UMMEED LIVE 2012

Third Gender Leadership Development Project
Raipur, Chhattisgarh
Third Gender community is as unique and as normal as any other constituent of the modern society but for a variety of reasons they are being deprived of social, economical, financial and legal rights. This marginality is a road block in the holistic development of our society. Let’s resolve now to reinstate the rights and dignity of this community in the larger interest of humanity.

-A Call from the Third Gender Cell at JJK Chhattisgarh
Third Gender Leadership Development Project

UMMEED Live 2012

Report compiled by
Dr. Pankaj Masih
Gayatri Singh
Rishabh Mishra

Report Edited by
Rex Mehta

JAN JAGRITI KENDRA
C-3/2 Sec. III, Udaya Nagar, Tatiband, Raipur (C.G.) PIN 492 099
Ph. 09303091999 | rexmehta@gmail.com

Disclaimer : The views expressed in this publication are of those of the authors and do not necessarily reflect those of United Nations Development Programme India.

© UNDP India 2012. Published in India
Special Thanks

Mr. A. K. Singhal
Member Secretary, State Legal Service Authority, Chhattisgarh

Dr. K.P. Singh
Project Director, Chhattisgarh State AIDS Control Society, Raipur (C.G.)

Management and Staff of following offices
District Legal Service Authority Raipur
Dept. of Health and Family Welfare
Women’s Police Station Raipur
Dept. of Psychology, TISS unit, Pt. RSS University Raipur
State Institute of Rural Development Chhattisgarh
ICFAI University Raipur

Management and Staff of following Facilities
Holiday Resort Raipur
B N Palace Raipur
Railway Station Raipur / New Delhi / Agra
Art of Living Durg
Rajeev Gandhi CREDA Park Raipur

Project Directors of TI partner NGOs
Samta Mahila Mandal - Raipur, JKSS - Rajanandgaon
Chetna – Jagdalpur, Sarna – Ambikapur

Participating NGOs / CBOs
MITR Trust – New Delhi
Kinnar Bharti – New Delhi
CIDAN – Raipur
Vijay Foundation – Durg
Aarohan - Durg
Jan Sewak Samiti - Bilhali
Prakriti - Rajanandgaon
CGMSS - Raipur

Dr. Alka Narang
Asst. Country Director, HIV, UNDP India

Mr. Ernest Noronha
Programme Officer, UNDP India

Mrs. Kanta Singh
Programme Analyst, UNDP India

Dr. Umesh Chawla
Programme Analyst, UNDP India

And

ALL THE MEMBERS FROM THIRD GENDER COMMUNITY IN CHHATTISGARH
Türkçe

HAR SANŞ JO SAGMATİ TRİ SAVİTA Kİ SARYE ME BA LALJH Sİ DIŞHÊ Hänge UMMEED Kİ DÂMEN MÊN AB

THIRD GENDER CELL is a functional outcome of the Ummeed Live Programme as the participants demanded a dedicated unit of the implementing agency participated by the members from the Third Gender community in Chhattisgarh. Formally it was announced during the Follow Up COP at Raipur on 26.02.2012. This cell has a team of 5 TGS and 1 Female volunteer.

EVERY HUMAN COUNTS
### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDP India</td>
<td>United Nations Development Programme India</td>
</tr>
<tr>
<td>JJK</td>
<td>Jan Jagriti Kendra (an NGO working in Chhattisgarh)</td>
</tr>
<tr>
<td>TG</td>
<td>An umbrella term Third Gender assumed to commonly represent all gender identities that normally do not fall in the traditional bracket of male and female genders. This abbreviation is also often used for trans gender but in the context of this report it should be taken for Third Gender that indeed represent trans genders as well.</td>
</tr>
<tr>
<td>TI</td>
<td>Targeted Interventions</td>
</tr>
<tr>
<td>MSM</td>
<td>Men who have Sex with Men</td>
</tr>
<tr>
<td>FSW</td>
<td>Female Sex Worker</td>
</tr>
<tr>
<td>MSW</td>
<td>Male Sex Worker</td>
</tr>
<tr>
<td>GoCG</td>
<td>Government of Chhattisgarh</td>
</tr>
<tr>
<td>GoI</td>
<td>Government of India</td>
</tr>
<tr>
<td>SLSA</td>
<td>State Legal Service Authority</td>
</tr>
<tr>
<td>DLSA</td>
<td>District Legal Service Authority</td>
</tr>
<tr>
<td>RTI</td>
<td>Right to Information</td>
</tr>
<tr>
<td>RTE</td>
<td>Right to Education</td>
</tr>
<tr>
<td>MNREGA</td>
<td>Mahatma Gandhi National Rural Employment Guarantee Act</td>
</tr>
<tr>
<td>LGBT</td>
<td>A term used to represent Lesbians, Gay, Bi sexual, Trans genders</td>
</tr>
<tr>
<td>CGSACS</td>
<td>Chhattisgarh State AIDS Control Society</td>
</tr>
</tbody>
</table>
Contents

1. Executive Summary
2. Recognizing Third Gender
3. Situation Analysis in context of Chhattisgarh
4. Third Gender Leadership Development Project by UNDP India
5. Objectives of the Project
6. Methodology (Project Interventions and Inputs)
7. Participants Profile
8. Project Outputs
9. Change and Project Outcome
10. Expected Roles and Responsibilities for a sustained impact
11. Replication and Scaling Up
12. Annexure
EXECUTIVE SUMMARY

The project has been supported by the HIV and Sexual Minority cell of UNDP India New Delhi

1 Project Title
Ummeed Live : From Margins to Mainstream - Third Gender Leadership Development Project

2 Implemented by
Jan Jagriti Kendra

It is a non government organization based in Chhattisgarh. It has been working with the transgender / third gender groups since 2009. It also has worked for their legal rights and awareness under another UNDP India project with Dept. of Justice, Govt. of India, New Delhi. JJK has created a Third Gender Cell to address the issues associated with the community which in course of this project took a shape of state wide network called Third Gender Forum.

3 Project Framework
Ummeed Live 2012 had been designed in a manner that would bring in a multi fold change in the perception and stake of the people from community. It aimed at transforming the approach with which the community interacts with main stream society at one end and at the other it would also focus the response change through such new approach. Leadership was the central theme of this project. A good leadership always require sound knowledge of all the factors that affect the prevailing conditions thus the project included essential areas that do or may affect the quality of life and living of participants such as – Legal Rights, HIV, Stress, Trauma, Finance, CBO management, Motivation, Creativity and livelihood.

Duration : 30 days + 3 months follow up

Place : Holiday Resort, Raipur, Chhattisgarh AND other districts – Durg, Bhilai, Rajnandgaon, Bilaspur, Ambikapur, Jagdalpur, Raigarh, Mungeli, Gariyaband.

Directly Benefitted TGs : 28 persons from the community were directly benefitted through the programme.

Indirect Coverage : The project further reached to another 104 TGs through its extended Community Outreach Programmes which were held in the follow up phase in Raipur, Durg, Rajnandgaon, Ambikapur and Bhilai.

4 Key Objectives
- Identification and development of 25 TG candidates as leaders
- Creating linkages – inward and Outward for this community
- Strengthening the functioning of the CBOs of Trans gender people through such leadership and inclusion programme
- Creating process ownership among the third gender volunteers
Third gender people were only addressed through the lens of HIV Prevention and Care which was highly focused on the health sector. Further another UNDP project – Access to Justice touched the community through the legal rights awareness. These 2 platforms made the community organized and mobilized for directed causes but they were limited inclusion programmes. The community needed something that could address their life as a holistic approach, something that brought answers to the individual and community issues. Ummeed live came in such a situation that can be summarized and characterized through following observations –

- Third Gender- a term including trans genders, cross dressers, hijras etc. was gaining acceptance after the UNDP’s Access to Justice project.
- Third Gender community was ready to experiment with their traditional structures
- Third Gender people expressed the desire to participate in the main stream
- Number of those within the community who could lead the change was very few and yet not competent enough to handle the complex issues
- Community was seen with ill repute by rest of the society especially due to their infamous behavior randomly exhibited in trains and traffic signals
- Maximum chosen way of livelihood was begging in trains / signals, dancing in marriage /child birth
- Financial expenditure was high on liqueur and such other substances
- There was no financial literacy especially in terms of savings or investing in wealth management schemes.
- Community members very frequently faced problems in dealing with police and other departments
- Due to dilution in dera system many TGs were living alone but they were highly being exploited, physically and financially abused by their male partners.
- Community members gave relatively lesser importance to education and better living.
- Family holdings were less and in most of cases a TG person would be snatched off his lawful ancestral properties as well.
- Housing and employment were one of the biggest challenge that community faced very frequently.
Training Methodology

The training programme was designed as Fully residential and Full time training programme that was divided in following parts:

- Class room instruction sessions
- Group Assignments
- Out bound learning challenges
- Individual Tasks
- Role Plays
- Learning Games
- Simulation Exercise
- Yoga and Stress Management Sessions
- Recreation
- Learning Assessment Sessions

Inputs

Training Inputs can be summarized as follows –

- 30 Days residential training
- 3 Days Exposure Visit
- 12 Learning Modules spread over 198 hours
- Individual Problem Solving sessions
- Video Monitoring
- Interaction with state bodies who could help in future – Health Directorate, District Legal Service Authority, Police Station etc.
- Community Outreach Follow Up Programmes

Outputs

Ummeed Live 2012 resulted in following outputs

- 28 trained TGs who were capable of addressing the community issues with their enhanced leadership skills
- A functional relationship created between the community and individuals who participated as trainers in the programme
- Linkage with institutions from health, law, police, finance, education areas for future applications.
- Linkage with national level NGOs who are working on the betterment of community.
- 12 learning modules
- 1 documentary – Thirty Days of Hope
- Formation of Third Gender Forum that comprise of NGOs, TI partners and TG Community members
9 Outcomes

This programme had a variety of outcomes and most of them were not designed so specifically. It was really encouraging and interesting to observe and taking note of such wonderful response of a small intervention. The points of observation are as follows:

- TG Community became more organized and turned highly positive and ever more enthusiastic to claim their due rights
- TG community started trusting more number of NGOs and other bodies who came to offer some support and their participation increased manifold
- Leadership strength of the community increased in both numbers and quality
- More and more number of TGs started taking help of Police and Legal services in claiming their rights and seeking remedies in cases of exploitation and abuse.
- The solidarity expanded not only at the state level but also at national level.
- Media and other platforms came up with pro-TG point of views.

10 Impact

Probably the best way describing the impact is – Change for better, and where such change has started as a dynamic and self propelled process of development. Before we list some of them it is realistic to understand that such impact features are result of many simultaneously connected or unconnected interventions with the same target group BUT where the contribution of Ummeed reflects at almost every corner and turn. The present situation is full of many shades and everything cannot be directly attributed to Ummeed but without a doubt we can say that Ummeed inputs were present indirectly in all of them:

- Third Gender community attracted the positive attention of media and other social outfits for their respective interest areas.
- Various departments such as Dept. of Social Welfare, State Legal Service Authority, Dept. of Culture, Dept. of Health and Family Welfare, Dept. of Home Affairs, Dept. of Women and Child Development have started taking serious note of the issues concerning third gender and their rights
- Private bodies and other civil society organizations from Chhattisgarh, Delhi, Maharashtra, Madhya Pradesh and Tamilnadu started responding positively to the communication by the trained group.
- Newspaper and media people got sensitized to understand and further present the cause of community in an inclusive and involved manner.
• Few private organizations belonging to sports and culture also engaged with the trained group and organized various programmes for them. Few such events were - India’s first Third Gender Sports Meet held at Raipur and Interstate Public Hearing on the issues of Third Gender by a national level NGO at Raipur.

• In an unexpected event the Home Minister of Chhattisgarh took notice of delayed investigation in a case of harassment against a trainee and ordered the police department to look into such complaints at the serious most level.

• The group exhibited amazingly sound and subtle response in case of alleged rape of a trainee TG which resulted into written apology and compromise by the accused with the help of DLSA Raipur. This event made all the other probable victims more courageous to voice up against all sorts of abuse against them. The following year registered sharp fall in cases of exploitation against third gender people.

• The level of understanding regarding the government schemes and entitlements increased among TGs and as a result more than 100 TGs have been benefitted through special ID cards issued by the Chhattisgarh Board of Welfare for Construction and Allied Unorganized Labour providing the card holders with benefits under 17 various schemes featuring few such as – Rice at Rs.2/3 per Kg upto 35 kg per month, training for livelihood, support for self employment, accident cover, National Health Insurance Scheme- Smart Card etc.

• Organizations working as IT partners in MSM category got engaged and started working for the Third Gender needs beyond their HIV mandate.

• New CBOs got registered after the training rolled out.

• The biggest example of impact was the offer from a national level political party to a third gender person to contest the forthcoming state assembly elections, whereas another TG recently contested in ward level elections.

It is seen that the leadership that they were trained for not only helped them stand their community members but supported everyone around them from family to all who knew them.

**Number of friends** (those who understand them not mere sympathetically but rationally and offer a humane behavior) increased !!!
UMMEED LIVE 2012
THIRD GENDER LEADERSHIP DEVELOPMENT PROJECT

1 intervention | 28 Participants | 65 Interactive Sessions | 198 Hours of Direct Learning

Supported by UNDP India
Implemented by JJK India
Sustainability support by GPRSS Chhattisgarh
RECOGNIZING THIRD GENDER

It is not that we don’t know the members from the Third Gender community, but the question is that do we understand them well? Most of our opinions built about them are through conventional stories about them and half cooked visions presented in Hindi cinema. Our interaction with them at traffic signals and in trains may not be healthy always but did we ever try to look into the causes of such exhibited pattern of behavior.

Their contributions to the society were highly appreciated in previous stages of civilization. In ancient Indian scriptures the community is not only recognized with respect but also we find a sound practice of classifying the community members as – Shandha/Shandhi (transgender) and Kami (bisexual). But at present the eunuchs themselves cannot be defined with precision when one makes an attempt to understand the community and issues related therewith. There too economic and social stratas are visibly effective. Level of education plays great role in defining the living style and standard of these people, but one thing remains bitterly common – exclusion. And indeed this one word speaks of all that worries us today, for this community.

They are documented in 4500 years old books as well. Their accounts are available with respect in the areas of art, culture, humanity, war and politics. But with the fall of patron kingdoms the system mainstreaming them also collapsed. In the modern days we identify them with sheer exclusion from families, poverty, declined social acceptance and unaddressed political rights. This gradual alienation from the main stream resulted into a forgotten and forbidden image for this community. In
traditional references we only knew eunuchs in this category but today we address every individual as third gender person who believes and understands that his gender identity is not in line with the traditional gender brackets of male and female identities AND it is very essential for such people to be identified the way they are. They should be allowed to participate in any and every social platforms just the way they want. Thus we include not only eunuchs but also terms like – trans gender , trans sexual, transvestite , cross dressers , queers etc. We know that these terms are not identically synonymous to one another but referring an umbrella term – THIRD GENDER gives us a firm and uniform ground to address issues associated with them which are more or less much similar and equally significant for these groups.

In our exposure of working for this community we came across many learned and respected people from society who often ask why is it so important to recognize them as third gender? , to which our humble reply is here – If you are a man and I stress upon you that you behave like a woman , dress up like a woman … will it be still comfortable for you to live a normal life in a gender identity that just does not belong to you? And then they understand with an apologizing smile. Actually there begins a bond , a connection that further paves way for the empowerment of third gender people.
SITUATION ANALYSIS IN CONTEXT
OF CHHATTISGARH

Presence of third gender is well counted in Chhattisgarh. It is much observed through the stations falling in the Mumbai Howrah railway line. The community is by large perceptually associated with beggary in trains and as people making their living through offering blessings at child birth and marriages. For most of us their picture is painted through very less real life encounters and at the most by the Hindi film portrayals. The project commenced in an environment which was preset through few other interventions. In this segment we will have a close look at the factors contributing to the general social image of third gender people in the state of Chhattisgarh.

About the State of Chhattisgarh

This part may be particularly interesting and useful for those who are not much versed with socio-economic attributes of this newer state of world’s largest democracy – India. The state is however newly created just about 12 years ago in year 2000 though the region has its socio cultural identities well formed and recognized as earlier as 300 BC. This region at some time was comprised of small 36 clans who ruled the land, they had built 36 forts as well. Named after the presence of 36 forts the land got its name – Chhattisgarh – literary meaning 36 forts. The language does not have a script but is rich with literature and folklore. This place has been visited by many great travelers like famous Chinese pilgrim Hiuen Tsang who has registered Chhattisgarh in his records in seventh century. This land is full of forest and natural resources. Its history is vibrant and full of
interesting facts ranging from love stories to the tales of brave tribal war heroes. Chhattisgarh indeed offers a kaleidoscope of culture and time. Some places are like time capsules where you can revisit the time frozen centuries ago. After the formation as a separate state it captured new opportunities in trade, industry, commerce and tourism with both hands. Its per capita income is impressive against national standards. The state has been pioneer in formulating schemes and policies for the weak, poor and the marginalized.

On the flip side the state is also suffering from law and order situations created by left wing extremist groups, Maoists and Naxals. Leaving it apart the state is one of the emerging destinations for new age development. Yet when we speak about the transgender issues not much and significant has been done. However the state has a significant population of people belonging to the third gender in many parts especially those falling on the Mumbai–Howrah railway line as they offer a source of livelihood for them. Almost every year a big get to gather of the community is held at any major city of Chhattisgarh. It brings in hundreds of traditional kinnars known in the community as Maha Mangala Mukhi kinnars. We shall elaborate further in next section of this chapter.

Chhattisgarh through vital figures

This section gives a figurative impression of the state with vital statistics that may help us better visualize the geography where the project was set:

- Total Population 2011: 26 millions
- Sex Ratio 2011: 991/1000
- Literacy % 2011: 71.04
- Poverty affected population % 2010: 48.7
- Human Development Index Rank out of 23 2007-08: 23rd
- Inequality Adjusted HDI Rank out of 19 2011: 18th
- Gender Related Development Index (GDI) Rank out of 35 2006: 30th
- Prevalence of calorie undernourishment (%) 2005-06: 23.3
Third Gender in Chhattisgarh

Traditionally the community is residing in some not so good areas of the cities in a very secretive manner. The mainstream visibility is generally limited to only at weddings, child birth or in the trains and traffic signals. Their ethnicity is mixed just as the state itself is now a unique amalgamation of natives and migrants from all parts of India. Bust mostly the third gender community in the state is found at Durg, Raipur, Bhilai, Bilaspur and Raigarh regions. Till recently most of the community members followed a very strict guru chela tradition and lived accordingly to which Chhattisgarh was not an exception either.

But recently over past 5 years a new trend of change started getting visible. It was initiated by those trans gender people who attempted to break the silence and made vital efforts to join the mainstream society. This was the lot who refused to accept the patronage from dera gurus. This new generation transgenders wanted to explore mainstream presence however this trend was invariably discouraged by the senior community leaders. There are very strict social punishments for breaking any rule or orders set by the seniors in the traditional system.

Living Parameters of Third Gender in Chhattisgarh in recent times

There has not been any specific study done on the quality of life of the community in the state. In this section we are presenting the details that the project implementing team came across while meeting the community members. The following information best presents the demography as well as living parameters of the community:

Financial Status: The community members living in dera individually do not have sound financial back up to support even basic life systems. However it is seen that the gurus or the established dera leaders have good property. Those living alone or beyond the traditional system vary in financial status depending upon the livelihood options opted by them. But in can largely be concluded that the community lives in lower economic strata of the state. Till recently, 3 years before, most of the members were not exposed to banking services as well. In the Access to Justice project of UNDP few initiatives were taken up to link them with banking services which resulted in a positive trend for having savings account. The worse part of the issue is that in spite of being actually poor most of the community members have not been registered as BPL (people living below poverty line) in the state. Due to the Ummeed Live project new registrations in the BPL list have been made.

Nutrition: It has been observed that around 78% members were malnourished and the body weight ratio was also skewed to negative. It must also be noted that the community members largely did not have information and awareness about the food and nutrition. The usual food they consume includes both vegetarian and non vegetarian articles.
Consumption of liqueur is also registered along with consumption of tobacco (bidi, cigarettes)

Life Expectancy: It has been seen that due to low nutrition, much deprived access to health services and risk of HIV infection the life expectancy was registered to be on a declining trend. However past 3 years have seen coverage of transgenders under MSM component of Targeted Interventions supported by NACO. Such a coverage has resulted in increased access to risk prevention against HIV infection and support through ART centres in post infection period of life. The life expectancy is below average.

Education: An average third gender person is mostly a middle school dropout hence it is not surprising that education plays little role in their self perception and risk assessment. Very few members are above graduate and yet that really does not affect the other attributes of life.

Access to Health Services: The community in general is deprived of basic access to health services. As discussed earlier they do not know much about basic health and hygiene. It is to great extent due to TIs that a small proportion of the community has been brought under the coverage of some basic health services. The coverage also provide care and diagnosis for STDs/ STIs among the community members. Improper or low quality castration is also another pressing health area that needs to be addressed. It is worth noting here that the TI units run under National AIDS Control Programme were the only standing contact points for the community before this project started. The contribution of TIs is very vital though the same also calls for more strategic application of such platforms in addressing the health and other important issues associated with this community.

Access to Legal services: Before the UNDP India’s Access to Justice project in Chhattisgarh it was hardly known that the legal service system was available to the third gender community in the state in spite of many complaints raised from time to time by the victimized community members. That project not only created awareness about legal rights but also connected the community with the legal service authorities at the district levels which resulted in better access to legal services for the community. This was also addressed by the Ummeed Live project as one of essential learning areas. The sustained inputs through both the projects resulted into a comparatively right based safer environment for the
community. The first ever case of IPC 377 registered where a third gender was the victim got registered after this project. The victim herself happened to be a participant of this leadership training project. The issue of access to justice and legal service system is also very important for the community that very often they come across a situation of abuse physical or sexual and it has been largely observed that the authorities primarily at the police station level do not pay attention to such complaints. The officers on duty were either not aware or not sensitized about the rights of third gender people as citizens of India. Many of the community members have often registered or informed about the exploitation by their male partners (giriya).

**Family Response** : In almost every case it has been observed that the trans genders are dejected and disowned by their respective family members. In few cases it was also seen that trans gender persons were forcefully married to women that created a series of socio-psychological problems for them. Once the family support is withdrawn from them their vulnerability multiplies. This is the time when they enter a traditional guru chela system. In few cases it has also been noted that a third gender person is main bread earner for her family, though the family never comes in support of them. There is another aspect of the issue. The family also deprives a third gender person of her right to ancestral property on account of her gender.

**Livelihood** : It is true that more than 93% of the third gender population in the state earns their living through either of these sources – begging, dancing in weddings, commercial sex work. Begging in trains is not seen with dignity and sex work not only brings in conflict with police but also puts them through high risk of HIV infection. But recently a new trend has also been in vogue and that cannot be overlooked. With dilution in traditional dera system many of them are doing different types of work to earn a better living. They are employed in catering services, event companies and many are self employed through seasonal selling businesses. Those who are a little well off and are a bit educated do not come open with their gender. Another upcoming professional interest area registered through a survey taken up by the Third Gender Forum after the project was dancing professional and working in beauty parlors. With all so positive coming inclinations the sad fact remains there that a majority is still lives with less dignified and highly vulnerable livelihood options that provide neither respect nor financial security.

**Social Inclusion** : Usually a transgender person is not assumed to be a part of the main stream society however they have been few exceptional cases who on the count of their will and strong efforts made a place for themselves in the society but that is really exceptional. In the state of Chhattisgarh in year 2010 the voter ID registration department duly offered the gender option of “other” which was first step for identification and recognition to the gender and that paved way for other inclusive means. Community faces problems in finding a decent accommodation for them and the matter turns worse in places of employment. A
good number of community members are working as unorganized labourers where they are highly exploited financially and sexually as well. In some areas of north Chhattisgarh it was observed that the third gender people are employed as domestic help but it was further noted that such an employment had an implied and compulsive job of sex work for the patrons.

**Sexuality** : In Chhattisgarh the number of open cases was very low when the interventions started but as of now it has increased. From smaller towns we are getting cases of people coming out and open and seeking assistance to shape up their socio-economic life without compromising over their gender preferences. Sexuality is something that cannot and should not be generalized over a community rather it is essentially a matter that best pertains with an individual and thus may shade on from person to person. Not every trans gender is as sexually inclined and active as the other. Sadly many of them were exposed to sexual activity as an abuse in their early childhood by either friends or family itself. Thus sexuality in the manner we assume and understand do not naturally reflect similar for many of them however they learn the same as a part of peer learning and as an outcome of group dynamics within the community. Homosexuality, in particular as receiver, has been registered as their expressed sexuality but we cannot overlook many community members who exhibit a bisexual nature especially those who have married and have children. But this insertion brings in many technical and clinical issues for defining the term third gender.

**Previous interventions with the community in Chhattisgarh**

As mentioned earlier that before UNDP’s Access to Justice project that had Third Gender community as one of the target areas it was only TIs that addressed the community to an extent. However TIs at one hand did the task of giving them a constructive responsibility and some positive identification it functionally turned out to be limited their perception bound around HIV prevention only. UNDP India’s Project on Access to Justice was implemented by an NGO called Jan Jagriti Kendra in 2010-2011. Even before this assignment JJK had done some ground work with the community but that was never enough to systematically understand the needs and issues of this faceless community. It happened with Access to Justice project that few serious issues were brought forward with the help of TIs working on MSMs, the most helpful one being Samta Mahila Mandal at Raipur.

Jan Jagriti Kendra (JJK) was established in 1983 by a group of young people in Pithora who worked for basic rights of local dalit and tribal people, encouraged by the response their activities generated they got it formally
registered as NGO (Reg. No. 16113) in year 1986. Since then it has been working in the regions of Chhattisgarh, Madhya Pradesh and Odisha.

In year 2009 it started working in the areas of Third Gender Rights among very limited participants. Initial success paved way for bigger efforts. In 2010 under the project **Access to Justice for Marginalized People** supported by Government of India and UNDP India New Delhi, JJK started dedicated interventions in the areas of legal awareness and community mobilization among the third gender community in Raipur and Durg district. In this phase we strengthen the CBO – CGMSS at Raipur and through allied organizations such as CIDAN/Raipur, Arohan/Durg, Prakriti – Rajnandgaon, CHART – Bilaspur we got the civil society consider this community as a workable area of community interventions. The organization also tied up with a sec.25 not for profit company – GPR Strategies and Solutions to provide aftercare and sustainability services to the third gender persons.

The project on access to justice had the following interventions:

1. Community Outreach Programmes on **Legal Rights of Third Gender** community
2. Training of Third Gender persons as **Justice Equity Empowerment Volunteers JEEVs** or Para Legal Volunteers
3. **Legal Help Support** to the victims from Third Gender community
4. Production and Screening of **Short Film – Purn Purush** on the social inclusion of Third Gender people.
5. Publication of **Legal Rights Hand Book** and a **Photo Comic book**.
6. **Publication of Posters** on the issues of Third Gender community
7. Documentary film on the achievement of project and CBO CGMSS – **In Between**
8. **Registration of Third Gender people** through the CBO in all districts of Chhattisgarh
9. Engaging high court lawyer for demanding **Third Gender Cell** under the Dept. of Social Welfare
10. Functional linkage with **State and District Legal Service Authorities** in Chhattisgarh.

**Issues identified during these interventions**

1. **Name Changing**
   Usually the TGs who enter the cult prefer a new identity that matches with their new life find the legal process difficult to change their names. While many TGs who prefer to be like
women want themselves to be recognized and treated as women also want feminine names to their identity which too is not so straight and easy in legal process.

2. Ancestral Benefits/ Property Rights
Many times families and siblings deny the property rights to their eunuch member on account of an undefined sex in terms of legal processes. Similarly in nomination forms of Insurance Policy it is difficult to claim the benefit if the nominee belongs to neither sex as reported by many participants from the community.

3. Inclusion in MNREGA and other schemes such as PDS, RSBY etc.
We know that 95% of TGs and eunuchs are barely literate and extremely poor, their economic empowerment will automatically boost their legal and social empowerment. Due opportunities must be secured for the members from these communities in schemes like MNREGA etc. In Chhattisgarh the community had also demanded subsidized PDS on economic grounds and issue of BPL cards to these people as well. Health issues widely caused concern among the community as this was also placed under the High Risk Group for HIV and STDs yet the RSBY SMART Card facility paid no extra effort in including this segment of the society.

4. Sexual Rights and Stigma
Other than eunuchs and TGs, MSMs are also found in the state. TGs may or may not have a distinct sexual preference, but they also want to spend life with some partner. We all know that sex is not mere biological aspect of human life. It is associated with major aspects of behavior, attitude and personality. A sizable number of TGs are also engaged in sex trade, which is a cause of concern. The question remains wide and open – Whether the TGs are entitled to any sexual rights, and to protect themselves against forced sex/coerced sex? How they can face and fight stigma that spreads all over from family to place of employment?

The most significant observation that was made in that project was that mere legal awareness and a little inclusion here and there will never even define the problems properly, we needed a holistic approach from within the community members that could lead, understand and connect the community with issues and solutions.

At the time when Ummeed Live project started the situation prevailing can be summarized as hereunder:

1. Except few TI interventions there was no main stream inclusive platform for the community.
2. Legal services and few segments from police had started taking the issues seriously due to UNDP India’s project Access to Justice that also attracted the attention of media and civil society towards their issues and problems.

3. Very less number of community members were educated and were trying to find main stream jobs for livelihood.

4. The majority of the community was dependent on begging and dancing at occasions for livelihood.

5. Sexual abuse and exploitation at place of employment and in relationships was a commonly reported trend.

6. Most of the community members were denied right to ancestral properties.

7. Voluntary castration nirvana was reported to be a difficult medico legal process.

8. Traditional dera or daihar system was existing but had started gradually weakening its grip over the members especially those newly inducted.

9. Commercial sex work was also visible invariably in all pockets.

10. Organized voices from the community were present only at the state capital Raipur that too in a very limited extent.

11. Even social sector mostly offered jobs to them only in the HIV sector.
THE THIRD LEADERSHIP DEVELOPMENT PROJECT BY UNDP INDIA

This project has been titled as “From Margins to the Mainstream: Nurturing leadership among transgender and Hijra communities” that is more popularly known as Third Gender Leadership Development Project – Ummeed Live 2012. It was supported by the HIV and Sexual Minority Unit at UNDP India. Under the guidance from Mr. Ernest Noronha, Programme Manager UNDP India, Ms. Kanta Singh, Programme Analyst from UNDP India the programme took off nicely. The previous intervention with UNDP on the third gender indeed proved to be a road map for this project. It was set off as a distinct opportunity for that would define the issues and methods in which the community members could be groomed into an inclusive and holistic leadership for the community spread wide and far in the state of Chhattisgarh.

Rationale for the project

The term ‘transgender people’ is generally used to describe those who transgress social gender norms. Transgender is often used as an umbrella term to signify individuals who defy rigid, binary gender constructions, and who express or present a breaking and/or blurring of culturally prevalent stereotypical gender roles. Transgender people may live full- or part-time in the gender role ‘opposite’ to their biological sex. ‘Hijra’- transgender (TG) in India face a variety of issues as described in the previous section of this report. So far, Hijra/communities have been excluded from
effectively participating in social and cultural life, economy, and politics and decision-making processes. Pushed to the periphery as social outcasts, they have to beg, dance or do sex work for survival. They are referred to with many titles in different part of the country. In Chhattisgarh they are called *Kinnar* as against *Hijra* which is felt offensive by the community members.

There have been few efforts made for the inclusion and rights of the community but by large they are mostly represented with the issue of HIV that has led to a little distorted perception about the community. A need, constantly highlighted by the transgender community is to have a customized leadership development initiative which hone their skills and help to develop a cadre of transgender leaders across the country. The purpose of the initiative for transgender leadership is to positively impact community life through professional and leadership development of transgender – hijra community members.

**Expected outcome of the project – Ummeed Live 2012**

Ummeed Live 2012 The Third Gender Leadership Development Project aimed to strengthen the capacity of community members to identify, articulate and advocate for their human rights and development needs, and to participate more actively in the development of policies and programs that shape services delivery effectively to the betterment and inclusion in mainstream for their community.

**Essential Focus Areas**

Ummeed Live 2012 laid special focus on the holistic leadership development approach for the community that would result into a team capable of identifying and addressing the issues, policies that affect the well being and delivery of rights to the members of third gender in Chhattisagarh.

It focused on the following areas:

- Building skills of third gender community participants to engage effectively in policy level advocacy dialogue on human rights, access to entitlements, sexual and reproductive health services, HIV prevention and care, rights against gender based violence, social protection and safety nets.
- Supporting the community members to make connections in their own areas with trusted allies on the issues of legal services, police support, employment opportunities, family counselling, crisis handling and stigma removal.
- Facilitating opportunities for third gender people to plan for future collective action for greater accountability in the region’s HIV, development and human rights response.

- Building linkages with mainstream society to bring in positive changes in the areas of health, education and livelihood of the community members.

The programme design was as follows:

Project: Transgender and Hijra Leadership Development Project
Implementation Area: State of Chhattisgarh / Raipur (Chhattisgarh)
Participants: 28 members from the TG and Hijra community
Implementing Agency: Jan Jagriti Kendra (Third Gender Unit at Raipur, Chhattisgarh)
Duration: Direct Learning Intervention – 198 hours, Execution 70-95 days
Date of Commencement: January 15, 2012 (Training Programme)
Date of Completion: April 18, 2012 (First Follow Up)
Venue: Holiday Resort, Kumhari. Outdoor locations, Delhi
OBJECTIVES OF THE PROJECT

This project was implemented as a unique opportunity for the third gender community in Chhattisgarh to understand and act upon the issues pertaining with their development, to be able to affect the policy formulation through positive advocacy and mainstream interventions. As the title suggested the central idea of the project was to evolve leadership among the select participants so that they may represent the issues of their community within the existing framework of rights and entitlements; to suggest the better ways to policy makers for assuring the mainstreaming of their fellow community members.

This Leadership Project aimed at strengthening the capacity of third gender people to
- identify,
- articulate and
- advocate for
their human rights and development needs, and to
- participate more actively in the development of national policies and programs that shape services delivery for the third gender community.

This can be put in other words that the exercise was to enable the community to foresee the development concerns and advocate for them at the respective state platforms. Other salient features were:

- Development of Sustainable Leadership Skills
- Identification of relevant development concerns
• Preparing the roadmap for development oriented change leading to an inclusive stake in the society.

In the following passage we will see as how the objectives have been interpreted during implementation and in what manner they have been accomplished in Ummeed Live 2012:

1. Identification and development of 25 TG candidates as leaders who will be able to address the community development concerns and present the issues through policy level advocacy at the relevant platforms, AND function as an organization in a structured manner.

   Ummeed Live churned out 28 well trained Leaders from the Third Gender community who are now taking active participation in the issues related with their community.

2. Creating linkages – inward and Outward for this community that would help the members solve the issues related with abuse, exclusion, human rights, health, HIV, stigma, education and livelihood.

   Ummeed Live created functional linkages between the people and organizations who are resourceful in leading towards some solutions related with the problems being faced by the TG community.

3. Strengthening the functioning of the CBOs of Trans gender people through such leadership and inclusion programme,

   Ummeed Live strengthened the existing CBO CGMSS to the extent that they are now well connected with the national level NGOs working in the sector and also participated in a Public Hearing organized by Article 31, New Delhi. It is also noteworthy that the CBO is now getting independent projects through such other networks as well. Following these success we have received demand from Durg, Rajnandgaon and Raigarh TGs to train them for separate CBOs to be run by them.

   Given an opportunity we would like to create 5 such CBOs and train them in self sustainability for community development. So far 2 CBOs have been registered in Durg and Rajnandgaon.

4. Creating process ownership among the CBO volunteers especially for those who are engaged in HIV prevention and care, so that the community is better prepared to take on with the fatal disease.

   Ummeed Live attempted to create an accountable ownership among the senior members of CBO. At Ummeed we prepared the participants to define the issues and problems and at the same time, more significantly to come up with the workable solutions so that the POSITIVE ACTIVISM and SOUND ADVOCACY tools connect these solutions with the policy desks. It has also been learned through the
volunteers who were engaged in HIV care units that the socio-psychological gaps need equal attention as against technical issues associated with the field of HIV care. Another vital observation was made during the sustainability phase of this project. This was regarding the TIs with MSM targets to mainstream for third gender issues and to work for rights based development. The formation of Third Gender Forum in August 2012 was result of such ownership creation that the forum is participated by TGs, NGOs, CBOs and TI Partners from CGSACS.
METHODOLOGY (Programme Interventions and Inputs)

The leadership project was implemented following a methodology that best suited the adult and special learning needs. Third gender community is not much engaged into such type of mobilization. A little trainings had happened before but they were very short and highly focused on any one subject such as HIV or Legal Rights but Ummeed Live 2012 was designed as a full time fully residential training programme. Its nature was as complex as was required to host a rainbow of learning topics. This segment explores the methodology with specific details.

Selection of Trainees

Participants were selected through inviting applications from all interested candidates. This was done through an open advertisement published in a local Hindi daily in all editions for Chhattisgarh. Interested candidates were asked to participate in a screening process before a panel comprising of 1 member from CGSACS, 1 from DLSA and 2 from TG community.

After screening the selected candidates were taken to a acclimatization camp for 3 days at B N Palace Raipur. Here they were divided into 5 working groups and were given tasks and presentation on various interesting topics. It included visiting a police station, library, historic place, slum area, administrative officers, shopping malls and interacting with people. Each task brought certain points to each team that would accumulate further to be converted into a currency for a business simulation exercise that was waiting for them 3 weeks later at the main training facility. But before that lets know about the learning environment.
Training Environment

It was a fully residential training with anchored output administration. The facility was equipped with audio visual instruction tools, IT hand on environment and recreational inputs. Conveyance for the field visits and tasks was provided to all the participants.

The physical environment included following:

1. Training Hall with Activity Area, Dining Area, Washrooms and Urinals
2. Audio Visual Facility with DLP and 7.1 sound system, White Board, Pin Board
3. IT Training facility with WiFi enabled environment
4. Recording of all sessions
5. Food (Tea, Snacks, Lunch, Water)
6. Travel Support to reach the place of intervention
7. Training Honorarium to protect against potential loss of earning during the training period
8. Health Care on call, First Aid and Medicines ready at the venue
9. Video Reviews of Learning
10. Stationery bags to all the participants

Inputs and Interventions

The interventions were developed as a mix of static and dynamic approaches the target audience of the programme was heterogynous in terms of age and education. This was groomed as an opportunity for the by large marginalized segment of society. It was very important to accommodate the vivid nature of third gender community. Therefore all know in essentials of adult learning were included in the programme work this was prepared in a manner that is best comprehensible and presentable to the audience. It is often seen in such programme that post training interventions fail to reach goals. Emphasis was led on learning and their practical implementation by the participants, in their respective areas.

The entire programme followed the following framework

1. Publication of advertisement in state level Hindi daily which attracted and invited the third gender community.
2. Screening of participants on the basis of their projection as potential leaders for the community in future.
3. Acclimatization camp to break the ice and initiate the process of training.
4. Group formation and assignments to enter into the process of mainstreaming through guided but unassisted interaction with community.

5. Structured training at designated facility were the learning which would compressed of :-

   A. Classroom instruction session
   B. Roll plays
   C. Simulation
   D. Instruction base activities
   E. Creativity session in art, literature, music and culture.

6. Session was also organized to develop planning and organizing abilities among the participants.

7. Followed by the session due care was taken to follow up the activities such as post training assessment, faculty response collection, delayed learning tests.

8. Business simulation exercise:- under this activity all the groups were trained to earn special currency by winning points through different tasks provided to them.

9. Creativity inclined sessions is art, music, culture and acting .

   The sessions also included outbound learning activities in the areas of liaison ,administration and stress management.

**Training Modules**: The list of training modules is as follows –

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Module Title (Typed in roman English)</th>
<th>Physical Facility</th>
<th>Contents</th>
<th>Duration in Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Zindagi Colourful 1</td>
<td>Classroom, Lecture</td>
<td>Ice Breaking, Concept of Life, Dignity, Joy, Success, Society, Gender, Conflicts and Goal Setting, Constituents of Healthy Living, Career</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Games are common in all the modules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kaise Kahun, Kis Se Kahun</td>
<td>Participatory, Communication Games, Empathic listening</td>
<td>Stigma, Nature of TGs, Homo sexuality, Seeking support, Solution Modeling at personal and community level, Gender Violence, Sex Abuse, Discrimination, Crisis Handling, Counseling, Stress Management</td>
<td>16</td>
</tr>
<tr>
<td>3.</td>
<td>Haq se hai Zindagi / Rights and Entitlements</td>
<td>Book Reading, Presentation, Cross Learning, Visit to DLSA</td>
<td>Indian framework of laws, agencies, civil rights, RTI, RTE, PDS, Rights of PLHIV</td>
<td>16</td>
</tr>
<tr>
<td>4.</td>
<td>Zindagi Colourful 2/ HIV and Life</td>
<td>Literature, AV sessions, Role Playing, Visit to VCTC, ART, CCCs</td>
<td>Prevention of HIV, Use of condoms, Drug Abuse, Narcotics, Life with HIV, Livelihood opportunities, Social Packages, State support etc.</td>
<td>16</td>
</tr>
<tr>
<td>5.</td>
<td>Sathi Haath Badhana 1 / CBO-NGO Management</td>
<td>Classroom lecture, visit to SHGs, NGO, Banks Registrar office, Banks</td>
<td>Community Mobilizing, Team Building, Financial Inclusion, CBO/NGO Formation and Management, Savings, Schemes for SHGs, Micro Finance, Life Insurance</td>
<td>24</td>
</tr>
<tr>
<td>6.</td>
<td>Badlo, Badho aur Jeeto / Change, Lead and Win</td>
<td></td>
<td>Change Management, Inter Personal Communication, Reading and Writing, Leadership, Advocacy, Networking, Social Marketing of Ideas, Motivation</td>
<td>16</td>
</tr>
<tr>
<td>7.</td>
<td>Mouse My Friend / IT Training</td>
<td>IT Lab sessions</td>
<td>MS Office, Power Point, E Mails, Internet, Social Networking and Advocacy through Net, MIS, Basic Accounting, Blogging</td>
<td>24</td>
</tr>
<tr>
<td>8.</td>
<td>Sathi Haath Badhana 2 / Managing and sustaining CBO-NGO</td>
<td>Classroom lecture, visit to SHGs, NGO, production processes</td>
<td>Survey and Analysis, Project preparation, Proposal Writing, LFA, Reporting, Result Based Management, Presentation, Business Development Modeling, Fund Raising, Marketing, Social Profits</td>
<td>24</td>
</tr>
<tr>
<td>9.</td>
<td>Ummeed Khadi Hai / Inclusive Development</td>
<td>Lecture, Visits to Skills Centre MSME</td>
<td>Details about Continuous Distance Education through Open Schools, IGNOU Community Colleges and MSME Skill workshops</td>
<td>16</td>
</tr>
<tr>
<td>10.</td>
<td>Judata Jahan / Connecting World</td>
<td>Field Visit to Delhi/Bangalore based</td>
<td>Learning about Gender Balance, Social Mainstreaming, Advocacy and Networking</td>
<td>4 days</td>
</tr>
</tbody>
</table>
CBOs/NGOs

11. Zindagi Colourful

3

Self Analysis ,
Creative Shots ,
Simulations,
Field Visits to
Media , Officers

Preparation of Learning Material ,
Knowledge Product, Photography ,
Documentation, Creativity , Video

documentation, Having a web presence ,
IEC Development

12. Aisa Ho To Yeh Karein

Literature,
Simulation ,
Role Play

As how to handle various situations
arising in a life of TG facing the problems
and seeking solution – Law, Police, HIV,
Hospitals, Family

Training Administration : The training was administered in the following framework :

1. Overall Revised Deliverable List
2. Pre Check on resource arrangements and Preparation of Training Environment , House keeping
3. Day wise break up of activity
4. Communication with the resource persons and other vendors for services
5. Production of Daily session wise break up of participation / attendance
6. Production of Daily Execution Report
7. Production of Resource Utilization Reports
8. Preparation of Daily Progress Chart of each individual visibly pasted at the venue of training
9. Conducting Pre and Post training assessment exercise
10. Maintenance of Feed back based Dynamic Flexible teaching notes
11. Management of Time Slots
12. Conducting the Training Audit with Participants , Resource Persons and By Watchers

Process Documentation : The process documentation included the essentials of training inputs and learning response stressing upon the following –

- How the participants were selected ?
- How the training modules were developed , tested and finalized ?
- Did the Project Management Team apply Continuous Improvement System ?
- How was the individual learning curve maintained and used to enhance the learning effectiveness?
- How the physical facilities interacted with the training needs?
- What are the potentials for a sustainable leadership framework ?
Pedagogy adopted at Ummeed Live 2012

The PIA method will be applied (Participatory – Interactive – Adult pedagogy). The inputs shall be as follows:

1. Pre Session Literature Inputs
2. Pre Session Scouting Activities
3. 16F Test of Personality
4. Pre Training Test to assess the current skill levels
5. Lectures in Board Room sitting style
6. Work Out Session (Physical, Intellectual)
7. Role Plays – HIV Prevention, Sex Abuse, Discrimination, Crisis Management
8. Games on – Communication, Conflict, Team Building, Motivation, Creativity and Leadership
9. Simulation Exercise / Situation based Response generation exercise
10. Out reach out bound field activities
11. Exposure Visit to similar working people in Delhi
12. Exposure Visit to ART Centre/VCTC/DLSAs at Raipur
13. Visit by Media/FM/TV etc., at Raipur
14. Audio Video Production Basics as required at the level of NGO under project management
15. Knowledge and Hands On in the MS Office packages along with Free Open Source Software FOSS
16. IEC Development Session
17. Social Networking hands on session in IT lab
18. Post Session Learning Assessment Activities
19. Peer Tagging

The treatment of pedagogy was as follows:
- Individual Assessment led Instructions
- Immediate and Deferred Doubt bursting
- Feedback based dynamic flexible teaching design
- ‘Do It to See It’ approach
- Facilitated Structured Cross Learning Approach

Daily routine at Ummeed Live 2012

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Activity</th>
<th>Time Period</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>05:30 am</td>
<td>Waking Up</td>
<td>03:00 pm to 04:00 pm</td>
<td>Task Session 3</td>
</tr>
<tr>
<td>06:00 am to 07:00 am</td>
<td>Yoga</td>
<td>04:00 pm to 04:30 pm</td>
<td>Tea Break</td>
</tr>
<tr>
<td>08:00 am to 09:00 am</td>
<td>Breakfast and Morning Prayer with News Discussion</td>
<td>04:30 pm to 07:00 pm</td>
<td>Open Learning Area Session 4</td>
</tr>
<tr>
<td>09:00 am to 12:30 pm</td>
<td>Lecture Session 1</td>
<td>07:00 pm to 08:30 pm</td>
<td>Business Simulation Session 5</td>
</tr>
<tr>
<td>12:30 pm to 01:30 pm</td>
<td>Lunch</td>
<td>08:30 pm to 09:30 pm</td>
<td>Supper</td>
</tr>
<tr>
<td>01:30 pm to 03:00 pm</td>
<td>Open Learning Area Session 2</td>
<td>09:30 pm to 11:00 pm</td>
<td>Presentations / Video Screening Session 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11:00 pm</td>
<td>Exit to bed rooms</td>
</tr>
</tbody>
</table>
PARTICIPANTS’ PROFILE

All the participants for this leadership development programme were selected through a screening process. Efforts were made to capture representative individuals from all parts of Chhattisgarh. It was also taken care of that these individuals bear a common agenda and that was to get back with enhanced skills and serve the community they belonged to. In this segment we will understand various attributes that the trainees reflected.

Practically there are no such qualifications possible to be put for such a marginalized and deprived community, the selection was only required to match the resources and time limitations. However it was desirable that the participants were capable of understanding the inputs and then were willing to take it further for the cause of community and to enter into productive dialogues on policy issues with the stakeholders as well as the state representatives.

Further the bracket can be used as follows:
Gender: Essentially TG
Age: Not older then 40 years
Language: Hindi / Chhattisgarhi | Communication: Basic and average | PLHIV Status: Preferable if PLHIV

Profile Summary

<table>
<thead>
<tr>
<th>Age Group</th>
<th>20-28 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Middle School</td>
</tr>
<tr>
<td>Health</td>
<td>No understanding of nutrition, few of them were also PLHIV</td>
</tr>
<tr>
<td>Livelihood</td>
<td>Begging, Badhai Toli, Sex Work, Volunteers in NGOs</td>
</tr>
<tr>
<td>Family Back ground</td>
<td>Non Supportive</td>
</tr>
<tr>
<td>Previous Exposure</td>
<td>HIV, Legal Awareness training</td>
</tr>
<tr>
<td>Life Style</td>
<td>Progressive, Living against the traditional system</td>
</tr>
<tr>
<td>Sexuality</td>
<td>Homosexual (Receiver)</td>
</tr>
<tr>
<td>Level of Understanding</td>
<td>Average</td>
</tr>
<tr>
<td>Leadership Traits</td>
<td>Average</td>
</tr>
<tr>
<td>Social Outlook</td>
<td>Negative</td>
</tr>
</tbody>
</table>

Details are available in Anx. 1: List of Participants for Ummeed Live 2012
PROJECT OUTPUTS

Third Gender Leadership Development Project Ummeed Live 2012 rendered following outputs:

1. **Identification of Gaps** in the areas of Community Leadership in context of Chhattisgarh keeping an eye upon holistic change in the social outlook of the community. Such gaps were identified in various constituents of life – health, education, employability, abuse and rights, family support, liaison with administration, seeking legal services, crisis management, HIV care, linkage with banks etc.

2. **Development of Trainers Pool** to address the proper issues of TG community for future training needs – the pool has 14 trainers now who can deal with various issues pertaining the community. 3 Out of them are from TG community who were participant in Ummeed.

3. Community Interaction and **Team Building** – Phase 1/ Ummeed Live: 28 participants in 5 teams were made to interact and collect information on various issues visiting police stations, library, historic places, local market, shopping malls, government offices etc.

4. **22 Days Full Time fully residential Training Programme** – Phase 2/ Ummeed Live. The detailed sessions along with trainers is available in ANX. 3. Third gender leadership development project - Session details. These sessions covered following thematic areas –
   - Rights, Entitlements and Social Security Schemes
   - Health & Health Care and Psychosocial support
   - NGO – CBO management
   - Team Building and Leadership
- Computer Literacy and Project Management
- Advocacy, Networking and Institution Building
- Enterprise and Livelihood Promotion

5. 08 days Exposure Visit to New Delhi – Phase 3/ Ummeed Live. This exposure visit included following:
   - Interaction with members from MITR trust, a CBO working for third gender people in New Delhi
   - Interaction with a CBO called Kinnar Bharti working on HIV and transgender rights in New Delhi
   - Interaction with coordinators from Article 31, a group that organized Public Hearing on the Rights of Transgenders in Chhattisgarh later in March 2012
   - Interaction with Dr. Alka Narang, Asst. Country Director at UNDP India
   - Interaction with Project Management Team – Project Access to Justice (Dept. of Justice GoI and UNDP India)

6. Training Material Development 12 modules (as mentioned in previous segment-Methodology)

7. Follow Up regional workshops and outreach – Phase 4/ Ummeed Live: Follow up workshops were organized to strengthen the learning and promote the trained participants for new responsibilities in respective geographies. The sessions were organized in following regions –
   - Raipur-3
   - Durg-2
   - Bilai-1
   - Ambikapur-1
   - Bilaspur-1
   - Gariyaband-1
   - Rajnandgaon-2

8. Linkages with agencies like Banks, DLSAs, NGOs, SIRD, SACS etc.

9. A Video documentary called ‘30 days of hope’ featuring the basic details of this leadership development programme.
CHANGE AND PROJECT OUTCOME

The situation that surrounds the community of trans genders is a very mystique and surprising amalgamation of factors some known and others not so known. The change indeed goes on taking place as a result of a multi factor playing forces. We always believed that change in social parameters is an unstoppable and self motive process, one cannot claim to create it and attribute to a close system approach. All we can do is to be a part of it and try to affect it in a manner that , as per our visualization , best matches our projected needs for a certain domain.

In this case of third gender leadership development project it was very interesting to see the change take place through project outcomes. It went like a chain reaction that was open for interaction with other active forces which resulted in a wonderful spectrum of outcomes . It can be divided as Planned and Unplanned outcomes .

Planned Outcome :

1. The solidarity among the community members increased .

2. Groups scattered in small regions took a shape of a state level Third Gender Forum which is participated by CBOs, TI Partners and individuals from the community.

3. Participants are found capable of using comprehensive knowledge on their rights and entitlements as exhibited in 3 cases after the training . In one of such cases the victim was able to register a case of abuse under IPC 377.

4. State Legal Service Authority and its district offices registered good number of cases brought in by the trained TGs after the training.
5. Usage of RTI has helped many TGs get access to schemes run by the state departments.

6. During the project a lot of information was provided on schemes and entitlements that resulted into enrolment of all TGs in Chhattisgarh as unorganized labour making them eligible for 17 different welfare covers offered by Chhattisgarh Board of Welfare for Construction and Allied Unorganized Labour.

7. Police department especially at the level of SHOs the level of sensitization has increased.

8. Participants have been able to appreciate and apply the basic concepts related to gender, sex and sexuality in the relating environment – work, family and advocacy.

9. Training in CBO management has resulted into better management and expansion of TG’s CBO CGMSS in Chhattisgarh, the same has also been able to link up with other such organizations working across nation – to mention few Lame Triatic from Mumbai, Priya Babu from Chennai.

10. Crisis handling has improved a lot, there is a sharp decline in cases of abuse and harassment against the TG community in Chhattisgarh.

Unplanned Outcome:

11. Situation as far as demand for better and equal treatment from authorities has increased also among those groups who were not part of the project.

12. TI partner organizations with CGSACS expressed interest and commitment in expanding their area of service from MSM to TGs and to also include holistic development rather just catering HIV prevention and care.

13. Many participants later joined as Peer and ORW with their enhanced capacities in implementing project activities working in a structured set up.

14. One organization RGVN offered loan for self employment of a group of 6-10 TGs in Raipur.

15. Article 31 from Delhi organized a regional Public Hearing in Chhattisgarh in collaboration with local TG community who has been part of the training programme.

16. CGMSS CBO of TGs in association with local NGOs organized India’s first Transgender Sports Meet at Raipur.

17. Few participants have been able to bring a highly positive change in their lives – Yasmeen is now Project Manager with a TI at Raipur, Hansika and few others have joined beauty parlors, Raveena is now a known orator and has devoted her life for spiritual awakening of fellow community members.

“The change is obvious and visible, life seems more known and closer, future has some meaning now and above all we are trying to stay open with our gender identity in front of other people without a fear”. This statement made by Ranjeeta, a TG participant, self explains the degree of dimensions of change brought in by the project UMMEED LIVE 2012.
EXPECTED ROLES AND RESPONSIBILITIES FOR SUSTAINED IMPACT

This segment will explore the factors that help us reach the desired outcomes and also as how they can be sustained in the interest of better stake for the third gender community. This project had a setting plane due to a successfully implemented project from UNDP India that helped identify the priorities for a leadership training. Here are the factors that emerged as enablers and ones which needs further strengthening to sustain the positive impact achieved during and after the training. These have been compiled in form of Roles for various stakeholders but before that lets have a look at the issues emerged during the training intervention. Here is a rights based approach with the issue. Understanding of these issues will strengthen any such role assumed to lead the third gender community:

1. **Fundamental Rights**
   All the fundamental rights must be equally enforced in favour of eunuchs and other TGs as well. Among these rights the most important is Right to Equality, which says The State shall not discriminate against any citizen on grounds only of ................., sex, ..............or any of them.

   Further it says --nothing in this article or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes. 

   “We expect that the state should, in the spirit of clause mentioned above, make special provisions for them as they are socially and otherwise backward.” As expressed by Vikas Rajput, President of CBO CGMSS in Chhattisgarh during a follow up meet.

2. **Identity Crisis and Recognition in Census**
   The past census did NOT have any column for recording the sexual minorities such as eunuchs and TGs. However now we have the option of the ‘other’.

3. **Inclusion in Voter List and other essential documents**
   In 1994 the TGs were given voting rights and later few people from the community also contested and won elections too. Government has taken few steps to abridge this gap. In passports, ration cards and other utility forms O (for other sex) or E (for Eunuch) is added, apart from M and F, under sex category. As of now Tamil Nadu, which has the highest number of eunuchs, is the only state India to recognized Third Gender as a separate sex. They are officially identified as ‘T’ in official forms. The state government has also set up a special welfare board for the community and has several schemes for them, including separate voter identification cards, ration cards and free sex correction operations. Recently, it has allotted Rs. 1 crore for a housing project and the Chennai Municipal Corporation sanctioned Rs. 45 lakh for a noble project to build three public toilets for eunuchs. Similar initiatives are also being demanded through our project in the state of Chhattisgarh.
4. Decriminalization of Same Sex Relationships

The most recent and quite significant change in favour of the community has come in form of repealing section 377 of IPC which was used to criminalize same sex relationships. TGs are happy with it, but yet 2 eunuchs can not marry one another and thus enter the complications from society.

5. State supported Pension Plans

Recently the state govt. of Delhi has announced a Rs.1000 per month pension for eunuchs and TGs. In Chhattisgarh the community is divided on this issue. Some of them want the support while others simply state it inadequate and thus refuse it, but there are people who simply do not want monetary support but advocate strong welfare base with radical policy changes in favour of the community in line with the Tamilnadu state. Recently the members along with JEEVs submitted a memorandum of demand before the Chief Minister of Chhattisgarh.

6. Inclusion in Social Welfare Schemes

The level of understanding regarding the government schemes and entitlements should increase among TGs. In one such attempt made by our trainees more than 100 TGs have been benefitted through special ID cards issued by the Chhattisgarh Board of Welfare for Construction and Allied Unorganized Labour providing the card holders with benefits under 17 various schemes featuring few such as – Rice at Rs.2/3 per Kg upto 35 kg per month, training for livelihood, support for self employment, accident cover, National Health Insurance Scheme- Smart Card etc.

Roles expected for Sustained Impact from various stake holders

1. Role of Community / Main stream Society

a) Accept TGs as normal productive human being with equal rights and entitlements
b) Allow them to behave in normal fashion without passing any sarcastic comments
c) Appreciate their contribution towards society
d) Understand that they can be just as good or just as bad as you or any other man and woman

2. Role of Civil Society / NGOs

a) Include TGs of your locality in your programmes and activities
b) Encourage them to educate themselves
c) Engage them as volunteers in programmes meant for general community such as health, education and livelihood so that they get maximum opportunity to explore their potential role in the community and the community also gets avenues to understand them properly.
d) Discourage the practices that stigmatize and discriminate the participation of eunuchs in day to day normal activities.
3. **Role of Government**
   a) Effectively enforce the provisions that provide equal opportunities to all the segments of societies without any discrimination on gender and sex.
   b) Include the special focus of Gender Equity for eunuchs
   c) Run special awareness programmes for TG community
   d) Provide training and vocational education to members of TG community
   e) Focus on health of TGs as they are also prone to TGs (as they are 15% more prone to the exposure of HIV etc.)
   f) Give serious attention to the complaints filed by eunuchs in events of any sexual abuse.

4. **Role of Lawyers**
   a) Treat the clients gently from third sex communities
   b) Explain them proper interpretation of laws which may pertain to them and cause some change in their lives.

5. **Role of SLSA**
   a) Prepare and conduct special sensitization sessions from DLSAs, Police Officers, Members of Bar Council on Rights and Entitlements of Third Gender People.
   b) Provide free legal aid to the people from these communities.
   c) Conduct some awareness camps in association with CSOs for TGs.

6. **Role of Third Gender Community Members**
   1. Understand your actual needs and potential role in the society. Feel yourself an important part of society, you are not any curse, you are just slightly different.
   2. Create a strong ‘in community’ understanding about what you want and how would you try get it.
   3. Carefully analyze the laws and schemes prevailing in the area you belong to, specially include those rights and schemes which are applicable to the citizens of India such as Fundamental Rights and Directive Principles.
   4. Look for help from District Legal Service Authority or legal fraternity to seek appropriate interpretation of these laws and schemes.
   5. Prepare your cause and document the details.
   6. Identify the state department that is responsible for executing the relevant matter.
   7. Repeat your interactions and present your case in decent democratic manner.
   8. Approach to media if needed, but try not to create any negative interpretations as it may harm your case.
   9. Approach the Public Representatives from various parties and Intellectuals from various fields.
   10. In case the rights are not granted, consult a lawyer and approach the Judicial System.
   11. Meanwhile and in case the rights are granted, document the same and demonstrate the positive aspects for your community so that others may also follow the path OR other rights may be included in the same.
REPLICATION AND SCALING UP

Soon after the completion of the project and during the follow up visits the demands had started coming for similar replication for other districts. In this segment we will share our recommendations on replication and suggestions for scaling up similar activities.

1. **Selection of Pockets in Chhattisgarh for a replication intervention**: There are two such areas where the population concentration and issues are on high rise with the community that qualify as a potential geography for a replicating programme – 1. Rajnandgaon 2. Bilaspur. These 2 areas are in deep contrast with basic composition of community members in both problems and prospects as compared to Raipur. It is required also in the wake that community members have seen things changing in Raipur. This qualification in demand does not match with supply factors in these areas, thus having 2 programmes respectively will better the stake of community members.

2. **Selection of Participants**: More participants from non TI back ground should be included as to have a variety of inputs in implementation and follow up as well. These issues also vary from place to place, this approach will help us expand the coverage of issues.

3. **Selection of Thematic Areas**: The thematic area will be Leadership but strengthened with few high lighted sectors. In the next phase such a programme should have greater focus on – Socially Inclusive State Sponsored Schemes and their actual implementation with special attention on grievance redressal mechanism AND on creation of micro enterprises run by CBOs of TGs with the help of technical training on business development and financial assistance from banks.

4. **Operational Feasibility**: On grounds of the Ummeed Live 2012 project the environment has become more conducive and favourable for such training interventions. Demand side has turned highly proactive at one hand and while at the other we have a pool of trainers that enhance the operational feasibility.

5. **Effect on Budgetary Limits**: Any first effort is like a prototype that incurs more cost and time but now as we have first hand expertise for organizing such intervention it is certain that the cost and time limits required will come down.

**Model Framework for Replication**

- Number of Participants: 25
- Number of Days: 12
- Nature of training: Fully residential and full time
Recommendations on Forward Integrated Scaling Up
ANX.5. Pictures

Pictures taken during Third Gender Leadership Development Project

*Plantation to respect life*  
*Role playing during the training*

*Learning handicraft for SHGs model*  
*Recording theme song for Ummeed live*
Participants at the main gate of training centre

Trainers in session

Outdoor Group Exercise

Trainees in Camp fire

Open learning session on RTI

Simulation on Small Business Development

With DLSA lawyer at Local Exposure visit

Participants with Ms. Alka Narang at UNDP India office
### ANX. 1. List of Participants for Ummeed Live 2012

<table>
<thead>
<tr>
<th>Name</th>
<th>Problems as identified by the self</th>
<th>Potential as exhibited during the training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PETER LAL / YASMEEN KINNAR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age in yrs</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Post Graduate</td>
<td></td>
</tr>
<tr>
<td>Livelihood</td>
<td>Working as ORW in a TI project</td>
<td></td>
</tr>
<tr>
<td><strong>JAGAT RAM SAHU/ SIMRAN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age in yrs</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Primary School</td>
<td></td>
</tr>
<tr>
<td>Livelihood</td>
<td>Vegetables vendor</td>
<td></td>
</tr>
<tr>
<td><strong>PAPPU / NIRJALA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age in yrs</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Middle School</td>
<td></td>
</tr>
<tr>
<td>Livelihood</td>
<td>Unorganized Labour</td>
<td></td>
</tr>
<tr>
<td><strong>RAJ / NIRJALA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age in yrs</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Middle School</td>
<td></td>
</tr>
<tr>
<td>Livelihood</td>
<td>Unorganized Labour</td>
<td></td>
</tr>
</tbody>
</table>
### KAMLESH SENDRE / KANCHAN KINNAR

| Age in yrs | 22 |
| Education | 10<sup>th</sup> |
| Livelihood | Peer worker at TI project |

**Problems as identified by the self:**
- Physical / Sexual/ Financial abuse by the male partner

**Potential as exhibited during the training:**
- Can manage and lead CBO well.
- Can add new members.
- Can help in legal issues.
- Has political inclination.

### TAMRADHWAJ / RAVEENA

| Age in yrs | 22 |
| Education | 12<sup>th</sup> |
| Livelihood | Singing Bhajans and working as peer |

**Problems as identified by the self:**
- Rejection of family
- Can’t feel comfortable with job

**Potential as exhibited during the training:**
- Can freely express rights.
- Can motivate others for self business.
- Is a good orator.
- Good in advocacy.

### PRAKASH YADAV / NISHA

| Age in yrs | 25 |
| Education | Primary |
| Livelihood | Unorganized Labour, Sex Work |

**Problems as identified by the self:**
- Indulged in sex work
- Family is dependent on her
- Irregular income

**Potential as exhibited during the training:**
- Can volunteer for CBO.
- Can work in Income Generation Activities.

### BIJALI SAGAR/ BIJALI

| Age in yrs | 30 |
| Education | Primary |
| Livelihood | Cattle farming, Sex work, Begging |

**Problems as identified by the self:**
- Irregular Income
- Lack of confidence
- Low level of understanding

**Potential as exhibited during the training:**
- Can volunteer for CBO.
- Can work in Income Generation Activities.
- Can perform in events as lead dancer.
<table>
<thead>
<tr>
<th>Name</th>
<th>Problems as identified by the self</th>
<th>Potential as exhibited during the training</th>
</tr>
</thead>
</table>
| **HANS PARIDA / HANSIKA** | - Irregular Income  
- Lack of confidence  
- Dependent on male partner | - Can volunteer for CBO  
- Can perform in events as dancer  
- Can do professional acting / modeling |
| Age in yrs        | 28                                 |                                            |
| Education         | 12™                                |                                            |
| Livelihood        | Acting in regional movies          |                                            |
| **VIKAS SINGH / VENUS** | - Feeling Insecurity  
- Lack of confidence  
- Rejection from family | - Can lead CBO  
- Can add people with CBO  
- Can motivate for Income generation activities |
| Age in yrs        | 35                                 |                                            |
| Education         | Post Graduate                      |                                            |
| Livelihood        | Working as ORW                     |                                            |
| **SHEIKH DANISH / SHABANA** | - Family depends on limited income  
- Rejection by community | - Can volunteer for CBO  
- Can study further  
- Can mobilize the community  
- Can represent before authorities |
| Age in yrs        | 25                                 |                                            |
| Education         | Graduate                           |                                            |
| Livelihood        | Working as ORW                     |                                            |
| **SATISH YADAV / SHALU** | - Irregular Income  
- Lack of confidence  
- Dependent on male partner | - Can volunteer for CBO  
- Can perform in events as dancer  
- Can do professional acting / modeling |
<p>| Age in yrs        | 25                                 |                                            |
| Education         | 12™                                |                                            |
| Livelihood        | Acting in regional movies          |                                            |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Problems as identified by the self</th>
<th>Potential as exhibited during the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALMA</td>
<td>- Irregular Income</td>
<td>- Can volunteer for CBO</td>
</tr>
<tr>
<td></td>
<td>- No support from family</td>
<td>- Can add more people with the CBO</td>
</tr>
<tr>
<td></td>
<td>- Low level of understanding</td>
<td></td>
</tr>
<tr>
<td>Sheetal Pal</td>
<td>- Irregular Income</td>
<td>- Can work singing / dancing as a profession</td>
</tr>
<tr>
<td></td>
<td>- Can not engage in physical labour</td>
<td>- Can volunteer for CBO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Can create IEC material for the community</td>
</tr>
<tr>
<td>Vijayendra / Beena</td>
<td>- No source of income</td>
<td>- Can work as model</td>
</tr>
<tr>
<td></td>
<td>- Lack of family support</td>
<td>- Can work in beauty parlour</td>
</tr>
<tr>
<td></td>
<td>- Not getting socialized</td>
<td></td>
</tr>
<tr>
<td>Ajay Singh</td>
<td>- Lack of family support</td>
<td>- Can work as a sales man</td>
</tr>
<tr>
<td></td>
<td>- Social Pressure</td>
<td>- Can volunteer for CBO</td>
</tr>
<tr>
<td></td>
<td>- Irregular Income</td>
<td>- Can help through crisis management</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Primary</td>
<td></td>
</tr>
<tr>
<td>Livelihood</td>
<td>Begging in trains, Sex Work</td>
<td></td>
</tr>
<tr>
<td>Age in yrs</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>10th</td>
<td></td>
</tr>
<tr>
<td>Livelihood</td>
<td>Kala Jattha / Mandalii</td>
<td></td>
</tr>
<tr>
<td>Age in yrs</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Primary School</td>
<td></td>
</tr>
<tr>
<td>Livelihood</td>
<td>Unemployed</td>
<td></td>
</tr>
<tr>
<td>Age in yrs</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>10th</td>
<td></td>
</tr>
<tr>
<td>Livelihood</td>
<td>Sales man in a saree shop</td>
<td></td>
</tr>
<tr>
<td>Age in yrs</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Problems as identified by the self</td>
<td>Potential as exhibited during the training</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
</tbody>
</table>
| SHEIKH SHAHID/ SHAHIDA | - Irregular Income  
- No support from family  
- Low level of understanding  
- Can not do physical work | The candidate expired soon after the programme was over. |
| Age in yrs          | 26                                                                      |                                             |
| Education           | Primary                                                                 |                                             |
| Livelihood          | Peer, Night Watchman, Sex work                                          |                                             |
| SHASHANK / PALAK    | - Irregular Income  
- Can not engage in physical labour  
- Lack of confidence | Can volunteer for CBO  
Can join in catering business |
| Age in yrs          | 22                                                                      |                                             |
| Education           | 10th                                                                   |                                             |
| Livelihood          | Peer / Sex work                                                         |                                             |
| MANISH SINGH / MANISHA | - Consumption of alcohol  
- Very poor health  
- Dependent on begging  
- Partner abuse        | Can work in some income generating venture |
| Age in yrs          | 32                                                                      |                                             |
| Education           | Primary School                                                          |                                             |
| Livelihood          | Begging in trains, Sex work                                              |                                             |
| BEENU / RAGINI      | - Very Poor Health  
- Social Pressure  
- Irregular Income  
- Lack of self confidence  
- Partner abuse        | Can work as a sales man  
Can volunteer for CBO  
Can help through crisis management |
<p>| Age in yrs          | 23                                                                      |                                             |
| Education           | Middle School                                                           |                                             |
| Livelihood          | Sex work                                                                |                                             |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Problems as identified by the self</th>
<th>Potential as exhibited during the training</th>
</tr>
</thead>
</table>
| **RANJIT TANDI / RANJEETA** | - Lack of focus  
- Low confidence  
- Incomplete education  
- Partner abuse | - Can work for catering business  
- Can do well in IEC for the community  
- Can volunteer for CBO |
| Age in yrs   | 23                               |                                            |
| Education    | Middle School                    |                                            |
| Livelihood   | Cooking                          |                                            |
| **RAVI DEVANGAN / RAGINI** | - Very Poor Health  
- No family support  
- Inadequate education  
- Irregular Income  
- Lack of self confidence | - Can work for catering business  
- Can do well in *mehandi* art  
- Can volunteer for CBO |
| Age in yrs   | 26                               |                                            |
| Education    | 10th                             |                                            |
| Livelihood   | Peer / Cook                      |                                            |
| **PRAKASH**  | - Lack of focus  
- Low confidence | - Can volunteer for CBO  
- Good at community mobilization |
| Age in yrs   | 34                               |                                            |
| Education    | Graduation                       |                                            |
| Livelihood   | ORW                              |                                            |
| **RITESH / SONU** | - Very Poor Health  
- No family support  
- Irregular Income  
- Lack of self confidence | - Can volunteer for CBO  
- Good at community mobilization  
- Can work for catering business |
<p>| Age in yrs   | 25                               |                                            |
| Education    | 10th                             |                                            |
| Livelihood   | Peer / Cook                      |                                            |</p>
<table>
<thead>
<tr>
<th><strong>SHABNAM</strong></th>
<th>Problems as identified by the self</th>
<th>Potential as exhibited during the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in yrs</td>
<td>28</td>
<td>May work for income generation activities</td>
</tr>
<tr>
<td>Education</td>
<td>Primary</td>
<td>Can do well in IEC for the community</td>
</tr>
<tr>
<td>Livelihood</td>
<td>Begging in train</td>
<td>Can volunteer for CBO</td>
</tr>
<tr>
<td></td>
<td>Lack of focus</td>
<td>Can perform at events</td>
</tr>
<tr>
<td></td>
<td>Low confidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>RAJA SHETTY / RANI</strong></th>
<th>Problems as identified by the self</th>
<th>Potential as exhibited during the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in yrs</td>
<td>28</td>
<td>Can do well in IEC for the community</td>
</tr>
<tr>
<td>Education</td>
<td>12th</td>
<td>Can volunteer for CBO</td>
</tr>
<tr>
<td>Livelihood</td>
<td>Begging in trains</td>
<td>Can perform at events</td>
</tr>
<tr>
<td></td>
<td>Poor Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No family support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inadequate education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Irregular Income</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>KARIMA</strong></th>
<th>Problems as identified by the self</th>
<th>Potential as exhibited during the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in yrs</td>
<td>25</td>
<td>Can volunteer for CBO</td>
</tr>
<tr>
<td>Education</td>
<td>Graduation</td>
<td>Good at communication skills</td>
</tr>
<tr>
<td>Livelihood</td>
<td>Begging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of focus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low confidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Handicap</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partner Abuse</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>GOVINDA</strong></th>
<th>Problems as identified by the self</th>
<th>Potential as exhibited during the training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age in yrs</td>
<td>21</td>
<td>Can volunteer for CBO</td>
</tr>
<tr>
<td>Education</td>
<td>12th</td>
<td>Good at community mobilization</td>
</tr>
<tr>
<td>Livelihood</td>
<td>Peer worker</td>
<td>Can work for self business activities</td>
</tr>
<tr>
<td></td>
<td>No family support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Irregular Income</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of self confidence</td>
<td></td>
</tr>
</tbody>
</table>
ANX. 2. Formation of THIRD GENDER CELL

**Purpose**: The Third Gender cell is established to foster the principles of Holistic Development for the marginalized members of third gender community. It is felt that mere CBO mobilization and project mode interventions through NGOs shall not be enough to regularly address the issues of the community thus a dedicated manpower has been trained combining men, women and TGs to form a cohesive group to shape up the movements in the sector and also stand up as policy pointer where a reference is sought or a linkage is considered.

**Constituents**: The cell largely includes all the participants in phase 1 (A2J) and phase 2 (Ummeed Live) and also the members of supporting CBOs and NGOs. But the operational wing is constituted by Ms. Gayatri Singh, Mr. Ravi Tamradhwaj (TG), Mr. Ajay Singh (TG) and Mr. Kamlesh (TG), Mr. Nagendra (TG), Mr. Sonu (TG), Mr. Prakash (TG). This was proposed and accepted in the first follow up meeting of Ummeed live. This team shall work for 1 year and every year 1/3rd members will be replaced from TG community.

**Mission**: “Building a forum that covers social, financial and cultural issues of people from third gender community to end the discrimination and exploitation.”

**Principles**:
- Bilateral Behavioural Integration between TGs and other people.
- Democratic participation of TGs in social processes.
- Equity based interventions for Health, Education, Housing and Livelihood of TG community.
- Resource sharing with like minded NGOs and CBOs.
- Non negotiable demand on Discrimination and Sex abuse.
- Maximum acceptance in family and other social institutions.
- Nurturing the leadership of the TG community to handle larger social issues.

**Identified area of Interventions**:
- Holistic social development through strategic BCC activities.
- Linkages for Micro Enterprise and Livelihood interventions.
- Registration of TG persons with the TG Cell so that their needs can be addressed.
- Coordination with all MSM TIs in the state.
- Mobilizing for formation of State TG welfare board in Chhattisgarh.
### ANX. 3. Third gender leadership development project - Session details

<table>
<thead>
<tr>
<th>S. No</th>
<th>Date</th>
<th>Name of Resource Person</th>
<th>Topic Covered</th>
<th>Related Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>15.01.12</td>
<td>Mr. Sarwat Hussain Naqvi</td>
<td>Screening process</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>15.01.12</td>
<td>Mrs. Sudha Kasar</td>
<td>Screening process</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>16.01.12</td>
<td>Mrs. Gayatri Singh</td>
<td>Ice Breaking, Concept of Life, Dignity, Social Mainstreaming, Seeking Support, Facilitating Interaction with society at large, Team Building, Conflict Resolution</td>
<td>1. Zindagi Colourful-1 5. Saathi Hath Badhana – 1</td>
</tr>
<tr>
<td>4.</td>
<td>17.01.12</td>
<td>Mr. Dinesh Singh</td>
<td>why leadership training is needed</td>
<td>6. Badlo Badho aur Jeeto</td>
</tr>
<tr>
<td>5.</td>
<td>17.01.12</td>
<td>Mr. Suresh Kapse</td>
<td>why leadership training is needed</td>
<td>6. Badlo Badho aur Jeeto</td>
</tr>
<tr>
<td>6.</td>
<td>18.01.12</td>
<td>Mr. Rex Mehta</td>
<td>Analysis of Group Task and Individual Performance discussion</td>
<td>Ice Breaking Conclusion</td>
</tr>
<tr>
<td>8.</td>
<td>20.01.12</td>
<td>Mrs. Gayatri Singh</td>
<td>Gender, Conflict and Perception</td>
<td>1. Zindagi Colourful-1</td>
</tr>
<tr>
<td>9.</td>
<td>21.01.12</td>
<td>Mr. Sarwat Hussain Naqvi</td>
<td>Human Rights, Discrimination, Stigma, Power Walk</td>
<td>2. Kaise Kahun Kisse Kahun</td>
</tr>
<tr>
<td>10.</td>
<td>21.01.12</td>
<td>Dr. Agarwal</td>
<td>General Health and Hygiene, Prevention of HIV</td>
<td>4. Zindagi Colourful-2</td>
</tr>
<tr>
<td>11.</td>
<td>21.01.12</td>
<td>Mr. Shashank Shukla</td>
<td>Physical and Mental Well being, Constituent of Healthy Living, Livelihood in the sector Beauty Parlor, Self Esteem and Public Interaction, Dignity and Life, Art of Presentation</td>
<td>1. Zindagi Colourful-1</td>
</tr>
<tr>
<td>12.</td>
<td>22.01.12</td>
<td>Mrs. Gayatri Singh</td>
<td>Exposure Visit</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>22.01.12</td>
<td>Mr. Ashish Gavande</td>
<td>Creativity and Music</td>
<td>11. Zindagi Colourful-3</td>
</tr>
<tr>
<td>14.</td>
<td>22.01.12</td>
<td>Mr. Kshitij Kale</td>
<td>Creativity and Music</td>
<td>11. Zindagi Colourful-3</td>
</tr>
<tr>
<td>15.</td>
<td>23.01.12</td>
<td>Mr. Pratik Pandey</td>
<td>Right To Information (RTI), Right to Education (RTE), Public Distribution System (PDS), Haq Se Hai Zindagi</td>
<td>3. Haq Se Hai Zindagi</td>
</tr>
<tr>
<td>17.</td>
<td>24.01.12</td>
<td>Mr. Dinesh Tijara</td>
<td>Motivation – Self Suggestion, Exploration</td>
<td>6. Badlo Badho aur Jeeto</td>
</tr>
<tr>
<td>18.</td>
<td>24.01.12</td>
<td>Ms. Hansika Parida</td>
<td>Cultural Evening Programme</td>
<td>Cultural Evening Programme</td>
</tr>
<tr>
<td>19.</td>
<td>24.01.12</td>
<td>Mr. Jagganath Kompella</td>
<td>-community Mobilization, Team Building, CBO/NGO Formation and Management, Accounts and Audits</td>
<td>5. Saathi Hath Badhana-1</td>
</tr>
<tr>
<td>20.</td>
<td>25.01.12</td>
<td>Mr. Krishna Gupta</td>
<td>Economic Development through investment in Insurance and Mutual</td>
<td>5. Saathi Hath Badhana-1</td>
</tr>
<tr>
<td>No.</td>
<td>Date</td>
<td>Speaker</td>
<td>Topic</td>
<td>Reference</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>21.</td>
<td>25.01.12</td>
<td>Mr. Manish Jha</td>
<td>Participatory Rural Appraisal (PRA), Survey Analysis</td>
<td>8. Sathi Hath Badhana-2</td>
</tr>
<tr>
<td>22.</td>
<td>25.01.12</td>
<td>Mr. K. Mukesh</td>
<td>Positive living, PLHIV, Schemes and Protections</td>
<td>3. Haq Se Hai Zindagi</td>
</tr>
<tr>
<td>23.</td>
<td>26.01.12</td>
<td>Mr. Rex Mehta</td>
<td>Significance of Democracy and Constitution of India</td>
<td>3. Haq se hai Zindagi</td>
</tr>
<tr>
<td>24.</td>
<td>26.01.12</td>
<td>Mr. Anil Dwivedi</td>
<td>Media, Motivation and TGs status in India</td>
<td>10. Judata Jahan</td>
</tr>
<tr>
<td>26.</td>
<td>27.01.12</td>
<td>Mr. Rex Mehta</td>
<td>Basics of Business Development / Operationalizing Mitawa Point Shoppe</td>
<td>8. Sathi Haath Badhana -2</td>
</tr>
<tr>
<td>27.</td>
<td>27.01.12</td>
<td>Mrs. Madhu Tiwari</td>
<td>Free Legal Aid and Third Gender</td>
<td>12. Aisa Ho to Yeh Karen</td>
</tr>
<tr>
<td>28.</td>
<td>27.01.12</td>
<td>Mr. Shashank Dubey</td>
<td>Indian Framework of Laws, Agencies, Role of DLSAs, Civil Rights, Fundamental Rights</td>
<td>12. Aisa Ho to Yeh Karen</td>
</tr>
<tr>
<td>29.</td>
<td>28.01.12</td>
<td>Mrs. Gayatri Singh</td>
<td>Exposure Visit to DLSA, Directorate Health Services, Special Police Station, Bank and Oorja Park</td>
<td>12. Aisa Ho To Yeh Karein</td>
</tr>
<tr>
<td>30.</td>
<td>29.01.12</td>
<td>Mr. Triambak Sharma</td>
<td>Creativity and Cartoon Art as Social Expression</td>
<td>1. Zindagi Colourful-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learning Material Development</td>
<td>11. Zindagi Colourful-3</td>
</tr>
<tr>
<td>31.</td>
<td>29.01.12</td>
<td>Mr. Prakash Patel</td>
<td>Opportunities in Corporate sector, Career Development, Livelihood Opportunities, Corporate Social Responsiveness</td>
<td>9. Ummeed Khadi Hai</td>
</tr>
<tr>
<td>32.</td>
<td>29.01.12</td>
<td>Mr. Sarwat Hussain Naqvi</td>
<td>Indian Constitution, Communication, Group Dynamics</td>
<td>6. Babdlo Badho aur Jeeto</td>
</tr>
<tr>
<td>33.</td>
<td>30.01.12</td>
<td>Brigadier K.P.N. Singh</td>
<td>Change Management, Inter personal Communication, Reading and Writing Distance Education</td>
<td>9. Ummeed Khadi Hai</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6. Badlo Badho aur Jeeto</td>
</tr>
<tr>
<td>34.</td>
<td>30.01.12</td>
<td>Prof. Jag Aman Singh</td>
<td>Leadership Styles, Social Marketing of Ideas</td>
<td>6. Badlo Badho aur Jeeto</td>
</tr>
<tr>
<td>35.</td>
<td>30.01.12</td>
<td>Mr. Bhaskar Raman</td>
<td>Self Help Groups, MSME Training, Schemes for SHGs</td>
<td>5. Sathi Haath Badhana -1</td>
</tr>
<tr>
<td>36.</td>
<td>30.01.12</td>
<td>Mr. Giteshwar Sahu</td>
<td>Basics of Computer Hardware and Software</td>
<td>9. Ummeed Khadi Hai</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7. Mouse My Friend</td>
</tr>
<tr>
<td>38.</td>
<td>31.01.12</td>
<td>Mr. Bhaskar Raman</td>
<td>Livelihood in Handicrafts, Self Help Groups (Formation and Opportunities), Livelihood Opportunities</td>
<td>5. Sathi Haath Badhana -1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9. Ummeed Khadi Hai</td>
</tr>
<tr>
<td>No.</td>
<td>Date</td>
<td>Speaker/Group</td>
<td>Topic</td>
<td>Course</td>
</tr>
<tr>
<td>-----</td>
<td>----------</td>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>39</td>
<td>31.01.12</td>
<td>Ms. Vijeta Philip</td>
<td>HIV and Life, Law, Police, Hospital and Family</td>
<td>12. Aisa Ho To Yeh Karein</td>
</tr>
<tr>
<td>40</td>
<td>31.01.12</td>
<td>Ms. Shabnam</td>
<td>Cultural Evening Programme</td>
<td>Cultural Evening Programme</td>
</tr>
<tr>
<td>41</td>
<td>01.02.12</td>
<td>Ms. Shweta Bhsen</td>
<td>Motivation, Will Power and Stress Management, 16 PF Tests, Psychological Building of Third Gender person, Crisis Handling</td>
<td>2. Kaise Kahun Kisse Kahun</td>
</tr>
<tr>
<td>42</td>
<td>01.02.12</td>
<td>Mr. K.K. Vaishnav</td>
<td>Leadership in Groups and Community, Group Dynamics, Change Management, Motivation</td>
<td>6. Badlo Badho aur Jeeto</td>
</tr>
<tr>
<td>44</td>
<td>01.02.12</td>
<td>Dr. Vikas Dave</td>
<td>Internal Motivation and Change, Writing Skills as literature</td>
<td>6. Badlo Badho aur Jeeto</td>
</tr>
<tr>
<td>45</td>
<td>02.02.12</td>
<td>Dr. Nisha Goswami</td>
<td>Understanding of Third Gender, Sexuality for self, Sex Abuse, Positive Thinking, Hormonal Treatment, Psycho Therapy and Counseling</td>
<td>2. Kaise Kahun Kisse Kahun</td>
</tr>
<tr>
<td>46</td>
<td>02.02.12</td>
<td>Mr. Giteshwar Sahu</td>
<td>MS Office, Presentations, E Mails and Internet</td>
<td>7. Mouse My Friend</td>
</tr>
<tr>
<td>47</td>
<td>02.02.12</td>
<td>Mr. Zakir Hussain</td>
<td>Role of Media and Third Gender, Practical intervention with Third Gender, Using Media for Social Mainstreaming</td>
<td>10. Judta Jahan</td>
</tr>
<tr>
<td>48</td>
<td>02.02.12</td>
<td>Mr. Pravin Maheshwari</td>
<td>Personality Development and Presentation, Photography</td>
<td>11. Zindagi Colourful 3</td>
</tr>
<tr>
<td>49</td>
<td>02.02.12</td>
<td>Mr. Joel E. Oestreich</td>
<td>Position of gays in United States of America, Significance of Human Rights in Economic Development</td>
<td>3. Haq Se Hai Zindagi</td>
</tr>
<tr>
<td>50</td>
<td>02.02.12</td>
<td>Mr. Pratik Pandey</td>
<td>Advocacy, Process of Making Laws</td>
<td>6. Badlo Badho aur Jeeto</td>
</tr>
<tr>
<td>51</td>
<td>03.02.12</td>
<td>Dr. Swati Birthray, Dr. Richa Singhania, Dr. Siddharth Mishra and Dr. Ankit Singh</td>
<td>Oral Hygiene and Care with special reference with HIV, Constituent of Healthy Living</td>
<td>1.Zindagi Colourful</td>
</tr>
<tr>
<td>52</td>
<td>30.01.12</td>
<td>Mr. Giteshwar Sahu</td>
<td>Social Networking and Advocacy through Net</td>
<td>7. Mouse My Friend</td>
</tr>
<tr>
<td>53</td>
<td>03.02.12</td>
<td>Mr. Rex Mehta</td>
<td>Goal Setting and Group Dynamics</td>
<td>1. Zindagi Colourful-1</td>
</tr>
<tr>
<td>54</td>
<td>04.02.12</td>
<td>Mr. Rex Mehta</td>
<td>Democratic Governance, Electoral Process</td>
<td>Special Input</td>
</tr>
<tr>
<td>55</td>
<td>06.02.12</td>
<td>Ms. Rudrani Chetri</td>
<td>Exposure Visit to MITRA Trust New Delhi</td>
<td>10. Judta Jahan</td>
</tr>
<tr>
<td>56</td>
<td>06.02.12</td>
<td>Ms. Sita</td>
<td>Exposure Visit to Kinnar Bharti New Delhi</td>
<td>10. Judta Jahan</td>
</tr>
<tr>
<td>57</td>
<td>06.02.12</td>
<td>Dr. Alka Narang, Ms. Kanta Singh, Mr. Umesh</td>
<td>Exposure Visit to UNDP India New Delhi</td>
<td>10. Judta Jahan</td>
</tr>
<tr>
<td>No.</td>
<td>Date</td>
<td>Name</td>
<td>Event Description</td>
<td>Location</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>58.</td>
<td>07.02.12</td>
<td>Mr. Ashutosh Shrivastav</td>
<td>Exposure Visit to A2J Unit , UNDP India New Delhi</td>
<td>10. Judta Jahan</td>
</tr>
<tr>
<td>59.</td>
<td>07.02.12</td>
<td>Mr. Tamradhwaj Bariha</td>
<td>Visit to Lal Qila, Qutub Minar and Chandni Chowk</td>
<td>Recreation Visit</td>
</tr>
<tr>
<td>60.</td>
<td>10.02.12</td>
<td>Mr. Giteshwar Sahu</td>
<td>Hands on session, Introduction to Tally and MS Excel</td>
<td>7. Mouse My Friend</td>
</tr>
<tr>
<td>61.</td>
<td>10.02.12</td>
<td>Mrs. Gayatri Singh</td>
<td>16 PF Test , Experience Sharing – Field Visit</td>
<td>2. Kaise Kahun Kisse Kahun</td>
</tr>
<tr>
<td>62.</td>
<td>11.02.12</td>
<td>Mrs. Gayatri Singh</td>
<td>Follow Up Planning, Community Need Forecast</td>
<td>Post Training activities</td>
</tr>
<tr>
<td>63.</td>
<td>12.02.12</td>
<td>Mr. Rex Mehta</td>
<td>Post Training Evaluation</td>
<td>Post Training Evaluation</td>
</tr>
<tr>
<td>64.</td>
<td>12.02.12</td>
<td>Mr. Vikas Rajput</td>
<td>Cultural Evening Programme</td>
<td>Cultural Evening Programme</td>
</tr>
<tr>
<td>65.</td>
<td>13.02.12</td>
<td>Mrs. Gayatri Singh</td>
<td>Outreach and Extension Planning - Community Need Assessment Tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Planning for Mass Interventions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Songs and Skits for IEC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Task Revision</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Trouble shooting</td>
<td></td>
</tr>
</tbody>
</table>
ANX. 4. Sample Form of TG Welfare Survey done in follow up of Ummeed Live 2012

<table>
<thead>
<tr>
<th>Name:</th>
<th>Shilpa Shastri Pratikta.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father's name:</td>
<td>Shilpa Shastri Pratikta.</td>
</tr>
<tr>
<td>Mother's name:</td>
<td>Shilpa Shastri Pratikta.</td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>26-09-1986</td>
</tr>
<tr>
<td>Mobile No.:</td>
<td>9854687349</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:shilpa.shastri.pratikta@gmail.com">shilpa.shastri.pratikta@gmail.com</a></td>
</tr>
<tr>
<td>Address:</td>
<td>123, XYZ Street, New Delhi</td>
</tr>
</tbody>
</table>

**Q1:** Which field is marked as A. Bank?

**Q2:** Which field is marked as B. Employment?

**Q3:** Which field is marked as C. Health?

**Q4:** Which field is marked as D. Educational?

**Q5:** Which field is marked as E. Income?

**Q6:** Which field is marked as F. Food?

**Q7:** Which field is marked as G. Shelter?

**Q8:** Which field is marked as H. Security?

**Q9:** Which field is marked as I. Transportation?

**Q10:** Which field is marked as J. Access to water?

**Q11:** Which field is marked as K. Access to electricity?

**Q12:** Which field is marked as L. Access to sanitation?

**Q13:** Which field is marked as M. Access to communication?

**Q14:** Which field is marked as N. Access to education?

**Q15:** Which field is marked as O. Access to health care?

**Q16:** Which field is marked as P. Access to income generation?

**Q17:** Which field is marked as Q. Access to social security?

**Q18:** Which field is marked as R. Access to political participation?

**Q19:** Which field is marked as S. Access to legal rights?

**Q20:** Which field is marked as T. Access to employment?

**Q21:** Which field is marked as U. Access to housing?

**Q22:** Which field is marked as V. Access to basic needs?

**Q23:** Which field is marked as W. Access to information?

**Q24:** Which field is marked as X. Access to technology?

**Q25:** Which field is marked as Y. Access to social services?

**Q26:** Which field is marked as Z. Access to law?

**Q27:** Which field is marked as AA. Access to justice?

**Q28:** Which field is marked as BB. Access to infrastructure?

**Q29:** Which field is marked as CC. Access to environment?

**Q30:** Which field is marked as DD. Access to safety?

**Q31:** Which field is marked as EE. Access to peace?

**Q32:** Which field is marked as FF. Access to security?

**Q33:** Which field is marked as GG. Access to education?

**Q34:** Which field is marked as HH. Access to health?

**Q35:** Which field is marked as II. Access to income?

**Q36:** Which field is marked as JJ. Access to food?

**Q37:** Which field is marked as KK. Access to shelter?

**Q38:** Which field is marked as LL. Access to water?

**Q39:** Which field is marked as MM. Access to sanitation?

**Q40:** Which field is marked as NN. Access to communication?

**Q41:** Which field is marked as OO. Access to technology?

**Q42:** Which field is marked as PP. Access to information?

**Q43:** Which field is marked as QQ. Access to infrastructure?

**Q44:** Which field is marked as RR. Access to environment?

**Q45:** Which field is marked as SS. Access to safety?

**Q46:** Which field is marked as TT. Access to peace?

**Q47:** Which field is marked asUU. Access to security?

**Q48:** Which field is marked asVV. Access to education?

**Q49:** Which field is marked as WW. Access to health?

**Q50:** Which field is marked asXX. Access to income?

**Q51:** Which field is marked asYY. Access to food?

**Q52:** Which field is marked asZZ. Access to shelter?

**Q53:** Which field is marked asAAAA. Access to water?

**Q54:** Which field is marked asBBBB. Access to sanitation?

**Q55:** Which field is marked asCCCC. Access to communication?

**Q56:** Which field is marked asDDDD. Access to technology?

**Q57:** Which field is marked asEEEE. Access to information?

**Q58:** Which field is marked asFFFF. Access to infrastructure?

**Q59:** Which field is marked asGGGG. Access to environment?

**Q60:** Which field is marked asHHHH. Access to safety?

**Q61:** Which field is marked asIIII. Access to peace?

**Q62:** Which field is marked asJJJJ. Access to security?
ANX.5. Pictures

Pictures taken during Third Gender Leadership Development Project

- Plantation to respect life
- Role playing during the training

- Learning handicraft for SHGs model
- Recording theme song for Ummeed live

- During Exposure Visit to Delhi
Participants at the main gate of training centre

Trainees in Camp fire

Outdoor Group Exercise

Trainees in session

Open learning session on RTI

Simulation on Small Business Development

With DLSA lawyer at Local Exposure visit

Participants with Ms. Alka Narang at UNDP India office
Pictures from State Level Workshop during Follow Up of Ummeed Live 2012

Mr. Ernest with Mr. P. Singh, Dept. of Social Welfare GoCG  Ms. Gayatri Singh from GPRSS

Releasing Poster Series at Rajnandgaon

Participants brain storming at work shop visit
UMMEED LIVE 2012

Third Gender Leadership Development Project
Raipur, Chhattisgarh