Training Manual
On
Advocacy

The Leprosy Mission
Trust India
healing, inclusion, dignity

swedish mission council
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The Leprosy Mission Trust India (TLMTI)

Advocacy Training Manual

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Manual developed by: The Leprosy Mission Trust India (TLMTI)

Design & Lay out by: TLMTI

Copies and more information available from:

TLMTI Head Office
CNI Bhavan
16, Pandit Pant Marg,
New Delhi-110 001

Tel.: +91-11-4353330
Fax: +91-11-23710803
Email: info@tlmindia.org

This manual was produced as part of the CAPACITY BUILDING PROJECT by TLMTI, and is supported by SIDA and Swedish Mission Council (SMC).
Acknowledgement

The Leprosy Mission Trust India gratefully acknowledges the contribution of Association for Stimulating Know How (ASK) in developing the Manual for training on Advocacy for use by Core Resource Team Members and others.
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Foreword

As a leading organization in leprosy arena, to prepare the organization to address the evolving challenges faced by the people affected by leprosy in 2010-2011 TLMTI went through a comprehensive process (country context analysis, stakeholder analysis, capacity need assessment) to come up with the country strategy 2011-2015.

The formulation of TLMTI Country Strategy brought in the awareness that there are systemic and staff capacity gaps within TLMTI to address the holistic needs of people affected by Leprosy. Therefore as a starting point, structural and systemic changes were taken up in the beginning of 2011. Thereafter the Capacity Building Project for its staff has been undertaken.

The objective of the Capacity Building Project is to strengthen the capacity and knowledge of all TLMTI staff across all centers. The components selected are:

   a) Advocacy
   b) Human Rights
   c) Gender
   d) Partnership
   e) Counseling
   f) Participatory Learning

The present manual on Advocacy has been prepared to Train the Trainers at TLMTI who in turn will train other staff and help in taking Mission’s advocacy work forward. The Manual combines information on three aspects – “Training”, “Leprosy” and “Advocacy”. The manual is aimed at developing an understanding of basics of facilitating training workshops based on principles of participatory training and adult learning.

I am confident and hope that the manual will be useful for all TLMTI staff.

Best wishes,

Dr. PLN. Raju

Deputy Director- Organisational Effectiveness, TLMTI
About The Leprosy Mission Trust India (TLMTI)

The Leprosy Mission Trust India (TLMTI) is one of the largest and oldest Christian organizations in India working for and with those affected by Leprosy. The global vision is a World without Leprosy and its goal is to eradicate causes and consequences of Leprosy.

The Leprosy Mission Trust India (TLMTI) is working for transforming and empowering the lives of those affected by leprosy in India for the past 140 years. It works in 9 states through hospitals, community – based projects, vocational training centres, partner institutions and also supports the National Leprosy Eradication Programme (NLEP). (For more information please visit our website: www.tlmindia.org)
Approach To The Manual

The manual contains the modules for training the TLMTI staff and for training the Volunteers and Community Leaders. Thereafter, the manual deals with each session one by one.

The manual begins by introducing the discipline of training – the concept, its potentials, its limitations, the idea of participatory training and finally details how to design and conduct trainings.

Next, it speaks about Leprosy to the extent it is necessary from the point of view of highlighting the need for advocacy.

Lastly, it delves quite deep into the issue of advocacy – the what, why and how of it.
Sessions

Session 1 - Introduction and de-freezing

Expected results by the end of the session

- Participants will have become familiar with each other and the topic and the purpose of the training

Method

Introduction Game

Steps for the session and time required

- Welcome the participants to the training – 2 minutes
- Announce the topic of the training, its expected results and the total duration of the training – 2 minutes
- Introduce yourself and co trainers if any – 2 minutes
- Share with the participants that their introduction will happen through a game – 1 minute
- Introduce the game and its rules (see details below) – 2 minutes
- Conduct the game – 20 minutes
- Reassemble the participants and complete the process of introduction – 10 minutes
- You may ask how do the participants feel – 6 minutes

Total time required for the session

45 minutes

Tips to the trainer

- Approach the session with high energy and spirit of informality
- Try to make the participants feel welcome
- Encourage participants even if they make mistakes in the de-freezing game – pass a message that it is ok to falter/ make mistakes and that the training will be done in a joyful atmosphere
• Try to share the feeling that the training will proceed as per the shared decisions with the participants and that the participants and the trainer will jointly control the training.

• Write the expected results from the training on a chart and paste it on a wall and draw attention to it whenever required in the later part of the training.

De-freezing exercise / game for introductions

• Inform the participants about the game and its rules.

• The participants will be divided into two groups, each group standing at two ends of the room.

• Each group will run across the other end of room and each person will pick a slip each – half of them will have questions and the other half will answers to those questions (the questions and answers can be prepared in advance on any relevant themes).

• The participants will have to find their question – answer matches.

• The participants finding their match the fastest will get a prize – this will encourage the participants to do their work actively.

• The participants will then introduce themselves to their partner.

• Thereafter the partners will introduce each other to the larger group.

There can be other games as well. The trainer can get a big treasure chest of games at [http://books.google.co.in/books/about/The_Complete_Games_Trainers_Play.html?id=Q9rluv50vGYC&redir_esc=y](http://books.google.co.in/books/about/The_Complete_Games_Trainers_Play.html?id=Q9rluv50vGYC&redir_esc=y).
Session 2 - Expectations from the training and agenda and norm setting

Expected results by the end of the session

- The training agenda, schedule and norms will have been fixed and agreed upon

Method

- Group discussion followed by plenary

Steps for the session and time required

- Share with the participants that while the training topic and objective have been fixed, what will actually go into achieving the objective will depend upon what the participants would want to learn and know – 1 minute

- Share that you are providing time to the participants for thinking and discussing among each other what they would like to learn – 2 minutes

- Divide the participants into groups – 2 minutes

- Make them sit in groups and provide material for writing – charts, pens – 5 minutes

- Allow the groups to have their discussion and keep an eye and ensure that discussion is on track. For example, the participants should be listing their questions and not answering their questions there and then – 20 minutes

- Reassemble the groups and ask them to make their presentations – 10 minutes

- Draw inferences from the group presentations and synthesize – assure the participants on which questions will definitely be answered, seek clarifications if the questions are not clear and clarify if some questions are totally out of the scope of the training – 5 minutes

- Share the schedule of the training (without the time plan) – 5 minutes

- Ask the participants what norms would they like to fix for the training and also the time schedule

Total time required for the session

50 minutes
Tips to the trainer

- Make sure you are genuinely interested in knowing the questions and expectations of the participants.
- Make sure the norms for the training are set by the participants and that there is agreement on them.
- Make sure the time schedule is set by the participants and not by the trainer – the trainer may only demand that the total time required each day is minimum 6 hours of work.
- Write down the norms on a chart and paste it on a wall.
- Write down the expectations on the chart and paste on wall.

Sample norms

- Active participation – asking questions, sharing experience, answering questions.
- Remaining focused and concentrate through the process.
- Sticking to time.
- Keep mobiles off / not to take calls / not to walk out of the session.

Variation in the session with Volunteers / leader

With the volunteers we will not have a full group discussion on their expectations. This is mainly due to limited availability of time with us. Instead, we will introduce the training topic to them, seek their agreement if the trainees are willing to learn about it and will proceed if they say yes and we will also share the agenda in broad terms.
Session 3 – About training

Expected results by the end of the session

- Participants will understand the concept and purpose of training, its advantages and limitations
- Participants will understand the difference between training, workshop, seminar, consultation etc.
- Participants will understand the Characteristics of adults, and the conditions under which they learn best and the principles for adult learning
- Participants will learn and agree on the concept of participation, levels of participation.
- Participants will appreciate the need for participatory training and know the ways and means to do so

Method

- Participatory discussions in plenary (trainer seeking inputs of the participants on every new topic brought in) followed by presentations
- Buzz group discussion as per need

Steps for the session and time required

- Trainer will write the word training on the board and ask the participants what they understand from the word – 5 minutes
- Depending upon what comes on the board, the trainer will agree / disagree and add value as necessary, emphasizing on the key words and conclude by making a presentation – 15 minutes
- Trainer will then ask the participants to list words similar to training such as workshop, seminar etc. and facilitate a discussion on understanding the difference and similarity and conclude by making a presentation – 30 minutes
- Trainer will then ask the participants to list the characteristics of adults and ask them how should learning be facilitated for the adults considering their characteristics – trainer should sum up the characteristics of adults and the principles of adult learning - 30 minutes
- The trainer will then bring in the need for participatory training and compare it with conventional training – 30 minutes
- The trainer will underline the principles of participatory training – 10 minutes
• The trainer will sum up the session as necessary – 10 minutes

**Total time required for the session**

• 2 hours and ten minutes

**Tips to the trainer**

• This is the big opportunity for the trainer to demonstrate whatever the trainer is trying to facilitate – the trainer must be fully participatory, respecting the participants’ views and showing the advantages of participatory training based on principles of adult learning

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**Session 4 – Knowledge, Awareness and skills of a trainer – Inter personal relations**
Expected result by the end of the session

- Participants will have learnt about the type of skills and personalities they need to develop to be a trainer

Method

- Behavioural exercise followed by presentation

Steps for the session and time required

- Trainer will enquire from the participants about the skills of a trainer to be able to do a participatory training – 10 minutes

- Trainer will then make the participants do an exercise which will give them feedback on the level to which they have the skills that are necessary to conduct training – 35 minutes

- The concept of Jo – Hari window will then be introduced to the participants and discussion held on that – 15 minutes

Total time required for the session

- One hour

Tips to the trainer

- Make sure you are able to make the participants enjoy the exercise and bring out the necessary insights.

Session 5 – What are rights, rights based approach and why rights based approach
Expected results by the end of the session

Participants will get an insight into what is the importance of looking at people’s needs from a rights perspective

Method

Plenary discussion followed by PPT presentation

Steps for the session and time required

Trainer will enquire from the participants their perceptions about the word “rights” and based on the input, support or supplement from one’s side – 20 minutes

Trainer will similarly deal with the concept of rights based approach and why rights based approach and the principles of human rights that govern Rights based approach – 40 minutes

Total time required for the session

- One hour

Session 6 - Human Rights framework - International and National guarantees
Expected results by the end of the session

- Participants will have known the rights of all persons regardless of their status, as espoused by the United Nations and Indian Constitution and that these are no different from common expectations of people

Method

- Group exercise followed by presentation

Steps for the session and time required

- Trainer will ask people to form into groups and ask them to brainstorm and write down their understanding of what should be the basic rights of all people based on what are their needs and aspirations – 5 minutes

- Participants will discuss in groups and prepare their presentation – 25 minutes

- Participants will share their understanding – the sharing can be through written down charts or even through play acting – 30 minutes

- Trainer will accumulate all the points of the groups – 10 minutes

- Trainer will then present the rights as listed in the various Human rights instruments of the United Nations and the Indian constitution and constantly relate to the needs and aspiration of the people – 20 minutes

Total time required for the session

- One and half hour

Tips to the trainer

- Make sure you are able to connect the people’s expression of needs and aspiration with the rights as guaranteed by the UN and Indian Constitution
Session 7 - Advocacy – Concept

Expected results by the end of the session

- Participants will have improved their knowledge on the basics of advocacy

Method

- Case study followed by presentation

Steps for the session and time required

- Trainer will introduce the case study and will then ask the participants on what should be their response to this situation – 5 minutes
- Participants will then discuss in groups – 15 minutes
- Participants will make presentation – 15 minutes
- Trainer will classify the participant responses into service delivery or rights based advocacy approach – 10 minutes
- Trainer will present the definitions of Advocacy – 15 minutes

Total time required for the session

60 minutes
Session 8 - Ground situation of Leprosy affected persons – the gaps

Expected results by the end of the session

- Participants will have come to an agreement on what are the gaps in the charter of rights and the current situation

Method

- Group discussion

Steps for the session and time required

- Trainer will divide the participants into groups and provide the instruction for the discussion – 5 minutes
- Participants will do their discussion in groups – 20 minutes
- Participants will share the findings of the discussions – 20 minutes
- Trainer will steer the discussion towards the conclusion that the ground situation of persons with leprosy is much different from the rights that are guaranteed – 10 minutes

Total time required for the session

- 55 minutes

Tips to the trainer

- The injustice and discrimination meted out to the persons with leprosy must come out in all its starkness and the participants must feel the sense of injustice
Session 9 - Sum up and evaluation of the day

Expected results by the end of the session

- Major highlights of the day will have been recaptured and participants’ feedback will have been received

Method

- Discussion in plenary

Steps for the session and time required

- The trainer will ask the participants to share what they think have been the major highlights according to them – 10 minutes

- The trainer will seek the feedback of the participants, preferably in written form on anonymous pieces of paper – 5 minutes

Total time required for the session

- 15 minutes

Tips to the trainer

- Try to end the day on a high

- Provide a connection to day 1 with the day 2 and other days
Session 10 – Recap

Expected results by the end of the session

- The major learning at the level of the participants will have been known and questions will have been answered

Method

- Sharing by the participants

Steps for the session and time required

- Trainer will welcome the trainees for the next day’s discussion – 2 minutes
- Trainer will share the agenda for the day – 3 minutes
- Trainer will then invite the participants to share the learning and the questions that they may have from previous day. Trainer will appreciate the participants for the learning they may share, reinforcing them or building on them as required – 10 minutes
- Trainer will park the questions on a chart / separate space - simultaneously
- Trainer will then answer all questions one by one – 15 minutes

Total time required for the session

- 30 minutes

Tips to the trainer

- Create fresh positive energy so that the participants look forward to the day
- Reinforce the learning of the previous day
- Establish a link between the last day and today’s agenda
Session 11 – Process of rights based approach and role of community vis a vis role of TLMTI

Expected results by the end of the session

- Participants will learn about the process of rights based action / advocacy
- Participants will have come to realize that the community participants need to work to claim their rights and they need to be the principal actors, with TLMTI playing a facilitator’s role

Method

- Discussion in plenary

Steps for the session and time required

- Trainer will recap last day’s / session’s discussion on how the rights are not being met and will ask the participants to list the reasons for the same – 5 minutes
- Trainer will then ask the participants to discuss how this could be reversed – 10 minutes
- Trainer will ask who should be in the lead – the persons affected by leprosy or the TLMTI staff. Trainer will highlight that it is the persons affected by leprosy themselves who must fight for their rights with TLMTI playing the role of facilitator – trainer will share examples of other successful movements where people have taken charge – 10 minutes
- Trainer will highlight the role of TLMTI, especially highlighting the role of facilitator and the Dos and Don’ts - 10 minutes
- Trainer will ask the participants to organize meta cards which contain the process of advocacy to be facilitated by TLMTI and also of the process if it has to be directly done by TLMTI – 25 minutes

Total time required for the session

- 60 minutes
Session 12 - Types of advocacy

Expected results by the end of the session

- Participants will have understood different types of advocacy, particularly at policy level and practice and grassroots level

Method

- Discussion based on scenarios / issues followed by presentation

Steps for the session and time required

- Other than the case already presented in the earlier session, the trainer will share another alternate scenario – 5 minutes
- Participants will discuss the difference in the two cases – 15 minutes
- Trainer will sum up the discussion by sharing different types of advocacy and present the details – 40 minutes

Total time required for the session

- 60 minutes

Tips to the trainer

- Make sure the participants understand the differences between different types of advocacy
Session 13 – Tools to do advocacy

Expected results by the end of the session

- Participants will learn nuances of advocacy and the various strategies associated with it

Method

- Variety - Presentation by trainer and group exercises as necessary, use of films, case studies, experiential exercises

Steps for the session

- Trainer will take each method one by one and using different methods, will explain the various tools of advocacy, the process and benefits of each tool

Total time required for the session

- 240 minutes
Session 14 - Preparing Advocacy plan

Expected results by the end of the session

- Participants will gain insights into how to prepare advocacy plan

Method

- Group exercise followed by presentations by the facilitator

Steps for the session and time required

- Trainer will evolve the framework for planning with inputs from the participants – 10 minutes

- Trainer will divide the participants into groups and Participants will prepare the advocacy plans in their groups – 45 minutes

- Participants will make presentations with suggestions from the trainer and other participants – 35 minutes

Total time required for the session

- 90 minutes

Tips to the trainer

- Facilitate the participants to make plans with as much detail as possible and as realistically as possible
Session 15 – Achieving despite limitations and Team work

Expected results by the end of the session

- Participants will come to realize that one can achieve a lot in spite of difficulties and that it is necessary to set realistic targets and put in the best efforts

Method

Experiential exercise – Tower Building and Broken square

Steps for the session and time required

- Trainer will introduce the game – explain the process and rules – 5 minutes
- Trainer will seek volunteers to play the game – 5 minutes
- Trainer will make the volunteers play the game while keeping all other participants engaged in the process – 20 minutes
- Trainer will simultaneously take notes
- Trainer will analyse the process and provide feedback – hinting at achievements despite limitations and providing practical examples – 20 minutes
- Trainer will sum up the discussion – 10 minutes

Total time required for the session

60 minutes x 2 sessions

Tips to the trainer

- Explain the rules clearly
- Approach the session with high energy and spirit of informality
- Make the participants enjoy while playing the game
- Appreciate the effort and achievements
- Do not allow observers of the game to create disturbance or guide from outside
- Ensure seriousness while providing feedback
Explaining the game and its rules (Tower building)

- There are 20 odd wooden cubical blocks
- Participants have to make a single tower of these blocks – the tower must be of one block on the other – and not more blocks at the base and less on the top
- Participants must choose the target – it can be a maximum of as many blocks are there and minimum of 2 blocks
- Whoever makes the tower, must make it with the hand not usually used (left handers must do it with the right and the right handers must do it with left)
- The eyes of the tower maker will be blindfolded
- But the maker will have the help of two helpers – who must not touch the blocks but can guide by speaking to the maker
- The maker will have a total time of 3 minutes to make the tower
- Whatever will be the number of blocks at the end of 3 minutes will be considered as the achieved target

Once the above process and rules are clear, the trainer will announce the procedure as below:

- Those who are interested may raise their hand / come forward
- Three persons will volunteer initially
- They will sit at the table and talk and decide who will make the tower
- Then they will decide what will be the target
- Thereafter the maker will be blindfolded, will start making the tower and the trainer will keep informing of the time every minute and every 15 seconds in the last (3rd) minute

Points for observation / providing feedback

- Did the three people democratically decide who will make the tower / were they sensitive about each other’s desire?
- Did the three people democratically decide the target?
- Was the target challenging or was it too reckless or too safe?
- Did they plan before beginning (talking about what directions to provide, where to keep the blocks etc.)
• Was the maker confident / steady (hands not shaking)
• Did they try even if the tower fell?
• Did they take risk?
• How did the helpers help – did they encourage, tell the number of blocks being kept, did they provide correct directions, did they ask the maker to improve the quality or did they not do any of these things? Did they discourage the maker from putting more blocks?

Explaining the game and its rules (Broken Square)

• There are 15 plastic pieces cut in different sizes and shapes
• There will be a team made of five persons
• Each member will be given 3 jumbled pieces
• The task of the team will be to make 5 equal sized squares of 3 pieces each
• The team will be given 5 minutes to complete the task
• But while the team makes the squares, no one can speak to each other or do gestures
• All one can do is to give away one, two or all three pieces to anyone or more members any number of times
• But no one should ask for, snatch or take any piece from anybody else
• Once the above process and rules are clear, the trainer will announce the procedure as below:
  • Those who are interested may raise their hand / come forward
  • Five persons will volunteer initially
  • They will sit at the table and talk before to make their strategy if any
  • Thereafter the pieces will be distributed to the team members
  • The trainer will keep informing of the time every minute and every 15 seconds in the last (5th) minute

Points for observation / providing feedback

• Do the team members try to join the 3 pieces that have been given to them (there is no point in doing this because the pieces have been jumbled and this has already been
told to the participants – yet the participants may do this because they have are thinking more about their own square than that of the group

- Do the team members look at the need of the other members and then help as per the need or do they just throw away the extra piece with them

- Do they help expecting something in return (do they give a piece to someone from who they want one piece released)

- Does someone sit with too many pieces with oneself or keeps passing the pieces

- Do they expect one piece from someone to complete their square or do they think they can give their two pieces so that they can join the third piece and the square can be completed

- Does anyone think of giving the completed square to another team member or do they sit with ease or lose patience with others once their work is done?

- Trainer should take notes throughout the session

- Trainer will provide the feedback to the trainees at the end of the game – the trainer will encourage the positive behaviour and link it to success in the advocacy campaigns and will gently nudge the undesirable behaviours

**Tips for the trainers**

- The trainer must be able to link the game with real life and situations

- The trainer should link the game to the skills and qualities required to be able to do advocacy
Session 16 – Preparing Plan of Action

Expected results by the end of the session

- Participants will prepare a plan of action for advocacy to be done by their group / CBO

Method

Group exercise

Steps for the session and time required

- Trainer will ask the participants if they are now ready to prepare the plan of action and will then share the format for planning – 5 minutes

- The participants will use the format and prepare their plan – 70 minutes

- The trainer will keep an eye and provide inputs as required

- The participants will make a presentation after they are done and the trainer will make suggestions – 10 minutes

- In case it is only a few members of the CBO attending the training, the trainer will clarify that this is only a practice and that they must go back and do similar planning together with their other members – 5 minutes

Total time required for the session

90 minutes

Tips to the trainer

- Have patience – do not rush the participants – this is the most important part of the training

- Emphasize on a good analysis

- Ensure linkage of analysis with the plan

- Provide guidance wherever required – but allow the participants to make their own decisions

- Make sure that the participants are naming CBO or its office bearers in the column of “Person responsible”

- Also encourage the participants to mobilize as much local resource as possible from their own sources
TRAINING - Concept of training

Training can be understood as a process of learning and de-learning which helps individuals to achieve the following:

- Acquire knowledge which they can put into practice
- Develop skills relevant to a particular job
- Understanding their abilities
- Developing their potential for optimum utilization in a field of work

The major focus of training is four fold:

- Inflow of information and knowledge
- Development of skill
- Attitudinal changes or development of certain attitudes,
- and all of the above four, leading to change in behaviour

One of the major concerns has been that there should be a clear distinction between training and education:

<table>
<thead>
<tr>
<th>Education</th>
<th>Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predominantly for children and young people</td>
<td>Predominantly for adults</td>
</tr>
<tr>
<td>General rather than specific objectives</td>
<td>Often very tightly focussed learning objectives</td>
</tr>
<tr>
<td>Emphasis on knowledge transfer</td>
<td>Emphasis on behavior change</td>
</tr>
</tbody>
</table>

Training in comparison with other forms of dialogue and learning

Different platforms for process of learning

<table>
<thead>
<tr>
<th>Training</th>
<th>Workshop</th>
<th>Seminar</th>
<th>Conference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training gives Knowledge</td>
<td>Something new is developed based on existing knowledge and</td>
<td>Different spokesperson present their papers and</td>
<td>In conference, different people put their heads together and reach on a</td>
</tr>
</tbody>
</table>
• Attitude
• Skill

<table>
<thead>
<tr>
<th>Past experiences-objective/plans /strategies/policies</th>
<th>Thoughts</th>
<th>Final “decision”. The word conference is derived from “CONFER” which means to discuss.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a trainer in any training</td>
<td>There is a “facilitator” in any workshop</td>
<td>There is a “Moderator” in any seminar (The word moderator is synonymous to “To Mediate”)</td>
</tr>
<tr>
<td>There is a convener in a conference the role is to put together the thought of different people</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Today, with a growing emphasis on training and development and the expectation that each training program should build capacity, the old approach (hurriedly called training programs, course content developed quickly, discussed with only a few, agencies asked to nominate participants at a very short notice, no or minimal qualifications spelt out, lectures being the only way to impart training) has no place in either the training process or its application. Moreover, the old approach is not only ineffective it also has a negligible impact.

The new approach to training recognizes the characteristics of adults, for whom the trainings are organized. These are discussed below.

**Adults and Principles of Adult learning**

**Who is an Adult?**

“Adults are people who can Change”- is the prime tenet of faith for effective adult training.

**Qualities of an Adult**

- Self-directing
- Independent
- Question self and issues
- Weigh the “FOR” and “AGAINST”
- Thoughtful
- Sometimes Closed
- Social
- And learn by choosing
Principles of Adult Learning

The principles of adult learning are based on the above mentioned characteristics of adults.

Adults learn when:

- Objective is clear
- Subject is related to work/life
- Self-motivated to learn
- Use of different and creative methodology
- Fearless and Comfortable environment
- “Do and Learn” methodology
- Maintain the spirit of Self respect
- Clear result is expected
- They have control on learning process
- Provide guidance to an individual rather than pointing him/her “right” or “wrong”
- Positive and constructive feedback
- Discussion based on previous experiences

Participatory Training vis a vis conventional training

Long-Held Training Assumptions – Conventional approach

Some long-held Assumptions in training are:

- Acquisition of subject knowledge will automatically lead to action or change in the behavior of the learners
- The trainer owns the knowledge and can therefore impart it as an instructor
- Learning depends essentially on the trainer’s teaching capacity and the learner’s learning capacity
- Training is the responsibility of the trainer and the training institutions

However, an alternative view of training evolved over the second half of the last century in which training is not limited to the transfer of expertise or equated with imparting knowledge. Under this view, training is seen as a process of growth and discovery aimed not just at knowing more but also at behaving differently. The focus is on building one’s critical consciousness, examining ones values, attitudes and orientations, removing stereotypes and set patterns of behaviour and setting in motion the process of re-thinking and re-learning.

This is a non-formal, on-going process in which both the trainers and the trainees learn from each other. This approach to training is intended to build the learners’ confidence in their capacity to observe, criticize, analyse and figure out things for themselves. The learning revolves around an individual’s needs and progresses through opportunities for reflection and analysis.

This alternate view can be called Training for Change and Development. This approach to training aims at freeing people from set patterns of thinking imposed upon them by dominant forces.

Some major assumptions of the Training for Change and Development Method are:

- People cannot be forced to develop; they develop by themselves
Acquired knowledge does not automatically lead to action or changed behavior. People first need to be convinced about the importance of change. Learners themselves are a rich source of information and knowledge about the real world. This methodology is learner-centered, experience-based and open-ended and can be called as participatory training.

**Participatory Training**

“Participatory Training is based on the principles of Adult Learning.”

In participatory training:

- Existing knowledge is given importance
- New information/Knowledge is built on the already existing knowledge
- Trainees themselves are responsible for their own learning- Trainer’s responsibility is to develop the sense of responsibility
- Trainee controls the learning process
- Learning process becomes group oriented
- Group analysis helps in reaching at right conclusions
- Options/Results based on analysis helps in the proper implementation.

**Participatory Model (Multi Directional)**
Difference between Conventional and Participatory Methodology

<table>
<thead>
<tr>
<th><strong>Conventional</strong></th>
<th><strong>Participatory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer centered</td>
<td>Trainee centered</td>
</tr>
<tr>
<td>Formal</td>
<td>Informal</td>
</tr>
<tr>
<td>One way</td>
<td>Multi directional</td>
</tr>
<tr>
<td>Rigid-already decided</td>
<td>Flexible - as per need</td>
</tr>
<tr>
<td>One method</td>
<td>Different methods</td>
</tr>
<tr>
<td>Restrictions</td>
<td>Freedom</td>
</tr>
<tr>
<td>Less motivation</td>
<td>Motivated to ask questions and questions are welcomed</td>
</tr>
<tr>
<td>Knowledge is with trainer</td>
<td>Trainees also have knowledge</td>
</tr>
</tbody>
</table>
Limitations of Training

But whatever the strategy adopted and even it is used extensively as a strategy for development, it is not uncommon to find cynicism about training. In fact, it is common to undermine the possibility of the impact that training has on those who undergo it.

The training may fail to have an impact on the trainees due to the way in which it is either imparted or received. Moreover, even if training is provided well, it is not enough on its own to have the desired impact on an organization and the people working for it.

What cannot be denied, however, is that training makes people aware, gives them skills and makes them understand issues and constraints within themselves and the environment in which they work. It may also motivate them to work pro-actively.

But once people get into a work setting, it is essential that they work earnestly to implement what they have learnt in the training situation, sustain their motivation over a period of time and receive the right kind of supportive and facilitative environment.

Tips to Make Training Effective

First and foremost, the trainer and trainees must understand both the potential and the limitations of training. For this, trainers have an important role to play. They need to discuss the objectives, the limitations and the role of both the trainers and the trainees clearly. This discussion should go beyond the specified training period, right up to the work situation.

The effectiveness of the training also depends upon factors like:

- Need based inputs to carefully selected participants
- Good design of the program with content and methodology carefully planned and implemented
- Knowledge and skill of the trainer

A. Knowledge, Awareness and Skills for a trainer

Knowledge of:

- Learner’s backgrounds, their job descriptions
- Their organization/community, its background
- Methods, materials, resources and facilities
- Various content areas/subject-matter
- Adult learning theories
- Principles of Participatory Training
- Group dynamics
- Human psychology
- Self development

Awareness about

- The ideology of Participatory Training
- Socio-cultural context and gender implications
- Limits and potentials of trainings
- Physical, Psychological and emotional needs of learners
- Oneself—one’s own values, attitudes, beliefs and behaviour
- One’s shortcomings/limitations, abilities and the need of change
- Anxieties, needs and expectations of the learners and one’s own anxieties And needs
- What is going on in the learner group and the training
- Possible types of support the trainees may need in the future

Skills in

- Collecting, analyzing and synthesizing information
- Directing one’s own learning
- Preparing innovative learning methods/materials
- Designing a training
- Anticipation possible problems and needs of participants
- Taking decisions
- Coordinating
Johari Window

Johari quadrant 1 - 'open self/area' or 'free area' or 'public area', or 'arena'

Johari region 1 is also known as the 'area of free activity'. This is the information about the person - behaviour, attitude, feelings, emotion, knowledge, experience, skills, views, etc - known by the person ('the self') and known by the group ('others').

The aim of any trainer should always be to develop the 'open area' more and more. The open free area, or 'the arena', can be seen as the space where good communications and cooperation occur, free from distractions, mistrust, confusion, conflict and misunderstanding.

The region 1 will become big if the trainer is willing to know more about oneself – about hidden areas by doing self-disclosure, blind areas by listening to the feedback of others / trainees and unknown areas by trying more and more new things and activities.

what are rights, rights based approach and why do we need Rights based approach

WHAT ARE RIGHTS

Rights are legal, social, or ethical principles of freedom or entitlement

- Rights are the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention, or ethical theory
In the jurisprudence and the law, a right is the legal or moral entitlement to do or refrain from doing something, or to obtain or refrain from obtaining an action, thing or recognition in civil society.

**RIGHTS-BASED APPROACH - some definitions**

A *rights-based approach* is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights.

(Mary Robinson, UN High Commissioner for Human Rights 2001)

The *human rights approach* to development means empowering people to take their own decisions, rather than being the passive objects of choices made on their behalf.

(DFID 2000)

A *rights-based approach* to development describes situations not simply in terms of human needs, or developmental requirements, but in terms of society’s obligations to respond to the inalienable rights of individuals, empowers people to demand justice as a right, not as a charity, and gives communities a moral basis from which to claim international assistance when needed.

(UN Secretary-General 1998)

The *human rights approach* brings to the development discourse . . . a conceptual framework from which to begin assessment and analysis, keeping in mind that the overall aim is the realization of all human rights for all people.

(Rios-Kohn 2001)

A democracy and *human-rights approach* translates poor people’s needs into rights, and recognises individuals as active subjects and stakeholders. It further identifies the obligations of states that are required to take steps – for example through legislation, policies and programmes – whose purpose is to respect, promote and fulfil the human rights of all people within their jurisdiction.

(Sida 2002: 34)

A *rights-based approach* affirms that all citizens are entitled to the resources that satisfy their basic needs. Additionally, every citizen – rich and poor – has the right to information and participation in the development process.

(ActionAid Kenya 2002)

SCF supports a *rights-based approach* . . . because: rights imply obligations; . . . rights provide a move from dependency to empowerment; . . . rights can encourage responsibilities.

(SCF UK website (www.scf.org.uk) 2002)

A *rights-based approach* deliberately and explicitly focuses on people achieving the minimum conditions for living with dignity. It does so by exposing the root causes of vulnerability and marginalization and expanding the range of responses. It empowers people to claim and exercise their rights and fulfil their responsibilities. A rights-based approach recognises poor people as having inherent rights essential to livelihood security – rights that are validated by international standards and laws.

(CARE 2000: 38)
What is a Rights-Based Approach to development?

The RBA starts off from the idea that the denial of human rights is both the cause and the outcome of poverty and marginalization. (Frankovits, 2001?)

A rights-based approach to development sets the achievement of human rights as an objective of development (ODI, 1999)

A RBA to development integrates the norms, standards and principles of the international human rights framework into the plans, policies and processes of development. (Fankovits, 2001?)

An RBA applies human rights standard and principles to action to address poverty and human development. To this end economic, social and cultural rights are considered as important as political and civil rights.

An RBA combines the forces and objectives of human rights, development and social activism. It follows that an RBA aims to ensure:

- The accountability of the state for the realization of all human rights
- The empowerment of communities to demand their rights
- The participation of these communities in decisions that affect their development,
- The principle of non-discrimination that is essential to sustainable development.

An RBA requires changes in social and economic policies, laws, resource allocations, attitudes and behaviours, institutional practices, monitoring, and also in people’s participation and empowerment. (Theis, Save the Children, 2004)

Development as the realization of fundamental human rights and freedoms

A rights based approach views development as the process of realizing fundamental human rights and freedoms, thus expanding people’s choices and capabilities to live the lives that they value. Upholding human rights is crucial for guaranteeing people’s well-being and securing a humane and non-discriminatory society and for enabling an active and engaged citizenry.

Consequently, a rights-based approach integrates human rights concepts in the development process to effectively target human freedom. Specifically, it integrates human rights principles, the normative content of human rights, and human rights obligations, particularly state obligations, in development policies and programmes.

A rights-based approach puts the poor, marginalized, vulnerable groups at the core of policy and the focus of capacity development strategies. Gender analysis is an intrinsic part of a rights-based approach to development, not an add-on.

A rights-based approach to development, as a vision of development, brings certain guiding principles to the development arena. The most important and likewise implicit in the UN Charter, is that development has a responsibility in achieving the full realization of human rights. Human rights cannot be realized without development. Development should seek empowerment both in the process and in the outcome of poverty eradication strategies.

There are four fundamental principles that should guide an empowering development process in the realization of human freedoms:

1) The human person is the central subject, active participant, owner, director and
beneficiary of development.

2) **Development** - and all stages in the development process - should be based on human rights principles that:

a. Define development objectives
b. Guide the formulation of policies, laws, strategies and other appropriate measures in the administrative, budgetary, judicial, educational, political, social and other fields.
c. Direct the establishment of corresponding benchmarks and indicators; and
d. Are integrated within every stage in the development process.

3) **Development** - and all stages in the development process - should respect the normative content of human rights.

4) **Development** - and all stages in the development process - should be coherent with the levels and nature of human rights obligations, particularly States obligations.

**Principles of Human Rights governing Rights Based Approach**

**Universality, Non-Discrimination and Equality:** Human rights belong to all human beings and are inalienable. All human beings are entitled to their human rights without discrimination of any kind, such as race, colour, sex, ethnicity, age, language, religion, political or other opinion, national or social origin, disability, property, birth or other status.

**Indivisibility and Interdependence:** All human rights (economic, social, cultural, civil or political) have equal status. All rights are inter-related and the fulfilment of one depends on the fulfilment of others.

**Accountability and the Rule of Law:** States and other duty-bearers are answerable for ensuring that human rights are respected and fulfilled. Duty-bearers are held accountable for their actions, or lack of action. Human rights are protected by national and/or international law and where appropriate rights-holders are entitled to seek redress in accordance with provisions provided by the law.

**Participation:** Every person and all Peoples are entitled to participate in, and contribute to civil, economic, social, cultural and political development.

**Progressive Realisation:** Within the human rights framework, states must take steps, individually and through international cooperation, to progressively achieve the full realisation of recognised rights. Low economic development cannot be invoked as a justification for violations of human rights, although the RBA recognises that the capacities and resources to fulfil rights are often limited in poor countries.

*Adapted from Statement on a Common Understanding of a Human RBA Among UN Agencies, 2003 & Symington, AWID, 2002*

**Why Rights Based Approach**

- It accords dignity and respect to every human being – they become claim holders from passive recipients of charity - become active players in the process of own and nations’ development
- Calls for Institution building and Capacity development at all levels – Duty Bearers, Claim Holders, Watch Dogs
• Institutions of good governance become stronger
• Duty bearers become more accountable and have checks and balances
• Claim Holders become empowered
• Power balance is more even
• May lead to more sustainable model of development with different stakeholder playing their respective roles
B. Human Rights framework - International and National guarantees

The Universal Declaration of Human Rights (UDHR) list the following as rights for all, regardless of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Some of the rights are mentioned below:

- Right to equality - all are entitled to equal protection against any discrimination
- No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation.
- Everyone has the right to freedom of movement and residence.
- Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family.
- They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- Everyone has the right to own property alone as well as in association with others.
- Everyone has the right to freedom of movement and residence.
- Everyone has the right to freedom of opinion and expression
- Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- Everyone has the right of equal access to public service in his country.
- Everyone, as a member of society, has the right to social security
- Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- Everyone, without any discrimination, has the right to equal pay for equal work.
- Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services
- Motherhood and childhood are entitled to special care and assistance. All children,
- Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.
- Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

International covenant on Civil and political rights

Some of the major rights included in the International Covenant on Civil and Political Rights are:

- Inherent right to life
- Rights to liberty and security of the person
- Freedom of movement
- Freedom of religion
- Freedom of thought
- Freedom of assembly
- Right of marriage
- Right to family life
- Right to work, under "just and favourable conditions"
• Right to social security and social insurance
• Right to adequate standard of living, food, clothing, housing
• Right to health
• Right to education, including free universal primary education, generally available secondary education and equally accessible higher education including technical education

FUNDAMENTAL RIGHTS AS PER INDIAN CONSTITUTION

• Right to Equality
• Prohibition of discrimination on grounds of religion, race, sex or place of birth
• Equality of opportunity in matters of public employment
• Abolition of untouchability
• Right to Freedom
• Right against Exploitation
• Right to Freedom of Religion

Fundamental duties go hand in hand with fundamental rights. Some of these, as per Indian constitution are:

○ To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
○ To uphold and protect the sovereignty, unity and integrity of India;
○ To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
○ To safeguard public property and to abjure violence;
Sample Needs and Aspirations, which are also the rights as expressed by the participants

<table>
<thead>
<tr>
<th>Needs</th>
<th>Aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to quality education</td>
<td>Equal opportunities in education and vocational</td>
</tr>
<tr>
<td></td>
<td>trainings for jobs</td>
</tr>
<tr>
<td>Access to health services</td>
<td>Body uniformity with operations</td>
</tr>
<tr>
<td>Equal opportunities in economic development like jobs no begging</td>
<td>Access to government schemes without obstruction or stigma</td>
</tr>
<tr>
<td>Housing/shelter</td>
<td>Marriage in normal families</td>
</tr>
<tr>
<td>Social dignity/prestige</td>
<td>Equal participation in economic, social and political development of the society</td>
</tr>
<tr>
<td>Good environment and sanitation facilities</td>
<td>Removal of names like leprosy colony which promotes stigma</td>
</tr>
<tr>
<td>Arrangement for sitting in banks/stands/government offices/post office</td>
<td>Movement not only restricted to leprosy colony but resettlement in main streaming</td>
</tr>
</tbody>
</table>

C. Advocacy

Advocacy – concept

There are many ways in which different people and organizations define advocacy as listed below:

“Active support of ideas or causes, especially the act of pleading or arguing for something”

“Making stronger the voice of the voiceless, and resisting against injustice”

“Influencing systems, structures or those in power to bring about desired changes and results”

“A political process by individuals and groups, to bring about change through influencing policies and resource allocations”

An attempt to convince those in /with power by negotiating, persuading, persevering in a non violent way

*Merely raising people’s awareness on an issue and stopping at the that is not Advocacy*

Definitions

“A systematic succession of actions designed to persuade those in power to bring a change to a specified issue of public concern” (CSO skills building workshop in Swaziland)

‘Efforts and actions which successfully influence decision makers to act on interest to stakeholders by effecting meaningful and acceptable policy change.’ ZAPHA+
"Advocacy is a process to bring about change in the policies, laws and practices of influential individuals, groups and institutions." International HIV/AIDS Alliance, Zimbabwe.

"Advocacy is an ongoing process aiming at change of attitudes, actions, policies and laws by influencing people and organisations with power, systems and structures at different levels for the betterment of people affected by the issue." International HIV/AIDS Alliance, India

"Advocacy is an action directed at changing the policies, positions and programmes of any type of institution." SARA Project

The term “advocacy” refers to the process of bringing about change in behaviours and attitudes, policies and practices with regard to a chosen issue. It is a long-term process, and it is an umbrella term that encompasses many other sub-terms and encapsulates many approaches and methodologies, including campaigning, lobbying, awareness-raising, mass mobilisation and other measures. (Defence for Children International DCI – Advocacy Strategies Training manual)

Anyone who attempts to resolve a problem in a non-violent way, by

- Negotiating
- Persuading
- Perseverance, and
- By convincing the other party is practicing advocacy

Advocacy is more often perceived as a systematic process of influencing public policies. Yet, while policy change is necessary, it is not sufficient to transform the structures, attitudes and values that are at the root of societal inequities and injustice. Instead a more people-centred approach focused on social transformation is needed.

If we look at all above definitions, Advocacy means amplifying the voice or, in the case of TLMTI, at the grassroots level, Advocacy means enabling the persons affected by leprosy to identify their issues and fight for their rights.

An aspect of life that plays an important part in the process of advocacy is that of “Power”. Power can be viewed from several perspectives, as mentioned below:

**CONCEPT AND TYPES OF POWER**

**Power Over**

The most commonly recognized form of power, power over, has many negative associations for people, such as repression, force, coercion, discrimination, corruption, and abuse. Power over is seen as a win-lose kind of relationship. Having power involves taking it from someone else, and then, using it to dominate and prevent others from gaining it. In politics, those who control resources and decision making have power over those without. When people are denied access to important resources like land, healthcare, and jobs power over perpetuates inequality, injustice and poverty. In the absence of alternative models and relationships, people repeat the power over pattern in their personal relationships, communities and institutions. This is also true of people who come from a marginalized or “powerless” group. When they gain power in leadership positions, they sometimes “imitate the oppressor.” For this reason, advocates cannot expect that the experience of being excluded prepares people to become democratic leaders. New forms of leadership and decision making must be explicitly defined, taught, and rewarded in order to promote more democratic forms
of power. Practitioners and academics have searched for more collaborative ways of exercising and using power. Three alternatives – power with, power to and power within – offer positive ways of expressing power that create the possibility of forming more equitable relationships. By affirming people’s capacity to act creatively, they provide some basic principles for constructing empowering strategies.

**Power With**

Power with has to do with finding common ground among different interests and building collective strength. Based on mutual support, solidarity and collaboration, power with multiplies individual talents and knowledge. Power with can help build bridges across different interests to transform or reduce social conflict and promote equitable relations. Advocacy groups seek allies and build coalitions drawing on the notion of power with.

**Power To**

Power to refers to the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action, or power with. Citizen education and leadership development for advocacy are based on the belief that each individual has the power to make a difference.

**Power Within**

Power within has to do with a person’s sense of self-worth and self-knowledge; it includes an ability to recognize individual differences while respecting others. Power within is the capacity to imagine and have hope; it affirms the common human search for dignity and fulfilment. Many grassroots efforts use individual storytelling and reflection to help people affirm personal worth and recognize their power to and power with. Both these forms of power are referred to as agency – the ability to act and change the world – by scholars writing about development and social change.

The term advocacy has a common usage which reflects "speaking in favour of an issue or pleading in support of a cause". Advocacy and lobbying are organized activities designed to persuade those who hold governmental, political, social and economic power to make decisions that serve the interests and improve the lives of citizens. Individual citizens, community-based organizations, private businesses, public officials and public institutions may all be advocates. They may advocate on their own behalf or for their institutions. They may also lobby on behalf of citizens/orphans and vulnerable children or institutions they serve, or on behalf of citizens or institutions with similar institutions.

**Types of advocacy**

**Private advocacy:** When the beneficiary is an individual. Example: Ms. A complains and successfully stops the youth club from using a loudspeaker after 11.00 pm

**Public advocacy:** When the efforts are directed towards the benefit of the public at large. Example: When Ms. A convinces the Municipal corporation to lay down norms on the use of a loudspeaker after 11.00 pm within the city limits.

Public Advocacy deals with and comes face to face with those who wield political and economic power. Public Advocacy calls for courage, and skills
Public Advocacy is a planned and organized set of actions to effectively influence public policies and to get them implemented in a way that would empower the marginalized.

In a liberal democratic culture it uses the instruments of democracy and adopts non-violent and constitutional means.

**Need and purpose for Public advocacy**

- Promotes public interest
- Attempts to bring about social and economic justice.
- Focuses attention on furthering the wellbeing of the marginalized.
- Ensures greater access to resources and political power.
- Makes the governance accountable and transparent.

**People-centred Advocacy:**

People-centred advocacy is a set of organized actions aimed at influencing public policies, societal attitudes and socio-political processes that enable and empower the marginalised to speak for themselves. Its purpose is social transformation through the realisation of human rights: civil, political, economic, social and cultural.

*People-centred advocacy is by the people, of the people and for the people. Hence, it is the spirit of democracy that drives the very idea of people-centred advocacy.*

**People centred advocacy involves**

- **Resisting** unequal power relations
- **Engaging** institutions of governance
- **Creating** and using spaces within the system
- **Strategizing** the use of knowledge, skills and opportunities
- **Bridging** the micro-level activism and macro level policy initiatives

To influence public policy and practice one has to influence the existing power relations in a way that shift the power relations in favor of the marginalized.

It is a complex process wherein various interest groups confront and negotiate to advance their particular interests.

To effectively influence the power structures of the government or corporate interests, one needs other sources of power.

There are five such major sources of power:

1. Power of the people or the citizens
2. Power of information and knowledge
3. Power of constitutional guarantees
4. Power of direct grassroots experiences or linkages
5. Power of moral conviction

In India, the major thrust of public advocacy is on

1. Influencing public policy
2. The implementation of existing social justice legislations and social security programs.
3. Preventing unlawful, exploitative practices
4. Demanding basic rights

Working from inside the system

(Source - Advocacy training manual for CSOs in Tanzania)

One of the most effective steps for influencing change is to work from ‘inside the system’ – by participating in decision-making bodies. This can be very useful, but it is not easy. There is a danger of being used as a ‘token’ representative. Decisions affecting your advocacy issue or problem are made in many different forums, i.e., local council committees, sub-committees and working groups, joint committees between different public services (for example, health and education, advisory committees to government ministries), trade associations, company boardrooms, trade unions, committees of religious leaders, school boards of governors, district health committees, employment tribunals, social welfare committees – and many more.

It is important to know how and where the decisions are made. The next step is to learn how people can take a seat at the table in these meetings and to influence their decisions. Are representatives elected, selected or co-opted? It is also important to take full advantage of any official positions already enjoyed by members of your organization or coalition. A representative needs to be well prepared, focused and supported by those who you represent and are accountable too.

Advantages

- You can influence decisions in a sustained, long-term way
- It is often easier to have an influence ‘inside the system’ than outside it
- You can gain access to more information, to see realistic ways to influence change
- It is a great opportunity to build relationships with decision-makers
- Your organization can gain more respect and credibility

Disadvantages

- Some decision-making bodies are not open to change
• You may feel isolated
• You will be associated with decisions with which you may disagree
• The decision-making body may have different values to the values of your organization
• You may be encouraged to identify more with the decision-makers than with the people you represent

Lobbying or face-to-face meetings

(Source - Advocacy training manual for CSOs in Tanzania)

A face-to-face meeting with a targeted decision-maker (also known as ‘lobbying’) is one of the most frequently used advocacy methodologies and is often the starting point in a series of activities. Personal contact provides the opportunity to build relationships with decision-makers; this could prove very useful in future. Try to set up a channel for regular contacts. It is important to choose the right time for meeting decision-makers, when your issue or problem is already on their agenda or most likely to be taken up – for example, before an important vote or when they are able to take action in support of your advocacy – for example, during the budget-setting process, or at the time of an annual meeting.

Try to imagine how the issue or problem looks from the decision-maker’s point of view. Why should they support your advocacy objective? How can they benefit from taking the action you are requesting? This can be answered more easily if you have fully researched the ‘target person’ you are meeting. Make realistic requests.

Show the decision-maker that there is widespread support for your advocacy objective. Encourage allies to also lobby the same decision-maker, giving the same message (use briefing notes to ensure the message is the same).

People-centered Advocacy:

People-centered advocacy is a set of organized actions aimed at influencing public policies, societal attitudes and socio-political processes that enable and empower the marginalised to speak for themselves. Its purpose is social transformation through the realisation of human rights: civil, political, economic, social and cultural.

Advocacy and Lobbying

Advocacy is used interchangeably with lobbying to mean organized attempts by Non-Governmental Organizations (NGOs) or Community Based Organizations (CBOs) to influence politicians, civil servants and cabinets towards legislation and policies favourable to NGO or CBOs, their work and orphans and vulnerable children.

Lobbying is a process of influencing someone to make a change through a meeting. It involves talking to someone and convincing him or her on your issue.

If you use banners, leaflets, etc to convince someone then what you are doing is advocacy.
By definition, advocacy is based on generalized conclusions about given problems presented as issues which require either legislative or governmental policy changes. For example, the government may adopt a policy that all children must attend basic education. It is, therefore, less concerned with solving individual problems but to provide a broader solution to such things as developmental issues.

By implication, advocacy as part of democratic processes, involves going beyond electoral politics and voting to the systematic and sustained pressurization of law-makers and civil servants into their given portfolios. (Training Manual for Care, Protection and Support of the OVC, 2010, Stop AIDS Now et al)

D. Ground situation of Leprosy affected persons – the gaps

- Leprosy doesn’t just affect people’s health. Leprosy is seen as a curse or a justified punishment for those who have committed sins and is misperceived as highly infectious and transmitted through touch or ‘contamination’ of common goods like water or food. Apart from medical issues people with leprosy face stigma and discrimination which can result in:
  - Exclusion from their family and community
  - Loss of access to their means of employment
  - Government facilities including education and healthcare
  - Relatives of people affected by leprosy also face stigma and exclusion due to their association with a person with leprosy.
  - People affected by leprosy are prevented from accessing community resources (e.g. water)
  - marrying “normal” individuals
  - Excluded from festivals,
  - Excluded from religious areas
  - Stigma is cumulative therefore a poor woman affected by leprosy is discriminated against because she is a woman, because she is poor and because she is affected by leprosy.
  - Fear of stigma and discrimination prevents people with leprosy seeking medical help and if they do seek help they can face discrimination from health workers themselves.
  - As a result of stigma and discrimination people affected by leprosy often experience a loss of self-esteem and dignity and feel fear, shame, hopelessness and guilt.
  - Leprosy often affects the poorest and most marginalised communities who have a history of powerlessness, discrimination and lack of access to their rights and therefore have limited capacity to defend their rights and combat stigma.

Legal Discrimination

At least 17 national and 40 state laws contain discriminatory provisions against people affected by leprosy. These include prohibiting people affected by leprosy from:

- Contesting elections
- Obtaining a driving license
- Travelling in trains
- Leprosy as grounds for divorce meaning a person affected by leprosy can lose their home, belongings and access to their children

Religious Discrimination
Christian, Islamic, Hindu, Buddhist and other religious texts negatively portray leprosy as divine punishment for the sinful and immoral behaviour of the person with leprosy. Negative images of leprosy in religious texts are used to legitimise stigma and discrimination against people affected by leprosy in modern society.

Besides all of above, the Persons affected by Leprosy, mostly from the marginalized socio economic background, have the same or worse struggles in accessing their basic rights due to poor functioning of the government programs and schemes:

These include:

- National Rural Employment Guarantee Act / scheme
- Indira Awas Yojana
- Janani Suraksha Yojana – allowance for Institutional delivery
- Antyodaya food security scheme
- Pension for Persons with leprosy / Disability
- Job reservations for persons with disability
- 25 % seats in the public schools

The biggest denial of rights is perhaps from the society or the community where the people live. These include:

- People calling Leprosy affected persons as lepers
- Rickshaw pullers and other service providers refusing to provide service to the people with leprosy or going to the area
- Even doctors in the area dispensary practicing discrimination by asking the patient to sit at a distance
- If a person with leprosy opens a shop, people do not buy goods from him/her
- In one of the cases, even the election was cancelled as the person elected was having leprosy.
- The school administration says that admission will be given to the children puts a condition that the parents should not come to school and should not disclose their status of being leprosy affected

E. Role of community viz a viz Role of TLMI and Process of Rights Based Action / Advocacy

If the life of the Leprosy affected persons has to change, they must get access to all the rights enshrined in the Human rights instruments and national constitution and also the unfair provisions in the laws must be repealed. Also, the rights must be availed at the ground level and stigma and discrimination must end. But for this to happen, especially the latter (change at the ground level), the Persons affected with Leprosy must take charge, unite and fight for their rights on a sustained basis. While TLMTI may take an active role in the policy level advocacy, especially in the change of laws
and policies, TLMTI must take a behind the scene but skillful role of the “Facilitator” for accessing rights by the Persons affected by Leprosy.

1. People as Focal Point

People (target groups) are the focal point. They should be involved right from the beginning i.e. right from the planning process

2. Emphasize on experience

Accept the fundamental fact that common people have the experience. Any plan for their development should be based on the local people’s experience. New knowledge and outside knowledge should be provided. It is also necessary to respect, regard and accept target groups experience. They do not have degrees but have undergone real experiences, faced reality, fought with it and sustained. So build on knowledge based on their inputs.

3. Open learning

We NGOs, who believe in sustainable development through participatory approaches, are working for a change. More often, we have a wrong notion that, we the outsiders can change the people and their conditions with external support. This is not sustainable. Participatory approach should focus on learning. If learning for change is more appropriate than simply acting for change. If learning occurs, change will follow. What change? Change in the present environment, individuals and groups.

4. Learning for Empowerment

Learning leads to confidence, self-esteem, skill improvement and knowledge base. This leads to initiative of the person concerned for change in is / her situation. In this concept of learning for change, learning from each other is an important aspect. This process permits the participants to realize their own capacities to analyze, to question and to feel empowered in the process. So “group “is important in this concept.

5. Involvement in the whole process

The community participation means involving communities from planning to implementation, monitoring, evaluation and subsequent follow–up. Involving means not just taking community in the process but ensuring that they actively participate in the process and ultimately take control over the process.

Role of TLMTI as facilitator

TLMTI and its staff, as the facilitator has the key role in a group so that it accomplishes its goals and tasks. To facilitate is to make something easier; thus, when done properly, the facilitator eases a group through the process of solving a problem, making decision, redefining its goals, or restating expectations and responsibilities.

As you prepare to facilitate village meetings, people’s organizations meetings, staff meetings, team development groups or any kind of training sessions, keep in mind what your role will be as their facilitator.

The concept can be further understood with some examples.
1. Farmer (facilitator) and the Plant (doer).

2. The midwife and the mother.

3. Parent and the child.

4. NGO/Worker and the PO/Villagers.

‘While the farmer tills the land, provides inputs and care, the plant has to grow on its own. Similarly, while the midwife can create the necessary condition, guide the mother, and encourage and challenge her, the mother delivers the baby. Similarly, parents play the role of facilitator with the child. The child must make efforts to grow, learn things.

However, while a farmer and a midwife, despite wanting, cannot do what a plant or the mother has to do, that is not the case with parent and child example. Several mothers/parents end up doing what a child should do oneself such as eating, wearing clothes, doing homework. In all these cases while the end result of eating, wearing clothes, doing homework seems to have been accomplished the child has not done it oneself, and has therefore failed to learn to do it and thus not develop in terms of these aspects. The case of NGO/PO is closer to the parent/child example rather than the farmer/plant example.

Ideally TLMTI should:

- Educate how to form groups rather than form the groups.
- Teach how to conduct meetings rather than conduct meetings
- Teach how to write accounts rather than write accounts
- Train but allow the people to manage their groups
- Train but wait for people to take the initiative to follow up on a request or demand they made at a government office rather than visiting the government office oneself

The reasons why a parent/NGO end up doing the child’s/people's works are:

- Lack of faith on people’s capacity.
  - Lack of patience.
  - Unrealistic targets & Pressure to accomplish targets.
  - Sympathetic attitude.
  - Pride/Prestige issue.
  - Lack of right attitude.
  - Lack of Know-How and skills.

Key characteristics of a good facilitator are:

- Respect faith on people’s capacity
- Value the experience of the people
- Encourage people to speak, express themselves
- Listen to people
- Be with them, support them
- Allow them to think, plan, decide
- Value the differences
- Provide non-threatening atmosphere
- Develop partnership
Give information on the subject that they want

**Process of facilitating a CBO into Rights based action / advocacy**

- Orientation to CBOs / NGOs on rights and Rights Based approach
- Facilitating CBOs’ / NGOs acceptance of working with Rights Based Approach
- Capacity development on Advocacy tools
- Facilitating identification of the issue for advocacy / rights based action
- Collecting information / facts as necessary
- Preparing strategy for advocacy / rights based action
- Awareness building among the community stakeholders
- Mass mobilization
- Alliance building with other CBOs / NGOs as necessary
- Linkage with potential allies – media, retired bureaucrats, religious leaders and dealing with opponents
- Negotiating / demanding / lobbying / capacity development with duty bearers

**F. Tools to do advocacy**

1. Awareness Building Tools

<table>
<thead>
<tr>
<th>Community level</th>
<th>Duty Bearers</th>
<th>Policy Makers</th>
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</thead>
<tbody>
<tr>
<td>• Street Play</td>
<td>• Interface meetings</td>
<td>• Conducting fact finding / studies / research and making presentation to</td>
</tr>
<tr>
<td>• Folk Media</td>
<td>• Roundtable workshops/confere nces</td>
<td>• Advocacy kits</td>
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<tr>
<td>• Banner/Wall paintings</td>
<td>• Using Media</td>
<td>• Postcard/SMS/Signature/poll campaigning</td>
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<tr>
<td>• Community meetings</td>
<td>• Trainings</td>
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<tr>
<td>• Films and documentaries</td>
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<td>• Exhibitions</td>
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<tr>
<td>• Posters/leaflets/hand bills</td>
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<tr>
<td>• Media coverage</td>
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<td>• IEC dissemination</td>
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**Important considerations in planning awareness building:**

- Tools for awareness building should be context specific (education, culture, traditions)
- ‘Key Messages’ should be clearly spelled out.
- Awareness building activities should be designed in a manner which only does not provide information but make people think.
Supporters and fence sitters should be clearly identified and strategy for influencing them should also be developed.

2. Mass Mobilization

There are many reasons for mobilizing groups of people for action:

- It brings greater pressure to decision-makers through showing there is public concern, a wide range of interested groups, and a high level of awareness and understanding.
- It adds legitimacy to lobbying efforts when the affected community come together to show their concern.
- It can open access to decision-makers if lobbying is not achieving much.
- It is a way of using energy or anger in a positive way that will bring about change.
- It can bring media attention and raise the profile of the issue.
Activities which can be done for mobilization:

- Public meetings & debates
- Appeals & letters
- Campaigns & petitions (SMS/Signature/postcards/internet)
- Rallies/demonstration/Vigils
- Building larger alliances of CBOs/NGOs/other possible allies
- Dissemination of messages through media for mobilizing larger masses
- Production and circulation of information material
- Boycott
- Exhibitions

Important considerations in mass mobilization

- Include those who are affected by the problem, so they take responsibility for advocating for their own issues.
- Mass mobilization happens if people associate with the problem and therefore it's important to hit the core issues which affect the masses largely.
- Clarify what you are trying to achieve by mobilizing people, so that your actions are not confused.
- Choose your methods carefully, both according to what will be effective and appropriate, and what people are likely to be willing to do.
- Have a clear message, using slogans if appropriate.
- Ongoing action is required for retaining the interest of masses.
- Make events fun, such as holding a carnival or march, because this builds solidarity and support.
- Avoid violence because this will discredit your message and is unlikely to bring about the change you are looking for.
- Encourage easy actions so that people will readily become involved and act. Many people doing a basic action such as signing a petition can be more powerful than a few people doing a more complicated action such as writing a complex letter.
- Think about how the media will respond and plan actions that will attract media attention so you can get your message to a wide audience.
- Work with your allies to reach the widest group of concerned people possible.
- Consider the potential effects on your relationship with decision-makers.
- If you are in discussions with decision-makers about changes that they can make to their policies or practices, then you need to consider whether mobilization will increase or decrease your chances of success.
3. Capacity Development:

Methods for Capacity Development:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>SKILL</th>
<th>BEHAVIORAL</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>• IEC</td>
<td>• Demonstration</td>
<td>• Movies</td>
<td>• Facilitation</td>
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<tr>
<td>• Training</td>
<td>• Practice</td>
<td>• Behavioral games/exercises</td>
<td>• Handholding/Accompaniment Support</td>
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<tr>
<td>• Workshops</td>
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<td>• Exposure</td>
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<td>• Exposure Program</td>
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<tr>
<td>• Handholding/Accompaniment Support</td>
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CAPACITY DEVELOPMENT – PRACTICAL TIPS

- Important to identify the needs of capacity development at various level.
- Appropriate method should be adopted for capacity building based on the type of need.
- Capacity Development should not be event oriented rather should be process oriented. It needs to be planned in a manner which takes to the logical end.

4. Social Audit

‘A social audit is an accountability tool to understand, measure, verify, report on and to improve the performance of the governments’.

‘A social audit is a collective scrutiny by communities of public funds/interventions/services’

Benefits of social audit

- A social audit helps to narrow gaps between vision/goal and reality, between efficiency and effectiveness.
- It values the voice of stakeholders, including marginalized/poor groups whose voices are rarely heard.
- Social auditing is taken up for the purpose of enhancing local governance, particularly for strengthening accountability and transparency in local bodies.
Steps in Social Audits

**Step 1: Identify the Scope of the Audit**

In a given community, several government agencies may be executing different programs concurrently. The first step in a social audit is to identify the specific programs and agencies that will be selected for audit, along with the period (number of years) that will be under consideration.

The following questions can help establish the scope of the social audit:

1. How difficult is it to obtain information about programs from government/Non Government agencies, and is the information available for the entire time period to be covered by the audit?
2. What level of involvement can the community provide? The more involved a community, the more potential there is for an expansive audit to be conducted.
3. What resources are available from the organization coordinating the audit? Ideally, the organization should seek resources from within the community where the audit will be conducted. Such resources could include office space as well as volunteers who can assist with logistics.
4. What is the relationship between government officials and the organization coordinating the audit? Sympathetic officials can play an important role when the organization seeks corrective action based on the audit’s results.
5. What is the strategic focus of the group undertaking the audit? Depending on its focus, a group may seek to audit specific agencies/programs.

**Step 2: Develop a Clear Understanding of the Management of Programs**

The programs to be audited may be administered by the central government through local offices, by state/provincial government agencies, directly by a local government, or by some combination of these agencies.

Any organization coordinating a social audit should examine the administrative structure under which the programs to be audited are managed. The organization may benefit from preparing a simple guidebook that maps the different agencies involved in administering the programs, their accountability and managerial structures, and the flow of program funds. This information makes it possible to pinpoint the agency (and perhaps the official) ultimately responsible for the project – and, if necessary, to go over the head of an official who is reluctant to provide information.

The organization coordinating the audit should also identify individuals in the community who may have worked on the government projects. They will likely be good sources of information on the documents typically maintained by project managers, such as documents that relate to labor payments and material purchases.

**Step 3: Obtain Information on Programs Under Audit:**

The organization coordinating the audit will require access to a large number of documents, including accounting records (such as cash books, wage rolls, and bills for materials purchased), technical project records (such as the project engineer’s measurement books and contract specifications), and managerial records (such as fund utilization certificates, which the program manager issues when the project is completed). It is important to document the types of records the government maintains when executing a project.

While access to every detailed record is not essential, access to records on expenses that are shown to have been incurred is critical.
A demand for information is likely to meet with strong resistance from local officials if they feel threatened by the consequences of disclosing the information. The officials can be expected to threaten, cajole, plead with, or ignore people seeking information. To build ownership of the social audit process – and to help make the process sustainable – it is critical that volunteers from the community be centrally involved in what may be a long struggle to obtain information. Often, a long and successful information-gathering campaign that involves local communities can be as empowering to the community as the audit itself.

**Step 4: Collate Information**

Once information is obtained, the coordinating organization must work with local volunteers to sort through it and prepare individual project files presenting pertinent information in an accessible format.

Collate project information into matrices that clearly summarized the different kinds of information obtained from project records. One matrix, for example, was based on information from labor rolls that identified cases of fraud in which workers were recorded as working on two different project sites on the same day.

The coordinating organization could also prepare simple charts that illustrate the amount of construction materials that might be required to construct typical infrastructure projects in a community. These charts would enable “back of the envelope” calculations to be made to compare the amount of construction material booked for a construction project against industry benchmarks for such projects.

**Step 5: Distribute Information**

Next, the coordinating organization should make copies of the project documents and matrices and take them into the villages in which public hearings are to be held. Several teams of volunteers should go from house to house, sharing information from the project files.

Meetings with residents who have worked on, or live next to, a particular project can be especially illuminating. During audits, copies of labor rolls have proved a source of excitement as residents identified names of dead or fictitious people. Similarly, bills from local companies for expenses incurred in a project can be identified as false by residents who state that no such firm exists in their community.

The social audit team should visit each project site and physically verify the completion of all steps anticipated in the construction plans. Similarly, it should visit beneficiaries of social programs to verify that they received funds as shown in the expenditure records. Local volunteers can help identify project sites and program beneficiaries and facilitate visits with these beneficiaries.

All information collected from the community should be recorded in the relevant project files. Anyone providing information should be told about the forthcoming public hearing and encouraged to speak out at it.

The information distribution process can take from a week to a couple of months. It offers an opportunity to build momentum within communities as the public hearing approaches.

**Step 6: Hold Public Hearings**

**Step 7: Follow-up to the Hearing**

(Details of above 2 steps in following section on Public Hearing)
5. **Public Hearing**

‘Public hearings are large gatherings of the entire community/stakeholders in the presence of the accountable body representatives demanding accountability and answers from them’.

A Public Hearing is a form of participatory social audit in which duty bearers are brought face to face with citizens in a public gathering with the intent of having a public debate.

Public hearings should be carried out with much fanfare to make them interesting for local communities. If the information collection and distribution stages have been effective, the hearing may already be well-publicized among the community, which will have high expectations for it. Special efforts should be made to ensure that the hearing location is accessible to all residents. The hearing will take most of a day, so seating, water, and other supplies for attendees will be needed. An extravagant meeting space should be avoided, however, as a forum that appears elitist or “bureaucratic” can discourage participation.

Five sets of people play an important role in the hearing:

- **The organization** coordinating the social audit – with local volunteers – must decide the agenda.
- **A panel of eminent citizens** (and, if possible, senior government officials) should chair the meeting. They can announce the rules that will govern the proceedings, such as a ban on abusive language.
- **Members from the local media** should be invited to attend the public hearing and to report on the often explosive findings that may be uncovered regarding corruption in public projects.
- **The local officials** responsible for managing the projects should be invited to attend. It should be made clear to them that the hearing is not a finger-pointing exercise but an opportunity for the community to offer feedback. Officials who are not used to public accountability may not be pleased by the prospect of a hearing, but curiosity and moral indignation may motivate them to attend. (In some cases, it may be useful to ask senior officials to direct local officials to attend the hearing.)
- **Finally, the community** has the most important role at the hearing. A large and active audience can make the difference between a successful and an unsuccessful social audit.

After community members have provided testimonies, the relevant officials should be given a full opportunity to explain their actions or counter any allegations against them. This stage of the hearing can very easily turn combative; it must be managed in a manner that ensures that the voices of all participants are heard and recorded.

**Characteristics of public hearings**

a. Public hearings are backed by hard evidence collected as part of social audits.

b. Public hearings are done after periodic social audits have been conducted.

c. The hearings are presided over by a panel of respected individuals from the local community.

d. Extensive publicity is given to the public hearing. All villagers, government officials, elected representatives and the press are invited.

e. At the start of the Jan Sunvai the rules of the meeting are laid out.

f. Identified cases are taken up one by one.
g. Questions are then put to the representatives on the discrepancies and deficits between entitlements and actual services.

h. Beneficiaries speak out and verify whether they received services due to them as claimed. Officials are encouraged to clarify or defend themselves.

i. Official records on amounts sanctioned and actually spent on local development projects are procured from local government offices and analyzed.

j. In this way discrepancies are highlighted and officials are accounted for.

k. A public hearing is organized independently, not through the official village assembly, in a public place in the village concerned.

l. Since it is a huge mobilizing process and also involves costs and presence of a body of officials, it is to be undertaken when there is substantial demand for.

m. Public hearings can be done when a large body of evidence on corruption and/or ineffective administration has been collected and presented to the accountable bodies, which has been dismissed by them.

n. They are a very effective campaign tool for effective and accountable local governance.

Steps in public hearing

1. Summarizing Social Audit Findings
   a. The social audit findings, should be put up on charts in a clear and readable manner for the communities for mobilizing them.
   b. Each head should be written on a separate sheet of paper along with the details clearly indicated.
   c. A formal report on the social audit should be prepared after the hearing, and copies should be sent to relevant senior government officials, the media, and other groups engaged in the campaign. The report should also recommend specific steps against errant officials and policy changes to improve the delivery of government services.

2. Mobilizing Communities and Groups: Mobilising Communities and Groups on Large scale
   a. Massive campaign on the above findings need to be undertaken to mobilize people for the hearing much in advance, at least a week or more.
   b. The findings need to be put up on the walls of all the important community gathering places for information.
   c. Folk Theatre/ Communication, Street song and dance need to be done to communicate the messages and mobilize people.

3. Ensuring Presence of Key People at the Hearing
   a. Key people, both from the community and the accountable body need to be present for answers.
   b. It is also important to ensure the presence of the media(both for ensuring the presence of the accountable body representatives and also to report on the hearing.)

4. Conducting the Hearing
   a. There should be a panel of people for conducting the hearing. They should ideally be the following: the officials, the legislator of the area, community leaders, civil society representatives, media representatives, teacher of the school, a jurist.
   b. The conductor of the hearing takes each corruption or budget head for discussion and reads out as prepared for earlier and displays to the gathering.
   c. Then testimonies from the community are presented regarding each case.
   d. Questions are then put to the representatives and explanations are sought.

5. Handling Rough Weather and Crisis:
Public hearings can get very heated, and the duty bearers or their supporters can get very defensive. Even the people’s outbursts can get very explosive. The facilitator needs to pacify both groups in a cool manner.

6. Follow up of Public Hearing

The findings of the public hearing must be transformed into an effective advocacy campaign that can address both specific instances of mismanagement and broader policy considerations regarding transparency and accountability.

The coordinating organization should then try to ensure that action is taken on the audit findings. Government agencies can be slow to respond to an audit’s results and may require external pressure.

6. Alliance Building

“Alliances are association of likeminded organizations/ allies working for a common concern”.

Forming and sustaining alliances

- Stakeholders may belong to different sectors and may carry out different activities but are driven by a common concern.
- Depending upon the cause or concern an alliance may function for a short duration or a long duration.
- Forming an alliance is easier than sustaining it.
- Greater the alliance, greater will be the impact on the decision makers.

Why alliances are important in Rights Based Action

- Strength in numbers
- Strength in diversity
- Broaden skills and expertise

Questions to help you decide who to ally with

- Who shares your values?
- Who is already working on the issue?
- Who can provide something that you need?
- Who would co-operate with you?
- Who has the capacity to act?
- Would things be worse if you did not work together?

How to sustain an alliance

- Clear articulation of goals and objectives
- Clear definition and distribution of tasks and responsibilities
- Perfect and open communication and dialogue
- Collective/acceptable leadership emerge from coalition
- Make key decisions as a group
- Understand each other’s constraints
- Keep everybody informed
Lobbying is the process of engaging with those in corridors of power in a constructive manner to influence decisions and policies.

Meetings are the most common arenas for lobbying decision-makers. The aim of meetings varies, including to:
- build relationships
- listen and collect information
- share information and educate
- persuade others, such as to change policy or practice, seek funding or work collectively towards a solution. This will include suggesting specific proposals for action.

Whatever the reasons for the meeting, you need to be clear about why you are having or attending a meeting and what you hope to achieve from it. You need to be ready to use both formal and informal meetings to your maximum benefit.

Advocacy is used interchangeably with lobbying to mean organized attempts by Non-Governmental Organizations (NGOs) or Community Based Organizations (CBOs) to influence politicians, civil servants and cabinets towards legislation and policies favourable to NGO or CBOs, their work and orphans and vulnerable children.

Working with those in powers:

Dealing with Bureaucracy

“Co-operate where you can….resist where you must and….. Appreciate whenever the opportunity arises”

What bureaucrats want

- Evidences of how measures are affecting, or will affect, people you represent
- Evidence of the reaction of different groups to a particular measure
- Practical proposals with details of cost implication
- Advance warning of campaign action

Tips for working with bureaucracy

- Be open minded – do not think entire system is against you
- Remember we are fighting against the post and not the person- do not be emotional
- Be vigilant – look out for opportunities which one can use to forward a cause
- Put your case in a rational manner…make sure all you say is legal
Do not take a superior attitude

Bureaucrats are individuals – maintain good working relations – make sure personal relations do not interfere or dilute the struggle

Do your home work….find out what power the bureaucrat holds….know their views…know a little about his/her background….keep other channels open

Develop credibility among the people you work with

Know your basic rights and laws

Understand the structure of bureaucracy and the nature of hierarchy….meet persons at different levels.

Skills required while working with bureaucrats

- Inter personnel skills
- Making logical arguments
- Analytical
- Ability to identify an issue
- The ability to locate points of decision making
- The ability to identify vital information
- Building up evidences----maintain a file/correspondence

LEGISLATIVE ADVOCACY

Organizing intelligent external pressure on Government and representative institutions such as the parliament, the assembly and individual members, which in a democracy are willing and accountable to public pressure

4 major functions of Legislature

- To make laws
- To represent the problems and issues
- Critically oversee the executive
- Financial function

What parliamentarians can do

- Mobilize information from Thana/Union level – answers to written parliamentary questions are given by ministers
Can support the cause in the Thana/assembly - can table questions, introduce new bills, vote the right way

Other parliamentary services – getting gallery passes, meeting other legislators, pass on relevant information

TIPS - Dealing with the Legislatures

- Establish your agenda or goal
- Allow time for small talk but not too much
- Listen well and find opportunity to intervene
- Draw out a “silent type” by asking questions
- Air personal feelings
- Do not stay too long
- Express your disappointment if you reach an deadlock
- Acknowledge your appreciation if the your position is supported
- Send a thank you note – if commitments were made, repeat your understanding of them
- IN POLITICS---- NO PERMANENT FRIENDS AND NO PERMANENT ENEMIES

What advocacy groups can do for Legislators?

- Information
- Reduction of their load
- Opportunities to star at legislature
- Publicity
- Raising their profile

Running a network of legislators

- Identify the parliamentarians whom you need to target
- Recruit members in the relevant constituencies who are committed and can contact their legislatives at short notice
- Set up a data base/mailing list
- As soon as action is required, send legislative alert to all members—stating agenda/name of MP/constituency/measures/argument
- Give a dead line to volunteers to write
- Encourage network members to say what they think
After the alert has gone out, telephonic follow up with members

Report back to the members about the progress/result and thank them

It is a time consuming process but is quite efficient

**Working with JUDICIARY STRATEGIC USE OF LAW**

**Functions of the courts**

- Conflict resolution
- Judicial review

**Skills required for working with judiciary**

- Since the judiciary is bound by precedent, one must know the important previous decisions of similar cases/issues
- Laws related to the issue
- Once law is traced, a precise provision with the section number is located
- If all people are vigilant and alert about their rights and responsibilities, there would be little work left for social advocates…..

However in a country where the majority of people are illiterate and unaware of their own rights and entitlements, the social activists have to step in to make these weaker sections of the community aware of their rights.

8. WORKING WITH MEDIA

**Functions of Mass Media**

- Entertain
- Inform
- Educate
- Influence

**Channels of Media Advocacy**

- Print – Newspapers, Magazines
- Electronic – Radio, TV
- Outdoor media – Hoardings
- Traditional folk arts – Folk theater, dances, songs, Street plays, puppet shows
- Non conventional media – Graffiti, telephone, announcements
- Special Information material – bouchers, pamphlets
- Campaign attributes for different Media
- Television: high credibility, good mass penetration
- Radio: broad frequency, small but loyal audience
- Newspaper: excellent in communication, can highlight complex issues, high credibility in newspaper record
- Magazines: can reach more affluent consumers, allows pass long readership offers prestige to advertisers
- Billboards: can select geographical market, low cost, large physical presence
Media Advocacy Plan

- Defining the purpose
- Defining and understanding the target audience
- Using research to tailor message to audience
- Framing the issue (Have something to say and know how to say it)
- Developing press lines
- Choosing the appropriate medium
- Developing quality materials and the correct media tools
- Choosing and training appropriate issue specific spokesperson with in NGO
- Coalition building and networking with allies
- Evaluation

Steps to plan a media advocacy campaign

- Monitor the media
- Develop media list
- Cultivate relationship
- Carefully review policy goals and objectives
- Identify target audience
- Develop message
- Specify Outlets
- Carry Out plan
- Rethink and Assess
- Skills required for Media Advocacy
- Content analysis
- Cultivating relationship
- Writing press release
- Conducting press conference
9. Working from inside the system

(Source - Advocacy training manual for CSOs in Tanzania)

One of the most effective steps for influencing change is to work from ‘inside the system’ – by participating in decision-making bodies. This can be very useful, but it is not easy. There is a danger of being used as a ‘token’ representative. Decisions affecting your advocacy issue or problem are made in many different forums, i.e., local council committees, sub-committees and working groups, joint committees between different public services (for example, health and education, advisory committees to government ministries), trade associations, company boardrooms, trade unions, committees of religious leaders, school boards of governors, district health committees, employment tribunals, social welfare committees – and many more.

It is important to know how and where the decisions are made. The next step is to learn how people can take a seat at the table in these meetings and to influence their decisions. Are representatives elected, selected or co-opted? It is also important to take full advantage of any official positions already enjoyed by members of your organization or coalition. A representative needs to be well prepared, focused and supported by those who you represent and are accountable too.

Advantages

- You can influence decisions in a sustained, long-term way
- It is often easier to have an influence ‘inside the system’ than outside it
- You can gain access to more information, to see realistic ways to influence change
- It is a great opportunity to build relationships with decision-makers
- Your organization can gain more respect and credibility

Disadvantages

- Some decision-making bodies are not open to change
- You may feel isolated
- You will be associated with decisions with which you may disagree
- The decision-making body may have different values to the values of your organization
- You may be encouraged to identify more with the decision-makers than with the people you represent

10. Research and studies

A case study of center for science and environment (CSE)

- CSE searches for solutions that reconcile economic development with environmental conservation
Creating knowledge-base through research

Uses a unique strategy called knowledge-based environmental activism

Based on research, it generates books and publications

Is itself a publishing house with excellent journalistic skills

Uses other mainstream media publications to disseminate its message

Due to rigorous research work, CSE enjoys a credibility with all stakeholders – Policy makers and industry treats their work with all seriousness

Major campaigns of CSE

- Right to clean air campaign
- Water management campaign
- Green rating project
- Pesticide in food chain campaign
- Urban sanitation management campaign

Planning a campaign

1. Collecting information - legal, policy statement, scientific information, similar activities.
   - Similar past incidents
   - Legal basis for these actions
   - Possible legal arguments against such actions
   - What action is preferred
   - Preparation of the argument on moral, legal and ethical grounds

2. Identifying the key players including
   - Those who make decisions
   - Those who oppose the action
   - Those who are proponents of the issue
   - Those who have no opinion on the issue

3. Searching for the proper tools and where it could be used and when

4. Analyzing one’s own & opponents strength and weaknesses

5. Identifying Strengths and weaknesses
   - Of the coalition
- Of the state
- Situation that would embarrass the state

6. Allying with other groups working on the same issue

7. Media coverage and its analysis
   - Involving media
   - How to use the media

I. Preparing Advocacy Plan

- Given below is the format for preparing the advocacy plan.
- Identified issue for advocacy
- Analysis of root cause
- SWOT: (Strengths/Weakness/Opportunities/Threats)

<table>
<thead>
<tr>
<th></th>
<th>What are those</th>
<th>How to use them/minimize them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weakness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Stakeholder analysis**
  - Who are the supporters and how to take their support?
  - Who are the opponents and what is to be done with them?
  - Who are the fence sitters and is anything to be done with them?

**OBJECTIVE:**

- **ACTION STRATEGY:**

<table>
<thead>
<tr>
<th>Step/action</th>
<th>How (Method/tool)</th>
<th>When</th>
<th>Who</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How much</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>From where</td>
</tr>
</tbody>
</table>

**Tools**
Pre & Post test TOT on Advocacy

Name of trainee:………………………… Date of Training:…………………………

Section – 1: Training

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A good trainer accepts everything what the participants speak.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>A trainer should not take up the question which he or she is not comfortable with.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The responsibility of success of training is jointly on the trainer, organizers and participants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>People cannot be developed forcefully. They have to develop themselves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>In conventional trainer knows everything</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Trainings can change perceptions and perspectives in addition to increasing knowledge &amp; skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Case study is a method for skill development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>There is no difference between training and a workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>It is useless to use visuals in a training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Personality of the trainer has no influence on the quality or effectiveness of training.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Level of skills of participants on training

<table>
<thead>
<tr>
<th>Number</th>
<th>Knowledge &amp; skills</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I know different methods of training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I know how to use those methods for training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I know principles of adult learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I can develop module for training.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I can conduct evaluation of a training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I know the complete process of conducting a training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I can undertake the complete process of training by myself</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section – 2: Advocacy

I. Answer the following questions

1. What are rights?

2. What is rights based approach to development?

3. Write 4 human rights principles governing Rights Based Approach?

4. What is advocacy?

5. List down any 4 tools of advocacy
II. True / False statements

1. Delivery of services in any form is also a strategy of RBA…………………

2. All advocacy is done only for gaining access to rights……………………

3. As per an Indian Law, person affected with leprosy cannot be prevented from travelling in a train…………………..

4. Leprosy can be a ground for divorce and this would mean that a person affected by leprosy can loose his/her home, belongings and access to their children……………….

5. According to the constitution of India, persons affected with leprosy have equal rights as any other citizens of the country.

Fill in the blanks

6. There are ………….national laws containing discriminatory provisions against people affected by leprosy.

7. There are ………….state laws containing discriminatory provisions against people affected by leprosy.
Example of Advocacy Capacity Assessment tool for People’s Organization

<table>
<thead>
<tr>
<th>SL. No</th>
<th>Parameter of Assessment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not at all</td>
<td>Poor / weak</td>
<td>OK</td>
<td>Good</td>
<td>Strong/ excellent</td>
</tr>
</tbody>
</table>

1. **Ability to identify the issue**
   
   a. Identifying the issues at their own?
   
   b. Identifying the issues with the help of facilitator/agency?
   
   c. No. of issues identified in the last one year?
   
   d. Able to prioritize the issue based on the need of the community

2. **Ability to frame the issue**
   
   a. Are you discussing the identified issues in your group?
   
   b. Are you bringing the identified issues in federation meeting?
   
   c. Able to write down the problem
   
   d. Able to identify the opponent
   
   e. Able to identify own strengths
   
   f. Able to identify own weaknesses

3. **Ability to collect the information**
   
   a. No. of people affected
      
      a. Extent of the problem and its effects
      
      b. Laws/policy related to the issues that are in favour of the initiative
      
      c. Government department related
### 4 Ability to mobilise interested people

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Are there people with you other than the SHG members?</td>
</tr>
<tr>
<td>b.</td>
<td>Are they aware of the situation/problems?</td>
</tr>
<tr>
<td>c.</td>
<td>Do they participate in your meetings?</td>
</tr>
<tr>
<td>d.</td>
<td>Do they give ideas/suggestions to strengthen the efforts?</td>
</tr>
<tr>
<td>e.</td>
<td>Appeals, letters</td>
</tr>
<tr>
<td></td>
<td>Speeches, Meetings</td>
</tr>
<tr>
<td></td>
<td>Signature campaigns</td>
</tr>
<tr>
<td></td>
<td>Dramas, street plays</td>
</tr>
<tr>
<td></td>
<td>Rallies, demonstration</td>
</tr>
</tbody>
</table>

### 5 Ability to do networking with SHGs and other stakeholders

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>e.</td>
<td>Are you approaching other SHGs?</td>
</tr>
<tr>
<td>f.</td>
<td>Are you sharing the issues with them?</td>
</tr>
<tr>
<td>g.</td>
<td>Are you involving them in framing the issues?</td>
</tr>
<tr>
<td>h.</td>
<td>Are you engaging them in action?</td>
</tr>
<tr>
<td>q.</td>
<td>Do all SHGs equally participating?</td>
</tr>
</tbody>
</table>

### 6 Courage

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>any incidence/past history of the PO to address the campaign</td>
</tr>
<tr>
<td>j.</td>
<td>ability to go to the local government office</td>
</tr>
<tr>
<td>k.</td>
<td>ability to raise questions</td>
</tr>
<tr>
<td>l.</td>
<td>Ability to create pressure on legislatures</td>
</tr>
<tr>
<td>m.</td>
<td>are they still following up the case/consistency</td>
</tr>
</tbody>
</table>

### 7 Communication

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>n.</td>
<td>ability to write application</td>
</tr>
<tr>
<td>o.</td>
<td>ability to express verbally</td>
</tr>
<tr>
<td></td>
<td>Commitment and motivation</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
</tr>
<tr>
<td>r.</td>
<td>Are members regularly conducting meetings?</td>
</tr>
<tr>
<td>s.</td>
<td>Are all members attending the meetings?</td>
</tr>
<tr>
<td>t.</td>
<td>Are they discussing the issues?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Capacity to plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>u.</td>
<td>Do they have plans</td>
</tr>
<tr>
<td>v.</td>
<td>Are results available</td>
</tr>
<tr>
<td>w.</td>
<td>Responsibilities are given</td>
</tr>
<tr>
<td>x.</td>
<td>Time line is mentioned</td>
</tr>
<tr>
<td>y.</td>
<td>Monitoring the plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Capacity to achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>z.</td>
<td>Are they achieving the results?</td>
</tr>
<tr>
<td>aa.</td>
<td>Are they achieving the activities?</td>
</tr>
<tr>
<td>bb.</td>
<td>Are they monitoring the results and activities?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ownership</th>
</tr>
</thead>
<tbody>
<tr>
<td>cc.</td>
<td>Do they come at their own or asked to come in the meeting?</td>
</tr>
<tr>
<td>dd.</td>
<td>Do they give ideas and take initiative?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Community involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>ee.</td>
<td>No. of community people are involved?</td>
</tr>
<tr>
<td>ff.</td>
<td>Level of involvement?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Confidence level of the members</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Lobbying</th>
</tr>
</thead>
<tbody>
<tr>
<td>gg.</td>
<td>Rapport with the government officials?</td>
</tr>
<tr>
<td>hh.</td>
<td>Going to attend their meetings?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>ii. any linkages with the local media</td>
</tr>
<tr>
<td></td>
<td>jj. establishing contact with in the system</td>
</tr>
<tr>
<td>15</td>
<td>Ability to involve media</td>
</tr>
<tr>
<td></td>
<td>kk. Do you have contact details of media personnel?</td>
</tr>
<tr>
<td></td>
<td>ll. Do you have good relationship with the media personnel?</td>
</tr>
<tr>
<td>16</td>
<td>Ability to prepare/maintain related document</td>
</tr>
<tr>
<td></td>
<td>a. Maintain attendance register</td>
</tr>
<tr>
<td></td>
<td>b. Maintain minutes register</td>
</tr>
<tr>
<td></td>
<td>c. Do you have any document where you write your planning and achievement</td>
</tr>
<tr>
<td>17</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>mm. Is the leadership visionary?</td>
</tr>
<tr>
<td></td>
<td>nn. People have trust on the leader?</td>
</tr>
<tr>
<td></td>
<td>oo. Can leader take the risk?</td>
</tr>
<tr>
<td></td>
<td>pp. Can the leader mobilise the members?</td>
</tr>
<tr>
<td></td>
<td>qq. Can the leader represent the PO in front of the government officials?</td>
</tr>
<tr>
<td></td>
<td>rr. Do you develop second line leaders?</td>
</tr>
<tr>
<td>18</td>
<td>Financial Status</td>
</tr>
<tr>
<td></td>
<td>a. Any contribution from the group member/corpus</td>
</tr>
<tr>
<td></td>
<td>b. Fully dependent on the agency</td>
</tr>
<tr>
<td></td>
<td>Partially dependent on the agency</td>
</tr>
<tr>
<td></td>
<td>Totally dependent on the funds of the group/organization</td>
</tr>
<tr>
<td>19</td>
<td>SUSTAINABILITY</td>
</tr>
<tr>
<td></td>
<td>Will the efforts continue even after the success/failure</td>
</tr>
</tbody>
</table>
Examples of Advocacy Campaign plans

Case Example – 1: Adivasis Right to Forestland

GOAL: To ensure Policy/Programme for the right to life and livelihood of forest-based communities/adivasis, appropriately integrating sustainable forest management concerns.

Objectives:
Immediate focus on-

1. Pressurize government to withdraw the GO IGF 3/5/02 to evict forest encroachers
2. Regularization of pre-1980 genuine forest land possession by adivasis
3. Develop capacities of tribal people for sustainable land use and management
4. Participatory development of R&R strategy

CONTEXT:
- Geographical Area: 6 districts of southern Rajasthan
- Banswada, Udaipur, Sirohi, Dungarpur, Chittor, Rajsamand.
- Total Affected Family: 60000
- Affected families: 40700
- Total forest area: 17042sq.km. (25.66% of total geog. Area)
- 5900: Record of Encroachment
- Encroachment after 1980: 19300
- Inhabitated by Tribal who have been displaced by development projects of Mahi Dam and Sai Dam

ISSUE:
- Livelihood of Resource Poor Bhil Tribals (40700 families) is being threatened by the GO of IGF 3/5/02
- Tribals have no substantial livelihood opportunities other than cultivation of forest land
- Forest degradation leading to ecological crisis
- Governments unilateral decision of driving out forest based community without any R&R strategy
<table>
<thead>
<tr>
<th>WE</th>
<th>FRIENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFFECTED</td>
<td>MEDIA</td>
</tr>
<tr>
<td>TRIBAL</td>
<td>NETWORK OF NGO</td>
</tr>
<tr>
<td>COMMUNITY</td>
<td>PRI</td>
</tr>
<tr>
<td>ASTHA</td>
<td>2 MP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FENCE SITTER</th>
<th>OPPONENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO TRIBAL COMMUNITY</td>
<td>Ministry of Forest Environment union of India</td>
</tr>
<tr>
<td>9 MLAs</td>
<td>Government of Rajasthan Department of Forest</td>
</tr>
<tr>
<td>Tribal Advisory Committee</td>
<td></td>
</tr>
</tbody>
</table>

**SWOT:**

**Strengths:**
- Affected people are long in number
- Successful model PFM
- Jangal Jameen Jan Andolan

**Weakness:**
- Leadership is not strong

**Opportunity:**
- Media will support
- Civil Society organisation can pressurise international community
- Possibility of Networking with International Community to Develop International Public Opinion

**Threat:**
- Infiltration and encroachment by non-tribal should not get legitimised

**Ethics of Action:**
- Forest for people
- Non-violence
- Not ally with non-tribal
ARGUMENTS:

- National Forest Policy States that symbiotic relationship between forest and tribals.
- Encroachments have take place much before 1980, but Forest Department had not entered the same into official records.
- Eviction oriented forest protection not required.
- Livelihood within forest VS Livelihood outside forest
- Indiscriminate eviction leads to crisis and unrest
- Integrating forest department and tribals livelihoods had already been demonstrated (ARABARI, JFM, CFM)
- Construction Article 21 gives right to life and liberty which is in violation
- PESA Act 1996
- Article 244 (1)
  (a) As the area comes under schedule people have the privilege of natural resources according to their customs and traditions
  (b) Empowers PRI to manage forest land
- India signatory of certain International declaration to protect the livelihood of indigenous communities
- SAMATA – PIL AGAINST FOREST LAND ALLOTMENT TO INDUSTRY Supreme Court ordered that “Right to life” of people is imp. And it should be protected
- People have been making their living from this encroached land for more than two
- This order is opposing the spirit of PESA

COUNTER ARGUMENTS:

- Forest Degradation leading to ecological imbalance and environmental crisis
- Alienation of public property by private people having the interest of public
- Article 48, state shall endeavour to protect to improve the environment to safe guard the forest and wildlife of the country

STRATEGIES/METHODS:

1. To educate the entire Bhil community of southern Rajasthan about the threat of order
   How and Who
   - Collection of Relevant information
   - Internal core committee consultation
   - Organised unity of standing committee (Jangal Jameen Jan Andolan)
   - Development plans to disseminate information to other area and prepared them.
   - Division level meeting

2. Establish coalition of NGO’s on the issue
   How and Who
   - Meet as per need of the process
- Organise Divisional level meeting disseminate understanding on action and continue periodic

3. Mass action to highlight the issue and build pressure on government

How and Who

- Postcard campaign
- Signature campaign of more than 10,000 to president
- Rasta Roko Dharna – Indefinite
- Gherao
- Relay Hunger strike

4. To influence and lobby with all 38 MLA and focus intensively on 3 tribal MLAs and 2 MPs

How & Who

- Personal Meeting both with NGO representation and CBOs
- Involve in mass action like Dharna
- 5000 Gram Sabha will make a unanimous resolution opposing the order sent to CM Forest Ministry

5. To sensitise the PRI leader to take leadership role in campaign

How and Who

5000 Gram Sabhas will make a unanimous resolution opposing the order sent to CM, Forest Ministry

6. Displacement and livelihood threat issue will be highlighted analytically by all local newspaper. Rajasthan Patrika, Danik Bhaskar, TOI, HT, Danik Navjyoti.

How and Who

- Report on implication of the order
- Meeting with editors
- Press conference
- Regular Contact with Press about the agitation process
CAMPAIGN PLAN

Case Example – 1: Education for Girls

Issue: High School for Girls

GOAL: Girls have access to high school education.

Objectives:
  a) Pressurize the education minister for establishing a girls high school in word no 9 of tumilia union.
  b) Mitigate the suffering of girls in going school and save their access expenses in education.
  c) Make educated girls of the deprived area through establishing high school for them.
  d) Establish the equal right of women to education so that education rate will increase.
  e) Make the society developed through women education.

CONTEXT:
  2. 14 villages of that area.
  3. Around 1000 girls are deprived.
  4. 4 km area are affected.

ISSUE: Girls are deprived of high school education.

<table>
<thead>
<tr>
<th>WE</th>
<th>FRIENDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affected people</td>
<td>Media (Newspaper)</td>
</tr>
<tr>
<td>People of the area</td>
<td>Network of union committee and other NGO</td>
</tr>
<tr>
<td>Organization/Union committee</td>
<td>UP members</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FENCE SITTER</th>
<th>OPPONENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Other school</td>
</tr>
<tr>
<td></td>
<td>Disinterested people</td>
</tr>
</tbody>
</table>

SWOT:

Advantage:
  - Affected people are united.
  - Signature campaign was successful.
- Advocacy for the school is already started.

**Challenge:**

- Organizing affected people with affected leadership till the end of the campaign.
- To have a site for the high school.
- To create fund for establishing school.

**Threat:**

- Other school may oppose.

**Opportunity:**

- Support of the mass people of the locality.
- MP, other local leaders (Chairman, members) and most of the govt. officials are favourable.
- Possibility of networking with other NGOs.
- Media will support.
- Guidance of Caritas is available.
- There are several types of peoples representatives (UP members, members of Gram Sarker, VDP members) those who have linkages with the govt. officials.

**Ethics of Action:**

- Advocacy campaign will be done non-violently.
- No political interest/issue has to be highlighted.
- Girls’ high school for every community.

**ACTION STRATEGY:**

**ARGUMENTS:**

- Declaration of the National education for all.
- The govt. emphasizes the women education.
- There is no high school within 4 km in the area.
- The capacity of the existing school is not enough for the girls.
- Education facility especially for girls has to be available and their suffering in going to school should be mitigated.
- Density of the population in the area is too high and thousands of girls are deprived of high school education.
- There is demand for high school from every corner.

**Counter Arguments:**

- There are high school at Tumilia mission and Kaligonj bazar.
- Land/site for high is not available.
- Feasibility may not permit the area to have high school.

**Strategies & Methods:**

1. Awareness building of the parents – meeting/discussion on the issue at different level.
2. Cluster meeting at village level to organizing the people.
3. Arrange popular theatre and cultural programs at different stages.
4. Formation of School implementation committee comprising the community people within February 2006.
5. Coalition with other NGOs and local organizations.
7. Every campaign/activities will be monitored regularly.
9. Submission of memorandum to Education Minister.
Module for the training for TLMTI staff

**Expected results by the end of the training**
- The TLMTI staff will have developed an understanding of basics of facilitating trainings and workshops based on principles of participatory training and principles of adult learning
- The TLMTI staff will have learnt the rights based approach and the Human rights frameworks on which it is based
- The TLMTI staff will have learnt the what, why and how of advocacy
- The TLMTI staff will have understood the module for facilitating the training cum workshop with the volunteers and leaders

**Participants** – TLMTI Key Project Staff members to be trained

**Schedule for the training**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Method</th>
<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30 – 09.45 am</td>
<td>Introduction, de-freezing</td>
<td>Introduction game</td>
<td>Participants will have become familiar with each other and the topic and the purpose of the training</td>
</tr>
<tr>
<td>09.45 – 10.30 am</td>
<td>Expectations from the training and agenda and norm setting</td>
<td>Group discussion followed by plenary</td>
<td>The training agenda and schedule will have been fixed and agreed upon</td>
</tr>
<tr>
<td>10.30 – 10.50 pm</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.50 – 1.00 pm</td>
<td><strong>About Training</strong></td>
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<tr>
<td></td>
<td>Concept of training</td>
<td>Discussion in plenary and presentation</td>
<td>Participants will understand the concept and purpose of training, its advantages and limitations</td>
</tr>
<tr>
<td></td>
<td>Training in comparison with other forms of dialogue and learning</td>
<td>Buzz group discussion followed by Plenary discussion and presentation</td>
<td>Participants will understand the difference between training, workshop, seminar, consultation etc.</td>
</tr>
<tr>
<td></td>
<td>Principles of Adult learning</td>
<td>Discussion in plenary followed by presentation</td>
<td>Participants will understand the Characteristics of adults, and the conditions under which they learn best and the principles for adult learning</td>
</tr>
<tr>
<td></td>
<td>Participatory Training vis a vis conventional training</td>
<td>Discussion in plenary followed by presentation</td>
<td>Participants will learn and agree on the concept of participation, levels of participation. Participants will appreciate the need for participatory training and know the ways and means to do so</td>
</tr>
<tr>
<td></td>
<td>Skills and Behavioural exercise</td>
<td></td>
<td>Participants will have learnt about the</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
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</tr>
<tr>
<td>1.00 – 2.00 pm</td>
<td>LUNCH</td>
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<tr>
<td>2.00 – 3.00 pm</td>
<td>What are Rights and what is Rights Based Approach (RBA) and why to adopt RBA</td>
<td>Plenary discussion followed by PPT presentation. Participants will get an insight into what is the importance of looking at people’s needs from a rights perspective.</td>
<td></td>
</tr>
<tr>
<td>3.00 – 3.30 pm</td>
<td>Human Rights framework - International and National guarantees</td>
<td>Group exercise followed by presentation. Participants will have known the rights of all persons regardless of their status, as espoused by the United Nations and Indian Constitution.</td>
<td></td>
</tr>
<tr>
<td>3.30 – 3.50 pm</td>
<td>BREAK</td>
<td></td>
<td></td>
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<tr>
<td>3.50 – 4.30 pm</td>
<td>What is advocacy</td>
<td>Case study followed by presentations by facilitator. Participants will have improved their knowledge on the basics of advocacy.</td>
<td></td>
</tr>
<tr>
<td>4.30 – 5.30 pm</td>
<td>Ground situation of Leprosy affected persons – the gaps and the reasons thereof</td>
<td>Group exercise. Participants will have come to an agreement on what are the gaps in the charter of rights and the current situation.</td>
<td></td>
</tr>
<tr>
<td>5.30 – 6.00 pm</td>
<td>Sum up and evaluation of the day</td>
<td>Participatory discussion in plenary. Major highlights of the day will have been recaptured and participants’ feedback will have been received.</td>
<td></td>
</tr>
</tbody>
</table>
### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Method</th>
<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30 – 10.00 am</td>
<td>Recap of day 1</td>
<td>Sharing by participants</td>
<td>The major learning’s at the level of the participants will have been known and questions will have been answered</td>
</tr>
<tr>
<td>10.00 – 10.45 am</td>
<td>Process of carrying out Rights Based action / advocacy – directly and by facilitating CBOs</td>
<td>Case study followed by group exercise</td>
<td>The process of advocacy will have understood by the participants</td>
</tr>
<tr>
<td>10.45 – 11.00 am</td>
<td>BREAK</td>
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<tr>
<td>11.00 – 12.00 noon</td>
<td>Types of advocacy</td>
<td>Discussion based on scenarios / issues followed by presentation</td>
<td>Participants will have understood different types of advocacy, particularly at policy level and practice and grassroots level</td>
</tr>
<tr>
<td>1.00 – 2.00 pm</td>
<td>LUNCH</td>
<td></td>
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</tr>
<tr>
<td>2.00 – 3.30 pm</td>
<td>Tools to do advocacy</td>
<td>Presentation by trainer and group exercises as necessary</td>
<td>Participants will learn nuances of advocacy and the various strategies associated with it</td>
</tr>
<tr>
<td>3.30 – 3.50 pm</td>
<td>BREAK</td>
<td></td>
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<tr>
<td>3.50 – 5.30 pm</td>
<td>Tools to do advocacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.30 – 6.00 pm</td>
<td>Sum up and evaluation of the day</td>
<td>Participatory discussion in plenary</td>
<td>Major highlights of the day will have been recaptured and participants’ feedback will have been received</td>
</tr>
</tbody>
</table>

### Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<th>Expected result</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.30 – 10.00 am</td>
<td>Recap of day 1</td>
<td>Sharing by participants</td>
<td>The major learning at the level of the participants will have been known</td>
</tr>
<tr>
<td>10.00 – 11.00 am</td>
<td>Tools to do advocacy</td>
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<td>– cont’d</td>
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<tr>
<td>Time</td>
<td>Session</td>
<td>Method</td>
<td>Expected result</td>
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</tr>
<tr>
<td>11.00 – 11.20 pm</td>
<td>studies</td>
<td></td>
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</tr>
<tr>
<td>11.20 – 1.00 pm</td>
<td>Preparing advocacy plan</td>
<td>Group exercise followed by presentations by the facilitator</td>
<td>Participants will gain insights into how to prepare advocacy plan</td>
</tr>
<tr>
<td>1.00 – 2.00 pm</td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00 – 3.30 pm</td>
<td>Sharing the module for training</td>
<td>Presentation by the trainer</td>
<td>Participants will develop an understanding of the module to be implemented by them</td>
</tr>
<tr>
<td>3.30 – 3.50 pm</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.50 – 5.30 pm</td>
<td>Leadership experiential exercises</td>
<td>Practical followed by discussion</td>
<td>Participants will understand the message underlying the experiential exercise and will learn how to facilitate this session</td>
</tr>
<tr>
<td>5.30 – 6.00 pm</td>
<td>Sum up and evaluation of the day</td>
<td>Participatory discussion in plenary</td>
<td>Major highlights of the day will have been recaptured and participants’ feedback will have been received</td>
</tr>
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</table>

**Day 4**

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Method</th>
<th>Expected result</th>
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</thead>
<tbody>
<tr>
<td>09.30 – 10.00 am</td>
<td>Recap of day 1</td>
<td>Sharing by participants</td>
<td>The major learning at the level of the participants will have been known</td>
</tr>
<tr>
<td>10.00 – 12.00 noon</td>
<td>Cooperation and team work related exercise</td>
<td>Practical followed by discussion</td>
<td>Participants will understand the message underlying the experiential exercise and will learn how to facilitate this session</td>
</tr>
<tr>
<td>12.00 – 1.00 pm</td>
<td>Assigning sessions to trainers / facilitators</td>
<td>Discussion in plenary</td>
<td>Participants will know who will facilitate which session and will receive the session plan related to their session</td>
</tr>
<tr>
<td>1.00 – 2.00 pm</td>
<td>LUNCH</td>
<td></td>
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</tr>
<tr>
<td>2.00 – 6.00 pm</td>
<td>Practice sessions by TLMTI trainers</td>
<td>Practice sessions (to be video recorded)</td>
<td>Participants will gain practical experience in facilitating the sessions</td>
</tr>
</tbody>
</table>

**Day 5**

<table>
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<tr>
<th>Time</th>
<th>Session</th>
<th>Method</th>
<th>Expected result</th>
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</thead>
<tbody>
<tr>
<td>09.30 – 1.00 pm</td>
<td>Practice sessions by TLMTI trainers</td>
<td>Practice sessions (to be video recorded)</td>
<td>Participants will gain practical experience in facilitating the sessions</td>
</tr>
<tr>
<td>1.00 – 2.00 pm</td>
<td>LUNCH</td>
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</tbody>
</table>
| 2.00 – 4.30 pm | Feedback session                          | Feedback provided to trainers and others in a participatory manner | Participants will have learned the practical aspects of facilitating the training also gained insights into their issues related to skills of a trainer if
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Group Exercise</th>
<th>Plan of action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.30 - 6.00 pm</td>
<td>Plan of action</td>
<td>Group exercise</td>
<td>Participants will have prepared a plan for themselves to put the learning into practice</td>
</tr>
</tbody>
</table>
Module for the training for Volunteers and Leaders

Expected results by the end of the training

- The Volunteers and leaders are motivated to take up rights based advocacy actions to deal with issues of the Leprosy affected persons
- The Volunteers and leaders have the knowledge of the strategies and tools to take up advocacy action
- The Volunteers and leaders have a plan of action to take up advocacy action

Participants – Volunteers and Leaders of CBOs and SHGs – 25 in number per batch

Schedule for the training

<table>
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<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>10.00 – 10.45 am</td>
<td>Introduction, de-freezing and norm setting</td>
<td>Introduction game</td>
<td>Participants will have become familiar with each other and the topic, purpose and norms of the training</td>
</tr>
<tr>
<td>10.45 – 11.45 am</td>
<td>Human Rights framework - International and National guarantees</td>
<td>Group exercise followed by presentation</td>
<td>Participants will have known the rights of all persons regardless of their status, as espoused by the United Nations and Indian Constitution</td>
</tr>
<tr>
<td>11.45 – 12.00 noon</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00 – 12.30 pm</td>
<td>Ground situation of Leprosy affected persons – the gaps</td>
<td>Group exercise</td>
<td>Participants will have come to an agreement on what are the gaps in the charter of rights and the current situation</td>
</tr>
<tr>
<td>12.30 – 1.00 pm</td>
<td>Who is accountable, what should be done and who should do it – role of community vis a vis role of TLMI</td>
<td>Participatory discussion in plenary</td>
<td>Participants will have come to realize that they need to work to claim their rights and they need to be the principal actors, with TLMTI playing a facilitator's role</td>
</tr>
<tr>
<td>1.00 – 2.00 pm</td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00 – 3.30 pm</td>
<td>Advocacy – concept and strategies</td>
<td>Case study followed by presentations by facilitator</td>
<td>Participants will have improved their knowledge and insights into how to do advocacy</td>
</tr>
<tr>
<td>3.30 – 3.50 pm</td>
<td>BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.50 – 4.30 pm</td>
<td>Pre-requisites for Advocacy</td>
<td>Video clips followed by group discussion followed by presentation</td>
<td>Participants will have come to understand what all is necessary to conduct advocacy</td>
</tr>
<tr>
<td>4.30 – 4.45 pm</td>
<td>Sum up and evaluation of the day</td>
<td>Participatory discussion in plenary</td>
<td>Major highlights of the day will have been recaptured and participants’ feedback will have been received</td>
</tr>
<tr>
<td>Time</td>
<td>Session</td>
<td>Method</td>
<td>Expected result</td>
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</tr>
<tr>
<td>10.00 – 10.30 am</td>
<td>Recap of day 1</td>
<td>Sharing by participants</td>
<td>The major learning’s at the level of the participants will have been known</td>
</tr>
<tr>
<td>10.30 – 11.30 noon</td>
<td>Leadership for advocacy</td>
<td>Experiential exercise / game</td>
<td>Participants will have become sensitized about the importance of leadership roles and motivated to play the same</td>
</tr>
<tr>
<td>11.30 – 12.30 pm</td>
<td>Cooperation and team work for advocacy</td>
<td>Experiential exercise / game</td>
<td>Participants will understand that they all need to rise about narrow perspectives and individual differences and work as a team</td>
</tr>
<tr>
<td>12.30 – 1.00 pm</td>
<td>Preparing Advocacy Plan</td>
<td>Group exercise</td>
<td>Participants will have prepared their plan for advocacy to deal with issues of immediate priority</td>
</tr>
<tr>
<td>1.00 – 2.00 pm</td>
<td>LUNCH</td>
<td></td>
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</tr>
<tr>
<td>2.00 – 3.30 pm</td>
<td>Preparing Advocacy Plan – cont'd</td>
<td>Same as above</td>
<td>Same as above</td>
</tr>
<tr>
<td>3.30 – 4.15 pm</td>
<td>Skills to do advocacy</td>
<td>Role play</td>
<td>Participants will develop an understanding of the type of skill they will need to develop to do effective advocacy</td>
</tr>
<tr>
<td>4.15 – 4.45 pm</td>
<td>Sum up and Evaluation of the training</td>
<td>Participatory discussion in plenary</td>
<td>Major highlights of the training will have been recaptured and participants’ feedback will have been received</td>
</tr>
</tbody>
</table>
Glossary of Key Terms

ACCOUNTABILITY is a concept in ethics and governance with several meanings. It is often used synonymously with such concepts as responsibility, transparency, answerability, blameworthiness, liability, and other terms associated with the expectation of account giving.

ACTORS entail any actor in society with an interest in a particular issue, either from the government, private sector or civil society. It can be organizations, institutions and individual persons.

ACTIVISM as used in the context of this Manual is a distinctive feature that entails activities directed towards third parties (e.g. the public) and may be non-violent or violent and illegal. Mostly such activities are not designed to create or propose consensus. They are set up to convince or inform others, for example to get popular support for an issue or place an issue on the agenda.

ADVOCACY refers to non-violent activities to influence policies, practices and behavior. It includes lobbying (non-violent by nature) and other activities that are not lobbying, but are non-violent and considered legal.

BEHAVIOURAL CHANGE is the change in behavior of your political target(s).

COMMUNICATION is sending a message to, and receiving messages from different audiences.

LEGITIMACY is the popular acceptance of a governing regime or law as an authority – it refers to a system as well as something on which consensus and acceptance is built.

LOBBYING refer to all activities designed to influence, whereby dialogue with those you want to change is central. It is consensus-driven and both parties are willing to work towards a consensus.

POLICY is a set of factors directed or guided by the law or accepted practices (legitimate), often represented by the government, dominant power brokers or stakeholders. Such factors are not easy to change or influence. However, most policy influencing processes target such factors and actors to bring about change.

POLITICS is the formal forum of policy and law negotiations taking place in the political arena of a democracy like the government, the parliament, the senate, but also at the higher level of NGO’s and businesses.

POLICY INFLUENCING refers to the deliberate and systematic process of influencing the policies, practices and behavior of different targeted stakeholders that are most influential on the issue, involving beneficiaries and increasing their ownership and capacity on the issue. Activities can be singled out, or a mixed strategy can be applied, in which joined forces and concerted action increase the effectiveness of the policy influencing interventions.
POWER is the force, the position and the energy that people have and can use to bring about change. Power can be used in a positive and a negative way. You can distinguish power over, power to, power with and power within.

SERVICE ORIENTEDNESS is the attitude by which you deal with other people and in policy influencing the targeted political decision makers. It means that you have to respect people, that you keep your promises, that you provide high quality inputs and that your delivery is timely.

SOCIAL MEDIA are media for social interaction, using highly accessible and scalable communication techniques. Social media is the use of web-based and mobile technologies to turn communication into interactive dialogue like Facebook, Twitter, Blogs, Linked-In etc.

STAKEHOLDER refers to all actors in society from government, civil society or private sector who have an interest ‘at stake’ either in favour or against or neutral to your own position or opinion.

STRATEGIC PARTNERS is a term used in the Outcome Mapping theory for actors with whom you or your organisation collaborates, those of your allies or like-minded organisations.