

Report on the  
**'Regional Workshop on Engendering Citizenship Education'**  
Kathmandu, Nepal  
8 to 11 October 2003

Draped along the greatest heights of the Himalaya, the kingdom of Nepal is a land of eternal fascination, a place where the ice-cold of the mountains meets the steamy heat of the Indian plains. It's a land of ancient history, colourful cultures and people, superb scenery and some of the best trekking on earth. (A quote from the Lonely Planet – Nepal)

Nestled in the foothills of Shivapuri in the Kathmandu Valley participants gathered to attend a regional workshop on Engendering Citizenship Education. Close to thirty participants had travelled from eleven different countries to initially gather at Kathmandu's Tribhuvan airport and then be transported through Kathmandu's streets wending our way around a mass of people and animals sometimes on the correct side of the road until we reached our destination - the Park Village Hotel & Resort established in a rural setting within the metropolis of urban Kathmandu.

The regional workshop was organised in collaboration with the Asian South Pacific Bureau of Adult Education (ASPBAE), World Education, Nepal, and with the support of the Institute of International Cooperation of the German Adult Education Association (IIZ/DVV), Germany and the UNESCO Institute of Education (UIE). World Education Nepal is a non profit-making organisation working in the field of non formal education, economic development of the community and conducts training at a regional and national level to the non-formal sector in Nepal

Participants from India, Bangladesh, Pakistan, Nepal, Indonesia, Malaysia, Thailand, South Pacific and Australia shared experiences of our organisation's work in citizenship development programs and gender issues. The purpose of the regional workshop was to provide a forum to:

1. Assist organisations working in the area of citizenship and governance in engendering their citizenship education programs; and,
2. Identify ways by which ASPBAE can engender its own regional citizenship education programs.

The workshop would seek to provide a better understanding on the participation of communities, especially those of poor and vulnerable population groups, in political affairs which are fundamental to democratic governance and in particular enhancing leadership capacities of women enabling them to take on more political decision making roles. As participants we were asked to provide background information on the projects we were working on within the civics and citizenship area and how these projects had impacted on women in building communities for active citizenship.

Representatives from ASPBAE's Executive, member organisations and staff facilitated the workshop. An interaction with local NGOs in Nepal would form part of the program. There would be an opportunity, on the last day of the workshop, for some site seeing and importantly to participate in some serious shopping Kathmandu style.

## DAY 1

Dr Chij Shrestha, Director World Education, Nepal welcomed participants to the workshop and briefly explained the program. He explained the link between World Education and ASPBAE and how there was a common mission of providing educational opportunities to people - helping them to broaden their views.

Dr T. N. Uprety (President of the Society for the Promotion of Civic Education and former University academic) welcomed participants to the workshop on behalf of the Nepali non-government organisations and spoke briefly on civic education in Nepal. He stated that they had been fielding around to strengthen democracy and the NGO group have come to a realistic conclusion that if democracy is to be strengthened in Nepal, and countries of South Asia, citizenship education is a must. A number of NGOs are making efforts on how to approach the system of democracy which has resulted in a network of NGOs called 'Society for Promotion of Civic Education' (SCE). This Society has tried to pursue long term views through pilot projects. Participants would have an opportunity on Friday evening to meet with NGO representatives in Nepal and to share information.

All workshop participants introduced themselves and gave a brief explanation on the work they were involved in within their individual countries and which linked into citizenship education.

A second guest speaker, Dr Aditya, (a former university academic in the area of social change and development) and now Executive Director of PRAGYA spoke on two themes. The first - 'Women and Civic Education' and presented a challenge to the workshop participants by asking the question --where do the women figure in the process of civic education and what can be done to improve their role? Dr Aditya spoke to his second theme which was the civic socialisation of children within the context of creating a new civic impetus and momentum in changing the political attitudes and behaviour of the citizens of the Nepali society. Suggesting, that the right point to start such a change will be this generation of children and developing a strategy on how to make the children aware and sensitive to the process of deepening democracy and enhancing the prospects of good governance.

This was followed by a presentation from Bernie Lovegrove who introduced participants to ASPBAE and gave a brief overview of the structure and projects the organisations was working on. Particular reference was given to ASPBAE's Cit Ed program which embraced the need for increasing citizen's awareness and action and the need for strong civic society organisations ie:

- ❖ Non Government Organisations + Community Based Organisations
- ❖ Teaching institutions
- ❖ Churches
- ❖ Associations
- ❖ Media

Before moving onto the next presentation which would focus on concepts in citizenship education some workshop objectives were further teased out with the following points being raised:

- ❖ Literacy rates a major concern in the various regions - mainly women – the importance of women's education.
- ❖ Women need information on macro political and economic changes; globalisation; war and its implications and its connections with their daily lives.
- ❖ Need of empowerment – vision for their communities.
- ❖ Advocacy and lobbying – more resources.
- ❖ Gender dimensions in adult education.

- ❖ Women's programs to interact with other programs.

### **Concepts in Citizenship Education**

Carol Anoneuvo from the UNESCO Institute of Education in Germany set a framework for the next discussion on the notions of citizenship and its implications for adult education. She referred to it as a concept with a long history ie Aristotles citizen an example of an ancient republican tradition where political participation is considered a civic duty. She referred to previous meetings and seminars including the review of CONFINTEA V, which aimed to:

- ❖ Create greater community participation.
- ❖ Raise awareness about prejudice and discrimination in society.
- ❖ Encourage greater recognition and accountability.
- ❖ Promote a culture of peace, intercultural dialogue and human rights.

She referred to Putnam's analysis of the USA who stated:

- ❖ Low political and civic participation.
- ❖ Conservative religious energies are channelled within tradition rather than outward.
- ❖ Less altruism, volunteering and philanthropy and,
- ❖ Decline in social capital.

Following Carol's presentation participants were asked to form small groups representing the various countries and to further break into groups based on gender to discuss what citizenship meant to us. I joined with the South Pacific women. The groups were then asked to share their discussion and comments with the larger group which resulted in some common threads coming out of the various discussions including a theme around personal attitudes which reflect our values in decision making and that we need to start from ourselves when we think of citizenship (ie we have to include self-accountability as a component of citizenship). Some other questions and comments around the notice of citizenship included:

- ❖ Sense of identity
- ❖ Enjoyment of rights
- ❖ Fulfilment of corresponding obligations.
- ❖ Interest and involvement in political affairs.
- ❖ Acceptance of societal values.
- ❖ Declining values – family is the place where people start learning values so we can start moral education with the family.
- ❖ The notion of family is vague so it should be defined clearly.
- ❖ Acceptance of social values may be problematic as these values are oppressive, religion – caste etc.

(Note: the above is an extract only. There will be a full report prepared by ASPBAE which will contain a full listing of the points raised and highlighted.)

Some implications for adult education programs included:

- ❖ Creating greater community participation.
- ❖ Raising awareness about prejudice and discrimination in society.
- ❖ Encouraging greater recognition and accountability.
- ❖ Promoting a culture of peace, intercultural communication and human rights.

### **Case Studies**

Three case study presentations from Indonesia, India and the South Pacific were presented at this point with questions invited from participants after each presentation.

## **1. Indonesia – Dina Lumbantobing**

Political Education for Grassroots Women – A Case Study of Dairi District, North Sumatra, Indonesia.

### **Background**

Since the time when Indonesia was struggling for independence, the role of women in politics has been 'supportive, behind the scenes', although not acknowledged and considered to be apolitical. The roles played by women were in public kitchens, as caretakers of injured men at the front, sheltering fleeing soldiers, as couriers to distract the enemy, being under cover, etc. In contrast, the roles for men were directly connected to what was considered as the struggle, such as in planning strategies, initiating attacks, holding commands, etc. These were considered heroic and very political ....Further, women themselves considered politics as a man's world, full of intrigue, unhealthy conspiracy, dirty, manipulative. This was considered to be contrary to the 'female soul'. Women that were involved in formal politics often had to act as men do – roughly, aggressively, with 'daring', and in other ways said to be 'masculine'.

## **2. India – B. Tara, Society for Participatory Research in Asia (PRIA)**

Strengthening Citizen Leaderships and Citizen Collectives – A Case of Naugaoan block, Uttarkashi district, Uttaranchal

### **Background**

The building blocks of a vibrant civil society are its citizens. Empowered and informed citizens can act as active agents in democracy. Active citizenship has two dimensions of practice. On one hand, it means engaging in practices through which new rights are formulated or claimed; and struggling to maintain or expand existing rights. On the other hand, it means fulfilling responsibilities, which are desired or expected in society. Hence citizens by acting responsibly can shape society and give a deeper meaning to democracy.

For the past two decades, PRIA has worked towards promotion of policies, institutions and capacities that strengthen the voice and participation of the poor and marginalised in improving their socio-economic status and in democratic governance in society. The existing situation of marginalisation and discrimination towards women has made PRIA focus upon changing women's roles and status, as agents and leaders of social change.

Some of the issues arising from the project included that there is a barrier between women of upper caste and lower caste as they do not sit together in group meetings.

Men were equally involved.

## **3. Papua New Guinea – Sarah Garap.**

Kup Women for Peace: Women Taking Action to Build Peace and Influence Community Decision-Making. A Case Study on Education and Action for Better Local Governance from Kup Sub-District, Simbu Province, Papua New Guinea.

### **Background**

Kup Women for Peace (KWP) was built on the collective effort of leading women activists of Kup Sub-District to address issues of tribal fights, violence against women and children and to build peace among the various clans and tribal groups. KWP has been working with the local police, churches, the tribal watch group, village courts and others to work for peace, safeguard people's human rights, promote civic pride and promote self-employment opportunities. It is a big task in an area known not only for continual tribal fights but also for violence against women and for witch-hunts.

Following the above case studies Bernie Lovegrove summarised the sessions so far:

Obstacles	Strategies	Impact
<ul style="list-style-type: none"> <li>- Ignorance</li> <li>- Opposition to change</li> <li>- Economic (income needs)</li> <li>- Use of customs to limit women's role in decision making</li> <li>- Gender education levels</li> <li>- caste structure</li> <li>- Corruption</li> <li>- Multi-level constraints(household, individual, city, market)</li> <li>- Domestic violence</li> <li>- Women as victims of tribal fights</li> <li>- Patriarchal societies</li> <li>- Some women opposing women leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Start with central concern of women</li> <li>- Exposure visits</li> <li>- Interface with govt. officials</li> <li>- Link women's groups with local govt. mechanism</li> <li>- Leadership training</li> <li>- Holistic and integrated education programs</li> <li>- Workshops/meetings just for women</li> <li>- Need to sensitise/involve men</li> </ul>	<ul style="list-style-type: none"> <li>- Increased confidence to express opinions</li> <li>- Increased self-esteem</li> <li>- Higher level of awareness of situation and policies</li> </ul>

### Lessons

- Importance of local women groups.
- Importance of follow-up support for women's groups – should not be just a graveyard for development projects.
- Long-term approach – many results take time.
- Do homework on target group and context.
- Programs need to be context specific.
- Systematic learning opportunities required.

## DAY 2

### Gender Concepts in Citizenship

Nani Zulminarni led this session. In her opening remarks she commented:

Men and women as subjects are placed at different poles by various institutions of society impacted by:

- ❖ Culture/tradition/community/family
- ❖ Education, legal and political systems
- ❖ Belief and values that are internalised and naturalised.

Nani pointed out some of the gender disparities (world figures):

- ❖ 900 million illiterates – 65% women
- ❖ 1.3 billion poor – 75% women
- ❖ unpaid work – 66% women
- ❖ income of women – 60-70% of men
- ❖ women managers – 14%
- ❖ women in parliament – 10%
- ❖ women in the executive – 1.2%
- ❖ HIV infection – 66% women
- ❖ Maternity deaths (this was an additional point which was stated should appear in the statistics we did not have a figure!)

She further drew the participants to the following evolutions and movements:

#### The Evolution of Approaches

Goal	Concept of problem	Potential development intervention
- Welfare (1950)	- Women's poverty, special needs as vulnerable group	Support services, health, nutrition, child care
- Economic self-reliance (1960)	- Women underemployed, unproductive, dependents, lacking in productive skills	Income generating project for women - Savings and production group
Efficiency (1975)	- Women overlooked resources in development planning - Women underdeveloped women capital, in need of skills training and improved access to resources	- Increase women's access to credit and marketing facilities and technologies.
Equality (1985)	- Structure in equality - Discrimination against women in schooling, access to different resources	- Affirmative action to promote equal opportunity, equal participation - Adopt and enforce equal opportunity law
Empowerment (1985)	- Unequal gender power relations - Male dominated society - Social and political resistance- both male and female	- grass root projects that recognise women roles - project combined with advocacy, democratisation and political action

	WID (1970's)	GAD (1905)
THE APPROACH	Seeks to integrate women into the process of development.	Seeks to empower women and transform unequal relations between women and men

THE FOCUS	Women	Relations between men and women
THE PROBLEM	The exclusion from the development process	Unequal relations of power that present equitable development and women's full participation
THE GOAL	More efficient effective development	Equitable, sustainable development
THE STRATEGIES	Implement women's project, women's component, integrated projects.	Women and men sharing decision making and power.
	Increase women's productivity and income	Identify and address short turn needs determined by women and men to improve their condition
	Improve women's ability to manage their households	Identify and address women's and men's longer term interests

### THE EMPOWERMENT FRAMEWORK

LEVELS OF EMPOWERMENT	DESCRIPTION
CONTROL	Women and men have equal control over production and the distribution of benefits.
PARTICIPATION	Women and men participate equally in decision making in all programs and policies.
CONSCIENTIZATION	Women and men believe that gender roles can be changed and equity is possible.
ACCESS	Women and men gain equal access to resources such as Land, Labor, credit, training, public services, legal rights etc.
WELFARE	Women's and men's material needs, such as food, income, health care are met

Gerald Joseph from Malaysia and a member of ASPBAE Executive and one of the workshop facilitators made the following points to expand the discussion:

- Rural – Urban
- Women – Gender
- Value – Structures
- Word – Practice
- Statement – Action
- Quantity – Quality "Tokenism"
- Personal – Inter-personal "attitude"
- Structural – Societal
- Control – Welfare (empowerment)
- Power relations "Socialisation" – "education"
- Traditional – Engendered "Roles"
- Matriarchal – Patriarchal "capitalism"
- Religion "belief"– Religiosity "Practice"
- Women empowerment – Man's awareness raising
- Sex – Gender
- Change – Consequence
- Private – Public
- WID – GAD

#### MALE ROLE-MODELS - Peer Support

- "Women lead change" – "Safe space for men"
- Women group – Men group
- Affirmative action – Mainstream

- Victims (objects) oppressors – Perpetrators
- Sexual orientation – Gender identity
- Mother-in law Phenomena
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The above discussion was then following by group work to further tease out the notion of engendering. The following comments were recorded by each group:

GROUP — 1

- Opportunities and facilities for female education.
- Reducing male domination

GROUP — 2

Patriarchal system has taken control over women lives.

GROUP — 3

Very few economic options for women.

GROUP — 4

Access to opportunities.

GROUP — 5

Less knowledge  
Violence against women.

GROUP — 6

Gender participation in decisions making

- Economic
- Social development
- Political

Nani Zulminarni continued her presentation with the following comments:

WHAT

- Takes the rights and responsibilities of individuals in the formal political arena and applies them across all social relationships and institutions.
- A political change in the distribution of power both in the realm of the personal and domestic relationships, as well as in the public in the realm of institutions practices and interpretation of religion.
- Recognise and articulate subordination based on gender.
- Break the chain of reproduction and predefinition patriarchy – attitudes and behaviour – stretchers and mechanism.
- Link domestic issues (family, motherhood, marriage, child care) to the macro level (social, political, economy)
- Mainstreaming gender issues in all aspects
- Redefine / rename the institution like decision makes, head of household.
- An ongoing process
- Challenging the fundamentalism

*Comments*

- In developing countries, mainstreaming is necessary
- We bring domestic issues to the public but public issues should also be brought to domestic level.
- Engendering is an ongoing process and needs reinforcing.
- Bring a positive attitude change towards women in development.
- When you articulate subordination in religion/ Asian societies, complications appear in different levels.

- It has become fashionable to talk of gender issues but many not be implemented in practice.
- Despite Beijing Conference and lots of other International Conferences and Conventions, the government has not seriously followed the directions so there has been little realisations of the goals.
- Increasing violence and conflict because of the existing social disparities.
- It is the responsibilities of the NGOs to do groundwork at home and pressurise government to realise their commitments and work according to NPA.
- There is a need to emphasise on human being, regardless of their gender. Response – Female are different biologically and based on their roles and priorities. They are disadvantaged on various social aspects so the main concern is to make women disadvantaged.
- It is important that we see how women participate in development issues and apply such issues in our context. Gender starts from interaction between two people..
- Usually gender is perceived to be an imported term, there is a need to see it in local context.
- In Pakistan, when we go to women, it has to be through men. The focus of efforts should be women, but it should not exclude men. We cannot change the power relations between two components without the counterpart. If there is no social transformation of values and how men see women in development, this change will bring conflict.
- We should focus not only on men and women but also the institution they belong to.
- The power distribution has been changing along the time. The primitive societies were matriarchal but after capitalism and ownership concept was introduced, women were pushed to work inside the home and men came in front.
- Both men and women are equal and complementary.
- Be clear about the strategy and to what context do we want to empower them.
- It has been seen that when women start taking their roles in local governance seriously and question the political roles of men, this may lead to backlash where female may even be subject to domestic violence.
- It is necessary that we provide empowerment to women and gender awareness to men.
- In war zones, the general perception is that women need trauma counselling but in fact women can talk out and express their feelings whereas men are witnesses of horrific scenes of war, which they cannot share. Because of this, the men are actually the ones who need trauma counselling.

Q. What are the support systems that can help to sustain the attitude change?

- Women's groups can be a very good support system as things are raised in groups, not individually so individual woman is not disregarded.
- Village Educational Committee which are formed to sustain the Non-formal Educational Programs.
- Spouse forum can be formed after completion of adult education.
- In order to avoid male resentment, we blame the system, not the men for existing discrepancies. For eg. Can address domestic violence by asking what if their daughters/mothers (not wives) experience domestic violence. This creates safe space for men.
- Heterosexual/homosexual orientations are necessary.
- Need to sensitise older women too (eg. Mother-in-laws) not only men.

Jerald Joseph than provided a summary of the above session:

- Culture and tradition is obstacle at all levels, not only at grassroot level.
- Mobility is a very important aspect in women's empowerment. If women cannot move out, the engendering process fails.
- Everyone agreed that funding was a major obstacle in engendering process.
- As media has a crucial role to play, we can work on engendering media.
- Need political education for women to participate in politics.
- There were no success stories on engendering men.
- Discussion on gender budgeting.

- ☆ Quality and quantity both need to be analysed.
- ☆ It needs to be done in integrated way.
- ☆ Must have gender equity perspective.
- ☆ Should discuss who will get the access and benefits
- ☆ There should be a separate budget allocation to ensure their participation eg. For capacity building
- ☆ Micro-credit is provided mostly to women, but is used by men. So there should be some program for men too.
- ☆ Women are sensitised for making budget. Mother and Child Health should be improved by improving toilets and dispensaries.

Participants were then asked to break in their small groups to further work on the concept on Gender in Citizenship teasing out the following questions:

- ❖ How far have you engendered your work (program)
- ❖ What were the obstacles/constraints
- ❖ What were the success/failure stories.

Groups reported back to the full participants with the following comments:

#### GROUP — A

- Organisational level — Gender policies.
- Training centre — skill based
- Training — choices open.
- Non formal education programs for girls and boys.
- Training programs for men and women on rights, equal justice, importance of education.
- Trainings for councillors on their rights.
- Human rights training — Gender perspective.
- Campaign of citizens against rape.
- Victims of rape — counselling
- Developing curriculum for civic education.
- Efforts to neutralise language.
- Radio programs — focus on equality.
- Voter's education.
- Day care centres.
- Shelter for women.
- Campaign for child's rights — focus on gender.
- Interface with govt. officials.

#### CONSTRAINTS

- Cultural / traditional practices/attitudes
- Social conditioning
- Low education
- Political parties / Religious groups.
- Law system.
- Gender blind policies.
- Attitudes of officials in govt. departments

#### GROUP — B

#### HOW FAR HAVE WE ENGENDERED OUR PROGRAMS / WORK?

1. Civic education
  - Advocacy work
  - Base line survey
  - Ethnic programs
  - an integrated approach

- day to day issues
- Awareness & sensitisation

## 2. Non-formal education

- Books - Gender friendly syllabus to promote women
- Reached out to 300000 women
- Developed micro – credit
- Trained women – masonry skills

## 3. Awareness & sensitisation

- First at staff level
- Promoted equal participation
- Lobbying for women's rights
- Need to create space & opportunities

## OBSTACLES

- Finances  
Little money, too much work
- Women not part of decision making processes  
Participation of women at NGO levels also low
- Traditional cultures / values  
Views on education  
Girls stay at home to look after younger siblings  
Teacher training is a problem  
Mobility issues
- Lack of awareness  
The value of women  
Daughters are poor investments
- Subjugating of women  
Negative gendering  
Media – sensationalism  
Corrupt govt. leaders "opportunist"

## SUCCESS STORIES

- Part of the agenda – 40 % of women have to be represented in the committee and 1 has to be at least at the executive level.
- Organised pre-schools allows older girls to go to school.
- Mobile teacher training
- Programs – especially at local rural communities
- Material development curriculum
- Media education
- Health program – bringing H2O to the village- sanitation prog.  
- Reduces the work load  
- maternal death rate
- Democracy movements more people having a voice

## GROUP — 3

### HOW FAR HAVE WE ENGENDERED OUR PROGRAMS / WORK ?

- Training
- Training tools

- Research
- Networking
- Solidarity
- Community involvement
- advocacy

#### OBSTACLES

- Culture
- Funding (short term) : Donors emphasise on empirical data
- Stereo type related to gender roles
- Suspicious
- Politics

#### SUCCESS

- Circles established
- Confidence built
- Capacity built (CBOs / NGOs)
- Active network
- Ruining some dominated values
- Identifying leaders in community to share with other communities / families / org.

#### LESS SUCCESSFUL

- Less male participation
- Hard to measure success of short term vs. long term activity (short term result oriented)

#### GROUP — 4

#### ENGENDERING PROCESS OF OUR ORGANIZATIONS

- Community organising
  - CBO – ELC – CCB
  - Local – NGO
  - Women groups
  - VEC –FEC
- Social & community mobilisation
  - Training (need based)
  - Capacity building of community & its organisation
  - Involve community in planning – implementation – monitoring – evaluation.
  - Follow up of activities
- Sustainability & effective

#### THE OBSTACLES / CONSTRAINT

- Religious group — interpretation (especially regarding female )
  - Beliefs and practices
- Patriarchal structure — Men : decision makers
- Traditional belief — stereotype
  - Norms and values (conservatives)
- Government does not involve community and its programs
- Low economic development of women

- Low opportunity for women to participate

#### SUCCESS / FAILURE

##### SUCCESS :

- Set up of community and women groups
- Provided literacy, skills training, saving & micro credit, program materials Dev. and dissemination information tot of teachers, tot for women leaders
- Established : resource centers
- Enhance leadership ability of women

##### FAILURE :

- Low participation of women at administrative level and development activity.
- Most men less sensitive regarding female issues.
- Government procedures and support at policy level insufficient .

#### GROUP —5

##### TASK 1

- Process has been started
- Focus on practices needs
- Strategic needs
- Shared interest for fruitful results
- Awareness raising
- Programs include portion on gender awareness or engendering.

##### TASK 2

- Mobility
- Lack of information
- Illiteracy
- Less time for mobilisation
- Project oriented approach
- Changing of priorities (men)
- Power game
- Overload on women
- Gender not emerged at grass root level
- Less resources
- Sustainability
- Male domination
- Lack of holistic approach

##### TASK 3

- Water supply and sanitation project – Nepal
- Union council election in NWFP – Pakistan
- Dealing with govt. – PNG
- Micro enterprise program – Indonesia

## OBSTACLES

- ❖ Role played by media
- ❖ Less human resources and finances.

## SUCCESS STORIES

- Interaction / dialogues with people in power.
- Interaction between urban – rural women, different ethnic groups, caste, class groups.
- Awareness regarding whom to approach for problem solving
- Community awareness.
- Protection of legal rights.
- More informed women elected representatives.
- Recognition by govt. to incorporate gender issue in plan of action for human rights.

Thursday evening was spent together with each country requested to perform something from their country – a cultural evening, prior to this we were able to watch two videos on urban poor and migrant workers in Malaysia.

### DAY 3

This again would be primarily a day of group work however the main focus would be planning engendered programs. Nani Zulminarni presented a sample 'Gender Analysis Matrix' which groups would be asked to use as a model when discussing or planning a project.

#### PROGRAM OBJECTIVES : POTABLE WATER IN OULED HAMOVDA

	LABOR	TIME	RESOURCES	CULTURE
Women	<ul style="list-style-type: none"> <li>- No need to carry big can of water.</li> <li>- No fears on personal security</li> </ul>	<ul style="list-style-type: none"> <li>- Save time</li> <li>- Have more time for children and self</li> </ul>	<ul style="list-style-type: none"> <li>- Must pay for water</li> <li>- Can have home garden or other economic activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility of paying for water</li> <li>- Opportunity to participate in community project</li> </ul>
Men	<ul style="list-style-type: none"> <li>- A lot of work, difficult work</li> <li>- Learn new skills for work outside community</li> </ul>	<ul style="list-style-type: none"> <li>- Takes a lot more time to build, dig, etc.</li> <li>- Can stay at home with family while working.</li> </ul>	<ul style="list-style-type: none"> <li>- Portable water is available</li> <li>- Improve nutrition</li> </ul>	<ul style="list-style-type: none"> <li>- Don't worry about family when away</li> <li>-</li> </ul>
Household	<ul style="list-style-type: none"> <li>- Women feel more secure when fetching water, can leave child at home.</li> <li>- New activity for entire family.</li> </ul>	<ul style="list-style-type: none"> <li>- Women can give more time for child care.</li> </ul>	<ul style="list-style-type: none"> <li>- Easy access to potable water</li> <li>- Improve nutrition and better health</li> </ul>	<ul style="list-style-type: none"> <li>- New activity for children - they can help their mother</li> </ul>
Community	<ul style="list-style-type: none"> <li>- Establish committee for potable water</li> <li>- Learn about services provided by Govt.</li> </ul>	<ul style="list-style-type: none"> <li>- Less free time for leisure</li> <li>- Many more community meetings to attend</li> </ul>	<ul style="list-style-type: none"> <li>- More potable water available for all.</li> </ul>	<ul style="list-style-type: none"> <li>- Clean environment</li> <li>- Prestige for the community</li> </ul>

#### PROGRAM

Title : Community empowerment program through potable water development in OVLED HAMOVDA

#### Objectives :

- Access to clean water
- Capacity building
- Women participation control over resources
- Better life of all

Time frame : 3 years

Methodology : Community organizing

Skills/ Capacity needed

#### Activity :

- Approach to community
- Community social and gender analysis

- Training

-  
Indicator of success

Small groups based on country regions then worked through and presented their action plan using the above model as a tool. (I worked with the participants from Vanuatu as their program was concentrating on the learning circle approach and it might be embraced by the Vanuatu Rural Development & Training Centres' Association).

Each country provided any interesting report back which included:

**Pakistan:** Adult Education Programme for Rural Communities

**India:** Health and sanitation programme for tribals.

**Nepal:** Community empowerment through civic education oriented adult education program.

**Malaysia:** Human rights training for university students.

**Vanuatu:** Effective participation in decision making.

**Papua New Guinea:** Citizens education in East Sepik Province

**Indonesia/Thailand:** Citizenship education for urban poor family (training and campaign on political rights).

Jerald Joseph then summarised the session with the following points:

- Planning first and then seeking resources should be the bottom-line.
- How target oriented are we when we are going through the process.
- Effect of doing process can bring different responses from men and women – depends on facilitators. The facilitators will have to give more opportunities to the community to explore.
- Culture and context – cannot go directly and talk – may have a negative impact. Use an engendering process.
- Should be clear what we mean by "things will improve".
- Mobilise grass root village committees, mobile youths, people who use certain methodology (eg. Theatre group) and have certain tools.
- Sustainability, local leadership, long term implications.

## INTERNATIONAL SYMPOSIUM

Workshop participants travelled into inner Kathmandu to participate in the international symposium and reception organised by Dr T N Upreti which brought together the workshop participants and Nepali NGO's. Prior to this symposium participants had been asked to complete a questionnaire on their own individual comments re citizenship and their organisation's work within their project based on civics and citizenship. The following table was established as a result of these questionnaires, the group also was asked to break into smaller groups to discuss specific questions around citizenship education:

S.N	VALUE	ABILITY	INTEREST	NETWORK	SUCCESS CASE	FAILURE CASE
1	Create hope	Empowerment and self-respect	To be adult educator for girls/women	Not thought		
2	Understand differences		Gender equity	Share Issue		
3	Right to people		Political group	Educate people about gender		
4	"		Pilot the program	Training and awareness raising	Abroad experiences	
5	Deliver Knowledge	training	Advocacy and training	Seminar and workshop	Human rights experiences	
6	Identity awareness	Publication	Material production	Networking	Material production	
7	Basic rights	Violence management	Create awareness	Networking FE and NFE teachers		Absence of materials
8	Right to people	Awareness raising	Rights sharing	Networking women		Lack of informals
9	Justice to all	Training the students	Organise discussion sessions	Rape campaigning		
10	Community awareness	Work with schools			Deal with value contradictions	Time constraints
11	Human rights	Mainstreaming gender issues			Work with students	Absence of girls at training centres
12	Create feeling of nationality	Self-correction			Live in harmony and peace	History of people
13	Rights and duties	TOT	sharing		Advocacy	
14	Self-development	Advocacy	"		Create local governance	

15	Women development				Mainstream women	
16	Difference management	sharing	Dialogue sessions		Empower local NGOs	Time-bound project
17	Rights and pluralism management	Training, planning and mobilising	Textbook and curriculum preparation			
18	Good governance	Knowledge about civil rights	Material production		Workshop organisation	
19	Rights	Integrate with social justice	Work with religions and youth groups			Sustainability
20	equality	training	Deepen knowledge		Influence NGOs	Difficulty in assessment
21	equality		Sharing			

## **Group Work**

### **GROUP - WORKING WITH MULTICULTURAL GROUPS**

#### *Personal level:*

- Sharing of ideas, information, experiences.
- Sharing of values and principles.
- Understanding commonality & celebrating differences.

#### Institutional level

- Sharing of ideas, learning, into experiences.
- Exchange of expertise, learning aids, materials, curriculum.
- Analysis of policies which marginalise - studies – resources- diff. cultural groups-. Needs- imbalance in power relationship.
- Coalition building / networking
- Advocacy efforts need to be converged.
- Dialogue with policy-makers, funding agencies.
- Use of media for awareness.

#### Resources :

- Finances
- Human resources
- Tap local resources
- Using local practices as forums for dialogue / spreading awareness

#### Strategies :

- Promotion of inter-cultural marriages & friendships.
- Networking
- Analysis of policies, power structure in society that is discriminatory in nature.

## **GROUP - ADVOCACY LOBBY STRATEGY**

### Personal level

- Know of the governance : Rights, laws, duties, obligations
- Practice
- Advocacy to family, kinship, community, peer group etc.

### Institutional level

- Networking, partnerships for lobby & advocacy
- Lobby to Govt. for budget, support etc.
- Influence our own organisation on its policy
- Work with grass root org. to national level

### Resources to be shared

- Humans resources, technical resources
- Experiences, knowledge
- Educational materials
- Training capacities, how to lobby, resource mobilisation etc.

### Resources needed

- Leaderships & management – skills – Support from alliances.
- Financial
- Technical aspects
- educational program

### Plan for future

- Forming alliances — National, regional, international
- Sharing information & materials
- Apply holistic approach
- Sensitise different segment of society

### Strategies to be followed

- Documenting the best practice — dissemination
- Advocacy & lobby to political leaders, teachers, community, etc.
- Organise small groups (ESP. women) and work together.
- Use of media & mass communication

## **GROUP - SHARING STRATEGY DEVELOPMENT.**

1. Make and reform policies
2. Establish a national institute for promotion of civic education
3. Building strong mechanism for coordination, networking & sustainability
4. Generate financial resources / develop human resource.
5. Capacity building
6. Development and dissemination of civic education materials.
7. Develop behaviour-oriented curriculum and teaching methodology.
8. Integrate civic education into all development programs
9. Sensitisation and awareness raising activities through out.

Resources to share:

- Publications, brochures modules, manuals etc.

Resources we need:

- Financial, additional knowledge and expertise, access to the electronic mail

Plan for future:

- Develop materials for women law and status, reproductive health, globalisation keeping in mind civic Ed.
- Establish linkages with concern agencies
- Government for promotion materials and needful support
- Integrate the CE in E CD program

Institutional strategy:

- Documentation, resource center designated as focal point
- SPCE – CERIC
  - Strengthening
  - Networking

Materials we have

Reference materials for school level education non-formal groups I.E. governance transparency; gender etc; materials in women empowerment facilitation tools and technique.

- Curriculum- humanism and human right,
- Teaching manuals

Personal level: Experience and expertise

Institutional level: Experience and expertise resource inventory

## **GROUP - GENDER EQUITY**

Personal level

- a) Convince ourselves & practice in our house —relatives — society — nation
- b) Search of gender issues at home
- c) Organise informal meetings
  - Sharing info & experiences
  - Plan what can be done
  - Try to bring these changes

Institutional level

b) and c) at larger level

Networking with other

- NGOs
- academic inst.
- INGOs
- GO
- Media & info. sharing :
  - pamphlet
  - T- shirt
  - poster
  - street- plays
  - documentaries / av
  - internet & publications
- Workshops / seminars

#### Resources we can share

- Resources assessment of all orgs.
- Share the list & use relevant resources
- Human resources. ( expertise)
- Gender policy

#### Resources we need to get

- Opportunities for personal & professional devt.
- Networking with Govt. & other Int/ Org.
- Finance
- Pressure groups for advocacy

#### Plan for future / strategies

- Publication from each Org.
- Pilot projects (think globally, act locally)
- Work with children & female & other groups.
- Create safe space for men
- Including in school curriculum
- Forming female groups, CBO

## DAY 4

Bernie Lovegrove recapped the various sessions and group work undertaken by the workshop participants over the last three days. He spent time on describing the objectives and strategies of the ASPBAE Cit Ed Program – they being:

### Objectives

- Increase awareness + knowledge base of members + key organisations re cit Ed.
- Develop a regional perspective
- Increase quality + quantity of cit. Ed. programs.
- Increase awareness + involvement of women in decision- making

### Strategies

- Capacity building
  - Workshops
  - Trainings
- Information dissemination
- Network building
- Research
  - Case studies
- Focused project in Melanesia
- Case studies

Bernie spent some time in describing the Melanesia program which was about building capacity building of selected CSOs; increase citizens awareness' increase citizens actions plus involvement and increase awareness and involvement of women.

Finally Bernie concluded his discussion with the following synthesis and outline of the future directions of ASPBAE with input from workshop participants:

### Synthesis

- CSO dialogues with government.
- If there are limited resources, we can have fundraising program.
- ASPBAE can organize cross-country project visits.
- Share the problems that ASPBAE has faced.
- Explicit + systematic
- Use empowerment framework
- Documentation of mainstreaming gender.
- Awareness in programs
- Difficulties of sustainability
- Constraints of donor conditions
- Knowledge of available donors and resource mobilisation skills
- Annual leadership training is very important.

### **Future directions for ASPBAE**

- Capacity building
  - for members
- – workshops - trainings - involve media and promote events
  - for targeted government officials from different countries
  - creative fundraising and resource mobilisation
  - project our work in media
- Information dissemination
- Network building with academic institutions, donors, media
- Advocacy, networking with government
- Research and documentation of good practices
- Representation in international forum for Cit. Ed. And democracy

## Issues

- Fundamentalism – how to address
- Expand and explore the notions of citizenship
- Events with targeted groups – migrant, refugees, trafficked, conflict affected
- Advocacy – watch on government
- Increase ASPBAE's human resource capacity
- Discussion paper on concepts of cit. ed.

Jerald Joseph summarised the some of the major outcomes of the workshop:

- ❖ Workshop and training at
  - subregional
  - national
- ❖ Developing sub-regional + national pool of trainers
- ❖ Engendering budget analysis
  - national
  - program
- ❖ Clarity about terms
  - "gender"
  - "engendering"
- ❖ Workshop + training aimed at selected men
- ❖ Need to monitor programs from gender perspective
  - quality
  - quantity
- ❖ Disseminate gender framework materials
- ❖ How to retain experience in a local city
  - beyond local trainer
  - sustainability

The final activity was the closing ceremony where participants were asked to reflect and share with other participants what they had learnt and what they would take back to their countries after this experience. Some of the points mentioned:

- Learnt that all women in other countries have similar problem.
- Knew about "gender" previously but have learnt the new concept of engendering and citizenship education now. I will bring clarity among staff members and incorporate in adult education
- Having established a network, can now build strong network with more countries.
- Share with members and see who can contribute what.
- Have gained conceptual clarity - will provide orientation to our team for long-term impact – ensure participation of woman and girl child.
- Thank ASPBAE for providing this opportunity to interact people from different countries.
- Try to explain about gender and experiences.
- Need a blueprint to disseminate similar kind of experiences. This will help in material development.
- Learnt a lot will go back with lots of challenges as a mother as well as an educator.
- Interesting to see common threads coming through various sources.
- For every problem, there is a solution, depends on the techniques that we use.
- Gender equity should start with ourselves.
- Try to be context-specific – do research.
- Cut down the barriers existing back at home.
- We all are different but we can learn from our differences.
- Reenergised by the goodwill and enthusiasm of the participants.
- Consciously being a part of engendering program.

- Confusion between engendering and women's program... where we forget about the other sex. Will have more discussions on gender equality and gender justice.

With the workshop program drawing to its conclusion participants shared the Saturday afternoon in a site seeing adventure in Kathmandu. I then travelled to Potkara where I managed a rather complex and interesting task of navigating the Katmandu Domestic Airport and experiencing the short flight which would provide me with my first experience of the Annapurna Himalayan Range. I spent my time in Potakara with the Chhetri Sisters who are three Nepalese sisters who are pioneers in the field of 'Female Trek' Guides (guides for female trekkers) who have been working to empower other women of Nepal since 1994.

The sisters had been running a restaurant and a lodge in Pokhara area for some time, this gave them an opportunity to meet women from all over the world including lady trekkers who had had some unfortunate experiences with their male guides and porters. The three sisters decided to do something immediately. In 1994 they started a women's trekking guide service to the Annapurna Conservation Area. Their training program at the beginning, attracted women from rural areas, where they were deprived of a high level of education and job opportunities. Some were low caste women whom society looked down upon and others were social disadvantaged women who were facing challenges in life. Now other women from all over the country are attracted to their program for training and job opportunities. The training includes trekking skills and information, basic trekking English, trekking first aid, flora and fauna, local religion and culture, as well as something about western culture. Their aim has been and continues to be to empower and develop women through tourism and to encourage sustainable tourism in remote areas where there is little hope for the future.

## Summary

This regional workshop provided an opportunity to share our concepts, our successes and our struggles in defining the concept and processes of the meaning of the word 'engendering' and to work together as a team to arrive at some clarity around the notion of engendering, gender issues and citizenship education. The workshop was well structured in that it used a participatory approach allowing good interaction between participants both in the larger group and in smaller groups. The facilitators were excellent and at no time did you consider that your views were not welcomed and appreciated.

The various projects from the countries represented were hugely diverse however common threads became obvious during the many discussions. It reinforced the notion that non-government organisations play an important role in citizenship education and whilst we are all different we can learn from our differences. Some of the common threads included:

- ❖ Most agreed that programs will lack success if we do not include both genders ie women and men and how customs and cultural differences play a large part in the work we are doing.
- ❖ Projects will have more success if the community becomes involved in the initial planning stages.
- ❖ Funding is a problem for all countries in that short term funding does not help the building of sustainability.
- ❖ We need to use media as a way of promoting our activities.

Whilst there were a number of final comments presented on the outcomes of the workshop, the two major points for me were:

- ❖ The need to network with other countries – this workshop had provided a start. Opportunity to learn from each other. A communication plan to be developed ie email listing etc to keep participants in touch.

- ❖ The participants all felt reenergised – we would take this energy back to our various countries.
- ❖ Some of the projects ALA has developed could easily be adapted to other countries particularly based on a learning circle methodology and linked to health issues.

Nepal is a fascinating country, one of the poorest countries in the world and its foreign relations are very much determined by its geographic position between its two large neighbours, India and China. The host organisation did a fantastic job in managing the logistics of the workshop and caring for the participants. Personally I found my new colleagues for Nepal extremely friendly, helpful and very interested in what we were doing in Australia.

I was able to leave with them some material about ALA and material which described the work we had been doing in the Civics and Citizenship Learning Circle Program. Participants were interested in the learning circle concept and for me I particularly valued my time spent with the representatives from Vanuatu who are using the learning circle concept in civics education.

It was obvious to me that there is a role for Adult Learning Australia to work and link to some of the organisations represented at the regional workshop and to revisit our links with ASPBAE.

During one of my walks I passed an unused Library and in discussing with colleagues at ALA National Office it was suggested that the ALA membership might embrace the idea of sending books to Nepal which could be used to resource village libraries etc. I have raised this with our new contacts working with World Education, Nepal and they would support such a project. Logistics of how this would be managed, who we need to approach both in Australia and Nepal would need to be discussed further if the membership did warm to such a suggestion.

Mary Hannan  
ALA