

**FDP Forum in September 2005**

*Dear Partners,*

*Please find hereafter the minutes of our FDP Forum held on Friday and Saturday, 30<sup>th</sup> September & 01<sup>st</sup> October 2005 at J.J. Nursing Home Association, Aksa Beach in Mumbai.*

*We have been sincerely happy to see your active collaboration and enthusiastic participation during these two days.*

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## 1 Context and Attendants

This Forum was organised for the entire FDP teams of the partner NGOs in Mumbai, Navi Mumbai and Thane. Accordingly the Coordinators and the SWs of 6 different NGOs working in partnership with Inter Aide attended the Forum:

ORGANISATIONS		ACTUAL ATTENDANTS
<i>Dharavi Project (attached to NSVK)</i>	Dharavi (Mumbai)	Sanjay, Shobha, Ujjawala
<i>Keshav Gore Smarak Trust (KGST)</i>	Goregaon (Mumbai)	Vinod, Bhagyachandra, Kavita, Manisha, Sheela
<i>Maharashtra Janvikas Kendra (MJK)</i>	Santacruz (Mumbai)	Eugene, Khurshid, Noori, Shamim, Urmila, Vimal
<i>Navnirman Samaj Vikas Kendra (NSVK)</i>	Malad (Mumbai)	Rubina, Anjubala, Arifa, Kanchan, Mangal, Nasim, Poonam A., Poonam N., Seema, Sindhu, Sitara, Sushama
<i>People's Association for Training and Health (PATH)</i>	Mankhurd (Navi Mumbai)	Vasanthi, Alka, Amruta, Fehmida, Shakila
<i>Alert India</i>	Kalwa (Thane)	Jayashree, Chhaya, Geeta, Kavita, Neeta, Prajakta
<i>Inter Aide</i>		Gaspard, Lydia, Patricia, Sandesh
<i>Swabhimaan</i>	Pune	Uma

Besides, some external resource persons also took part in conducting our Forum:

- † Mr. Chacko, Mr. Leslie D'Lima, Mr. Shridhar Kshirsagar as observers and facilitators for the 1<sup>st</sup> day workshop.
- † Attitude+ Team held two sessions on the 2<sup>nd</sup> day of the Forum.

### 1<sup>st</sup> Day of the Forum - Friday, 30<sup>th</sup> September 2005

## 2 Forum Introduction & Group Formation

This Forum was the third one of its kind (previous ones in August 2004 & in March 2005).  
The main subjects were:

- *Convergence and Divergence between Social Work & FDP*
- *Basics about Counselling*
- *Sex & Sexuality*

**Group Formation:**

As was decided all the participants were divided into 6 groups right from the beginning of the Forum; each coordinator was the facilitator for each group. Every group consisted in SWs from different NGOs and was supposed to be together throughout the Forum. The coordinators had been assigned the responsibility for one or several section(s) of the Forum.

### 3 Convergence & Divergence between Social Work & FDP

The main objective of having this subject for discussion was to make an attempt to clarify to the SWs the links & the distinctions between Social Work & FDP. This discussion was divided into 5 parts:

- a) Definition of the concept of Social Work
- b) Workshop with 6 different questions (one question per group)
- c) Presentation and debate between groups
- d) Conclusions by facilitators
- e) Feedback from the groups

#### 3.1 Definition of the concept of Social Work

Lydia and Poonam N. tried to give the definition of Social Work.

Social Work, being a wide concept, includes different activities. This concept prevails in many countries. But the nature of Social work differs from one country to another & one culture to another.

The word 'Social' refers to the Society i.e. a group of different people living together following the common rules (legal ones, law, conventions, norms, customs). Some of the rules are written while others are unwritten. These rules enable people to live together & to maintain the balance of the society.

However, having been made by human being, they are not perfect. Hence, sometimes it results into dysfunction in the society. For e.g., see the number of underprivileged people or of people entirely excluded from the frame of the society. *Here comes the role of Social Work.*

➤ International Definition:

- The Social Work profession promotes **social change, problem solving in human relationships** and the **empowerment and liberation** of people to **enhance wellbeing**.
- Social work intervenes at the points **where people interact with their environments**.
- Principles of **Human Rights** and **Social Justice** are the fundamentals to Social Work.

In short, the objective/mission of the Social Work is to:

- ⇒ enable all the people to develop their full potential, enrich their lives and prevent dysfunction;
- ⇒ ensure that everyone in the society benefits from its rules, by promoting social change and equilibrium in the society.

↩ **Social work aims at improving or changing rules of the society for the wellbeing of the people without disturbing the balance of the society.**

➤ **Social work has two dimensions:**

- Social work **with** people (*providing them with* for instance, education, access to employment, material goods, counselling, guidance, medical service, emotional support...)
- Social work **for** people (carrying out research & study for them, in order to facilitate change in society).

### 3.2 Workshop

To understand the convergence and divergence between Social Work & FDP, a workshop was held between the 6 groups of participants. Each group was assigned one question to think upon. The 6 questions were:

1. **What are the role and the aim of a FDP Social Worker?** (Group A)
2. **What does not belong to the FDP SW's responsibilities?** (Group B)
3. **Why is FDP a type of Social Work? Is it an important one in the domain? Why?** (Group C)
4. **What are the limits of FDP compared to other types of Social Work? Why?** (Group D)
5. **How can a FDP Social Worker be happy in her/his job?** (Group E)
6. **Is it possible for any Social Worker (not only FDP) to be satisfied with his/her job? If yes, how? If no, why?** (Group F)

Each group proposed its answers. Then there was a time kept for debate between groups A & B, then C & D, then E & F.

Afterwards the facilitators proposed conclusions according to the groups' answers. Main agreed conclusions were:

Role of FDP Social Worker	What DOES NOT belong to FDP Social Worker's responsibility / role
👉 Making people able to identify their objectives	💡 Being a teacher (' <i>making the family understand...</i> ') 💡 Being a problem solver
👉 Being passive first & understanding properly the family & its situation	💡 Imposing our views / opinions / beliefs on the family
👉 Providing the family with <i>true</i> information, with information of <i>good quality</i> so that they can make their own choice.	💡 Anything good or bad that happens to the family <i>after its proper understanding and after giving the true information</i> to the family and its action accordingly.
👉 Respecting the choice of the family even if Social Worker disagrees with it.	💡 Making the decision <i>for &amp; on behalf of</i> the family
	💡 Making the family sustainable. It is the families who become sustainable by themselves.
👉 Establishing the link with other existing services.	💡 Helping in cash or kind (charity behaviour)

FDP - A Social Work	Limits of FDP as compared to Social Work
<ul style="list-style-type: none"> <li>It works with the deprived families.</li> </ul>	<ul style="list-style-type: none"> <li>It can't work with the families at survival level.</li> </ul>
<ul style="list-style-type: none"> <li>It gives information &amp; guidance to the family and thereby builds trust and confidence in it.</li> </ul>	<ul style="list-style-type: none"> <li>It can't provide with financial or material help.</li> </ul>
<ul style="list-style-type: none"> <li>It works with all the members of the family.</li> </ul>	
<ul style="list-style-type: none"> <li>It works for the well being of the family through its capacity building.</li> </ul>	

↪ **The limits of FDP constitute a part of the essence of the programme. The non-compliance with these limits could cause important problems and would transform FDP in a different type of social work.**

E.g. financial help to the family would prevent us from achieving FDP objective of *enabling the family to become sustainable*. It may, further, develop dependence in the family who might ask for same type of help in future.

Ways of Happiness for FDP Social Worker	Sources of Dissatisfaction
😊 Family proceeding towards sustainability.	☹ Social Worker may feel unsatisfied if the family's expectations are higher than the social worker's ability and resources.
😊 FDP family helping another family.	☹ From work point of view there can be a satisfaction but from human point of view it can't be there.
😊 Family's initiatives (asking for more information & questioning)	
😊 Nice relation between Social worker and family.	
😊 Respecting time.	

NB: It was underlined that happiness/satisfaction is not something that can be purchased or that comes to us automatically; it is something that we have to find by ourselves. It can be found in many ways as mentioned above.

### 3.3 Emergency & Role of FDP?

Many participants raised the question on crisis periods and the role of FDP. It was explained by external facilitators that crisis like demolitions, floods, fires... are sudden problems that require emergency-type relief. Being bound by principles and the limits, FDP cannot contribute to such relief.

However, as a FDP SW, one can keep the eyes open and feel the situation and try to get help from some other sources. It can give moral support and information to the families, and refer them towards other organizations providing relief.

## 4 Preparation of 2nd Day

At the end of the day, each group was asked to summarise the 1st day, which was presented by one group on the following day of the Forum.

### **2<sup>nd</sup> Day of the Forum - Saturday, 19 March 2005**

## 5 Basics about counselling<sup>1</sup>

Two external resource persons, Ms. Amita & Ms. Trilochana from Attitude+, conducted this session.

### 5.1 Definition & Meaning

Counselling refers to face-to-face communication. It is a helping process. It gives a chance to understand/discover the feelings/expressions of each other. Nevertheless, it does not mean building friendship. Counselling consists in building up trust between the counsellor and the client along with self-confidence of the client.

One prerequisite for counselling is that the client should be ready and willing to receive guidance.

Counselling does not consist only in providing information but mainly in dealing with emotions, tensions, feelings of human being.

### 5.2 Three Types of Counselling

- ✓ One-to-one Counselling
- ✓ Group Counselling
- ✓ Family Counselling

### 5.3 Technical Points

- a) For counselling professionalism needs to be maintained.
- b) Every counsellor has to undergo the training under which he/she has to play a client to understand what a client feels in the process of counselling.
- c) Counsellor is not there to solve the problems of the client but to offer options and give advice to the client.
- d) Counsellor is not responsible for the client.
- e) Minimum time required for qualitative counselling: 20-25 minutes.

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<sup>1</sup> Please see Appendix

## 5.4 Values & Attitude for a Counsellor

Counsellor has to follow some values and attitude that can be explained in dos and don'ts as follows:

### DOS

- To show empathy<sup>2</sup> (understanding) but not sympathy.
- To be physically and mentally present.
- To be with the client in his decision-making.
- To suggest options to the client among which the client will be able to make choice.
- To maintain eye contact and gestures indicating that one is listening to the client.
- Confidentiality and anonymity should be maintained in counselling.

### DONT'S

- ☹ Taking the decision for & on behalf of the client.
- ☹ Being judgemental.
- ☹ Considering political influences or prejudice.
- ☹ Giving wrong information or misguidance to the client.
- ☹ Laughing or mocking at the client.

## 5.5 Stages of counselling process

- a) Accord welcome to the client
- b) Rapport building
- c) Deciding the topics to be discussed
- d) Questioning: Asking such questions to cut unnecessary discussion and to facilitate detailed related discussion. Questions should not be close ending.
- e) Summarising & Paraphrasing
- f) Suggesting the points for next meeting.

## 6 Sex & Sexuality<sup>3</sup>

This session was also conducted by the same resource persons from **Attitude+**.

### 6.1 Objective

The primary aim of handling this delicate subject in the forum was to touch this subject and to open up the participants on this subject.

The Participants felt this subject as an important one because their perception was that:

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<sup>2</sup> Empathy is one's ability to recognize, perceive and directly experientially feel the emotion of another person. Empathy is often characterized as the ability to "put oneself into another's shoes". Empathy refers to the ability to perceive and directly experientially feel another person's emotions as they feel them, but makes no statement as to how they are viewed. Sympathy, by contrast, implies a degree of equal feeling, that is, the sympathiser views the matter similarly to how the person themselves does. It thus implies concern, or care or a wish to alleviate negative feelings others are experiencing.

<sup>3</sup> Please see Appendix

- For their own life
- To be able to give right information to others
- To be comfortable with the information
- To know how to present this subject at different age levels

## 6.2 Meaning of Sex, Sexuality & Sexual Orientation

**Sex** in general terms indicates *gender* or *intercourse*.

### **Sexuality:**

1. The condition of being characterized and distinguished by sex.
2. Concern with or interest in sexual activity.
3. Sexual character or potency.

**Sexual Orientation:** The direction of one's sexual interest toward members of the same, opposite, or both sexes, especially a direction seen to be dictated by physiologic rather than sociologic forces. Replaces *sexual preference* in most contemporary uses.

## 6.3 Question-Answer Session<sup>4</sup>

In this session few questions were dealt with & discussed amongst the participants.

### **a) Is it right to give to the children a sex education from the beginning?**

After a long debate on this question, many of the participants were of the opinion that there is no prescribed age as such to give children sex education. As & when the question arises from the child, it is a right time to answer that question or to provide with the true information. However, the extent of the information to be given at this instance depends on the level of the child's understanding.

### **b) Why does one get pain during sexual intercourse?**

- Sexual relation is not just physical but emotional also. Hence to many questions which were asked (why painful intercourse...), one of the answer is: if you are not mentally prepared, the internal part is not sufficiently lubricated hence painful. Or visit doctor to rule out any infection.

### **c) Is there any age limit for sexual intercourse?**

It was explained by the resource person that there is no limit as such. However, the sexual desire and potency vary from age to age.

## 6.4 Conclusions

This session was obviously too short. It could not cover all the issues raised by the participants and it was not its intention. Indeed, further meetings, training sessions... will be organised on the same subject in future.

Definitions and information available on

<http://www.who.int/reproductive-health/gender/sexualhealth.html>

as well as on Pratiques website

[http://www.interaide.org/pratiques/pages/urbain/social/csud12\\_3\\_sexabuse.htm#def](http://www.interaide.org/pratiques/pages/urbain/social/csud12_3_sexabuse.htm#def)

Pratiques in English [http://www.interaide.org/pratiques/index\\_english.htm](http://www.interaide.org/pratiques/index_english.htm)

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<sup>4</sup> A box had been kept in Forum room for participants to drop their questions before the related session.

## 7 Forum Appraisal by Participants

How was the 1st day programme?	Total	%
Interesting	6	
Very Interesting & Relevant	25	<b>80.65%</b>
<b>Grand Total</b>	<b>31</b>	<b>100%</b>

How was the length of the 1st day programme?	Total	%
Too Short	2	
Too Long	7	
Enough	21	<b>70%</b>
<b>Grand Total</b>	<b>30</b>	<b>100%</b>

How was the session on 'Basics about Counselling'?	Total	%
A Bit Interesting	1	
Interesting	7	22.5%
Very Interesting & Relevant	23	<b>74%</b>
<b>Grand Total</b>	<b>31</b>	<b>100%</b>

How was the length of session on 'Basics about Counselling'?	Total	%
Too Long	1	
Enough	4	
Too Short	22	<b>81.5%</b>
<b>Grand Total</b>	<b>27</b>	<b>100%</b>

How was the session on 'Sex & Sexuality'?	Total	%
A Bit Interesting	2	
Interesting	10	34.5%
Very Interesting & Relevant	17	<b>58.5%</b>
<b>Grand Total</b>	<b>29</b>	<b>100%</b>

How was the length of session on 'Sex & Sexuality'?	Total	%
Enough	3	
Too Short	21	<b>87.5%</b>
<b>Grand Total</b>	<b>24</b>	<b>100%</b>

What did you like the most in the Forum?	Total	Sub-totals	%
<b><u>1<sup>st</sup> session</u></b>			
Discussion on the role of FDP SW	1		
Definition of social work	2		
First day session	5	8	20%
<b><u>2<sup>nd</sup> session</u></b>			
Approach of Attitude + Session on Counselling	1 10	11	27.5%
<b><u>3<sup>rd</sup> session</u></b>			
Open discussion on Sex	1		
Session on Sex & Sexuality	7	8	20%
<b><u>Organisation of Forum</u></b>			
Subjects of the Forum	1		
Time Management	1		
Meal	1		
Venue for Forum	2	5	
<b><u>Others</u></b>			
Awareness songs in the morning	1		
Songs during sessions	1		
Removing each others' misunderstanding	1		
Understanding each other	1		
Entertainment at night	1		
Gaspard's involvement	1	6	
Everything	2	2	
<b>Grand Total</b>	<b>40</b>	<b>40</b>	<b>100%</b>

What did you dislike mainly in the Forum?	Total	Sub-totals	%
<b><u>Incomplete session(s):</u></b>			
Incomplete session	1		
No detail/full discussion on sex	1		
Incomplete session on Sex & Sexuality	3	5	15.5%
<b><u>Time allocation / management:</u></b>			
Less Time	1		
Less time allocation for wide subjects	1		
Wastage of time	2		
Less time allocation for the subjects	4	8	25%
<b><u>Sessions (subjects):</u></b>			
First day session on convergence & divergence between SW & FDP	1		
Session on Counselling	1		
Lack of overall opinion by external resource on 1st day	1		
Session on Sex & Sexuality	2	5	15.5%
<b><u>Others:</u></b>			
Some participants leaving at night	1		
No permission to go back to home	1	2	
Non-involvement of participants in 3rd session	1		
Organisation of 3rd session	1	2	
Non-involvement at night enjoyment	1		
Entertainment at late night	1		
No proper sleep	1		
Late night sleep	1		
Late night singing	2		
Masti Majak	2	8	25%
Meal	2	2	
<b>Grand Total</b>	<b>32</b>	<b>32</b>	<b>100%</b>

Two subjects you would like to have session in future on?	Total
Charity & FDP	4
Violence between Husband & Wife	10
Our own limits as a human being in our FDP work	13
Sex & Sexuality	15
Women's Empowerment	16
<b>Grand Total</b>	<b>58</b>

Write down two main things that you learned in this Forum	Total
<b><u>From 1<sup>st</sup> session</u></b>	
Limits of Social Work and FDP & responsibilities	1
One should have good knowledge & information about the work to be carried out	1
Responsibility & FDP work	1
SW is not responsible for whatever happens in the family	1
What does not belong to FDP SW's responsibilities?	1
What is SW responsible for and for what not	1
Who is responsible for decision making	1
Understanding the information first (by oneself)	1
Social work & FDP	2
More information about FDP	2
International definition of Social Work	4
FDP SW's role	5
<b><u>From 2<sup>nd</sup> session</u></b>	
Better way to work with families	1
Types of Counselling	1
Counselling process	1
More technical information about Counselling	1
Giving true information to the family	1
Good listening to others should be there	1
How to do Home Visit	1
Counselling	2
How to Counsel	2
Technical information about counselling	6
<b><u>From 3<sup>rd</sup> session</u></b>	
About Sex & Sexuality	1
Age at which sex education to be given	1
Imparting sex education since childhood	1
Difference between sex, sexuality and clear meaning of sex education	1
To discuss on sex openly	1
Information related to Sex & Sexuality	3
<b><u>Others</u></b>	
Information on health	2
Involving in the discussion	2
Respecting Time	5
<b>Grand Total</b>	<b>55</b>

How to improve FDP Forum for next time?	Total
<b><u>Time allotment</u></b>	
More time to discuss, debate and understand the subject	1
Appropriate time for each session to have good understanding	1
Appropriation of proper time for more important subjects	1
More time for the session(s)	3
<b><u>Comprehensiveness of subject/session</u></b>	
Avoid closing the session in half-way	1
Sessions should be completed in all respect	1
One subject and deep discussion into that	1
Less number of sessions to enable detailed discussion	1
Complete & detailed information on the subject(s) should be given in the session	3
<b><u>Subjects</u></b>	
Discussion on general problems	1
Discussion on the subjects about which SW doesn't have information	1
Information that can be applied on the field.	1
Such topics to have discussion on	1
<b><u>Organisation of Forum</u></b>	
Group discussion	1
More involvement from participants	1
Two day's forum	1
Respect of time	1
Good meal	1
Information on many subjects	2
<b><u>Others</u></b>	
No late night entertainment	1
No late night sleep	1
Not to be in haste on the second day of Forum	1
<b>Grand Total</b>	<b>27</b>

Other Comments	Total
Complete session on Sex & Sexuality for next Forum requested	1
Deep session on Counselling required	1
Detail information on HIV/AIDS requested	1
Information about diseases	1
Information about home remedies	1
<b>Grand Total</b>	<b>5</b>

## 8 Appendix: Attitude+ Summary about their Sessions

### Training workshop held for Inter Aide Forum

Date – 1<sup>st</sup> October 2005.

Venue – J.J. Nursing Association, Malad.

Time - 9.50 a.m. to 4.30 a.m.

#### **Topics –**

- Micro Counselling Skills – 9.50 a.m. to 1.15 p.m.
- Sex and Sexuality – 2.00 p.m. to 4.30 p.m.

#### **Micro Counselling Skills**

##### **Objective –**

- To give information about the following topics –
  - Definition of Counselling
  - Methodology
  - Skills required
  - Values and attitudes of the counsellor
  - Dos and don't s of counselling
  - Self awareness

The session began with an exercise where the participants were asked to walk fast in the given area without bumping on to any one. When asked to stop, they should stop or freeze in the movement that they were. (Objective – we must learn to concentrate on our task. A counsellor has to be physically as well as mentally strong to sustain the effects of counselling)

Post this exercise, they were asked to share their expectations from the session. The expectations were as follows –

- What is meant by counselling - the definition
- Skills required
- Values and attitude of the counsellor
- Self awareness
- How to deal with the practical difficulties such as no privacy
- Dos and don'ts.

Post this exercise, six volunteers were asked for an exercise. They were divided in pairs and were asked to stand out. The aim of the exercise was to show how a good counsellor should be. In each pair, one person will be blind folded and the other will lead the way. They were given the following instructions –

- Pair one – The leader to take care of the one blind folded and lead properly by holding hand.

- Pair two – leader not to touch but to give clear instructions.
- Pair three – leader to misguide the blindfolded person.

Participants and the observers were asked to share their observations. From the discussion, it became clear that the person whose hand was held by the leader was more comfortable than anyone else. But it so also happened that in the pair two, the leader became so worried that finally she started helping her out by holding hand. The third pair where the leader was not to help, the one who was blind folded had undergone similar exercise hence knew why so, so in spite of bumping against a wall or climbing on to people, she did not complain. Under normal circumstances, one would have complained and stopped listening to the counsellor.

Many issue related to counselling were discussed -

- Trust – building and maintaining
- Desire to take decisions on counselee's behalf,
- Counsellor's own attitude and values and beliefs
- Communication, giving instructions

This lead to discussion on the following points –

- Definition of counselling – difference between counselling and health education, counselling in informal setting.
- Body language
- Trust – as male and female counsellor – do gender difference affect the counselling process, does it affect the ability to share, relax, trust
- Dos and don'ts of counselling – it is not giving advice.
- Values and attitude of counsellor – here how in community, the political dynamics also affect the counselling emerged. Apart from political influences, influence of your thoughts, upbringing, exposure, value, biases etc also affect the counselling process. Hence, one needs to know about self – what do I feel, what do I believe. And precaution to be taken that the same not to be reflected in counselling.
- The stages of counselling were also discussed.

A role play showing counsellor not paying attention and the counselee wanting to share the happiest moment.

Discussion –

- Clear example of what not to do.
- No eye to eye contact
- Sitting position not right
- No active listening
- No paraphrasing
- Too many distractions
- No summarization

The session was concluded with discussion on importance of evaluation. It was agreed by all that the evaluation has to be integral part of counselling process. It is not a one time action, but a process which can be done by the concerned individual.

## **Sex and Sexuality**

The session began by dividing the participants in three groups and asking them to find reasons whether this topic was essential, if yes, why, if no, why and what were their expectations.

All the three groups responded that this topic was essential. The expectations were as follows –

- To get techniques to share this information with the families.
- How to discuss this with adolescents
- How it can be useful personally also.

The participants were asked what they understood by the term sex. There was silence. When probed, slowly they came out with “male”, “female”. Our views and the society’s views were discussed. The difference between sex and gender was discussed.

After this, the participants were asked to collect things that could be classified in masculine (he), feminine (she) and transgender (it). They all collected things and enjoyed the exercise. Based on the exercise, the following points were discussed –

- What is the image of a female, a male and a transgender?
- Why this image, the influence of society, norms on designing this image.
- What happens to those who do not fit in to this image
- What do we understand by the terms – sex, sexuality and sexual orientation? How are these terms interrelated?
- How these terms are dynamic i.e. not static. Based on the changes in society’s acceptance level, the definition of normal and abnormal changes (example – widow remarriage)

The question related were addressed e.g. is homosexuality normal, how aware are we about ourself.

The participants were asked a question they were asked to stand in different groups as per agree or disagree or do not know. The question was should sex education be given from early childhood. Except 4, the rest all stood in the agree corner. The interaction that followed was as follows-

Those who did not agree –

- We can’t tell a 5 years old child about how sex is performed. We would be putting ideas in his /her mind.
- It has to be age specific.

Those who agreed said –

Sex education is not merely giving information about how male and female copulate. It also involves growing up changes, responsible behaviour, discussion on society’s viewpoint etc. this

discussion last for quite some time. At the end, it was concluded that sex education is not only about copulation, but covers more than that.

The next question was who would give the education. Ideally if parents can, it would be good, but if not, teachers, social workers etc. can also do it.

Many personal examples were shared and debated also.

To conclude the session, the following main points were covered in the session either through exercise, discussion or sharing of personal information, experiences –

- Sex education is important.
- It should be started right from early childhood
- Ideally it is to be done by parents but if not, through professionals like teachers, counsellor, social workers etc.
- Children are very smart and can make out if one is not comfortable, hence be prepared.
- Get the correct information, scientific information.
- For sharing about this topic, many channels such as National Geographic, & star health channel could be of help.
- Different teaching methods can be used depending on one's own comfort level.
- Understand self first, what do I believe.
- Our upbringing, society, values, play a major role.
- Do not give incorrect information. If needed consult some one and then provide correct information.
- Books, and other material can also be used for updating knowledge.
- Can use different words for describing the reproductive organs as the colloquial terms often sound like abuse (gali).
- Sexual relation is not just physical but emotional also. Hence to many questions which were asked (why painful intercourse...), one of the answer is: if you are not mentally prepared, the internal part is not sufficiently lubricated hence painful. Or visit doctor to rule out any infection.

The questions that were raised – (the questions were written down and put in a question box)

*Note – The questions marked in red were answered during the sessions, the questions marked in purple partially addressed, the remaining questions needs to be addressed.*

- As a FDP worker, what should I do when I feel sad or angry or fed up with a family
- At which age do children start masturbation?
- Sex education should be given at what age.
- Is there any age limit – lower / upper.
- From what age, can female and male copulate?
- Can people have sex at 60 or 70.
- Painful intercourse. What could be the reason?
- What is difference between sex and sexuality

- If one does not have sex, will it have any ill effects on his/ her body? Or will his /her mental balance be disturbed? Will he have any mental illness/
- Is it essential to have sex
- If one is raped, are there any other contraceptive methods apart from abortion?
- At what age do boys have their first erection? What about the girls?
- How AIDS is acquired.
- What are the symptoms of AIDS
- Why do men have more sexual urge
- Do men also suffer from STI
- Why do women have problem of white discharge
- After delivery, sometimes there is protruding uterus, why so.
- Are there any counselling centres for men who could be abusing a woman who has STI
- The auto drivers give you very dirty looks. Why so. Why do we feel uncomfortable because of this?
- I have heard that AIDS patients are given tablets. What exactly is that?
- Many a times women stop menstruating, why.
- Are there any bad effects if has too much of sex. If yes, then what.
- As women stop having children after a certain age group, is that true with men also?
- If a woman is undergoing constant abortion, is it related to her mental makeup / state also.
- If a woman is sexually harassed, will it have any bad effects on her and her unborn child.
- Why the feeling of homosexuality. Is there any reason for that. (profession, transgender etc.)
- Polymenorrhea – reasons.
- If more than one wife, is it because of sex
- Do transgender also perform sex.
- What are the bad effects of sex without consent.
- When a small child is playing with his penis, is it ok to shout at him.
- How do we express the term sex in Hindi or Marathi.
- Is homosexuality natural? What benefits, problems.
- How to give information to teenagers about sex.
- If the FDP worker is young and not experienced in sex, will she/ he be able to talk about it.
- As a FDP worker, what should I do if learn or discover that there is an incest in the family.

Definitions and information available on

<http://www.who.int/reproductive-health/gender/sexualhealth.html>

as well as on Pratiques website

[http://www.interaide.org/pratiques/pages/urbain/social/csud12\\_3\\_sexabuse.htm#def](http://www.interaide.org/pratiques/pages/urbain/social/csud12_3_sexabuse.htm#def)

Pratiques in English [http://www.interaide.org/pratiques/index\\_english.htm](http://www.interaide.org/pratiques/index_english.htm)

