LEARNING FOR #CHANGE @PRIA

Half-yearly Planning and Review Meeting

#PRIALearningWeek

Place PRIA Head Office, New Delhi

Date October 4-8, 2016
#PRIALearningWeek

When we at PRIA talk about participation and democracy, values at the core of our organisational credo, we are seeking models for meaningful change. For us, change is a function of self-belief: learning how to collectively identify problems and find solutions, knowing that the bridge between marginalisation and equity can be built through organising and group action. In organisational practice, this translates into sharing knowledge and building skills in communities and institutions and, equally importantly, among ourselves as agents of change. As facilitators, we consistently strive to locate our shortcomings in knowledge and skills, and address them through learning and training, thereby building organisational capacity for change.

It is precisely this spirit, the spirit of “Learning for Change”, that underpins #PRIALearningWeek, our Half-Yearly Planning and Review Meetings attended by the entire PRIA team of ~70 (senior management, programme staff, consultants and support staff). We successfully concluded our most recent Learning Week at the PRIA head office between 4 and 8 October 2016 – five days of building knowledge, learning new skills and having fun while learning!

The purpose, as always, was to look back at and analyse what we had done, and build foundations for what we need to do. We learnt through:

- troubleshooting and skill-building sessions on social media, Microsoft Excel for data analysis and effective presentation and writing
- seminars with outside experts on our thematic areas of work, namely WASH, inclusive urban services and the safety, security and dignity of women and girls
- intensive deliverable-oriented, team discussions

This time around, there was something more on the agenda: on February 6, 2017, PRIA completes 35 years as an organisation. Therefore, we also discussed the all-important matter of how we will commemorate three-and-a-half decades of work in institutional strengthening, community mobilisation, local government accountability and multi-sectoral engagement to ‘make democracy work for all.’

Learning in the thematic sessions, applied to the specifics of our field sites, helped us outline changed ways of working to increase impact.

In Water and Sanitation initiatives, we need to:

- increase our engagement with local stakeholders
- include more civil society organisations that could facilitate broadcasting of information (e.g., community radio stations)
- focus on capacity-building for community-based participatory research

In inclusive urban services, we would like to:

- set up measurable indicators to assess city performance
• collect disaggregated data from field locations
• establish partnerships with implementing agencies
• build information on the government programmes specific to the three cities where the Engaged Citizens, Responsive Cities project is currently being undertaken
• make an effort to understand the local context and power dynamics in these cities

In ensuring safety and dignity for women and girls, we need to:

• build capacities on gender through gender orientation and sensitivity training
• build partnerships with women counselling centres, SHGs, and universities
• have the PRIA gender team visit each field location to suggest more and effective ways of gauging, negotiating and encouraging women’s participation

We learnt new ways of thinking, new ways of acting and new skills. We need to use this new knowledge in our work. Encouraging all of us to “try something new,” Rajesh Tandon, President, PRIA, reminded us that while there is risk in this, “only when we put our knowledge into action, repeatedly, do we gain confidence in our learnings.”

#PRIALearning Week concluded with our commitment to learning by embracing one change individually in our practice and ways of working. And when others notice our changed behaviour, we have truly embedded our learning for change.

![Image of a meeting with people engaged in discussion]

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PARTICIPATORY LUNCH AND PRIA@35 DISCUSSION

Linking theory and praxis is a significant aspect of participatory research, because the primary objective is to use the knowledge drawn from the experiences of communities for change. Almost by way of illustrating this link, Learning Week was kicked off on Tuesday, October 4, with the flagship participatory lunch. Through this event, the PRIA community celebrates coming together from all over the country by preparing a community meal.

What ensued was a display of furious energy, coordination and mock rivalries as teams in charge of unconventional projects (fruit chaat, aloo chaat, pav bhaaji, and phirnee, not your run-of-the-mill development sector duties) worked against the clock to put a flavourful potpourri of munchies on the table by 1 pm. Adding to the beehive-like atmosphere were members of the games and entertainment teams, who juggled multiple responsibilities to ensure that the pre-lunch momentum was carried forward with competitive events (one involved bouncing crazy balls into plastic cups) and a gender-bending Ramleela. All in all, it was a rousing demonstration of how efficient parts working together can contribute to a contented whole.

Well-fed and entertained, we gathered in our newly-refurbished conference room. Putting the week-long event in context, Dr Rajesh Tandon gently reminded us to channel the talent and energy he had witnessed in preparing for the participatory lunch into the learning sessions and discussions over the next 4 days. He brought the day to a close by presenting ideas for PRIA’s public engagement in its 35th anniversary year. The ideas included:

- flash mobs at monuments
- democracy-themed youth events, such as
  - debates
  - street theatre competitions
  - fashion shows
  - stand-up comedy
  - a documentary-type video on how the country’s youth envisions democracy, as part of an overarching campaign (e.g., ‘Democracy is…’ vs ‘Democracy isn’t’)
- roundtables with stakeholders
- one, or more, public events on campuses and other open air venues
- analytical documents to communicate our work to a younger audience
- communicating impacts of our work over 35 years

This would not only serve to raise greater awareness about what, how and why we do what we do but also to use it as an opportunity to initiate youth engagement campaigns and get people (particularly the young and women) talking, thinking and performing about democracy and participation.

This introduction to ideas was followed up on Day 4 with a detailed discussion in groups on planning to implement these ideas -- topics for the round tables, the street/Rahagiri events, and specific ways to engage the youth on democracy were presented. PRIA@35 will be a series of events over the next 12 to 15 months, with support from our partners and well-wishers.
THEMATIC SESSIONS

PRIA’s main areas of intervention in recent times have been WASH (Water, Sanitation and Hygiene), inclusive urban planning and governance, and ensuring safety of women and girls by ending violence against women and girls in homes and professional/public spaces. To build knowledge on the wider national context in these three areas, recognised experts were invited to share their perspectives.

WASH

In the first expert seminar of the week (on Day 2), Sujoy Mojumdar from UNICEF focused his talk on the mechanisms, shortcomings and changing international and national context of WASH. In conclusion, he provided a few clear avenues for intervention in the field which PRIA could pursue.

Mr Mojumdar centred his talk on the flagship Swatch Bharat Mission (SBM) programme of the current national government. Statistics show that work has been going on, but it is not sufficient for various reasons. According to the presentation made by Mr Mojumdar, in the two years since the launch of SBM, 2.5 crore out of 11 crore households without toilets have been provided toilets, 1 lakh out of 6 lakh villages have been declared ODF, and Rs 15,000 crore of the Rs 1,40,000 crore required has been released by the government.

“We need 80,000 toilets to be constructed a day. Currently, we are constructing 45,000. It is hugely unlikely that the objective of ‘making India open-defecation free (ODF)’ by 2019 will be met at this rate,” Mr Mojumdar pointed out.

Prior to SBM, there was no clarity on capacity-building in sanitation efforts. The SBM has provided some clarity on this front by assigning responsibility to the collectors/zila parishad CEOs. As part of the capacity-building strategy, SBM emphasises the following components:
The focus is on accountability and outreach. However, it is becoming increasingly clear that there are other crucial weak links that need to be looked at, specifically in the context of participatory approaches and monitoring. A key takeaway has been the modification in how we define the phrase/goal ‘open defecation free’. While it was initially assumed that the construction of toilet facilities was a sufficient ODF indicator, the government’s experience has led it to revise its guidelines to include more comprehensive indicators:

A. No visible faeces found in the environment/village;
B. Every household as well as public/community institution using safe technology options for disposal of faeces.

In line with this realisation, the government has spoken of the importance of influencing patterns of community behaviour rather than only putting toilets in place, because they remain unused unless people believe it is in their interest to use them. However, “the policy focus remains on construction and this is a problem,” said Mr Mojumdar.

State-wise differences in progress must be noted, as sanitation is constitutionally a State subject and the Centre has given states the freedom to choose their own approaches, technologies and incentivisation models. Thus, Sikkim has been declared ODF, and Arunachal Pradesh, Uttarakhand, Kerala, West Bengal, Rajasthan and Gujarat have posted particularly good numbers. West Bengal is the only one with a commensurate record of involving SHGs/contractors in the process. Orissa and Assam are also doing well, but over 60% of those provided incentives in Orissa belong to the APL category. Meanwhile, the
Government of India has declared that it will not extend incentives to household toilets built after 2013 – rather, these households are expected to be inspired to take up the initiative on their own.

There have been a few innovations in monitoring, like the establishment of the Rapid Action and Learning Unit (RALU) by the Andhra Pradesh state government (in partnership with PRIA). The objective of RALU is to document the good and bad practices and scale-up the good practices. However, it is far from perfect and needs to be strengthened through the publication of household data in the public domain, third-party monitoring by NSSO, etc. The concept of social audit was also intended to facilitate better monitoring, but has not taken root effectively in any state.

Access to water is of course an integral part of sanitary needs. By some metrics, it can be said that India has already achieved universal access to water. An example of this is the statistic that only 8% of rural India lacks access to 40 litres/capita/day. However, as Mr Mojumdar observed, this is a measure of supply and not access per se. More rigorous standards and ways of assessing developments on the WASH front are reflected at the international level in the Sustainable Development Goals (SDGs) for 2030, according to which access to safe drinking water entails “a population using improved drinking water services as per the following conditions”:

- Located on premises (accessibility)
- Available when needed (availability)
- Free of faecal and chemical contamination (quality)

SDGs related to sanitation emphasise special attention to women and girls for access to sanitation, safe treatment of waste in-situ, and safe removal and treatment off-site.

It goes without saying that engaging communities to understand from their own perspective what prevents them from using facilities that have been provided, and to put in place the knowledge, conscientisation and monitoring systems necessary to bridge the behavioural gap requires decentralisation and participation. This is a role tailor-made for an organisation with PRIA’s methodological roots and
practical experience. “You should be asking yourself, ‘How can we hit at scale?’” said Mr Mojumdar. He explained how PRIA’s work in the field can dovetail with preparing Open Defecation Elimination Plan (ODEP), which adopts a district wide approach. We should advocate with the district collector, and use his agency to prepare a perspective vision throughout the district, which must include:

- a time plan
- an HR plan
- a communication plan
- a capacity building plan
- an implementation/supply/logistics plan
- an M&E plan

PRIA has prepared Water Safety Plans at the village level for GPs in Jharkhand and Chhattisgarh. “There are 1 lakh villages which have been declared ODF. They have already received 14th Finance Commission money. Advocate for the preparation of community-based Water Safety Plans in all these villages,” he concluded.

A group discussion on how PRIA could step up its involvement followed. A general consensus emerged that increased engagement with local stakeholders, including more civil society organisations that could facilitate broadcasting of information (e.g., community radio stations), and an impetus on capacity-building for more community-based research were aspects of our work that could be strengthened.

INCLUSIVE URBAN SERVICES
On Day 3, we watched a presentation by Ms Ireena Vittal from the Urban Dialogues (July 2015) series of talks organised by National Institute of Urban Affairs (NIUA). It was relevant and illuminating as it stressed the need for organisational changes in India’s urban governance models to deal with the ever-growing scale and momentum of urbanisation.
The premise for Ms Vittal’s talk is the inescapable fact that “by 2030, 60% of Indians will be living and 70% working in cities and 69% of the country’s GDP will come from these cities. Already, the GDPs of cities like New Delhi, Mumbai and Kolkata are comparable to the GDPs of nations like New Zealand and Malaysia. Urban India is growing at a rate of one Chicago a year, with 68 Indian cities having populations in excess of 1 million.” An intensive and extensive look at our organisational capacity is necessitated by a very real doubt: can our urban governments, structured as they are, ensure service delivery under this kind of pressure?

With 24% people living in slums, only 30% of sewage being treated, and the huge gap between the demand and supply chain, Indian cities are struggling. Our cities are not even able to provide for natural population growth. The lack of reliable agencies as service providers and sheer absence of human resources in government-led departments are making the situation worse. Taking examples from the decay-and-renewal cycles in other world cities, she explained the need for “a new urban model that includes capital investment, capacity-building of governance systems, and a metropolitan municipal structure with long-term ownership of the city by accountable and transparent elected members.”

Ms Vittal focused on three interconnected areas: revitalising the city core, actively shaping the growth pattern (rather than following one that is ad hoc) and making cities viable (rather than inevitable). Evidence from Tier 1 cities shows that they are proving unable to maintain their high GDP levels because of factors like lack of suburban access to the city core and rising living costs. Urban development patterns that emphasise irrational expansions and reclamations to the exclusion of core renewal, strengthening of municipal bodies and streamlined service delivery systems must not be replicated in Tier 2 and Tier 3 cities or their growth will be equally lopsided. Integrated and collaborative planning is of the essence. In this connection, Ms Vittal emphasised “the importance of thinking through the future from today in terms of sectors and economic policies, creating affordable housing solutions with a rental market, and the implications of this growth on sustainability and climate change.” At a certain level, this involves factoring in that the rich and poor coexist in cities and “elite capture” hinders the equitable distribution and usage of city services.

Overall, the evidence seemed to suggest an inability to build workable and effective city systems; even the JNURM focused on water and sewage projects instead of an overall urban renewal for which it was
meant. “And now there are new schemes in play such as AMRUT and 100 Smart Cities, but are we learning? Will we find an institutional framework to run our cities?”

India’s opposition to the inclusion of the ‘Right to the City’ in the draft New Urban Agenda this year does not provide any optimism, but PRIA was able to provide a slight counterweight to these narratives. Stories of change were shared from all the three ECRC cities in which we are currently working: a hand pump was installed in a slum in Ajmer, drains were built in Muzaffarpur, and in Jhansi a slum applied to the Nagar Nigam for identity cards, which its residents did not have.

In light of the problems raised in the Urban Dialogues presentation and our success stories, groups introspected about various challenges and opportunities in the urban sphere. There is a need to set up measurable indicators to assess city performances and collect disaggregated data, establish partnerships with the implementing agencies and look into the government programmes being implemented in all three cities. These would be buttressed by making an effort to understand the local context and power dynamics. Engagement of such a nature will allow us to influence decisions starting at the bottom in urban areas.

SAFETY, SECURITY AND DIGNITY OF WOMEN AND GIRLS
Surjit S. Bhalla's talk on gender (Day 4) was particularly interesting because of the way it divided opinions. He argued that macro-indicators like women’s earnings, fertility rates, and sex ratio have shown positive signs over long-term periods because of one primary correlative: the spread of female education. He described this as a “massive revolution”, particularly because it represents a pattern of improvement
in the conditions of women that has already played out in countries like the USA and China. Women around the world were barred from education and this held them back. In slow stages, the outlook that only boys deserved to be educated changed, and with it came changes in patterns of employment as well. Taking the American example, he spoke of how, when women were initially ‘allowed’ into the workforce, they by and large took up jobs as secretaries and nurses. But with the social movements of the 1960s, access to equal opportunities of education and earning one’s livelihood became a generational byword and things began to change, first in the US and then globally.

In India, the neglect of the girl child not only caused educational backwardness but also an alarmingly low sex ratio (943 girls per 1000 boys) and a higher mortality rate for girls than for boys (unlike in other countries). However, long-term data shows that certain factors are contributing to wholesale changes. In 1983, urban women in the age group of 15-24 were earning only 70% of their male counterparts; research shows that they were also only educated up to 70% of the average male level. NSSO data from 2009-2011, on the contrary, shows that women of the same bracket are at the same levels of education and have correspondingly seen greater labour force participation and a 3% increase in wages. Education has also led to a decrease in crimes against women. This is denied on the basis of actual NCRB statistics, which do not support the conclusion, but one must not forget that reporting has increased manifold.

When asked about the fact that, despite these indicators, the real experiences of women in India did not make for empowered women, Mr Bhalla argued that the experiences of other countries suggested that these changes were generational and decadal. Going by India’s progress, “ground-level improvements will be seen in the next 20 years.” Most interestingly, he linked these changes to the emergence of the middle class (especially since 1991) as a bastion of support for progressive causes in a country held back by corruption on the one hand and poverty on the other.

Some may have disagreed about whether inferences relevant for social action can be based on such macro-level studies, but as Dr Tandon reminded us, the point was not whether we agreed or disagreed with the data and its interpretation, but to learn what could we broadly learn from Mr Bhalla’s presentation?

- Delta, or rate of change, is all-important for development.
• Education can be directly linked to proven, foreseeable socio-cultural positives, especially from the perspective of gender.
• The middle class are the convinced, mass-scale consumers of education and the ideological bedrock of civil society and the legal-democratic process. This, in effect, makes them deserving of attention, engagement and mobilisational assistance by CSOs. The time has come for CSOs to bring the middle class under the purview of their actions and plans in a big, meaningful way.

At a certain level PRIA must agree with this, because as we learned from the presentation on the safety and security of women made by the PRIA gender team, our institutional position is simple: every social issue needs to be viewed through the lens of gender to understand its real implications and impact.

Group discussion about how to embed this in our various actions and projects led to several plausible and effective methods. Suggestions included capacity-building through gender orientation and sensitivity training, and partnerships with women counselling centres, SHGs, and universities. Equally noteworthy, however, is the suggestion that the PRIA gender team visit each of our field areas to suggest more and effective ways of gauging, negotiating and encouraging women’s participation.
Participatory Research In Asia

SKILL-BUILDING SESSIONS

SOCIAL MEDIA
On the broad topic of ‘engaging communities’, we find ourselves confronting a radically altered landscape today, a landscape dominated by the social media phenomenon. This behemoth is a vehicle for communication unlike any before it, in terms of reach, cost effectiveness, immediacy/real-time information sharing, and the explosion in forms of content through which the sharing takes place. Today, all sorts of things, from diplomatic dialogues and news to social campaigns, calls to action, personal opinions and photos of meals, are shared with the world on Twitter, Facebook, Instagram, etc, and deliberated or propagated through a bewildering array of content innovations, like hashtags, memes, GIFs, listicles, and story maps, to name just a few.

No organisation that is invested in building and sharing knowledge can afford to ignore this expanding universe. The social media seminar in the afternoon of Day 1 was a step towards equipping PRIA programme staff to engage with social media platforms in our efforts to raise awareness and share knowledge. The focus of skill building was on Twitter, a platform more popular outside but less popular within PRIA. All the basic functions and their implications were covered (Twitter handle, follow, retweet, quote tweet, direct reply, hashtag, trends, character limits, linking with Facebook, live videos, polls, and impressions), with participants in the seminar testing their new knowledge by tweeting right away about their learnings from the WASH seminar held earlier that day.

While enthusiasm for the possibilities offered by the medium was palpable, it is equally important that the momentum be sustained. The long-term aim is to develop an institutional social media-savvy culture in PRIA, wherein photos, success stories, stories of change, our activities and interesting moments from the field, are shared with the general public as well as targeted, relevant stakeholders. This will be part of a larger process of civil society engagement that can lead to the opening up of online forums for discussions and awareness; in other words, alternative models of democratic participation.
EFFECTIVE WRITING AND PRESENTATION
An organisation that believes in what it is doing must be able to call upon a comprehensively documented record of its activities for planning and communicating its experiences for external stakeholders to understand the impacts of our work.

There are two parts to achieving this: writing effectively and effective verbal presentation. Learning to write effectively began even before the Learning Week kicked off. Programme staff were asked to send in 400-word write-ups (in either English or Hindi) on any one particular experience that had been exciting for them in the course of their project work.

After the social media learning session, we learnt the principles of effective communication through a simulated sales pitch for a book. We were asked to react to the presentation as book buyers, and evaluate it on three criteria:

- Choice of words (importance – 7%)
- Facial expressions (importance – 55%)
- Tone of voice (importance – 38%)

When combined, these three criteria provide the basis for an effective presentation. Of course content is important too, and we learnt two other guidelines:

- Our content must make an emotional connection with the audience
- It must spell out the payoff: “what’s in it for me”, every audience member wants to know

In other words, knowing one’s audience is prime!

Our work was not over for the day. We were asked to think about how we were going to effectively present our piece of writing next day, including a title and the audience for which the piece has been written.

The next day, we found out the principles of effective presentation extend to writing as well. We searched for the key elements of any piece of writing through a word jumble game. “Topic”, “title”, “photo”, were some of the words we found in that jumble.
Many of us are scared to write. “I don’t know how to write!” is a barrier that we must overcome first, on our journey to becoming effective writers. Some principles that can help us include:

- Titles have to be catchy and relevant to the topic
- Organisation of content, into introduction (personal angle), body (the actual event), and conclusion (learnings) is indispensable
- Brevity is helpful; if word limits are set, they are set for a reason and it is best to observe them

After the presentation on effective writing, we received written feedback on our writing pieces, and to put our learning to practice, we spent the next one and a half hours reflecting on how we were going to rewrite our pieces. Then, keeping the principles of effective presentations in mind, we made presentations of our write-ups. The process of learning involved videographing our presentations, with instant playback and group feedback on our topic and presentation.

Our learning continues. We rewrote our pieces by the end of the last day. We are now focused and determined to use our newly-learned skills in documenting our fieldwork and other events.

Keeping in mind the premium on “learning”, the documentation process for the week was designed to allow PRIA staff to put into practice the learnings on social media and effective presentation skills.

Learning Week participants were divided into ‘recap teams’ that were given the opportunity to present in both English and Hindi a succinct, engaging recap of the session(s) assigned to them. This doubled up as an opportunity to learn, from one’s own presentation and the presentations of others in a feedback loop. The idea was to get programme staff thinking about how it can communicate information imaginatively and effectively and what kinds of practices would translate to more effective information delivery.

Each day began with a recap of the previous day’s sessions.
The first recap team took centre-stage on the morning of Day 2. They kept things simple with headlines and brief descriptions of the previous day’s events.

The effects of the learnings began to show on Day 3, with the recap team that covered the session on social media doing so in the form of tweets. They presented screenshots of their tweets. They also played a video of a participant’s reactions to the previous day’s sessions. This was an innovative way of showcasing learnings through action/practice and served as a precursor to the session on effective presentation and writing.

Day 4 began with two very creative recap presentations that once again highlighted how PRIA was learning by doing. The group covering effective presentation dramatised their recap as a dialogue between Akbar and Birbal, while the other group (presenting the urban services thematic session) went for an attractively designed news bulletin-cum-report approach along with three tweets. Both broke from convention and made use of humour, showing an understanding of their audiences and a willingness to go that extra length to get the point across.

The recap on the last day was again innovative. The team literally wore “a gender lens” (on their spectacles) to communicate that we need to look at all our work through a gendered lens.
On days 2, 4 and 5, training on Microsoft Excel was imparted to selected programme staff, who need to make full use of all functionalities in Excel for analysis of field data.
## ANNEXURE – REVIEW AND PLANNING MEETING PROGRAMME

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<th>Date and Time</th>
<th>Session</th>
<th>Team</th>
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<td><strong>DAY 1: October 04, 2016, Tuesday</strong></td>
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<td>09.00- 04:00</td>
<td>Participatory Lunch</td>
<td>PL coordination team</td>
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<td>04:00- 05:00</td>
<td>PRIA@35- Background and discussion</td>
<td>Dr Rajesh Tandon</td>
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<td><strong>DAY 2: October 05, 2016, Wednesday</strong></td>
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<td>09:00- 09:30</td>
<td>Recap</td>
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<td>9:30- 01:00</td>
<td><strong>WASH</strong></td>
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<td>National priorities, practices and Sustainable Development Goals (SDGs)- External expert (Lecture/ PPT - 09:30-10:00)</td>
<td>Dr Alok Pandey</td>
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<td>External expert-</td>
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<td>Mr Sujoy Mojumdar</td>
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<td></td>
<td>PRIA’s approach and theory of change, lessons and challenges, moving forward (10:30- 01:00)</td>
<td>WASH Specialist, UNICEF India</td>
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<td>Tea Break- 11:15- 11:30</td>
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<td>01:00-02:00</td>
<td>Lunch break</td>
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<td>02:00- 05:30</td>
<td>Communication through Social Media- Theory and Practice</td>
<td>Dr Kaustuv</td>
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<td>05:30- 06:30</td>
<td>Training on EXCEL (for select group)</td>
<td>Sukrit Nagpal</td>
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<td><strong>DAY 3: October 06, 2016, Thursday</strong></td>
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<td>09:00- 09:30</td>
<td>Recap</td>
<td>Dr Rajesh Tandon</td>
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<td>09:30-11:30</td>
<td>Effective presentation</td>
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<td>11:30- 11:45</td>
<td>Tea Break</td>
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<td>11:45- 02:00</td>
<td>Writing blogs, briefs and photo-essays</td>
<td>Dr Rajesh Tandon /Dr Kaustuv/ Sumitria</td>
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<td>02:00-03:00</td>
<td>Lunch break</td>
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<td>03:00- 05:30</td>
<td><strong>Inclusive Urban services</strong></td>
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<td>National priorities, practices, Sustainable Development Goals (SDGs) and New Urban Agenda</td>
<td>Dr Kaustuv and Dr Anshuman</td>
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<td>External expert (Lecture/ PPT - 03:00- 03:30)</td>
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<td>(Q &amp; A- 03:30-04:00)</td>
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<td>PRIA’s approach and theory of change, lessons and challenges, moving forward (04:15- 05:30)</td>
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<td>Tea brake- 04:00- 04:15</td>
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<td>05:30- 06:30</td>
<td>Training on EXCEL (for select group)</td>
<td>Sukrit Nagpal</td>
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### DAY 4: October 07, 2016, Friday

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<th>Activity</th>
<th>Speaker/Moderator</th>
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<tr>
<td>09:00-09:30</td>
<td>Recap</td>
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<td>09:30-01:00</td>
<td><strong>Safety, Security and Dignity of Women and Girls</strong></td>
<td>National priorities, practices and Sustainable Development Goals (SDGs)</td>
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<td>PRIA’s approach and theory of change, lessons and challenges, moving forward</td>
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<td>Tea Break - 11:15- 11:30</td>
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<td>01:00-02:00</td>
<td>Lunch break</td>
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<td>02:00-02:30</td>
<td>Knowledge for change</td>
<td>Dr Rajesh Tandon</td>
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<td>02:30-05:30</td>
<td>PRIA@35- Planning and discussion</td>
<td>RT/ MR/ KKB/ VP</td>
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<tr>
<td>05:30-06:30</td>
<td>Training on EXCEL (for select group)</td>
<td>Moderator- Sukrit Nagpal</td>
</tr>
<tr>
<td>06:30-08:30</td>
<td>Cultural evening followed by dinner</td>
<td>Team lead by Kaustuv Chakraborty - Ruchika, Akhila, Prakash, Kiran, Sonia, Ankur, Mani</td>
</tr>
</tbody>
</table>

### DAY 5: October 08, 2016, Saturday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Speaker/Moderator</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-01:00</td>
<td>Project Planning meetings*</td>
<td>Respective project In charges</td>
</tr>
<tr>
<td>01:00-01:30</td>
<td>Consolidation of learning’s</td>
<td>Dr Rajesh Tandon</td>
</tr>
<tr>
<td>01:30 onwards</td>
<td>Lunch and departures</td>
<td></td>
</tr>
</tbody>
</table>