EQUAL CITIZENS, SAFE CITIES

Community Led Action Program with Police (CLAPP)
for Women's Safety in Public Spaces

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PCVC

International
Foundation for
Crime Prevention
and Victim Care

Content

This Handbook is the result of a PCVC-led initiative between 2015-2017 backed by the US Consulate General in Hyderabad and Chennai and is designed as an action guide to educational institutions and the law enforcement agencies in building and sustaining an effective partnership to address sexual harassment in public spaces. The following groups are likely to find this handbook of relevance:

- Civil Society Organizations working on sexual harassment in public spaces
- Educational institutions
- Law enforcement and special units dedicated to gender-based crimes
- Government agencies and policy makers

Introduction

The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life."

Violence against women is a global issue and whichever part of the world, it occurs with an intensity that devastates the lives of women and girls, their families and communities. This violence is a consequence of the deep seated discriminatory attitudes, mindsets and social norms that works against women in creating a patriarchal system that actively reinforces the suppression of women and the notion that women are lesser than men. Women are subject to many forms of violence and discrimination, both overt and subtle, that they experience at home, in public spaces and at the workplace.

Over the years countries including India have created mechanisms for punishing perpetrators, built civil and criminal remedies to protect women, established police services to protect and assist women victims of violence, train law enforcement agencies and the judiciary to effectively respond to victims and strengthen medical, psychological, social and legal support services for women in situations of violence. Yet the reality is that violence against women continues, challenging law enforcement to consider partnering and collaborating with community members who face the impact of the problem to arrive at innovative practices and solutions.

Recognizing the pressing need to reimagine our understanding of policing in tackling gender based crimes and help curb the "crisis of violence" within our communities, the 'Community Led Action Program with Police (CLAPP) for Women's Safety in Public Spaces' was conceptualized and piloted in Hyderabad City.

This handbook is a compilation of the processes involved in creating community partnerships and implementing a multi-stakeholder program to devise collaborative community understanding and response to sexual harassment in public spaces. The handbook draws on the experience of the International Foundation of Crime Prevention and Victim Care (PCVC) and includes good practices, learnings and challenges in implementing a program such as CLAPP.

About PCVC

The International Foundation for Crime Prevention and Victim Care (PCVC) is a non-profit, registered public charitable trust, based in Chennai, Tamil Nadu. The organization, founded and registered in January 2001, was started as a response to Chennai's noticeable absence of support agencies for women who are survivors of domestic abuse and offers a range of prevention and intervention services including crisis management, legal advocacy, emotional support and other rehabilitative resources.

 PCVC is also involved in the prevention of violence against women through awareness programs and campaigns to challenge attitudes, beliefs and practices that perpetuate violence against women. The Tamil Nadu police have been one of the key stakeholders that PCVC has worked with over the years to ensure a fairer, more equal and less discriminatory and victim blaming process for women affected by

violence who seek recourse from law enforcement. The presence of trained counselors who provide support, offer resources, connect to referral networks and act as a liaison with law enforcement officials has helped in creating a more enabling environment for women to file cases and ask for justice.

This approach of creating and sustaining community partnerships between the police and various civil society groups has proven to be beneficial in addressing issues of violence against women and girls within homes and this is a strategy adopted through CLAPP to address the growing violence that women and girls are exposed to in public spaces, including our streets, public transportation, malls, theatres, institutions etc to name a few.

The CLAPP program is focused on addressing sexual harassment in public spaces in our cities, initiated with support from the US consulate general, Chennai and Hyderabad and implemented in the city of Hyderabad with a team of police personnel and students from and educational Institution. The CLAPP program is unique in its approach of creating diverse stakeholder partnerships to address sexual harassment in public spaces and we hope this handbook informs, educates and inspires collaborative approaches to reducing sexual harassment of women and girls.

Foreword

CThis handbook "Equal Citizens, Safe Cities" is one of the key outcomes of the "Community Led Action Program with Police" (CLAPP)- a project implemented by the International Foundation for Crime Prevention and Victim Care (PCVC), through funding from the U.S. Consulate General Hyderabad.

Of the several programs that the U.S. Consulate General Hyderabad supports, combating gender-based violence is right at the top. The CLAPP project, underlined the importance of community participation in combating gender-based violence. The project brought together a group of students from St. Mary's College and members of Telangana Police's SHE Teams, who worked together to break stereotypes on gender and violence against women. The synergy between students and police helped forge a strong partnership to find solutions to a problem that affects the society we all live in.

I am quite impressed with the handbook which explains the detailed process of the whole project. I truly believe this book will serve as a great resource and guide to other NGOs, educational institutions and the law enforcement agencies in building and sustaining an effective partnership to address sexual harassment in public places. I congratulate and thank everyone who were involved in this project.

Gabriel Hons Olivier
Public Affairs Officer
U.S. Consul General, Hyderabad

Acknowledgement

We have to work with communities to change harmful social norms and attitudes, and

The Fundamentals

Sexual Harassment in Public Spaces

Sexual harassment is a human rights issue as it limits women and girls' ability to be in public spaces. It reduces their free participation in school, work and public life, limits their access to essential services and enjoyment of cultural and recreational opportunities and negatively impacts their health and well-being.

While a lot of attention is now being paid to violence against women within homes and at workplaces, violence against women and girls and other gender minorities in public spaces is a neglected issue and the involvement of law enforcement agencies and policy makers in this sphere is very limited.

In the recent past, there have been many International as well as South Asian organizations and initiatives like Hollaback!, Stop Street Harassment, Jagori, Breakthrough, Why Loiter, Girls at Dhabas amongst others who are actively working on the issue of sexual harassment in public spaces and have provided space for women to share their stories of harassment, share their stories of occupying public space for work, leisure and simply being, take community action, connect to support networks and create resources. Countless other grassroots organizations work with various stakeholders including the police, transport departments, youth groups, local businesses, schools and colleges to address this issue.

Indian Context

The unrelenting violence and sexual harassment that women and girls are subjected to in our streets and public spaces is a daily occurrence that is often dismissed as a nuisance. In India, it goes by the misleading moniker of 'eve teasing', a term that manages to trivialize the seriousness of the issue while simultaneously minimizing the impact it has on the health, well-being, safety and mobility of all women, not to mention the restrictions it places on their access to resources and opportunities.

Gender based violence against women and girls in both public and private spaces, is a manifestation of deep seated attitudes and mindsets that are reinforced in the minds of both men and women, right from the time they are born. This allows for the creation of a different set of rules for women that are inherently unequal and perpetuates cultural practices and norms that implicitly or explicitly condone violence and inequality.

The UN Women Global Safe Cities Initiative in a baseline study conducted in 2012 in Delhi revealed that 92% of women experienced some form of sexual violence in public spaces in their lifetime, and 88% experienced some form of visual and verbal sexual harassment (unwelcome comments of a sexual nature, whistling, leering or making obscene gestures) in their lifetime.

A TOI countrywide Online Survey the same year stated,
• 7 out of every 10 girls faced sexual harassment on streets.
• Almost 70% of the women had been subjected to lewd comments or songs from groups of men.
• An overwhelming majority of women (90%) who experience sexual harassment do not register a police complaint because they think it would not serve any purpose, revealing abysmal faith in law enforcement agencies.
• Alarmingly, in over 90% of the incidents people around did not respond to help the women.
• Only 5% of the women said that they made a formal complaint to the police.
• 96% women and men thought that there was an increase in crimes against women.

The ubiquitous nature of sexual harassment in public spaces invisibilizes its impact on women and creates a false sense of complacency that tells women that "these things happen, learn to ignore it" and then goes on to place the onus of their safety on themselves by policing their clothes, their actions, their companions, their location, the time of day and more. In this setting, women pay the price both literally and figuratively to ensure a modicum of safety for themselves as they navigate public spaces for work, for daily living and for pleasure.

Sexual harassment in public spaces is often an extension of violence in private domains. Online trolls become real-life stalkers. Fathers, husbands and lovers exercise their sense of ownership on women through violence in public spaces. Rejected suitors believe that they are entitled to take space in the lives of women and consent plays no part in it as evidenced by the rising number of violent public attacks on women who say no. That the bodily integrity of women and girls is on attack in public spaces should be a matter of legislation, policy and education.

Legal Scenario in India

India currently has no national legislation on sexual harassment in public spaces. However, in Indian legal jurisprudence, there has been an evolving understanding of crimes of sexual harassment in public spaces and there are many sections of the Indian Penal Code that have been passed and amended to reflect this. Currently, the following sections address the sexual harassment of women in public spaces:

- Section 354 of the IPC deals with assault or using criminal force on a woman with "intent to outrage her modesty" with a minimum imprisonment of a year and maximum of up to 5 years and a fine.
- Section 509 of the IPC criminalizes any word, gesture or act that "insults the modesty of a woman" with up to 3 years and a minimum of 1 year of imprisonment and a fine.
- Section 294 of IPC punishes any obscene acts or singing/uttering of obscene songs in public spaces with imprisonment up to 3 months or a fine or both.
- The Criminal Law (Amendment) Act of 2013 under Section 354A addresses sexual harassment including physical contact, unwelcome, explicit sexual overtures and demand for sexual favours with imprisonment up to 3 years or a fine or both. Forcing a woman to watch pornography, making "sexually coloured remarks" or any other unwelcome physical, verbal or non-verbal conduct of a sexual nature can be subject to one year imprisonment, a fine or both.
- Section 354B provides for imprisonment of not less than 5 years, which can be extended to 10 years with a fine for "assault or use of criminal force against a woman with intent to disrobe" and it is a non-bailable offence.
- Section 354C and 354 D recognise voyeurism and stalking as cognisable crimes. Voyeurism attracts imprisonment of 1 to 3 years with a fine for a first conviction and 3 to 7 years for second or subsequent conviction. Stalking is a non-bailable offence that has a minimum imprisonment of a year and which can be extended up to 5 years with fine.

Tamil Nadu is the only State in India with specific legislation against sexual harassment in public spaces. The Tamil Nadu Prohibition of Eve Teasing Act of 1998 was enacted after the death of a young student, Sarika Shah due to injuries sustained because of sexual harassment outside of her college. The law was amended in 2002 and The Tamil Nadu Prohibition of Harassment of Women Act provides for life imprisonment for deaths caused due to harassment and a fine of at least Rs.50,000. Those convicted of causing a woman to commit suicide due to harassment can be imprisoned up to 10 years and a fine of not less than Rs.50,000. Anyone who "commits, participates or abets harassment of women" in any place can be imprisoned up to 3 years with a fine of not less than Rs.10,000.

Incidences of sexual harassment are rising despite the existence of such laws and their enforcement. It is important to note here that lawmakers and enforcers belong to the larger society and are socialised under the same unequal norms and attitudes that treat women and men differently. This has a huge impact on the design and implementation of laws to prevent and redress gender based violence against women and girls - the solutions that are designed by the law and order agencies are reactions to individual occurrences rather than a considered prevention and intervention model developed in partnership with the people.

Community Policing

Law enforcement agencies have used the concept of community policing for many years to make policing more responsive to the needs of the community and involve community members in to prevent crime more effectively, address local dispute resolution needs and enforce behavioural norms.

philosophy that promotes organizational strategies which support the systematic use of partnerships and problem solving techniques, to proactively address the immediate condition that give rise to public safety issues such as crime, social disorder and fear of crime
- US Department of Justice, Office of Community Oriented Policing Services

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Community policing is commonly referred to as 'a philosophy (a way of thinking) and a strategy (a way to carry out the philosophy)' that allows the police and community to work together to solve problems of crime and disorder (Saferworld 2006: 1; Ferreira 1996). The philosophy component is explained as the promotion of a problem solving approach to public safety involving partnership with the community; whereas the strategy component refers to practically involving members of the community in public safety (Lanre and Olabisi 2013: 50).

Whatever the definition, a common focus has been a few concepts that speak to the core of community policing – partnership, community consent, accountability, a service orientation and preventative/proactive/responsive/problem-focused approaches to crime (Ferreira 1996).

Community policing or community oriented policing is marked by a move away from traditional practice of reactive policing, to a more proactive, problem-solving approach where the police work in close partnership with the communities they serve.

Over the years community policing has emerged as a popular concept in the United States and many other countries. Police Foundation in the United States conducted a survey in the 90's and found that 85 per cent of police departments reported having adopted community policing or were in the process of doing so (Skogan, 2004). A more recent federal survey, found that in cities with populations over 250,000 with over 90 per cent of police services had full-time, trained community Police Officers in the field (Bureau of Justice Assistance, 2004).

Most importantly community policing acknowledges that police alone cannot be effective in addressing crime. Effective policing cannot be just isolated arrests and other corrective actions. To be successful policing must be a comprehensive approach that includes the community and focuses on root problems of crime and disorder and not just the symptoms and that's exactly what community policing does.

Community Partnerships & Engagement:

The community policing model balances reactive responses to calls for service with proactive-problem

solving centered on the causes of crime and disorder. Community policing requires police and citizens to join together as partners in the course of both identifying and effectively addressing these issues.
(Office of Community Oriented Policing, 2007)

Community policing cannot be implemented without partnerships. It's in partnership with the community and everyone in the community benefits from the partnership. Partnerships help in increasing the amount of information that can be obtained, build on new approaches and avoid duplication, and create public recognition of its efforts.

Developing and maintaining the trust of the community is pivotal to the success of community policing. Engaging community members one on one are the building blocks of partnerships creating a climate of cooperation and shared mission. The community begins to recognise the value of police actions that contribute to order and well-being in a community. Such activities can include working with residents to improve neighborhood conditions, conducting door-to-door visits to residences in order to increase perceptions of personal safety, etc. These types of activities serve to help develop trust between the police and the community. This in turn, allows the police to gain access to important information from the community which can lead to the prevention of crimes, increase support for crime control measures, and provide an avenue through which the police can develop a working relationship with the community (Bureau of Justice Assistance, 1994).

A philosophical and an organizational strategy that promotes a new partnership between the people and their police. It is based on the premise that both the police and the community must work together as equal partners to identify, prioritize and solve contemporary problems such as crime, fear of crime, social and physical disorder and overall neighborhood decay, with the goal of improving the overall quality of life in an area
(Trojanowicz and Bucqueroux, 1998: 6).

Community Policing in India:

There have been many homegrown community policing initiatives in India that are working to maintain peace and law and order in communities as well as work on specific issues ranging from civic awareness to communal violence.

These efforts are becoming more popular as there has been a growing trend within communities to participate in maintaining the peace and a growing recognition by police that traditional policing methods have a limited impact and often foster mistrust and fear of law enforcement leading to reduced reporting of crimes.

For instance, the Friends of Police movement in Tamil Nadu sought to correct the negative image of law enforcement amongst the public by creating transparent systems for exchange of information and joint accountability for ensuring order by enrolling citizens in every area into a joint effort to prevent crimes and increase civic awareness.

Other initiatives such as Parivartan in Delhi, Sahayata in West Bengal, Mohalla Committee Movement Trust in Mumbai and Samarth Yojana in Coimbatore to name a few used community policing methods and building collaborative community networks to form committees in every area that help reduce and prevent communal violence and engage in quick problem solving when issues crop up to prevent them from flaring up.

Whilst community policing has been used to reduce property crimes, burglaries etc and increase efficiency of policing in maintaining general law and order, create better community-police relationships as well as improve relations between diverse groups within a given community, there have been no

known examples of community policing in the case of gender based crimes, whether it is violence against women at home, at the workplace or on the streets. CLAPP, therefore, is a first of its kind in bringing together police and college students to address sexual harassment in public spaces and offers many lessons as well as good practices in this sphere.

Community policing is a popular concept amongst governments, law enforcement agencies and communities, across the globe as a mechanism that focuses on achieving a diverse range of goals – from crime reduction, to more accountable policing, to improved state-society relations, and so on.

Understanding the CLAPP-SARA Model

What different actors involved in community policing aspire to be and achieve are also diverse. The law enforcement often sees it as a strategy to assist in reducing crimes, communities see community policing as a way of holding the police accountable. Understanding the shifting interests of those involved is important in understanding why community policing may play out in certain ways, or why it may achieve different results in different contexts.

How does CLAPP work?

Based on the philosophy of community policing, the goal of the project was to reduce sexual harassment and violence against women in public places and educational institutions through collaborative response and prevention initiatives of police and community (young adults and youth).

The main objectives are:

1. To deepen the understanding and heighten sensitivity of the police to local issues of sexual harassment and violence against women for improved response to incidents.
2. To institutionalize, proactive practices and programs, collaboratively designed by police and community to address sexual harassment and violence against women.
3. To ensure increased participation of young adults and youth in police response to sexual harassment and violence against women.
4. To improve access and control of young adults and youth to response services of police on sexual harassment and violence against women as their right to safety and security.

What does CLAPP Hope to Achieve?

The project combines multiple strategies for a comprehensive community policing approach in partnership with young adults and youth from educational institutions to end sexual harassment and violence against women. This will create an innovative practice within policing to help curb what most would consider a 'crisis of violence' within many communities. It has been recognised that curbing such crimes and increasing feelings of personal safety requires commitment from both the police and the community. This program prepares the ground for the implementation of relevant legislation and work to embed a culture of understanding of sexual harassment and violence against women and girls in Hyderabad. The program improves the quality of life of young adults and not just contain and reduce sexual harassment in public places but also reduces the fear of crime and promotes a true feeling of community safety.

The CLAPP model is a road map for law enforcement agencies to reduce sexual harassment at public places, especially colleges and the surrounding communities by increasing youth-community engagement and strengthening relations between police and youth. The model supports the systematic use of partnerships and problem solving techniques, to proactively address the immediate conditions that give rise to public safety issues for women and increase public confidence in the police. This action research project envisions an enhancement of the quality of life of both men and women life by improving safety and reducing crime. It fits into what the World Bank calls the "community-driven" social development approach to fighting crime and violence.

How to CLAPP?

Problem-oriented policing or problem-oriented partnerships, is a structured approach to addressing specific problems. Research has shown that these approaches have a positive impact on the problems

they target.

The CLAPP Project used a problem-solving approach to address sexual harassment in public spaces. It aimed to rational an evidence- based analysis of the problem and solutions to a community policing context.

The project applied the SARA model to systematically identify and analyze sexual harassment in public spaces, develop specific responses and subsequently assess whether the response has been successful.

Herman Goldstein, who in the 1980's developed problem-oriented policing (POP), argued that traditional policing was too focused on process rather than outcome. The core of the model is a shift from police operating in a reactive, incident driven way (primarily responding to calls for service) to a model that requires the police to be proactive in identifying underlying problems that can be targeted to alleviate crime and disorder at their roots. Routine patrols had little impact on crime and disorder and failed to produce satisfaction amongst the public.

Goldstein argued that the unit of analysis in policing must become the "problem" rather than calls or crime incidents as was the case during that period. POP has had tremendous impact on American policing, and is now one of the most widely implemented policing strategies in the US. Herman's model was further articulated by Eck and Spelman (1987) whose work in Newport News produced the SARA model.

The CLAPP-SARA Model

SARA is an acronym representing four steps. The model was adapted using these steps.

"Scanning" is the first step, and involved the CLAPP team identifying and prioritizing potential problems in and around them that led to violence against women particularly sexual harassment in public spaces.

After potential problems have been identified, the next step is "Analysis." This involved the CLAPP Team to analyse the identified causes and consequences of violence against women, particularly sexual harassment in public spaces, the social context and physical setting, so that appropriate responses can be developed to reduce sexual harassment in public spaces.

The third step, "Response," had the CLAPP Team develop a collaborative range of solutions and develop an action plan to implement interventions with community involvement.

Finally, once the response has been administered, the final step is "Assessment" which involves assessing the impact of the response on the targeted problems. Determining whether broad goals and specific objectives were attained and based on the results identifying any new strategies needed to augment the original plan. Continued assessment is done to test the effectiveness.

CLAPP – Adapting the Key Elements of Problem-Oriented Policing

The project crafted the implementation of SARA model using the key elements of problem-oriented policing for reducing a problem that affects the entire community, sexual harassment in public spaces.

It involved the CLAPP Team, the community and other stakeholders as resources.

- Sexual harassment in public spaces is the basic goal of the SHE Team.
- The problem of sexual harassment in public spaces concerns men and women and causes harm to women and girls and the entire community, not just the police.
- Addressing sexual harassment in public spaces means more than quick fixes: it means dealing with
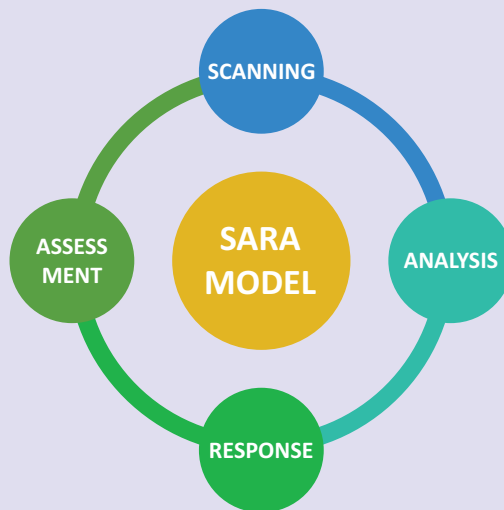
the conditions that create problems.
- The CLAPP Team (Police Officers and students) routinely and systematically analyse sexual harassment in public spaces before the police try to solve them, just as they routinely and systematically investigate crimes before making an arrest.
- The analysis of problems must be thorough even though it may not need to be complicated.
- The problem of sexual harassment in public spaces must be described precisely and accurately and broken down into specific aspects of the problem. Sexual harassment in public spaces is just not it appears to be as 'eve teasing'.
- Sexual harassment in public spaces is be understood in terms of the various interests at stake. Women and girls are affected in different ways by the problem and the CLAPP Team have diverse thoughts about what should be done about the problem.
- The way the problem is being handled must be understood and the limits of effectiveness must be openly acknowledged to come up with a better response.
- Initially, all possible responses to a problem should be considered so as not to cut short potentially effective responses. Suggested responses should follow from what is learned during the analysis.
- The police must pro-actively try to solve problems rather than just react to the harmful consequences of problems.
- The police department must increase Police Officers' freedom to make or participate in important decisions. At the same time, officers must be accountable for their decision-making.
- The effectiveness of new responses must be evaluated so these results can be shared with other Police Officers and so the department can systematically learn what does and does not work.

Building a Collaborative Working Model

Collaboration occurs when agencies and individuals make a commitment to work together and contribute resources to obtain a common, long-term goal. Building and sustaining partnerships is an ongoing process and begins with developing a shared vision and continues with building, implementing and assessing the action plan. All through executing the action plan the partners will seek new expertise, motivators, stakeholders and resources. The collaboration is a wheel with trust as its hub. If any of components become weak or broken, the wheel will not roll and the collaboration will not progress. A continuous assessment of 'what works?' and 'what is not working?' and reassessing the partnership is essential in sustaining the collaboration.

Source: Collaboration Toolkit: How to build, fix and sustain productive partnerships – Rinehart, Laszlo & Briscoe, 2001

Identifying Stakeholders

As the implementer of the CLAPP program, PCVC played the role of assembling the team and identifying the partners. It was important to understand and communicate to potential partners the value of working together as a team to address the problem (sexual harassment in public spaces) and set goals for the team members to identify that:

- There is a significant impact on their institution, individuals and resources due to the stated problem.
- The institution has the capacity, resources and insight to recognise and make an impact on the issue.
- The goal of addressing the problem will be better served by working collaboratively rather than as independent entities.

The two main partners for the project were law enforcement agency and an educational institution. Other collaborations were identified through a systematic process of stakeholder mapping.

Creating the Team

With the support of the US Consulate in Hyderabad and the networks of collaboration they had in place, the two partners were identified and an understanding of working together was arrived at with the SHE Team of the Hyderabad Police and St. Mary's College.

The following process was undertaken to establish a joint team of Police Officers and students who would go through the capacity building journey together and implement the SARA Model in their local communities and institutions.

DONOR - US CONSULATE
- To ensure that we are on the same page on project implementation.
- Utilise donor networks to establish local stakeholder base.
- Align expectations on outcomes at every phase.
- Establish monitoring & evaluation indicators.
- Establish reporting formats.

PARTNER - HYDERABAD POLICE
- To get top management buy-in.
- To build understanding about project outcomes and establish common goals.
- To build ownership and accountability within the system about the project.
- To clearly communicate requirements in terms of people, time and resources.

PARTNER - ST. MARY'S COLLEGE
- To get top management buy-in.
- To build understanding about project outcomes and establish common goals.
- To build ownership and accountability within the system about the project.
- To clearly communicate requirements in terms of people, time and resources.

With the Police:

- A meeting was held with the Commissioner of Police, Hyderabad to explain the scope and intended outcomes of CLAPP. On his recommendation, a meeting was arranged with Ms. Swathi Lakra, Additional Commisioner of Police (ADCP), Crimes & SIT who was also head of the SHE Team, an anti- street sexual harassment task force set up by the Hyderabad police to address crimes against women in public spaces.
- In conversation with her, it was decided that 10 members of the SHE Team, a mix of sub-inspectors and constables, and both male and female officers would be deputed to be part of the CLAPP Team and undergo the process.
- This underataking was given in writing and Ms.Kavitha Rao, Assistant Commissioner of Police (ACP) and co-ordinator of the SHE Team assigned 10 officers within the next week. She would continue as our primary point of contact through the life span of the project and help coordinate all project related activities.

With the College:

- A meeting was held with several liberal arts colleges in Hyderabad city and St. Mary's College was a good fit in terms of their commitment to address sexual harassment within their campus and beyond and allocate resources to develop a system to do so.
- Post the meeting with the Director and Principal of the college, a student interaction was organized through the assigned liasion, Ms.Babita, who was the Communication and Placement Coordinator at St. Mary's College.

- At the student interaction, a presentation about CLAPP and the commitments required as well as a free-wheeling chat on sexual harassment in public spaces and some of the challenges faced by the students were discussed following which a group of 10 students were chosen to be a part of CLAPP.

For a successful and sustainable process in building team, it is essential to have buy-in from top management and see that the sense of ownership trickles down to all levels of the partner organization to ensure that people, time and resources are made available to enable project activities.

Stakeholder Mapping

A comprehensive stakeholder analysis was undertaken in Hyderabad city to identify public and private institutions that have a role to play in preventing and addressing sexual harassment in public spaces. The process helped in identifying whether there were policies and mechanisms in various government departments to address the issue, any gaps that were present, the role of civil society organizations in organizing awareness and prevention drives and explored the possibilities of the CLAPP project collaborating with various stakeholders to create effective community responses in the future.

Stakeholder questionnaires were designed for each potential partner and individual interviews were conducted to explain the CLAPP project and elicit the required information and to discuss partnerships (Refer Appendix 2).

The following stakeholders were reached:

GOVERNMENT
- Hyderabad Corporation (GHMC)
- Transport Department
- Women Welfare and Child Development Department
- University Grants Commission (UGC)

CIVIL SOCIETY
- Youngistaan
- My Choices Asia
- Voice 4 Girls
- Bhumika Women's Collective
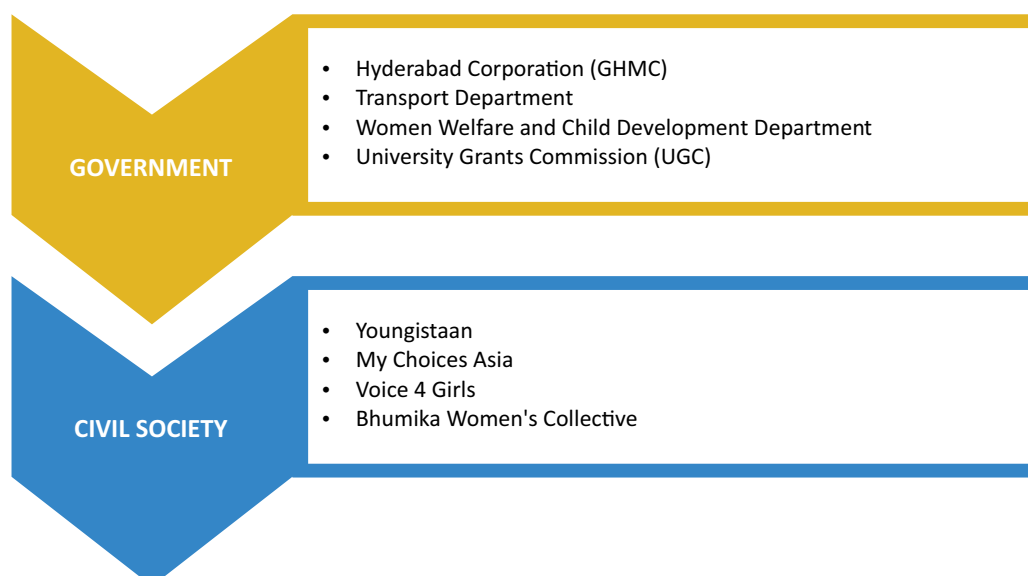
Shared Vision and Common Goals

It is critical for a collaborative effort to begin with a shared vision about the problem being addressed, an understanding of common goals and a mutual commitment to work together towards them.

Institutional Buy-In:

This process of building a shared vision and common goals began with developing a relationship with the main institutional stakeholders and their management, namely, the SHE team and St. Mary's College. In agreeing that law enforcement agency and the education institution were ready and willing to allocate resources (people, time, energy, materials) to develop this shared vision towards addressing a common goal began the first step of a participatory approach.

This was done through a series of meetings individually and together with all stakeholders to arrive at a plan and was cemented by a joint launch of the project, which acted as a public commitment.

Team Engagement:

Purpose: To know each other, beyond just a professional relationship. To build an environment of trusting each other and begin to understand the differences and similarities we share with each other.

The CLAPP team had a diverse group of 10 students and 10 cops and in bringing them together, the initial sessions involved extensive discussions and activities aimed at:

• Providing time for participants to get to know each other (including each other's skills)
• Evaluating if the participants are willing to work as a team
• Developing team norms
• Assigning leadership responsibilities for completing tasks

Introduction:

- Ask each individual to share her/his name and share one thing that she/he is proud of and others in the room do not know about it.

Facilitator's tips

» Do not forget to introduce yourself in the same way.
» If someone wants time to think, give it and come back to her/him later.

Ice breaker:

1. Everyone makes a paper airplane and writes their name and two questions to ask someone else.
2. On cue, everyone throws their airplane around the room, picks up others' airplanes, and keeps throwing them.
3. The leader says stop after one or two minutes.
4. Everyone must have one paper airplane.
5. They must find the owner of the airplane they have and answer the questions on the airplane.
6. Each person then introduces the owner of the airplane they have to the group.

Ground Rules and Workshop Norms:

Purpose of having "ground rules" or "norms" is to provide within a workshop a framework to ensure open, respectful dialogue and maximum participation. There could be several effective ways to create ground rules or norms depending upon the overall time available.

- In that case the best way is to create ground rules, if you have the time, is to allow the participants to generate the entire list.
- Ask them to think about what they, as individuals, need to ensure a safe environment to discuss difficult and controversial issues.
- If the participants are having difficulty coming up with ground rules, or if they do not come up with a particular ground rule you feel is important to the success of your facilitation, try to prompt them toward it.
- To save time you may also have a prepared list of proposed ground rules on a flipchart
  Some of the ground rules could be :

  » Listening: Participants should listen with a desire to learn, and respect each voice in the room;
  » Empathy: Participants should seek to put themselves in the experience of others;
  » Confidentiality: Participants should share their experience with others outside the workshop, but should not attribute names to anything said or done during the workshop;
  » Everyone has the right to pass: Participants at any time can elect not to participate.
  » People may speak in their own language (with translation following): Highlight that this is to honour the richness of languages present in the room, and also to relieve some of the stress for people whose first language is not the primary language used in the workshop.
  » Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
  » Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.

» Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
» The goal of the workshop is not to agree -- it is to gain a deeper understanding.
» Be conscious of body language and nonverbal responses -- they can be as disrespectful as words.

Facilitator's Tips

» Highlight the importance of creating an environment of trust. This workshop is a good way to hold one another accountable to foster safe space.
» There is a subtle question of agreement to be considered in this exercise. Just because someone makes a suggestion and it gets charted does not mean there is full agreement.
» You need to be sensitive to this, and if there are any suggestions that might not be agreeable or fully understood by everyone, you need to ask for suggestions so that the full group comes to consensus.
» It is helpful to post the ground rules somewhere visible during the entire workshop. You or participants can refer back to the list when there is a sense that participants are failing to follow one or more on the list.
» Facilitator must model these ground rules in her/his own participation. In case of "speak from your own experience". Be sure that your own language reflects ownership and responsibility by using as many "I" and "me" statements as possible.

CLAPP Insights

Since the two teams- police and youth came together from different professional backgrounds it was important to establish common set of values and norms. And it was expected that CLAPP team members would adhere to the agreed to values and norms in order to achieve the shared vision. The team realised that to nurture group cohesion, and paying attention to norms is one way to do this. Even the process which was undertaken to set norms and values and the simple act of doing so was a team activity. Norms, which were agreed by the team, also coincided with individual value systems of few; which in a way reinforced their belief in those core values and they were able to share personal experiences of practicing those norms and the benefits it brought to them.

Individuals within the team took responsibility of being the whistleblowers and alert members in the team, in case any norm was being violated. The idea to set these norms was also how they will gradually get translated into each ones' personal life and becomes part of professional life as well.

Police team story – from the CLAPP movie. (How the values began to reflect in their professional lives)

Expertise

In embarking on a collaborative effort, partners need to identify the necessary skills and knowledge required, the expertise needed, to successfully implement the project. Once said skills are identified, efforts made to resolve any gaps.

In the CLAPP project, to develop an action plan and implement the SARA model based on the shared vision and common goals identified by the team, it was essential that they go through a process of capacity building. The themes identified were:

• Diversity, Identity & Power
• Gender
• Gender Based Violence & Inequality
• Sexual Harassment in Public Spaces

The above themes are further elaborated in the coming sections on the implementation of the CLAPP-SARA model.

Teamwork Strategies & Open Communication

Communication	Share about incidence of sexual harassment	Share personal experiences
Cooperation	Insight into respective instututions ..What is the 'SHE' Team?	Explore how police and students can help curb sexual harassment
Coordination	Organizing effctvely	Putting their efforts together
Collaboration	Develop action plan	Implement CLAPP-SARA
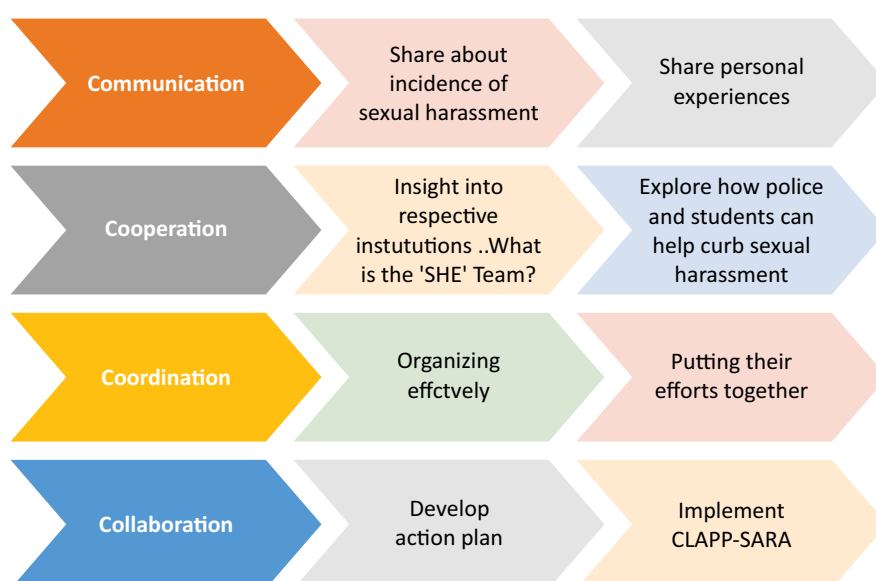
To successfully implement a multi-stakeholder program, all partners should be:

- Equally involved in developing the shared vision and common goals and devising the action plan so that everyone's expectations are accommodated and there is common ownership of the project.
- Clearly delineated roles and responsibilities help with maintaining the transparency and accountability of the process.
- Open communication regarding resource sharing, decision-making and individual and group commitments is necessary to ensure everyone is on the same page and there is no dissonance regarding actions to be taken at any stage, preventing delays and increasing efficiency.
- Morale to be kept up by acknowledging and appreciating individual and group efforts that contribute to the goal.

To ensure that the team works seamlessly, kept up morale, shared team stories of change and ensured that there were no glitches in communication, CLAPP adopted multiple strategies.

Whatsapp Group:

A whatsapp group was created with all CLAPP members to ensure uninterrupted flow of information and facilitate easy planning considering everyone's schedules, essential when working with a diverse team with differing roles and demands on their time.

Closed Facebook Group:

A private social media forum for the CLAPP group has helped in sustaining conversations and sharing ideas and stories about gender between workshops and has helped create a strong bond within the team.

Social Media Engagement:

When girls/women have to go from one place to another, they have to cross so many toll gates such as time, place, family restrictions and "safety". But men just have to worry about their destination and how to get there.

MEGHANA,
CLAPP Team Member

"Families keep teaching girls they should not hang around in public spaces often. That they must maintain etiquette. It is time that this kind of mindset be changed."

RUKMINI, CLAPP TEAM MEMBER

The social media pages of CLAPP (www.facebook.com/CLAPP.pcvc & www.twitter.com/getCLAPPin) documents the CLAPP team's journey of change; reaches out to the larger public through a planned series of informational and thought-provoking posts to initiate conversations and engage with the causes, consequences and impact of sexual harassment in public spaces in our cities; and creates networks with organizations and people doing similar work both nationally and globally in an effort to share learnings, collaborate and be in solidarity.

The CLAPP page has seen,

- a steady increase in Likes and Follows. The current number stands at 503 as on May 2017.
- increased reach, shares and page engagement.
- information on laws relating to sexual harassment has been shared.
- current events and news articles of interest that discuss sexual harassment are shared.
- a few students from civil society, student volunteer organizations etc reached out to us to inquire how they could be part of the project
- an album called CLAPP Quotes created, which lists all quotes made by members of CLAPP Team, during workshops.
- interview clips of team members recording their process of change have been created.

Motivated Partners & Sufficient Means

CLAPP was a pilot project implemented for two years, a first of its kind in bringing together the law enforcement and students in this manner to address a specific issue – sexual harassment in public spaces. For a new idea such as CLAPP to take root and endure for such a long period, to weather pit falls and challenges that were difficult to anticipate given the unique nature of the project, the presence of active and motivated partners who saw meaning and value in the initiative and sufficient means to support those efforts were crucial. What enabled this process were a multitude of factors that included:

- Strong commitment to the goal from all involved (donor, partners, implementers, CLAPP team, other stakeholders) and embedding of CLAPP within institutional efforts.
- Strong personal relationships were developed among partners and the team leading to having a

stake in each other's efforts to tackle the issue and a trust in the overall process.

- Taking shared ownership of efforts and a shared pride in outcomes achieved.
- The project provided opportunities for meaningful involvement for people and institutions wherein the team felt respected, heard and operated as equal partners with a shared responsibility.
- All decisions were arrived at as a collective through a process of discussion and debate. For example, though initially envisioned as a 1-year program, once partners identified that more time and resources were required to complete the project successfully, it was mutually decided to extend the project by another year with full support from all partners.
- Fun, thoughtful and creative activities were used to undertake planning, implement actions, arrive at solutions and accomplish tasks. For example, all workshops were activity based and no theoretical presentations were made. Understanding was built through a series of activities and discussions through trained facilitators.
- All partner contributions in terms of skill, human resources, material resources are proportionate and partners are generous in pooling resources towards common goals. For example, St. Mary's College provided space, technical support and staff support for all meetings and workshops. In addition, they also hosted CLAPP movie screenings and discussions in their auditorium. On days when they were unable to host meetings, the Bharosa Centre, Headquarters of the SHE Team or the American Corner, a meeting space of the US consulate were used to host meetings and discussions.

Action Plan

A clear and precise understanding needs to be built among the team on devising a plan of action and implementing the program based on the shared vision and common goals. For this, the plan needs to be broken down into activities and tasks, responsibilities need to be allocated and timelines should be agreed upon. The skills and capacity building required to carry out the tasks need to be provided to the team.

The CLAPP – SARA model comes with an action plan with very precise steps.

- Scanning
  - » Phase 1 - Developing a shared understanding
  - » Phase 2 - Creating a vision for change
  - » Phase 3 - Fostering expertise
  - » Phase 4 - Conducting research

- Analysis
- Response
- Assessment

CLAPP Insights

- *Stakeholder involvement is important for collaborative problem-solving or other community policing initiatives.*
- *Trust is vital factor for working together as a team. Participants will hold back and be reluctant to share talents, time, and resources.*
- *A shared vision brings focus to the team. A lack of agreed-upon focus allows team members to pursue conflicting agendas.*
- *Certain expertise is a must, without which there would be apprehension and confusion.*
- *Teamwork (i.e., joint decision making, joint responsibility, and shared power), will help overcome obstacles.*
- *Open communication, free and regular sharing will help function collaboratively.*
- *Motivators will prevent slowing towards the goal. Motivators prevent apathy, keep the partners interested, and sustain involvement.*
- *An action plan will bring focus and guide the team and serves as a means of accountability.*
- *The working relationship at each level should be commensurate with skill. Only upon learning what constitutes gender and violence the working relationship can be advanced.*
- *Partners should believe that the goal can be achieved only through this partnership.*
- *Partners should understand the nature of collaboration and what it involves.*
- *Building collaboration involves trust, skills and time. Both partners should be committed to the partnership long term.*
- *Flexibility in thought and action is required for effective implementation.*
- *Reassessment of the status of collaboration is not an indicator of failure*
- *Reassessment should involve identifying stumbling blocks and strengthening areas in the partnership.*

Scanning

The scanning stage was designed based on the goal of identifying and prioritizing the problem of sexual harassment in public spaces. With the following goals listed out for the scanning stage, activities were planned and implemented.

• Identifying sexual harassment of women and girls in public spaces as a recurring problem of concern to the public and the police.
• Identifying the consequences of sexual harassment of women and girls in public spaces for the community and the police.
• Prioritizing the causes of sexual harassment of women and girls in public spaces.
• Developing broad goals.
• Confirming that the problem of sexual harassment of women and girls in public spaces exist.
• Determining how frequently the problem of sexual harassment of women and girls in public spaces occurs and how long it has been taking place.
• Selecting certain identified problems for closer examination.

Developing a Shared Understanding

PCVC establied a strong relationship with both the police and the educational institution. The CLAPP team focused on creating a social media presence for knowledge dissemination and creating a platform for discussions on gender based violence in general and sexual harassment in particular. The intend was to engage with the causes, consequences and impact of sexual harassment in public spaces in cities; and create networks with organizations and individuals doing similar work both nationally and globally in an effort to share learnings, collaborate and create a solidarity network. The team did a full analysis of existing stakeholders in Hyderabad city with a listing of the existing policies and interventions to tackle the issue of sexual harassment and gaps were also identified.

The team underwent a series of interactive workshops on the below stated themes-

• Diversity, Identity & Power
• Gender
• Gender Based Violence & Inequality
• Sexual Harassment in Public Spaces

The rationale behind identifying the afore stated themes was to build a comprehensive background towards the intersectionality of different kinds of identity like race, ethnicity, caste, class, region, religion with that of gender so as to unravel the influence of power and patriarchy in the understanding and incidence of sexual harassment and gender based violence. As pointed out by Angela Davis in her seminal work Women, Race and Class (1981), gender dynamics can be comprehended in totality only when seen in relation to other sources of identities. Thus, creating an awareness about the interaction between multiple facets of our identities is a significant step towards addressing the issue of gender based violence.

Through these workshops, the team explored and expanded their own personal understanding of gender and violence against women, identified the privileges and vulnerabilities that gender and other identities place on them and how to begin confronting some of these issues within their homes and their institutions.

Diversity, Identity & Power

Power and power dynamics between different identities have a bearing on behaviours of sexual harassment in a perpetrator and also differential impact on victims of sexual harassment and their coping mechansims. The workshops and reflections within this theme focussed on understanding diversity, explore personal identities, identities of others, power dynamics within different identities and its impact on any individual or a group.

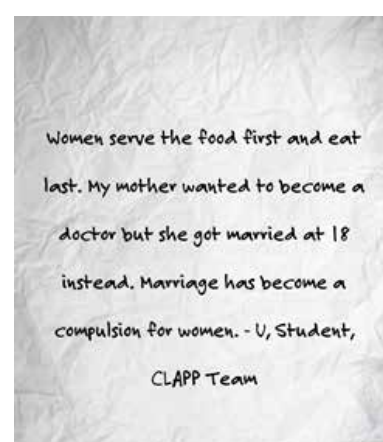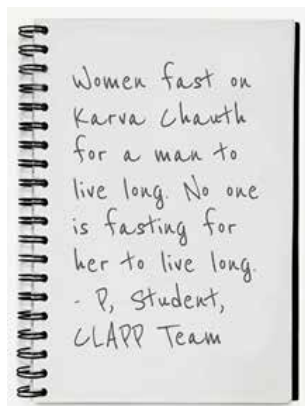Managing Diversity and Inclusiveness in a Multicultural Environment:

Purpose: To begin the process of community building; to open the conversation on diversity; to elicit and honor the wisdom everyone carries on the subject.

Method:

- Ask people to number off as 1 and 2. The 1s take their chairs and form circle in the room facing out and 2's form circle around 1 and face inside in such a way that each one has partner.
- If any participant does not have a partner, the facilitator should join in.
- In each of the rounds, pose a question for the pairs to discuss. Give participants 5-10 minutes to discuss each question. There is normally time for 3 or 4 rounds.
- After each question, call for highlights of the conversation to be shared aloud for the whole group.
- Between questions ask people in the inner circle to move 2-3 seats over so that everyone has a different partner for each question.

Some sample questions that can be given to the group are as follows:

- Discuss with your partner something in your life that you are proud of, professionally or personally.
- Think back to when you were a child. See yourself in your home, your neighborhood, or your school. When was the first time you remember feeling different? What happened? How did you feel?
- This time as an adult, talk about a time when you were dealing with someone or some group that was different, where difference became a part of the interaction, and it did not go well.
- Now talk about an experience where diversity and difference were a clear part of the interaction, and it turned out well. Why?

Women fast on Karva Chauth for a man to live long. No one is fasting for her to live long. - P, Student, CLAPP Team

Women serve the food first and eat last. My mother wanted to become a doctor but she got married at 18 instead. Marriage has become a compulsion for women. - U, Student, CLAPP Team

CLAPP Insights

This process of sharing their personal experiences and childhood memories of the women in their families created an atmosphere for deeper insight into the gender discrimination, which is so prevalent and accepted by all the sections of the society. After an in depth discussion it was derived upon that women in many places do not have 'access' to the resources and even in some places if they have the access they do not have the 'control' over those resources. Both the factors are very crucial and very important to minimize the deep divide in gender and create a social sensitivity towards these issues. People just take it for granted that women are incapable to perform outdoor tasks and just do not even bother to direct their attentions towards these issues.

Exploring Diversity of Identity and Meaning (The Differentiation Lab):

Purpose: To realize the multiple aspects of our identity and recognise we give our own meaning to those different aspects, both for ourselves and for others.

Method:

- Have the group stand up, push all the chairs back and make a clear space on the floor
- Tell participants that you will name different identity groups. Then participants, without speaking, should go to the place you indicate in the room if they identify themselves with that group.
- Express that people can use whatever criteria they choose to make their decision on where to stand. Acknowledge there may be some categories where the choice is obvious or easy; other categories where the affiliation is not obvious, or multiple. Tell them in those cases just to choose a destination on whatever basis they wish.
- Call out any of the groups found in the following table and designate where in the room people should stand if they belong to the group.
- First, ask everyone who is part of CLAPP to come to the center of the room. Then, begin with an easy category, such as, "If you are left-handed go to this side of the room. If you are right-handed go to the other side".
- In each place, they are to stand quietly and look around the room. Notice where they are, and where others are. They should pay attention to how they feel in this configuration, what they notice and experience-then ask them to talk amongst their group about why they chose that particular group.
- Below is a list of categories which can be used as a sample. You would probably only have time for 5-6 categories. Please note that these categories should be selected as they relate to your context and based on the level of "safety" in the environment for participants to associate with these identity groups.
- Chose 5-6 categories and repeat instructions 4-7.
- To end the categorization, ask everyone who works for institution or organisation to go back to the center of the room and to look at each other again. This time ask what they feel or see. Ask whether this is any different than when they first came together in the beginning of the exercise.

- Next have people form into small groups of four or five, trying to get as diverse a mix as possible. Have them discuss the experience. Ask them to consider which groups they felt most comfortable in; which they felt least comfortable. Did they notice any patterns? How did they feel?
- After groups have had the chance to discuss, ask for highlights from the groups. What was most comfortable, and why? What was least comfortable, and why? What else did they notice? What did they learn?
- To close this exercise, lead a brief reflection process back in the full circle. Ask what did they learn, re-learn? How does this connect to life?

Sample categories which can be used are as follows:

- Race/caste/ethnicity
- Country/orgin
- Gender
- Education
- Ability
- Sexual preference
- HIV
- Marital Status

Facilitator's Tips

- » There may be some categories where the tension is high or the information is powerful. For example, if there is a lot of non-verbal activity, give more time for participants to explore their reactions. Ask why and probe for the reasons people attribute to their reactions.
- » In closing, highlight that this exercise teaches us to surface what is hidden and appreciate the multiplicity of our identities. We can choose to ignore these identities yet in reality each one brings with it a very unique experience that influences who we are.
- » Draw an iceberg on a flip chart as a way of discussing how some elements of our identity are visible - such as behavior and appearance - and some are invisible - such as assumptions. Often we allow surface traits to give meaning to an entire person.
- » Emphasise that by talking about diversity, you lift up what is not visible to the eye. We learn how to appreciate and to go below the surface to bring up resources and experiences

Exploring Our Diversity of Power

Purpose: To help participants understand the power dynamics between dominant and subordinate groups' membership and effect these dynamics have on relationships. To encourage dialogue across boundaries , to provide an opportunity for participants to give voice to their subordinate group membership experiences in a safe space.

Method:

- Explain to participants that power dynamics are very real in teams in which we work and in our workplace. We will now explore how these dynamics can impact us personally and our workplace effectiveness.
- Start with an easy illustration. For example, ask who in the group is left-handed? Ask them what it was like growing up left-handed. Did they have to make any adjustments? Elicit several responses from them. In most cases they will illustrate how their teachers would insist on them using their right hand or in some cultures it would be taboo to eat using the left hand. With these illustrations, ask the question, "Who is the world made for?" or "Who is dominant? Who is subordinate?"
- Present the Dominant-Subordinate matrix and make a brief presentation about the dynamics and behaviors of dominant and subordinate group membership. Discuss behavioral patterns in Dominant and Subordinate Groups. Make a note that subordinate does not mean being submissive, rather it speaks to a group membership that does not have power.
- Using Figure here as an example, illustrate how those with subordinate group memberships are often seen as "less than", and are "expected to fit in". Use the right-hand and left-hand example by asking who has dominant group membership. Point out three elements of this dynamic:

  o   This dynamic occurs all over the world;
  o   It is not directly related to numerical majority (e.g. Britsh rule in India where whites were clearly in the minority yet held power);
  o   That we all have some experience with both dominant and subordinate group membership because of our multiple identities

- Give examples and share your own personal stories. Use yourself as an illustration by highlighting which group membership you have that is dominant and which is subordinate; by giving yourself as an example the participant will be able to understand this framework. For example, I have dominant group membership as a highly educated individual, from a wealthy family in my country, but have subordinate membership as a woman.
- Explain the impact of these different experiences and mindsets on our relationships. Use another story. For example, ask participants what would happen if a blind person walked into the room. Explain how every element of the workshop thus far gave instructions and focused on exercises based on the capacity of participants to see. Show how all the flipcharts are written. What position would someone who is blind be in?
- Ask participants if they wake up in the morning thinking about themselves as "individuals able to see"? How aware are we of our privilege? Highlight that often times if we have dominant group membership we are often unaware and unconscious of our unearned privilege, while those in subordinate group membership are very aware, and conscious of their lack of privilege. Use a compelling story that can illustrate this dynamic.
- Highlight that because of different experiences, our mindset can be different. For example, those with subordinate group membership notice patterns when they see certain behaviors towards them repeated constantly. Their focus is on the outcome, on how they felt, and their response is

to demand for immediate changes within the broader system of society. Alternatively, those with dominant group membership will only recognise individual situations, see each person only as a single victim and will normally insist that change will take time.

- Highlight that recognizing these differences in experience and mindsets can deepen our understanding of power dynamics and its impact on relationships.
- Explain that we will explore this further through examining our own personal experience. Ask participants to divide up into groups of three - make sure the group is as diverse as possible.
- Then ask participants to designate roles for each group member:
  o Teller- will tell the seeker a real story about when they found themselves holding subordinate group membership. They will describe the situation and what it felt like.
  o Seeker - will listen carefully, put judgments aside, keep the focus on the teller, avoid interruptions, ask expansive questions.
  o Observer - must not speak and just observe the interaction between the seeker and teller. The observer notices the following:
- When the groups have assigned roles, give the teller ten minutes to tell their story, with questions from the seeker throughout, followed by five minutes of feedback by the observer. After each round ask, "How was that? How was it for the teller? The seeker? The observer? What did you notice?"
- Then switch to new roles and follow the same pattern, for three rounds so that each team member exercises each role.
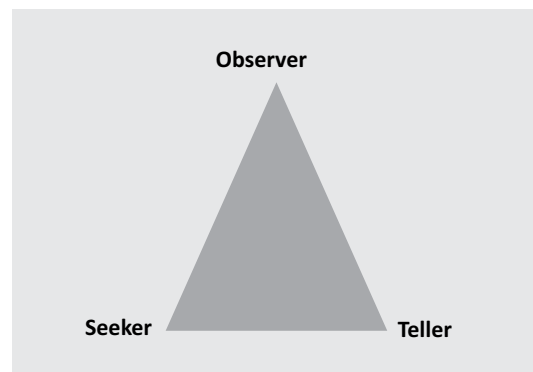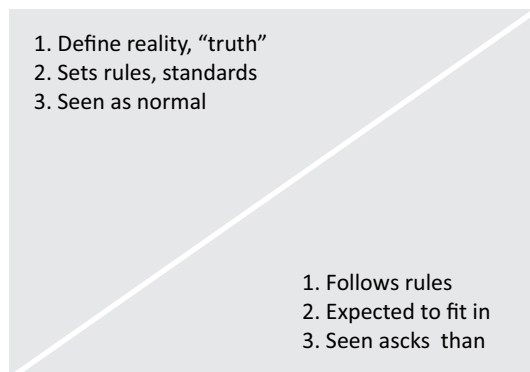
Facilitator's Tips

- This is often one of the most powerful exercises in the workshop because it allows participants to dig deeper into their own personal experiences and reflect on what it felt like to hold subordinate group membership.
- In order to do this exercise effectively, participant must have reached a place of trust and comfort in the group. Therefore, this exercise should not be used without prior work to "form" the group, and should follow some of the prior exercises suggested in this module. It also requires time to debrief and consolidate the learnings. Do not rush through this exercise.
- The dominant-subordinate group dynamics model is to be used as a lens for analysis, not to judge or stereotype. It is intended to help participants understand how power dynamics between dominant and subordinate groups can impact on relationships.
- It is not about having a dominant role or submissive role, it is about holding membership with either a dominant or subordinate group. The focus is on the membership to the group, not the individual. For example, individuals who have dominant group membership, because of their sensitivity and awareness, may not exhibit behaviors that are characteristic to the group.
- The debrief dialogue should also focus on what it was like to play the role of a seeker, teller and observer.
- Some of the learnings that come out of this exercise are quite powerful. They build self-awareness among the participants. Here are a few illustrations:
- Some participants share how they find it difficult to identify areas wherein they hold subordinate group membership and were humbled by their recognition that they hold privilege in almost all categories. This stimulates a discussion about what they would need to do in order to listen more and pay attention to how their privileged group membership can at times negatively impact on others who hold subordinate group membership, or make them blind to that experience.
- Some with subordinate group memberships share how the process of "telling" their story brought

relief and encouragement purely by being able to have someone listen to them. They did not need advice, just a listening ear.

- Some found good advice and coaching from their group members who helped them discover new things about themselves and possible solutions to the situations they face.
- Some are honest in expressing their discomfort with telling their story to a seeker that holds dominant group membership and find it difficult to be honest about their story. This is especially acute when they notice certain behaviors exhibited by their seeker that spoke true of how they have been treated in the past.
- The observers in general would find it difficult to simply sit back and not speak, as in most instances they would much prefer to engage. Yet they also found value in sitting back and having the opportunity to observe behaviors that they would not have seen had they been part of the conversation.
- Participants especially police also raise their recognition that at times when dealing with people who hold dominant group membership; as staff they are often the "tellers" not the "seekers", and when they do seek they must pay careful attention to how they listen, and ask questions. If they truly want to empower, they need to do better at observing and seeking.
- Because everyone has multiple and changing group memberships, many people experience both Dominant and Subordinate Group Membership sometime in their lives.
- Dominant Groups do not necessarily constitute the majority groups. (3 to 5 per cent of the world's population are rich and powerful)
- Subordinate Group Membership does not suggest 'submissive' attributes of its members.
- Dominant and Subordinate group dynamics exist everywhere in the world.

Power Walk:

Dominant +

1. Define reality, "truth"
2. Sets rules, standards
3. Seen as normal

1. Follows rules
2. Expected to fit in
3. Seen ascks than

Observer

Seeker

Teller

Subordinated -

Behavior

Appoaranc   Blases

Assumptions

Feelings

History - Personal and Collective

Bollofs

Hopes and Dreams

Wounds

Cultural Worldview

CLAPP Insights
T*here is more to the iceberg…*

Like peels of onion, participants unfolded experiences. It was critical to understand the value in this unfolding and realise the importance of knowing each other and the curiosity to learn about each other. To further open the dialogue in the team around this, analogy of the movie Titanic, why the ship which was said to never sink, actuallymeets with a major accident, was used. The question posed to the participants was "why did the Titanic sink". The discussion in the room was that captain of the ship made decision based on what and how much he could see of the iceberg at the surface. He underestimated the size of the iceberg. This is what is commonly practiced in dealing with interpesonal relationships. One oftem misses out on looking below the surface, hidden within the person- her/his beliefs, wounds, hopes, dreams, emotions, cultural world views etc. Instead behaviors and attitudes towards her/him are based on appearances, biases and pre-conceived notions.

Purpose:
- » Promote greater recognition of the fact that a person may be subject to discrimination based on several aspects of their identity at the same time and that this impacts on issues of access and equity when seeking redress or interventions in relation to family violence
- » Demonstrate that applying an intersectional approach can help us to better address multiple discriminations and understand how different sets of identities impact on rights and opportunities.

Method:
1. Ask participants to form a straight line across the middle of the room, all facing one way and leaving equal space in front and behind them
2. Hand out an 'identity' card to each participant and ask that they not reveal the nature of their newly ascribed identity
3. Explain to participants that you are about to read out a list of statements, and that each participant will be required to respond to the statement on the basis of the identity they have
4. Explain to participants that the details of their identity are brief, and that they may decide for themselves any other additional aspects of their identity
5. Ask participants to take one step forward if they can answer in the affirmative to the statement or backward if they can answer in the negative. If they cannot step either way or are undecided, then they should remain still
6. Each step forward or backward should be an average length step. No one is going to check up on participants, so it is entirely up to them to take the step that they feel qualified to take. They are the judge of how they should respond to the statements that are read
7. At the conclusion of the activity, it will be obvious to all participants that some are considerably further ahead of the room than others
8. Invite participants to consider how they felt during the process, and the extent to which their 'ascribed identities' determined their decision to move either way
9. Also invite participants to consider the relationship between socially ascribed roles, intersectionality and its impact on privilege and power

10. You might also wish to explore with participants whether there were any realisations that emerged for them in relation to their practice with diverse groups of clients.

Statements to be read out by Facilitator

» I can walk down a street at night and not worry about being harassed
» I can refuse my partner if I dont want to engage in sex
» I can decide who I want to get married to
» I can determine when and how many children I will have
» I can leave my partner if s/he threatens my safety
» I can wear whatever I want
» If I have a health problem, I can get the help I need right away
» I can travel around the city easily and with no hassle
» I could find a new job easily
» I am respected by most members of my community
» I don't have to worry about where my next meal will come from
» If I get a job that require me to work at night, I do not have to seek anyone's permission to take it up.
» I can decide how to spend my money without consulting anyone else
» If I want to leave my family, I can do so at anytime
» I can come back home anytime of the night without anyone questioning me

Facilitator notes:

• Facilitators might like to start by making a comment on the importance of ensuring that we recognise that every individual is influenced and impacted by the multiple dimensions of their diversity.
• Any approach that only takes one or two dimensions into consideration is unlikely to have the intended impact on target groups.
• The challenge is to try and address all possible dimensions that may impact on inclusion and accessibility.

CLAPP Insights

• *There are a multitude of ways in which we are all alike and also unalike .*
• *All differences are not created equal. Some have profound effects on our opportunities and experiences and some are less significant .*
• *Powerful assumptions can be held about some aspects of diversity and we need to be cautious about applying these to individuals and families .*
• *There is no benefit in applying a hierarchy of oppression and discrimination, rather all oppressions are interconnected.*
• *Human rights focus on creating and maintaining an environment of mutual respect and understanding, and therefore a Human Rights approach within a community of culturally diverse peoples is an important starting point for responding to family violence.*

Gender

- Understanding gender, gender stereotypes, gender norms, how gender is reinforced by different institutions, culture, religion.
- Understanding how the above often leads to and reinforces gender based violence

Beginning to Understand Gender: What is Gender? How is it Different from Sex?

Purpose: To enable the participants to reflect on their understandings of sex and gender and to increase the comfort level of the participants with these issues.

Method:

- Ask the participants to give their understanding of the differences between sex and gender. Summarize the responses of the participants to include the following significant differences between sex and gender.
    - ➢ Gender is socially defined, sex is biological
    - ➢ Gender can change over time and place, sex cannot (but now can through surgery)

Understanding Gender, Gender Division of Roles and Power, Access to Resources, Mobility, Control over Sexuality and Decision Making

Purpose:

- To enable participants to be aware of their own often hidden impressions of men and women.
- To start to look at roles and stereotypes in a non-confrontational way.

Method:

- Prepare flipchart reproducing the quiz sheet, and required number of copies of handout for group.
- Explain that the group is going to do a quiz. It is important to stress that:
    - o It is not a test of gender awareness.
    - o There are no right and wrong answers.
    - o Answers will be confidential.
    - o First impressions are required, not thought-out answers.
- Hand out the quiz. Each person completes it individually as quickly as possible.
- Shuffle quiz sheets and then hand out again so each person gets a different sheet.
- Ask group to raise hands for answers to quiz. They indicate the answer on the paper in front of them, not their own answer. Write up on the flipchart the total number of answers 'men' or 'women' for each role and activity.
- Discuss agreements (ask why all or most saw men and women in particular role or activity).
- Discuss disagreements (ask why some thought an activity to be male others female).
- Briefly discuss roles and stereotypes. Point out the contradictions and ask participants to discuss, bringing in the points in the Facilitator's Notes if they do not arise in the discussion.

Facilitator's Notes

- » The reason for stressing that this is not a test of gender awareness, and for making the answers confidential, is to avoid participants becoming defensive, or trying to prove that they are gender-aware. The aim is to get at first impressions and stereotypes, not well-thought-

out answers. You should encourage the idea that everyone (including yourself) will retain a stereotype, even when they have information to the contrary.

» The roles and activities listed have been chosen for general relevance, but can be adapted to suit the particular context. With a very large group, it may be better to use a shorter list.

» Use this exercise to reinforce the understanding of gender.

» Bring out the contradictions between roles and activities e.g.the activity is often done by women, while the role is seen as men's

» Men - Tailor Women -Do the sewing Men- Farmer Women -Plant the vegetables Men-Chef Women -Do the cooking

» An exception to this is the women's role of housewife, which includes budgeting and planning, yet these activities are generally seen as mainly men's activities. Similarly, men are generally seen to be the head of the household, yet in many societies up to 50 per cent of households have no man around on a regular basis, and even where a man is present, women often have the day-to-day responsibility for running the family.

» Question why farmers are thought of as men when in fact women do most of the agricultural work (eg men own the land, men own the cash crop, farmer refers to trained men).

» It seems that where there is money, power, or status attached to a role, and where it is performed outside the home, then men are more likely to be seen in that role.

Quiz Sheet:

This is not a test of gender awareness. It is not a test at all. It is just a way of looking at our first thoughts about people's roles and activities. Your answers will be confidential — we will be looking at group rather than individual answers. Please tick whether you think each role or activity is done mostly by men or mostly by women. Do not ponder your answer for a long time — your first thoughts are what we want. If you don't know or can't decide, leave that one and go on to the next one, in order to finish. You have 2 minutes. There will be a chance to discuss this fully after you have completed the exercise.

Roles	Men	Women
Chef		
Home-maker		
Farmer		
Nurse		
Tailor		
Community leader		
Accountant		
Mother		
Union organiser		
Refugee		
Politician		
Head of the Family		
Breadwinner		
Activities		
Sewing		
Carrying heavy things		
Operating machinery		
Cooking		
Selling		
Basket weaving		
Planting vegetables		
Lighting a fire		
Budgeting		
Planning		
Making decisions		
Fetching water		

Gender Identities and Stereotypes

Objective: To understand the construction of gender identities and the impact of gender stereotypes impacts one's life.

Method:

- Put three notice marks, in three corners of the room – agree, disagree and not sure
- Tell the participants that you would be calling out statements, which participants should listen to carefully. And then respond to the statement by moving to one of the mark out of the three that best approximate what they feel.
- Select statements from the list below and read one by one to the group. After making statement, wait for each participant to take position on any one of the three notice marks. Reach out to the smallest cluster (whichever it may be) and ask the participants standing in that group that " why did they choose to be here". After listening to this group, ask the participants in the larger group if they would like to respond and convince the others to join their group. Intervene whenever necessary with facts, data and analysis. Refer to the facilitator's notes
- Depending on the interest of the group and skill of the facilitator , this session can go very fast or slow! If the group is ready for in-depth discussions, it may not be possible to use more than four or five questions.
- Some statements which you may use -
  o Biology makes women weaker than men.
  o A child who is not cared for by the mother does not feel close to her as an adult.
  o Female subordination is a law of nature- it even happens in the animal kingdom
  o Women who dress or behave culturally inappropriately are inviting assaults.
  o A woman leaves the house just because the husband slaps her sometimes, is over reacting
  o Women make better nurses than men.
  o Backward cultures are " patriarchal" advanced societies are not.
  o Women are their own worst enemies.

Gender and Media

Objective: To identify stereotypical images of gender in media and to describe reasons behind the portrayal of gender-based stereotypes.

Method:

- Show the media clips and asks the participants to take notes on the below points. This can be done individually or in small groups, with each group addressing one topic.
- What images of gender do the clips portray? What are the work-related roles played by men and women in the videos? (Think about what is considered "productive" work and what is domestic or reproductive work).
- How are beauty and "good looks" portrayed for men and women in these clips? What kinds of standards are set for each?
- In what way are men and women seen as sexual objects when their bodies and their sexuality are linked to products that are bought and sold?
- Think of how they themselves are treated as commodities or products. To what extent is ability valued? Compare this to the extent to which beauty/ appearance is valued.
- What attitudes are promoted for men and women? What expectations are set for them?

- Ask an individual or a group to present for each of the points and process the presentations with the following discussion questions:
  Do you connect with the images on the screen? Is that how things are in real life?
- Do you aspire to be like that? Why / why not?
  Why do you think such images are being promoted and what are the implications of this? You could consider economic reasons for the promotion of these images or the implication for attitudes towards the self and others who do not fit the stereotypical images.
- What does this kind of portrayal of gender do to the status of women? Consider their rights, the possibility of violence/ sexual harassment and any other points you may want to add.

Gender Based Violence & Inequality

Gender Discrimination: Unfolding Personal Stories and Experiences of Gender Discrimination

Purpose: To examine personal experiences of gender discrimination and discuss feelings associated with such experiences.

Method:

- Start a lesson by saying, "We have learnt through previous exercises, how gender affects all aspects of our lives- our behavior, roles, our personality, and restricts our freedom of expression and choice. It is important to see how, in our own lives, we have experienced discrimination because of these restrictive gender roles".
- Personal reflections are usually more effective in understanding how the current system operates and is perpetuated. Differences between men and women are important and need to be respected. But when these are used as a basis for discrimination, they need to be challenged.
- Divide the participants into small groups, with not more than 5-6 members in each group.
- Ask the participants to recall any one specific incident where they felt discriminated against because of their gender.
- Then ask them to respond to the following questions:
  o What was the act of discrimination?
  o Who or what was responsible for the act of discrimination?
  o What were your feelings?
  o What action did you take/what was your response?
- Encourage all group members to share their experiences. The responses of each of the group members are to be noted down. This is important.
- Present these responses in the form of a wheel. See the following diagram to give you an idea of how to start.
- After all the groups have made their presentations, discuss the following:
  o What are the various forms in which gender-based discrimination manifests itself?
  o Does gender discrimination reflect a 'pattern'?
  o Who was perpetrating discrimination in these stories?
  o Are the feelings associated with discrimination similar for both men and women?
  o Where did these discriminations occur? In the private sphere or public sphere?

Facilitator's Tips

» This exercise needs to be sensitively facilitated. You need to respect the fact that not all participants may want to relate their personal experiences of gender discrimination. Also, distinguish between difference and discrimination. What is discrimination for one, may be acceptable behavior for the other. This may be related to the different socio-cultural backgrounds of the participants. We should be aware that discrimination takes several forms such as: restrictive dress codes, mobility, access to and control over resources, freedom to pursue education, profession or partner of choice. Gender- based discrimination also results in a gross violation of the basic human right of living with dignity and security, in the form of physical abuse. You will have to explain that any act, which violates the rights of individuals to enjoy equal opportunities, and realize their full human potential, amounts to discrimination.

Gender, Power, and Violence

Purpose:

• To visually portray to the group instances of violence in an urban middle-class context.
• To discuss how violence cuts across socio-economic categories in society.
• To explore the links of gender, power and violence.

Method:

• Screen videos on sexual harassment in public places twice in the group. The first time, ask them to just watch it. The second time, ask them to note any thoughts or reactions they have to the video. If there is a time constraint, the video can be screened once followed by discussions.
• Ask the group to respond to the content of the video.
• Use the following suggested questions to discuss
    o What is happening in the video?
    o What were the different forms of harassment portrayed ? Is it eve teasing or sexual harassment ? Why?
    o Why it is sexual harassment?
    o Were any of the behaviours/ incidences acceptable? Why or why not?
    o Had the situations been reversed would they be acceptable? Why or why not?
    o What are some of the reasons for women continuing not to speak up?
    o What kind of treatment would a woman face if she decides to speak up? Will she receive support from those around her? What kind of support? If not, why?

In my early days with the police, a girl filed a case against her ex-boyfriend who was still harassing and threatening her. My first reaction used to be - "Why should she be moving closely with boys in the first place?" Now my thinking process has changed. - K, Police, CLAPP Team

When I went home one day, my nephew was helping his mother with some household chores. My elder brother asked him 'Tu ladki hai kya? (Are you a girl?)'. I realized that these are the small instances that one should step in and make a change - S, Police, CLAPP Team

WHEN I WAS YOUNGER, THERE WAS A WOMEN IN OUR LOCALITY WHO USED TO BE A DOOR TO DOOR SALESWOMAN AND TRAVELED EVERYWHERE ON HER CYCLE. PEOPLE USED TO PASS A LOT OF COMMENTS ABOUT HER. SHE WAS ON MY MIND THROUGH THE WORKSHOP - SHE WAS JUST TRYING TO PROVIDE FOR HER FAMILY BUT SOCIETY'S RULES AND NORMS ARE SO STRICT WHEN IT COMES TO WOMEN. - SS, POLICE, CLAPP TEAM

Sexual Harassment in Public Spaces

Mapping of public places in the city of Hyderabad, women's access to those spaces and identifying sexual harassment issues is a percursor in designing and implementing solutions for preventing and addressing sexual harassment of women in public spaces.

Mobility Mapping

Purpose:
• To identify factors that influence women's mobility within and beyond the borders of community
• To identify linkages between mobility, agency, access to services and control over resources

Method:
This is a group activity which the facilitator will conduct with the CLAPP team. Facilitator will spread out a piece of flip chart paper on the floor, and mark an X in the center of the paper. The X represents the team member's home. The facilitator will ask the group to create a map by indicating with different colored markers or different shaped symbols places where most of them:
    -    go unaccompanied without father's or another male relative's permission;
    -    go unaccompanied with permission of any of the male relatives above;
    -    go accompanied without permission of any of the male relatives above;
    -    go accompanied with permission of any of the male relatives above;
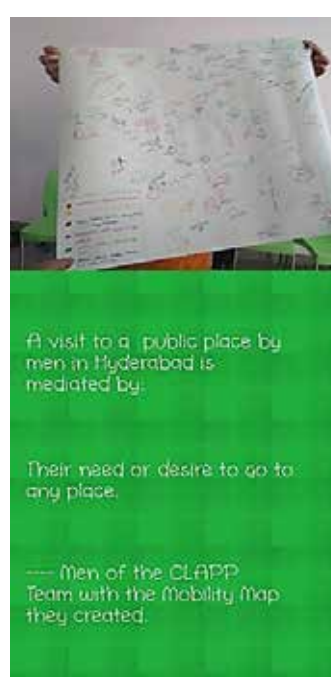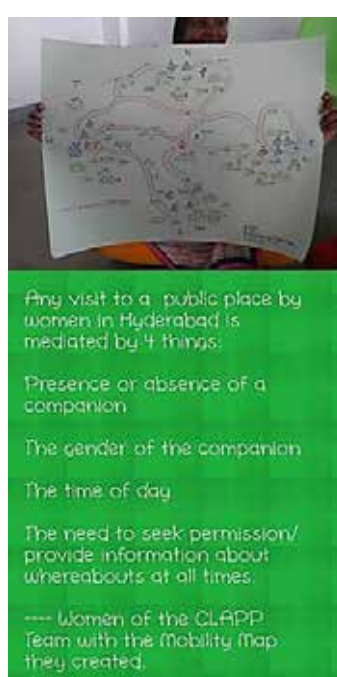   -   go for an extended period of time, e.g., a visit to her family home.
They can use colour coding to indicate the above places.If there is a difference in the group for a particular place (one can go, another cannot) then that place will be marked on the map with a different colour code).

Bring the two groups together and let them see each other's mobility map. After which the facilitator can ask use the following questions to facilitate discussion:

• Is there a difference in experience between men and women?
• As a result of the difference what is the impact on the members of the group?
• Do you think this situation can change?
• If yes, how it can change?
• What will you do to change this situation? What can the community and family do to change this situation?

Facilitator's Tips

> » Are there any instances noted on the mobility map when a woman does not necessarily have to ask a male relative's permission but must ask a female relative's permission, e.g., mother?
> » Among women in the community, whose mobility is generally more restricted? Whose mobility is generally less restricted? (How do class, caste, religion, and disability influence a woman's mobility?)
> » Why is women's mobility restricted? Is restricting women's mobility related to sex or "having sex"? Why is men's mobility not restricted?
> » How does this restriction on mobility harm women and their families?
> » Are there any places where you feel vulnerable? (Vulnerability is a feeling and experience of powerlessness, feel small, insecure, at risk, frightened)
> » Why do you feel so in those places indicated? With those people?
> » How does this restriction on mobility harm girls and their families?
> » What have you done to make yourself feel more powerful?
> » Would you like to change the situation you describe? What can you do as an individual? What can you and others do in your community to change the situation? How can the project assist you and community members in making this change?

Any visit to a public place by women in Hyderabad is mediated by 4 things:

Presence or absence of a companion

The gender of the companion

The time of day

The need to seek permission/ provide information about whereabouts at all times.

---- Women of the CLAPP Team with the Mobility Map they created.

A visit to a public place by men in Hyderabad is mediated by:

Their need or desire to go to any place.

---- Men of the CLAPP Team with the Mobility Map they created.

On the Go: Mobility & Access in Hyderabad

Mobility mapping exercise exposes the participants to the kind of challenges and obstacles that is caused by the gendered nature of public spaces. Women face several problems in using public spaces freely due to restriction placed on their mobility and access by structural, cultural and societal factors.

Over the next two weeks, the team engaged in a very interesting and important activity, observing specific public spaces keenly and developing an in-depth understanding of some of these challenges and why and how they are triggered.

In the mobility mapping, the focus was on own individual perceptions of places that can or cannot accessed and the conditions under which one can do so. The team also explored how others beyond their group use public spaces and what factors influence this use.

Five publics spots were listed from the mobility map and the team followed the steps below

• Visit the spots (such as a bus stop or a cafeteria) at different times of the day.
• Take pictures to document the visit.
• Record a voice message or video of own observations while at the location.
• Visit the spots that have never been visited before instead of places that are already familiar.

The team obeserved the following-

• The physical setting of the place (location, lighting, infrastructure, facilities etc).
• The demographics of the place (number of people, number of men and women, age distribution and other factors).
• The feelings, emotions and mannerisms that one can see in the people using the space.
• Ones own emotions and feelings in being in that space as well as observing others.

No Paan for women.

Women never visit this shop says the shopkeeper.

Women were conspicuously absent in road side tea stalls and small restaurants.

CLAPP Insights

- *Gender is just a mentality and then sex is related to gender. Gender is not a 'fixed' concept because it changes with time and culture. The women were always considered weak – be it physically, socially. Differences in the make of the human body are the only fixed factor and gender is just a construct, which keeps on evolving and changing. The constraint due to which women cannot do what they want to do is not because of lack of talent but due to lack of opportunity as men get more opportunities in our society. The participant's deep introspection made them realise how true it was as many could relate with their personal childhood and what was their memories regarding the household chores and who did what. 'Sensitivity' towards the women in the family, be it their mother, wife or sister was very important because the change has to come from within and starts from self. The idea is get out from certain fixed notions, which are engraved in our minds right from childhood.*

- *Lack of opportunities was evident through many examples like for instance there are many popular chefs in the country but not because they are better cooks but they get opportunities as they are men and secondly they can freely go out to work even in odd hours. Sometimes men are also scared to do household jobs as they are scared of the society and their backlash as they would be tagged henpecked and un-manly.*

- *This process of sharing their personal experiences and childhood memories of the women in their families created an atmosphere for deeper insight into the gender discrimination, which is so prevalent and accepted by all the sections of the society. After an in depth discussion it was derived upon that women in many places do not have 'access' to the resources and even in some places if they have the access they do not have the 'control' over those resources. Both the factors are very crucial and very important to minimize the deep divide in gender and create a social sensitivity towards these issues. People just take it for granted that women are incapable to perform outdoor tasks and just do not even bother to direct their attentions towards these issues.*

- *Team identified the common gaps and reasons for the gender inequity and why women do not speak up and even if they do why they are not heard. Due to lack of education in the women in general have a low self esteem and feel difficulty in expressing themselves in front of their counterparts as they feel their voice would not be heard. Many suffer from loneliness and therefore their relations and health suffers immensely.*

- *As a logical continuation of this process, there was a film shown on how women are viewed by the different sections of the society and especially the media which has played a major role in building the perception for the gender and how they are perceived, dealing with the commodification of the women by the advertisement industry and the media. It was a common consensus that women are portrayed in a bad taste by the advertisement world and therefore a perception is created that they are just commodities or objects, they build up the pressure on women also on how to look or carry themselves.*

- *Men and women are forced to accept roles rather than choose the ones they want to adopt, which limits the growth. For example women are expected to do all household chores as well as take care of the children and men are supposed to do all physical job despite the fact that some may not be physically fit and are unable to perform. The society has created watertight compartments and this nomenclature has to be revised and seen in better light.*
- *Using the tool "mobility mapping" team was collectively and also as separate groups women and men was able to identify the vulnerabilities associated with various public places and the reasons for some of those "perceived vulnerabilities".*
  - o *To make a decision about visiting any place in the city, a woman has to think on so many aspects related to safety such as mode of transportation, time at which she wants to travel, whether she can go alone or someone needs to accompany her etc. Whereas for men it is just about taking the decision on whether he wants to visit the place or not.*
  - o *The team learnt that number of public places identified by women on their map were much fewer than those on map indicated by men's group. Which meant that lack of access has impact on lack of information and vice versa.*

CLAPP Documentary Film

The CLAPP documentary film captured the experiences, thoughts and feelings of the 20 CLAPP team members from the beginning of the project. The documentary is an effort to record individual journeys of change as well as the processes undertaken. The completed documentary can also be used as a resource by institutional stakehodlers in their efforts to increase awareness, build capacity and incorporate new processes.

Beyond Workshops: Moving Out of the Classroom

The CLAPP project was designed to be a process of continuous engagement with the team. The 20 members of the CLAPP team were taken through a process of change, of understanding the way gender and other identities operate to shape thought and behaviour and to begin questioning the discriminatory practices they witness in their own lives and in their institutions.

As facilitators, the focus was in providing them with support and a safe space to share beyond the workshops. To this end, several activities were conducted to continue the conversations and interactions before and after the various workshops.

In a series of planned activities that involved occupying public space and furthering the discussions from the workshop, the CLAPP team engaged in:

- Visits to parks and tea stalls/Irani cafes
- Participated and organized movie screenings and panel discussions on relevant themes
- Acted in solidarity with other public and online movements that were throwing light on sexual harassment in public spaces such as Why Loiter.

Loitering in Public Spaces

The purpose was to take part in the nation-wide Why Loiter campaign that celebrates the act of loitering to foreground pleasure in women's claim to equality and access to public spaces so as to build more inclusive cities. The young women from St. Mary's College who are part of the CLAPP Team visited Sanjeeviah Park to loiter, relax and spend time with each other and be visibly occupying a public space while doing so.

IT WAS NOT EASY TO IGNORE ALL THE UNWANTED ATTENTION AND WE ALSO HAD A RUN IN WITH A GROUP OF GUYS WHO WOULDN'T STOP STARING. EVENTUALLY WE RELAXED & HAD A GREAT TIME.

CLAPP TEAM WOMEN

Through the activity, the following was addressed:

- Establishing this as a routine activity that the team will undertake together and visit and spend time in various public spaces in Hyderabad.
- Understand that public spaces should be equally accessible to all and discuss various ways of negotiating the risks and pleasures associated with being in public spaces.
- Dealing with society's perception of women loitering in public spaces and dealing with own reactions.

Visit to Sanjeevaiah Park:

The purpose was to get the team connected outside of workshop space and to encourage casual discussions around access to public spaces. The team of police and students came together for a casual game day, which eventually ended with a discussion around usage of parks by young people and specifically couples.

The following outputs were created:

- In continuation with the "Why Loiter" activity, the students get more comfortable in viewing and accessing parks as a safe space for an outing.
- The team got comfortable & connected with each other in a more casual environment, which will reflect in their working together as well.
- Dealing with personal and society's perceptions of couples accessing public spaces.

Movie Screenings

As an ongoing activity, movies and documentaries with feminist themes that explore the challenges women experience in a patriarchal society both in India and abroad were screened for the team and discussions were held after to tease out some of the nuances in our understanding and response to issues of violence against women.

- The film Cairo 678 was screened for the team. The movie looked at the huge impact of sexual harassment on Egyptian women and followed three women and their experiences with the trauma of sexual harassment, the impact on their families and relationships, how they choose to respond and the challenges in pursuing a legal remedy. For this screening, family and friends of the team were invited to join in the movie and discussion.
- The documentary the "World Before Her" was screened on International Women's Day, 2016. The documentary followed two young Indian women as they navigated gender and patriarchy, choice and decision making within the differing worlds of a beauty pageant and a Durga Vahini camp. It led to a discussion about gender in contexts they were not previously exposed to.
- A commercial film, Pink, was screened for the team, family and friends and a larger civil society audience which was followed by a panel discussion. The movie explored the concept of consent within the cultural context and legal framework within which we operate in India.

Visit to Irani Café:

In discussions, Irani cafes in Hyderabad were identified as both ubiquitous in their number and presence and significant in the lack of presence of women in them. The team visited Irani Café to understand some of the taboos that exist in women occupying such a space but the prejudices we carry about places due to our own class privileges were also examined.

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- A commercial film, Pink, was screened for the team, family and friends and a larger civil society audience which was followed by a panel discussion. The movie explored the concept of consent within the cultural context and legal framework within which we operate in India.

Theater Workshop

A theater workshop was held for the students with veteran theater artist and activist, Ms. Devi. The workshop allowed students to get comfortable with sharing their experiences and learnings on sexual harassment in public spaces. Through acting, music and verse, the students challenged themselves with finding new ways to articulate their feelings before an audience.

Creating A Vision For Change & Fostering Expertise

A visioning programme was conducted to allow the team to map out their activities in the next phase; develop understanding on community policing concepts and strategies; build capacity on the tools and methods required for data collection and arrive at a comprehensive calendar to carry out the Scanning Phase on ground. The most significant task in the first phase was to identify the need for collecting data from the student and police groups as well as the surrounding community, followed by practical discussions on possible interventions and identification of specific themes for change within both institutions – police and college.

Activities like, team outings, film screening, etc continued to create a platform for discussion on issues related to gender, gender violence, sexual harassment (social and legal aspects) and the likes and also to identify significant points of discussion during the data collection phase.

Community Policing

Purpose:
• Develop understanding on community policing concepts and strategies
• Understand and integrate the principles of community policing within the team
• Contextualizing sexual harassment within the framework of community policing
• Brainstorming on collaborative community interventions with police and students

Role of Police in a Community:

Method:

Understanding the functions, roles and duties of the police in a society in classroom discussions and visit to the police units.

The role and functions of the police in general are:

(a)   to uphold and enforce the law impartially, and to protect life, liberty, property, human rights, and dignity of the members of the public; (b) to promote and preserve public order; (c) to protect internal security, to prevent and control terrorist activities, breaches of communal harmony, militant activities and other situations affecting Internal Security; (d) to protect public properties including roads, railways, bridges, vital installations and establishments etc. against acts of vandalism, violence or any kind of attack; (e) to prevent crimes, and reduce the opportunities for the commission of crimes through their own preventive action and

measures as well as by aiding and cooperating with other relevant agencies in implementing due measures for prevention of crimes; (f) to accurately register all complaints brought to them by a complainant or his representative, in person or received by post, e-mail or other means, and take prompt follow-up action thereon, after duly acknowledging the receipt of the complaint; (g) to register and investigate all cognizable offences coming to their notice through such complaints or otherwise, duly supplying a copy of the First Information Report (FIR) to the complainant, and where appropriate, to apprehend offenders, and extend requisite assistance in the prosecution of offenders; (h) to create and maintain a feeling of security in the community, and as far as possible prevent conflicts and promote amity; (i) to provide, as first responders, all possible help to people in situations arising out of natural or man-made disasters, and to provide active assistance to other agencies in relief and rehabilitation measures; (j) to aid individual, who are in danger of physical harm to their person or property, and to provide necessary help and afford relief to people in distress situations; (k) to facilitate orderly movement of people and vehicles, and to control and regulate traffic on roads and highways; (l) to collect intelligence relating to matters affecting public peace, and all kind of crimes including social offences, communalism, extremism, terrorism and other matters relating to national security, and disseminate the same to all concerned agencies, besides acting, as appropriate on it themselves. (m) To take charge, as a police officer on duty, of all unclaimed property and take action for their safe custody and disposal in accordance with the procedure prescribed. (n) To train, motivate and ensure welfare of police personnel

Responsibilities of the Police
Every police officer shall: (a) behave with the members of the public with due courtesy and decorum, particularly so in dealing with senior citizens, women, and children; Sec (57), Model Police Act 2006 3 (b) guide and assist members of the public, particularly senior citizen, women, children, the poor and indigent and the physically or mentally challenged individuals, who are found in helpless condition on the streets or other public places or otherwise need help and protection; (c) provide all requisite assistance to victims of crime and of road accidents, and in particular ensure that they are given prompt medical aid, irrespective of medico-legal formalities, and facilities their compensation and other legal claims; (d) ensure that in all situations, especially during conflict between communities, classes, castes and political groups, the conduct of the police is always governed by the principles of impartiality and human rights norms, with special attention to protection of weaker sections including minorities; (e) prevent harassment of women and children in public places and public transport, including stalking, making objectionable gestures, signs, remarks or harassment caused in any way; (f) render all requisite assistance to the members of the public, particularly women, children, and the poor and indigent persons, against criminal exploitation by any person or organised group; and (g) arrange for legally permissible sustenance and shelter to every person in custody and making known to all such persons provisions of legal aid schemes available from the Government and also inform the authorities concerned in this regard. (h) preserve, promote and protect human rights and interests of weaker sections, backward classes, poor, weak and the downtrodden.

Visit to Police Headquarters: Hyderabad

The purpose was to gain an understanding of the structure, processes and legal framework under which the police operate. The student team were taken to the Police Control Room, Bhasheer Bhagh, where they met with Additional Commissioner of Police for Crimes and SIT and Head of the SHE Team, Ms.Swati Lakra; to the Himayath Nagar Police Station where the SHE team is located and met with ACP Kavitha Rao who gave them an overview of the history and functioning of the SHE Teams. A representative of the cybercrimes unit of the Hyderabad Police made a presentation on the types of cybercrimes prevalent in the city with a special focus on crimes targeted at young people and discussed the various laws that address this issue. The team also visited Abids Smart Police Station where they were given a tour of the facilities and the process involved in filing a complaint and the ways in which this has been made easier for the public.

Through this, the team of students:

- Developed understanding about police operations.
- Learnt about precautions and risk factors associated with cyber crimes
- Developed understanding on various laws under which one can be booked in the case of sexual harassment.
- Interacted with SHE Team officers as well as officers from the cybercrimes unit and smart police station to understand the innovations and changes that are being brought in by Hyderabad police.

Meeting a Victim of Sexual Harassment in Public Space

Purpose: To understanding police response to sexual harassment and impact of sexual harassment on women who report the crime.

Method: The team listened to a young victim of sexual harassment who was stalked by a two wheeler when she was driving. She explained how she felt by the stares and the fear that she was being stalked. She explained to the team why she chose to complain to the police and her experience. The police officer who dealt with the case also explained the way he processed the case and actions undertaken to make sure the victim is safe.

Community Policing

Purpose: Understanding community policing as an approach that promotes partnerships, proactive problem solving, and community engagement to address a crime or community issue.

Method: Group discussions were used to understand the core principles of community policing- accountability, change, trust, vision, partnership, empowerment, problem solving, leadership, equity and service, and integrating them within the CLAPP team.

Accountability - refers to mutual accountability. In community policing, the community holds Police Officers accountable for their actions, and the police hold the community accountable for shouldering its share of the responsibility for promoting and maintaining public safety and the overall quality of life.

Change - Change drives organizations and individuals to view the transition to community policing as an opportunity to improve the way police deliver their service. Community-policing changes should result from strategic planning, which involves all employees, government officials, and community members.

Trust- Trust is the conviction that people mean what they say. A community-policing partnership should demonstrate integrity, that it follows through on its promises to the community. Trust helps reduce the gap between police and community, challenging misconceptions and allows collaboration.

Vision- Vision is creating an ideal violence free community through community policing. This vision, which should include community members and core values, should provide the inspiration, motivation, and authority to achieve short-term and long-term community-policing goals. Community-policing vision is an entirely new philosophy and management approach that influences organizational policies, procedures, and practices.

Partnership- Partnership supports the development of collaborative relationships between individuals and organizations. Developing community-policing partnerships is an organizational philosophy and strategy.

Empowerment- Empowerment is the act of creating an opportunity for shared power and ownership. Community policing in a police organization gives line personnel greater autonomy (freedom to make decisions). In the community, community policing allows citizens to share police decisions and responsibilities with the police, as well as their thoughts about which problems are important and more.

Problem Solving- Problem solving is a collaborative, analytical process for identifying specific community situations/events and their causes and tailoring responses to those events. Problem solving involves an

organization-wide commitment to transcend traditional police responses to violence against women and, in creative and innovative ways, address the multitude of problems eroding the quality of life.

Leadership- Leadership involves constantly emphasizing and reinforcing root causes of gender based violence and community policing's vision, values, and mission. Leaders must support and articulate the commitment to community policing and be role models for taking risks and building collaborative relationships.

*Equity-*Equity in respective partner institutions is emphasized regardless of gender, religious belief, income, and any other differences. Partners in community policing also recognise the dynamics of violence against women the influence of culture and religious practices.

Service- Service is where the police and the community value each other and learn to be empathic and gauge what the needs are.

Building a Community Vision for Change

Purpose:

Understanding policing and community policing as a philosophy and a management style that differs from current practice by requiring the police to form new partnerships with various stakeholders in the community so that the police and stakeholders can together identify, prioritize, and solve the community's problems. Examine three of the 10 community-policing principles' change , accountability, and vision in a police-community collaboration to reduce sexual harassment in public spaces.

- o Identify changes needed in policing and the community including educational institutions (Change drives organizations and individuals to view the transition to a collaborated approach (community policing) as an opportunity to reduce violence against women).
- o Determine how community policing enhances the accountability of all community members (Accountability refers to mutual accountability. In community policing, the community holds Police Officers accountable for their actions, and the police hold the community accountable for shouldering its share of the responsibility for promoting and maintaining public safety and the overall quality of life.)
- o Develop a vision of how community policing can improve the ways in which communities address violence against women, especially sexual harassment in public spaces.

(Vision is creating an ideal, a grand image of how to reduce crime and create safe spaces for women and girls through community-collaborated- policing.)

Awareness on Gender Spectrum and Transgender Rights:

Vyjayanti Vasatha Mogli, a transgender activist based in Hyderabad, held a 3-hour session and introduced the team (of police alone) to concepts of the gender spectrum and transgender people's rights.

- • The team got introduced to concepts of gender, sex and sexual orientation.
- • They were also made aware of the various transgender communities that are indigenous to India.
- • The team was made aware of the NALSA judgment of 2014, which secured the rights of transgender people in India.

Awareness on Laws Related to Sexual Harassment

B. Girija Devi, Feminist & Women Rights Activist, introduced the team (of police only) to the philosophy of laws and how it can help uphold morals of the society, eventually culminating into a discussion on the Nirbhaya Act, 2013

➢ The team discussed & exchanged ideas related to their own struggles with laws and implementation.
➢ The team built a rapport with each other related to the roadblocks they face while invoking laws and registering FIRs in specific cases.
➢ The team clarified several aspects of the Nirbhaya Act, 2013 and received a far simplified summary of the entire law.

Examining the Problem of Sexual Harassment in the Community

Capacity Building on Research Methods

Surveys and interview schedules were designed to collect data from the police, police leadership, students, college management and the community around the college with a focus on knowledge, perceptions, attitude and mindsets towards sexual harassment, security needs of women and the existing interventions as well as gaps. Following this the team was given training in two phases on social research methods and the process, nuances and ethics of data collection by observation, questionnaire and interview methods.

The CLAPP team was then ready to collect data from the police, from the students and from the larger community around the college. In addition to this, in-depth interviews were planned with those identified in the stakeholder analysis including the college management and the police management on the same themes. The interviews were designed to touch upon the exisiting policies and interventions within the institutions, available redressal mechanisms, training and capacity building measures, legal awareness and compliance etc.

The data collection was planned in three phases.

PHASE I: Workshop & Data Collection	PHASE II: Workshop & Data Collection	PHASE III: Data Collection
• Workshop on data collection - doing surveys • 100 members of the police surveyed	• Workshop on data collection - conducting interviews • Interviews conducted with police management, government departments such as transport, Greater Hyderabad Municipal Corporation (GHMC) & University Grants Commission (UGC) and with NGOs	• 90 students and 50 members of the community • Interviews conducted with college management

CLAPP Insights

- *Arriving at a shared vision is the basis of project implementation. Without that, activities will lose meaning.*
- *This shared vision begins to gain shape from the very beginning of the project and changes over time. Changes in the vision at this stage does not reflect a setback but demonstrates the evolution of the thinking of the team on the issue and the growth in their understanding.*
- *As the team begins to transition into implementation of shared vision, they need to be equipped with the necessary skills to carry it forward. Lack of expertise could lead to loss of confidence in the vision, loss of morale in the team and a feeling of confusion and apprehension.*

Conducting Research

The phase of Scanning focused mainly on conducting research amongst the Police Officers, girls and women who faced sexual harassment, the onlookers and various stakeholders in numerous institutions of the society. The main aim of the research study is in sync with the larger objective of project CLAPP, which is to create response plan to address the issue of sexual harassment in public places.

The research phase included collection of data, analysis followed by delineating a set of themes relevant to arrive at a sustainable model to curb the incidence of sexual harassment at public places by deriving a framework of police and community partnership.

It is noteworthy that the incidence of sexual violence and harassment is closely tied to the structures and norms embedded within patriarchy and gender inequality which give rise to such perceptions and attitudes that further crystallise them and sustain them. Incidents of victim shaming, character assassination if incident is reported to police, real or virtual threats that may follow if the culprit is reported, and most significantly, the normalisation of sexual harassment as a way to express one's liking/attraction towards a girl are just some of the ways which create adverse situations for women. Hence, there is a need to look at the role of the community in redefining perceptions and attitudes towards women, their character and their role in society. This approach was based on the argument that sexual harassment in public spaces is culturally constructed and supported and that sexual harassment and other forms of sexual violence is a learned behavior that can be unlearned, hence needs interventions and efforts towards that end.

Research Objectives:

The research was undertaken keeping three major arenas in perspective: Knowledge, attitudes and practices. Consequently, objectives of the study include:

1. Understanding the respondents and their training in case of Police Officers
2. Understanding the respondents and their experiences of sexual harassment in public places
3. Understanding their knowledge/perception about sexual harassment in public places
4. Understanding the knowledge about laws and policies regarding the sexual harassment in public places
5. Drawing conclusions regarding the steps to be taken.

Research Design:

The research design of the study is qualitative in nature and have used the Problem Analysis Triangle (PAT - harasser, aggrieved woman and location). Since, the focus of the study is to understand the level of knowledge about sexual harassment amongst the stakeholders, their attitudes and perceptions about it and finally to tap on the kind of practices that ensue from it, qualitative method is the most apt for the study. The study is divided into three surveys, including one on security needs of the women:

Survey 1 : Sexual Harassment in Public Spaces for Students
Survey 2: Sexual Harassment in Public Spaces for Police
Survey 3: Victimisation & Perception on Security Survey for Women Students and Public

Research Tools:

The research tools include survey questionnaires with students, women and Police Officers and semi-structured stakeholder customised interviews. Along with the primary data collection process, secondary data about laws, policies and rules and regulations in institutions was also collected. Literature, academic and popular, on gender inequality, violence and harassment was also looked into.

Population and Sample

The target population for the study includes Police Officers (100), students (100) and community members (50) around St. Mary's College was collated. Interviews with public departments such as transport, UGC, GHMC (3), police leadership including the Addl. Deputy Commissioner of Police (ADCP)

and Assistant Commissioner of Police (ACP) (2), college management including director, principal, coordinators, Head of Departments (HODs) (8) and civil society organizations (4) were analyzed and the various insights were collated. In addition, women in all three groups (students, police, community) also answered a security needs survey that was analyzed to understand the barriers to women accessing public spaces in Hyderabad.
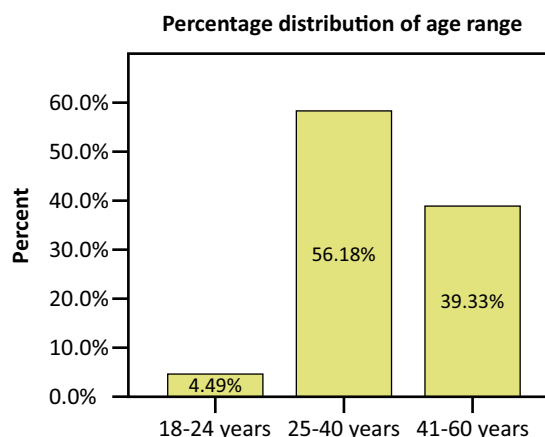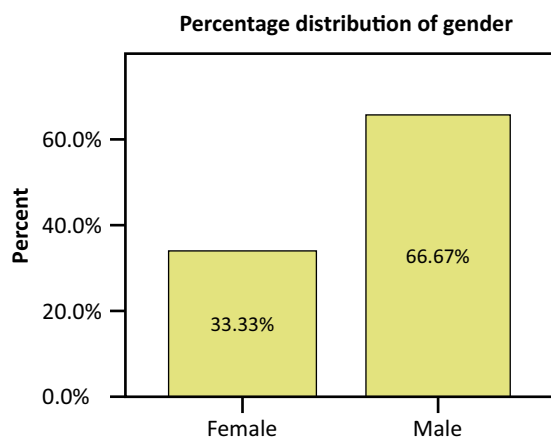
Respondents

As mentioned above the respondents included students, Police Officers, women who have experienced sexual harassment, stakeholders from civil society organisations, Hyderabad Municipal Corporation, Transport Department, UGC and Educational Institutions.

Women: The women respondents are in the age group of 18-24 years with college going girls and young graduates mostly frequenting movies and malls, shopping and theatre.

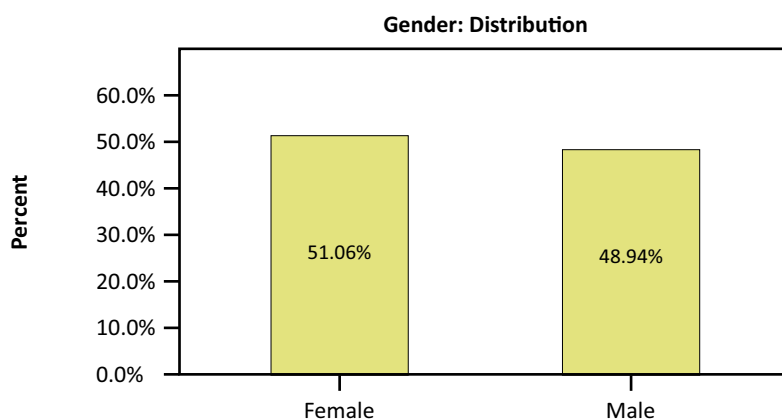**Respondents: Age group distribution**
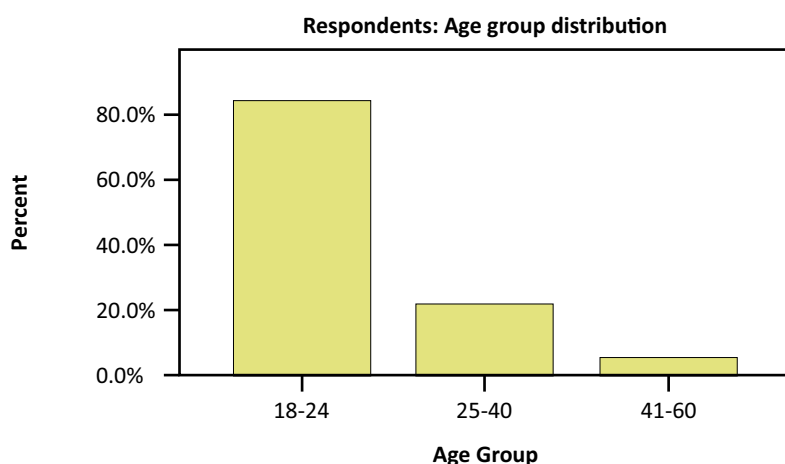
Police Officers: Amongst the Police Officers category of respondents, 33.33% were women Police Officers and 66.67% men officers, officers are predominately between the ages of 25-40 years. Although the survey did not focus on the respondents' salary range, designation, and number of years in service but the data reveals that 37% of the respondents were constables

Percentage distribution of gender

Percentage distribution of age range

Students

Among the category of student respondents, 51.06% were men and 48.94% were women.

Gender: Distribution

Analysis Framework

The insights from all the data collected from the women, students and Police Officers along with that collected from the stakeholders, was organized into themes to understand knowledge and awareness about sexual harassment in public spaces, attitudes and perceptions towards sexual harassment in public spaces, institutional and public barriers, resources available and initiatives undertaken amongst various stakeholders in Hyderabad, which can be put within the domain of practices. These insights will be further used to generate appropriate individual and institutional responses with the police and students.

Thematic framework

➢ Knowledge
   * gender, VAW and sexual harassment
   * laws, policies and institutional mechanisms

➢ Attitudes/perceptions/mindsets about gender, VAW and sexual harassment
   * victims/ women
   * Police
   * others - bystanders, etc

➢ Current practices
   * of the women - what they do and factors that affect their decision
   * of the Police Officers - redressal mechanisms that they have
   * of institutions and organisations
   * Stakeholders interviews: Know the extent of sexual harassment in public spaces; Understand the services offered to tackle sexual harassment in public places and also to explore the ways in which sexual harassment can be addressed

➢ Possible interventions and change process
   * Understanding of the process of individual and institutional change for police and education institution
   * Developing specific interventions and processes based on the data to help reduce instances of sexual harassment in public space

Key Findings of the Research
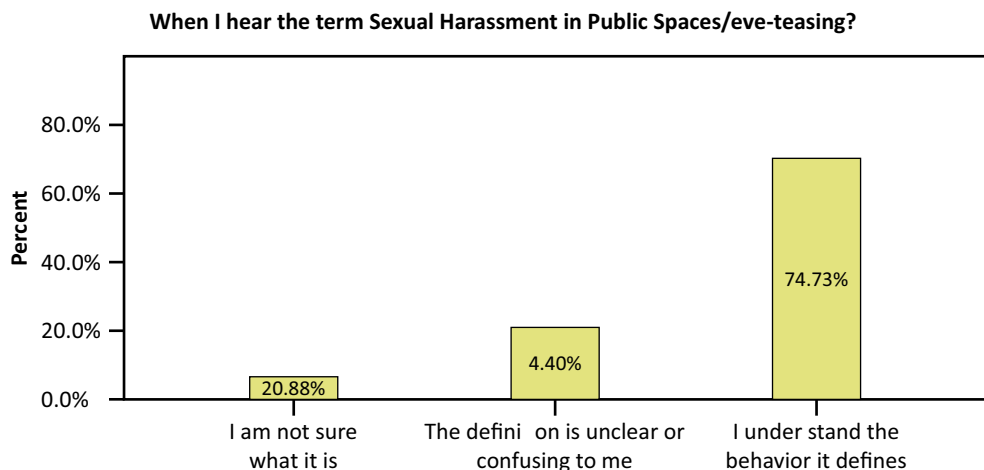
Knowledge/Awareness about sexual harassment:

In the research phase of project CLAPP, for data collection and analysis purposes, sexual harassment is conceptualised as constituting one or more of the following:
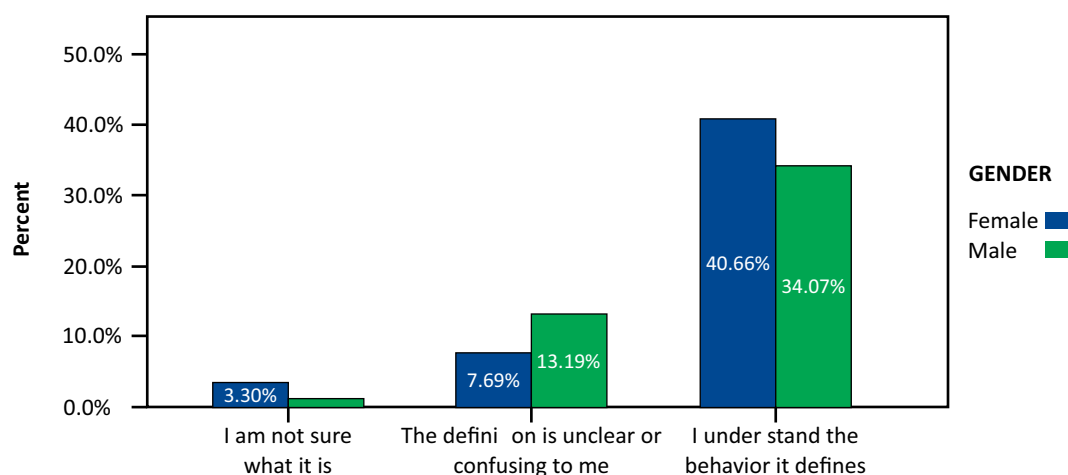
1. Sexual comments/remarks
2. Touching his private parts with a deliberate intention of making you feel uncomfortable
3. Sexual assaults
4. Calling names
5. Deliberate contact/groping
6. Whistling/making animal or kissing noises
7. Flashing/Masturbating in public
8. Obscene gestures
9. Starring/leering
10. Blocking the way

However, the data clearly shows that knowledge about sexual harassment is not very clear amongst most respondents.
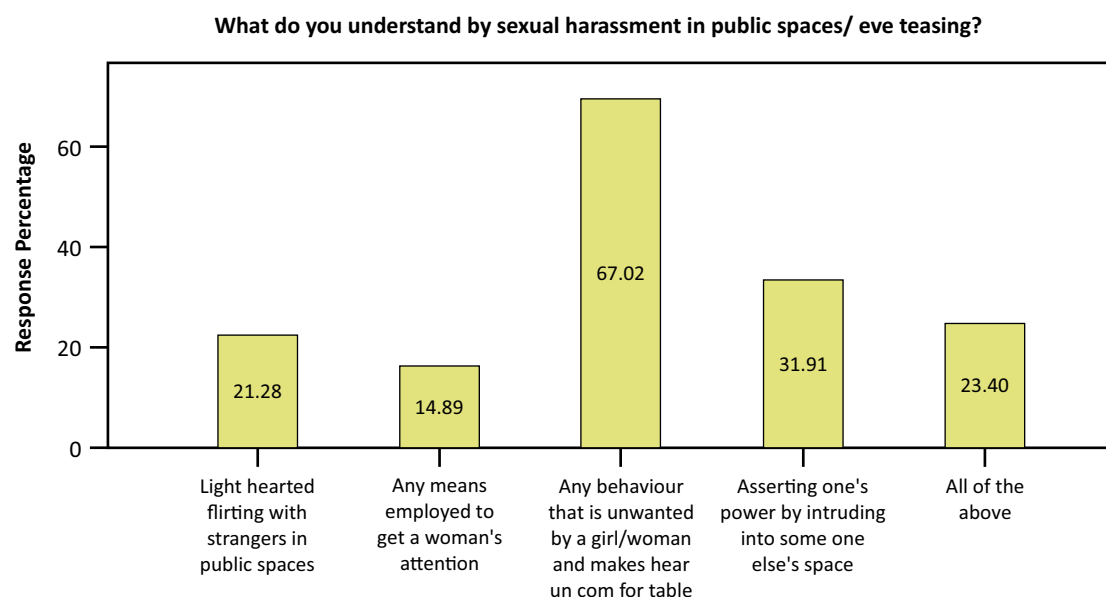
Students

It was noted that most respondents either had little or ambiguous information about what constitutes sexual harassment. Amongst the students, 25% of the population either does not know what the term 'sexual harassment' means or even if they have heard about it, there is ambiguity in its understanding. It appears that amongst the people who do not know what harassment in public places means are women (3.3% of the overall population and 7.69% of women are unclear about it), and amongst the people who are confused, the percentage is 13.19% of overall population (all men).

When I hear the term Sexual Harassment in Public Spaces/eve-teasing?

|	Percent
I am not sure what it is	20.88%
The definition is unclear or confusing to me	4.40%
I under stand the behavior it defines	74.73%

With regard to their understanding of what constitutes sexual harassment, 21.28% of the students believe that even light hearted flirting is a form of sexual harassment. Interestingly, 10+% people believed that intrusive forms of harassment like groping, following/stalking, blocking the way are not forms of harassment.

What do you understand by sexual harassment in public spaces/ eve teasing?

However, 74% disagree with 'Sexual harassment in public spaces/ eve teasing is harmless flirting' 18.48 % of the students had any training or awareness about sexual harassment and the percentage of men is lower than that of women i.e. 69.57% as compared to 87.50%.

Some students responded that Eve teasing happens because as a society we don't allow men and women to interact socially.

According to you, which of the following would fall under sexual harassment in public spaces/ eve-teasing?
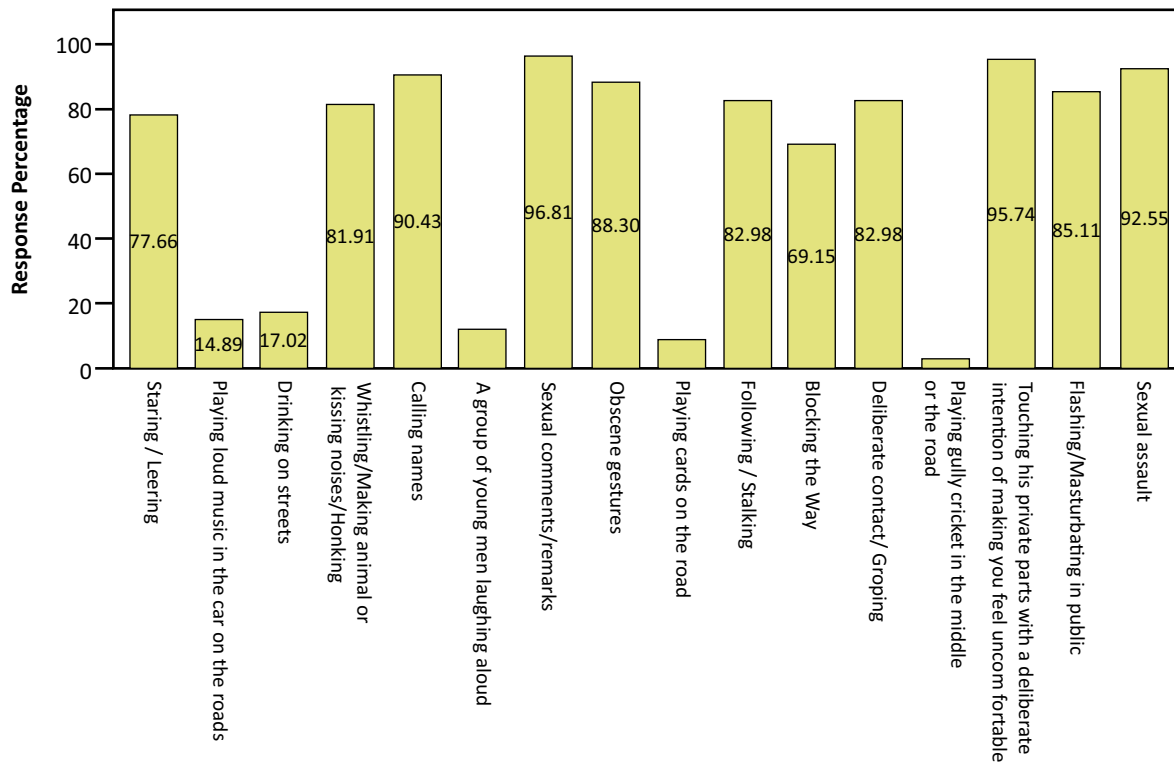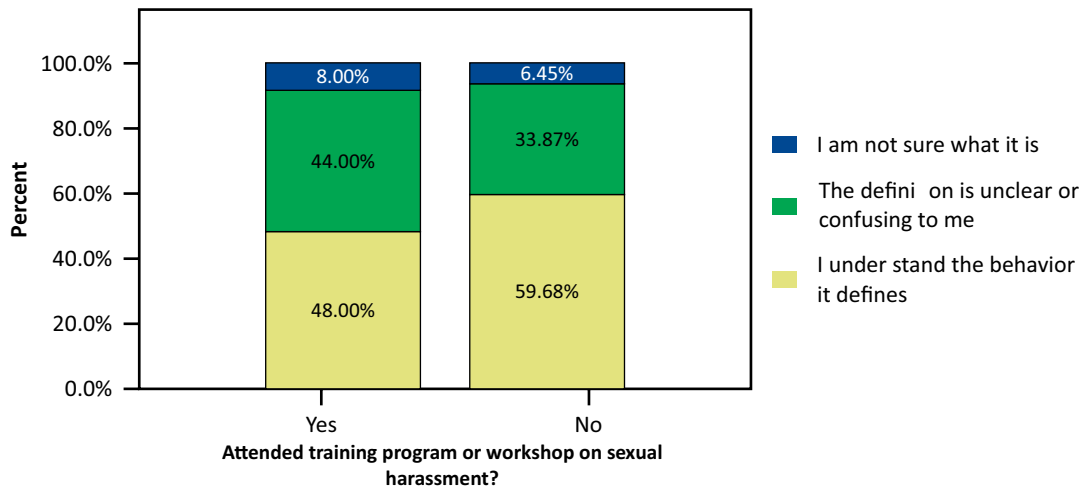

Police Officers

Amongst the Police Officers, 78% of the respondents have received information about sexual harassment. Though, if one looks at the gender divide, 30.4% of men did not receive any information as compared to 12.5% of women who did not receive information.

Have your ever received any information or awareness about sexual harassment In public spaces/ eve-teasing?
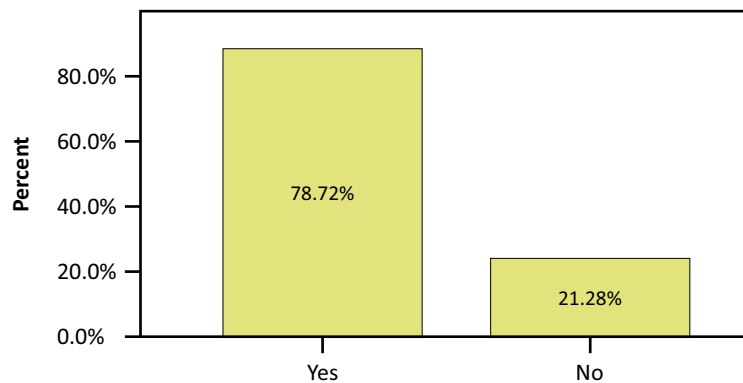
From the data graph given below, it can be said that there is 42.64% of respondents who have received any information on sexual harassment in public places, 52% of trained respondents, 33.33% of respondents who have information about how to respond still seem to be either confused or do not know about sexual harassment.

Percentage distribution: How correlated is understanding of sexual harassment in public places with training

Percentage distribution: How correlated is understanding of sexual harassment in public places with training on how to respond
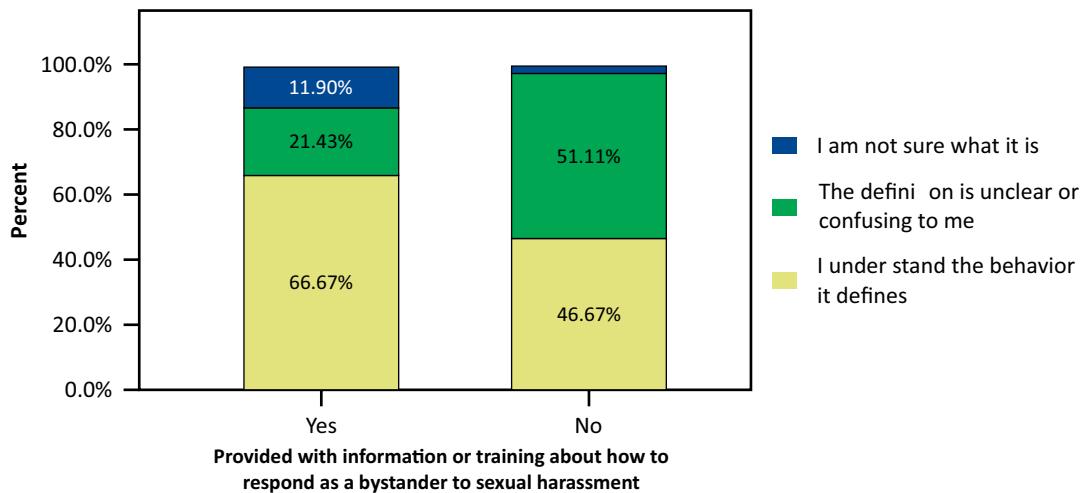
The survey revealed that amongst the Police Officers, majority are unclear as to what constitutes sexual harassment. 40% have indicated that light hearted flirting will be a cause for sexual harassment. Interestingly, amongst those officers who have been trained and those who have not, the responses follow similar trends potentially indicating that training has not had much of an impact in responses.

What do you understand by sexual harassment in public spaces/ eve teasing?
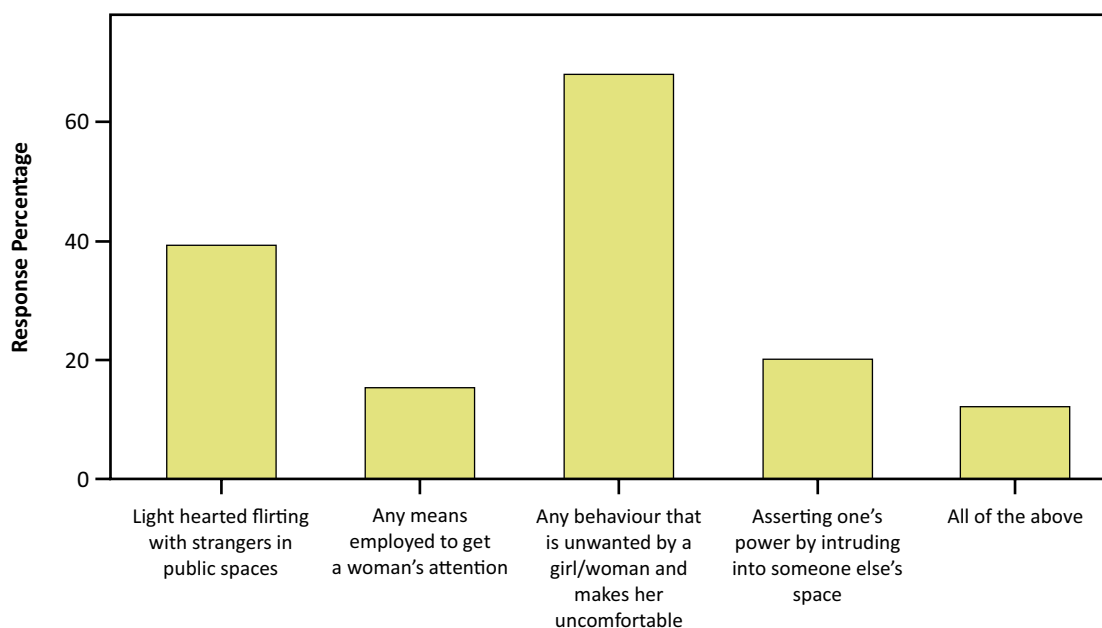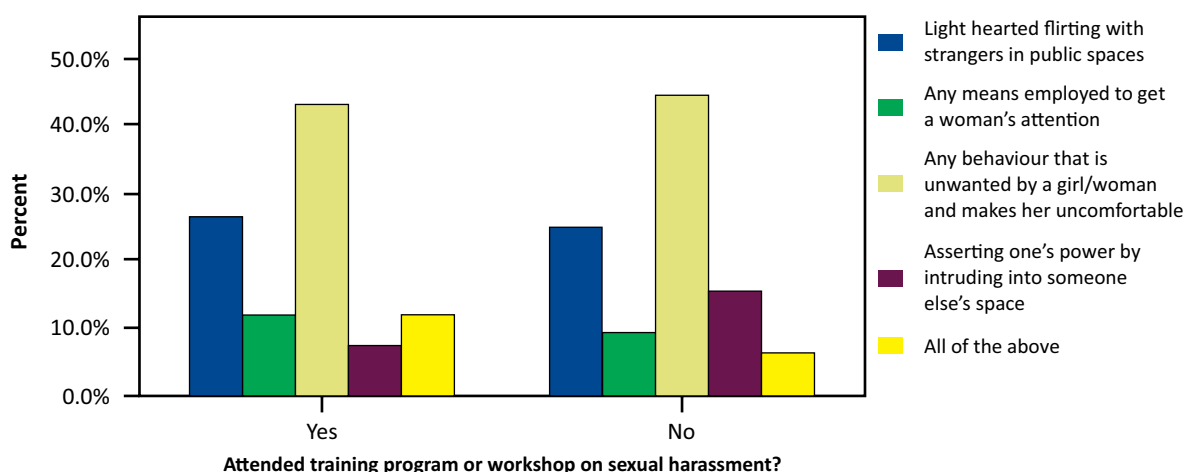

What do you understand by sexual harssment in public places?

The survey amongst the Police Officers revealed that most of them consider it to be a trivial issue that does not concern them at all or somewhat concerns them which is an alarming revelation given that dealing with sexual harassment is a task that falls within the purview of the Police Officers

Women

Most women have faced sexual harassment in their lifetime and talked about their experiences during the survey.

Source of information - public awareness campaigns, 44% from school/colleges and 69% from internet

Inference: As it emerges from the above data, there a still a significant percentage of men and women who are either ignorant about the concept of sexual harassment or have very faint idea about it. This as can be understood from the larger context is mainly a result of little/no awareness about the causes of sexual harassment and its relationship with patriarchy and gender inequality.

Knowledge about Laws/Policies on Sexual Harassment:

Students

Approximately, 43% of student respondents are not aware about existing laws against sexual harassment in public spaces which indicates that the awareness about legal provisions with regard to sexual harassment is very low amongst the youth. Additionally, only 45% of the students are aware of internal policies or initiatives in their college to address sexual harassment.

Do you know if there are any laws against sexual harassment in public spaces?
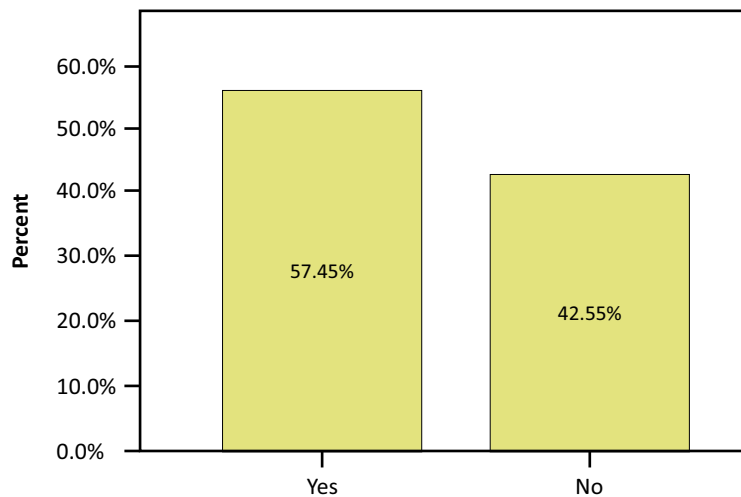
Do you know if there are any internal policies or initiatives in your college to address sexual harassment?
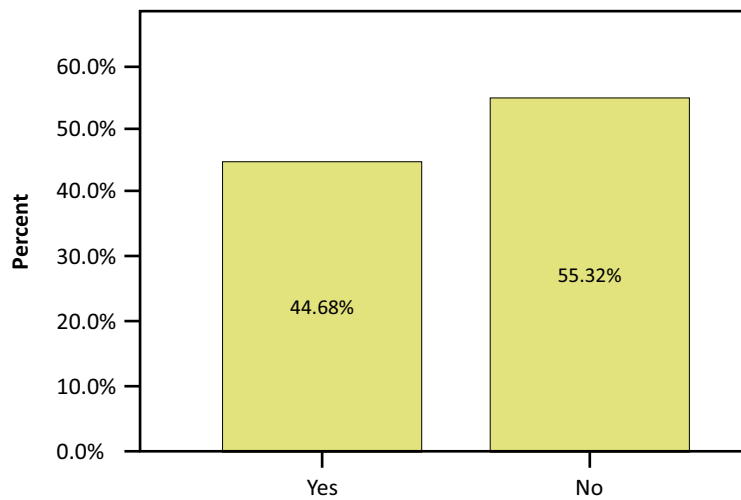
Police Officers

> » Only 76.4% of respondents know about existing laws against sexual harassment in public spaces.
> » 79.78% of the respondents knew of internal policies or initiatives in their organization to address sexual harassment.
> » About 13.79% of the respondents think that the victim should treat sexual harassment as a compliment.

In your opinion, the best way to respond to an incident of sexual harassment in public spaces is to
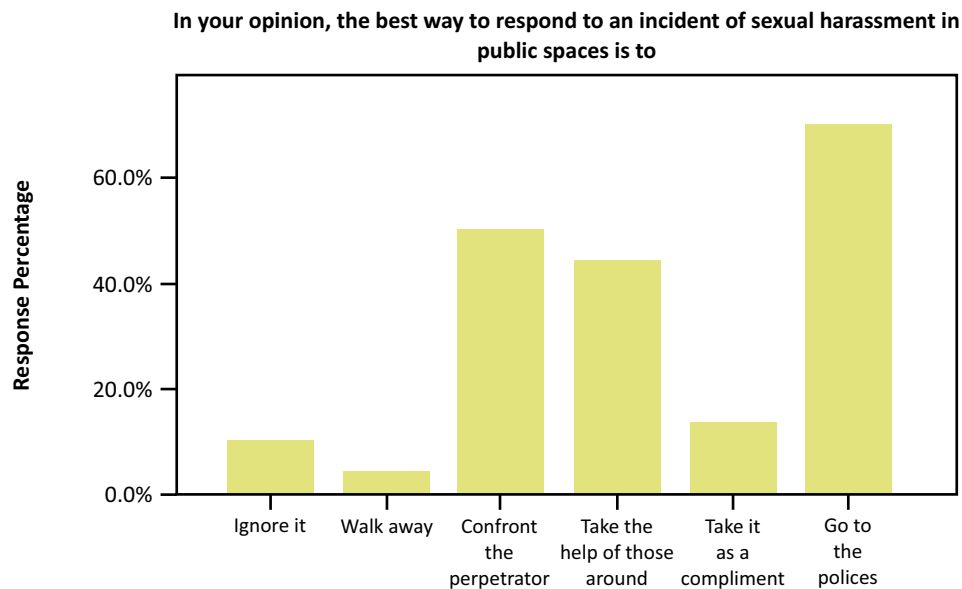
As far as their training is concerned, a little more than a quarter of the officers attended to workshop or training on sexual harassment and more than 3/4th of the officers have received information or awareness on sexual harassment.

While 78.65% of respondents have received information about sexual harassment in public places and 50% about how to respond as a bystander, only 28.89% of respondents have had any training on the topic.

Percentage Distribution: Have you ever attended a training program or workshop on sexual harassment in public spaces/ eve-teasing?
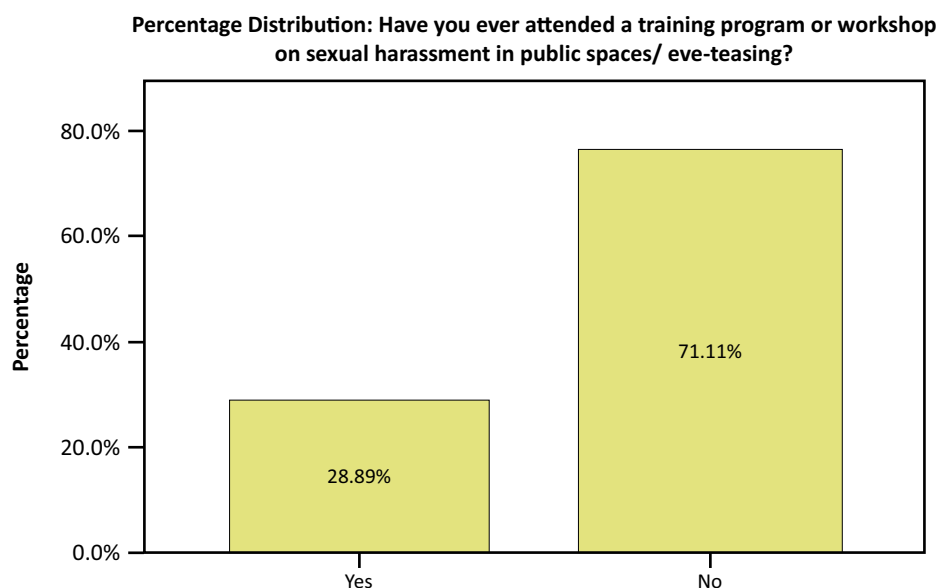
Percentage distribution : Have you ever been provide with any information or training about how to respond as a bystander to sexual harassment in public spaces/ eve-teasing?

Provided with information or training about how to respond as a bystander to sexual harassment
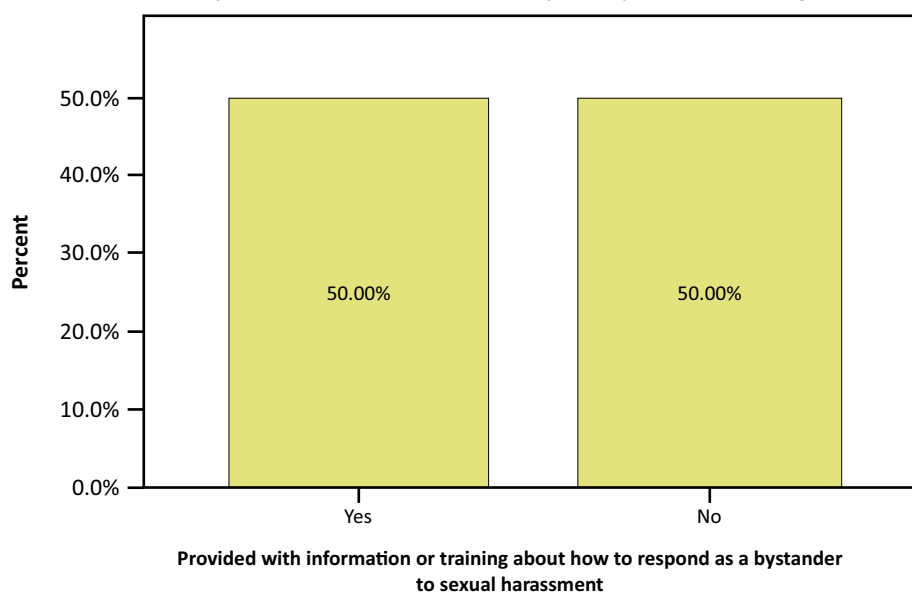
Inference: As it emerges from the data, the respondents had a significant level of information about the legal and policy mechanisms with regard to sexual harassment, but what is ambiguous is the extent to which this information leads to any action to prevent/address sexual harassment.

Perceptions about Sexual Harassment:

Prevalence/Incidence of Sexual Harassment

From the survey with students, it was revealed that a majority of them think it happens, 62% saying somewhat common and 19% that its very much prevalent. As evident in the data there is a clear gender divide amongst the respondents as 29.17% of women think sexual harassment is very prevalent as compared to 8.7% men. While 30.43% of men think that harassment does not happen, only 8.33% of women seem to think so. Among the 69 respondents who faced harassment, 23 of them have faced multiple instances of harassment (>5 instances) that is, 33% of the girls had to endure sexual harassment in great numbers in public places.

Do you think street sexual harassment is prevalent around your college?
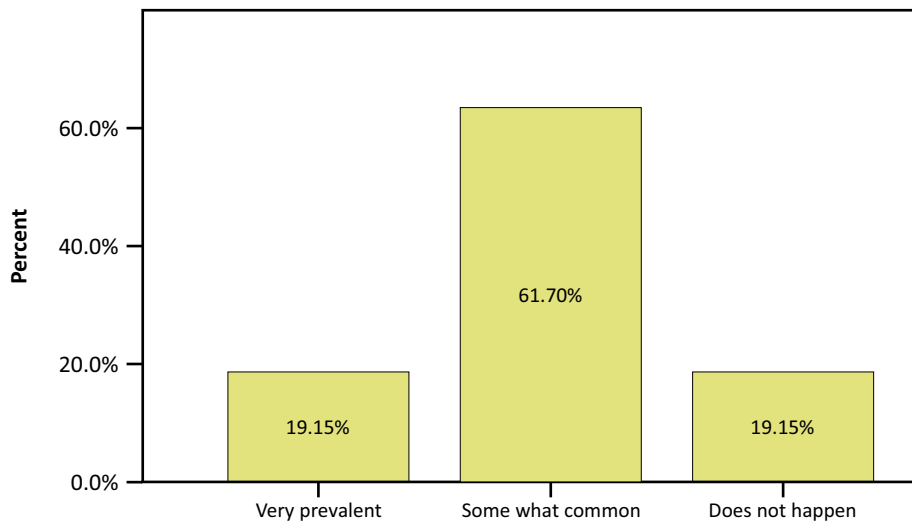
Do you think street sexual harassment is prevalent around your college?
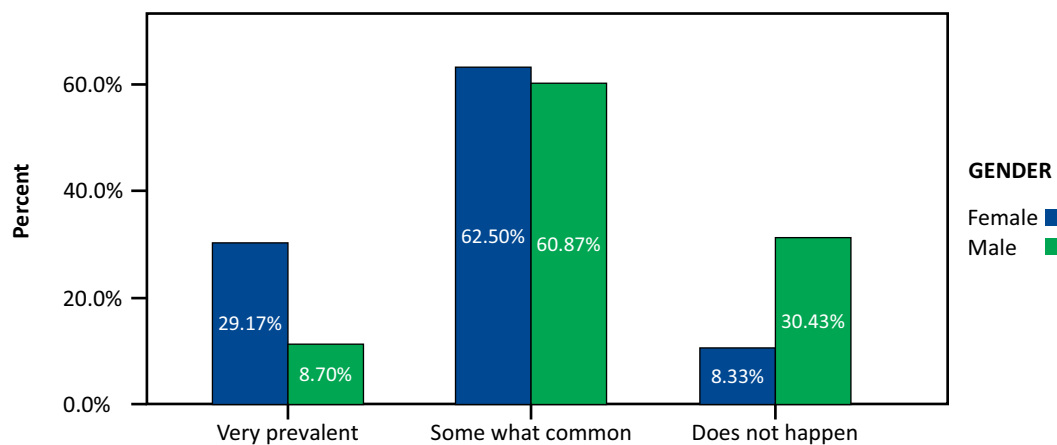
The following graph illustrates the responses from the women who faced sexual harassment in the last one year: Approximately 58% of women have been harassed in the last year. When broken down based on age categories 62% of women in the 18-24 age group, 36% of women in the 25-40 age group and 50% of women in the 40-60 age group have faced sexual harassment. Women of all age categories seem to have faced harassment. Whether there is statistically significant evidence that age matters for harassment needs further investigations.

Have you been sexually harassed in a public space (such as bus stop, mall, market place, coffee shop, tea stall, bus/train) in the last one year?

Have been sexually harassed in a public place in last 1 year?

Have been Sexually harassed in a public place in last 1 year?

Age Group
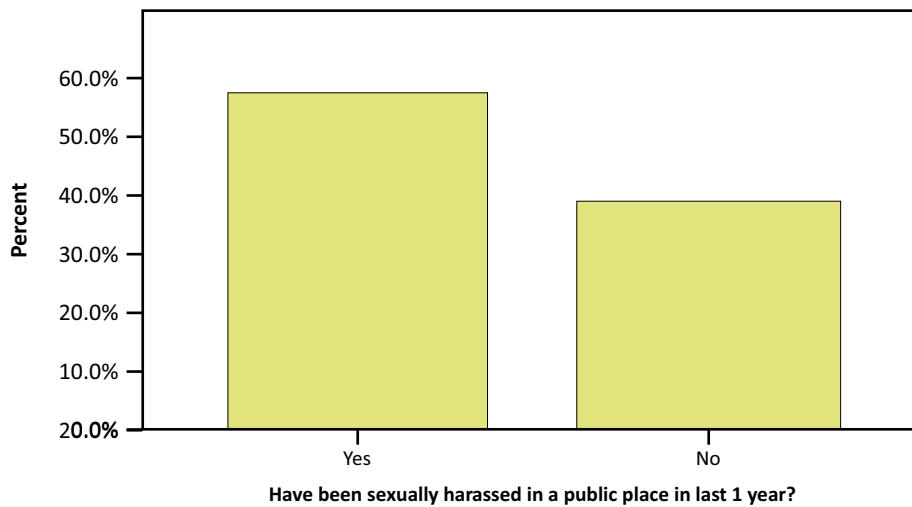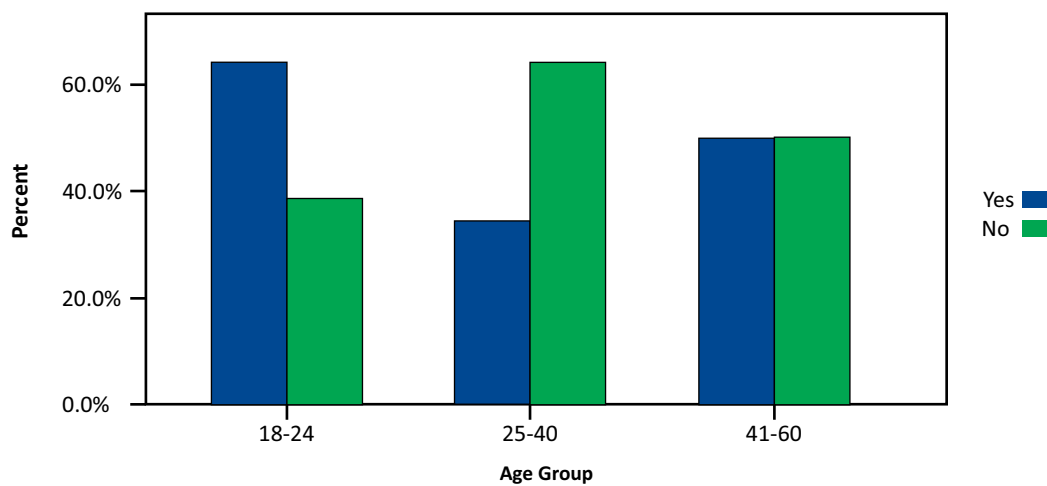
How many incidents of sexual harassment encountered in last one year?

Among the 69 respondents who faced harassment, 23 of them have faced multiple instances of harassment (>5 instances). That's 33% of the girls who have had to endure sexual harassment in great numbers in public places. The data, thus, clearly indicates that majority of the respondents believe that sexual harassment is common and most of the women have faced it in their lives, mostly more than once.

However, most women also felt that presence of a good infrastructure like well lit streets, presence of police, or public transport makes a woman more confident in the public sphere. Some respondents also feel that the presence of family members is important to make them feel safe.

The stakeholders were also interviewed to record the incidence of sexual harassment. It was felt across the board that sexual harassment is a common phenomenon that needs to be dealt with.

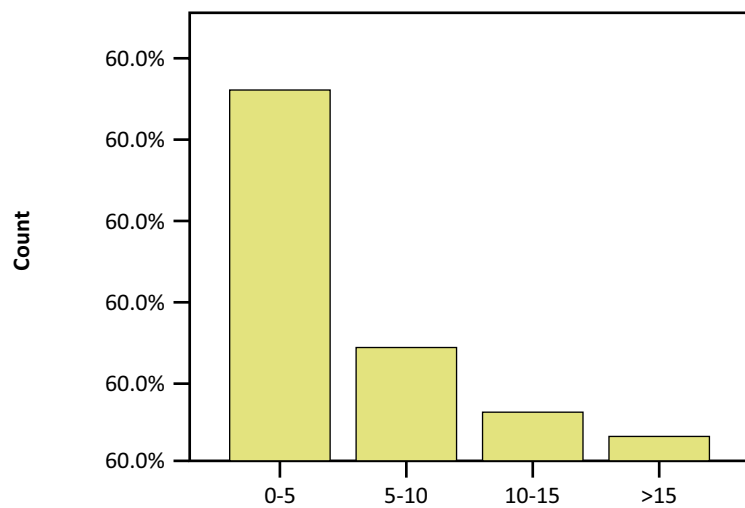Site/s of Sexual Harassment

Among the students, it was revealed that more than a half of the students have stated public transport and spaces of access to public transport like bus stops and railways stations. Roads sides and stalls are also felt by many as places of harassment. 29% agree with 'If women go to certain spaces which are male dominated (eg. wine shops, streets late in the night), they should expect sexual harassment /eve teasing. 42% agree with 'Women should be offered segregated spaces to curb sexual harassment in public spaces/ eve teasing (like in buses, trains)'.

Where do you think street sexual harassment in more prevalent usually?
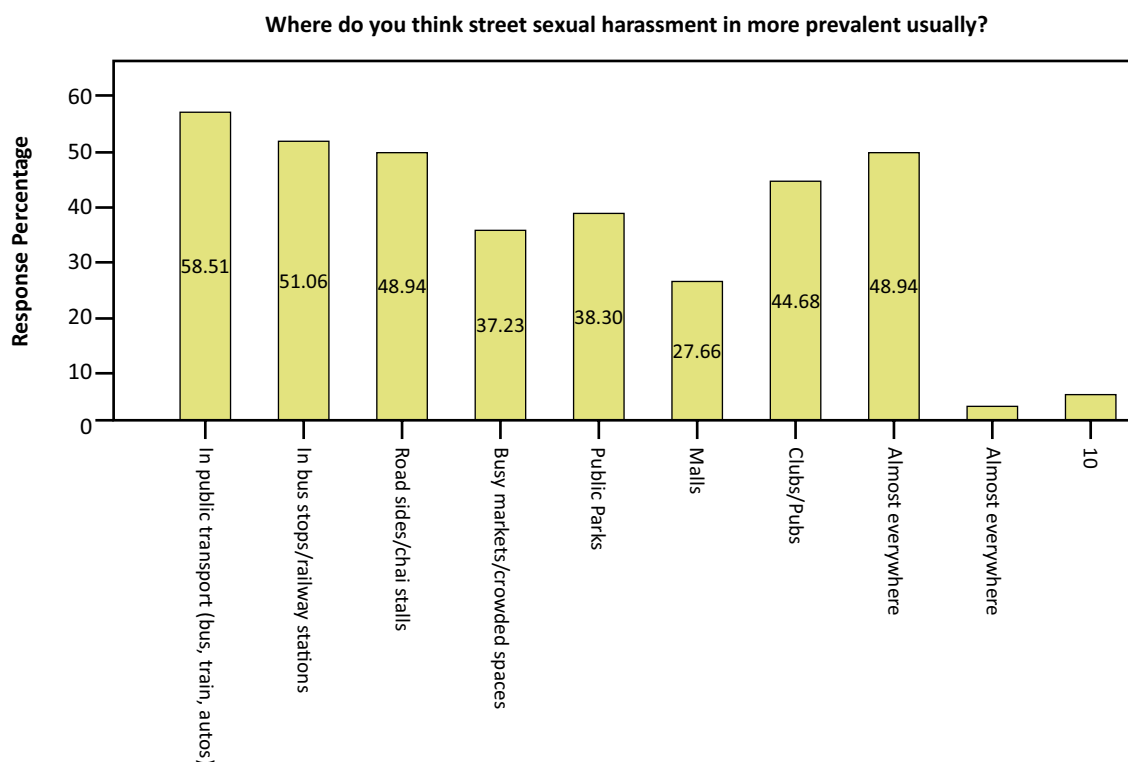
The data collected from the Police Officers revealed the following information which is very similar to the one observed amongst the students (young men and women).

According to you, which of the following would fall under sexual harassment in public spaces/eve-teasing
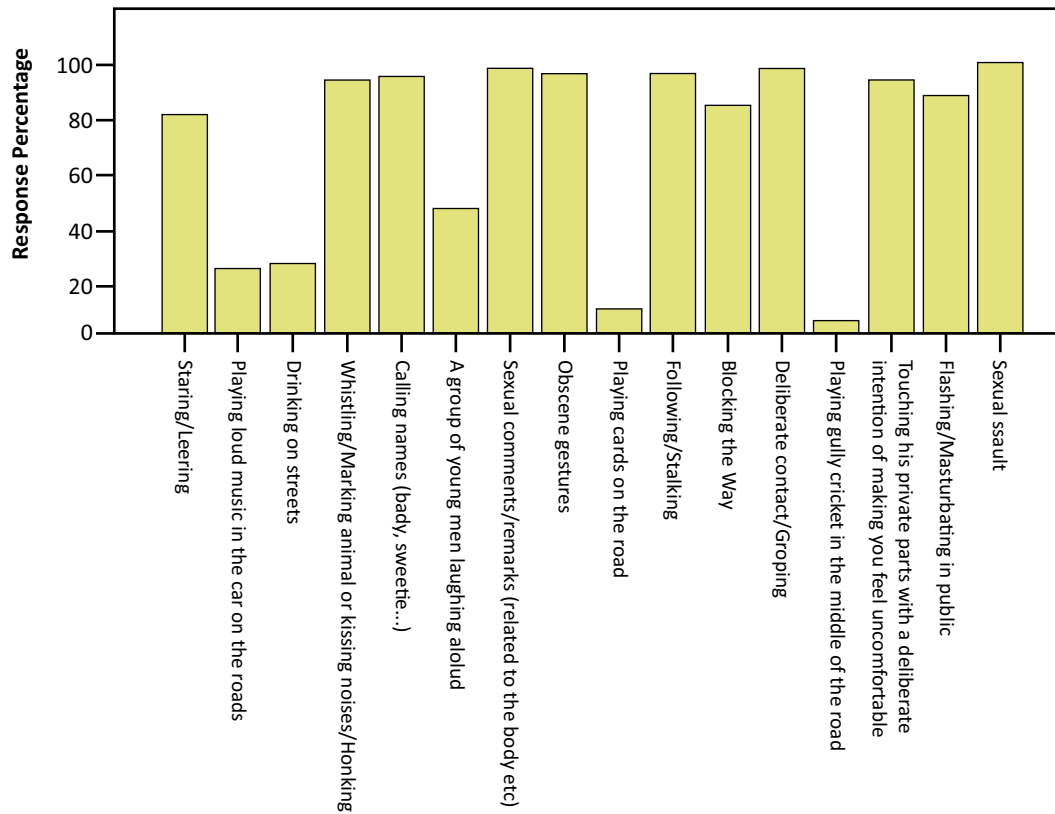
The following graph illustrates the sites of sexual harassment as evident from the responses from the women.
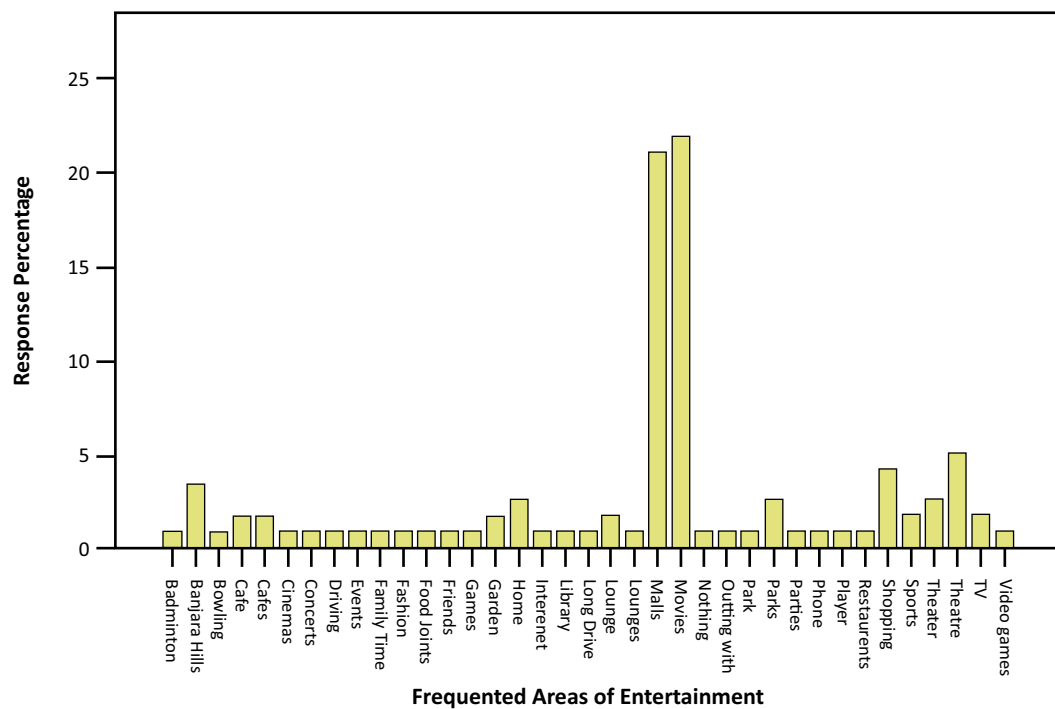
What are some of the public places that you have encountered sexual harassment at?

Public Transport — 53.62
Railway Station — 33.33
Bus Stand — 40.58
College — 26.09
Park — 15.94
Mall — 28.99
Roadside — 62.32
Chai/Cigarette Stalls — 23.19
Market — 33.33
Auto — 28.99
Cinema Theater — 24.64
Online - Social media such as Facebook, Twitter, Instagram etc — 47.83
Smart Phone - whatsapp, snapchat etc. — 30.43
Other
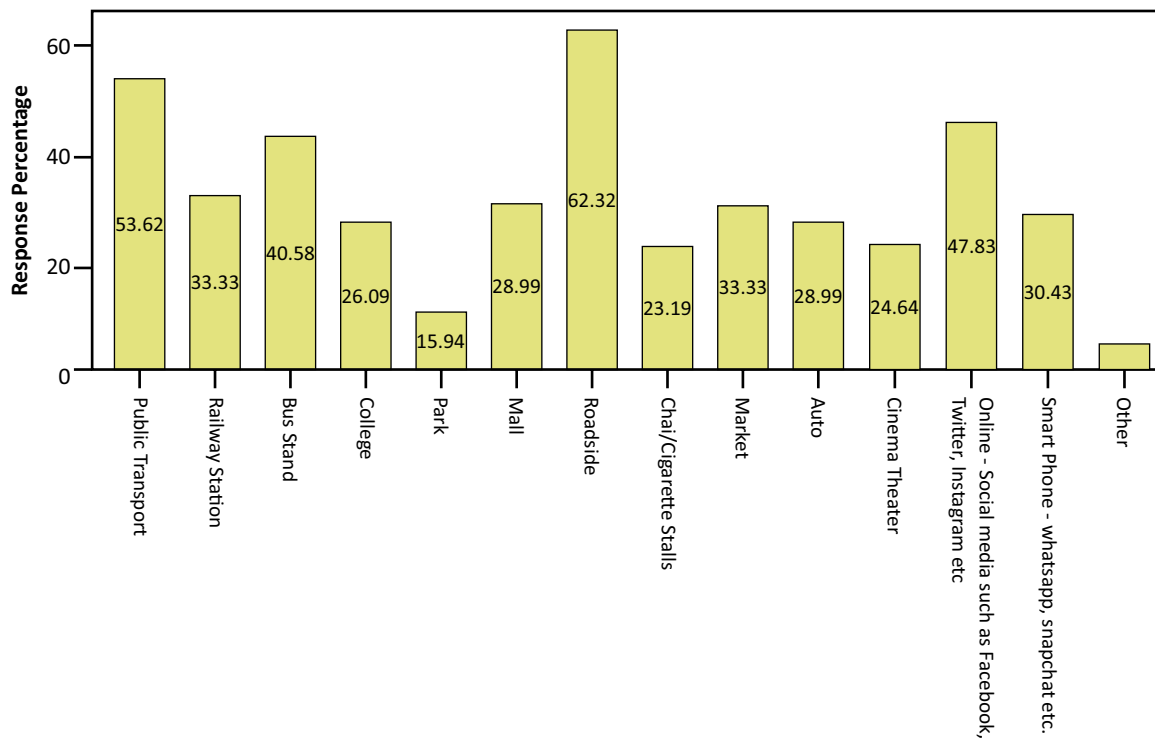
Among the respondents who faced harassment, about 54% of them faced harassment in public transportation and 62% on the roadside. Also, a huge percentage of people i.e. 48% faced it online on social media. Many of these places like roadside, public transportation are not niche spots.

Most Vulnerable Time for Sexual Harassment:

42% of the student respondents believe that sexual harassment in public spaces/ eve teasing is more prevalent during the nights.

Women respondents stated that they face harassment irrespective of the time of the day, as illustrated in the following figure.

Predominantly, the sexual harassment you faced happened in the

Morning — 11.59
Afternoon — 21.74
Evening — 36.23
Night — 30.43
Irrespective of time/Any time — 46.38
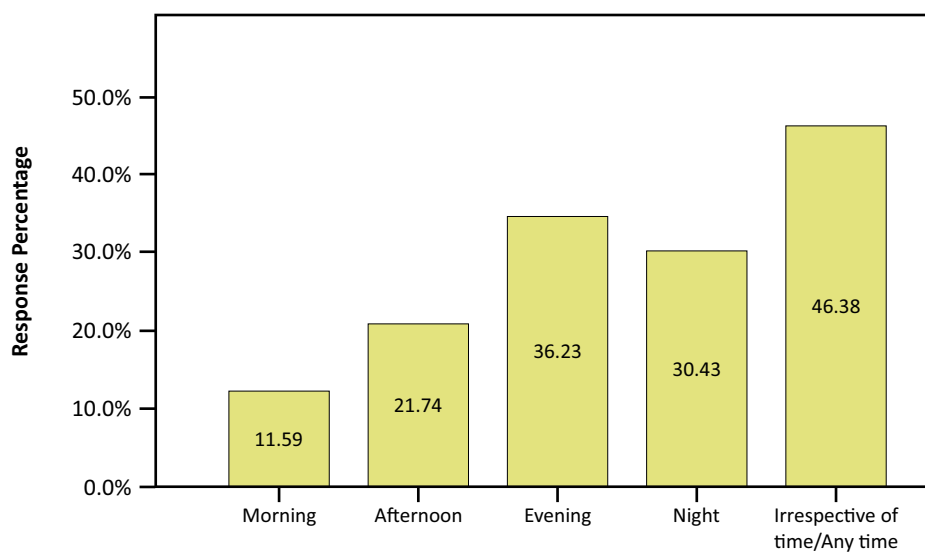
Inference: There is a high prevalence of sexual harassment irrespective of time and place. Most women shared that sexual harassment in the streets and public transports is really high.

Perpetrators

During the surveys, it was noticed that respondents have a certain image of people who are the perpetrators of sexual harassment - a certain stereotype that is circulating in terms of their class, caste, educational and socio-cultural background and gender.

Students:

As evident in the data, around 98% respondents believe its men on women and 32% women on men. There is also a strong prejudice with regard to who are the perpetrators of sexual harassment as revealed by the data collected. About 19.5% of the people feel that people from a particular background or class are perpetrators of sexual harassment in public spaces. A significant number of people 67.3% also believe that strangers who act on impulse are also perpetrators of sexual harassment.

According to you, sexual harassment in public spaces/eve-teasing is usually perpetrated by
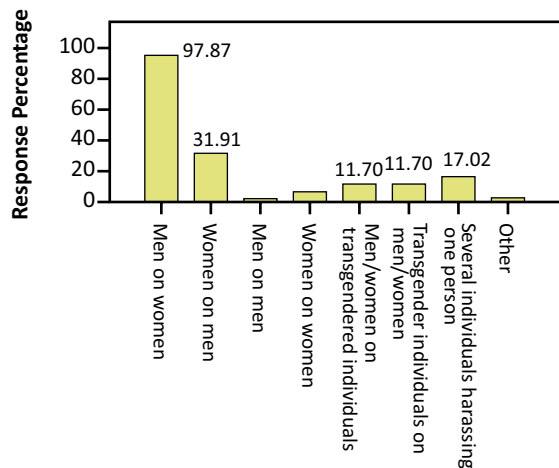
According to you, the perpetrators who sexually harass/eve-tease people in public spaces are usually
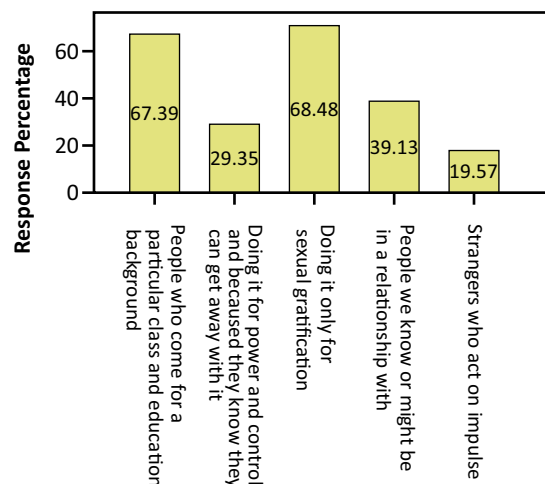
An individual who can sexually harass/eve-tease you can be
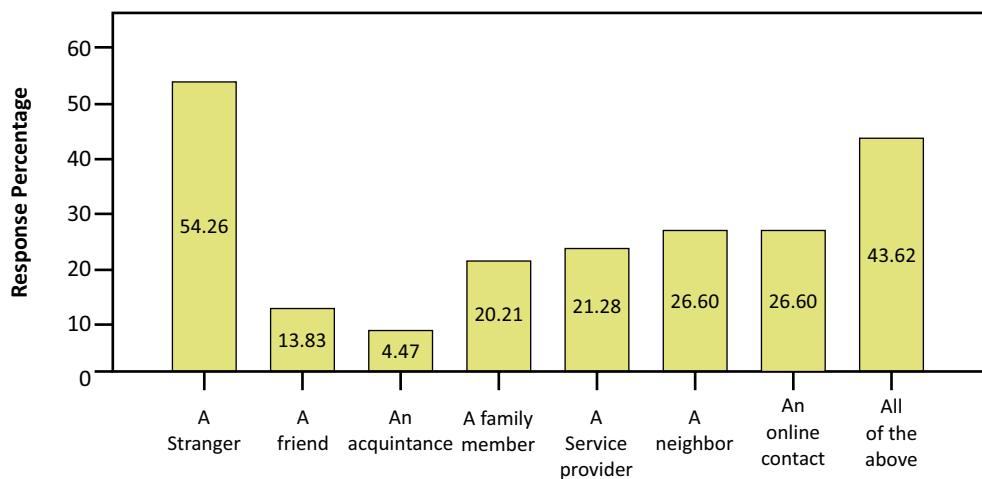
As evident here, around 44% feel a harasser could be anyone from stranger, a friend, an acquaintance, a family member, a service provider, neighbour or an online contact

Women:

The data revealed that 94% of the respondents had to face harassment from strangers in public places. While it might be expected that harassment in public spaces happens predominantly by strangers, there is also a reasonable percentage of known people like a service provider or an online contact who participate in harassment.

The perpetrator of the harassment was a
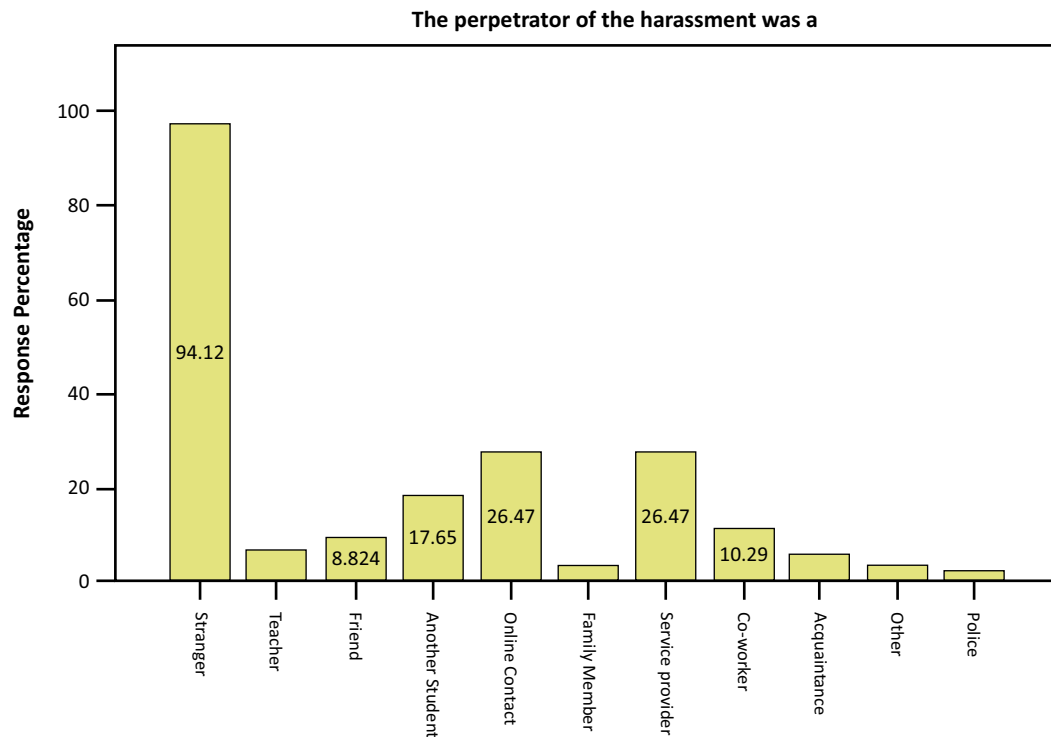
Police Officers:

89 out of 90 respondents believe its men on women while the other response categories are a small percent, including those officers who have received information about sexual harassment.

According to you, sexual harassment in public spaces/eve-teasing is usually perpetrated bt
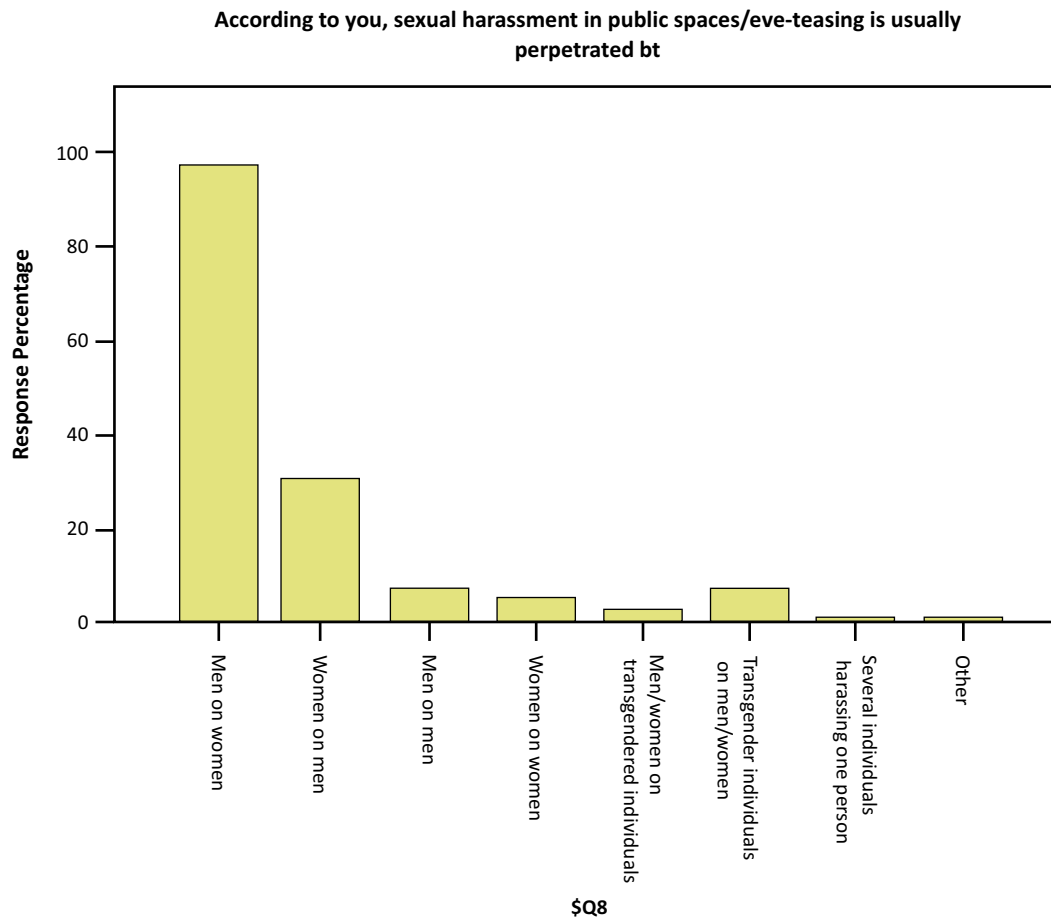
Even though the trend is similar across all options, the number of respondents should be higher for options 1-4. Only between 30-40% of the respondents think that 1 through 4 are potential persons who sexually harass in public.

According to you, the perpetrators who sexually harass/eve-tease people in public spaces are usually
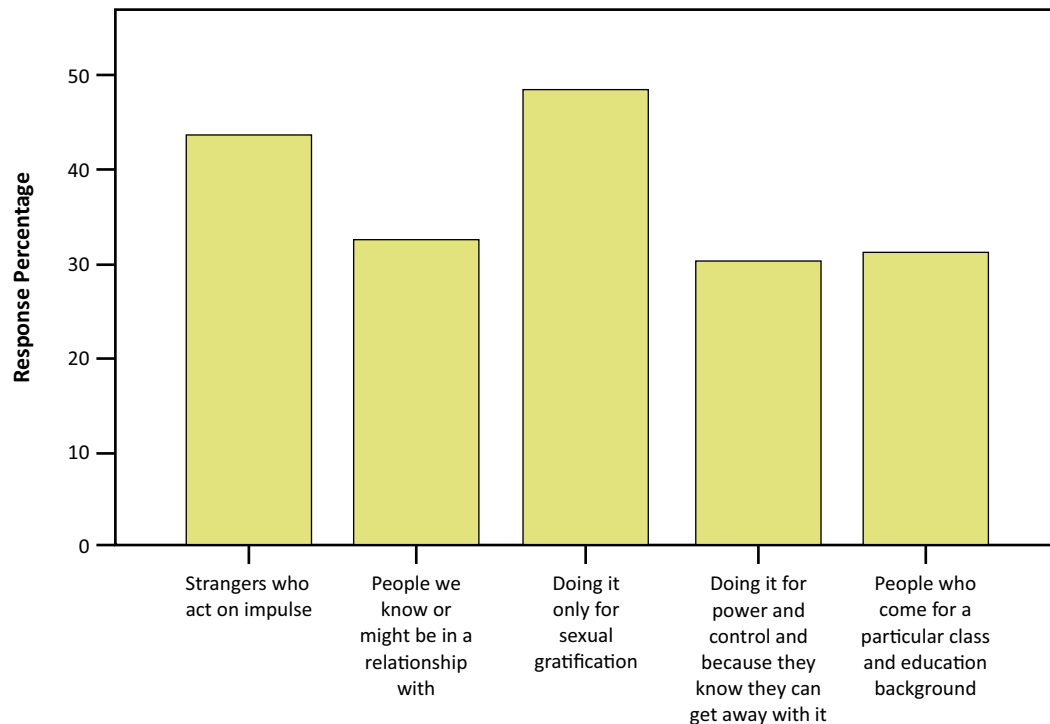
A significantly low number of police think that an acquaintance, a service provider, or an online contact can be individuals who can potentially sexually harass in public places. Only between 20-22% of the individuals also think that a neighbour or a family member will be involved (apart from those who choose "All of the above" option).

An individual who can sexually harass/eve-tease you can be

$Q10

According to you, sexual harassment in public space/eve-teasing is usually perpetrated by
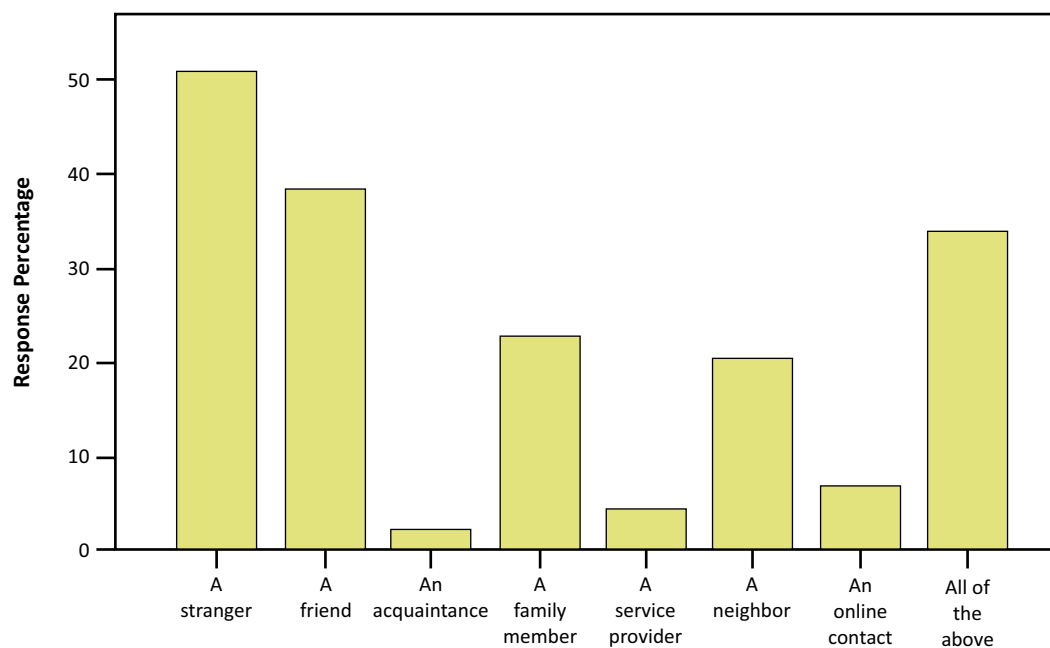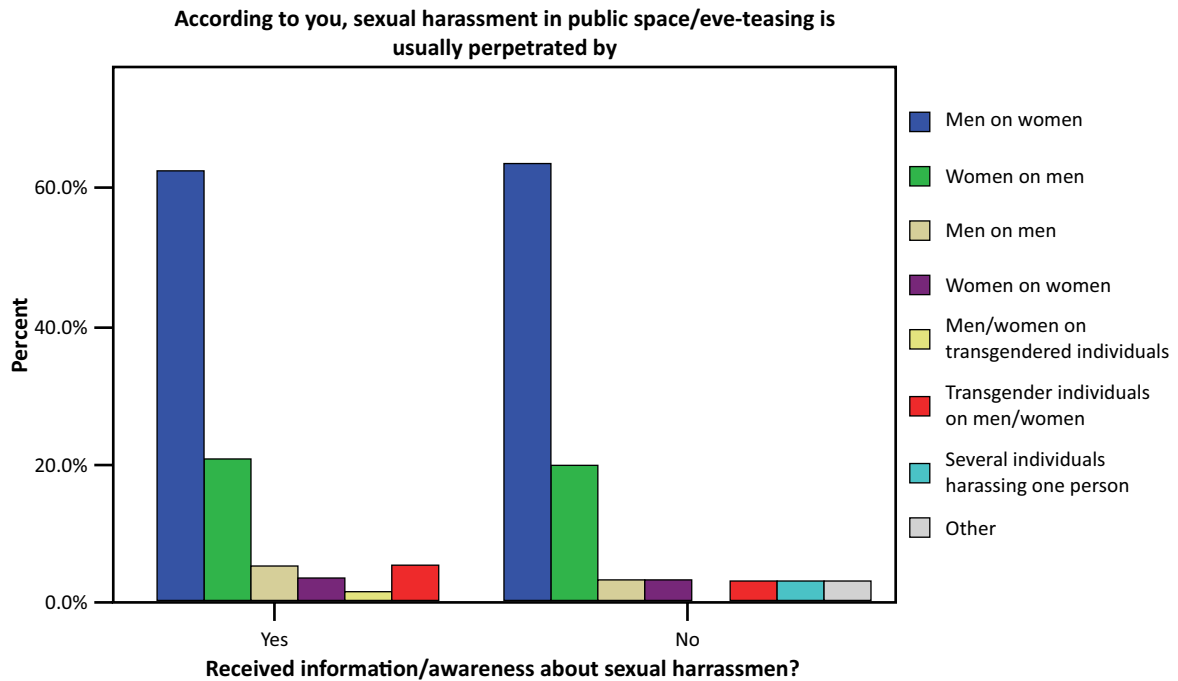
Victims

Just like the perpetrators, there is a fixed perception about the victims of sexual harassment too. From the surveys, it appeared that there is a strong belief that sexual harassment happens with 'women of a certain kind', thereby linking the act of harassment with the beauty, morality and character, and spatial and temporal mobility of the women who has faced it. This does not only have a huge impact on the psychology and mobility of the woman who faced it, but also on the reporting and consequently, dealing of the incident.

Students:

According to the high percentage of respondents, women who dress provocatively are the ones who are sexually harassed. It is also noteworthy that 34.6% of men think that only young attractive women are sexually harassed. 33% agree with 'Being young and attractive' increases the probability of being sexually harassed/ eve-teased.

In your opinion, victims of sexual harassment in public spaces are always
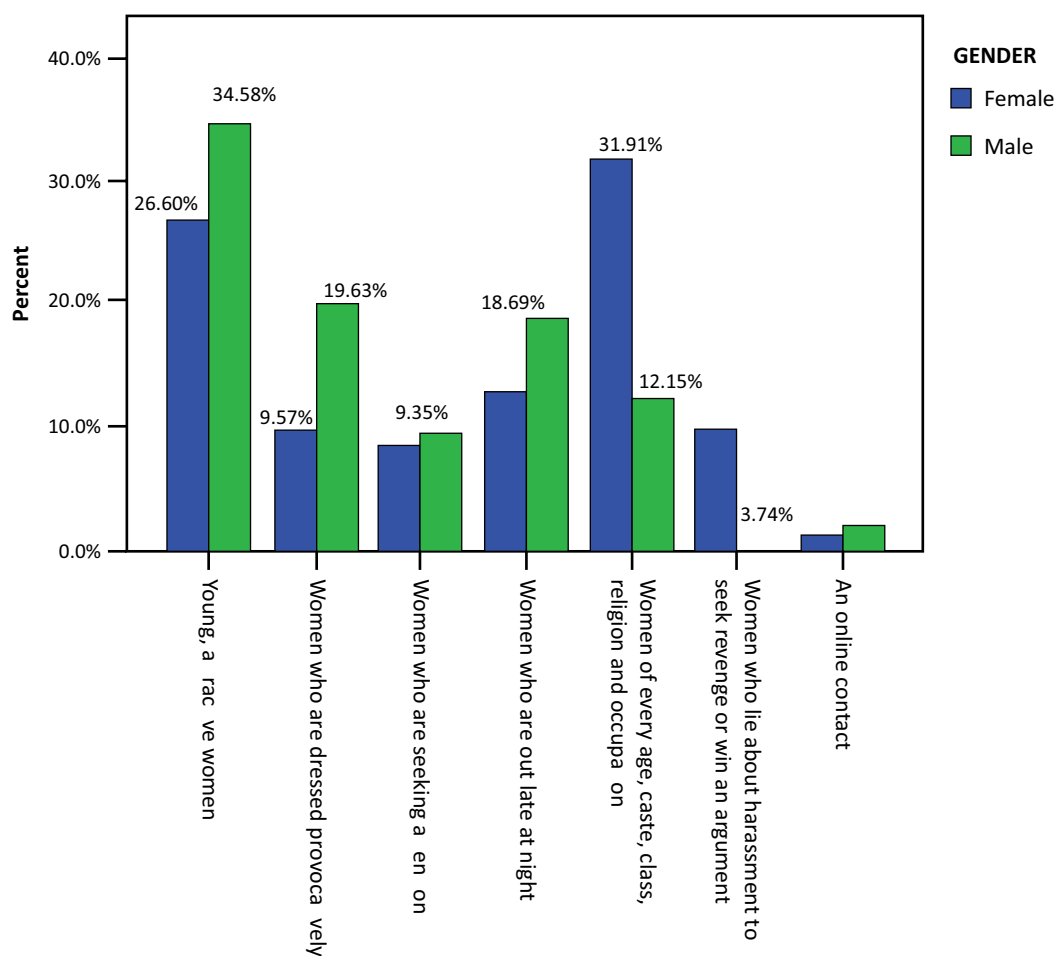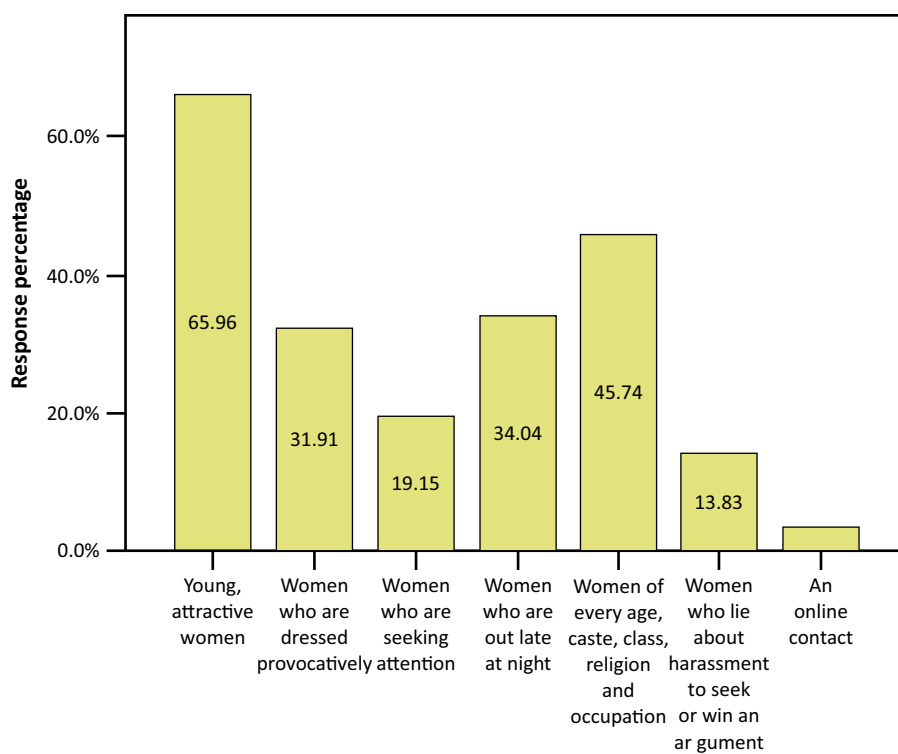
31.9% of women think that all women (irrespective of age, caste, class) get harassed while only 12.15% of men think so. 60% disagree with 'If women were not at the wrong place, at the wrong time, sexual harassment in public spaces/ eve teasing would not have happened. Thus, one can see that there is a significant percentage of men who believe that only a certain kind of women get harassed thereby implying that it is somehow the fault of the women who is harassed.

Police Officers:

The common misconception that only young attractive women or women who dress provocatively are subject to sexual harassment is predominant amongst the respondents of this survey.

In your opinion, victims of sexual harassment in public spaces are always
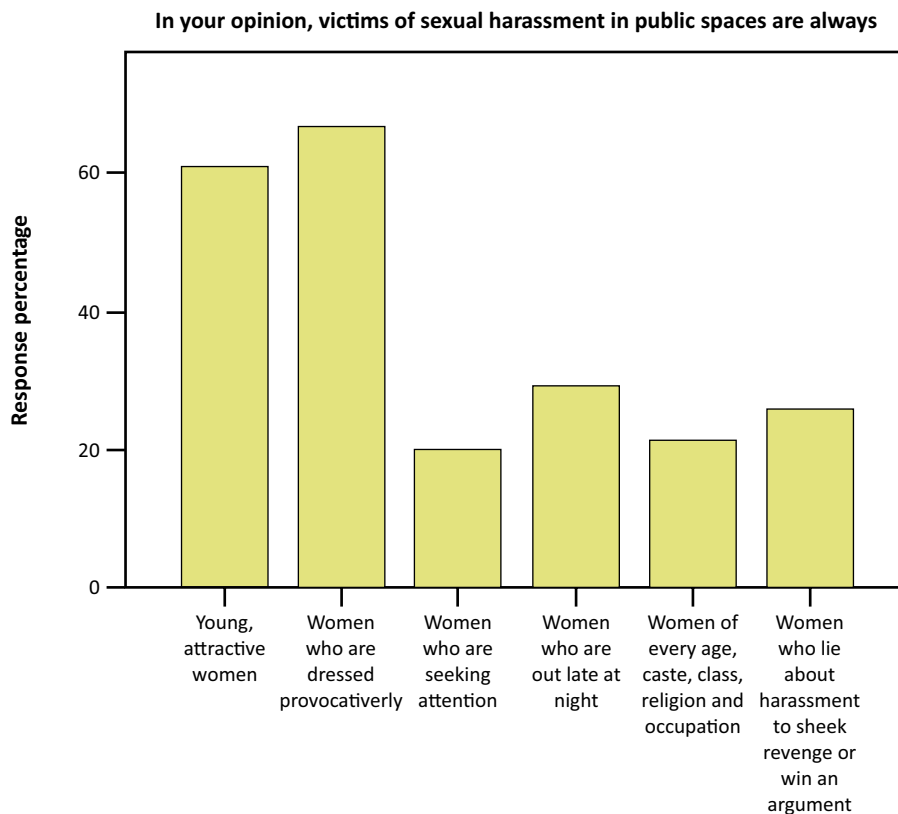
Women:

Most women who experienced sexual harassment were of the opinion that it can happen to anyone irrespective of their dress, behaviour, time and space. some categorically mentioned that irrespective of the type of clothing sexual harassment happens. The data revealed that there seems to be a clear prejudice against women wearing jeans/top. Though the numbers are smaller for traditionally considered "conservative" clothing, women are subjected to harassment inspite of wearing these clothes.

What were you wearing on the occasions that you were subject to sexual harassment
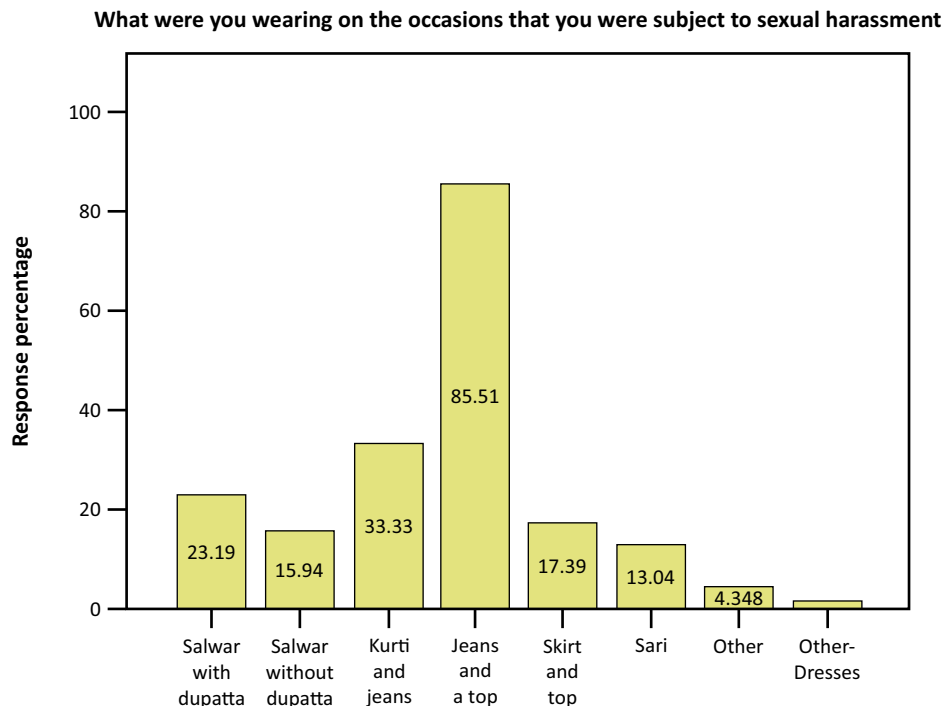
Inference: It is clearly evident from the data that stereotypes and prejudices are commonplace when it comes to who are the perpetrators and victims of sexual harassment, which reiterates the need to link the phenomenon of sexual harassment to the patriarchal system of thought and to the structural inequality on the basis of gender identities leading to subtle and overt forms of violence against women.

Present Practices

Following from above, one can further delineate the practices prevalent amongst the different sections of the population that was surveyed. The following section takes into account how actions are linked to the attitudes that people have.

The section outlines the responses to sexual harassment in terms of the attitudes people have towards its incidence and the reasons behind it and, the actions that ensure from it.

Response to Sexual Harassment - Attitudes and Actions

Students:

The percentage of respondents who believe that police should be approached in case of harassment is high (66.67%). But what is worrying is the existence of 9.6% of the respondents who believed that this should be taken as a compliment.

In your opinion, the best way to respond to an incident of sexual harassment in public spaces is to
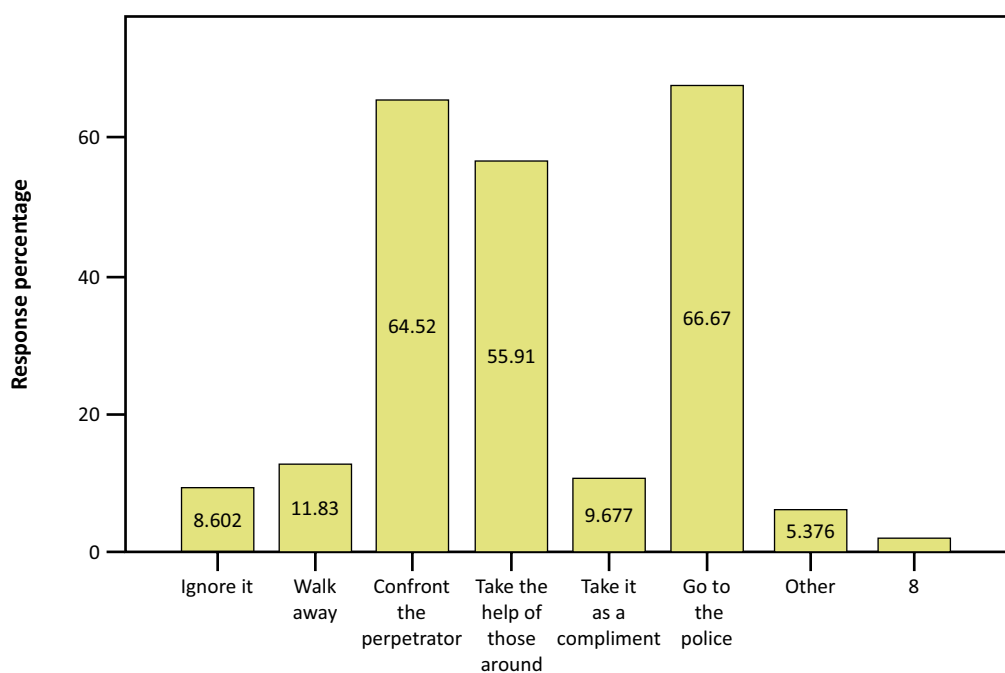
However as evident in the following graph, a majority of respondents (77.66%) believe that sexual harassment concerns them deeply.

Do you think sexual harassment in public spaces/eve teasing is a matter of concern?
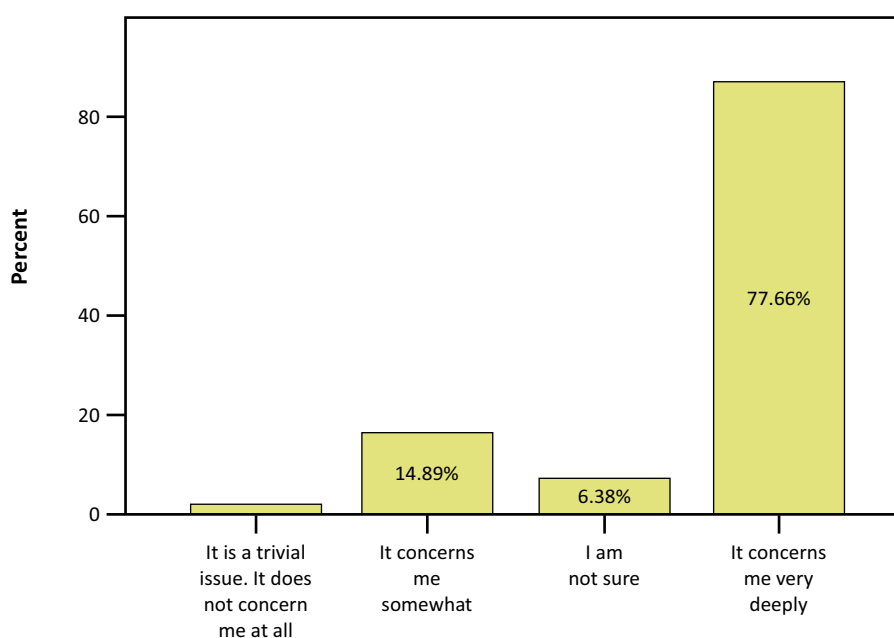
When asked whom do you discuss it with, 16.88% of people responded that they discuss it with family members, friends, coworkers, people in classroom/workspace. However, when one analysis the responses according to the gender of the respondents, it clearly emerges that 32% of women discuss sexual harassment with family members while only 18.84% of men do so. There is also a significant difference in discussions with friends amongst men (43.48%) and women (30.67%).

Have you ever discussed the topic of sexual harassment in public spaces with the people in your life?

Have you ever discussed the topic of sexual harassment in public spaces with the people in your life?
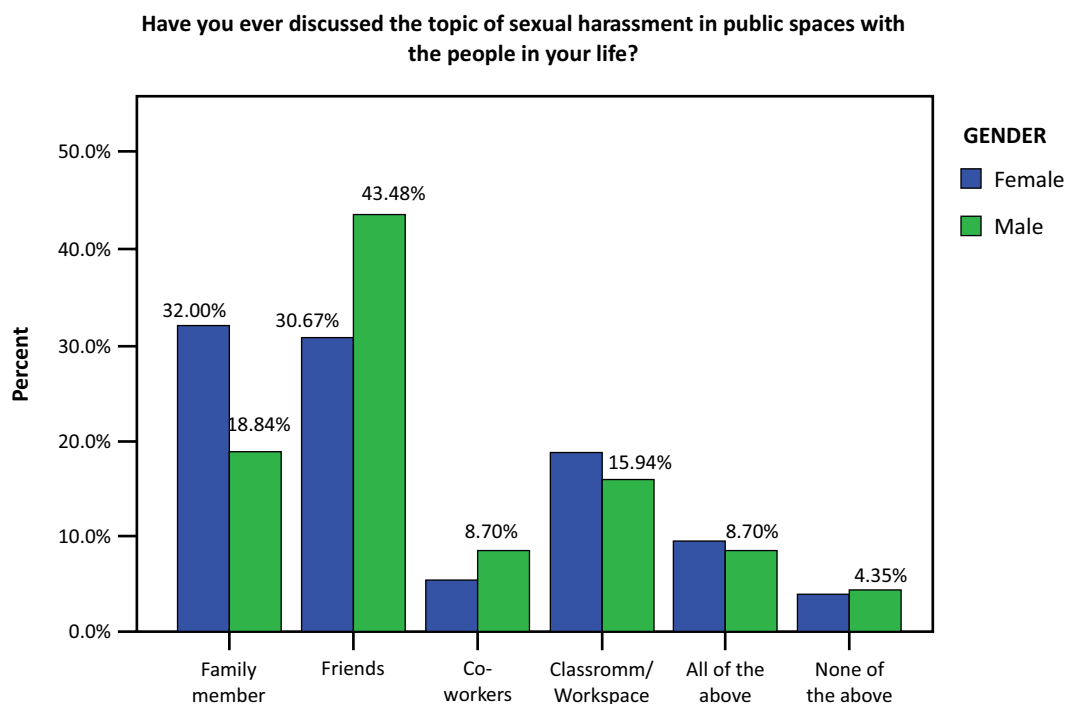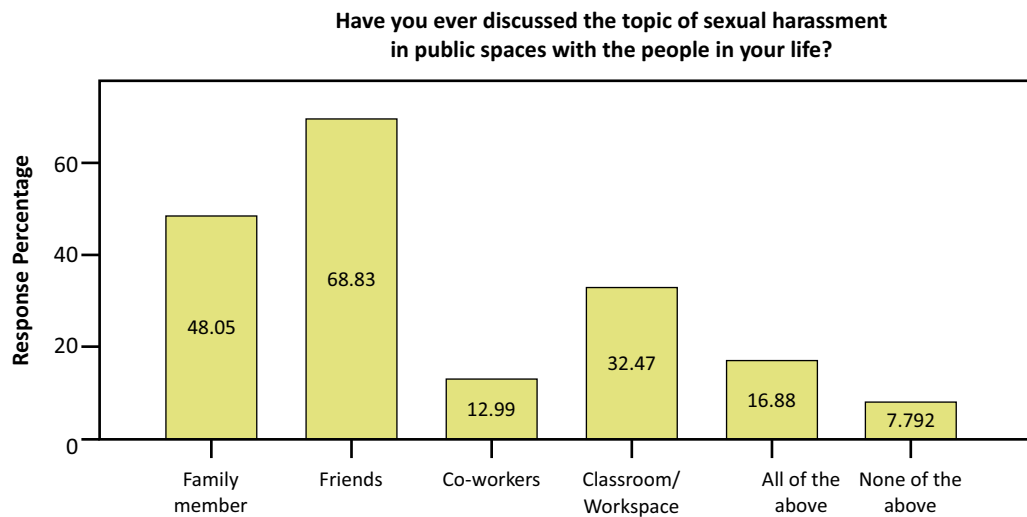
Police Officers:

When asked if sexual harassment is a matter of concern, around 80% of the respondents said that it concerns them very deeply, however it was also evident from their responses that they believed that it can be stopped if the women start behaving in a certain manner.

Do you think sexual harassment in public spaces/eve teasing is a matter of concern?
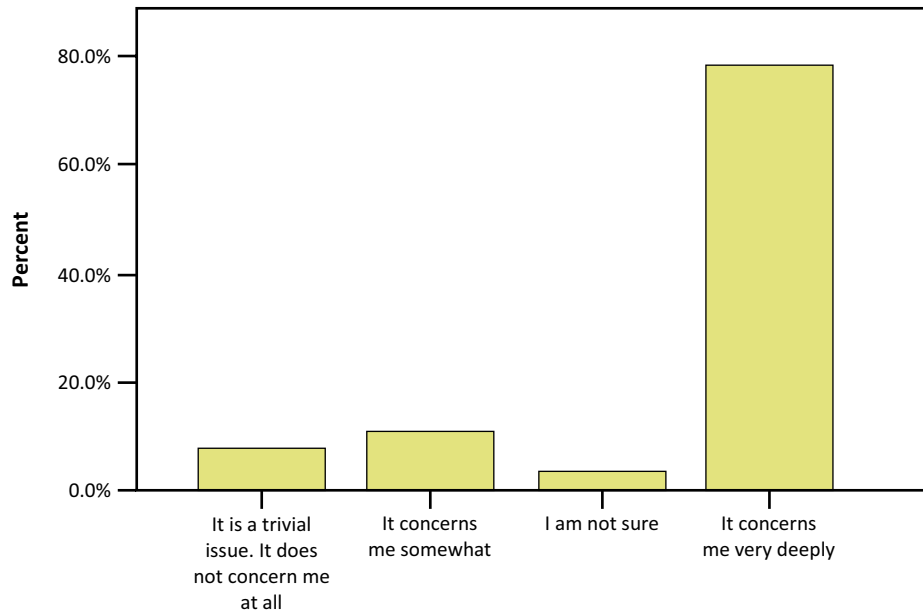
In response to the question regarding discussion on/about sexual harassment, it was revealed that even amongst the Police Officers, 10% of the respondents revealed during the survey that they do not discuss the incident/issue with anyone.

Have you ever discussed the topic of sexual harassment in public spaces with the people in your life?
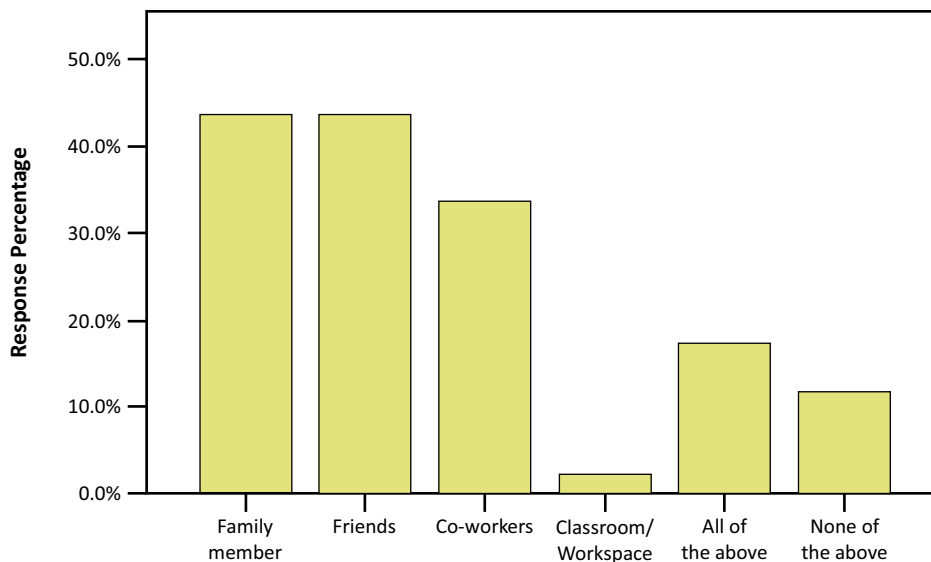
Women:

Large percentage of women have a range of emotions when subjected to sexual harassment. And it could be easily inferred that sexual harassment or the probability of sexual harassment has impacted their lives in many ways.

There is a very minor percentage who do not take it seriously. Many of them were left feeling humiliated, scared, stressed, or traumatized. One woman remarked "it is something that shakes my being and it is awful" "…my feelings cant be put into words".

Incidents of sexual harassment in public spaces leave you feeling
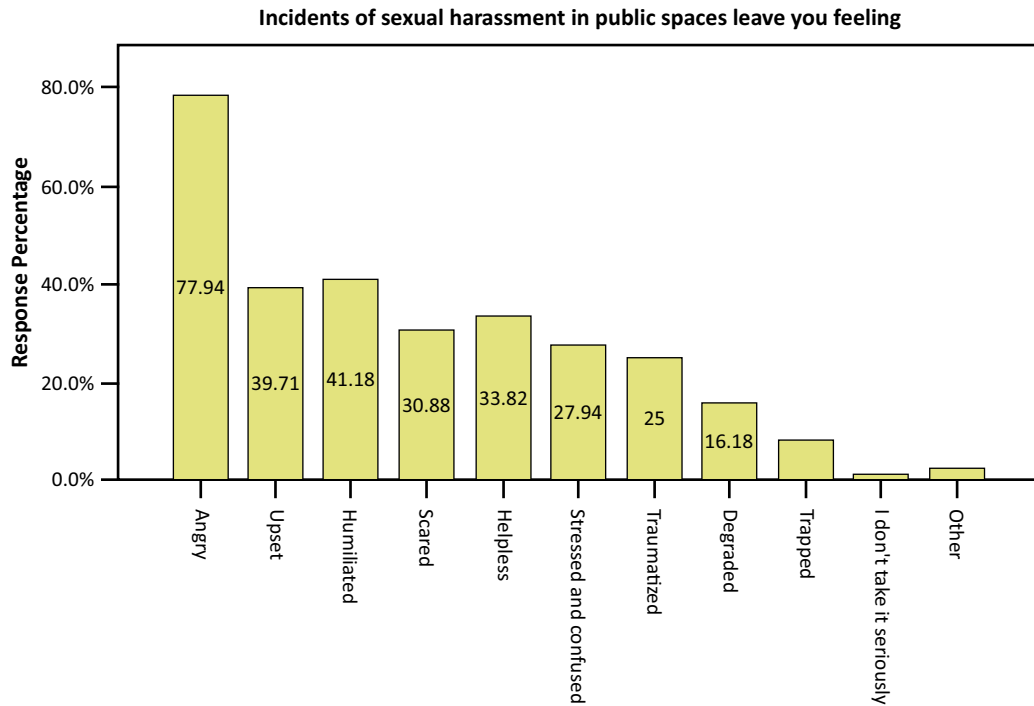
There are varied responses that the women take recourse to - Most of the women (about 62%) verbally lash out when sexually harassed in public; 32% ask for help from others; 28% go to the police for help.

How do you respond when you are subject to an incident of sexual harassment?
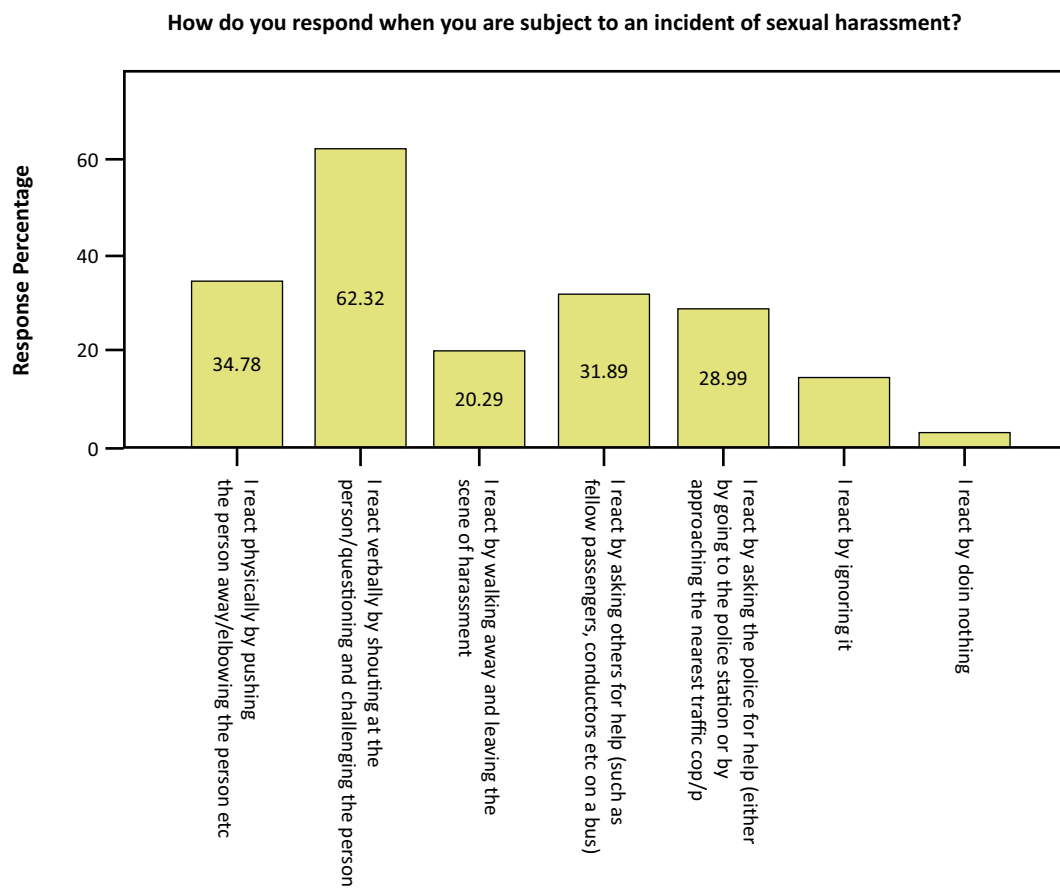
Considering that more percentage of harassment was highly intrusive (42% cyber harassment, and 35% physical), the number of people asking for help from the police seems to be low

When it comes to sharing about the incident, majority of the women revealed that they shared their experiences with friends and family. Further, it does appear that ALL the people who kept silent and told no one were also the ones who either walked away or ignored the sexual harassment.

When you experienced harassment did you share the experience with any of the following people

$Q11
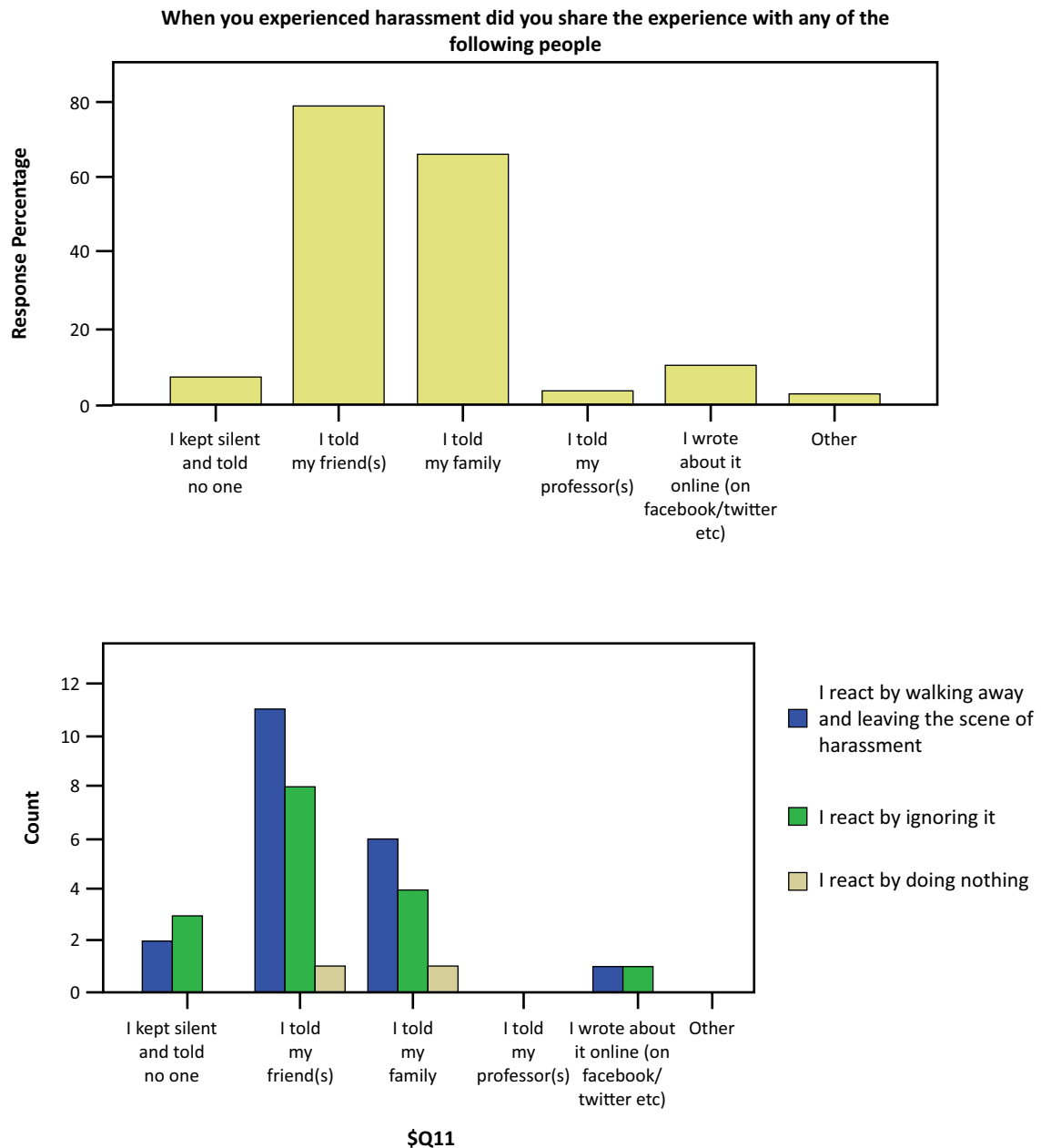
It also came out in the survey data that some women chose to be silent about the issue. The number of people who chose to remain silent is only 5 out of 70 respondents who answered this question. The reasons can be speculative, within the domain of victim-blaming and shaming emerging from the gendered understanding of sexual harassment. One of the respondents remarked that no proper help was provided, and ignored by police.

Why did you choose to remain silent?
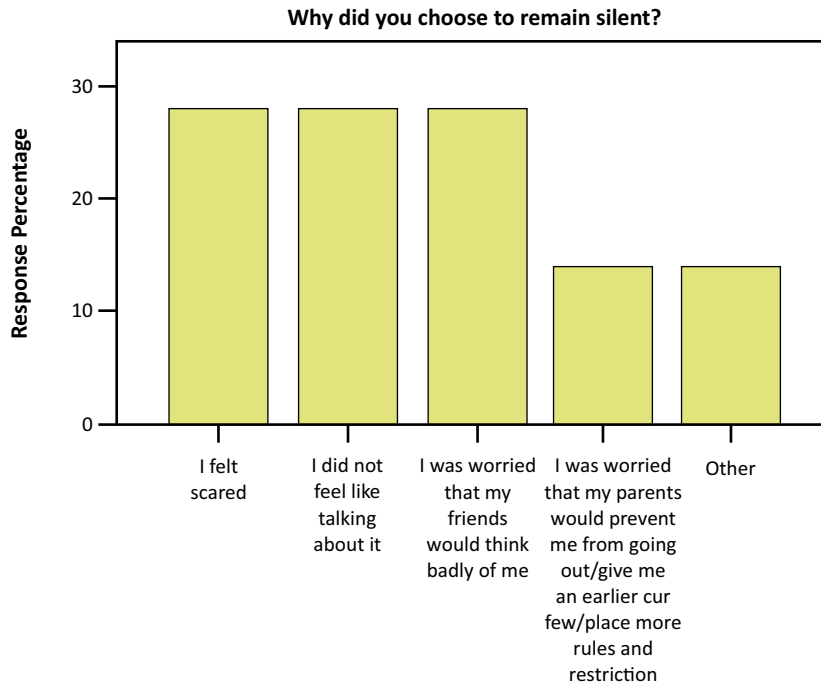
When it comes reporting the incident to the police, women shared their experience and fears. Most of those who approached the police did so when the cases involved physical harassment. Those who faced physical harassment and the kind of reactions they have, less than 15% of them approached the police.

What kind of incident prompted you to approach the police?
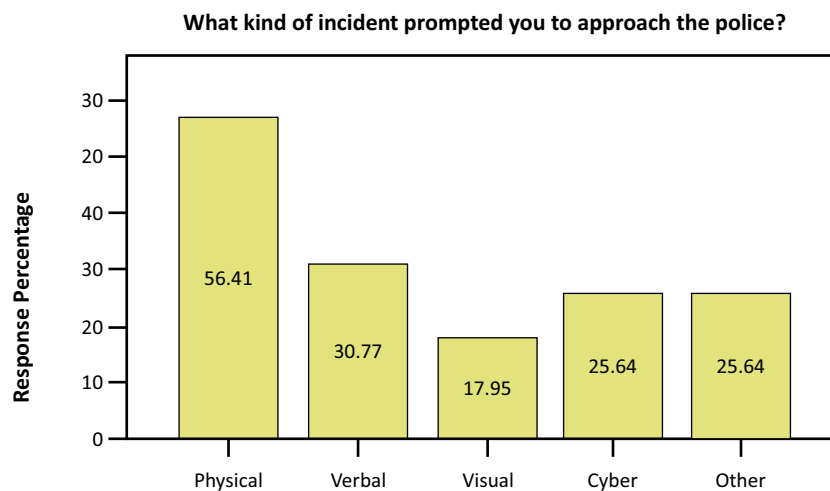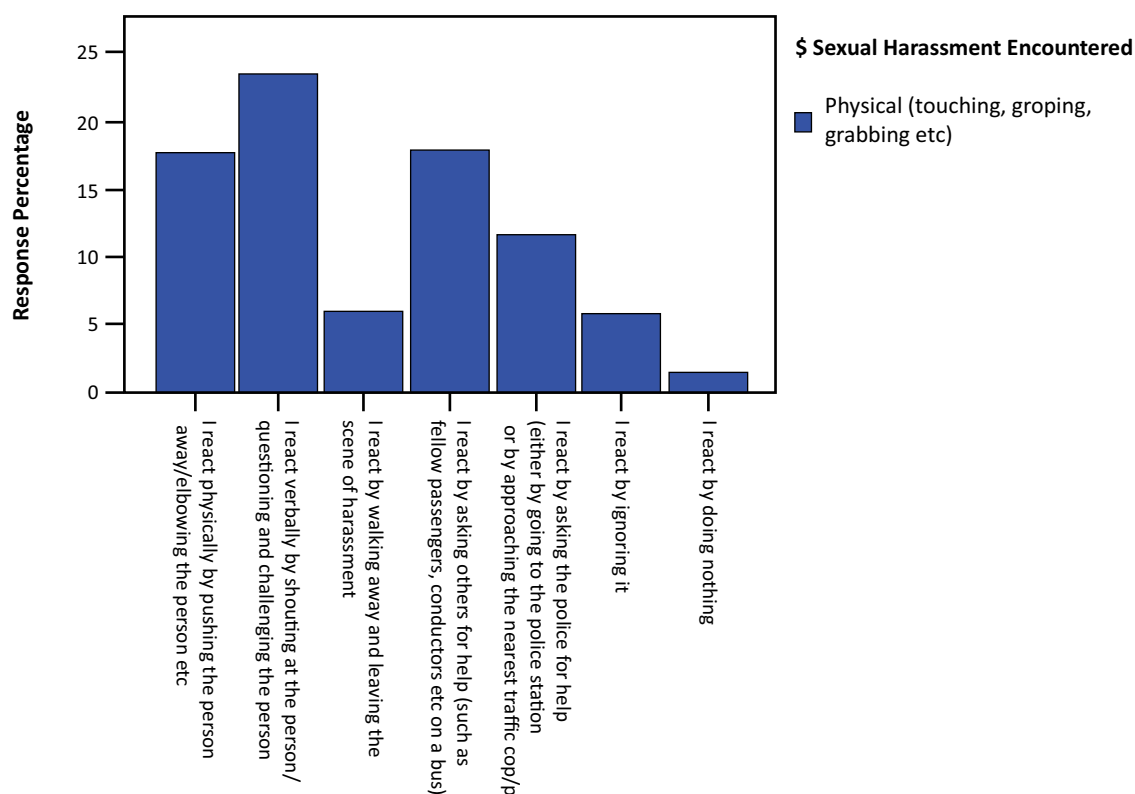
Many were also discomforted by the response of the police when they went to report the cases. While the police have been helpful by filing cases, and investigating thoroughly, close to 30% of the respondents were questioned about their clothes, and 25% were questioned about their presence at a particular place. Multiple respondents also indicated police apathy - "They heard my story but were not helpful", "ignored and walked away", "No proper response and was not heard fully". The following graph helps us get an idea about police response to women who tried to file/filed a complaint.

How did the police respond to your complaint?
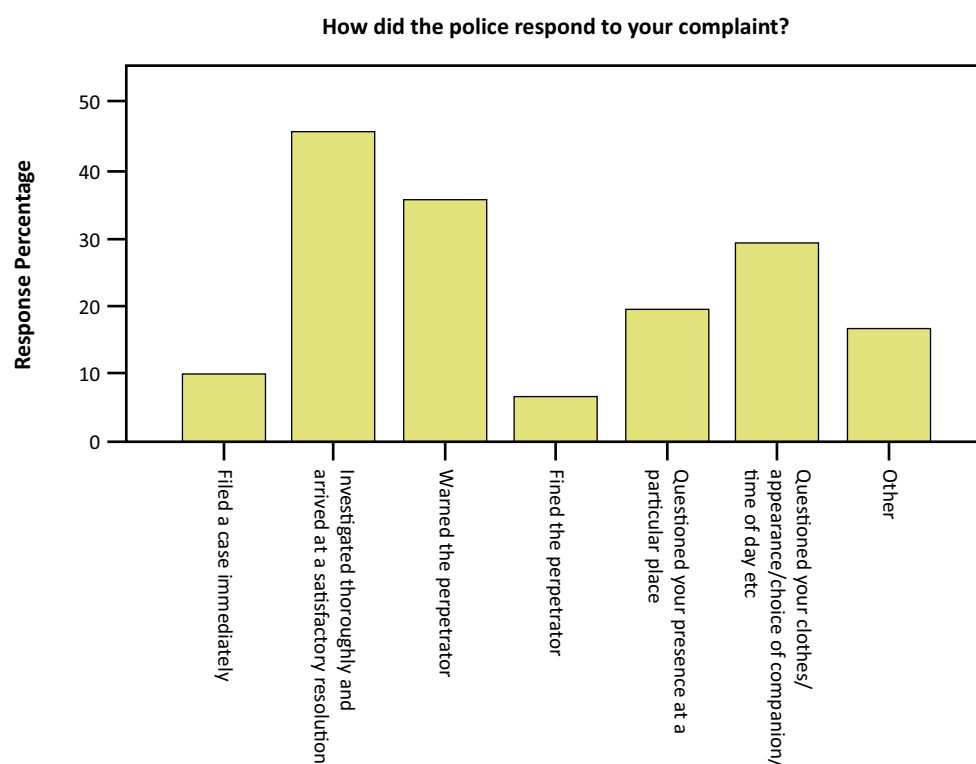
The following graph and responses helps us understand why most of the women did not report the cases for themselves or for others as well. As it emerged from the data, they feared to take any concrete step even when they were not the victims but bytsanders as evident in figure below - 30% of the people were afraid for their safety, and about 8.6% who did not want to get into trouble which clearly shows that a lot needs to be done to make public spaces safer and people more aware.

What stopped you from seeking aid from the police?

Why did you not help somebody experiencing sexual harassment in public spaces?
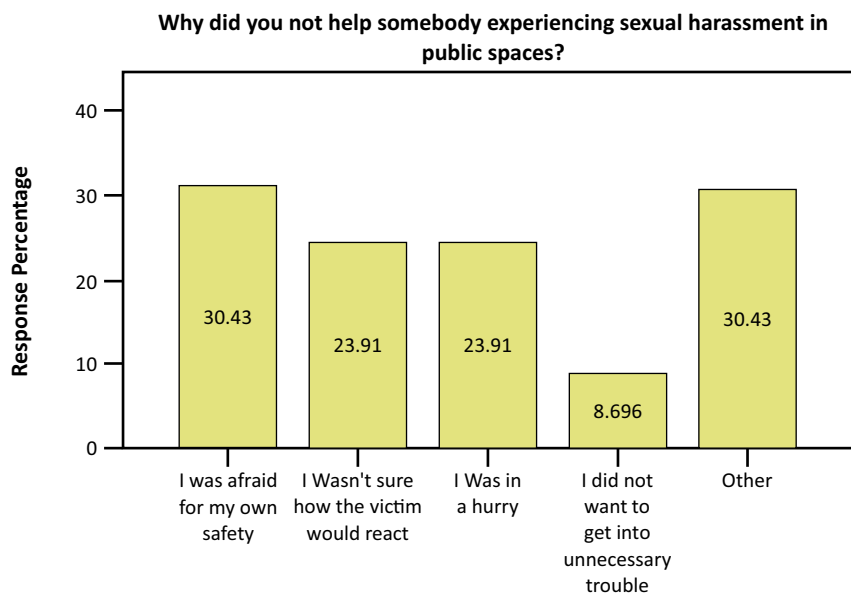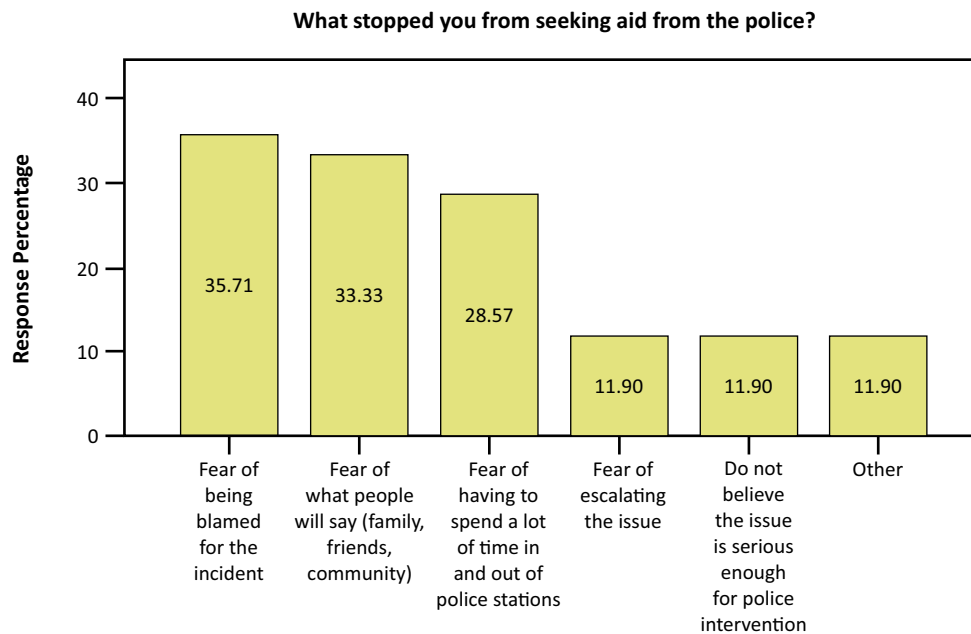
Few comments from our respondents are "….because police man made you uncomfortable", "issue was not so big", "We never thought to that extend", "I was capable of looking after myself so I think that the police would do much.", "and also it wasn't that extreme".

These also point towards the victim shaming and character judgement of the women who faced harassment. Thus, it becomes clear that the various reasons for not reporting the incidents to the police include:

1. fear of being blamed - 35.71%
2. fear of what people will say - 33.33%
3. fear of spending a lot of time in and out of the police station - 28.57%
4. fear of escalating the issue - 11.90%
5. do not think the issue is serious enough - 11.90%
6. others - 11.90%

Unlike the students and the Police Officers, women who were the victims of sexual harassment had to take numerous precautions to avoid sexual harassment. While, 46% carried pepper sprays, and 41% learnt self defense, a major number of people changed something (could be their time of going out, could be their dress, the places they go to, etc) about their lifestyle to avoid harassment. 32% avoided going to some places, 55% avoided going out in the dark, 37.8% avoid wearing certain clothes, and in fact about 24% did not take public transportation. Some of the comments offered by the respondents are - "..avoid going to Clubs, markets etc", "Keep parents informed", "Market places crowded places, etc.", "late night parties", "don't talk to strangers".

What kind of precautions do you take/you are asked to take by your family, organization to make sure you are safe?
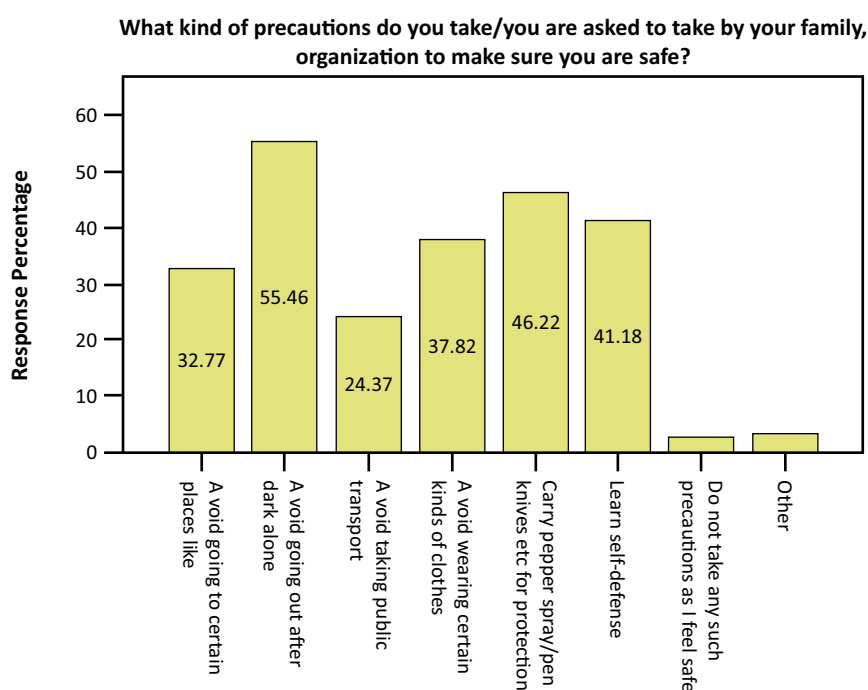
From the data, one can also infer that the impact of sexual harassment on women is very high. Some of these impacts are:

1. taken a longer route- 57.63%
2. spent more money on private transport - 50%
3. gone only if had company - 44.92%
4. Chosen a particular field of study or work to avoid it - 8.475%
5. given up a career or employment opportunity - <5%
6. limited choices of recreation or entertainment - 30.51%
7. other - <3-4%

Due to presence of sexual harassment or fear of potential sexual harassmen, have you ever
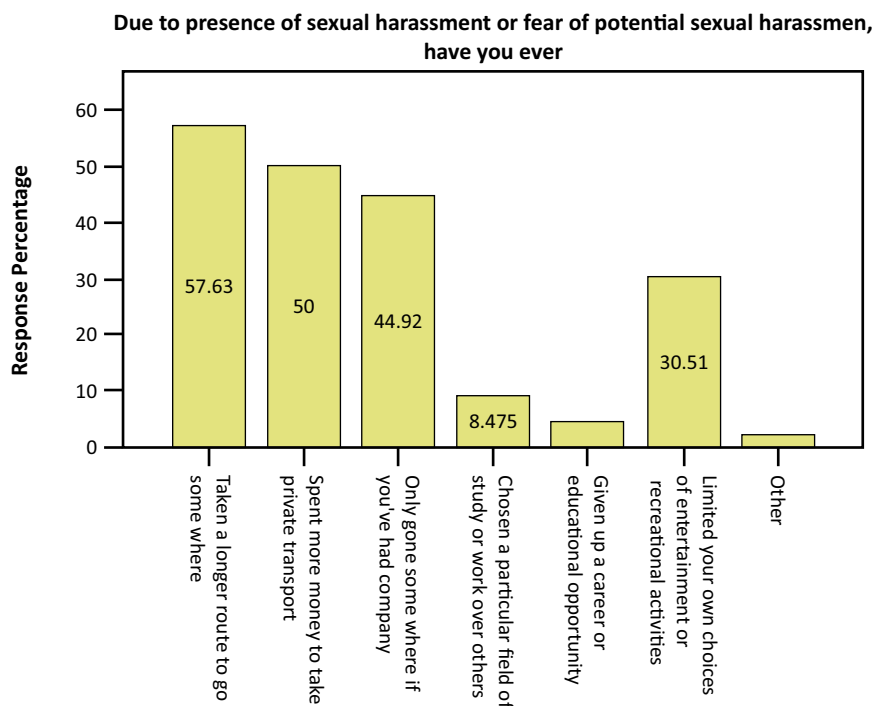
The women also looked for support mechanisms to deal with sexual harassment, 80% respondents said that there were avenues or mechanisms of support they could access which included police, organisations, peer and family support and NGOs. As understood, it is the women's way of dealing/ addressing the issue of sexual harassment.

Do you feel like there are avenues or mechanisms of support that you can access when you are subject to sexual harassment in public spaces?
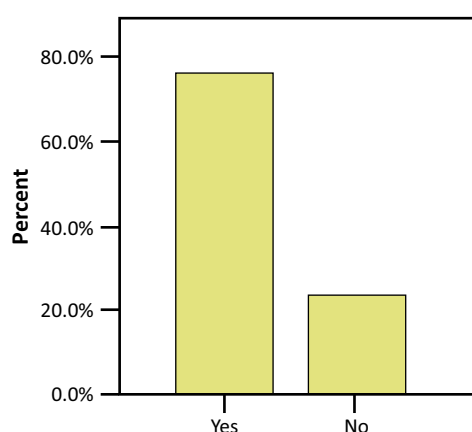
What avenues of support that you can access when you are subject to sexual harassment in public spaces?
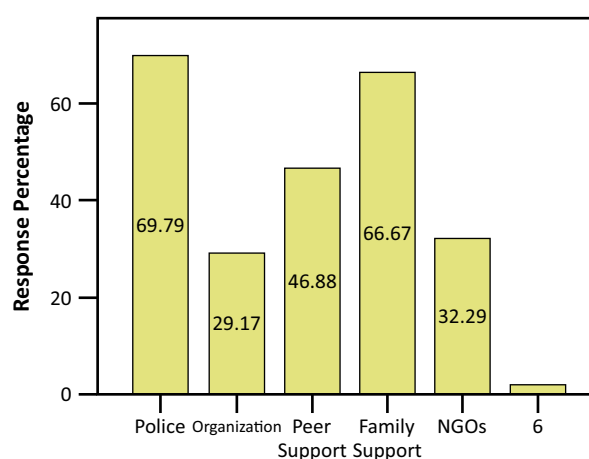
Bystanders:

When asked about bystander intervention, it emerged from the survey that the frequency of bystander intervention is very low as indicated in the figure below. The number of people who have faced sexual harassment but were not helped by people is significantly large (N=36 respondents).

The reasons for low frequency of bystander intervention can be cited as follows: 30.43% stated that they were worried about their own safety; 23.91% said that they weren't sure the victim will react;

23.91% said that they were in a hurry; 8.696% said that they did not want to get into unnecessary trouble; 30.43% did not give a concrete reason.
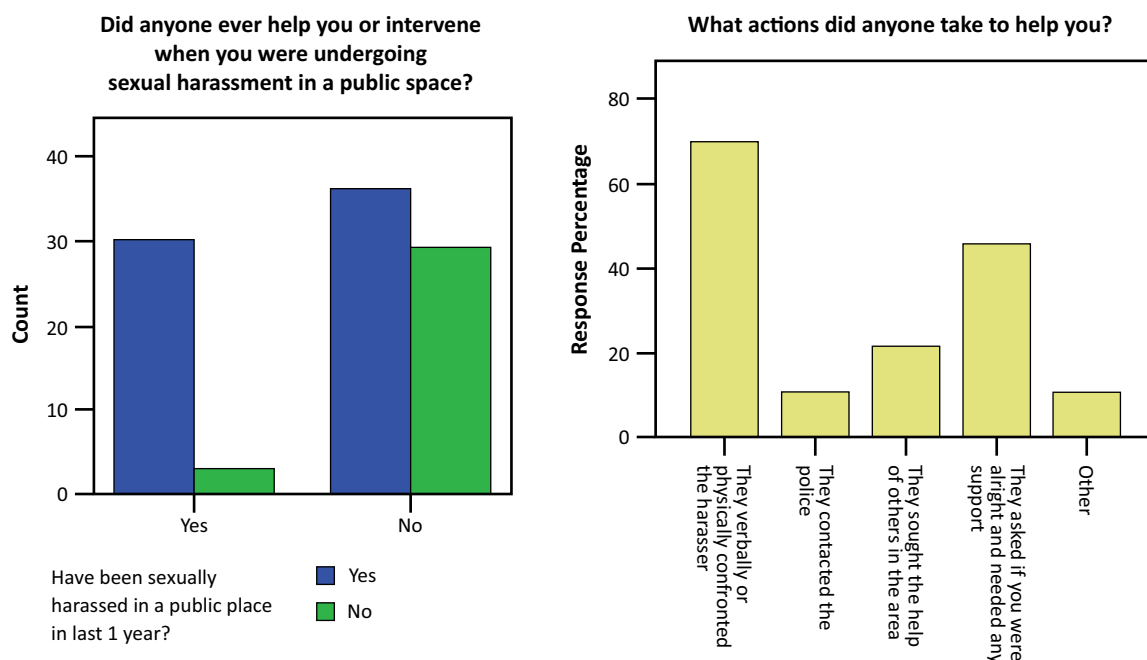
Although, very few in number, but whenever people helped, they did so in multiple ways as indicated in the figure above: approx 70% stated that they verbally or physically abuse the harasser, approx 10% contacted the while approx 20% sought the help of others, approx 50% asked if alright and needed support - approx 50% while 10+% cited others as the reason.

It was also noticed that people who themselves had faced sexual harassment had not always intervened when it came to others being sexually harassed, yet the percentage is still quite heartening as 60 % of the respondents answered in affirmative. Their manner of intervention included verbally or physically abusing the harasser where 51.39% of the respondents gave this answer, whereas 11.11% contacted the police,30.56% sought the help of others. 48.61% asked if the victim was alright and needed support. Less than 5% stated 'others' as a reason.

When asked if the women themselves have addressed the issue of sexual harassment when it occurred with someone else, their responses revealed that 60% of the respondents have assisted someone experiencing sexual harassment in a public space.

Their manner of help mainly included verbally or physically confronting the harasser (51.39%) and only 11.11% approached the police for help.

Have you ever helped anyone experiencing sexual harassment in a public space?
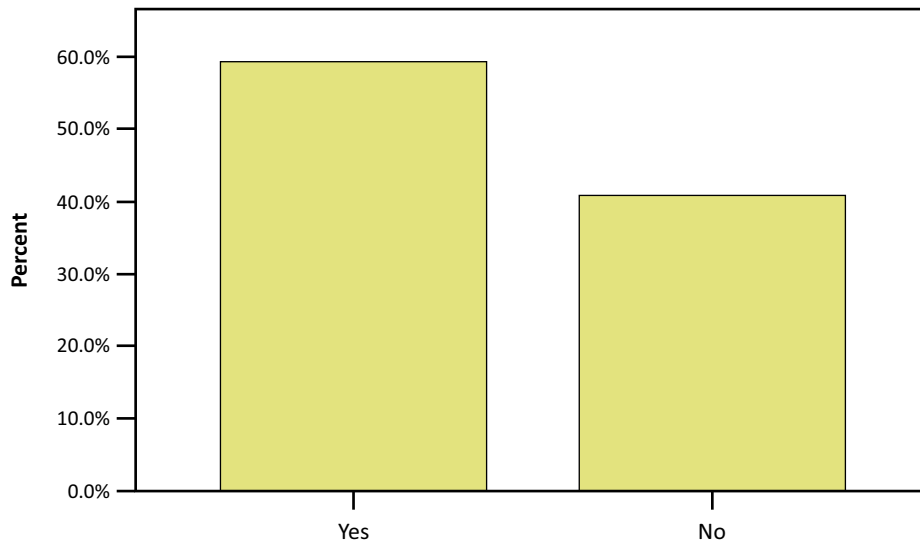
How did you help somebody experiencing sexual harassment in public spaces?
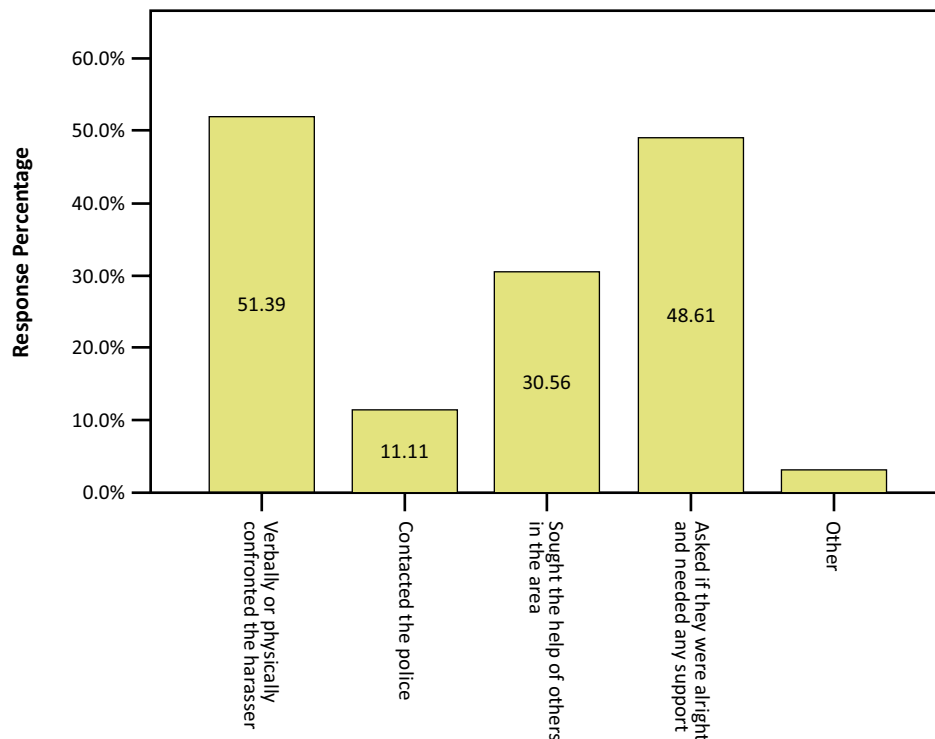
Inference: The current practices with respect to sexual harassment is clearly spelt out in the data collected from the women who had faced sexual harassment who strategise their daily activities, needs and processes around the fear of being sexually harassed. What is alarming is that a significant percentage do not realise the impact that the fear of an act of sexual harassment has on their lives and that it is an outcome of larger structural and ideological forces. What further complicates matter is the

attitude of others who share the same space in which these incidents take place, many a time giving it a positive evaluation like "treat it as a compliment". Such a statement not only discourages people to take the issue seriously but also brings down the morale of the victim as s/he is unsure of their reaction towards the incident - if someone is saying its a compliment then why am I feeling humiliated/ assaulted is a question that probably haunts them.

Additionally, they are scared of the repercussions that they may face if incidents are reported, again hinting at the lack of safety that the structure provides to the victims despite the legal mechanisms.

Addressing Sexual Harassment - What Needs to be Done?

The following section delineates the varied responses that people from different sections had to the issue of sexual harassment.

Students:

Sexual harassment is a major concern for 77.6% of the students who feel that it needs to be dealt with. 75% disagree with 'If it is not violent, it is not harmful'. 72% disagree with 'If you ignore sexual harassment in public spaces/ eve teasing, it will go away'.

68% disagree with 'Sexual harassment in public spaces/ eve teasing is not such a huge issue, since it does not hurt anyone'. 60% disagree with 'It is better to ignore sexual harassment in public spaces/ eve teasing, rather than react'. As it emerged, one can see that there is a divided opinion on the harm that sexual harassment does to people.

Although very small, but a certain percentage of respondents also opined that the onus is on women to dress appropriately, or not be out on the streets. The difference in perceptions between and men and women is also statistically significant.

In your opinion, sexual harassment in public spaces/eve teasing will reduce greatly if
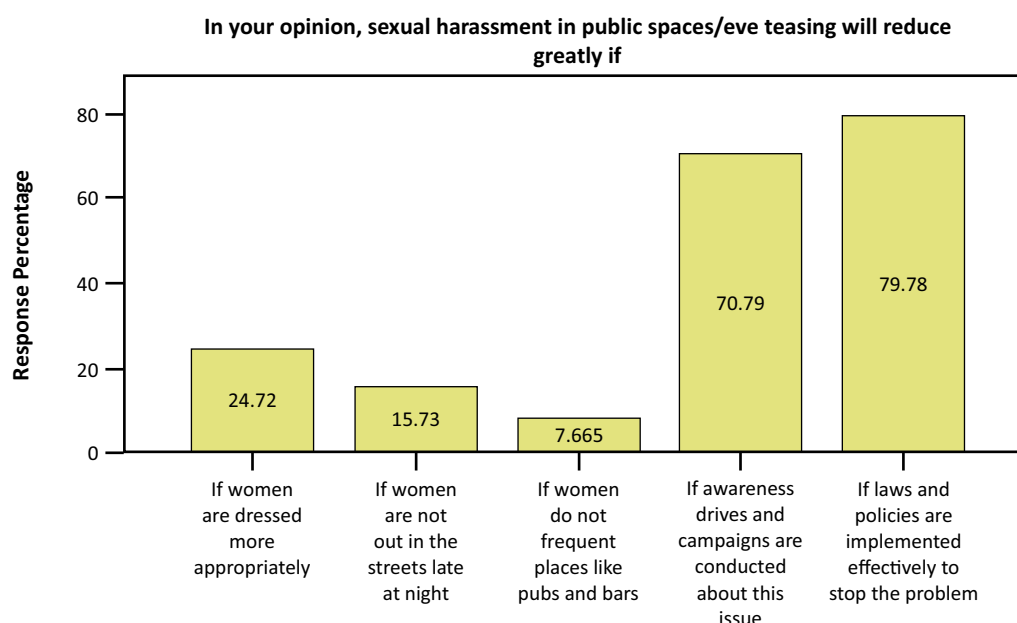
Police Officers:

54.12% of respondents thought that sexual harassment will stop when women are dressed appropriately. A high number of responses (about 20% who think women should not be out on the streets at night, and 24.71% who think that women should not go to pubs and bars) also indicate that they place the onus on the women to escape sexual harassment in public places. As the following graph indicates, the trend between cops who have received training and those who have not is similar.

In your opinion, Sexual harassment will reduce greatly if

In your opinion, Sexual harassment will reduce greatly if
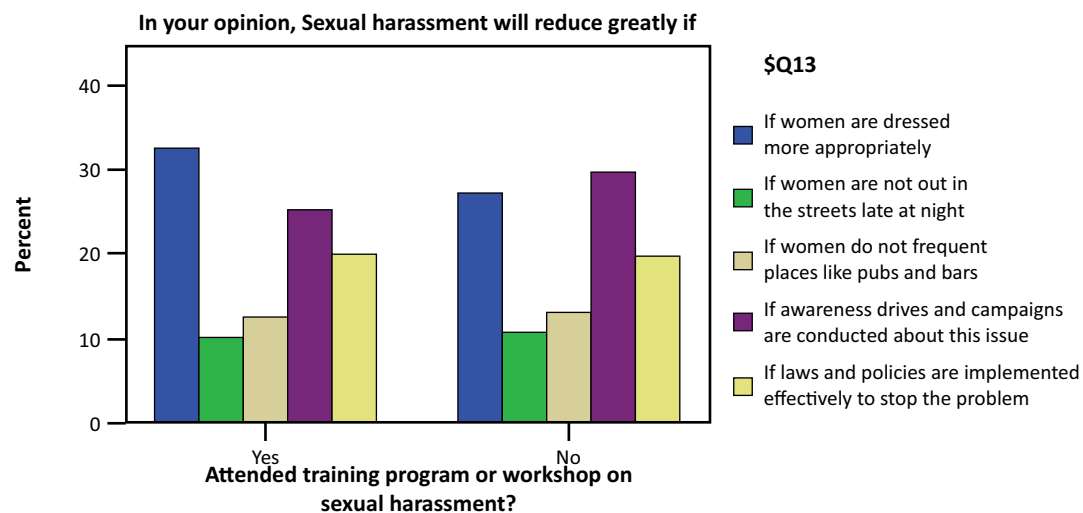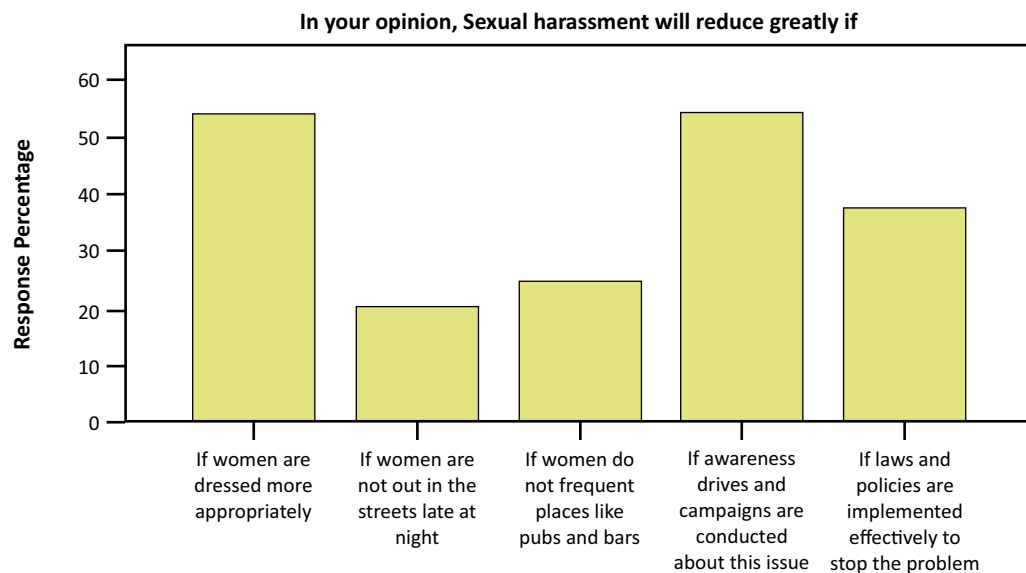
Inference: One can see a rhetorical answer to people's opinion about sexual harassment where. They opined that it concerns them deeply. This can also be seen as an outcome of the entry of the term in popular discourse especially through media, social networking sites and policy intervention. However, as is evident from the above sections this perception is not complemented by any concrete action either from the side of the victims or the Police Officers/ bystanders.

Rather, there is a common belief that the incidence of sexual harassment can be decreased/ stopped if women take appropriate action with respect to their activities/clothing/time and space of movement, etc.

Stakeholders interviews

This section outlines the views and practices of the stakeholders for the following objectives:

1. Know the extent of sexual harassment in public spaces (discussed in the earlier section on prevalence/incidence)
2. Understand the services offered to tackle sexual harassment in public places
3. Also to explore the ways in which sexual harassment can be addressed

Civil Society Organisations- Redressal Mechanisms

Opinion about sexual harassment

With regard to their opinion on incidence and implications of sexual harassment, many stakeholders from civil society organisations stated that there is a considerable use of drugs, existence of gangs, high number of incidents of rapes including those with teenage girls and children mostly belonging to lower socio-economic strata. Even the bus stops are not safe. Consequently, mobility is an issue for the girls, parents do not send them out or discontinue their schooling. Many of the restrictions are not only from the home, but also from neighbourhood and people around. There is a considerable increase in 'social policing', threats to girls if they talk on phone, come late, etc.

Although, it was felt that Police is more sensitive now and their is a good response from them, there are certain gaps which need to be addressed. Many opined that there is a lack of number of police stations that exist and at many places the police is not active including the highly populated places. In addition, women and girls hesitate to go to the police and report the case, some of the reasons for which are cited in the above sections.

Their role in addressing the issue

From the interviews it emerged that the CSOs made numerous efforts towards building support mechanisms and creating awareness. These included an existing helpline for the victims, a child line, provisions for counseling, legal support and capacity building trainings. Their Helpline numbers are published in social subjects of the school textbooks (child marriage calls, bullying and teasing, boys teenage marriages, etc). for awareness, they organise gender sensitisation programs for government departments, counselors, police, judiciary, etc on Domestic Violence Act implementation, Sexual Harassment of Women at Workplace Act, 2013. Sensitization and awareness programs are also conducted in schools, colleges on issues of legal provisions, child rights, child sexual abuse, adolescent issues, negotiating with parents and redressal mechanisms. There are also corporate awareness programs to address sexual harassment at workplace and at public spaces. Some of them also conduct safety audits with other NGOs.

They also reach out to the women to inform them about their rights, and inform them about domestic violence, sexual harassment in workplace and sexual harassment in public spaces. Many use stories, magazines to reach out to women. They also conduct sessions to increase the self confidence and self esteem of the women and urge them to speak up. The idea is to strengthen the woman so she can handle the abuse and take necessary action towards it.

In addition to the preventive measures they also engage in post incident action, if and whenever an incident happens, for instance they fight for sexual harassment/ sexual assault victims by organising dharnas and rallies, and seeking justice for them. They also work with the SHE Team as well as in various programs with police to curb sexual harassment in public spaces. They also work with the government in implementation of acts related to gender based violence.

These CSOs do not only have Volunteers from all over the country but they also involve government officials and representatives like district collectors, child welfare committees, child marriage prevention officials. They also network with state level and national level organizations, Andhra Pradesh Women's Network, Voices for Gender Justice, One Billion Raising, AVID, etc.

Despite these consistent efforts, there are certain areas which still need more work. For instance, Trainings in government organizations/police are not consistent. Sometimes they do not have specific awareness programs for the public to address sexual harassment in public spaces.

Inference: Thus, one can see that addressing the issues of gender based violence and other related issues cannot be curbed by a single institution or structure. What is needed is an integrative structure with intensive preventive, support and redressal mechanisms that can provide a wholistic framework. It has clearly been identified by many organisations/institutions that there is a need for a system oriented response process not person oriented.

Government Departments

The data collected from various governments have also laid bare the mechanism and the gaps that exist in the way they address the issue of gender inequality and sexual harassment. Given below are the major points.

Greater Hyderabad Municipal Corporation (GHMC)

As it emerged from the data, a gender budget is allotted, they also give loans and micro-credits to women's groups, they also do not encourage women to wait for late hours, although men stay till late hours. They also stated that they have women friendly organisations with no gender bias or gender discrimination. Additionally, some of the union leaders are also women.

However, one can see that there is no gender policy in GHMC. There are neither any gender forums to promote gender equality nor gender sensitisation programmes and sexual harassment at workplace trainings.

Transport Department

The mechanisms that exist include SHE Taxis, 33% reservations, General grievance cells, Encourage gender sensitive behaviour, no discrimination on the basis of gender hence a women friendly organisation and partitions/curtains exist in buses to prevent harassment, reservations for ladies. Department also uses regulatory mechanisms, when it comes to safety, panic buttons directly connected to police, GPS (to be installed). Trainings and awareness programs can be made mandatory when they come for renewal of their permits/licenses.

Despite these mechanisms there are many gaps again, there is no action plan for gender equality, no gender budget, they are not part of any gender campaign. Also there are no proper awareness programs which are available internally but are not mandatory Similarly, there are no internal training programmes by the police academy.

University Grants Commission

According to the guidelines, gender norms and policies are mandatory for universities and colleges. It is also mandatory to have sexual harassment committee and gender specific committees in the institutions. Additionally they also have employee committees for redressal of the issues. Also employees can participate and collaborate in external trainings.

In last one year, UGC has also appointed women in leadership positions. It is also obligatory for every employee to comply with provisions of gender sensitivity. Although, there is awareness among each and every employee but there is no special canvassing.

According to the respondents, gender equality is promoted at all levels, providing opportunities, growth, equality and security. Especially the men with whom the interviews were conducted opined that UGC is a women friendly organization with more recruitments and equal job roles and there is no discrimination towards men and women. There are also gender equal norms for opportunities for

redressal.

All kinds of security, physical and emotional, at all levels is being taken into account and there are action plans for universities and colleges.

The respondents, however showed enthusiasm for suggestions and implementation of any programmes and policies.

There was an opinion across the board that more change at the societal level is needed especially for the education and representation of women in all jobs and at all levels. Thus, there has to be a statutory approach combined with sensitization at social level which can help create such mindsets that can bring about change.

Educational Institutions

With regard to the educational institutions, there was again a mixed response. Most of them stated that they comply to the Sexual Harassment of Women at Workplace Act, 2013. However, there were no gender sensitization workshops for faculty or students but Training on sensitizing women on household problems were conducted by a lawyer. Although, there is a criteria for teachers' appointment which is about their knowledge and awareness on gender sensitiveness but is not assessed formally.

Police Department

Existing Mechanisms to Address Issues within the Department

The existing mechanisms in the police department, to address issues of gender discrimination and gender based violence, are varied and include the following.

ICC is present and there is compliance under Sexual Harassment of Women at Workplace Act, 2013. Internal grievance and harassment issues are dealt with by the ICC. Action Plan is taken care of by the Commissioner office (Committees).

Equal norms for men and women exist in the department. Although during recruitment, gender sensitivity is not a criteria of selection but during training they get sensitized on various dimensions of the issue. Trainings for creating awareness and gender sensitization to all police personnel so as to change their mindset are also undertaken. The stereotypical ideology that whether women can perform or not are also being shattered, hence one can see that change is happening.

This has a positive impact in relation to gender equality in the police force. With regard to communication between different officers and colleagues, there exists a positive culture and officers are educated to address the issue at hand. Since it is a uniform department, they are trained and disciplined and professionalism is encouraged. However, it is also acknowledged that training for women has to be different. Additionally, during night duties, there is a need for a proper accommodation and basic facilities like mobile bio toilets have to be provided.

They have more women constables at the reception to enable an increase in reporting of the cases.

There are also plans to increase the number of women in the police department. 33% recruitment of women officers at all levels is also ensured. Furthermore, postings are on merit and not gender. It was opined by many respondents that police department is a women friendly department, both women and men are recruited same lines, duties allotted to women are different in terms of travel, time, bundobust, security, etc.

Some said that there is a gender equality budget while the others pointed out that there is no gender budget but a certain amount is allocated for certain programmes for example, the Bharosa Center. In addition, there are also funds from corporates for CCTVs, maintenance of Bharosa Center, one stop support center for women and children. Further support is ensured through Corporate Social Responsibility and NGO support. They also use support from the corporates to impart trainings. Inter-department interactions, meetings to promote gender equality, with NGOs and other stakeholders are also taking place. There are also video conferencing with all personnel, VHF set conferences, when COP speaks also everybody including home guards are listening.

Attention is also paid to have appropriate infrastructure for women officers in police stations. Men are not defensive, acceptability is there, empathy is maintained while addressing issues for women.

Addressing the Issue of Sexual Harassment:

The police department checks control, monitors and supervise police stations. Thus, women police stations to be women friendly and child friendly. The petitioner is called by third party wherein the number is randomly picked up, and they are then asked about their experience and any complaints or positive responses that they have. The officers are thus monitored on their behavior towards the petitioner. This remark goes into their Annual Confidential Report (ACR).

There are call centers of civilians who do the monitoring. Till now, they have received 60% good feedback which is given to the police stations-checks and balances at every level.

The teams keep changing every three months, from traffic, L&O and other departments.

It was also noted that the Non uniform, part of the police department, make the people feel confident in sharing the incidents.

There also exists the concept of SHE teams which many states have learnt about by now. An officer in the SHE Team told us that there are three important things: sensitized approach to the citizen, response time and detecting cases-mindset. Spreading awareness and ensuring safety is a major role of every officer in SHE Team.

There is a lot of deterrence which has brought down violence and faith that SHE Team will respond to increased reporting. They also ensure anonymity that has encouraged people to register their complain. There is additional training for SHE Team on gender sensitization, harassment of women and its impact.

Many NGOs also help the SHE Team with campaigns, in educational institutions, or other events in public, on legal rights besides others. In addition, counseling is given to minors, delinquents and parents. They ensure that all points are covered and every team speaks the same in all awareness programs.

Attitudinal Change:

The respondents from the police department also opined that to mainstream gender equality, it is important to start at home as value inculcation within family is important. Then follow it up in the schools by including curriculum at schools on respect, practice than learning Success is satisfaction of the citizens when they are happy.

Gaps to be Addressed

No internal written gender policy in police department but at leadership level there is implementation. Mechanisms are needed to facilitate more women to approach the police

It was voiced by many that they want more women police in police stations than women police stations, to make it comfortable for women victims to approach and report in the closest station.

What Needs to be Done

Spread gender sensitization campaigning, visiting educational institutions, advertising audio visual van, social media, every police station has a facebook page, twitter handle, interact with public and get feedbacks. It was also felt that there is a need for shifting and sharing responsibilities (identify stakeholders –educational institutions, corporate/businesses-responses for eg. change in policies & practices, developing and delivering messages on educating, creating awareness, warnings, etc.)

Police Intervention - Blueprint and Initiatives

 On the basis of the above understanding, the Police felt that that there is a need for a comprehensive and integrative approach. Hence, there was a request for commitment to cooperation based on the idea that if many agencies and institutions come together there will be a better structure to deal with the issue of sexual harassment.

This idea can be seen as emerging from the project CLAPP which became the basis for police knowledge about the effectiveness of the proposed response, what measures police have already taken to resolve the problem; the limitations of those measures; and the benefits to all concerned if new practices are adopted voluntarily.

From this it emerged that wherever the police response has positive result, one could infer certain points: Victim(s) were all women, from all socio-economic backgrounds, all religions. Offender(s) were All men. There is a need to create 'safe corridors' (identify ideal stakeholders for response); safety of students to and from home and also reduce men & youth reoffending in public.

Wherever the Police response has no impact, the inferences include that victims are only 'young women and from lower socio-economic & certain religious backgrounds' and the Offender(s) are young men. There was also a high visibility patrol or patrol cars stationed outside street ends near malls -Youth diversionary tactics (not letting youth stand in groups near malls)

Auditing "Safety" of the Environment

Safety audits are about making the physical environment safer for everyone. Safety Audits are a tool for collecting information about elements of the local environment that make people feel unsafe. They also encourage suggestions of changes that would make users/residents feel safer. They are part of a process of change, and are not an end or outcome in themselves.

CLAPP is an initiative that works in the space of prevention of sexual harassment in public spaces. The audit is part of the larger initiative, but it aims to reduce opportunities for any crime including sexual harassment.

A part of the safety audit covering what the community has to say about their feelings of safety was captured in the surveys.

Aim of the Safety Audit

- To identify possible crime/sexual harassment sites in the neighbourhood
- To address safety concerns by making recommendations to appropriate agencies and owners of space directed at removing or reducing opportunities for the crime, and
- To inform and encourage the community to participate in creating and maintaining safe environments.

Approach

This safety audit used the safety audit approach of Crime Prevention Through Environmental Design (CPTED) method. This well researched crime prevention method has shown to reduce opportunities for crime and incivility. It provides positive community safety benefits by improving planning and design decisions in ways that provide organisations, communities and businesses with practical crime prevention tools

1. Safety Audit Space: Neighbourhood around St. Mary's College, Yousufguda.
2. Procedure:
    a. Time of Safety Audit: The audit was conducted both during the day and the night to cater to the students groups from the institution and residents around.
        Time: 7.00 AM - 9.30 AM; 10.30 AM - 1.00 PM; 5.30 PM - 8.00 PM
        After dark is the only reliable way to identify if there is a problem with lighting, which is one of the most important safety features. This also focuses on the time of day when people are most isolated and feel least safe.
    b. Taking Notes:
        *   Note the date and time of the Safety Audit, and who participated. This is important when Safety Audits are done periodically.
        *   If the area you are auditing is large area or complex, your Safety Audit should deal with one part at a time, e.g. one street or park.
        *   Be as specific as you can about the location of each place you comment on, with a sketch, if possible.
        *   You can consider using a camera or mobile phone camera to document positive features as well as problem areas. It can be beneficial to contrast or compare good and bad examples of the same factor, e.g. a well lit street and a poorly lit street.

Checklist

1. General Impressions
- What is your reaction to the place?
- Do you feel safe or unsafe in this area?

2. Lighting
- Is the level of lighting good enough to let you identify a face at a distance of 15 metres?
- Can you see into the back seat of a parked car?
- How even is the lighting? Are there pools of light and darkness?
- Are any lights out - if so, how many?
- If lights are out, is it due to equipment failure or damage?
- Do you consider that street lighting in the area is adequate?
- Are there bushes and trees that interfere with street lighting?
- In waiting areas like bus stops, auto stands and train stations, does lighting put you in the spot-light (i.e. can anyone outside the area see you easily while you cannot see anything outside)?

3. Sightlines
- Is it difficult to see what's ahead because of sharp corners, walls, hills, fences or bushes?
- As you walk through the public space, are there places someone could be hiding without you knowing it?
- Would you be able to see better if transparent materials were used instead of solid materials? (For example, using lattice/fibre glass for bus shelters instead of solid material that cannot be seen through.)
- If there are surveillance cameras, are they located in the best places?
- Are the surveillance cameras monitored?
- Who monitors them?
- What happens if the monitor sees someone being harassed or assaulted?
- Could corners of buildings be angled so it's easier to see around them?
- Should there be security mirrors to let you see around corners?

4. Isolation from Being Seen/Heard
- Are other people likely to be around during the day or late at night?
- How close is the nearest public telephone if you needed to call for help?
- Is it near enough?
- How often is the area patrolled by private security guards or police?
- Would a scream for help be heard by a person, such as a security?

5. Nearby Land Uses
- Are there unkept places, littered, indicating no ownership over an area?
- Does the land seem owned and cared for, or is it a desolate or abandoned place where unlawful activity might go unnoticed?
- Is there more than one way out of an area for a person who feels threatened?

6. Movement Predictability
- Are there stairs, escalators, tunnels, lanes or paths that enable a potential harasser to predict where the person will be in a short time?
- What is at the end/bottom of tunnels, walkways, stairs, lanes or paths and other facilities?
- Are there corners, recessed doors or bushes where someone could hide and wait for you?

7. Signs
- Are there enough signs and maps so that people can find their way around easily?
(Being confused about where to go makes a person feel more vulnerable to harassment or assault.)

8. Public Transport Stops
• Are public transport stops, and pedestrian routes taken to and from them, safe?
• Are these routes well enough lit to identify a human face at 15 metres?
• Are there signs to guide you to destinations?
• Is there more than one route to the stop?

9. Overall Design
• Is it easy to find your way around?
• Public toilets – are they isolated?
• How easy is it for an intruder to go into the toilets unnoticed?
• If there is a subway, are there sufficient lights and mirrors?
• Do you know where the entrance/exit of the subway is?
• Would things like landscaping, fences and better design make the place attract more people and be more user friendly?

10. Maintenance
• Look for things including: broken lighting, litter, broken windows, unkept parks, damage to public telephones, unmanned ATMs.

11. Improvements
• What improvements would you like to see?
• Do you have any specific recommendations?

Note: This checklist is not exhaustive and may be added to or modified to suit your local situation.

Action Plan:

After the Safety Audit is completed, the Safety Audit team should meet on the same day or night as the audit inspection, look over the sheets of each person/group's observations and questions and draw up a team action proposal. This plan will list problems in order of priority, how they might be fixed and who needs to be approached to fix them (e.g. contact the municipal corporation to cut down branches that block light from lamp posts, approach service providers about the location of public telephones, approach banks about position of ATMs etc.).

The action plan should tell relevant agencies about the problems identified in the audit process. It should tell them what is suggested to improve the situation. It's wise to be as specific as possible about the problem areas, the nature of the problem and possible solutions.

RESULTS & ANALYSIS

I.   General Impressions of the neighbourhood:
        (Variables: gut reactions, feeling comfortable)

- Day times feel safe
- Convenient to walk and hang around during daytime
- Day times, one won't look around with fear or apprehension
- Evenings are safe too but day time feels safer
- Walking down the lane from the main to inside the colony wants you walk faster at all times of the day
- Open roads make the place comfortable
- Not deserted & largely residential; so it feels comfortable
- Evenings comfortable but not as much as mornings & afternoons

Scenes Outside College in the Afternoon   *Scenes Outside College at the Early Evening Hours*

Lane leading to the college during the daytime

II.   Demographics

    a.   Users of Space:
- Residents
- St.Mary's College staff and support staff
- St. Mary's College students
- Hospital staff
- Patients and other stakeholders coming to hospital
- Mosque staff and people
- Bank staff
- Café and shop staff
- Customers and other stakeholders coming to café and shops

    b.   Stakeholder's for the neighbourhood
- Residence support (security, paper delivery, water cans delivery, gas delivery etc.)
- St.Mary's College Staff and support staff
- St. Mary's College Students
- Hospital staff
- Patients and other stakeholders coming to hospital
- People coming to mosque
- Customers to bank/ATM
- Playschool staff and parents & children going to the school
- Café and shop staff
- Customers and other stakeholders coming to café and shops

III.   Land Use

- Educational
- Religious
- Living

IV.   Sexual Harassment and other Crime issues

- Stalking
- Property theft

V.   Isolation

Morning:
- Not isolated
- Easy to predict when people will be around
- Feel safe waiting for public transport
- There is access nearby to call for help

Daytime outside College

Evening:

- Isolated
- Not easy to predict when people will be around
- Don't feel safe waiting for public transport
- No access to call for help
- Very poor lighting
- Does not evenly illuminate the area and creates shadows
- Pedestrian walkways are not illuminated
- Trees obscure lighting to a large extent
- Cannot identify a face 25 meters away

Outside college, when the sun is down

Total lack of visibility, on the road outside & around the college in the late evening hours

Only one streetlight outside the college works in the evenings

VI.   Sightlines

- Mornings can see clearly what is ahead
- Evenings can see what is ahead but cannot identify people inside vehicles or who is walking
- Only 3 of the streetlights work in the colony. There are 8 more which do not work
- There are hiding places- parked cars (unused cars, covered cars), lane behind college
- Residential buildings are mostly designed to allow surveillance from inside to outside but not outside to inside.
- College not designed for surveillance from inside to outside and outside to inside (except by security at gate)
- Mosque not designed for surveillance from inside to outside and outside to inside
- The traffic lights on the main road are hidden behind tree branches

An unused car parked right outside college
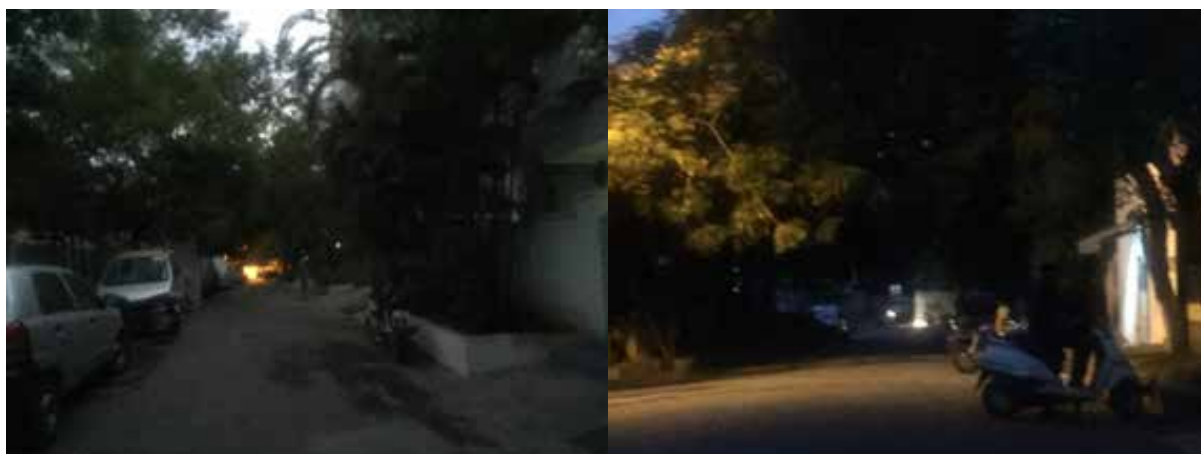
Very poor visibility outside & around college, once the sun is down

Streetlights not functioning

Mosque is not designed for surveillance from inside to outside

Traffic lights hidden behind tree branches

VII. Ownership of Space

- The street from the main road has shops on the left that includes an Irani café and chaat shop, it is clear that general public and the students come there to eat and hang around.
- There is a hospital on the right side and it is clear that patients come there for healthcare service.
- Residences occupy the streets on the left and right that leads to the college and further around the college.
- The college is situated in the middle with a road that goes around and there are 4 dead end lanes on the four corners around.
- A bank with ATM is situated outside the college.
- There is a public park behind the college.
- There is a playschool outside the college.
- There is a security at the gate that leads to the colony, but it is easy to enter and exit the space illegitimately.
- An offender's presence or activities may not attract attention at busy times in the mornings, afternoons and early evenings.
- The space does feel like there is an association that is in supervision of the colony, but it does not look like they work in keeping the community together.
- There are no surveillance cameras, no resident guards; college has private security.

Residents in the colony do not turn on the lights outside the house to illuminate the street

VIII.   Entrapment Spots

- Just before the colony gate on the left there is garage that's not lit and unkempt
- There are 4 dead ends around the college
- There is a small lane right behind college that leads to a building. The building has a security guard.
- There are areas that one could hide – lane behind the college, parked cars that are not been used, cars that have large side canvas material covers, cars parked parallel on the road.
- There is a construction site in front of the college that is covered with a plastic sheet.
- The tree in front of the college is unruly and thick.

Lane behind college, which is often empty (during the day time and at night)

Dead end around college

Garage at the beginning of the lane

Construction site in front of college & large branches that obscure lighting

IX.   Signage

- There are no directional signage right from the road to the colony
- There are two signages in front of the college, one of them on the left is worn and sign is not visible.
- There are no signs to show you where to seek assistance.
- There needs to be more speed breakers with fluorescent paint.
- The park also has no signage.
- Signage like college zone, school zone, bank, direction concave mirrors, horn/no horn etc. needs to be placed in the colony
- There is no signage of auto stand or bus stop on main road. Highly disorganized and risky for drivers and pedestrians.
- There are no platforms/ footpaths on the main road and the road that leads inside to the college.

Soiled signage outside college   *No signage in the park*

Existing signage in the colony

Lack of signage on the main road

X.   Movement Predictors

   •   It is easy to predict a pedestrian's route
   •   One can see what and who is on the roads and the deadlines.
   •   No police booth

XI.   Landscaping

   •   There is a gate where the colony starts that signifies division between public and private.
   •   The landscape does not detract from pedestrian's ability to see or be seen.
   •   Park behind the college looks neglected. Landscape is not maintained.
   •   Lane between the rear of the college and the park is vulnerable to crime.

No footpath on the lane leading to the college

XII.   Land Use Mix/Activity Generation

   •   There is activity in the mornings after 8am.
   •   After 10am it is neither quiet, nor too busy.
   •   After 7pm it is quite.

Activity during the daytime   *Activity during the night*

XIII.   Maintenance & Management

*   There is no evidence of graffiti or vandalism
*   There are no areas, which have accumulated litter in the colony. However, in the beginning of the road leading to the college, a corner is littered.
*   There is an association to whom they can report maintenance
*   The park can be better maintained. Walking track is unused with old water pipes lying around.
*   The electricity box in the park is open and risk to children playing around
*   The entrance of road that leads to the college has garbage on the left side of the road.
*   The traffic at Yousufguda junction (the junction that leads to the college) has very poorly managed traffic. It is high risk for sexual harassment and with general safety in mind too.

Park totally neglected

Accumulated garbage and other things at the lane that leads to the college

Unruly traffic at the junction

ANALYSIS

Sexual harassment and other crimes against people and against property occur within urban environments of cities and towns. This safety audit has used the Crime Prevention Through Environmental Design (CPTED) concept that uses knowledge and creativity to design those built environments in ways that lessen or prevent the incidence of crimes.

College and surrounding:

The college has high walls and takes the "medieval fortress" approach, for safety and security, making the building impregnable and locking students and faculty away behind high walls. There are security cameras in the campus and lots of guards around. However this approach does not ensure safety of the public realm, in particular the network of streets, paths and places that connect this "fortresses".
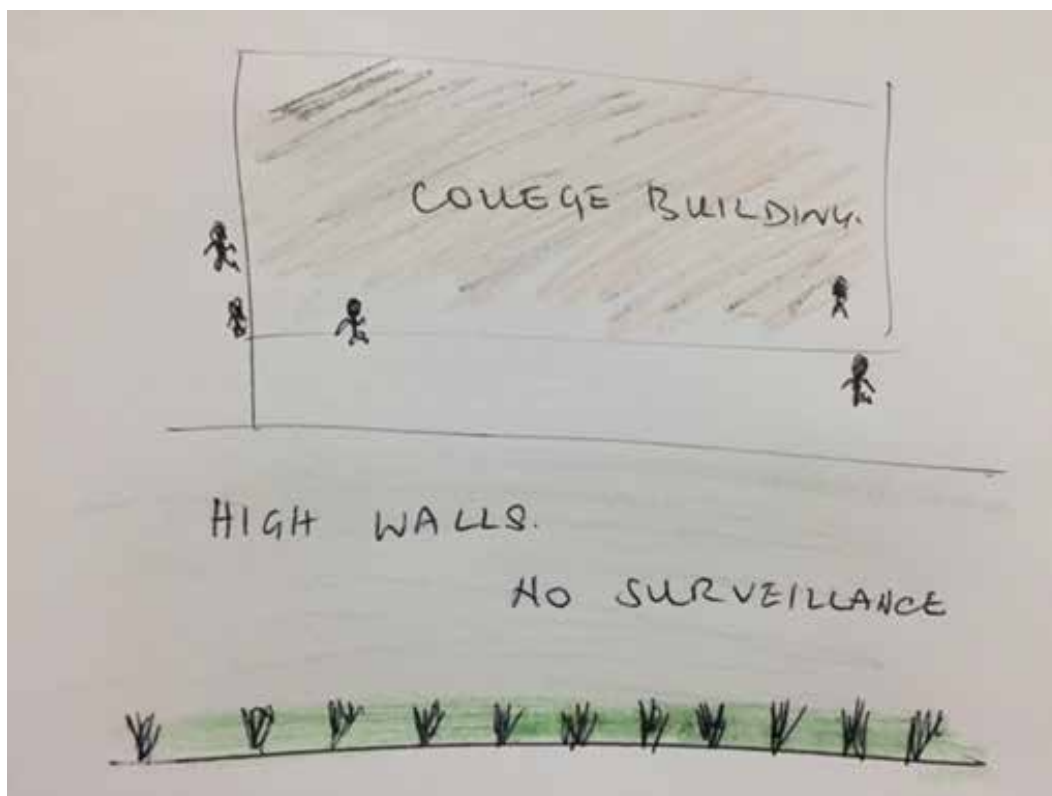
The college and the environment around should encourage community interactions and the space should be used by students & faculty. It should be safe, secure, attractive to live, work, meet, celebrate, reflect, shop, play, educate and more, without fortresses, surveillance cameras and security guards.

Using the CPTED principle, this can happen if there are people 'outside' and 'around'. The presence of people around and using the space can prevent crime, intervene as bystanders if crimes occur, encourage people to ask for help and report as witness.

The college can, for example, use the park for college or community events, where people in the neighborhood also take part or see each other ("direct presence"). Rather than students being pushed away or forced to leave the colony or residents getting children into the homes after sunset or not using the park after certain times, they can use the space around with a sense of safety.

Besides seeing students and other stakeholders around it leads to them seeing what is happening. If they feel or see suspicious activities they can intervene or call for help and offenders are also aware of the risk of inappropriate behavior in the area ("indirect presence").

Direct and indirect presence combine as passive surveillance, this is not "active surveillance" that security guards and CCTV cameras provide but "casual surveillance" by people and the members of the neighbourhood that go about their daily lives.

Thirdly, especially in relation to personal safety, the space or neighbourhood should give people safe choices about where to be and how to anticipate and respond to problems (for example, can they change routes if one seems unsafe?).

Principle 1
- encourage the legitimate use by lots of
- people of the public parts of them

Principle 2
- to allow others outside those public places to see what is happening in those places and near other buildings

Principle 3
- to avoid "hidden" places

Principle 4
*to encourage those "seeing something happening" to care and to act?

"Put eyes on the street and public realm"
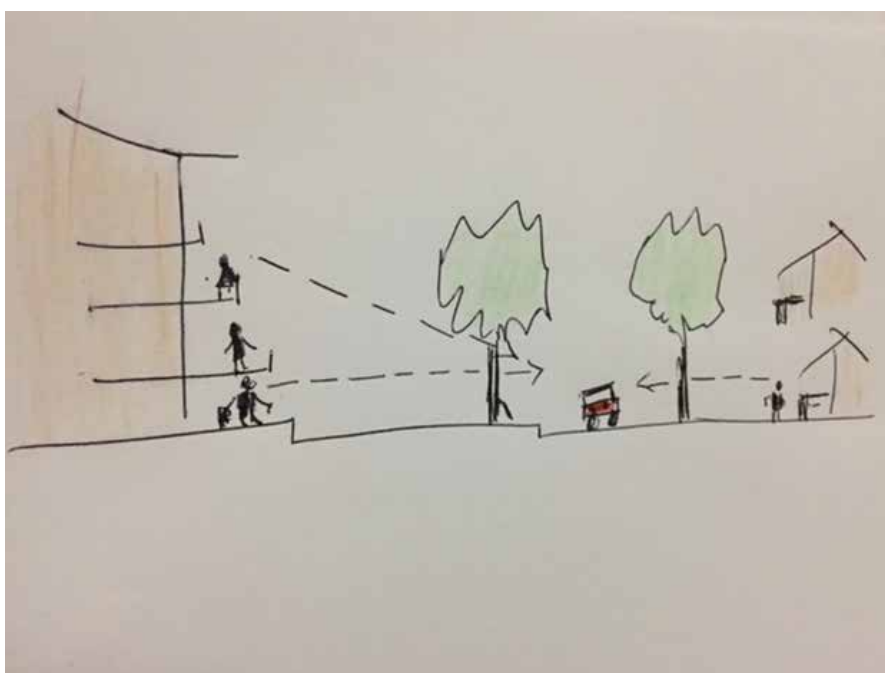
Public Spaces:

The environment should be such that the individuals using the space are 'in control'.

1. Compound walls around buildings are low so people from inside can see outside.
2. There is to be balance of visibility and amenities in the park. Trees and shade in places of seating. Lights in play areas etc.
3. Park is designed to facilitate and encourage community activities.
4. Park is designed to have maximum use of the community for example play area, walking track, sitting and reading, tea and coffee spaces etc.
5. Park to have more than one entrance/exit.
6. Park to be well lit even through the night.
7. Streets to avoid 'blind spots' where there is reduced opportunity to see and be seen. Branches of trees have to be cut so street lights are on full focus on the streets.
8. Streetlights designed to ensure appropriate surveillance and avoid shadows and glare which might put people at risk.
9. Places that are 'legible', have signs so it's easy to understand & navigate and directs people to appropriate routes to take or services they seek. This brings confidence, assurance and less stress.
10. Important service places like bus or auto and taxi stops have to be shifted to places that are both visible and logical.
11. Traffic lights to be visible and working.
12. Territoriality of the colony or neighbourhood to be more prominent and visible. For example St. Mary's College in the gate is not visible as the gate is always open.
13. Banks/ATMs are to be manned.

Private Spaces:

1. Territoriality is strong in most houses but surveillance is weak. There is no surveillance of the street.
2. Territoriality of the college is strong but there is no surveillance of the street.
3. Gate lights in houses to be maintained.
4. Plants/trees over the compound walls in houses to be maintained.
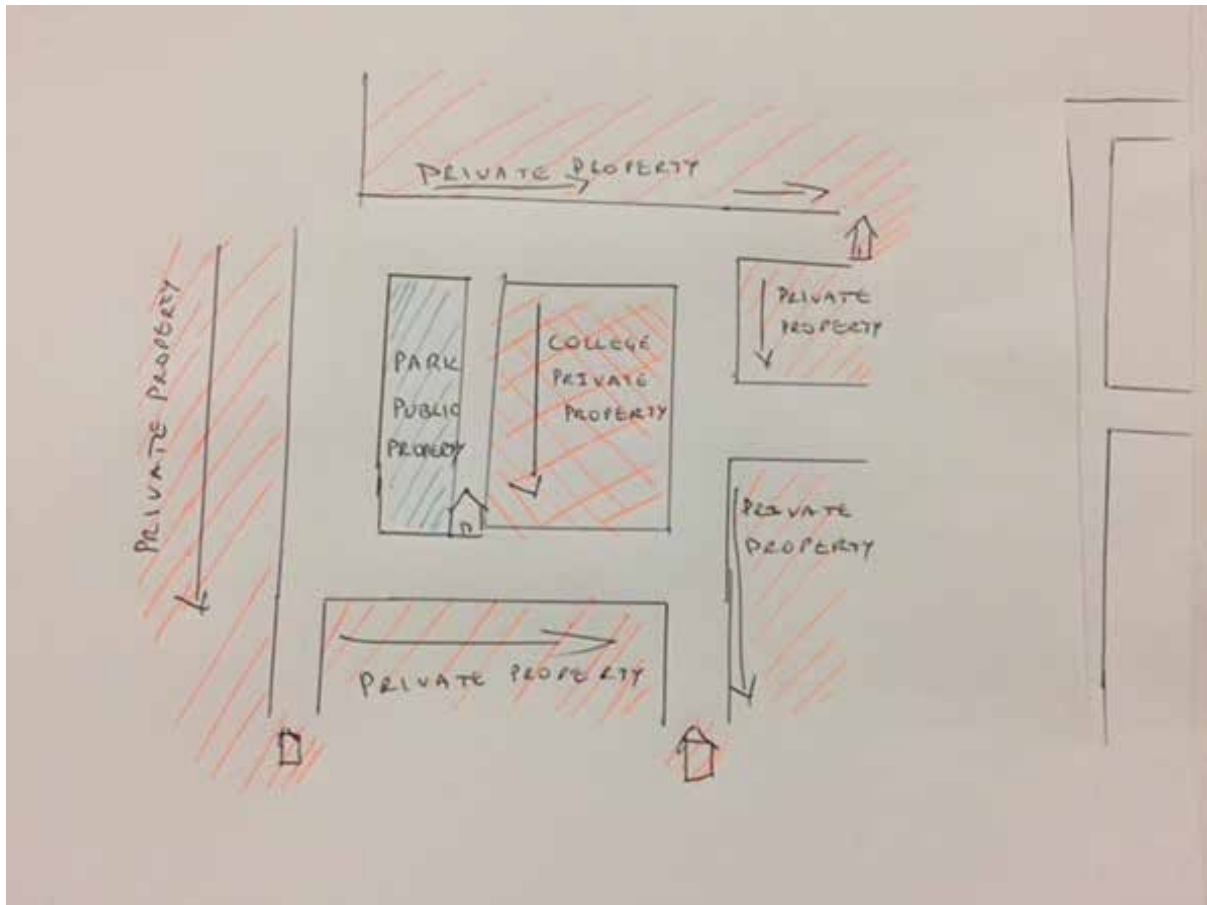
Clear demarcation of public & private spaces needed

Actions:

1. When members of the community care about the space around and who uses them and what happens, there is a sense of 'ownership' of the space that can reduce crimes. They get to use the space themselves as they feel safe and make sure they intervene to maintain the safety of others who use it. Promoting such 'ownership' of the public spaces encourages a level of shared responsibility for their security.

2. Community maintenance of public property/assets also brings pride and safety. Places with rubbish, broken street lights, dirty unused vehicles with deflated tyres, bad roads, overgrown bushes etc. can attract crimes such as stalking, ragging, pick pocketing etc.
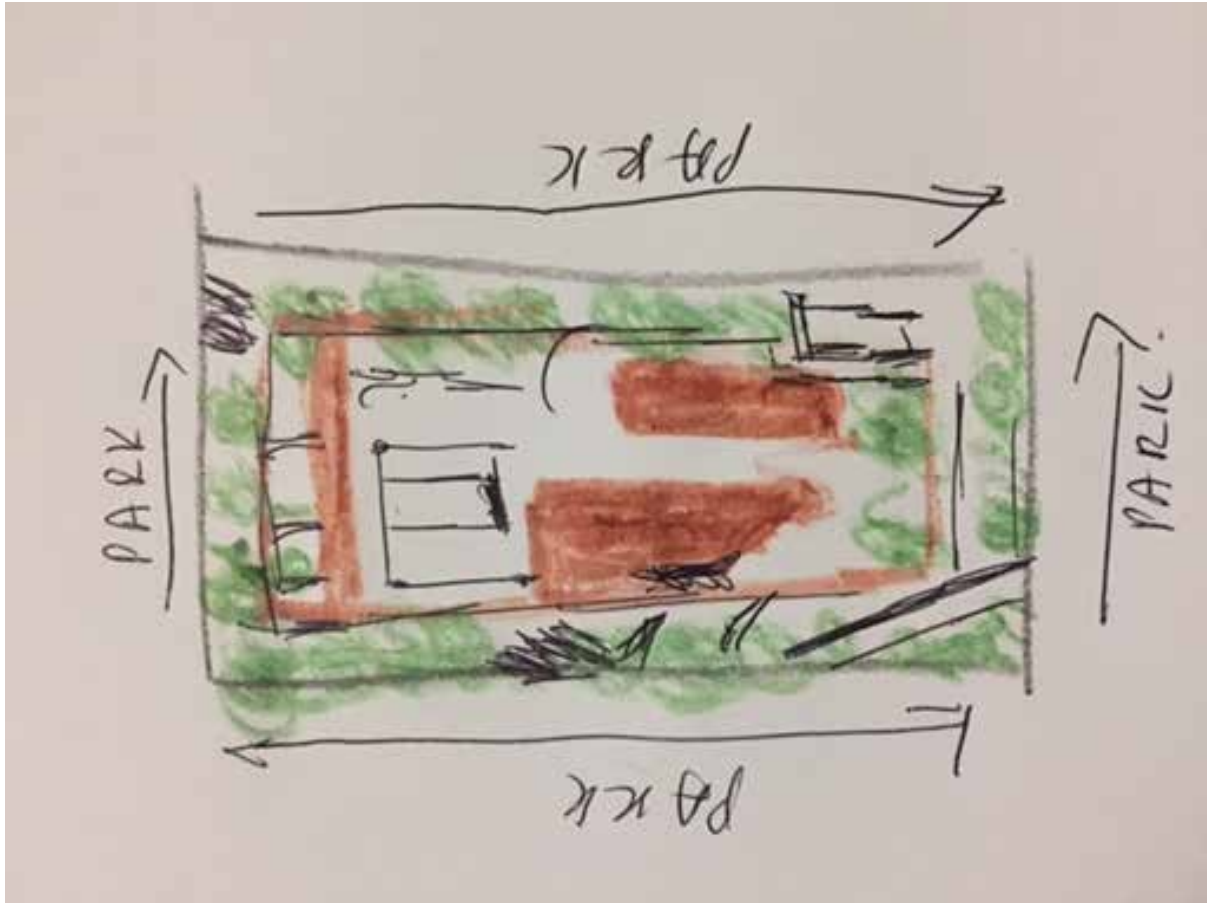
Community using & maintaining a shared space

3. Well-kept places give out the message to potential offenders that the community cares. Overall the main road area seems vulnerable for crimes such as sexual harassment, pickpocketing and accidents. The street that leads to the colony is vulnerable for crimes such as stalking, sexual harassment, and the colony or neighborhood around the college is vulnerable during evenings/nights due to less people in immediate vicinity, to sexual harassment and property theft. Certain hidden spaces like the garage on the left of the colony gate provide unforeseen opportunities. Degree of risk does not vary from day to night with crimes such as sexual harassment and stalking. Degree of risk varies from day to night with property crimes such thefts. Limiting access to the ATM in front of the college will reduce risk.
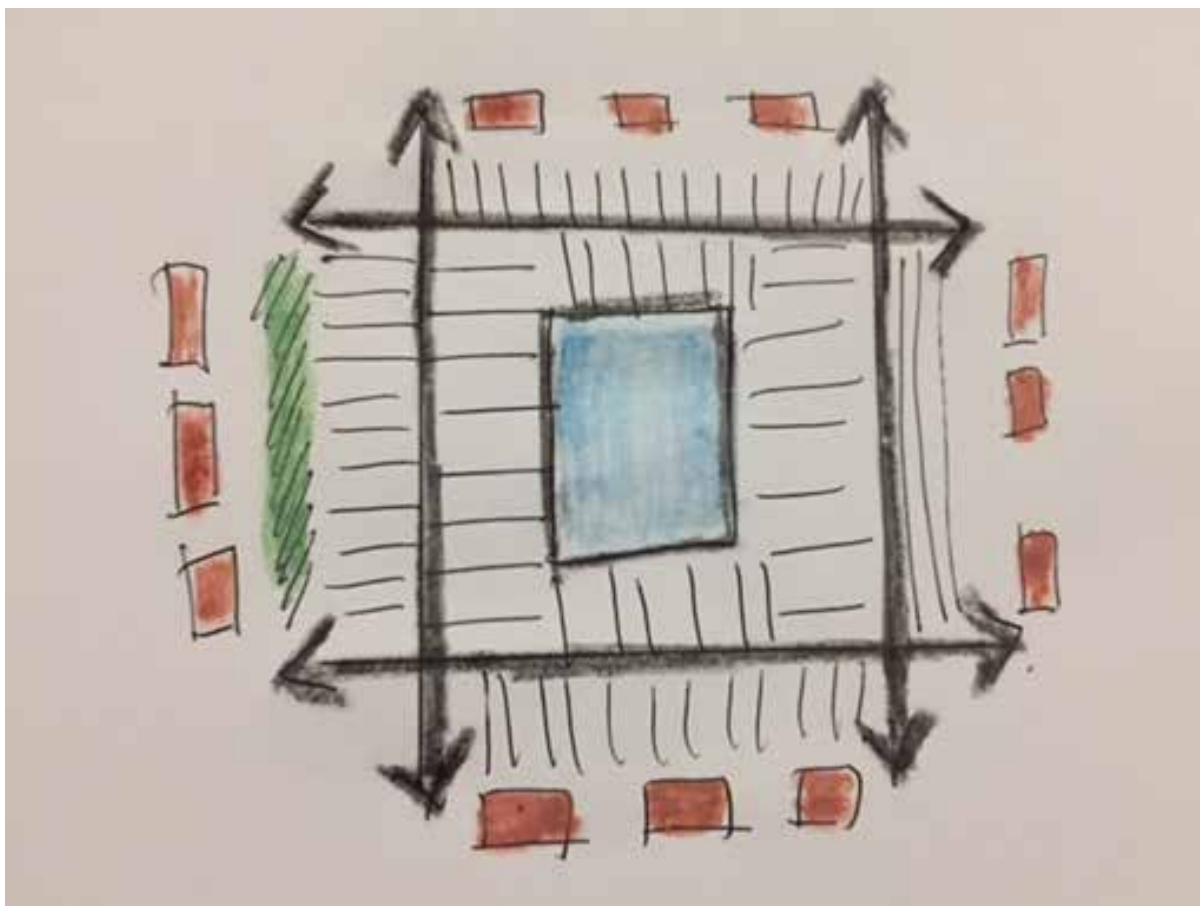
Planning a safe space

4. The main road at Yousufguda checkpost, owing to poor management of traffic offers enough room for crimes such as sexual harassment apart from the physical danger that students face on vehicles (especially two-wheelers) at the junction. The college needs to work alongside the authorities to find a solution to the blind traffic at that place. Some students have mentioned to us about harassment that they have faced at this particular point.

The college (management, students) can adopt the neighborhood from the main road layout. They can work with the community to maintain the footpaths, public transport signages, road maintenance, traffic light maintenance, and involve students in building & using bike lanes around the college, and maintaining the park etc.

Analysis

Learning and Scoping the Problem of Sexual Harassment

Analysis involved learning everything possible about the problem of sexual harassment and actions already being to deal with the problem. It was ensured that Analysis was thorough, creative, and innovative as the response because the characteristics of each problem vary. This was also critical because effective tailor-made responses cannot be developed unless it is known what is causing the problem. The purpose of analysis was to learn as much as possible about a problem to identify what is causing it. The actions and interactions of offenders, victims and the environment was understood. The team learnt that generally, 3 elements are required to constitute a crime: an offender, a victim, and a crime scene. Visualizing that link proved useful in understanding a problem. The analysis phase was thus an in-depth study of the who, what, why, where, when, and why not using the data which was collected in scanning.

HIGHLIGHTS :

College:

- Lack of clarity amongst students although they are aware of actions that constitute sexual harassment
- Men have more stereotypical perceptions about who potential victims are, for example provocative dressing leads to sexual harassment
- More men believe that sexual harassment does not happen
- They mostly discuss harassment with friends & family, discussions need to happen with college authorities too
- Men discuss more with friends less with family
- They believe harassers are mostly strangers
- Students experience and also feel sexual harassment is more in public transport and places of access like bus stops, stations
- Do not recognise subtle forms as equally severe harassment
- Identified sexual harassment around the college environment
- Perpetrators harass for sexual gratification or on impulse
- Students believe in campaigns and policies to curb sexual harassment
- They are willing to go to the police or confront the harasser

Police:

- Lack of clarity with the term sexual harassment
- Even trained officers show confusion in understanding sexual harassment
- They are confused with illegal behavior in public spaces & sexual harassment in public spaces
- Believe sexual harassment is mostly men on women or women on men, do not include other genders
- They feel people who come from a particular class, economic backgrounds perpetrate violence
- Believe in myths- victims are mainly young and attractive women or women who dress provocatively
- Not all Police Officers are concerned about the issue
- Show victim blaming attitudes and place the onus on the women when it comes to reducing sexual harassment in public spaces
- The police not knowing the law and internal policies is alarming
- Believe mostly in three practical ways of responding to sexual harassment, going to the police, confronting & taking the help of others around

Experiences of Women:

- o All women irrespective of age and socio economic status go through sexual harassment in public spaces
- o Many go through harassment frequently
- o Public transportation, roadside & social media are common harassment spaces
- o They have faced harassment all times in a day
- o Irrespective of what they are wearing
- o Perpetrators were mostly strangers
- o They have felt emotions from anger to feeling scared and helpless… and were humiliated & traumatized
- o Many have reacted by verbally shouting at the perpetrators or pushing, a few have sought police help
- o These women shared their experience with friends & family
- o Some women ignored and walked away from the harassment, these women did not share with anyone
- o They were scared their parents would stop them from going out or their friends would think badly of them or police wouldn't help
- o Few of those who faced physical harassment approached the police
- o They have positive reactions to police response but feel there was victim blaming in their questioning
- o Women did not complain for the fear of being blamed and the time it would take
- o Many stated no bystander intervention in their incidents
- o Those who helped them asked if they were okay or confronted the harasser
- o The women also reacted as bystanders and responded in asking if help was needed or confronted the harasser
- o Those women who did not react as a bystander did so because they were afraid of being harmed or did not know how the victim would react or did not have the time
- o Women carry pepper sprays, changed their lifestyles, avoid wearing certain clothes, don't go to certain places, avoid going out in the dark or do not take public transportation
- o They take longer routes and spend more money using private transport, only go out with company, limit their entertainment and recreational activities

How problem solving works here?

- Problem solving approaches have a positive impact on the problems they target
- Problem solving approaches, especially those based around the SARA model, are a moderately effective way of dealing with problems
- It brings local police officers into **collaborative working relationships** with local people and institutions

Educational institutions

Transport department, municipal corporation, roadways

Business establishments, other commercial enterprises, including bars, wine shops etc.
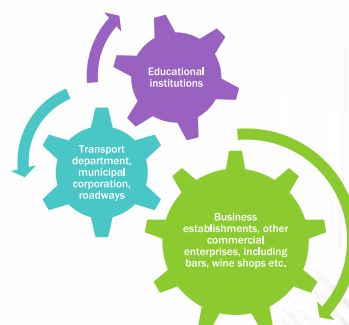
Inferences and Recommendations

From the data from the respondents across the spectrum, it was found that the knowledge about what constitutes sexual harassment is either limited or ambiguous. A certain percentage of the respondents believe that sexual harassment is a compliment, light hearted flirting is not harassment and that women can take steps to curb sexual harassment. This is a clear indication that sexual harassment as an occurrence is seen in isolation to the existing gender relations in our society thereby perpetuating the existing norms of naming, blaming and shaming the victims. Consequently, what it requires is a thorough understanding of the embeddedness of violence against women in the form of sexual harassment within the structural features of our society. To overcome this gap, there is a need for organising such activities that can create awareness about gender inequality and gender (power) dynamics in the society.

This also throws open the possibility of looking at existing prejudices and stereotypes amongst people about perpetrators and victims of sexual harassment. Most respondents considered the perpetrators to be of a certain kind - men, poor, uneducated and strangers to the victims. Similarly, the victims are mostly considered to be belonging to a particular strata of society - young attractive women who dress in a 'provocative manner' - which at once brings into play numerous issues related to gendered identities, normative understanding of 'beauty' and 'morality', objectification of women, constant evaluation and humiliation that women go through.

This, has strong implications for women as they not only live in constant fear but also plan their activities/modes of interaction/ dressing style/ etc while appearing in public places. Gill Valentine way back in 1989 had written an article titled *The Geography of Women's Fear* in which she has clearly outlined the relationship between women's fear of male violence and their perception and use of space and concluded that women's inhibited use of space is a spatial expression of patriarchy. She writes,

Everyday most women in western societies negotiate public space alone. Many of their apparently 'taken for granted' choices of routes and destinations are in fact the product of 'coping strategies' women adopt... (1989: 385)

The data also reveals that both men and women, for varied reasons though, do not always act when they encounter sexual harassment either themselves or by anyone else thereby ignoring the effects that it has on people who access the public space - there is a constant consideration of the time and space for them thereby affecting the way they go about their lives. This has been analysed by Margaret Crouch (2009) in her article Sexual Harassment in Public Places which outlines how sexual harassment constrains women's freedom of movement affecting their access to education, employment opportunities and even leisure activities. She makes a case for connecting freedom of movement in spaces to freedom of movement in status. She writes,

> *Sexual harassment is a means of maintaining women's status as a subordinate in society;*
> *it is also a means of keeping women in certain physical spaces and out of others, or, at least,*
> *of controlling women's behaviour in those spaces (2009:137)*

Furthermore, the data reveals that training and information about sexual harassment is not a common phenomenon, thereby exposing the lack of existing mechanisms to address the issue. Similar trend is observed with respect to knowledge about laws/policies and internal (organisational/institutional) mechanisms related to the issue of sexual harassment. Thus, in addition to awareness generating activities about gender inequality, gender violence and gender as an important source of power relations in society, there is a need for creating platform for imparting knowledge about the existing legal mechanisms and policy interventions.

However, one can also see that the respondents did acknowledge that sexual harassment is a matter of grave concern, but the gap here being that there is no clear understanding of what constitutes sexual harassment, its causes and implications and its relationship to the larger structural context of our society, thereby blurring the possibility of looking at sexual harassment as a larger phenomenon which can be found in any strata of society, the difference being in some cases they are masked while in others they are overt.

With regard to the stakeholders interviews, it is clear that in many institutions and organisations there are many policies and mechanisms in place, however, as the data has revealed that has not been able to curb the incidence of sexual harassment. Consequently, one can clearly infer that allotment of budgets, preparing teams and making laws and policies are not enough until they are implemented without any fail and are complemented by a thought process that emerges from a belief in gender equality and women's right to access public spaces without the fear of occurrence of any violence against them.

It is here that one can see the works of C.Wright Mills (1959) and Zygmunt Bauman (1990) who have argued that if a problem is personal but is faced by many, then one has to look at the wider context in which that occurs, as Mills says one needs to connect personal troubles with public issues so as to arrive at a solution for addressing the problem. Bauman on the other hand, makes a case for distinguishing common sense from analytical understanding arguing for a more interconnected approach.

As mentioned in the introductory paragraphs, this is clearly what the theories of gender and gender violence have argued for i.e. to see gendered interactions and gender violence as a result of intersectionality of different identities. Hence, the need to make sexual harassment as part of the public discourse, create awareness about its relationship the the larger patriarchal structure and consequently devise mechanisms to address the issue of sexual harassment and make public spaces safe for women.

Response and Assessment

Addressing the Problem of Sexual Harassment, Measuring the Response

The CLAPP-SARA model uses strategic decision-making in the team, using responses to reduce sexual harassment in public spaces by first analyzing the specific problems the community is confronting in a all-inclusive way ie. Police, student and public perceptions and the physical environment to devise particular responses. Both enforcement-oriented responses and community-oriented collaborative responses have been proposed.

> *The most effective overall approach to a problem is one that incorporates several different responses*

Responses to Violence Against Women – Sexual Harassment in Public Spaces

Generally, the responsibility of curbing and responding to all crimes falls on the police. The police are held accountable for effective implementation of the law to ensure the safety of women at home or workplace or in public spaces. In addition, it is also the responsibility of the police to enact policies that help in reducing the incidence of crimes. With issues of gender-based violence, strong institutional measures need to be coupled with committed partnerships with communities, civil society organizations and other individual, private and public stakeholders to create joint ownership over the well-being, safety, security and freedom of citizens.

Responsibility must be diffused across various state and public structures to be effective. For example, in the case of sexual harassment in public spaces, apart from the role of the police, gaps in government organizations like the municipal corporation and transport department, educational institutions, behavior and attitudes of individuals using these services etc also needs to be looked at.

When a crime occurs, the police are the right agency to investigate and enforce the law. There are certain aspects of what leads to a crime and crime prevention efforts that require a holistic multi-stakeholder approach. Effective responses to such crimes would be a rational distribution of responsibilities.

> *Response to a problem that arises from knowing and analyzing the problem is more appropriate and effective than actions taken in reaction to a problem.*

The premise of the CLAPP project was to arrive at solutions for sexual harassment in public spaces by bringing together law enforcement officers who are tasked with responding to such cases with young people, often the largest demographic to be affected by the issue. Together this team would mobilize support and resources from other stakeholders in planning a coordinated response to reducing sexual harassment in the immediate neighborhood of the college and beyond.

Steps to responsive actions:

- The team brainstormed a set of possible responses
- Discussed the feasibility of the responses
- Selected time bound possible responses (institutional/ individual)
- Implemented the responses

CLAPP-SARA Model as an effective Method of sharing Responsibility

The CLAPP- SARA Model gives the rationale for a collaboration/partnership, giving clarity on: how it will address the problem; a platform for police and the community's perceptions, knowledge and experiences about the issue and the effectiveness of a proposed response; what measures police have already taken to resolve the problem; the limitations of those measures; and the benefits to all concerned if new practices are adopted voluntarily.

CLAPP is a non-coercive method that enables developing capacity to identify and rectify problems even without police intervention. With the general understanding of what causes sexual harassment and what responses best addresses the issue, determining and taking up responsibilities amongst stakeholders become easier. For example, the community around the college develops a collective efficacy, "the ability of neighborhoods to realize the common values of residents and maintain effective social controls." (Speeding in Residential Areas. Michael S. Scott. 2001. ISBN:1-932582-02-9) Police clearly share the responsibility of prevention and curbing of sexual harassment with educational institutions, public entities, hospitals, coffee shops and other retailers etc.

What needs to be done? Strategies and interventions

From the data collected from different set of respondents, possible responses are framed below:

At the level of perception and knowledge:

- There is a need for producing change in levels of awareness and knowledge on sexual harassment in public spaces. Additionally, this requires tailored information and training to be provided at all levels of an organization.
- There is a strong need to educate others regarding their responsibility in tackling the problem.

At the level of action:

- Mechanisms to perpetuate the idea of gender equality and create awareness about the relationship between sexual harassment and larger ideologies and structures.
- A need to put in increased resources in areas at greater risk; conduct sexual harassment specific interventions and address specific locations & factors driving sexual harassment risks.
- Formal and informal processes of communicating when there is an issue and redressal mechanisms for sexual harassment.
- Engaging another existing organization that has the capacity to help address the problem.
- Pressing for the creation of a new organization to assume responsibility for the problem.
- Taking action against the entity/perpetrators for its failure to assume responsibility for the problem.
- Withdrawing police services relating to certain aspects of the problem and arriving at alternative solutions.
- Pressing for legislation mandating that entities take measures to prevent the problem
- Bringing a civil action to compel entities to accept responsibility for the problem
- Changes in calls for service related to sexual harassment, changes in the incidence of reporting, and changes in levels of citizen complaints.
- Effective handling of the incidents/improved response to the problem by police and institutions.
- Removing the problem solely from police consideration,
- Diffusion of responsibilities and actions.

campus/institution - based initiatives like CLAPP...

...knowledge about sexual harassment and changing attitudes about sexual harassment

o brings about personal change
o reduce acceptance of myths
o less likely to blame victims
o less likely to engage in inappropriate behaviour

o increases bystander efficacy- likelihood of students who will intervene in potentially abusive or violent situations

o increases resistance strategies and coping skills

o women who are hurt inside campus will reduce significantly
o builds empathy for women who are being harassed
o decrease the likelihood of males perpetrating violence

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campus/institution - based initiatives like CLAPP...

...reflective dialogues with mixed- police + student- groups to challenge practices & norms that perpetuate violence

gender roles & stereotypes

gender, diversity & identities

gender & sex

gender & power dynamics

dialogue skills

o understanding that women are not responsible to prevent their own harassment

o clarity in communication on sex, consent...

o increases confidence & willingness to use assertiveness to resist sexually threatening advances

o decreases self blame

o gives women power to reduce their own risks

o understanding generational differences & its impact on gender based violence

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campus/institution - based initiatives like CLAPP...

...using 'learning and action tools' to explore connection between gender, sexuality, rights, values & culture and mobility...

✓ Mobility mapping
✓ Reclaim your space

o identify and question places that are restricted and open to students
o recognise places that make them feel less powerful & vulnerable
o debate on how restricted is their movement compared to others

o increases knowledge and awareness about where and when sexual harassment occurs

other campus/institution - based initiatives …

* include sexual harassment prevention in annual list of events

* booster sessions to maintain positive changes

* use existing CLAPP team members as trainers

* bystander programs

*safety audits around institutions

* longer & more frequent exposures to interventions

* social norms campaigns (to normalize positive behaviour)

* education on sexual consent, healthy relationships, child sexual exploitation

* alcohol abuse education

organizational policies & protocols …

* be open to receiving complaints of harassment from outside campus

* use existing CLAPP team members as ambassadors

* work with municipal authorities for better lighting, etc.

* communication from management & staff that sexual harassment is unlawful and will not be tolerated in the college campus or outside

* working with police to set mechanisms to complain or share about incidents that create intimidation and fear around the college environment…

* comply with Sexual harassment of Women at Workplace Act, 2013

* service mapping of organizations in the neighborhood

Police initiatives …

* focused dialogue between the police and members of the educational institution/college community (CLAPP like initiatives)

* use existing CLAPP team members as ambassadors of change

* enhanced training on language & communication skills

* KNOW the SHE Team (for example: drive to publicize in the community the unique approach of the SHE Team, values & professionalism)

*consider wider partner agency context
• identifying partners in the hot spots who can help reduce sexual harassment
• creating 'safe 'corridors' information sharing (health, psychiatric, etc.)

* community- working & information sharing –efforts, new initiatives, complaints, complaint resolutions

* targeted policing operations at sexual harassment 'hot spots' – bus stops, railway stations, public transport, malls, theatre, shopping centers…

* school/college community Police (website, social media education)

* service mapping of organizations in the neighborhood

Individual & Institutional Response Plan

Based on the scanning research conducted by the CLAPP team and the detailed analysis of the data acquired, a host of responses were generated at both the institutional and individual levels for the police and the college to potentially consider and implement.

Final responses were chosen after discussions with the team and the institution and prioritizing the needs. Each response addresses and creates space for individual change as well as change in institutional culture when it comes to gender and sexual harassment and is designed to permeate and embed gender-sensitive practices and protocols within the organization.

POLICE
- A training module on gender-sensitive policing.
- A training for trainers for the SHE Team on responding to gender-based crimes.

COLLEGE
- Setting up a student's cell on sexual harassment and other gender-based issues.
- Training for college management on enacting policies and awareness measures to deal with sexual harassment within and outside the intitution.

GENERAL
- Devising communication material to help disseminate information
- Using current CLAPP members to share their experience, raise awareness, serve as mentors/trainers for the next group.

For Police

- Training module on gender-sensitive policing: This training module is being developed by PCVC for the SHE Team and would help build capacity on gender issues and focus particularly on effective policing in gender-based crimes, developing collaborative models and arriving at creative problem-solving methods.
- Training for Trainers for the SHE Team on responding to gender-based crimes: A training for trainers will be conducted for the SHE Team to enable them to understand and implement the module in their own work and help induct successive batches of officers.

For College:

- Setting up a student's cell on sexual harassment and other gender-based issues: A student's cell in college that specifically focuses on raising awareness about sexual harassment and other gender-based issues through trainings and refers students to appropriate redressal as well as counselling services is suggested to cascade the benefits and learnings from CLAPP to

every student.
- Training for college management on enacting policies and awareness measures to deal with sexual harassment within and outside the institution: A workshop for representatives from various city colleges in Hyderabad to orient them on sexual harassment and gender issues and discuss ways of addressing it. The findings from CLAPP will be shared and strategies for ensuring a safe and free environment within and around educational institutions can be developed.

Some Common Responses

- Communication Material: Communication material has been developed with messages from student and police members of the CLAPP team to raise awareness about different aspects of sexual harassment in public spaces – they set forth the need to understand, acknowledge and take a stand.
- The CLAPP Team as Institutional Changemakers: The change process underwent by the SHE team and college members helps them navigate gender-based issues at work and school using various strategies and ways of being that they have discovered over the last 2 years. This change is also communicated to their colleagues, families and community helping to create space for more conversations about sexual harassment. In addition, they will share their experiences and impart training within their institutions based on the learnings of the last 2 years.

When does problem solving work best?

A clear focus: Rather than focusing on the total crime of sexual harassment in public spaces the response would be more effective when it is focused on a part of the 'crime'. The responses should not be expected to solve all of the 'crime'. It is less effective as a blanket response to everything. Establishing a clear focus is consistent with the SARA approach, where scanning has identified the most problematic issues.

Focused Scanning & Analysis

Problem: Women are being sexually harassed in bus stops, railway stations, malls, theatres, shopping places and public transport, all day, peak- evenings & nights; all women are being sexually harassed in the social media

Police response has positive result

Analysis:

- Victim(s)- all women, from all socio-economic backgrounds, all religions

- Offender(s)- All men

- Create 'safe corridors' (identify ideal stakeholders for response;

- Reduce men & youth reoffending in public; safety of st... ...d from home

Focus on not just location, but perpetrators, victims (PAT Triangle)

Clear focus and the data used is specific. This process involves the community in defining the nature of the problem.

Police response has no impact

Analysis:

- Victim(s) – 'young women and from lower socio-economic & certain religious backgrounds'

- Offender(s)- young men

–High visibility patrol or patrol cars stationed outside street ends near malls

–Youth diversionary tactics (not letting youth stand in groups near malls)

Note in the above figure that where the police response had a positive impact, there was also a clear focus on the problem, and the data and intelligence gathered was detailed and specific. This process involved the community in defining the nature of the problem. The subsequent problem solving strategy was specifically targeted at securing evidence against key offenders with the aim of punishing.

Sexual harassment in public spaces is not just about 'space':

Space or location is particularly effective when used in relation to perpetrators and victims. The Problem Analysis Triangle (PAT) encourages us to look at problems from three broad perspectives – the location, the victim and the offender. The education response therefore...

The data also showed that students felt unsafe when traveling to the college. Creating "safe corridors" around college premises structurely besides private security will also serve as an effective response.

It is critical that the student community and the people around are aware of the kind of activities implemented to create 'safe corridors'. The road leading to the college for example needs clearing and signages.

In contrast in the second example where the police response had no impact a general problem was met with a general response (of high visibility patrol and youth diversionary tactics) and there was no specific information about the offenders.

The Assessment Component of SARA

'WHAT' will measure our success?

'HOW' will we find out this information, particularly around qualitative measures?

'WHEN' should an assessment of progress be made?
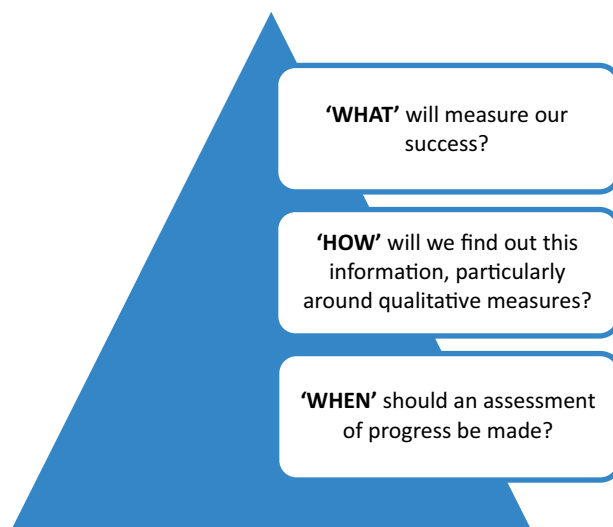
SARA is a cyclical, transformational, non-linear process. Therefore, assessment is both an ongoing process as well as an end to one cycle of SARA that feeds into the next. The assessment phase looks at responses that have been implemented to see if they have worked, how well they have worked, what gaps still exist and then begin a re-scanning of problem areas to arrive at new and innovative responses to the problem.

During each cycle of SARA, a continuous monitoring and evaluation process must also be undertaken to assess the efficacy of actions taken at every stage. This was done within the CLAPP project by focusing on documentation of:

- Increase in awareness
- Expanding understanding and capacity
- Personal stories of change
- Personal stories of participation
- Concrete actions being taken
- Process documentation of workshops and meetings

Each of the chosen responsesmust be assessed based on its effectiveness over a period.The police and theeducational institution should therefore follow a cycle of assessment, modification of response, re-implementation of the response and re-assessment of new response to ensure optimum outcomes.

```
        ┌─────────────────────┐
        │  Assess plan of each │
        │      response        │
        └─────────────────────┘

┌──────────────────┐       ┌──────────────────┐
│ Implementation of│       │ Looks at strategies│
│    new plan      │       │      used &       │
└──────────────────┘       │   effectiveness   │
                           └──────────────────┘

        ┌─────────────────────┐
        │   Modify response    │
        │   based on results   │
        └─────────────────────┘
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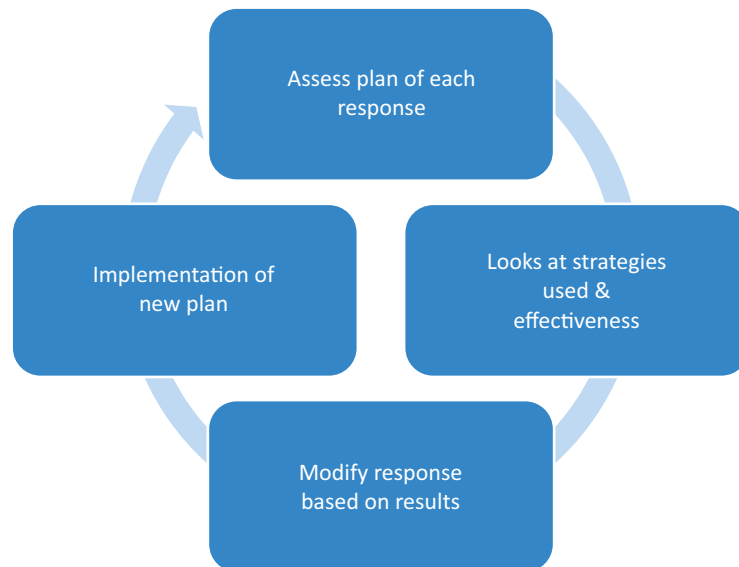
The response that is being implemented should be evidence-based and backed up by the findings of the scanning and analysis phase. To ensure that ad-hoc responses are not being implemented, the team needs to ask themselves the following questions:

o   Was the response reached by consensus?
o   Does the response address the underlying dynamics that allow the problem to persist?
o   Is the response flexible, comprehensive, and creative?
o   Do all stakeholders have ownership in the plan?
o   Did you remember to ask the questions:
o   "What can I do to help?"
o   "What can we do to help?"
o   "What can they do to help?"
o   Does the response meet legal, ethical, and moral requirements?
o   Is the team excited and enthusiastic about the plan?

A final assessment checklist should include the following:

o   Did the response solve the problem?
o   Did the response reduce the problem?
o   Did the response reduce the harm the problem causes?
o   Did the response raise awareness of the problem?
o   Has the process energized the team to tackle other problems?

Annexures

Themes for Scanning

THEMES	COMMUNITY: Neighbourhood + Students	INSTITUTION - COLLEGE	INSTITUTION - POLICE	INSTITUTION - OTHER STAKE - HOLDERS	CHANGE PROCESS
VARIABLES	Attitudes/ Mind-sets towards gender/ VAW	Attitudes/ Mind-sets towards gender/VAW	Attitudes/ Mind-sets towards gender/ VAW	Attitudes/ Mind-sets towards gender/VAW	Understanding of gender/ violence/ patriarchal frameworks + causes + impact
	Types of Sexual Harassment	Types of Sexual Harassment	Types of Sexual Harassment	Types of Sexual Harassment	Understanding of Police processes+ causes + impact
	Prevalence of Sexual Harassment	Prevalence of Sexual Harassment	Prevalence of Sexual Harassment	Prevalence of Sexual Harassment	Understanding of student perspectives/ rights + causes + impact
	Risk Factors • Time of Day • Mode of Transport • Hot Spots	Risk Factors	Redressal Mechanisms	Redressal Mechanisms	Articulation/ Implementation of the above •Individual •Family •Community •Institution
	Redressal Mechanisms • Awareness • Availability • Access • Response	Redressal Mechanisms	Existing Policies/ Interventions - Internal (Within the department)	Existing Policies/ Interventions - Internal (Within the organization)	
	Perception about police • Access • Fear • Voice – having a say • Community Interaction • Efficiency/ Effectiveness • Time taken	Existing Policies/ Interventions Ex.WEC	Existing Policies/ Interventions – External (When they approach the community)	Existing Policies/ Interventions – External (When they approach the community)	

	Bystander Interventions • How do you react • How do people around you react	Training/ Capacity Building Measures for students/staff	Training/Capacity building measures	Training/Capacity building measures	
	Legal Frameworks -Awareness about Laws & Rights	Legal Frameworks -Awareness about Laws & Rights	Legal Awareness • Existing laws • Implementation • Compliance	Legal Awareness • Existing laws • Implementation Compliance	
	Coping Mechanisms	Partnership with Police	Partnership with College	Partnership with Police	
	Impact • Career • Education • Travel Choices Entertainment	Partnership with other Stakeholders	Partnership with Other Stakeholders	Partnership with Others	

Research Tools

Survey on Sexual Harassment in Public Spaces -Hyderabad

Dear Respondent,

Many thanks for sparing the time to take this voluntary survey.

We are conducting this survey as part of a larger study to understand the nature and extent of sexual harassment in public spaces in Hyderabad city and the knowledge and awareness that exists about this problem as well as remedies for it.

By participating in this study, you are making an extremely valuable contribution to our understanding of sexual harassment in public spaces in Hyderabad. Even if you feel you have no direct experience with sexual harassment in public spaces, your contribution is vital to the success of this study and will help provide a more accurate picture of the current scenario.

This survey contains questions about sexual harassment in public spaces and lists specific types of incidents and behaviours that might be considered so and might be triggering or upsetting to some. You may skip questions you do not wish to answer or terminate the survey if you find it too difficult to answer. In case you feel the need to speak to a counsellor at any point after the survey, you can contact 044-43111143, a 24-hour helpline that deals with issues of violence and harassment.

Your name or other contact information will not be solicited at any point during this survey and you can be rest assured that the responses you provide will be kept completely confidential and will be used strictly for purposes of learning only.

To learn more about this survey and the initiative behind it, you can contact the International Foundation for Crime Prevention and Victim Care (PCVC) at pcvc2000@yahoo.com. You can also learn more about us:

On our website: pcvconline.org

On Facebook: facebook.com/CLAPP.pcvc   On

Twitter: @getCLAPPin

Name of the interviewer: _____

1.   Age of the respondent:

2.   Area of Residence _____

3.   Course and Year of Study: _____

4.   Most frequented area for entertainment _____

5.   Annual Family Income:

        1   < 1, 00,000 Lakhs

        2   1 – 5,00,000 Lakhs

        3   5 – 10,00,000 Lakhs

        4   > 10, 00, 000 Lakhs

6.   What is your gender?

        1   Female   2   Male   3   Transgender

        4   Don't want to disclose   5   Other ---------------

1. Have you been sexually harassed in a public space (such as bus stop, mall, market place, coffee shop, tea stall, bus/train) in the last one year?

    1   YES
    2   NO

(If the answer is NO, move to Question 14)

2. If the answer is YES, approximately how many incidents of sexual harassment in public spaces would you have encountered in the last one year?

    1   0-5
    2   5-10
    3   10-15
    4   >15

3. What are some of the public places that you have encountered sexual harassment at?

    1   Public transport
    2   Railway station
    3   Bus stand
    4   College
    5   Park
    6   Mall
    7   Roadside
    8   Chai/Cigarette Stalls
    9   Market
    10 Auto
    11 Cinema theatre
    12 Online – social media such as Facebook, Twitter, Instagram etc
    13 Smart Phone – whatsapp, snapchat etc
    14 Other -------------------

4. What kinds of sexual harassment have you encountered?

    1   Physical (touching, groping, grabbing etc)
    2   Verbal (comments, songs, whistling, catcalls etc)
    3   Visual (lewd gestures & expressions, staring, miming, leering etc)
    4   Cyber (Messages, videos, photos etc)
    5   Other-------------------------

5. Based on your experience, which of these please rate the following kinds of sexual harassment in public spaces/ eve teasing as rare, common and very common

	Kind of harassment	Rare	Common	Very Common
1	Staring/Leering			
2	Whistling/Making animal or kissing noises/Honking			
3	Calling names (baby, sweety, etc.)			
4	Sexual comments/remarks (related to the body/appearance etc.)			
5	Obscene gestures			
6	Following/ Stalking			
7	Blocking the way			
8	Deliberate contact/ Groping			
9	Touching his private parts with a deliberate intention of making you feel uncomfortable			
10	Flashing/ Masturbating in public			
11	Sexual assault			
12	Others			

6. Predominantly, the sexual harassment you faced happened in the:

    1 Morning
    2 Afternoon
    3 Evening
    4 Night
    5 Irrespective of time/ Any time

7. What were you wearing on the occasions that you were subject to sexual harassment?

    1 Salwar with dupatta
    2 Salwar without dupatta
    3 Kurti and jeans
    4 Jeans and a top
    5 Skirt and top
    6 Sari
    7 Other _____

8. The perpetrator of the harassment was a

1 Stranger
2 Teacher
3 Friend
4 Another student
5 Online contact
6 Family member
7 Service provider (waiter, public transport operators – conductors, auto drivers, cab drivers etc)
8 Co-worker
9 Acquaintance
10 Other ---------------

9. Incidents of sexual harassment in public spaces leave you feeling:

1 Angry
2 Upset
3 Humiliated
4 Scared
5 Helpless
6 Stressed and confused
7 Traumatized
8 Degraded
9 Trapped
10 I don't take it seriously
11 I take it as a compliment and move on
12 It does not have a big impact on me
13 Other ----------------

10. How do you respond when you are subject to an incident of sexual harassment?

1 I react physically by pushing the person away/elbowing the person etc
2 I react verbally by shouting at the person/questioning and challenging the person
3 I react by walking away and leaving the scene of harassment
4 I react by asking others for help (such as fellow passengers, conductors etc on a bus)
5 I react by asking the police for help (either by going to the police station or by approaching the nearest traffic cop/patrol vehicle in the area)
6 I react by ignoring it
7 I react by doing nothing
8 Other----------------------

11. When you experienced harassment did you share the experience with any of the following people?

1 I kept silent and told no one
2 I told my friend(s)
3 I told my family
4 I told my professor(s)
5 I wrote about it online (on facebook/twitter etc)
6 Other ---------------------------

12. If you chose option 1 in the previous question, why did you choose to remain silent?

   1   I felt ashamed
   2   I felt scared
   3   I did not feel like talking about it
   4   I was worried that my friends would think badly of me
   5   I was worried that my professors would think I was at fault
   6   I was worried that my parents would prevent me from going out/give me an earlier curfew/ place more rules and restrictions on my mobility.
   7   I don't take it seriously
   8   I don't think it's worth talking about
   9   It didn't affect me
   10 Other _____

13. If you have ever approached the police for help, what kind of incident prompted you to approach them?

   1   Physical (touching, groping, grabbing etc)
   2   Verbal (comments, songs, whistling, catcalls etc)
   3   Visual (lewd gestures & expressions, staring, miming, leering etc)
   4   Cyber (Messages, videos, photos etc)
   5   Other _____

14. How did the police respond to your complaint?
   1   Filed a case immediately
   2   Investigated thoroughly and arrived at a satisfactory resolution
   3   Warned the perpetrator
   4   Fined the perpetrator
   5   Jailed the perpetrator
   6   Questioned your presence at a particular place
   7   Questioned your clothes/appearance/choice of companion/time of day etc
   8   Other _____

15. If you have never approached the police for help in situations of sexual harassment, what stopped you from seeking their aid?

   1   Fear of being blamed for the incident
   2   Fear of what people will say (family, friends, community)
   3   Fear of having to spend a lot of time in and out of police stations
   4   Fear of escalating the issue
   5   Do not believe the issue is serious enough for police intervention
   6   Other _____

16. Did anyone ever help you or intervene when you were undergoing sexual harassment in a public space:

   1   YES
   2   NO

   16a If YES, what action(s) did they undertake:

   1   They verbally or physically confronted the harasser
   2   They contacted the police
   3   They sought the help of others in the area
   4   They asked if you were alright and needed any support
   5   Other----------------------------

17. Have you ever helped anyone experiencing sexual harassment in a public space?

   1   YES
   2   NO

   17a If YES, you

   1   Verbally or physically confronted the harasser
   2   Contacted the police
   3   Sought the help of others in the area
   4   Asked if they were alright and needed any support
   5   Other _____

   17b If NO,
   Why not?
   1   I was afraid for my own safety
   2   I wasn't sure how the victim would react
   3   I was in a hurry
   4   It wasn't my problem.
   5   I did not want to get into unnecessary trouble
   6   Other _____

18. What kind of precautions do you take/you are asked to take by your family, organization to make sure you are safe?

1   Avoid going to certain places like:
   2   Avoid going out after dark alone
   3   Avoid taking public transport
   4   Avoid wearing certain kinds of clothes
   5   Carry pepper spray/pen knives etc for protection
   6   Learn self-defense
   7   Do not take any such precautions as I feel safe
   8   Other _____

19. Due to presence of sexual harassment or fear of potential sexual harassment, have you ever:

   1   Taken a longer route to go somewhere
   2   Spent more money to take private transport
   3   Only gone somewhere if you've had company
   4   Chosen a particular field of study or work over others
   5   Given up a career or educational opportunity
   6   Limited your own choices of entertainment or recreational activities
   7   Other _____

20. Do you feel like there are avenues or mechanisms of support that you can access when you are subject to sexual harassment in public spaces?

   1   YES
   2   NO

   20a. If YES, what are some of these avenues:

   1   Police
   2   Organization (workplace/college)
   3   Peer support
   4   Family support
   5   NGO's
   6   Other _____

   20b. If NO, Why not?
   _____

21. What makes you feel safe in a particular space?

   1   Well-lit
   2   Many people are present
   3   It's not very crowded
   4   Presence of other women
   5   High frequency of public transport
   6   Presence of police patrol vehicles
   7   Openness
   8   Time of day
   9   Other _____

22. What would make you report more cases to the police?

23. What kind of changes would you like to see in your institution that would help make you feel safer?

Survey on Sexual Harassment in Public Spaces -Hyderabad

Dear Respondent,

Many thanks for sparing the time to take this voluntary survey.

We are conducting this survey as part of a larger study to understand the nature and extent of sexual harassment in public spaces in Hyderabad city and the knowledge and awareness that exists about this problem as well as remedies for it.

By participating in this study, you are making an extremely valuable contribution to our understanding of sexual harassment in public spaces in Hyderabad. Even if you feel you have no direct experience with sexual harassment in public spaces, your contribution is vital to the success of this study and will help provide a more accurate picture of the current scenario.

This survey contains questions about sexual harassment in public spaces and lists specific types of incidents and behaviours that might be considered so and might be triggering or upsetting to some. You may skip questions you do not wish to answer or terminate the survey if you find it too difficult to answer. In case you feel the need to speak to a counsellor at any point after the survey, you can contact 044-43111143, a 24-hour helpline that deals with issues of violence and harassment.

Your name or other contact information will not be solicited at any point during this survey and you can be rest assured that the responses you provide will be kept completely confidential and will be used strictly for purposes of learning only.

To learn more about this survey and the initiative behind it, you can contact the International Foundation for Crime Prevention and Victim Care (PCVC) at pcvc2000@yahoo.com. You can also learn more about us:

On our website: pcvconline.org

On Facebook: facebook.com/CLAPP.pcvc

On Twitter: @getCLAPPin

Name of the interviewer: _____

1. Age of the respondent:
   Age in years_____
   1   Between 18-24 years
   2   Between 25-40 years
   3   Between 41-60 years
   4   More than 60 years

2. Area of Residence _____

3. Designation: _____

4. Number of years in service- _____

5. Most frequented area for entertainment _____ (give options)

6. Annual Family Income:

   1   < 1, 00,000 Lakhs
   2   1 – 5,00,000 Lakhs
   3   5 – 10,00,000 Lakhs
   4   > 10, 00, 000 Lakhs

7. What is your gender?

   1   Female
   2   Male
   3   Transgender
   4   Don't want to disclose
   5   Other ---------------

1. Have your ever received any information or awareness about sexual harassment in public spaces/ eve-teasing?

   1   YES
   2   NO

2. If yes, what was the source of this information? (There can be more than one option for this question)

   1   School/College
   2   Workplace
   3   Media – Newspapers/Movies
   4   Public Awareness Campaigns
   5   Internet
   6   Other ---------------

3. Have you ever attended a training program or workshop on sexual harassment in public spaces/ eve-teasing?

   1   YES
   2   NO

4. Have you ever been provided with any information or training about how to respond as a bystander to sexual harassment in public spaces/eve-teasing?

   1   YES
   2   NO

5. When I hear the term Sexual Harassment in Public Spaces/eve-teasing

   1   I am not sure what it is
   2   The definition is unclear or confusing to me
   3   I understand the behavior it defines

6. What do you understand by sexual harassment in public spaces/ eve teasing? (There can be more than one option for this question)

   1   Light hearted flirting with strangers in public spaces
   2   Any means employed to get a woman's attention
   3   Any behaviour that is unwanted by a girl/woman and makes her uncomfortable
   4   Asserting one's power by intruding into someone else's space
   5   All of the above

7. According to you, which of the following would fall under sexual harassment in public spaces/ eve-teasing? (There can be more than one option for this question)

    1   Staring/Leering
    2   Playing loud music in the car on the roads
    3   Drinking on streets
    4   Whistling/ Making animal or kissing noises/ Honking
    5   Calling names (baby, sweetie...)
    6   A group of young men laughing aloud
    7   Sexual comments/remarks (related to the body etc)
    8   Obscene gestures
    9   Playing cards on the road
    10 Following/Stalking
    11 Blocking the Way
    12 Deliberate contact/ Groping
    13 Playing gully cricket in the middle of the road
    14 Touching his private parts with a deliberate intention of making you feel uncomfortable
    15 Flashing/Masturbating in public
    16 Sexual assault

8. According to you, sexual harassment in public spaces/eve-teasing is usually perpetrated by (There can be more than one option for this question)

    1   Men on women
    2   Women on men
    3   Men on men
    4   Women on women
    5   Men/women on transgendered individuals
    6   Transgender individuals on men/women
    7   Several individuals harassing one person
    8   Other _____

9. According to you, the perpetrators who sexually harass/eve-tease people in public spaces are usually (There can be more than one option for this question)

    1   Strangers who act on impulse
    2   People we know or might be in a relationship with
    3   Doing it only for sexual gratification
    4   Doing it for power and control and because they know they can get away with it
    5   People who come for a particular class and education background

10. An individual who can sexually harass/eve-tease you can be (There can be more than one option for this question)

    1   A stranger
    2   A friend
    3   An acquaintance
    4   A family member
    5   A service provider
    6   A neighbor
    7   An online contact
    8   All of the above

11. In your opinion, victims of sexual harassment in public spaces are always (There can be more than one option for this question)

    1   Young, attractive women
    2   Women who are dressed provocatively
    3   Women who are seeking attention
    4   Women who are out late at night
    5   Women of every age, caste, class, religion and occupation
    6   Women who lie about harassment to seek revenge or win an argument

12. Do you think sexual harassment in public spaces/ eve teasing is a matter of concern?

    1   It is a trivial issue. It does not concern me at all
    2   It concerns me somewhat
    3   I am not sure
    4   It concerns me very deeply

    12 a. Why do you think so ? _____

13. In your opinion, Sexual harassment will reduce greatly if (There can be more than one option for this question)

    1   If women are dressed more appropriately
    2   If women are not out in the streets late at night
    3   If women do not frequent places like pubs and bars
    4   If awareness drives and campaigns are conducted about this issue
    5   If laws and policies are implemented effectively to stop the problem

14. Do you know if there are any laws against sexual harassment in public spaces?
    1   YES
    2   NO

15. Do you know if there are any internal policies or initiatives in your organization to address sexual harassment?
    1   YES
    2   NO

16. In your opinion, the best way to respond to an incident of sexual harassment in public spaces is to (There can be more than one option for this question)
    1   Ignore it
    2   Walk away
    3   Confront the perpetrator
    4   Take the help of those around
    5   Take it as a compliment
    6   Go to the police   Other ----------------------

17. Have you ever discussed the topic of sexual harassment in public spaces with the people in your life? (There can be more than one option for this question)

    1   Family member
    2   Friends
    3   Co-workers
    4   Classroom/Workspace
    5   All of the above
    6   None of the above

18. Based on your experience, splease rate the following kinds of sexual harassment in public spaces/ eve teasing as rare, common and very common

Kind of harassment	Rare	Common	Very Common
Staring/Leering			
Whistling/Making animal or kissing noises/Honking			
Calling names (baby, sweety, etc.)			
Sexual comments/remarks (related to the body/appearance etc.)			
Obscene gestures			
Following/ Stalking			
Blocking the way			
Deliberate contact/ Groping			
Touching his private parts with a deliberate intention of making you feel uncomfortable			
Flashing/ Masturbating in public			
Sexual assault			
Others			

20. For each of the following statements, please indicate your agreement, or disagreement with each one of them.

S. NO	Statement	Completely Disagree	Somewhat Disagree	Neither Disagree Nor Agree	Somewhat Agree	Completely Agree
1	Sexual harassment in public spaces/ eve teasing is usually perpetrated by poor and uneducated men.					
2	People belonging to a particular caste/ community/ religion are more likely to sexually harass/ eve tease.					
3	Women wearing revealing clothes invite sexual harassment in public spaces/ eve teasing.					
4	If women did not go out alone, they would not face sexual harassment in public spaces.					
5	Sexual harassment in public spaces/ eve teasing is more prevalent during the nights.					
6	If women were not at the wrong place, at the wrong time, sexual harassment in public spaces/ eve teasing would not have happened.					
7	Sexual harassment in public spaces/ eve teasing is harmless flirting.					
8	Women secretly enjoy the attention they get while being sexually harassed/ eve teased.					
9	Being young and attractive increases the probability of being sexually harassed/ eve teased.					
10	If it is not violent, it is not harmful.					

11	If you ignore sexual harassment in public spaces/ eve teasing, it will go away.					
12	Sexual harassment in public spaces/ eve teasing happens because we don't allow men and women to interact socially.					
13	Whistling, hooting, and catcalls are actually compliments or ways of expressing interest in a woman.					
14	Sexual harassment in public spaces/ eve teasing is not such a huge issue, since it does not hurt anyone.					
15	Only young, college going girls are subject to sexual harassment in public spaces/ eve teasing.					
16	It is better to ignore sexual harassment in public spaces/ eve teasing, rather than react to it.					
17	Sexual harassment is natural male behaviour ("Boys will be boys").					
18	If women go to certain spaces which are male dominated (eg. wine shops, streets late in the night), they should expect sexual harassment/ eve teasing.					
19	Women should be offered segregated spaces to curb sexual harassment in public spaces/ eve teasing (like in buses, trains).					
20	Women should take precautionary measures to ensure their own safety.					

Survey on Sexual Harassment in Public Spaces - Hyderabad

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Name of the interviewer: _____

1. Age of the respondent:

2. Area of Residence _____

3. Course and Year of Study: _____

4. Most frequented area for entertainment _____

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1   < 1, 00,000 Lakhs
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6. What is your gender?

1 Female	2 Male	3 Transgender
4 Don't want to disclose	5 Other ---------------	

1. Have your ever received any information or awareness about sexual harassment in public spaces/ eve-teasing?

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    2   Women on men
    3   Men on men
    4   Women on women
    5   Men/women on transgendered individuals
    6   Transgender individuals on men/women
    7   Several individuals harassing one person
    8   Other _____

9. Where do you think street sexual harassment is more prevalent usually? (There can be more than one option for this question)

    1   In public transport (bus, train, autos)
    2   In bus stops/ railway stations
    3   Road sides/ chai stalls
    4   Busy markets/crowded spaces
    5   Public Parks
    6   Malls
    7   Clubs/Pubs
    8   Almost everywhere
    9   Nowhere

10. According to you, the perpetrators who sexually harass/eve-tease people in public spaces are usually (There can be more than one option for this question)

    1   Strangers who act on impulse
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15. Do you know if there are any laws against sexual harassment in public spaces?

    1   YES
    2   NO

16. Do you know if there are any internal policies or initiatives in your college to address sexual harassment?

    1   YES
    2   NO

17. Do you think street sexual harassment is prevalent around your college?

    1   Very prevalent
    2   Somewhat common
    3   Does not happen

18. In your opinion, the best way to respond to an incident of sexual harassment in public spaces is to (There can be more than one option for this question)

    1   Ignore it
    2   Walk away
    3   Confront the perpetrator
    4   Take the help of those around
    5   Take it as a compliment
    6   Go to the police
    7   Other _____

19. Have you ever discussed the topic of sexual harassment in public spaces with the people in your life? (There can be more than one option for this question)

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Deliberate contact/ Groping			
Touching his private parts with a deliberate intention of making you feel uncomfortable			
Flashing/ Masturbating in public			
Sexual assault			
Others			

21. For each of the following statements, please indicate your agreement, or disagreement with each one of them.

S. NO	Statement	Completely Disagree	Somewhat Disagree	Neither Disagree Nor Agree	Somewhat Agree	Completely Agree
1	Sexual harassment in public spaces/ eve teasing is usually perpetrated by poor and uneducated men.					
2	People belonging to a particular caste/ community/religion are more likely to sexually harass/ eve tease.					
3	Women wearing revealing clothes invite sexual harassment in public spaces/ eve teasing.					
4	If women did not go out alone, they would not face sexual harassment in public spaces.					

5	Sexual harassment in public spaces/ eve teasing is more prevalent during the nights.					
6	If women were not at the wrong place, at the wrong time, sexual harassment in public spaces/ eve teasing would not have happened.					
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15	Only young, college going girls are subject to sexual harassment in public spaces/ eve teasing .					
16	It is better to ignore sexual harassment in public spaces/ eve teasing, rather than react to it.					

17	Sexual harassment is natural male behaviour ("Boys will be boys").					
18	If women go to certain spaces which are male dominated (eg. wine shops, streets late in the night), they should expect sexual harassment/ eve teasing.					
19	Women should be offered segregated spaces to curb sexual harassment in public spaces/ eve teasing (like in buses, trains).					
20	Women should take precautionary measures to ensure their own safety.					

CLAPP- Safety Audit Practical Worksheet

General Impressions	
What are your gut reactions to this place?	
How comfortable do you feel? What makes you feel this way?	

Demographics	
Who are the likely users of the space?	
Who are the stakeholders for the location?	

Land Use	
What are the various uses of the area and surrounding area?	

Sexual Harassment/Crime Issues	
What might be the likely crime, anti- social behaviour or disorder issues affecting this site?	

Isolation	Yes / No	Comments / Improvements Required
Does the area feel isolated?		
Is it easy to predict when people will be around?		
Do you feel safe waiting for public transport here?		
Is there access nearby to call for help?		

Notes:

Isolation	Yes / No	Comments / Improvements Required
Is the lighting sufficient?		
Does it evenly illuminate the area or create shadows and 'dazzle' effects?		
Are pedestrian walkways illuminated?		
Do trees or bushes obscure lighting?		
Are you able to identify a face 25 metres away?		
Sightlines	**Yes / No**	**Comments / Improvements Required**
Can you see clearly what's ahead, if not, why?		
Are there hiding places?		
Are buildings designed to allow for surveillance 'outside' from 'inside' or vice versa by users?		
Ownership of Space	**Yes / No**	**Comments / Improvements Required**
Is it clear as to whether the space is public or private and what behaviour is expected in each?		
Is it easy to enter or exit the space illegitimately?		
Would an offender's presence or activities in the area attract attention?		
Does the space feel like it is under the supervision of local residents, businesses, organisations etc?		
Entrapment Spots	**Yes / No**	**Comments / Improvements Required**
Are there recessed areas that could be locked? e.g. laneways.		
Are there small confined areas where someone could hide? (between garbage bins, doorways, construction sites)		
Entrapment Spots	**Yes / No**	**Comments / Improvements Required**
Are there directional signs nearby?		
Are there signs to show you where to seek emergency assistance?		
Should signage be added / modified?		

Movement Predictors	Yes / No	Comments / Improvements Required
Is it easy to predict a pedestrian's route?		
Is there an alternative well-lit route?		
Can you see what is at the end of this route?		
Can you use movement predictors in a positive way to direct the users' movement and control their access to particular areas?		
Landscaping	**Yes / No**	**Comments / Improvements Required**
Does the landscaping signify the division between public and private?		
Does the landscape detract from pedestrian's ability to see or be seen?		
Does the landscape provide hiding places/secluded areas or allow easy access to areas that are vulnerable to crime (e.g. the back of dwellings)?		
Land Use Mix / Activity Generation	**Yes / No**	**Comments / Improvements Required**
Is there much activity in the area, during the day or at night?		
Do the activity levels provide for passive surveillance of the area?		
Are activity uses compatible with each other?		
Would the area have particularly quiet or particularly busy times?		
Would the area bring together people who are likely to offend and suitable targets, particularly in the same space at the same time?		
Maintenance & Management	**Yes / No**	**Comments / Improvements Required**
Is there evidence of graffiti or vandalism?		
Is there litter lying around?		
Do you know who to report maintenance to?		
Does the place feel cared for?		
Are there other materials / textures / colours / features that would make the place feel safer?		

Notes:

Monitoring & Evaluation (M&E) Framework Template

Change Outcomes	INDICATORS	MEANS OF VERIFICATION
Police personnel in the CLAPP Team demonstrate a shift in attitude & practices in preventing & responding to sexual harassment & violence in public spaces.	Youth in the partnering institutions express increased confidence in approaching the police.	• Number & type of actions taken by the students in relation to the police. • Increased awareness about police interventions. • Increased access to police & police interventions. • Increased perception of safety in the institution and its immediate neighbourhood.
	Police personnel in the CLAPP Team report increased understanding & awareness about gender-based violence.	• Personal stories of change • Data of FDGs and Surveys
	Police personnel in the CLAPP Team report increased number of positive practices in relation to sexual harassment.	• Number and type of actions taken by police in the CLAPP Team in cases of sexual harassment • Personal stories of change
	Police personnel in the CLAPP Team work towards transforming individual change into institutional change	• Change in polices & practices of the police • Change in protocols & guidelines • Personal stories of change
Youth in the CLAPP Team demonstrate a shift in attitude & practices in preventing & responding to sexual harassment & violence in public spaces	The youth in the CLAPP Team report enhanced understanding on gender-based violence.	• Personal stories of change • Data of FDGs and Surveys
	The youth in the CLAPP Team report enhanced understanding on legal and law enforcement mechanisms.	• Number and type of jointly designed actions for prevention and response by police and youth

	The youth in the CLAPP Team report participation in existing and new response mechanisms of police to address sexual harassment and violence in public places.	• Personal stories of participation • Documentation of meetings – sign-up sheets, notes, minutes
	The youth in the CLAPP Team report a change in perception regarding the police and their response mechanisms.	• Increased participation and involvement in existing and new response mechanisms of police. • Increased confidence in approaching police
	Youth in the CLAPP Team work towards transforming individual change into institutional change	• Change in polices & practices of the college • Development of protocols & guidelines in relation to sexual harassment on campus • Personal stories of change
	Joint planning, designing & implementation of project	• Meeting notes/minutes • Personal stories of change
Partnership between police and youth positively influences community response to sexual harassment and violence at public spaces.	Collective involvement of police and students in other prevention and response mechanisms of the police and the institutions concerning sexual harassment in public spaces.	• Meeting notes/minutes • Personal stories of change
	Collective involvement of police and students with other stakeholders to address prevention and response to sexual harassment in public spaces.	• Meeting notes/minutes • Personal stories of change • Requests for partnerships/collaborations/knowledge-sharing/experience sharing
	Change in perception and practice of the police and the youth on the community policing approach.	• Personal stories of change • Data of FDGs and Surveys