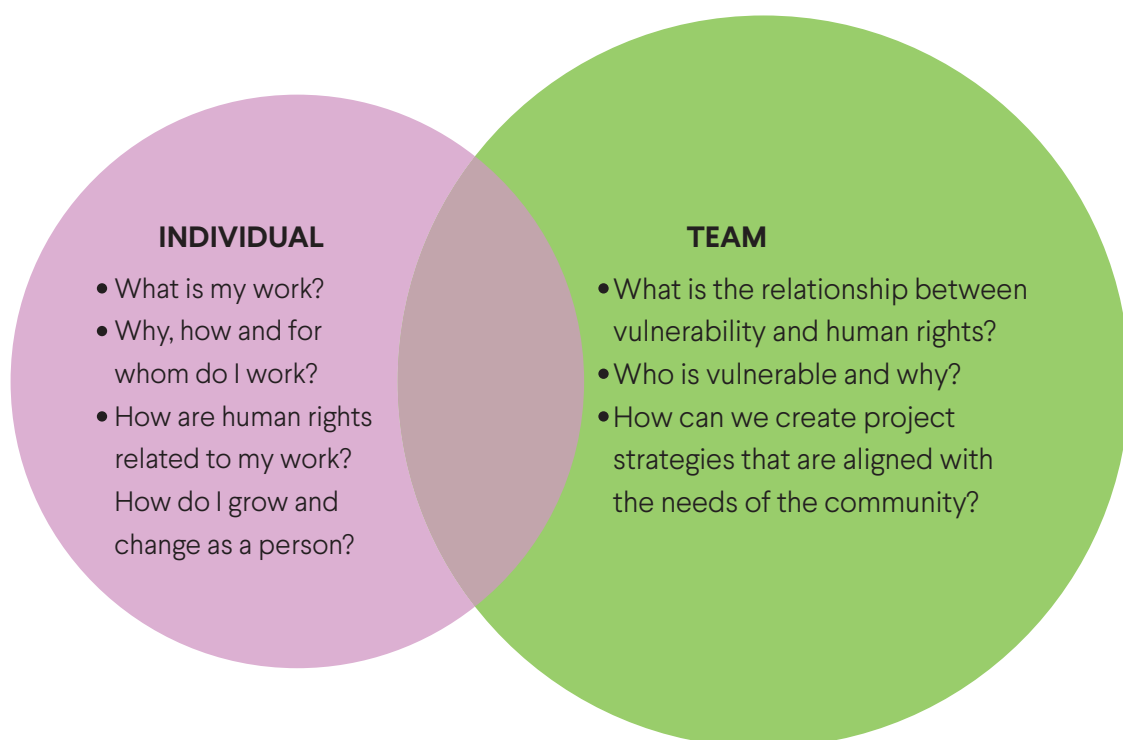
# PERSPECTIVE BUILDING MODULE

Capacity building through training is an important step for successful interventions. A perspective building module helps development practitioners be cognizant of the complexities within individuals and social groups, further enabling them to engage with at risk communities. These complexities could be economical, socio-cultural or even political in nature and would therefore require an empathetic, decentralized and rights based approach of implementation. Such an approach would ensure that community interventions are both envisioned and implemented while keeping the rights of the community as well as its people, at the heart of intervention projects.

The primary aims of this module are:

- To strengthen the team's perspectives on aspects such as vulnerability, human rights, power dynamics, community empowerment, behaviour change and their role or identity within spaces of community engagement and social justice.
- To develop a unified vision and robust belief system within the team which helps them support the community in researching, designing, implementing and evaluating health interventions.

Further, this module will help participants create innovative solutions for responding to health crises among the most vulnerable communities. It will also help the participants to develop perspectives as both individuals and as parts of teams (Figure 1).



*Figure 1: Individuals' and teams' concise perspectives formed through the module*

## METHODOLOGY, EXPECTED OUTCOMES AND USE

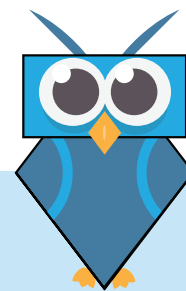
The methodology used throughout the module is participatory in nature. It promotes learning through role playing, group activities, demonstrations and discussions. The activities under different sessions also encourage and benefit from introspection, reflection and discussions within both the individual participants and collective teams. Growth and learning in participants is expected to take place through peer learning and interaction, as well as through the facilitators. Case studies and real world examples have also been used to help participants transform learning into practice. Lecturing (and response) as a method has only been reserved for a few introductory sessions. Similarly, PowerPoint presentations are only used when introducing new concepts and ideas.

This module is expected to be an exercise in learning, unlearning, introspection, listening as well as understanding. While it is not possible to suggest every realization or question the participants may explore, a few have been shared below (Figure 2).

<b>UNDERSTANDING SELF</b>	<ul style="list-style-type: none"><li>• Who am I? Why am I a part of this team?</li><li>• Is change in individuals possible? If so, how?</li><li>• What kind of changes need to emerge within me or in others, to move towards social justice and help create egalitarian societies?</li></ul>
<b>UNDERSTANDING SOCIETY</b>	<ul style="list-style-type: none"><li>• What is 'society?' What are societal norms?</li><li>• What kind of structures or systems exist within a society?</li><li>• How are these structures created and how can one identify who is and isn't benefitting from them?</li></ul>
<b>UNDERSTANDING PERSPECTIVES</b>	<ul style="list-style-type: none"><li>• What are perspectives, and why are they different for everyone?</li><li>• How are values generated? What is my position in the society?</li><li>• What is the difference between values and perspectives?</li><li>• How do my values influence my perspectives?</li></ul>
<b>UNDERSTANDING BEHAVIOUR CHANGE</b>	<ul style="list-style-type: none"><li>• What kind of behaviour changes are required to create an enabling environment for everyone?</li><li>• How can one engage with the whole community to decide on and bring about a shared vision?</li></ul>

*Figure 2: Examples of some of the questions a participant may ask themselves*

Given below are a few usage tips which may help the facilitators while conducting the training. Similar notes for facilitators have been shared throughout the document where necessary. References to the Activity Sheet or Annexure 1 have also been made where necessary.



## NOTES TO FACILITATOR

- The material and exercises in this module are intended to be used in a group as the group is the learning unit.
- Sessions have been designed to build knowledge as well as skills. Some suggestive exercises and activities have therefore been detailed out for you to use in your training sessions.
- These exercises and activities can be modified and adapted as per the needs of your participants. They can also be modified to be used in a virtual learning space through virtual meeting software (Zoom, Slack, Google Meet, WebEx etc.) and digital whiteboards (Miro, Stormboard, Mural etc.).
- The facilitator is expected to encourage discussions and deliberation in the participants keeping aside their own perspectives or beliefs. They should also be able to create an atmosphere of trust and comfort among the participants and hold space for their thoughts.
- In group exercises the facilitator should encourage participation from all the group members to avoid situations where only a few of participants might dominate a discussion.
- The suggested time for activities is only indicative and may vary depending on the group size/time constraints.
- The cases/illustrations used in this module are merely exploratory and similar cases or examples may be incorporated by you, the facilitator, based on your assessment of the context and participants' needs.
- Please also use this workshop as an opportunity to reflect, retrospect and understand how the focus on vulnerable communities can be sharpened.
- The course facilitator must have a good grasp of the key concepts that will be discussed.
- They must not allow their personal beliefs or biases influence the workshop. Further, they should try to maintain a positive and encouraging demeanour at all times.



# SESSION ONE: INTRODUCING THE MODULE

The perspective building module is introduced in this session through important entry point activities. The facilitator or session moderator will begin these activities after ensuring that every participant has assembled in the training hall post their registration. By the end of the session, the participants would have understood the objective of the perspective building program and gained some familiarity with KHPT's work.

## OBJECTIVES

 **30 MINUTES**

- Help participants understand the context of the workshop/training
- Share the rationale behind this training and its focus
- Help participants create a space for learning and growing

## METHODS

Lecture with reflections and responses, PPT Presentation

## MATERIALS/AIDS

- Participant registration format (Exhibit 1), key points for keynote address (Exhibit 2), PPT ('KHPT Journey in the Field' – Exhibit 3)
- LCD projector with laptop and accessories, PA system if required

## PROCESS

This session comprises the following three steps:

- a. Welcoming the participants: After you (facilitator) have ensured that every participant has registered (Exhibit 1: Registration Form) and assembled in the training space, welcome the participants. Next, try to create a comfortable atmosphere with the help of a very brief introduction and some greetings.
- b. Delivering the keynote address: Introduce the guest speaker or course director and welcome them to deliver the keynote address. This keynote address will establish the specific direction that the training workshop will take.
- c. Presenting KHPT's Journey and Conclusion: After the keynote address, present KHPT's journey and achievements in the field with the help of a power point presentation (PPT). Please also share KHPT's history and success with actively involving local communities as key stakeholders and team members in their work. This is to be followed by a short conclusion to the session.

## EXPECTED OUTCOME



- Opening oneself to a space of learning and sharing
- Understanding the focus of the workshop and its rationale
- Understanding KHPT's history and its focus on participatory development



## NOTES TO FACILITATOR

- Ensure that every participant has been registered via the shared format (Refer: Exhibit 1).
- Make a list of materials required for the session, as well as any logistical requirements and ensure that they are available and in working condition before the start of the training.
- Confirm the participation of the guest speaker(s) and faculty.
- Provide sufficient background information of the training program and profile of trainees to the key note speaker (Refer: Exhibit 2).
- Prepare or procure the PPT ('KHPT Journey in the Field') or film (if any) (Refer: Exhibit 3).
- Facilitators must refrain from conducting any part of the session on a stage area. If this is extremely necessary, please ensure that the space is occupied only by one or two guests (including the key note speaker).
- Any religious song, prayer or activity is to be avoided, as it may be insensitive to the religiously diverse participants. Local folk songs, community harmony songs or songs about unity can be used instead.
- Facilitators should also avoid using gifts, garlands, flower bouquets or lighting of lamps as part of the inauguration process. Instead the participants can be encouraged to clap or applaud together, or use local percussion instruments.

## SESSION TWO: ICE BREAKING AND EXPECTATION SETTING

Creating a comfortable and inclusive training environment is paramount to its success. Ice breaking activities are a great tool for not only helping participants get familiar with each other, but also to help the facilitators understand their audience better. Ice breaking exercises can also help reduce tension and increase co-operation between the participants, especially in groups with varied religious and social beliefs, genders, ethnicities, socio-economic strata, caste and lived experiences. The activities in this session are meant to help create a co-operative and conducive training environment, and establish expectations and ground rules. Facilitators can choose activities based on their trainee demographics or even conduct exercises beyond the manual, provided they do not negate or undermine the objectives of the training.

### OBJECTIVES

 **100 - 120 MINUTES**

- Help participants get comfortable with the training space and co-participants
- Energize and motivate participants
- Create a positive, honest and cooperative training atmosphere
- Help participants share their expectations from the training

### METHODS

Group discussions, reflections and presentation

### MATERIALS/AIDS

- Activity Sheet (Annexure I) for Exhibits 4 through 9
- PPT on Course Content & Deliverables (Exhibit 9) either in a digital format or on a flipchart or transparencies
- Flipcharts, pin boards, pins, chart papers, masking tape, markers, postcard sized cards in three different colours
- Projector, laptop and accessories for presentation if needed

## PROCESS

The moderators or facilitators will conduct this session through the four interconnected activities mentioned below. These can also be modified to be used in a virtual learning space through virtual meeting software (Zoom, Slack, Google Meet, WebEx etc.) and digital whiteboards (Miro, Stormboard, Mural etc.).

There are four activities under this step. Facilitators can choose Exhibit 4: Practice Makes Perfect – Ice Breaker or Exhibit 5: I Know my Surroundings – Ice Breaker for a virtual training setting, and Exhibit 6: We Respond to Our Brand – Ice Breaker or Exhibit 7: Blow the Balloon – Ice Breaker for in-person training from the Activity Sheet. After completion of one of these activities, please proceed to the next activity below.

## 2.A. IDENTIFYING INTRODUCTIONS, EXPECTATIONS, AND APPREHENSIONS

Process

 45 MINUTES

- a) Give each participant three differently coloured postcard sized (4 inch by 6 inch) cards. The cards can preferably be white, blue and yellow in colour.
- b) Follow the steps below:

NAME	EXPECTATION	APPREHENSION
<ul style="list-style-type: none"> <li>• Ask participants to write their name, its meaning or association.</li> <li>• These can be their given name or the name they wish to be addressed by during the training.</li> <li>• Complete this step yourself as well.</li> <li>• Be mindful of the connection between names and identity</li> </ul>	<ul style="list-style-type: none"> <li>• Ask participants to write ONE expectation from the training on the card.</li> <li>• This should be either one keyword or an idea (3-4 lines) in big capital letters.</li> <li>• Collect all blue cards in one pile.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask them to write their apprehensions, worries or concerns about the training.</li> <li>• Collect all yellow cards in one pile.</li> </ul>

Give participants five minutes to write on each card. After collecting yellow and blue cards proceed to the next step.

- c) Next, ask the participants to go around and share their names (from the white card) along with an adjective that describes how they are feeling at that moment. The adjective should start with the same letter as their name. E.g. 'I am Mohan and I am feeling mighty' or 'I am Lilly and I am feeling light.' (15 minutes)
- d) After the introductions in the previous step, lead a short discussion on names and their associations with gendered identities and roles (Refer to Exhibit 8: What's in a Name, for a detailed note on the gendered nature of names). (10 minutes)

## 2.B. ALIGNING EXPECTATIONS AND APPREHENSIONS WITH TRAINING AIMS

Process

 **30 MINUTES**

- a) Paste or pin all the blue cards on one half of a flipchart or a pin board and the yellow cards on the other half.
- b) Label the column of blue cards as 'Expectations' and the yellow one as 'Apprehensions.'
- c) Next, through a detailed presentation on the overview of the module, link the participants' expectations with the objectives of the module (Refer to Exhibit 9 for a PPT on Course Content & Deliverables).
- d) Summarize this activity by eliciting feedback or responses from the trainees. Conclude by assuring the participants that it is natural to have apprehensions but that they might find those apprehensions turning into curiosity and answers during the course of the training.



### NOTES TO FACILITATOR

- Each objective of the training program should be clearly explained to the participants.
- Establish links or co-relations between the objectives and the expectations and concerns of the participants. This will enable participants to generate their perspectives around training outcome.
- Inform the participants if any of their apprehensions or expectations are beyond the scope of the training program. Let them know that they cannot be tackled during training but that they will be shared with the concerned teams and addressed later.
- If there are some participants who wish to know more about certain specific topics which fall under the purview of the course but in much greater detail, then request them to reconnect during free hours or after the sessions.

### 3. GROUND RULES AND TRAINING NORMS

 10 MINUTES

#### Process

- a) Encourage participants to suggest ground rules and training norms that they would like to observe throughout the training, one by one and list them on a chart. These could include do's and don'ts, rules on schedules, breaks, discussions or participation, language usage, behaviour expectations etc. Affix this chart in the training space or session hall, where all participants can easily access it.
- b) Suggest the creation of host teams to help manage the course in a participatory and inclusive manner. Host teams usually chair the day's session in close coordination with the facilitators, provide energisers when needed, review the previous day's sessions and keep track of time by making sure that participants and facilitators are ready to start on time. The participants could also suggest other roles for the host teams.
- c) Divide the participants into host teams (of 3 or 4 individuals) with one leader that they have selected themselves. Assign scheduled days to each team and post this schedule on an easily accessible wall or board for future reference.

### 4. CONCLUSION

#### Process

- a) Share all logistic details with the participants. These could include details on accommodation, reimbursements, travel etc.
- b) Conclude this introductory session and call for a brief break.

### EXPECTED OUTCOME



- Identification of expectations and apprehensions and their alignment with training aims.
- Participants understanding the gendered nature of names



## SESSION THREE: UNDERSTANDING DIFFERENCES IN PERSPECTIVES

We tend to assume, understand, express, confirm, assert, react and even draw conclusions as a result of opinions formed by us based on what we see, hear and grasp from our senses. However, the same situation can be differently interpreted by others based on their own experiences. Therefore, it is not apt for us to draw conclusions by solely relying on our own, at times unknowingly biased, experiences and perceptions. It is imperative for us to understand that truth is always relative for a particular frame of reference and that there will always be differences in perspectives. (For a better understanding of such differences, please refer to Exhibit 10: Perception and Perspective in the Activity Sheet).

### OBJECTIVES

 **100 MINUTES**

- To establish that perspectives are formed through our own personal experiences and socialization processes, and are therefore contextual, relative and often systemic or structured.
- To help participants understand that a perspective is taught, adapted, value based and can often be a stereotype.
- To establish that a single issue can be approached from different but equally valuable vantage points.
- To show that in order to have constructive discussions and results, we need to acknowledge and learn from opposing perspectives.

### METHODS

Group activities, reflection, discussion and demonstration

### MATERIALS/AIDS

- White chart papers, markers
- One small and one large transparent glass, water to fill the large glass, coffee mug.
- Activity Sheet (Annexure 1) for Exhibits 10 & 11

### PROCESS

This session is conducted with the help of the following set of activities. All activities, except the last one, can also be conducted virtually.

## 1. WHITE SPACE

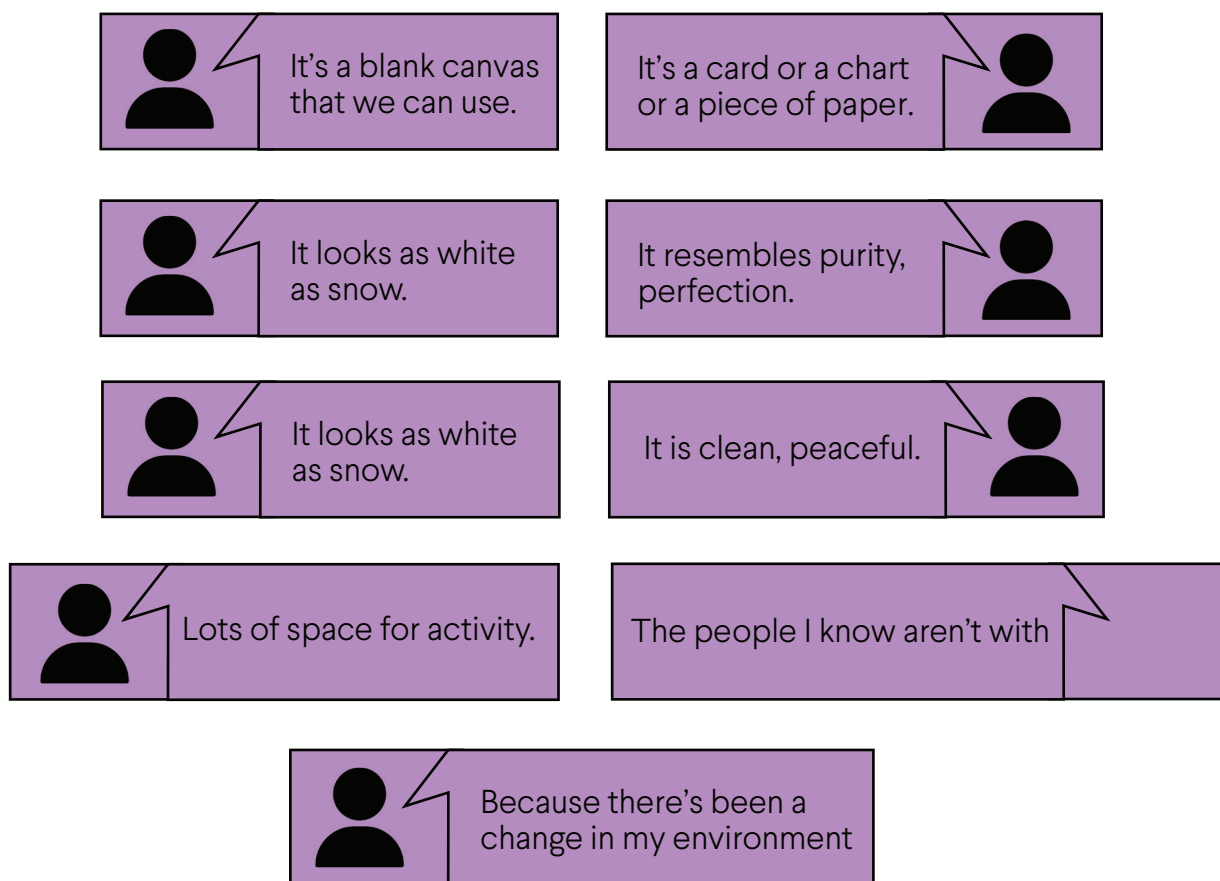
 10 MINUTES

### Objectives

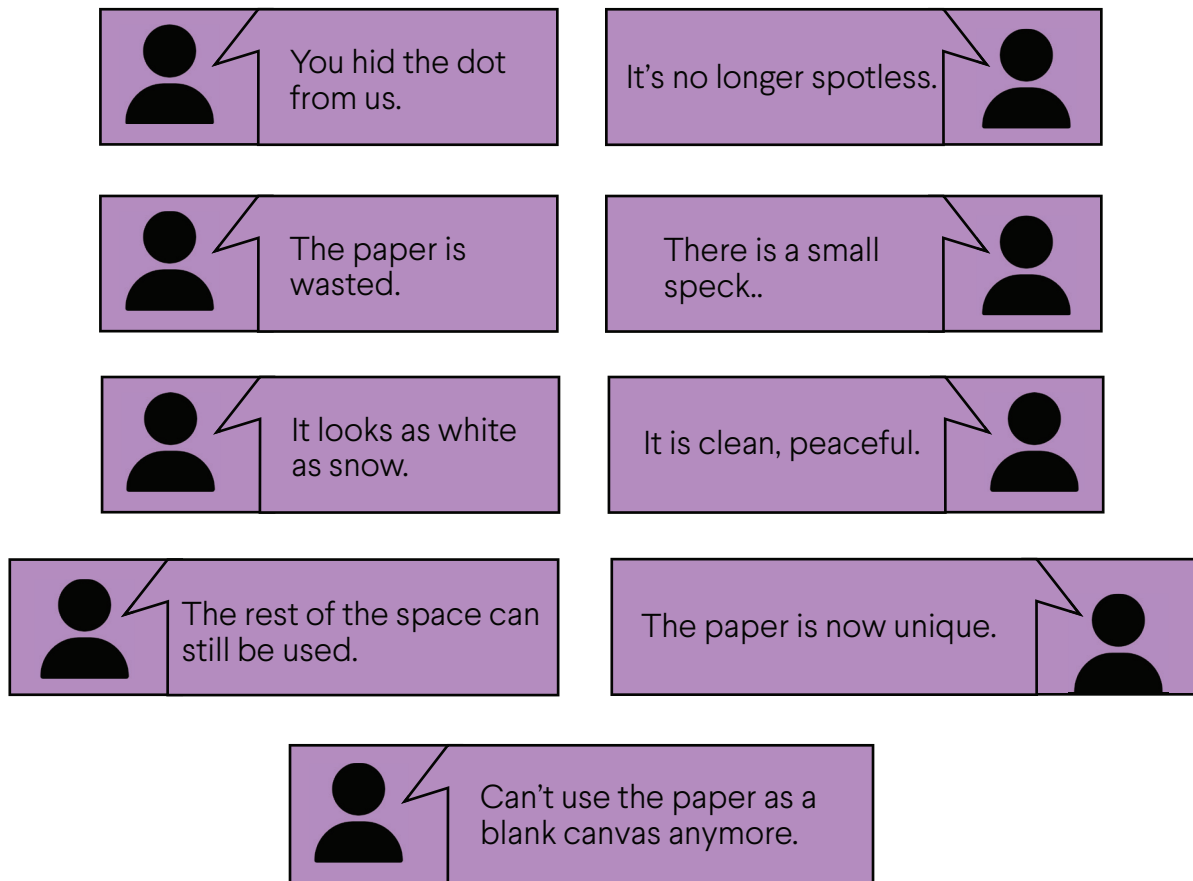
- To help participants understand that perspectives are formed as a result of our perception.
- To encourage participants to look beyond mistakes or unwanted traits in individuals and foster feelings of understanding and acceptance.

### Process

- Take a white sheet of paper and on the top left corner, create a small black dot. Draw this dot away from the participants as we do not want the participants to see the dot yet.
- Hide the dot with your fingers and hold the chart up for the participants to see.
- Ask the participants, ‘what do you see?’ Ask them to respond with a poetic or artistic sentence if they can. Give them ample time to think and respond. Some expected responses are given below



- After hearing their responses, reveal the hidden dot by simple sliding away your finger and ask the participants to observe the chart closely once again and ask them what they're thinking and seeing.



e. Lead the discussion until someone mentions that the rest of the space can still be used and then move to the next activity. (For a virtual session refer to Images 1 and 2 under Exhibit 11: Virtual Aids).

## 2. GLASS OF WATER

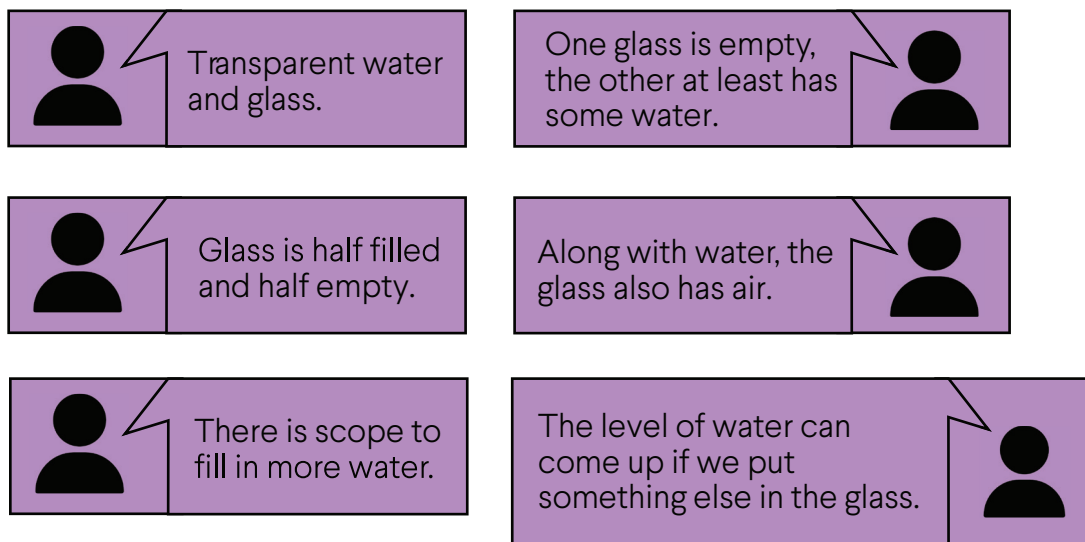
 10 MINUTES

### Objective

- To help participants be aware of how they might judge someone or something based solely on their own perception and experience of the world

### Process

- a) Take a large transparent glass which is half filled with water, along with a small empty glass and ask the participants to share what they see.
- b) Set the glasses aside and move on to the next activity. (For a virtual session refer to **Image 3 and 4 under Exhibit 11: Virtual Aids** ).

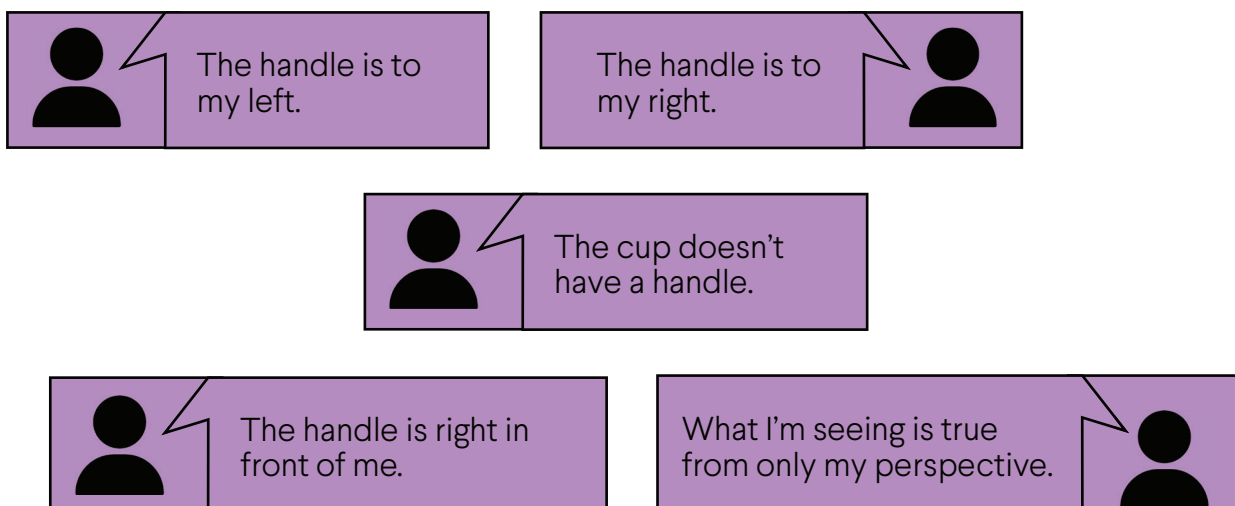


### 3. COFFEE MUG

10 MINUTES

#### Objective

- To generate an understanding of multiplicity in perspectives and relativity in ‘truth’Process
- Take a coffee mug (with a handle) and hold it up for the participants to see in such a way that some participants can only see the handle towards their right, some to their left, some in front of them and the rest not at all.
  - Ask the participants how they would describe the position of the mug’s handle.



- Lead the discussion until someone suggests that what they see is only true from their position or perspective. (For a virtual session refer to Images 7 or 6 under Exhibit 11: Virtual Aids ).

### Objective

- To encourage participants to look beyond what the eye sees and seek out qualities which may be hidden at first glance.

### Process

- Present the participants with a chart paper with a 4 by 4 table of 16 squares (see **Image 8** in **Exhibit 11: Virtual Aids** ). Ask the participants how many squares they see.
- Some participants may count 16. If so, ask them to look more carefully.
- A few participants may say that they see 17, 20, 22, 28 or 30. Ask these participants how they are able to see more than 16 squares. (The maximum possible squares are 30).
- Once participants share that they are looking beyond the 16 squares, pause the discussion and summarize the last 4 activities by following the steps given in the box below.
- Lead the discussion until someone suggests that what they see is only true from their position or perspective. (For a virtual session refer to Images 7 or 6 under Exhibit 11: Virtual Aids ).

1. Show the paper with the black dot and ask participants why they find a fault with the dot. Proceed to suggest that the dot can represent the mistakes people make, a disability, an unattractive part or personality trait. Advocate for compassion, understanding, acceptance, forgiveness and seeing the good in people.

2. Take the glass that is half filled with water and pour its water into the smaller empty glass. The water should spill. Encourage the participants to ask themselves what qualities they associate with 'empty' and 'filled' and how that colours their judgment of the glass/people. Advocate for the need to not judge someone on the basis of what we may see (looks, size, race, colour, gender etc).

#### MULTIPLICITY IN PERSPECTIVES

3. Refer to the activity with the coffee mug and remind the participants how they all saw the mug differently based on their vantage point and observations. Suggest to the participants how there may be multiple angles to a situation or a person and that we need to be receptive to other people's perspectives as truth is relative.

4. Refer to the chart with 16 (or 30) squares and remind the participants about how some of them were able to see beyond the 16 squares and find more squares in the same chart. Nudge the participants to think beyond what they see and dig out qualities and beauty within others, even though these may be hidden at first glance.

- e) Give the participants time to absorb or reflect on these suggestions. If any questions are asked, encourage other participants to answer them. Proceed to the next activity once done.

### 3. MOUSE OR A FACE

 30 MINUTES

#### Objective

- To help participants be accepting of differing perspectives, compromises and collaboration.

#### Process

- Ask the participants to divide themselves into two equal groups and sit in two semi-circles, facing each other. **(This activity cannot be conducted in a virtual session).**
- Ask each member of both groups to give themselves a number (1, 2, 3...). All the participants should now have a counterpart with the same number.
- Show one group a sketch of a mouse (**Image 9 under Exhibit 11: Virtual Aids**).
- Show the other group a sketch of a face (**Image 10 under Exhibit 11: Virtual Aids**).
- Ask everyone to memorize what they've seen as best as they can and find their counterpart in the other group (with the same number as them).
- piece of paper, as a team but without any verbal communication. The participants cannot mime or write any words or whisper to each other. They may only use nonverbal signs to communicate while drawing what they each saw.
- Next, go around the room to see what each pair has drawn. You may find that most of the drawings are quite different from what either of the groups saw. Select a few of the sketches that most resemble **Image 11 in Exhibit 11: Virtual Aids**.
- Ask these pairs to narrate how they arrived at a sketch that blends both their perspectives well even though they both saw different images.
- Proceed forward to 'Expected Learning.'

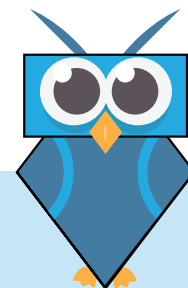
#### EXPECTED LEARNING



- Perceiving issues from differing perspectives that emerge from different vantage points.
- Being open to the existence of multiple perspectives and the possibility of these perspectives changing over time according to one's lived experiences, learning and one's position in social hierarchy
- Fostering the ability to look at everything from an all-encompassing perspective or a 360-degree view
- Giving due consideration to others' perspective
- Being aware of our position as field functionaries when applying this understanding and working with communities



- Letting go of preconceived notions or prejudices, both at an individual and community intervention level
- Understanding the difference between perspectives and values; while there may or may not be a conflict between the two, it is not our place to judge someone's values or attempt to change them. We can only hope to help everyone (including ourselves) to acknowledge and understand different perspectives.



## NOTES TO FACILITATOR

- As social workers/ facilitators/ practitioners, we should also be willing to let go of our opinions, biases and perceptions.
- We should be ready to re-examine and re-visit issues from different perspectives.
- It is important to be precise and clear as facilitators, when sharing or suggesting our perspective to others.

## SESSION FOUR: UNDERSTANDING OURSELVES AND OUR ROLES IN THE TEAM

This session is an important milestone in the perspective building process. It discusses two sites of change; individual and societal. Society influences individuals who in turn bring about change in society. It is a feedback loop of two important actions that play a decisive role in changing our life. (For more details, refer to Exhibit 12: Society, Individual and Change).

### OBJECTIVES

 **260 MINUTES**

- To enable participants to define their roles as an individual, as a team member in the larger group and within the society
- To help participants answer, ‘who am I and what is my role in the project plan so that we reach the project goal?’
- To help participants ascertain where they socially stand (or which category they fall in)

### METHODS

Demonstration, reflections, group discussions and participatory activities

### MATERIALS/AIDS

- Exhibit sheets ‘**A to N**’ (**Activity Sheet**) for each participant or projections of the same
- Set of questions to extract social conditions of people where participants are working as functionaries
- 3 transparent glasses, water, sugar, oil, ash/mud and 3 spoons to stir
- A4 and A3 sized plain papers and sketch pens for each participant

### PROCESS

 **10 MINUTES**

This session has six interconnected activities. To reach the objectives of this session, the facilitator must cautiously proceed to each new activity based on the responses from the previous activity.

## 1. ARE WE DEPENDENT OR INDEPENDENT?

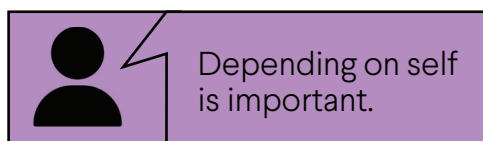
 15 MINUTES

### Objective

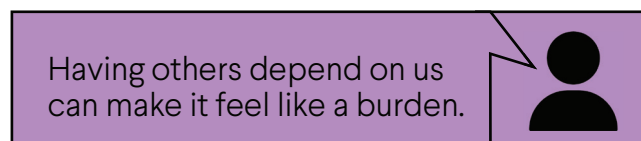
- Understanding what is meant by being self-dependent
- Identifying the pros and cons of being dependent on others

### Process

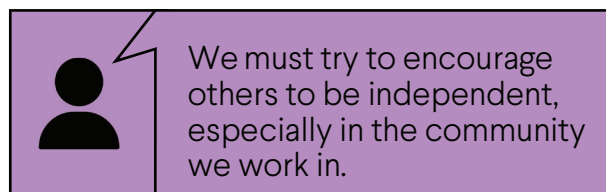
- Narrate the story from **Exhibit 13: Story of Two Lamas**, in the Activity sheet and elicit responses from the participants. A few responses that participants have previously shared during this activity have been shown below.
- Summarize the responses, conclude the activity and lead the session to next activity.
- Lead the discussion until someone suggests that what they see is only true from their position or perspective. (For a virtual session refer to Images 7 or 6 under Exhibit 11: Virtual Aids ).



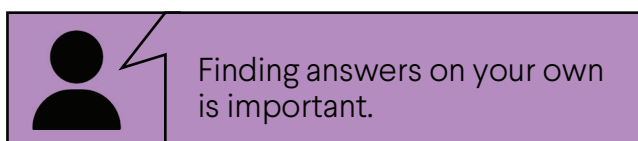
Depending on self is important.



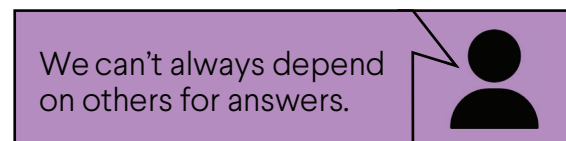
Having others depend on us can make it feel like a burden.



We must try to encourage others to be independent, especially in the community we work in.



Finding answers on your own is important.



We can't always depend on others for answers.

## 2. BEHAVIOUR, SPACE AND PURPOSE

 15 MINUTES

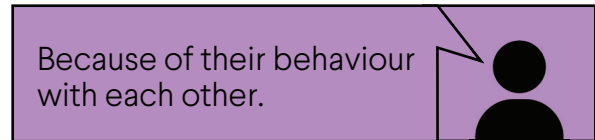
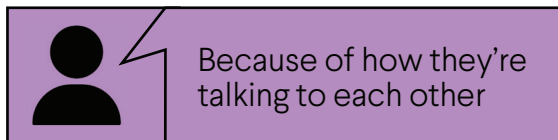
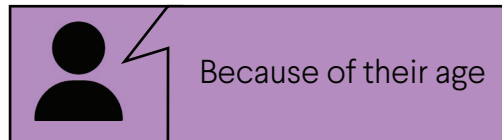
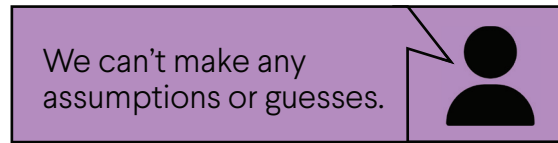
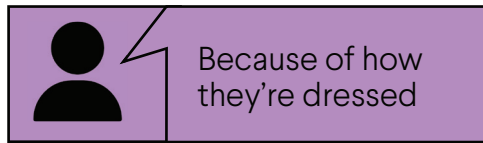
### Objective

- Understanding how behaviour shapes our identity and our relations (or interactions) with people
- Understanding the kind of behavioural and attitude changes that are needed while working with communities

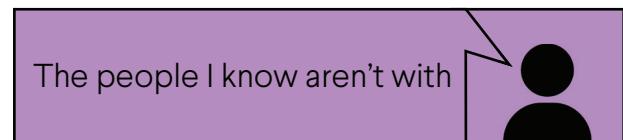
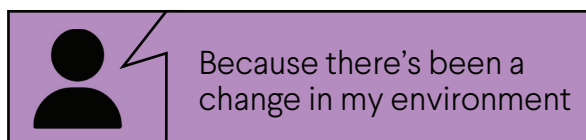
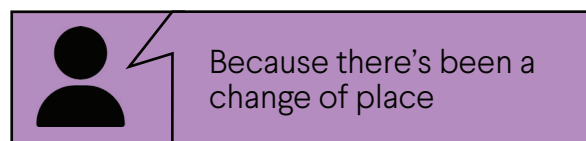
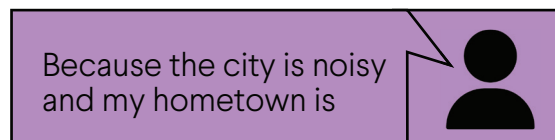
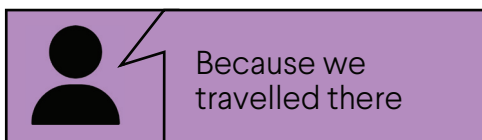
### Process

- Initiate a discussions in this activity by narrating the situation given below and asking questions:  
'You see two people (a man and a woman) walking at a distance and you aren't able to hear what they are saying to each other, but you are able to understand their relationship, maybe as brother and sister, wife and husband, classmates, lovers, client and sex worker, cousins, Brother In-law and Sister in law etc. How are you able to make these guesses?'

b) Participants may respond and say:

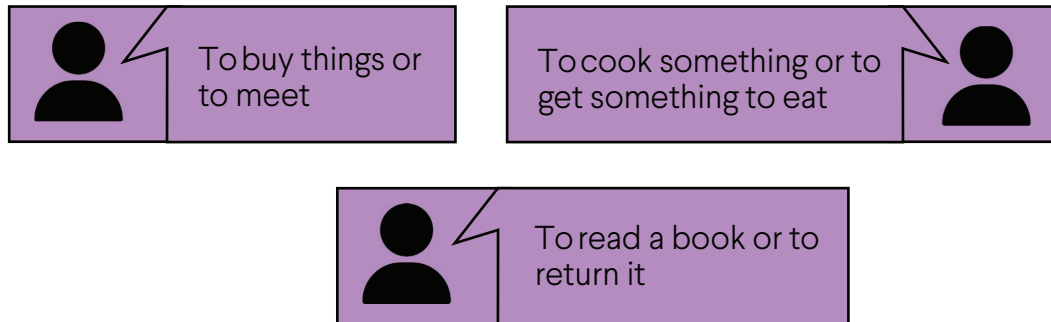


- c) Lead the discussion further by asking responsive questions till some participants say, 'because of their attitude with one another, their action' etc. Continue this chain of thought until someone says, 'because of their behaviour.'
- d) Ask the next question,  
You are not in your home but here (training hall), or you have gone to Hyderabad from your home town. How do you know that you're not in your hometown and that you are in Hyderabad instead?
- e) Participants may respond and say:



- f) Lead the discussion until they say there's been a change of environment or a change of place.
- g) Ask the last question,  
'Say you're going to the market, or the kitchen or maybe you're going to the library. Why are you going where you're going?'

h) Participants may respond and answer:



- i) Next, ask the participants if we ever go anywhere without any reason. Once they say no, lead the discussion until a participant says something resembling, ‘our actions, some way or another, always have a **purpose** and that **without a purpose, there is no action.**’
- j) Begin the conclusion of this activity by elaborating on how **our relationships are identified through our behaviour** with others, and how our behaviour is a form of response to our external environment and/or people. Further, explain that our behaviour will define what kind of a person we are and what our relationships with others is like. Our behaviour (or manner) also changes from person to person and this change in behaviour defines the relationship, status and power dynamics.
- k) Next, recalling the second situation and question, summarize that **we behave differently in different environments** or space/location. For instance, a child’s behaviour might vary with different teachers.
- l) Lastly, recalling the third situation and question, conclude by reiterating that unless we disclose our purpose or intention, no one will be able to understand who we are or what we might be doing. Therefore, **understanding who we are, what our purpose or aim is and internalising what kind of changes are required in our behaviour or personality, is very important.**
- m) Finally, ascertain whether the participants agree that understanding the self is important for bringing changes in their life and lead them to the next activity.

### 3. UNDERSTANDING OURSELVES

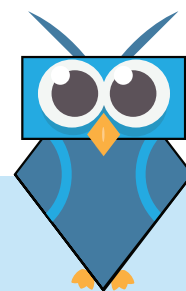
 120 MINUTES

#### Objectives

- Understanding ourselves, our values and how we define ourselves
- Becoming open to change and understanding its process
- Understanding why some people may have difficulty with change even though it may result in an improvement or a positive outcome

#### Process

- Share **Exhibit Sheets A to N** with every participant or, display their projections and provide the participants with blank sheets. Alternatively, the exhibit sheets can be shared one after the other on a screen and participants can use their own notebooks for completing the exercises.
- Describe **Exhibit A: Words that Describe Me**, to the participants and ask them to complete the exercise. (10 minutes)
- Next, request the participants to fill **Exhibits B: Your Personal Identity - I and Exhibit C: Your Personal Identity-II**. Provide any clarifications that may be required. (15 minutes)
- Once done, ask the participants to move to **Exhibit D: A Portrait of Yourself**, and answer the 24 prompts which have been shared. (15 – 20 minutes)
- After ensuring that every participant has completed the above exercises, ask them to prioritise their values with the help of **Exhibit E: Prioritizing Values**. (10 minutes)
- Next, request them to share 2 or 3 personal success stories by writing them down in **Exhibit F: My Success Stories**. (15 minutes)



#### NOTES TO FACILITATOR

- If some of the participants feel that they are not or have not been successful in life, conduct the short activity suggested in Exhibit 14: What is Success?

- After the first 6 exercises have been completed by the participants, divide them into 4 or 5 subgroups and request them to share their values, self-portraits and success stories in the subgroup. After a 10 – 15 minutes' discussion, request each group to share the key points or realizations and a success story or two from the group.
- Once each subgroup has presented a summary of their discussion, break for the next session.
- Once the participants return from their break, introduce Exhibit G: Basic Psychological Needs to them.
- Request the participants to fill Exhibit H: My Unique Picture Album and Exhibit I: Responding to Change. (10-15 minutes)
- Next, ask the participants to fill Exhibit J: Changes in our Lives and Exhibit K: Change and Emotions. (10-15 minutes)
- Once done, explain **Exhibit L: Understanding Change** and request them to complete **Exhibit M: Loss and Fear**.



- m) On arrival of all participants, form them into subgroups again and request them to share their feelings within the subgroups. (30 minutes)
- n) If necessary, ask them to individually share any key learnings from the discussion once they re-join the plenary. After which explain **Exhibit N: Transitions**, on the psychological process of change.
- o) Conclude the activity and request them to share their feedback or feelings.  
Take a break for a few minutes and proceed to the next activity.



## NOTES TO FACILITATOR

- Before conducting this activity, the facilitator must undertake self-test of these exercises (Exhibits A to N). Please read through the exercises carefully and create the best process for facilitating this activity according to your demographics and preferences.
- If you are conducting an in-person session, then share each exhibit one after the other. Alternatively, the exhibits can be projected onto an LCD screen or through a projector and participants can write in their notebooks.
- If you are facilitating in virtual mode, then share the e-copies of the exhibits to be used with the participants in advance.

## 4. DRAWING A JOURNEY OF LIFE

 30 MINUTES

### Objective

- Understanding that success is not a destination or a straight line on a graph and that success isn't about never failing, but about trying again and getting up every time we fail
- Understanding that success comes in all shapes and sizes and that it is a frame of mind or perception, rather than an universal end goal

### Process

- a) Give each participant an A3 or A4 sized paper and a sketch pen for this activity.
- b) Ask them to draw a line representing their life's journey and illustrating the significant events or periods, the important people, the ups and downs on the line. Ask them to mark the current time with 'X' and continue this line into the future they would like. Participants can use symbols to represent each significant period of their lives.
- c) After the participants have completed this, divide them into small sub groups and ask them to share their journeys with their group members.
- d) After the sharing process has been done, request one or two members from each group to share their journeys or takeaway points from their sharing session.



## NOTES TO FACILITATOR

- This exercise works well for people who work in the same project/program but do not know each other well. The exercise assists people in sharing openly and deeply with each other. It is not a good introductory exercise if the group members don't know each other at all. It is also not suitable for large groups.

## 5. HOW DO PERCEPTIONS INFLUENCE WHAT WE SEE?

 60 MINUTES

### Objectives

- Understanding and being open to the existence of perceptions other than our own or of our community/class/group
- Understanding that qualitative as well as quantitative evidence is important to form an opinion or perspective while working with communities
- Being open to changing our own perceptions and understanding by using evidence around us

### Process

- a) Before beginning, please provide each participant with an A4 sized paper.
- b) Ask each participant to think about the present condition of the society and elicit responses.
- c) Lead the discussion until the participants express that they think the society is marred with discrimination, inequality, poverty, unemployment, sexism etc. List these responses on a white board or a chart paper. Then, select any of the issues that a majority of the participants have expressed (e.g. poverty, corruption, unemployment) and ask every participant what they think the reason for that issue is. For instance, if majority of the participants mentioned poverty during the discussion, ask them all to think about the reasons for poverty.
- d) Request them to individually write down at least 10 valid reasons for the selected topic in their notebooks or on a blank sheet of paper. Make sure that everyone completes this step without any group discussion or peer support. (10 minutes)
- e) Next, ask them to select their top 3 reasons based on their own understanding of the issue or topic.
- f) After they have made their selection, divide them into 4 – 5 sub-groups and ask them to discuss their individual selections or priorities within the group. From the discussion, they need to come up with top 5 reasons from the pool of reasons shared by all members of the group.
- g) Once every sub-group has selected their chosen 5 reasons, ask each group to share these with the rest of the groups and select 5 reasons that participants feel are the major reasons or causes. Further discuss these causes in detail and elicit responses to the selection.
- h) During this larger discussion, attempt to find points which are not founded in evidence and are instead based more on personal opinions and experiences. Conclude the session by suggesting that while there are multiple perspectives on an issue, not all of them are valid or based in evidence. Instead some are a result of our social ranking or position, our anecdotal opinions and perceptions. Therefore, it is important for us to look beyond our own point of views (often prejudices) or limited understanding of social issues to truly be able to find the cause or solution for any issue.



## NOTES TO FACILITATOR

- There could be a potential internal conflict between participants' own standpoints or prejudices and biases, and the nudge to be open and inclusive. If so, help the participants figure out the foundation of their own perceptions. Further, explain the importance of forming a learned opinion based on evidence (either from experience or study).
- The facilitator must make sure to let participants lead with the answers. Do not attempt to answer the questions you ask. All answers or responses are to be given by the participants only.
- Moderate the discussions and make sure to ask the participants why there aren't any answers that all the participants can agree upon.
- Lastly, do point out to the participants that this activity is a good representation of how they might work with a community to find solutions and being open to educating ourselves is therefore, very important.

## 6. COMMUNITIES AND ME

 15 MINUTES

### Objective

- Understanding our role within communities as a development practitioner or functionary
- Knowing how to work for communities, rather than imposing our own views on them
- Learning how to be honest with communities while working and empathizing with them

### Process

- This activity starts with a demonstration. Alternatively, a recording of this demonstration can also be shown to the participants. For the demonstration, take three transparent glasses that have been filled with water. Add some mud to the first glass and stir (it should turn muddy), add some oil to the second glass (oil should float above water) and lastly, add some sugar to the third glass and stir until it dissolves.
- Next, ask the participants how they think they should work with the community as development functionaries by recalling the above demonstration:
  - Do they add their own biases and problems, like adding mud to water?
  - Do they themselves decide what is best for a community and order the community? Like oil over water?
  - Or do they empathise with the community, see things from their perspective and work for them, like sugar dissolving in water and making it sweeter?
- Continue to reflect with the participants on the different kinds of people and power dynamics they may come across in the field. Request them to elaborate with examples and attempt to answer why such power dynamics exist.
- Engage in a deep reflection with the participants by nudging them to think about the following:

- i) The participants might feel that they themselves are the victims but their aim should be to put the needs of the community first.
  - ii) As an outsider to the community, they might still not be able to see how the community too is marginalised.
  - iii) The participants should be aware of the power dynamics, notions of justice and equality. Here again, it is best to listen to the community and see things from their perspective.
  - iv) Those with power will always come first and on top. Participants should attempt to identify this pattern around them and in their thinking.
- e) Request them to introspect upon the following thoroughly:

Where am I from?	Am I trying to be a messiah who is simply relieving people of their troubles?
Where do I work?	Am I just serving as a middle man/postman, carrying information from the senior team to the field?
What is it that I'm doing?	
What does my work entail?	What exactly is my role? Is it restricted to only getting the project activities done?
Is my role to create a larger, enabling environment?	
Am I protecting people's rights?	Am I evolving and changing my own family context in line with what I am learning?

## EXPECTED OUTCOMES



- Being comfortable with change
- Knowing how to build an understanding of the community, their needs, priorities, barriers and enablers based on analysis of their socio-cultural context
- Learning to internalize one's personal position and standpoint with respect to communities within the larger socio-economic and political contexts in which the program operates
- Identifying personal drives, biases, needs and roles
- Recognising the need to evolve as an individual and as a family in order to align our fundamental values with each other
- Recognising the need to share similar perspectives among peers and co-workers

# SESSION FIVE: UNDERSTANDING DEPRIVATION AND DISCRIMINATION IN SOCIETY

The previous session provides the participants with tools that would enable them to observe their fields of work with a socio-economic analysis lens. This session shall further equip them with skills needed to find evidence-based answers to the socio-economic issues concerns and challenges faced by communities. Further, this session highlights the concept of a rights based approach to development and seeks to help the trainees identify the 'Rights Holders' and the 'Duty Bearers.'

## OBJECTIVES

 215 MINUTES

- Identifying the types and degree of discrimination
- Understanding the causes and effects of discrimination and inequality
- Understanding inequality as a violation of rights
- Understanding and identifying power and its relation to inequality
- Understanding our positions of power and role in the society

## METHODS

- Group activity, discussions, interviews and data collection

## MATERIALS/AIDS

- Chart papers, sketch pens, white board or flip chart with easel
- A large room or hall (100 feet by 50 feet)
- A projector, laptop and screen for Exhibit 15 if a printout is not possible
- Exhibit 15, 16 and 17 (modified if need be)

## PROCESS

This session is conducted with the help of three activities. Facilitators are welcome to shape the case studies or background of these activities to reflect the group's work, geography and other demographics.

### 1. CAUSE AND EFFECT

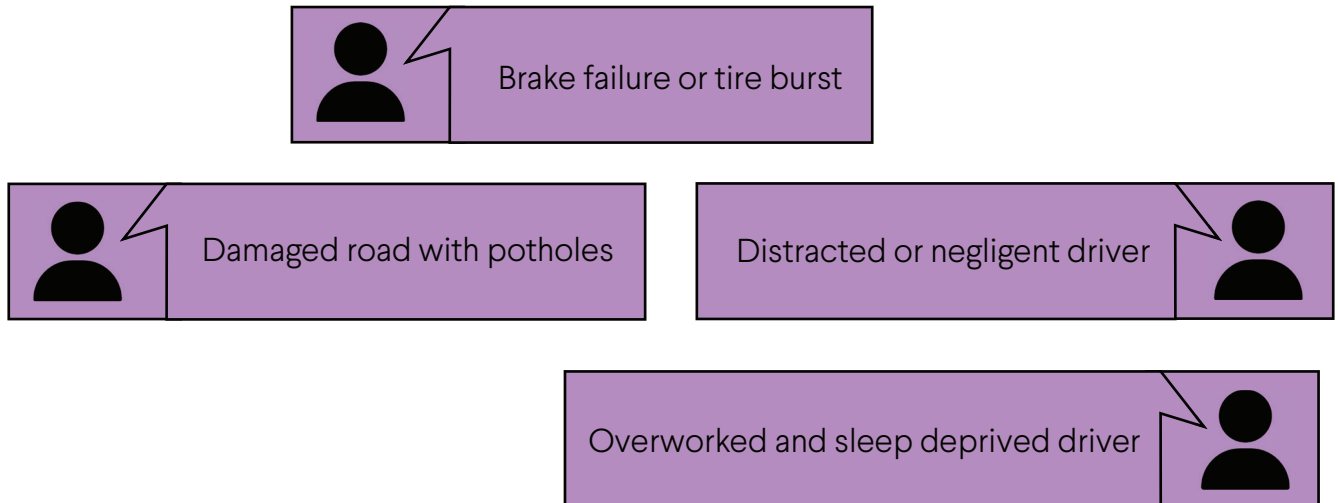
 45 MINUTES

#### Objectives

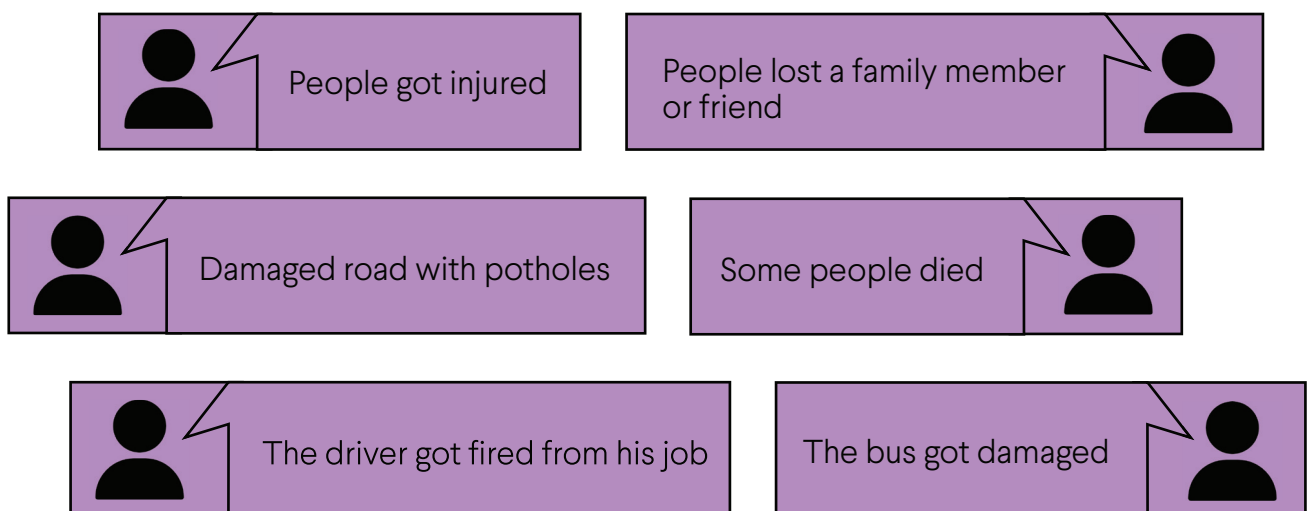
- Understanding the relation between different types of marginalization/discrimination, and their causes and effects
- Demonstrating how the imbalance of power is supported and reinforced by society.

## Process

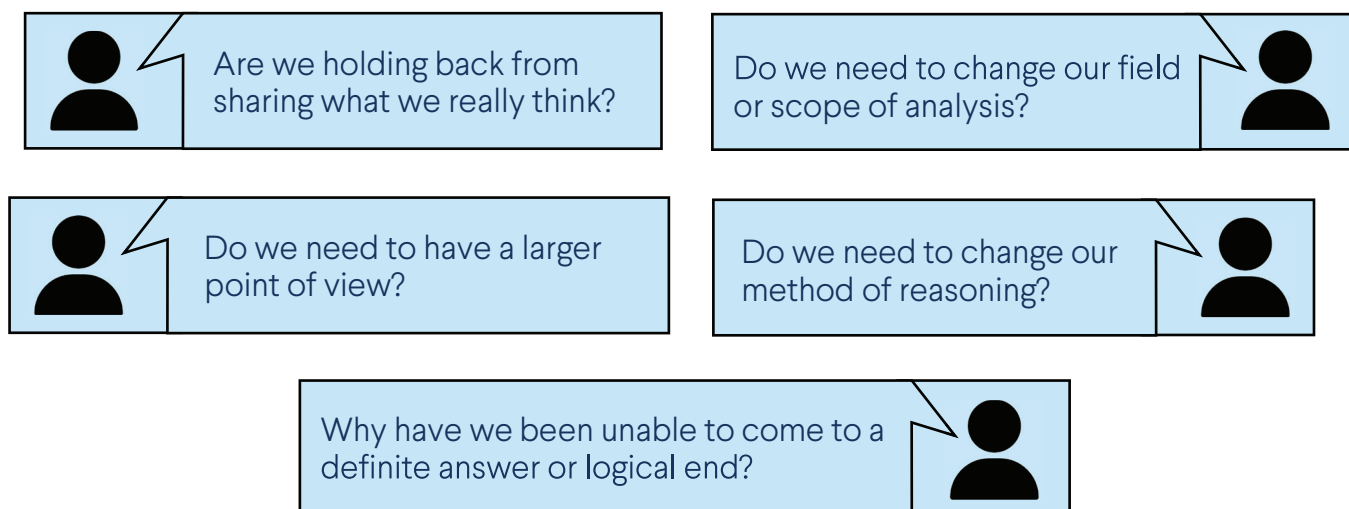
- a. Begin the activity by showing the participants Exhibit 15 (photograph of an accident involving a bus) either as a projection on the screen or as a print on paper. Alternatively, the facilitator may choose to show any photograph that would lead the trainees to identify its cause and effect (e.g. photographs of a hungry or malnourished child or a child marriage ceremony or any incident that is more relevant to the cohort of trainees).
- b. Request the participants to view the photograph and share what they think led to the accident (or event). Here, the facilitator is asking the participants the reasons or causes of the event. Responses at this stage could be incidental in nature.



- c. Continue to ask them to think a level deeper with each response by asking who, what, why and how questions, until the discussion reaches a point where no further answers are being given. During this process, some participants could clearly identify a failure in completion of obligations that the duty bearers (government/ bus agency/ government workers/ policy) owe to the rights holders (the common person/ children). In such cases, highlight their responses and move to the next step.
- d. Ask the participants to focus on another question; 'What do you think could be the consequences (effects or aftermath) of this accident?'



- e. Repeat the chain of questions from point (c) above until no more points are being raised.
- f. Now, divide the trainees into sub-groups and give a plain chart paper and a few sketch pens to each sub-group. Ask each group to pick a socio-economic issue of interest (e.g. unemployment, illiteracy, domestic violence, poor healthcare systems, poverty etc.) and chart its causes as well as effects (at the individual and social levels).
- g. Request each group to summarize and share their discussion in the plenary.
- h. Lastly, conclude the session by giving them prompts in the form of questions



## NOTES TO FACILITATOR

- A few participants may suggest that power is controlled by certain individuals or that we simply live in an unjust world. If so, nudge them to expand their field of view and examine the society or world through a rights based lens.
- This activity is not to offer any conclusive answers, rather is aimed at enabling participants to gain insight into structural inequalities.
- Continue the discussions until participants feel that they need to research or probe further.




## 2. RIGHTS AND INEQUALITY

### Objectives

- Understanding our place in the larger society and how we are part of the existing system, and are knowingly or unknowingly perpetuating inequities
- Knowing how to free ourselves from social hierarchies and identify the type and degree of discrimination or inequality in the field
- Understanding exploitation and discrimination as a violation of human rights
- Learning how to deduce local context(s) and social structures or systems within which communities function



### Process

- Divide the participants into 8 sub-groups. Provide each sub-group with one of the 8 questions from **Exhibit 16: Cases and Questions for Research**. Alternatively, the facilitator can construct their own questions (with sub-questions) which are more relevant to the group of people in the room. (10 minutes)
- After everyone reads their set of questions, explain the activity to them; each member is to interview and collect information from each member in every other group.
- Request everyone to re-join their respective teams and collate all the collected information. They should attempt to find patterns or trends in the responses gathered from each other. (20 minutes)
- Once the reports have been created, every team is to present their findings to the larger cohort. Request the participants to respond and share their feedback after each presentation to highlight any learning or inferences they gather from the presentations. Some participant responses have been shared below. (20 minutes)





People are deprived of education, health care, employment and a good quality of life due to exploitation.

Resources are distributed unequally. Therefore power is also held by a few while the rest are powerless.




Social inequalities, like caste and class create the haves and have nots.

Religion is being used as a tool for communal unrest and control over certain people.



There is systemic injustice against Bahujan and Dalit communities, women, LGBTQ+, the working class as well as indigenous or tribal populations.

Political will in people has diminished while certain group of people crave more power.





## NOTES TO FACILITATOR

- A few participants may feel that they too are victims of the system or inequality. In such cases, request them to share their thoughts on reasons behind such discrimination.
- Facilitator should also be prepared with their own data and understanding of the issues in Exhibit 16. This should be researched before the activity, especially if the questions have been modified according to their trainee cohort's demographics of work.

## 2. POWER WALK

90 MINUTES

### Objectives

- Understanding what power is and how it operates around us
- Understanding the relation between power and discrimination or inequality
- Finding our own position in the society and how much power or privilege we have or lack

### Process

- Begin this activity by assembling all participants in a big open field or a 100 feet by 50 feet large hall. Request them all to stand in the middle of the room (length wise) next to each other in a straight line facing you, the facilitator.
- The facilitator should stand at one end of the room, at 100 feet such that the participants stand in a line at 50 feet in the middle. The goal of this activity is to get to the 100 feet line.
- Give out one Character Slip from Exhibit 17 to each participant. Explain to the participants that you will be reading out examples of situations and they have to take steps forward or backward based on what their character might do in each situation.
- Ensure that everyone understands what their identity is.
- Begin reading the Statements for the activity from Exhibit 17 one by one. The facilitator is encouraged to modify these statements according to the domain and geography of participants.
- Once all statements have been read out identify the ones closest to the 100 feet mark. Request them to reveal their identities from the Character Slips and to share how they feel.
- Similarly, ask those furthest from the 100 feet mark to reveal their identities and to share how they feel.
- Do the same for the rest of the participants.
- Next, if possible, write the identities from points (f) and (g) on a board or chart paper that everyone can see.
- Lead the discussion by prompting the participants:
  - Why are the participants scattered in the room, even though they all started from the same place?
  - What are the different power structures in the game (caste, class, gender, location, education, sexual orientation, type of employment, illnesses or health, disabilities, social standing)? How do these affect each player?

iii. How is it that participants were taking steps both forward and backward in different situations? Does this mean that while some may have been at an advantage in certain situations, they were at a disadvantage in others?

iv. Attempt to establish differences in power within pairs: Are there differences in advantages between an urban educated and working man and an urban educated and working woman? Are there differences between an urban working woman and an Anganwadi worker? Are there differences in advantages between an educated transgender man and an HIV positive transgender sex worker in a city?

v. Could these advantages be different types of power and privilege?

vi. Could these disadvantages be the basis for discrimination around us?

vii. How are these inequalities reinforced every day and what can we do to address these inequalities?

viii. What would equality within the different power structures (caste, urban-rural, gender, class etc.) look like?



## NOTES TO FACILITATOR

- If it hasn't already been established, conclude this activity by pointing out that people are discriminated against on the basis of their class, caste, gender, health, profession, education, sexual orientation, disabilities, religion and social institutions (social roles and norms). This discrimination reinforces inequality and marginalization.
- Also state how social institutions (the economy, religions, political institutions) propagate discrimination. For instance, many women are paid much less than their male counterparts making it discouraging and difficult for women to excel at their work. Similarly, many families believe that women should stay home to take care of their families and not work. This not only reduces the talent pool in a community or country, but also results in a loss of income and profit for both the family and country or state.

## EXPECTED OUTCOME



- Achieving clarity on the following:
  - i. What is it that I am doing? Am I also a part of an exploitative system?
  - ii. How much power or privilege do I have?
  - iii. What are my rights? Do my rights harm other people's rights?
- Understanding how people become disenfranchised and discriminated against and are denied their basic rights
- Defining exploitation or discrimination and its violation of human rights
- Understanding inequality in entitlements and decision making power in communities and how this understanding should be taken into consideration while doing vulnerability and risk assessments

- Acknowledging and remembering that continuous effort and sincere commitment is required to ensure that benefits reach the true beneficiaries instead of the powerful and influential
- Creating space for dialogue and collaboration and viewing hierarchies as a structural system in order to disturb the defined positions of power

## SESSION SIX: UNDERSTANDING VULNERABILITY AND DISCRIMINATION IN THE CONTEXT OF GENDER

Gender roles are not inherent or biological roles; boys and girls are systematically taught to perform their gender roles and to be different from each other. Socialization into gender roles begins early in life. This includes learning to be different in terms of appearance and dressing, hobbies and career choices, personality traits, emotional range, responsibilities, intellectual pursuits etc. Most often it is noticed that expectations from a woman out-weigh those from a man. Consequently, women are shouldering a double burden of work load in comparison to men; first at the workplace and then through unpaid domestic work.

Difference in opportunities, roles, responsibilities, needs and behavioural patterns between women, men and other genders are a product of socialization in a particular social, economic, cultural and political context. The process of socialization also constructs the nature and pattern of relationship between the different genders on unequal terms. When these differences are used as the basis for establishing the superiority of one gender (male) and the subordination of the others (trans and female), they result in discrimination. However, gender roles are learnt and therefore, can be unlearned.

### OBJECTIVES

 **90 MINUTES**

- Understanding sex and the spectrum of gender
- Understanding that prevalence of gender discrimination is extremely high while accessing health care services, especially in vulnerable communities
- Applying gender analysis in practical or real-world scenarios and in projects or interventions
- Viewing development programs or initiatives through a gender lens

### METHODS

- PPT presentation, case study, group discussion, group presentation and reflection

### MATERIALS/AIDS

- Flip charts or chart papers
- Sketch pens, markers and white board
- Exhibit 19 and 20
- Projector or a screen and laptop

### PROCESS

This session utilizes six case studies under Exhibit 19: Case Studies and the presentation on Gender and Sex in Exhibit 20. Facilitators are requested to localize these case studies to their respective geographies or to find similar case studies relevant to their health intervention.

## 1. GENDER AND SEX

### Objectives

- Understanding the difference between gender and sex
- Understanding the diversity in gender as well as the stereotypes associated with genders

### Process

- a. Take the participants through the presentation from Exhibit 20: Gender and SeX
- b. After concluding, request them to share their questions, doubts, feedback or experiences.

## 2. GENDER IN THE FIELD

### Objectives

- Understanding gender roles
- Understanding how gender affects health, work, access to public places, mobility and other areas of life
- Understanding the intersectionality in gender i.e. how all women will not have the same disadvantages or how all men will not have the same position of privilege (e.g. an upper caste woman vs. a Dalit/Bahujan/Adivasi man)

### Process

Divide the participants into 6 small groups. If the participants are a mix of all genders, ensure that each group has at least one participant who identifies as a woman.

- a. Give each group a different case study (or let them pick one themselves). The facilitator is encouraged to include case studies that might be more relevant to the trainees.
- b. Ask participants to read the case studies, identify the issues that are being caused due to gender disparity in the case studies and write down their responses on a chart paper. Ask them to focus on both the questions given under each case study as well as to question why these scenarios take place at all.
- c. Also, ask them if they have similar stories which they would like to share and give them 15 minutes to discuss and populate their charts for a group presentation.
- d. Have the groups present the highlights of their discussion and request others for feedback.

## EXPECTED LEARNING



- Understanding of gender roles, performance and how gender is a social construct.
- Understanding gender as social relations of power that govern hierarchies which negatively impact women and LGBTQ+ communities, and even men
- Identifying and addressing gender stereotypes that may have been internalized
- Identifying shortcomings of participatory development and community based approaches to address gender discrimination
- Recognizing the significance of women or primary care takers in health and nutrition management
- Understanding the gendered expectation and definition of 'well-being' and how they are different for different genders
- Understanding the true social and economic value of paid and unpaid work
- Viewing gender based violence (physical, sexual, verbal, emotional, and psychological abuse, threats, coercion, and economic or educational or reproductive rights deprivation) and the government's lack of its prevention as a violation of human rights



## NOTES TO FACILITATOR

- Facilitator should familiarize themselves with the case studies in the Activity sheet or create new ones before the activity.
- The facilitator should also be well versed with topics related to gender; gender identity, fluidity, roles, legalities etc.

# SESSION SEVEN: GENDER MAINSTREAMING

Once the participants have explored the distinction between gender and sex as social and biological concepts, it will be important to introduce the concept of gender mainstreaming and sensitization. Gender mainstreaming is the process of assessing and redressing the gendered implications of any planned action, including legislation, policies and programs, in all areas and levels. It is a strategy for making women's, transgendered persons' as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation programs and policies. The aim here is to be cognizant of and operate without the inherent biases (biological and otherwise) which are present within individuals and communities.

This is to be done across all levels- political, economic and societal spheres to ensure gender inequity or injustice is not perpetuated. The objective of gender mainstreaming thus is to achieve gender equity or gender justice in health interventions. This is done first by acknowledging and being sensitive to the difference in needs/interventions that is caused by the already existing biological sex differences and social determinants (e.g. maternal health interventions for cis-women or HIV/AIDS prevention and treatment for transgender persons) and second, by recognizing the gender inequity or social discrimination that exists in the absence of any biological differences and its resulting inequitable health outcomes (e.g. different outcomes for men and women within a TB elimination program).

## OBJECTIVES

 **30 MINUTES**

- Establishing the rationale for gender equality
- Understanding the concept of gender mainstreaming and its need
- Using gender mainstreaming in project design, implementation and M&E

## METHODS

Participatory discussion and reflection

## MATERIAL/AID

- Exhibit 18

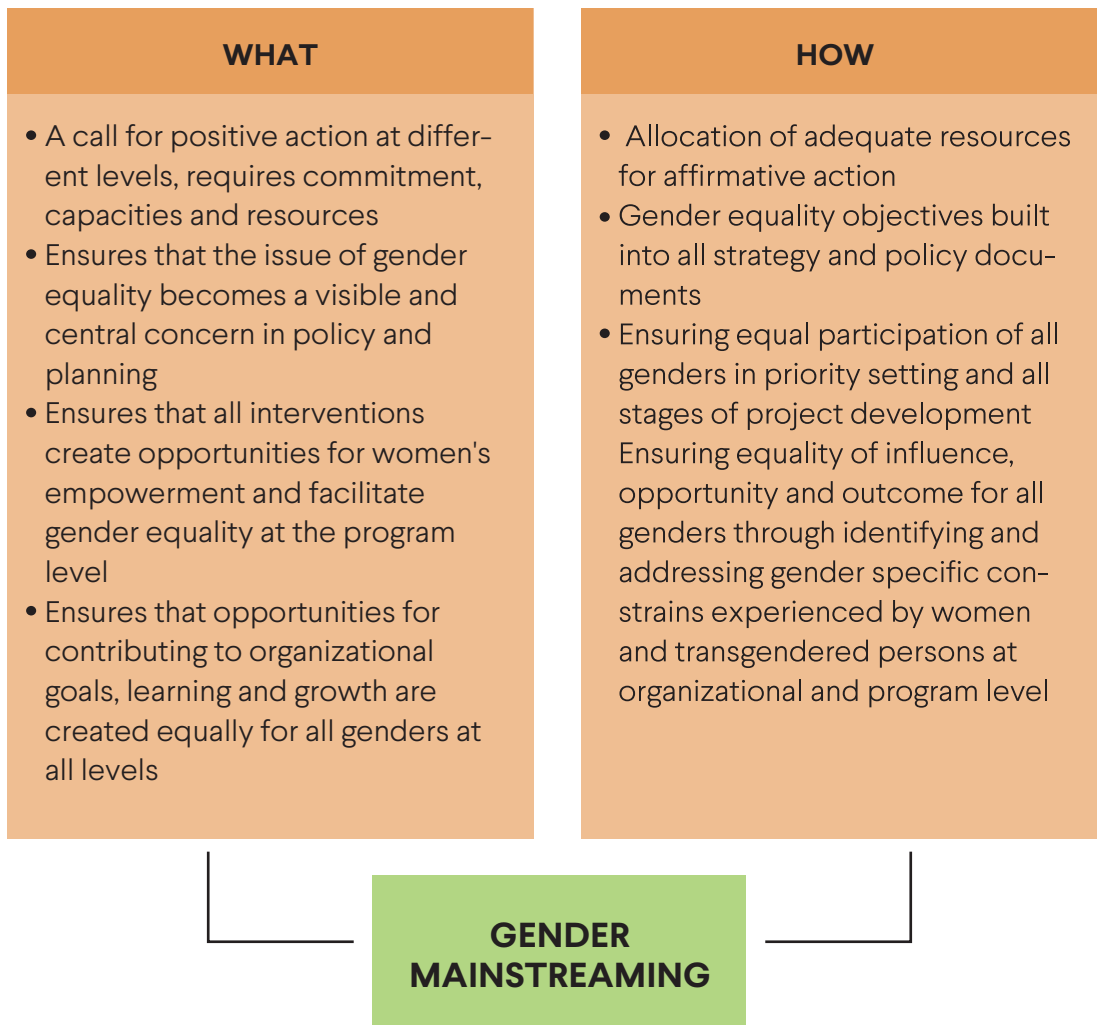
## PROCESS

This session explores the practice of Gender Mainstreaming with the help of a discussion. The facilitator will not only share insights on Gender Mainstreaming but also prompt the trainees to contemplate adding it to their areas of work and projects. The process is as follows:



a. What is Gender Mainstreaming?

Explain the key factors or steps of gender mainstreaming to the participants. A short synopsis has been shared below. Please refer to Exhibit 18: Key Steps for Gender Mainstreaming, for more details.



b. Request the participants to share how they could incorporate gender mainstreaming in their ongoing project interventions and if possible, what their strategy would be.

## EXPECTED LEARNING



- A nuanced understanding of gender mainstreaming which focuses on all genders and not just women
- Understanding the importance of gender mainstreaming in projects across all stages and levels
- Acquiring an awareness of situations, intervention processes, organizational norms that undermine gender equity



## NOTES TO FACILITATOR

- The facilitator should be well versed with the concept of gender mainstreaming and its need. You are requested to examine Exhibit 18 in detail and do additional research if required.
- You are free to develop more interactive exercises for this session, if possible.
- The facilitator should also address the background and evolution of different approaches to gender mainstreaming e.g. from Women in Development (WID) to Women and Development (WAD) to Gender and Development (GAD). It would be helpful to cite examples of existing programs with these approaches for better understanding.

## SESSION EIGHT: HEALTH AS A HUMAN RIGHT

As advocates for vulnerable groups, one of our key roles is to advocate for and help create the right policies on health through identifying and addressing the core causes of any form of discrimination. While the Constitution of India does not explicitly recognize the right to health as a fundamental right, the Supreme Court of India has interpreted a right to health under Article 21 of the Constitution which secures the Right to Life. However, there exists a huge distance for this fundamental right to traverse in order to reach the people precariously surviving in poverty or the informal sector and those whose access to health care is limited by their age, disabilities or by armed conflict. While there are policies in place to ensure that citizens realize their rights, they are seldom effectuated due to the wide gaps in policy implementation.

Health and access to health care however, are important aspects of development and have cascading repercussions on other key indicators like employment rate, gender equality, life expectancy, mortality rate etc. Through KHPT's continuous work with vulnerable communities, it has repeatedly been found that often, well-being and access to health care are seldom thought of as human rights or Constitutional rights. Therefore, it is paramount to view and describe health as a right in our interventions and address the huge gap in access between the rich and the poor.

### OBJECTIVES

- Recognizing vulnerable groups' reduced or blocked access to health care and determinants of health (potable drinking water, nutrition, housing, sanitation etc.)
- Understanding right to health as the right to health for all and as the enjoyment of the highest attainable standards of health

### METHODS

Case study, presentation, group discussion, reflection

### MATERIALS/AIDS

- Print out or projection of the case study (**Exhibit 21**)
- Laptop, projector and accessories for presentation (**Exhibit 21**)

### PROCESS

This session utilizes a case study to prompt the participants to explore health as a fundamental right. The facilitator is encouraged to replace the given case study with ones that may be more relevant to their cohort's work and geographies.

- a. Share the case study from Exhibit 21: Case Study (or your own) with the participants. Ask the participants to ideate and share how the case study depicts denial of health services and infringement on the right to life.
- b. Request them to examine the health crisis as a threat to lives and livelihood and their understanding of the importance of community awareness in order to build a response to the health crisis.
- c. Ask the participants to share how they would describe right to health as a part of the Right to Life and use this as a tool to convince a community.
- d. Encourage the group to reflect on whether they need to change their thinking, work methodologies or practice in line with this new perspective?
- e. Lastly, use the PPT from Exhibit 21 to supplement participants' understanding of fundamental and constitutional rights.

## EXPECTED OUTCOMES



- Changing perspectives on health interventions with respect to health as a human right
- Understanding how the denial of right to health, or lack of realization of right to health adds to the vulnerability of the already marginalized population
- Understanding how transferring this perspective of health as a community's right will empower communities to demand for and access services



## NOTES TO FACILITATOR

- Do not push or force the participants to change their perspective regarding health as a human right. If needed, the facilitator can request them to share their apprehensions or doubts.
- Do not coach the participants into repeating or agreeing with this point of view.

# SESSION NINE: COMMUNITY INVOLVEMENT IN INTERVENTIONS

While working with communities, creating an enabling environment is of utmost importance, i.e. creating an atmosphere of dialogue and exchange amongst and within communities. It is also important to remember that enabling communities by helping them realize the critical role that they can play in improving health outcomes can lead to an increased demand, as right holders, from the community. A community that is aware of its rights can ensure accountability from their healthcare systems.

However, we should also be cognizant of multiple perspectives and interests at play; our own perspective as a committed social facilitator, the organization's perspective as a functionary, that of the community and also the stakeholders' who will respond to the demands generated. Therefore, it is not necessary to view the government and its agencies as adversaries. They are our partners who can help ensure the realization of health as a human right for vulnerable communities. This session will help participants use this approach to envision their health program objectives.

## OBJECTIVES

 **75 MINUTES**

- Enabling participants to strategize and evolve their projects through community involvement To help participants answer, 'who am I and what is my role in the project plan so that we reach the project goal?'

## METHODS

Group activity, discussion, reflection

## MATERIALS/AIDS

- Set of questions for group discussion (given below)

## PROCESS

This activity has been designed for health interventions. It can be modified according to different health interventions, stakeholders or geographical distribution levels.

- a) Begin the activity by asking the participants to visualise the scope and extent of community involvement in their projects. You could form your own statement or use the one given below: We are at the end of this training program. We need to visualize, as an individual and as a group, the scope and extent of community involvement in our interventions in order to eliminate TB/ respond to the challenges posed within the next 3 years in our area/geography of work.'

b) Next, ask them to individually write the answers to the following questions (20 minutes):

- i. What is the role or perspective you assumed as a field functionary before arriving at the training space?
- ii. Did your role/perspective change? If so, by how much or how little?
- iii. If yes, why do you think there has been a shift in your approach/perspective? Do you think there is a need to change communities' perspectives around TB (or other health concern) elimination and management? If yes, what kind of perspectives require change?
- iv. Do you think communities and other stakeholders would be ready to accept this change? Who according to you might prove to be uncooperative or a hindrance to these changes? Why?
- v. Based on your knowledge and experience, who are the different stakeholders who will play the primary role in elimination of the disease?
- vi. How would you include and share any change in approach or perspective with these stakeholders? What could the challenges be?
- vii. How would you overcome these challenges? Do you have a plan or strategy? If so, please share.


c) Once all participants have individually completed the previous step, ask them to divide themselves into smaller groups according to their project teams, areas, blocks, zones or districts.

d) Next request them to take note of every individual opinion within the smaller group and create an action plan answering the following questions. (30 minutes)

- i. What is our vision (for TB Elimination) in our city/district or state?
- ii. How should we address health issues within vulnerable communities in our respective states/districts?
- iii. What are the activities which we will need to conduct to actualise our vision?



e) Once done, ask each group's representative to present their highlights in the plenary. (20 minutes)

f) After the team presentations, analyse their plans against the points under Expected Learning. Take the discussion further through prompts until coming to a consensus. A few outcomes have been shared below. (5 minutes)




To promote Information and public awareness on the right to health

Forming committees on health at the community level




Building capacities of communities and government agencies to match the needs of the rights holders with the responsibility of duty bearers



Coordinate with community and health related departments

Collaborating with local organizations to take the lead on health rights



## EXPECTED LEARNING



- Being able to acknowledge changes in personal perspectives around the role of communities in health interventions
- Being able to evolve health interventions with the following considerations in mind:
  - Working by including all stakeholders instead of working alone
  - Ensuring that communities take the lead and are trusted more
  - Making sure that vulnerable communities are prioritized
  - Creating an enabling environment where everyone can prioritize their health
  - Creating opportunities for communities to design interventions and participate in their implementation
  - Adopting a gender lens across all activities
  - Promoting a community-centred culture within teams

## SESSION TEN: CONCLUSION

The **Perspective Building Module** is a living document which will keep evolving with each use. To help evaluate and improve the document, a participant feedback tool has been created and shared below.

### OBJECTIVES

 **45 MINUTES**

- Allowing participants to share their takeaways and feedback
- Assessing the quality and helpfulness of the training module

### METHODS

Individual feedback questionnaire, reflection

### MATERIAL/AID

- Printed evaluation sheets for each participant (Exhibit 22)

### PROCESS

- a. Brief the participants on the objective behind evaluation and distribute the evaluation sheets (**Exhibit 22: Training Evaluation Form**)
- b. Ask them to not indicate their name or any identifiable details on the sheet.
- c. After sufficient time has passed, collect the sheets and request the trainees to share their experience, takeaways, difficulties, suggestions and/or corrections for the future workshops. Encourage everyone to speak for at least 30 to 60 seconds but also request them to avoid sharing any kind of gratitude for the facilitators or organizers.
- d. Conclude the session and the workshop by thanking all the facilitators, participants and their organizations for making the training successful.

### EXPECTED OUTCOME



- Evaluation of the Module's performance by analysing the collected feedback data  
Augmentation of the Perspective Building Module based on participants' feedback.

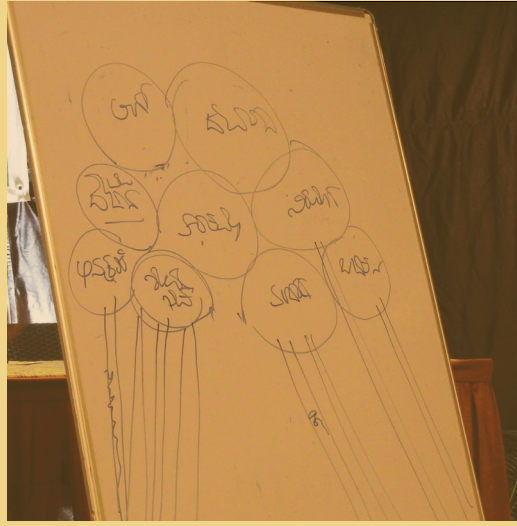




## NOTES TO FACILITATOR

- The evaluation sheet is suggestive. Organizer of the training program may develop their own evaluation method as per the requirement of their project's monitoring and evaluation design.
- Do not rush the trainees to complete the evaluation. If there is not enough time, request them to share the sheets via any other preferred mode of delivery.
- The facilitator can end the training with the help of an exercise or energizer.





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