



Training Module On Women Fisher-folk's Leadership on State Open Water-Bodies

Duration: 2 Days

Funded By:
Manusher Jonno Foundation

Module designed and developed by:
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(A Women's Rights Organisation)





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OBJECTIVES OF THE TRAINING:

After the completion of the training, the participant will be able to:

- Women fisher-folk will gain the confidence and information to be leader.
- Women fisher-folk will have knowledge regarding the process of ownership on water-bodies.
- Women participants would have minimum perception of feminism and women rights.

Schedule of the Training

Duration: 2 Days

| Day | Time | Topics to be covered | Objectives | Methodologies | Materials | Facilitator(s) |
|------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------|----------------|
| Day 1 | 9.30 am - 9.50 am | Inauguration of the Training and Presentation of the Objectives and Activities of Badabon Sangho as an organisation | Conveying information regarding the activities of the organisation and how the trainees will be benefited by this training | Oral Presentations | - | Lipi Rahman |
| | 9.50am - 10.30am | Inauguration and Introduction Session, Discussion of the outcomes and models of the Training | Ice breaking and building a cordial relationship amongst all the participants present | Discussion in smaller groups and playing games | VIIIP Cards, Painted Portraits, Chocolates | Naima Rahman |
| Tea Break 10.30am-11.00 am | | | | | | |
| Day 1 | 11.00 am - 12.00 pm | Women Rights | Disburse knowledge regarding the Rights of Women and explain the importance and the values of women rights | Human Rights Walk | VIIIP cards, boric powder and ribbon | Lipi Rahman |
| | 12.00 pm - 1.00 pm | Discussion on my life, my realities, my life-cycle (Mandala Drawing) | Understand gender and other factors, real life experiences, likes, dislikes that affect a woman's life | Drawing Mandala | Plates made of large pieces of papers, colour pencils, markers & Mandala Art | Fatema Kabir |
| Lunch Break 1.30 pm-2.30 pm | | | | | | |
| | 2.30 pm - 3.30pm | <ul style="list-style-type: none"> - Discussion of the equal rights of men and women. - Discussion on needs of land and water bodies in women's life | <ul style="list-style-type: none"> - Understand the discrimination taking place between men and women - Understand how women are being badly affected for not having access to their entitled in lands and water-bodies | Form Groups in pairs | Discussions and exchanging experiences and opinions | Naima Jahan |

| Day | Time | Topics to be covered | Objectives | Methodologies | Materials | Facilitator(s) |
|------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------|----------------|
| Day 2 | 3.30 pm - 4.00pm | Evaluation and Assessment of the entire day | Participants will share their views and opinions of the entire day discussion topic | Sun, clouds and storms | Sticky Notes | Naima Jahan |
| | 9.00 am - 9.30am | Review lessons of Day one | Participants will be able to present the topics discussed in Day 1 | Feelings sharing/ Individual learning presentation of previous day | - | Naima Jahan |
| | 9.30 am - 11.00am | Introduction to state water-bodies management policy 2009 | - Get acquainted with the state open water-bodies management and fisher-folk cards | | VIIIP Cards Chairs and Tables | Khan Faruk |
| Tea Break 11.00 am-11.30 am | | | | | | |
| Day 2 | 11.30 am - 12.00 pm | Discussions on "Who is a Leader?" The status/state of men and women leadership of men and women in the society | - Convey the concept of leadership - State of men and women in leadership | Form groups for discussions and presentations | Discussions and Presentations | Naima Jahan |
| | 12.00 pm - 12.45pm | Find the subject while perceiving feminism (FPAR-APWLD) | Learn about the perception that men have on women and the various hurdles for women in the society | Brief Discussions | Discussions regarding the "Code of Conduct" boards | Fatema Kabir |
| | 12.45 pm - 1.30pm | Evaluation and Assessment of the training session | All participants will share their feelings about the 2 day training sessions | | | Lipi Rahman |
| | | End of Training | Exchange information of the responsibilities that each participants have to undertake after the training | | | Naima Jahan |

Training Module on Women Fisher-folk's Leadership on Water-Bodies

Duration 2 Days • Total Sessions 08



Session - 1

Inauguration of the Training, Presentation of the Objectives, Describe about Badabon Sangho

Session Objectives:

- Participants will be able to gain knowledge regarding Badabon Sangho's activities
- The participants will be made welcome and the official inauguration of the meeting will commence

Methodology Used: Oral Lectures

The formal inauguration of the training will take place. All the participants will receive warm welcome for their attendances. The facilitator will convey information about “Badabon Sangho”; Badabon Sangho is an organisation working for women's rights. The organisation is working to create awareness and providing assistance for women so that would have control over lands and access to state open water-bodies.



Session - 2

Inauguration and Introduction Session, Discussion of the outcomes and models of the Training

Session Objectives:

- The participants will be getting the opportunity to know each other
- The participants will be able to give an explanation of the objectives of the training
- The expectation of participants from the training can be identified
- The rules and regulations and do's and don'ts of the training module can be determined

Methodology Used:

At the opening of the training, the facilitator will welcome all the participants with banquets of flowers. The facilitator will request all the participants to be attentive before commencing the training.

Notes for the Facilitator (s):

1. Prepare "Registration Form" in accordance to the samples, prior to the start of the training
2. Be present at least 1 hour prior to the start of the training
3. Decorate the classroom beautifully and in a way so that participants are able to sit in round tables during the training sessions
4. The objectives of the training should be written in brown papers so that in case electricity goes away, the facilitator is still able to convey the message of the training objectives from the brown paper.

5. Ensure that the training room is clean and hygienic and not a single dirt is lying on the ground.
6. As the participants start to come, it is the duty of the facilitator to welcome them with a smile, ask how they are and politely request them to register for the training session.
7. All participants must participate in the training discussions. The facilitator should ensure everyone's participation and be respectful towards each person's opinions and thoughts.

Methodology/ies:

The participants might not have been introduced to each other before coming to the training. Through this training session, everyone will get the opportunity to introduce oneself and get to know each other like intimate friends. The training session will create such an environment that all the participants will be able to share their innermost feelings and emotions with each other as friends do. At this stage, the facilitator will request all participants to stand in a circle and select a friend from among the participants. Friends will be made to stand beside each other after selection. Friends made in pairs will share their names, Mouza names, committee designations, and information of children with each other. After the completion of this sharing session, the facilitator will call each group in pairs and request each member to share the information of the other member.

Before deliver about objectives of the training session, the facilitator will kindly ask the participants about the reasons of their participation. Then the facilitator is expected to collect all the responses and present the significance of the training before the participants through linking with the concepts and perceptions possessed by the participants. Then the facilitator will present the previously prepared posters and papers containing the objectives of the training before the participants.

Expectation of participants from the Training Course:

The participants should be asked what they want to gain from the training course. Then the participants will be given VIIP cards and markers and instructed to write down on the VIIP cards about their expectations from the training within five (5) minutes. After the completion of the expectations the facilitator will collect all the cards and present it to participants. Upon discussion with the participants, the subject of the expectations will be classified under different topics. If a new issue crops up, the facilitator should accommodate it in the course. In the end, the main issues of the course will be presented and ended with a "Thank You" note on behalf of the facilitator. The VIIP cards will be stuck with glue in brown papers and hung in the walls of the training room so that they attract everyone's attention.



Session Objectives:

- The participants will be able to know their difference between freedom and human rights

Materials: VIIP Card, Marker

Methodology/ies:

The participants will be made to stand in a row in the field/room in such a way that it will seem that they are to perform a running competition. Then each participant will pick a card. Each card will carry a different criteria or profession of women such as- disabled women, women separated from husbands, women who are owners of lands, landless women, business women, female adolescents, homemakers, female teachers, female union chairmen (head of local elected bodies), female labourers, widows and many more.

Then the Facilitator will ask some questions as follows:

- Who can go outside of the house for work at night time?
- Who is able to spend money independently or as per own wishes?
- Who is able to eat one's favourite foods?
- Those of you who earned education as per freedom of choice, kindly step out.
- Those of you who possess a fair complexion, kindly step out!
- Those of you who get priority for their good looks, kindly step out!
- If you receive less importance for being physically ill, kindly step one step behind.
- Who is able to help one's family and relatives in times of dire need?
- Who is able to create assets, or save money in personal bank accounts?
- Who can stand up against humiliation and domestic violence and is not afraid to seek justice?
- Who can establish their own rights forcefully?
- Who can arrange for one's own food ?
- Who can send their children to good schools to gain good education?
- Who can obtain medical services?
- Who can attend feudal mitigations?
- Who can fight against less wages?
- Who do not hear slang or rumours for him/herself?

The facilitator needs to observe the pattern of the participants' answers for a considerable amount of time. Those with most positive answers will put one step forward. Those with negative answers will remain in the same position. It is the facilitator's duty to ensure that everybody is replying properly with utmost attention to details. Then the facilitator will demonstrate before everyone of the fact that not everybody in the same society are able to enjoy the same rights. There are some discriminations and they will always pertain. Then the participants will be asked to convey their own opinions and discussions regarding the subject matter.



Session - 4

My Life, My Realities, My Life Cycle, Mandala Art

Session Objectives:

- All participants are encouraged to get to know each other
- Detail out the realities of participants' in the context of the surroundings and gender
- Present to the participants how gender issues, real life experiences and preferences influences a person's life
- Detail out the same type of experiences commonly shared by participants

Materials: Plate made of large pieces of papers, colour pencils, markers and Mandala Art

Methodology/ies: The participants will be provided details and demonstrations of the Mandala. The participants will be given 5 minutes prior to drawing to think about what they will draw to represent themselves and their lives. Then the participants will draw 2-3 pictures on the paper plate. The reflection to be presented should focus on the lives of women.

Questions to be asked are stated below:

1. Please tell us about your childhood, what you liked and what you used to dream of?
2. Please tell us something about your present like what is your situation now?
3. Have you ever thought that you have been deprived off your rights for being a woman? Please elaborate in details.

After the completion of the drawing, the participants will be asked to present their drawings before each other and share amongst each other. The facilitator will document each and every details of each participant.

The facilitator will end the session by summarising the main theme of that day's session and emphasise on being independent and gather strength within oneself rather than accusing, discriminating or dominating others. We should learn to grow strengths within ourselves and show others the way to be strong and powerful.



Session - 5

Discussion on Gender Equality and the Importance for women access to state open water bodies

Session Objectives:

- What are the different types of discrimination that you faced being a woman?
- Is it necessary for women to own lands?

Methodology Used:

The participants will be divided in pairs through a creative game. The cards will be distributed on the floor and each participant has to select one card and one friend accordingly. One letter is written in one card and another letter is written in another card in order to form a word. The participants have to find the other partner by themselves. Partnership can also be formed through sharing common and complete pictures of the same object. Examples of some complete terms will be deeds-documents, demarcation-ledger, tax-receipt, mutation-record, map-design and many more. Each card will be put in disorder on the floor and each participant is to choose one card and then find a partner who has the card that will complete the terms. Then partners will be made to sit beside each other.

Each pair will be given an exercise that is to write on the discrimination and inequality between men and women in the poster or paper with marker. The facilitator will take a tour and monitor the participants' writings. After the completion of the writing, each pair will be requested to present the writing before everyone. Based on the findings of each writing, the facilitator will speak on the importance of woman's access to land ownership. Participants will be free to ask questions and after the questions and answers sessions, the facilitator will end the session by giving thanks to everyone.

2 or 1 person from among the participants will be asked to discuss on the advantages and disadvantages of women's access to land ownership reflecting on their personal experiences. The facilitator will record each response in a VIIP card. At the end of the discussion, they will be given acknowledgement for their active participation and the facilitator will then read out the points from the VIIP card and ask the participants to relate the disadvantages with their personal lives. Everyone's responses will be taken under consideration. Then the facilitator will present an explanation on the importance of women's access to land ownership.

Assessment Questions to be asked:

- What are the inequalities between men and women?
- What are the hurdles faced by women for not being able to establish their own rights?
- What are the necessities of women rights?
- Do women require access to ownership of land rights?



Session - 6

Introduced to state water-bodies management policy 2009 (Jalmahal Management Policy)

Session Objectives:

- People will be able to know about real fishermen and registration of co-operative societies.
- People will be able to know about the rules and regulations of getting settlement of Jalmahal

Methodology Used:

The following points about 'the real fishermen, the organization of fishermen, and the definition of Jalmahal' will be presented through a projector. This definition has been mentioned in the Public Water body Management Policy 2009 of the Ministry of Land dated June 23, 2009. Then the trainer will continue to explain each point again and again.

- 1) The person who makes a living mainly by fishing and selling fish from natural sources will be considered as a real fisherman.
- 2) If the organization of real fishermen is registered with the Department of Cooperatives or the Department of Social Services at the local level, they can participate in the water body management or lease of local water bodies. However, if there is a member in a society who is not a real fisherman, s/he will not be eligible for getting any public water body settlement. No other person or registered association can apply for the public water body management.
- 3) Jalmahal refers to a water body which is submerged for a certain period of the year or throughout the year known as haor, baor, beel, jheel, pond, doba, lake, dighi, canal, river, sea etc. Such jalmahal may be confined or unconfined. Confined water body will have definite boundaries and unconfined water body will have no definite boundaries.

The trainer will discuss the above subject matters repeatedly in various ways. At the end of the discussion, the trainer will ask the participants questions in the form of quizzes.

- a) Will a person who cultivates fish in a pond or gher of his own or on lease be a real fisherman?
- b) If a co-operative society is formed with real fishermen, will it be eligible to take Jalmahal settlement?
- c) How is the actual fisherman determined?
- d) If they register with the Department of Youth Development, can they apply for Jalmahal settlement?
- e) What kind of registration is required to apply for Jalmahal settlement?
- f) Will the private ponds or gher be considered as water bodies?
- g) What is a confined water body?
- h) What is unconfined water body?
- i) Can a woman be a real fisherman?

If a participant answers incorrectly, the trainer will ask other participant to answer correctly. In this way, the trainer will continue the discussions until they agree on the answer and have the right idea.

- a. The cooperative society has a general list of 21 members. Out of these 21 members, 7 members serve as executive members. They are the designation and number: President-1, Vice-President-1, General Secretary-1, Treasurer-1, Office Secretary-1 and Executive Member-2, a total of 7 people.
- b. The actual Fishermen's Cooperative Society shall submit a list of names of its members (with address) and a list of names of its executive members (with address) to the Upazila Jalmahal Management Committee at the time of application submission in the specified application form.
- c. The Upazila Jalmahal Management Committee will verify locally through searching or survey whether the applicants are real fishermen and whether they live in the area / village / sites adjacent to Jalmahal? After the verification, the Upazila Fisheries Officer will issue a certificate for the consideration of the Jalmahal Management Committee.
- d. After receiving the settlement, no association will be able to sublease or hand over Jalmahal to any other person under any circumstances.
- e. No association can be given more than one Jalmahal settlement.
- f. The Jalmahal lease time period will start from 1st Baishakh and whenever Jalmahal lease is taken in the year, the term of lease will be effective from 1st Baishakh and it will end on 30th Chaitra of the year.
- g. If any condition of the lease agreement is being violated, the specific agency of the government can take necessary action against the lessee.
- h. Natural water flowing anywhere in the settled / leased water body cannot be stopped.
- i. During the irrigation season, irrigation cannot be interrupted from all the jalmahals (rivers, haors, canals, etc.) which have the opportunity to irrigate the land.
- j. The Department of Fisheries, in collaboration with the district administration, takes necessary steps to stop fishing in the open water for the interest of protecting the fishery resources for a certain period of time.
- k. The District Jalmahal Management Committee / Upazila Jalmahal Management Committee will take necessary steps so that they can control unregulated fishing in the open water and 'mother' fish is not killed.
- l. Only real fishermen can catch fish with the license taken from Deputy Commissioner or Upazila Executive Officer. The actual fishermen will collect the license with the prescribed rate as a token fees.



Session - 7

Who is a leader? Status of men and women leaders in the society

Session Objectives:

- The participants will be able to define leadership
- Understand the causes of the failures of women leadership
- Define the good outcomes of successful leadership

Methodology Used:

Expression of perceptions, discussion in small groups and sharing of experiences . The participants will be asked to define a leader. They will be requested to express their own perceptions of leadership. Their responses will be noted down on the board and then the facilitator will provide the accurate answers of leadership taking into account the participants' responses.

The participants will be divided into groups. All groups will be requested to write about the significance of women leadership in the given posters or papers with markers. After everyone has completed writing, they will be requested to present it. After the completion of all presentations, the facilitator will discuss about the importance of leadership and its outcomes based on the available information. Then the facilitator will conduct a question/ answer session in order to eliminate any confusion that one may have. Then everyone should be given warm thanks for attending the session.

The women will be asked to describe in details about the different hurdles they have to confront with male family members and also the other men from the society once they decide to take on the leadership roles. It will be followed by group discussions and presentations.

Evaluation Questions:

1. Is there a need for women to be leader?
2. What qualities does a woman need in order to take up leadership roles?
3. What will a society gain from women leadership?



Session - 8

Exploring a the idea of feminism within woman's perspective (FPAR-APWLD)

Session Objectives:

- Think about the wellbeing of other women, being a woman
- Think about a phenomena from the perspectives of a woman
- Think innovative within the context of patriarchy

Influence in one's life:

The rules and regulations of FPAR should be noted down in VIIP cards prior to the start of Session-08. Then the participants will be given one card. The participants will not be allowed to see the card until and unless instructed by the facilitator. Then the participants will be told to say in unison the below mentioned case study.

Methodology/ies: Review of Case Study:

Asma has one sister. Both of them are married. Asma's husband always asks her to claim her share of her father's property. He will sell the property in order to send his son abroad. Asma is embarrassed by the idea. She thinks that if she does this then what will people say about her? Asma told her husband that she cannot claim her property from her father but her husband forcefully sent her to her father. Asma's brothers were very disheartened to learn that Asma is claiming her share of property. Asma would not go if she wasn't given her share. Her brothers called the Village Chief and other superiors of the village for the mitigation of the matter. Asma's elder brother told Asma and her sister to take up 1 bighat of the property and pass the rest to their brothers before all the superiors and the Chief of the village. He also said that when the sisters will visit his house, he will take very good care of them and also that he wants to maintain a cordial relationship with all his siblings. Asma agreed to this proposal as she had no other options available. Moreover, her brother also said that if Asma wants to sell her share of property she should sell it to him. When Asma wanted to sell her property after a few days, her elder brother said that the market rate of her share of property is 3 lacs taka but being his own sister she should take less than the market rate. Asma desperately needed the money and therefore agreed to sell it to her brother for 2 lacs taka although the perfect price was 3 lacs taka in accordance to the market rate.

After the completion of review of the case study, the participants will be provided with a flip sheet and marker. Then the participants will be asked to think about the FPAR rules and regulations written in the VIIP cards.

- 1) It is very important to change the patriarchy mindset
- 2) We will emphasis on women's opinion
- 3) Thoughts should be given on the wellbeing of other rural women
- 4) Everyone should mingle with and think about the prosperity of other women from different races or religion
- 5) Empower other women as well.
- 6) Women should be united and made to work in unison.
- 7) All women should be capacitated.
- 8) Women should be allowed to think on their own and possess individual opinions. Work together (all women) on women safety and care

The participants will write their own opinions in their respective cards. After finishing writing, they will be asked to read what they wrote aloud. After one woman finishes reading, then the facilitator will ask the following questions:

- Being a woman, are you able to identify another woman's mistake?
- Where did men go wrong in the case study?
- If women were empowered, what could they have done in this case?

After everyone finishes reviewing the questions, the facilitator will hang the cards on the board and say that after the training, we will keep these 9 factors into consideration.

Then the facilitator will say about the objective of the FPAR action research and the essence of Asia Pacific Forum on Women, Law and Development (APWLD).



Concluding Session

Evaluation of the Training

Methodology Used:

The facilitator will draw pictures of the sun, cloud and storm.

At the end of the session, the participants will be asked how the session was and how much they understood. An evaluation of their understanding will be conducted by the facilitator. The facilitator will draw pictures of the sun, the cloud and the storm and hang it in the board. The participants will be asked to write in sticky notes about their favourite sessions and what they understood best and hang it under the sun on the board. Regarding the session where they understood less, the sticky note will be hung under the cloud and the session where they did not understand anything at all, the sticky note will be hung under the storm

Everyone will be encouraged and assisted to write about 2/3 issues. The facilitator will discuss about the sessions in brief before commencing training the next day.

Finally, the facilitator will thank everyone present in the session and end the training with a concluding speech.



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