

Ashankur

Agenda 2030



Women's day at Ashankur

Action Research Training and Orientation Workshop

Ashankur 22nd -24th August 2022

Goal: Visioning in line with Agenda 2030 and Care for Our Common Home: Walking with the underprivileged.



Visioning Meeting at Ashankur

Overall Objective: Orientation, preparation and development of strategic plan to meet commitments under Provincial Apostolic Plan of Pune Jesuits 2022-2027.

Objective 1: Develop understanding of what is sustainable development and place organisation work in that overall perspective.

Objective 2: Develop overall understanding about the sustainable development goals and relate to Ashankur's area of operation in four Talukas of Ahmednagar namely Srirampur, Rahuri, Rahata and Nevasa.

Objective 3: Develop understanding about SDG 1-6, 12 & 13 in particular and their application to Mandve village in Srirampur, chosen as the model village for Sustainable Development under the PAP of Pune Jesuits.

Objective 4: Develop strategy for implementation of work in Mandve, starting with the base line survey due in three months.

Agenda of the Workshop

First Day

- a. Perspective on Sustainable Development the journey from 1987 to 2015. Now agenda 2030.
- b. Broader perspective of Ashankur work. Area of operation, issues faced, specific activities and assessment of SDGs covered.

Second Day

- a. Exercise for participants: Relevance of the Sustainable Development framework for development of sector programme eg. SHGs, Organic Farming, Children's Parliament/ Education & Empowerment, Skill development. Any others.
- b. Presentation and Discussion.

Third Day

- a. Monitoring and Evaluation, key indicators under different SDGs.
- b. Way forward and wrap up. (Suggest a periodic quarterly engagement to facilitate monitoring and evaluation).

While the general outline of the workshop was maintained some modification took place in order to keep the discussions in line with the level of the participants and overall objective of the workshop in relation to the PAP of Pune Jesuits for 2022-27.

The training programme was attended by Srs Prisca, Anita and Sabita, Atul, Prakash, Kalpana, Agnes, Rita, Rekha, Aswini and Sangeeta from Ashankur and Viren from Institute for Ecology and livelihood Action (IELA).

First day first session

Background to the International development of thought on sustainable development was provided starting with the process for development of the Brundtland Commission report titled *Our Common Future* - (1987), the Rio conference (1992) where three Conventions were agreed to namely UNFCCC, UNCCD, and UNCBD on Climate Change, Desertification and Biodiversity respectively. This was followed by the eight Millenium Development Goals (2000) one of the outputs being the process of developing ecosystem assesement tools termed as the Millenium Assessment Tools were development through Sub Global Assessments in 36 locations across the globe. This being followed by Agenda 2030 having 17 Sustainable Development Goals and 167 monitoring indicators. In this context, some key aspects related to sustainable development were discussed.

- The need to have integrated forums that can look at different aspects of development.
- Contradictions related to increasing cost of production, pollution due to commodity approach dependant on unstable markets, lop sided subsidies and need to develop local self reliance keeping in mind the ecological features of each region.
- Examination of the question of self reliance in relation to the way the land resources of Ashankur are currently managed and why?
- Relationship of these questions to the work of Ashankur.

First Day second session

Ashankur's work related to three verticals were examined namely Women's empowerment through SHGs, Remedial classes for children from classes 1-4 and Skill Development in tailoring, nursing and computers. The participants were divided into three groups covering each vertical and presented their understanding to the two other groups who had been given the task of identifying the SDGs contained in the presentation of the group (See Annexure 1 for the details put forward in the presentations).



Self Help Group - The First Stage in women's empowerment

From the response of the other two groups listening in on the presentations it was clear that addressing the question of Women's empowerment and Education comprehensively would require Ashankur to deal with all the 17 SDGs. The participants were also able to see the genesis and the strategic interventions under the three programme verticals of Ashankur in terms of its relation to the larger questions being faced by the local communities.

Second Day First Session

Keeping the lessons learnt from the first day in mind, participants were asked to now divide into two groups to develop the agenda related to two major SDGs - namely SDG 4 on the larger question of education, the relevance of Ashankur programme in addressing this question, suggested programme for Ashankur, building on the past experiences and where they wanted to reach in five years.

This session opened up lively discussions in the two groups which could only partially complete the agenda given. On the question of gender it was observed that there were four major stages where this was operational

- Prior to birth where the desire of the families was to have male children, it was observed that larger families in the current situation mostly related to wanted to have a male child.
- At the time of schooling where preference was given to the male child despite greater competence of the female ones.
- Post schooling, at the time of marriage where the women irrespective of their competence were burdened with the question of looking after the home. If they did manage to work it was with the additional burden of looking after the home as well.
- At the work place where conditions related to work put restrictions on the progress and free expression of women.

There was also a lively debate on the issues as also questioning the stereotype that it was always women who were additionally burdened. It was pointed out that the question of women in the workplace was also not free of the question of a cheaper workforce with males rendered unemployed and cheaper women workforce engaged in its place.

In response it was pointed out that the necessity for equality and questioning stereotypes stemmed not just from a justice point of view but the fact that mechanisation and computerisation had made the traditional division of labour based on gender characteristics, more or less redundant. The questions related to production too raise questions related to for whom, for what, why and how. Educated, gender sensitive families now prefer one, maximum two children implying quality attention to the children rather than numbers. This aspect of quality life and quality living applies to the production process also and hence issues related to sustainability and quality of life and hence the need for women to be independent decision makers are also on the rise.

The discussions on education helped the participants to go beyond the current programmatic agenda of Ashankur and focus on the larger questions related to education facing the girl child and the socially disadvantaged communities. In the discussions that ensued, it was recommended that the participants look at the larger questions facing education in the context of the new Education policy that has been put in place.



Revisiting Education

Second Day second session

Considering the lack of time to complete discussions related to issues of women empowerment, the two groups were asked to look at the four aspects that had emerged during the discussions and place their observations more concretely within these four categories. The two groups came up with two different approaches.

One was programmatic, in short it said: Government recognises the issues and have programmes/ schemes to deal with it.

The second used the opportunity to open the issues further and consequently was still inconclusive. It however provided a road map to take the discussions to the community level.

It was suggested that the government programmes could be the starting not ending point and used to engage meaningfully on women's issues in the present while opening up avenues to address more complex issues in the future (Refer Annexure 2).



Training on Nursery Raising

Third Day first session

With the exposure of the first two days, it was suggested we examine how the understanding developed could be used to develop baseline information for the pilot village of Mandve selected to be taken up for model development under the PAP.

The participants were divided into two groups. The first took up how SDGs 1-3 and 12 could be applied in Mandve. The second took up how SDGs 4-6 and 13 could be applied. The

presentations provided possible solutions on how the problems could be addressed but not the road map to develop the base line in collaboration and joint action plan with the community.

Third Day Second Session

Keeping in mind that the approach itself was new, participants were provided with feedback not to develop solutions in the first three months but rather to outline the road map where the understanding of the SDGs articulated by them on the first and second day could be further expanded in consultation with the community and a team comprising of potential leaders from the community emerging out of the consultation process. This feedback helped to develop a concrete agenda for the next three months (Refer Annexure 3).

It was suggested that 9 reports be prepared in Marathi and shared with the local leadership of Mandve as well. The first report would provide the larger background of Ahmednagar District, the four talukas in which Ashankur is working, issues identified and assessment of Ashankur's work in addressing the issues, strategy to deal with this, indicators and goals along which the work would be monitored and evaluated over the next five years (Agenda 2027 along the lines of the PAP of the Pune Jesuits). The remaining eight reports would provide the baseline data, suggested strategy, indicators and goals for each of the eight SDGs (1-6, 12 & 13) to be taken up in Mandve.

After finalisation of the reports at the next Action research participatory training programme to be conducted after three months (involving local leadership of Mandve as appropriate), these reports to be presented (with the help and participation of the local leadership) at a gram sabha organised in Mandve in which and action plan to be evolved and approved by the gram sabhas is discussed. IELA will actively partner with Ashankur to put this action research programme in place.

Concluding Session

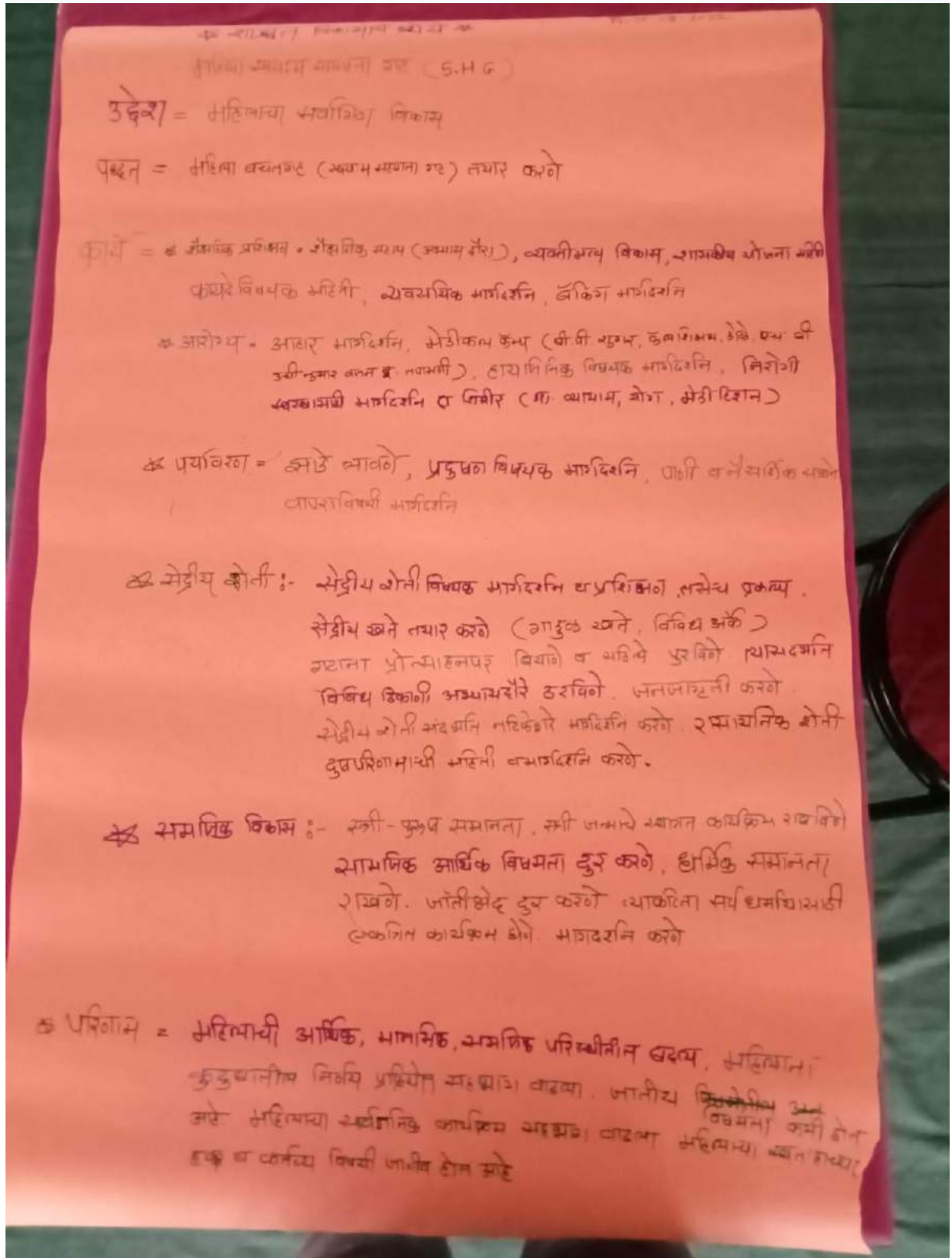
The feedback indicated the following

- a. The sessions on the third day helped the participants to explore their own understanding on the SDGs and use this in the design of the plan for the next three months.
- b. While some participants were hesitant about the SDGs earlier, the programme helped them to develop confidence as to how they could engage with this agenda, Others realised that each person had their own perspective, the discussions helped to facilitate collective understanding on how to address these issues.

Considering that there were a number of programme on SDGs conducted by Ashankur, it can be safely be said that this action oriented approach based on self realisation is fairly unique in its design having the potential for self exploration in further depth in the future .

Annexure 1

Women's Self Help Groups



Women's Self Help Groups

Objective: Overall development of women

Method: Development of women's self help groups

Work:

Educational training:

Educational support (during study), Personality development, Awareness about schemes,

Legal provisions in law,

Guidance on enterprise development, banking and employment.

Health:

Guidance on nutrition,

Medical camps

Guidance on healthy living (exercise, yoga, meditation).

Environment:

Guidance on Tree plantation, Pollution control, birds and value of nature

Organic farming:

Guidance on organic farming:

Preparation on different types of organic fertilizers (vermiculture, different types of extracts).

Awareness programmes for women and children

Having experiments in different locations

Public awareness campaigns

Highlighting problems related to fertilizers and pesticides

Social Development:

Gender equality

No gender discrimination at the time of birth

Removal of social and economic differences

Religious equality

Removal of caste differences

Representation and space for all religious beliefs

Result:

Improvement in the social and economic conditions of women

Ability of women to participate in social programmes

Women having rights over themselves and the work they do.

Vocational Training ;
Nursing, tailoring and other training



Vocational Training

Nirang Tailoring, Compute & etc Training

आपण प्रथम त्यांना सुधारकशास्त्री व व्यावसायिक मानसिकता प्रदान करणे कारण त्या वेगवेगळ्या मातभून किंवा विकारावरून न वेगवेगळ्या संस्कारभून आलेल्या असतात. त्यामुळे त्यांच्या लक्ष केंद्रन त्यांना योग्य तऱ्याचे शिक्षण देतो. अशा तऱ्याच्या शिक्षणामुळे व्यावसायिक मानसिकता वदलून त्यांना आपोआप वददल तऱ्याच त्यांना समाजात कसे वावरावे किंवा कुशी झिरून लागवी असे शिक्षण मिळते तऱ्याच त्यांना शिक्षण देऊन त्यांना पर्यायाने वदल करून त्यांना गरीबिकांनी मिळववी किंवा आपली आर्थिक सुधारणा करी करावी तऱ्याच त्यांना व्यवसाय शोधनासाठी उपलब्ध ठेणे व त्यामुळे त्यांच्यामध्ये स्वामिभावने कसे जागेत व वददल माहिती मिळते ती कुठेही असकोय न करता कुठेही काम करू शकते त्यामुळे निर्यात क्षेत्र निर्माण होते ती मी पुरुषोद्धा कमी नाही, तऱ्याच तिला शिक्षण होताहोता तीला पिढ्याची लक्षन करी करावी परीस्थितीची उपलब्धता करी करावे. आपल्या आशेच्यासाठी कोणते उच्च न्यायचे आहे. आधुनिक व आधुनिक तऱ्याच असे अनेक शिक्षण मिळते. त्याच वेगवेगळी आपल्या दृष्टीकोन आपल्या असामान्यतेवर आपल्यापुढी देखील सुधारणा कसे कर ती नसे आपल्या कामावर गेल्यास तीचे कोणतेही फायदे शेतो जात तो पुरुष, स्त्री व तृतीय पंक्ती असल्या तरी त्यांची सामान्यतेने काळजी करतात.

जेव्हा मुखादी स्त्री सुधारते तेव्हा ती आपले घर सुधारते घर सुधारता परत गाव सुधारते व गाव सुधारता सुधारता देवा सुधारल्याचे देखील प्रघट करे

Thank You

कल्याण.

वदल कसा ककु शकतो.

- 1) प्रत्येक महिन्याच्या मिटींगला त्याविषयावर आतल्याने चर्चा करणे.
- 2) शाळा व्यवस्थापनाच्या मिटींगला प्रत्येक वेळेस उपस्थित राहणे व सर्व सदस्यांची ओळख करून घेणे व वैयक्तिक भाषांकरु ने त्यांची मिटींग घेणे व त्यांना त्यांच्या जबाबदाऱ्या समजून आंगवार्.
- 3) शाळेभोवत आपले चांगले अंदाज तयार करणे आणि मिळाल्या सदरानत पठनाटय तयार करणे.

व्यानून काय साध्य हेईस

- 1) जर आपांकरुने लढव दिसे तर धूप नगी चांगले प्रिस्तुगान्या संघर्षातिल करत वहर केईस
- 2) मुलांना हेवीस चांगला परीची शिक्षण मिळवत व त्यामुन मुलांके जी लडीकलपुन करके त्यान जामत लडत दिसे जईत त्यामुन त्याने के अलिच सुधारवत जवन नईत मिसेत
- 3) अलेषवतलत PSC व अशावरकरुन्या संघर्षातिल जतवे
- 4) अलीका प्रीषात नहीन मुलांना जवन जडवत दिसे तामे जवण हेवीस जडवत केईस

शिक्षण

संस्था ही तीन तालुकात काम करते व शिक्षणाच्या वाढतीत वधीतमेतर आपले विद्यार्थी हे वृत्तांश सरकारी शाळेतील आहे. आर्ग सरकारी शाळेची परिस्थिती बघता सर्व शिक्षण हे डिजिटल केले आहेत. व भरपूर काही सुविधा ह्या सरकारने पूर्वीलेल्या आहेत. तरी देखील त्यातील शिक्षक हे फक्त पगाराकडे बघून काम करतात. जितके हवे तितके शिक्षण मुलांना दिले जात नाही व विद्यार्थ्यांचे पालक हे मोबमजरी करत असल्याने मुलांच्या शिक्षणाकडे लक्ष देवू शकत नाही. ते पूर्णतः शिक्षकावर अवलंबून असतात. तसेच इंग्लिश मिडीयम कडे विद्यार्थीना पाठवणे हे सामाज मानसास परवडणारे नाही. कारण पैस अभावी.

तसेच पाठिले गेले तर पहिले शिक्षण हे सरकारी शाळेतील असू किंवा इंग्लिश मिडीयम मधील असू सर्व शिक्षण हे शाळेतच दिले जात असत पण आताची परिस्थिती बघता शिक्षण हे शिकवणे कमी व्यवसाय झाला आहे. शाळेत शिक्षण न देता ते दुय्यन भावा असे सुचवले जाते किंवा पालकांनी अग्रसार घ्यावे असे सांगतात. ह्या सर्व गोष्टी अग्रवी NGo ने Training घेऊ

Group Co. 1

- 1) प्रकाश चौधरी
- 2) रेखा गोखले
- 3) सविता पाखरे
- 4) अर्जुन पाखरे
- 5) अश्विनी पवार

मांडवे

त्रैमासिक नियोजन

मांडवेच्या क्षेत्रफळाची माहिती देणुन त्यानंतर संश्लेषक माहिती देणुन अन्तर्गत प्रकल्पाची माहिती देणुन. 5.12.6. लक्षात माहिती देणुन त्यातील सार 5.12.6. चे त्रैमासिक (नियोजन)

1) दारिद्र्य निर्मूलन :-

- 1) लोकसंख्येचा सर्वेक्षण
- 2) जातिनिहा कुटुंबांखेरील सर्वेक्षण
- 3) जैवपध्दिकेचा सर्वे (बागायत व जिराईत, कोरडवाहू क्षेत्र सर्वे)
- 4) पाषाणयुग सुविधांचा सर्वे
- 5) पिकपद्धती सर्वे
- 6) धाराच्या वाड्याकाम सर्वे (पळे, कुळे, सोपडी व गोखेचा सर्वे)
- 7) नोजगाऱ्यांचा सर्वे (अरकरी, खाजगी, मसुरी, व्यवसायिक, इ. सर्वे)
- 8) कुटुंबाकडे असणाऱ्या व्यवसायांचा सर्वे (दूध, किराणा, पिकांची विक्री)
- 9) लॉव्ह कार्ड असणाऱ्यांची संख्या.

3) यांत्रिक आरोग्य

- i) आरोग्य व्यवस्था बद्दल असणाऱ्या सुविधांची माहिती घेणे.
- ii) सार्वजनिक स्वच्छतेबद्दल माहिती घेणे व सर्वे करणे.
- iii) हेल्थ कार्ड असणाऱ्यांची संख्या नोंद घेणे.
- iv) वनेपु व घुंते २८ वर्षाच्या मुलांची यादी घेणे.
- v) नोचालय लाभदायकांची माहिती घेणे.
- vi) शांतत्वाने टोणाच्या आजारांची माहिती घेणे.
- vii) आरोग्याबद्दल असणाऱ्या तक्रारी व अपेक्षांची माहिती घेणे.
- viii) क्षेत्रीय जेती किती लोक कवतात याची माहिती घेणे. (संश्लेष)

2) भूक निर्मूलन :-

- 1) सार्वजनिक आनंदालय वितरण व्यवस्था बद्दल माहिती घेणे.
- 2) शिवापतीका (कूपन) धारकांची माहिती घेणे.
- 3) शिवापतीका असणाऱ्या कुटुंबांची संख्येची माहिती घेणे.
- 4) आरोग्य प्रकरणांची माहिती घेणे.
- 5) शालेय पोषण आहाराविषयी माहिती घेणे.
- 6) शालेय पोषण आकरणातून वयिल असणाऱ्या बालकांची माहिती घेणे.
- 7) यामायायत व प्रशासनाकडून असणाऱ्या योजनांची माहिती घेणे.

4) उपलब्ध साधनांचा जबाबदारी पूर्वक वापर

- i) उपलब्ध असणाऱ्या साधनांची माहिती घेणे.
- ii) दळतवळत व्यवस्थेची माहिती घेणे.
- iii) सार्वजनिक सुविधांची माहिती घेणे.
- iv) गाव सार्वजनिक आरोग्याच्या सुविधांची माहिती घेणे. (सार्वजनिक पाहणीवितरण व्यवस्था बद्दल, विदेश, कूपननिका, नत योजना इ.)
- v) सार्वजनिक सुविधांचा त्यास तसेच त्रैमासिक सुविधांचा जबाबदारी पूर्वक वापराचा सर्वे करणे.

SDG शिक्षा

गाव. मांडवे

- * गावामध्ये 5 ते 14 वा वर्ग पर्यंतच्या लक्षात कुठला सुट्टी सुट्टी किती आहे.
- * 5-14 वर्ग पर्यंतच्या शाळांमध्ये किती शिक्षा आहे.
- * गावामध्ये किती शिक्षादाता आहेत आणि किती शिक्षादाता आहेत.
- * 5-14 वा वर्ग पर्यंतच्या शाळांमध्ये किती शिक्षादाता आहेत.
- * गावामध्ये किती शिक्षादाता आहेत आणि किती शिक्षादाता आहेत.
- * 5-14 वा वर्ग पर्यंतच्या शाळांमध्ये किती शिक्षादाता आहेत.
- * गावामध्ये किती शिक्षादाता आहेत आणि किती शिक्षादाता आहेत.

SDG-5 लिंगभेदभाव

- * गावामध्ये स्त्री-पुरुष यांची एकूण संख्या किती
- * गावामधील एकूण स्त्री-पुरुषांपैकी किती शिक्षित आहे व किती अशिक्षित आहे यांची संख्या
- * शाळेमध्ये मुलांच्या तुलनेत मुलींची संख्या
- * 10 वी नंतर किती मुलींनी उंचीय शिक्षण घेतले व किती मुली घेऊ शकल्या नाहीत.
- * किती मुलींचे लग्न 18 वर्षाच्या आत झाले.
- * किती महिला व पुरुषांचे बँक आते आहे व किती जणांचे नाही.
- * किती मुली, मुलांच्या तुलनेत शिक्षणमाफी व तोळी करण्यमाफी वाटेर गावी जातात.

SDG-6 शुद्ध पाणी व आरोग्य

- * गावामधील एकूण पाण्याची किती पाणी उपयुक्त आहे.
- * पाण्याचे एकूण स्रोत किती आहेत. उदा. विहिरी, वीजद्वारे टापडा, बापेंकी किती उपयुक्त आहेत.
- * आरोग्यात कडूत किती कुटूबांना पाण्याची मदत जोडणी मिळते आहे.
- * वापरान येणारे पाणी शुद्धीकरण केले जाते की नाही.
- * आरोग्याची योग्य निरीक्षण किती कुटूब करतात.
- * किती कुटूब आरोग्यातची पाणीपट्टी भरतात.

SDG-13 हवामानाचा परिणाम

- * मागील दहा वर्षात गावामध्ये पर्यावरणातील बदल-उत्तर
- * किती कुटूबांचा मुख्य व्यवसाय चालू आहे.
- * गावामधील मुख्य पीक केणते घेतले जाते.
- * गावामधील किती शेतकरी सामाजिक शेतती करतात व किती शेतकरी शोदीम शेतती करतात.
- * गावामधील भूखण परिमिती कशी आहे.
- * गावामधील एकूण क्षेत्रफळापैकी नदी, तालाव, नाला, शेततीचे एकूण क्षेत्र किती.

मि. सविता
सि. अनिता
आचल
कल्पना
रिता.