Day Two

- **Advocacy – Meaning and Purpose**
- **Relationship between Advocacy and Good Governance**
- **Steps in Advocacy – Identification and Analysis of Issues**

Session 5
Advocacy – Meaning and Purpose

Time: 2 hours

Overall Objective of Session

To become familiar with the concept of advocacy strategies and tools

Specific Objectives of Session

- Review of the first day of training
- Explain the various definitions of advocacy
- Examine the relevance of advocacy in local contexts
- Identify the purpose and objectives of advocacy

Activities		Time (minutes)	
Activity 5.1	Day review	30	(30)
Activity 5.2	Creating a definition of advocacy	45	(75)
Activity 5.3	Purpose and objective of advocacy	15	(90)
Activity 5.4	Plenary discussion and conclusion	30	(120)

Advance Preparation

- **This is a core session of this training workshop and so must be handled very carefully. Two institutional definitions – those of the Advocacy Institute, and those of the National Centre for Advocacy Studies, Pune, India – have been included in this manual. However, facilitators should have an understanding that is based on extensive reading, practice, and experience of advocacy work.**
- **Specifically, facilitators must be able to relate the theoretical aspects to practical examples taken from the field.**
- **Prepare some publications – articles, books, bibliography, newsletters, and so on for display. You can refer to these materials for those who want to know more about the theoretical framework of advocacy. You should create a display corner in the training hall for this purpose.**
- **For those who have access to the Internet, it would be very helpful (if possible) to provide some websites for further personal research and study.**

Suggestions for Facilitators Session 5

Activity 5.1 Day Review

Time: 30 minutes

The previous day's review can be conducted using either a participant-centred method or a facilitator-centred method. To follow the participant-centred method of review, identify two or three participants at the beginning of the previous day's sessions and entrust them with preparing the review session. On the first day it might be convenient to select different volunteers (from among the participants) for the daily review sessions for the entire workshop.

To follow the facilitator-centred method, one of the facilitators starts the session using this or another suitable process as below.

- Ask participants whether all their basic requirements have been handled (e.g., any food problems, issues with facilities, etc.) to ensure that their stay in the training venue was comfortable. If someone raises an issue related to logistics, try to solve it or refer it to a responsible person immediately. If it is a serious matter, request whoever raised it to meet you during a break so that it can be explored further.
- Start the review with an open-ended question, "What happened yesterday?" After hearing from some people, tell them that you are going to review the day from your perspective very shortly. Then, share your thoughts on the following areas, based on the previous day's discussion. Please remember that this entire review must not take more than 15 minutes.
  - Content: Offer a short listing of the topics covered during the previous day, and your impression as to whether the subject matter was clear to all/most of the participants. Make sure you refer to all the sessions.
  - Level of participation: Share your perception on the matter of participation. If for example you felt some people dominated too much, or that some withdrew or kept quiet too much, you could mention it and ask the group whether they could suggest any way of dealing with issues like these.
  - Keeping time: Share your impression on whether the sessions had enough time to cover the topics assigned, whether participants came on time for the sessions etc. If there is a need to make any changes, discuss and finalise.
  - Other interesting incidents: If there were any other issues or incidents that were interesting these could be recalled and shared.
  - Ask participants about their own impressions of the previous day. Listen to them carefully. If some suggestions emerge, note those points in order to take corrective measures. You can extend this discussion up to the time limit.

Activity 5.2 Creating a Definition of Advocacy

Time: 45 minutes

This session could be introduced in many ways. One way is explained below through the use of group work.

- Individual and group work for clarifying the meaning of advocacy.
  - First ask each participant to individually write some key words that come into their minds when they respond to the question, **'what is advocacy?'**
  - Then ask the participants to get into pairs, and to negotiate a common list of key words or phrases with regard to the meaning of advocacy.
  - Next let the pairs become sets of **four** and ask these new groups to prepare a full definition of advocacy, collecting all the key words that they have highlighted.
  - Now ask each group to present their definitions by using a display of some type. Next, as the facilitator, and using the groups' comments, underline all key words used in all definitions.
  - Now divide the participants into four small groups, give them the list of key words noted from all the presentations, and ask each group to prepare a complete definition of advocacy.
  - These basic steps could be lessened depending on the particular situation of the group. The basic principle is to progress from individual understanding to a group understanding.
- Ask all groups to make a short presentation of their own definition. Finally, you will have four definitions of advocacy using the same key words.
- Now in plenary, present several definitions of advocacy as contained in RM 5.1 and relate these definitions to the definitions and key words that have come from the participants. Point out wherever possible how the key words identified in their own group work are connected in some way to the definitions of advocacy that are being presented from other sources.

Activity 5.3 Purpose and Objective of Advocacy

Time: 15 minutes

- Present the purpose and objective of advocacy as in RM 5.2.
- If there is time, initiate a discussion by asking participants why advocacy is necessary in the working context of the Hindu Kush-Himalayan region. However, you have to manage the time. If it is taking too long, close by pointing out that there is time for discussion at the end of the session.

Activity 5.4 Plenary Discussion and Conclusion

Time: 15 minutes

- After the above presentation, open the forum for a plenary discussion. You can request participants to share their ideas and impressions from different presentations, and to make connections with their own contextual realities that are relevant to this session. Many participants may raise questions for clarification. You may not have enough time to respond to all of them. Depending upon the time available, you can stop the discussion and distribute the handout 'Conceptual Understanding of Advocacy' (RM 5.1) and tell them to read it carefully for more clarity.

Note:

Remember that you cannot expect all participants to understand fully after this session, participants may raise several questions. Tell them clearly that the following sessions may bring clarity when the contents of the sessions are narrowed down to specific cases and examples of advocacy.

Group work at the beginning of this session is very important because it creates ownership of the definitions.

Resource Materials for Session 5

RM 5.1 Advocacy: A Conceptual Understanding

The dictionary meaning of advocacy is:

"Giving of public support to an idea, a course of action, or a belief."

Oxford Advanced Learner's Dictionary

However, within the context of development work, we have to include many more elements. This is how three different institutions have defined advocacy:

"Advocacy is the pursuit of influencing outcomes – including policy and resource allocation decisions within political, economic, and social systems and institutions – that directly affect people's lives."

Advocacy Institute (AI) working definition

"Public advocacy is a planned and organised set of actions to effectively influence public policies and to have them implemented in a way that would empower the marginalised. In a liberal democratic culture, it uses the instruments of democracy and adopts non-violent and constitutional means."

National Centre for Advocacy Studies (NCAS), Pune, India

"Advocacy is the deliberate process of influencing those who make policy decisions."

CARE International

Advocacy is thus perceived as an effective tool to achieve good governance at all levels (see reflections on 'good governance' in Session 6). The concept of power decentralisation has identified certain helpful conditions that can be applied as verifiable indicators to assess the status of good governance in a society. These conditions explain the parameters within which public and private institutions should carry out their functions. For example, one such parameter is that there should be a system in place so that ordinary people, as citizens of a country, have the opportunity and right to review whether or not institutions and individuals are following these parameters. To respect this right is a major emphasis of a rights-based approach to development. If people determine that the public and private institutions are not functioning in line with the ideal parameters that they are supposed to follow, they should be able to raise their voice and be heard effectively. In other words, they can begin an advocacy initiative. Therefore good governance, the rights-based approach, and advocacy initiatives are related to each other.

We can also gain additional insights from the definitions of advocacy given by the various institutions above.

Considering the diversity of advocacy experiences and perspectives in different contexts, the Advocacy Institute recognises that there is no single approach to advocacy. The methodology that promoters use in their own context must be respected and shared among advocacy practitioners.

NCAS has identified a clear linkage between advocacy and the political system within a democratic process. NCAS argues that an advocacy initiative must be in the centre of bridging, resisting, engaging, and strategising. Finally, the initiative must be able to create a force that will promote poor-friendly policies using the spaces within the system. Therefore, most importantly, according to NCAS, advocacy must empower the marginalised, and not just gift them their rights or the fulfilment of their needs.

Summary of all definitions

By analysing these definitions, the elements of advocacy can be drawn out in the following ways. Advocacy is

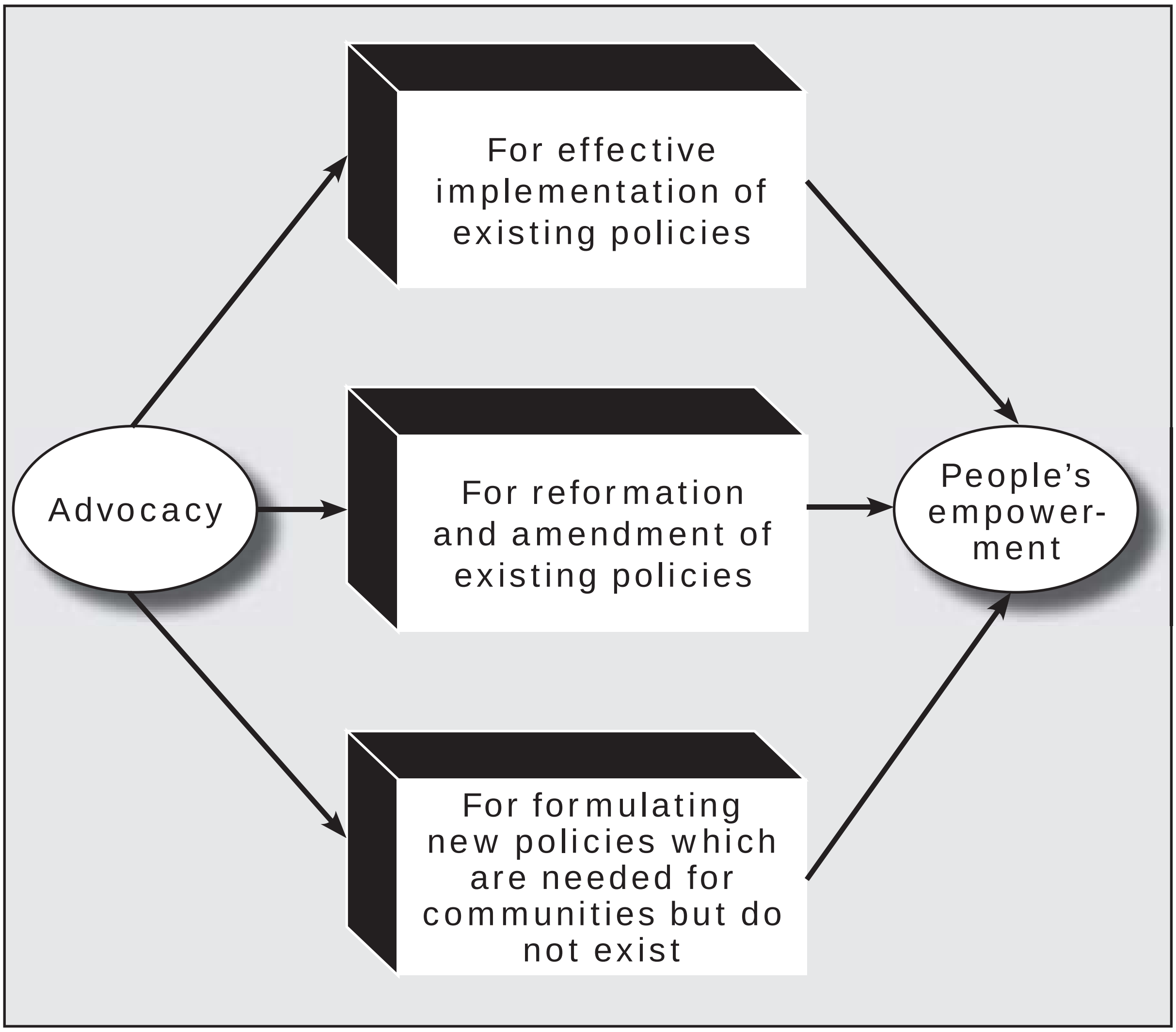
- a planned, organised and logical action based on contextual reality;
- a process seeking to highlight critical issues that have been ignored by some individuals or institutions within a given context;
- action with a determined vision of 'what should be' based on human rights and a constitutional framework;
- a process of raising and amplifying the voices of the poor and marginalised in order to attain a just, and therefore more civilised society;
- a process of forwarding logical arguments that aim to influence the attitude of public office holders who are responsible to enact and implement laws and public policies, so that today's goal of a creating a more just society can be translated into a future reality;
- a political process, although it remains above party politics and a political polarisation based on ideology;
- a collective effort to make the government accountable and transparent; and
- a strategy to address the policy causes of poverty and discrimination – it therefore should aim to influence the decisions of policy makers through clear and compelling messages.

RM 5.2 Purpose and Objectives of Advocacy

Poverty alleviation is at present the prime agenda of most development agencies. Although this has been a major agenda for many decades and despite massive investments, poverty continues to increase in many areas. Needs-based approaches to development work have brought about some positive changes, but lasting change remains a challenge. Development practitioners are now realising that innovative solutions are necessary to meet these challenges. Influencing policy decisions in favour of the poor is perceived to be an important element to achieving lasting change.

How did we arrive at this view? Development workers gradually realised that from a holistic or macro point of view, there are various actors in private **(market and civil society)** and public life **(the state)** who are relatively powerful and who, through their policies and actions, deliberately or unknowingly contribute to the tremendous insecurity (in food, livelihood, health, etc.) and violations of human rights of marginalised people and communities. Therefore it was concluded that a significant impact could be achieved through changing the policies and practices of these powerful stakeholders. The ultimate goal of an advocacy initiative is to overcome the insecurity of significant numbers of people. While such an initiative targets policy makers and implementers at levels above the household, it must be rooted in the people – i.e., in the real-life experiences of marginalised communities and the field experiences of the advocates, even as such initiatives must adhere to the core values of a just and equitable society. Therefore, advocacy initiatives are meant to meet the following objectives:

- facilitating social justice – gaining access to, and a voice for, deprived groups in the decision making of relevant institutions
- changing the power relations between these institutions and the people affected by their decisions – thereby changing the institutions themselves
- bringing a clear improvement to people's lives



In this context, advocacy initiatives generally promote the public good and attempt to bring about social justice in deprived communities. They focus on furthering the well-being of underprivileged members of the community. Advocacy seeks to use all available media, forums, and methods to bring forward issues of public concern in order to relocate public policy towards improving the lot of those who have a weaker voice and less power in the existing socio-political systems. Therefore, advocacy initiatives should be started with the following points in mind.

- The causes of poverty and discrimination stem from decisions made at the household level and at many other levels. It is not just the 'laziness' of the poor, or their 'overpopulating tendencies', or the 'corruption of minor officials', or other such stock explanations that are used to absolve those in power from accepting responsibility. The very policies and practices of those in power must be identified as the cause of such poverty and discrimination. In other words it must be clearly acknowledged that it is not in spite of the 'goodwill' of those in power, but rather because of the unjust acts of those in power that appalling poverty and discrimination exist in our world today.

- Not only the current government but also various actors in the public and private arenas contribute to human insecurity and violations of human rights.
- Only a wide range of programme strategies targeted at multiple causes, including policy causes, will lead to the desired impact.
- It should also be assumed that policies can always be changed to make them more pro-marginalised; rather than accepting established policies (however long they have been enshrined) as unchangeable givens. Thus advocacy clearly attempts to change policies.

Based on the above we can identify three focus areas for advocacy strategies (the '3 Ps'):

policies: creating policies and reforming policies based on needs,
practice: ensuring that policies are implemented properly with true spirit
people: empowering people to make them able to claim their rights

The assumption is that by addressing the policy causes of poverty and discrimination, and by influencing the decisions and practices of policy makers (both public and private) as well as implementers or bureaucrats – especially if this influence is directly exerted by the people – we can work towards an end result that will increase the fulfilment of people's rights, increase the security of the marginalised, and in the long run, sustainable impact on large populations.

RM 5.3 What is NOT Advocacy?

When the concept of good governance became an influential notion in the development arena, advocacy became a means of promoting good governance at all levels. However, the concept of good governance is very vague, and finding a definite application can be difficult (see section on 'good governance'). As a result, advocacy has also become a concept with a wide range of meanings. Therefore, it is important to point out what is **not** advocacy. The following might help us reach such clarity.

- **Extension work:** Not all extension work targeting different themes is advocacy. The main objectives of extension work are to provide people with information related to different aspects of their livelihoods. Extension is planned mainly to influence individual decisions, but not the decisions of policy makers that affect many people at once.
- **Information, education, and communication (IEC):** IEC is carried out to change the specific practices of people at the individual level. For example, within the health sector, it can be used to promote toilets or the use of condoms, and so on. However, advocacy is larger than this kind of campaign. For example, an advocacy initiative could campaign to allocate more money to the health sector.
- **Informing the government about a certain institution:** Simple exchanges of information among different institutions without a definite objective cannot really be considered advocacy unless this is part of a larger, planned, and deliberate effort to influence the government or a department. Therefore, if analysed information is given to a certain government agency with the objective of influencing specific policy decisions, this could be a part of an advocacy initiative. However, cordial relation-building with decision

makers is also a foundation for advocacy – and such information sharing could be an effective step towards advocacy.

- **Raising public awareness about some programmes:** Information dissemination to raise public awareness about certain institutions and their programmes is often carried out through different media. At present, websites are commonly used for this purpose. This kind of information flow does not necessarily help promote an opinion on a certain issue. Advocacy initiatives also intend to use the media to influence policy makers. The difference is that the information flow for the purpose of advocacy focuses on a certain issue and helps promote a definite opinion on the issue.
- **Fundraising:** The primary purpose of advocacy is not fundraising for a specific agency or purpose. Sometimes, advocacy is necessary to influence decisions that are related to fund allocation. This kind of advocacy may lead to certain agencies receiving more funds than before. However, this is merely an unintended consequence of an advocacy initiative.
- **Functioning as a watchdog:** The 'watchdog' role is played to safeguard the interests of certain groups in order to prevent actions that have negative consequences for the group. However, advocacy is carried out after something wrong has occurred. The watchdog role is primarily a **preventive** measure while an advocacy initiative is generally a **curative** measure.

RM 5.4 Advocacy and the Rights-based Approach

A rights-based approach to development encourages us to pay more attention to the root causes of poverty and the basic dignity of every human being, rather than only to the symptoms of poverty as material needs. Many people in the world are poor or marginalised in numerous ways, and various development agencies exist with different mandates and agendas. All these agencies offer their services in one way or another to minimise the suffering that poverty creates. However, the root causes of such suffering are often not uprooted, and as a result, many of us have in effect reached a resigned acceptance of poverty and marginalisation as an unchangeable reality of life. A rights-based approach refuses to be so resigned, and tries to work towards eliminating the root causes while not denying the importance of providing welfare programmes for immediate relief. The basic thrusts of rights-based approaches are

- to understand that human beings have inherent rights articulated in international standards of human rights and translated in various ways to country-level laws;
- to develop a programme for those individuals or groups that are disadvantaged – but focusing primarily on the discrimination and exploitation they suffer, rather than simply on the material deprivation they face;
- to focus on those issues that would previously have been considered to be beyond access because they are/were closely linked to power and politics;
- to empower rights-holders to realise and claim their rights and to encourage duty-bearers to be part of the solution;
- to encourage development agencies (both private and state) to be transparent and accountable to the people they work with, rather than allowing them to escape such transparency and accountability on the grounds of being 'benefactors';
- to refocus development interventions at a variety of levels, and not only at the micro level (i.e., individuals, households, small communities); and
- to hold accountable those policy-makers/implementers who are not fulfilling their responsibilities to others, particularly to the marginalised/poor.

RM 5.5 Tools for Advocacy

Historically, public advocacy initiatives use a number of tools to mobilise public support and influence policy makers. Public support is both a means and an end in advocacy work. It is a 'means' in that it increases the bargaining power of those wanting to bring about change, and it is an 'end' in that it allows people to become aware and take responsibility for claiming their own rights.

Common tools for advocacy initiatives include the mass media, the judiciary, lobbying, networking, raising questions in parliament, access to information, coalitions with like-minded groups, door-to-door awareness campaigns, mass mobilisation for demonstrations, and civil disobedience. All these tools involve specific processes, conditions of use, and strategy. Advocacy initiators must be familiar with all of these requirements[5].

Advocacy is a struggle for social justice that is not easily attainable. Society contains a diverse range of vested interests. When an advocacy initiative raises its voice against certain vested interests, it has to face possible attack from these interest groups through different channels. Therefore, advocacy initiatives demand the use of a number of conventional as well as innovative tools and skills. The assumption of this manual is that all of these conventional tools are commonly available in the literature already published. In addition to these conventional tools, some pioneering tools tested in various South Asian countries are described below.

Budget analysis

The most well-known use of budget analysis in recent years began in Gujarat, India in 1985. Subsequently, the concept has become popular all over India. At present, people in many other Indian states are interested in analysing the government's budget so that those concerned can raise their voices to influence the budgetary mechanism towards benefiting the poor in the same way that groups from the market sector attempt to influence the budget.

Advocacy updates

Advocacy cannot be a single activity. It can be said to move as a spiral, shifting from one issue to another, and then coming back to an earlier issue but at a different level. For example, the bonded labour issue in Nepal has now shifted to the issue of settling the recently freed bonded labourers. Since many advocacy groups are not fully informed about what others are doing or have accomplished in nearby regions/countries, updates are needed about what is taking place on which issue and where. Such updates enrich professional skills and provide encouragement. The main purpose of the update is mutual sharing and learning. In South Asia, NCAS publishes updates covering various events about advocacy initiatives taking place all over India. Other countries and groups could consider publishing similar updates.

Media survey

The media, traditionally known as the 'fourth estate', or the 'fourth arm of the government' for its importance in influencing policy, clearly plays a vital role in advocacy efforts. Advocates

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[5] Pandit, V. (2001) *Fearless Mind: Rights-Based Approach to Organisation and Advocacy.* Pune (India): National Centre for Advocacy Studies

must be selective in their use of the media, as it can be a time-consuming and specialised area of work. Therefore, an individual or group that is seriously involved in an advocacy effort needs to monitor the media regularly to make sure that their issue is moving toward the desired direction, and to know when and where to intervene or to try and influence the media. For this purpose, advocates can group issues under different themes and conduct ongoing media surveys. For example, an institution advocating on health issues can conduct a regular survey of six leading newspapers on the subject. The advocates will then know how many newspapers are highlighting health issues and how much priority each is giving. The data from this survey can be analysed and shared with wider audiences. NCAS conducts this kind of survey regularly and periodically publishes the results.

Social force analysis

For every issue, the social forces impinging on its outcome can be grouped into three categories: supporting, opposing, and neutral groups. The supporting and opposing forces generally remain loyal to their own advocates, but the majority remain neutral – and hence have the potential to influence the process one way or the other. Ideally, every advocate should be trying to convert the neutral force into a supporting one in order to have an issue settled. However, this is a time-consuming process, and the neutral force may also join the opposition. This depends upon the issue and the activities taken up as advocacy initiatives. Therefore, it is sensible to monitor the movement of this neutral social force – and know whether it is tilting towards the supporting or the opposing side. This can be done by seminars, public hearings, and informal discussions.

Capacity building

Capacity building programmes are not automatically advocacy tools. However, all capacity building programmes in relation to promoting good governance serve as tools for advocacy because bad governance does not always take place knowingly. At the local level, many parameters of good governance are overlooked because of the lack of capacity of the individuals working at this level. If someone builds the capacity of these people, it can be assumed that some among them, at least, will start following the norms set for good governance. Moreover, the term advocacy need not be used all the time. If the audience does not feel comfortable with the term, it doesn't matter.

RM 5.6 Role-play Scenario

Prepare four people for this role-play. Three should act as villagers and one should act as a development worker. The development worker starts a discussion about various development activities in the village. They can talk about safe drinking water, health, and sanitation in the village, and so on. Villagers should ask various questions for clarity. The conversation should last around three minutes.

Processes

- Villagers are sitting in the centre of the training hall for a meeting. They have some pens and writing pads to learn from the development worker.
- The development worker comes a bit late and greets them together. The development worker sits together with the villagers and starts the agenda of the day.
- The conversation among them goes on for some time. In between villagers also ask

questions. The person playing the role of facilitator in this role-play tries to answer the questions. The villagers and facilitators formally decide on a course of action. Could this be an advocacy effort – why/why not?

Finally, discussion after the role-play can be concluded focusing on these and other points. At the present stage of development, many professionals try to embrace everything as advocacy, but this is not helpful. The main issue is the strongly-felt need to evolve a culture of human rights within civil society rather than relying exclusively on political and judicial proclamations. A meaningful dissemination of human rights ideas at all levels of education and through ongoing training programmes for public officials could be related with advocacy.

Session 6
Relationship between Advocacy and Good Governance

Time: 2 hours

Overall Objective of Session

To identify the barriers to good governance, and to reflect on the use of advocacy as a tool for removing such barriers

Specific Objectives of Session

- Identify features of good governance
- Analyse barriers to good governance at the local level
- Reflect on the need to carry out advocacy to remove such barriers

Activities		Time (minutes)	
Activity 6.1	Concept of good governance	15	(15)
Activity 6.2	Barriers to good governance at the local level	30	(45)
Activity 6.3	Group work to identify ways of removing barriers	45	(90)
Activity 6.4	Features of good governance	30	(120)

Advance Preparation

- This is also a conceptual session focusing on good governance and the role of advocacy in fostering it. The facilitator of this session must have an in-depth knowledge of good governance, particularly with regard to its parameters and features. The points given in this manual are very brief, and will not be enough for facilitators. Therefore, please consult additional literature on good governance.
- It is also necessary to be familiar with the different interpretations of good governance and the significant differences among them. For example, the interpretation of (a) the World Bank, (b) developed countries, and (c) developing countries such as Nepal will all be different, and the implications drawn will vary significantly.
- We are often happy to talk in the abstract about good governance. However, the focus during this training must be on analysing practical- and micro-level undertaking, which are very important to promote good governance at local levels.
- Copies of the handout RM 6.1 could be prepared in advance for distribution before the start of small group work in this session to assist in the identification of barriers to good governance.

Suggestions for Facilitators Session 6

Activity 6.1 Concept of Good Governance

Time: 15 minutes

- This session could start with an interactive activity to introduce participants to the theme. One suggestion is to start with the 'chocolate game'.
  - Place a number of pieces of candy equal to half or less than half the number of participants in the centre of the training hall where they are visible to all participants. The candy must be of the type that cannot be broken easily (e.g. round, hard sweets).
  - Select two volunteers among the participants as their representatives.
  - Ask them to distribute these sweets to satisfy all the participants. Tell them they have only three minutes to do so.
  - Do not tell them how to distribute the candy. Simply observe how they distribute it.
  - At the end of three minutes call a halt to the activity.
- Open the activity up for discussion. You can relate their actions with the process of governing. Tips for your discussion could be (a) representatives are necessary, (b) resources are always limited, (c) people around us are not the same, etc. Spend not more than ten minutes for this game and the discussion. This exercise will introduce the topic of good governance to the participants.

Activity 6.2 Barriers to Good Governance

Time: 30 minutes

- Present the three slides found in RM 6.1 (meaning and parameters only). State that the meaning as such tells us what governance should be, but the problem is that many aspects are lacking. State that we must now find what the barriers are.
- Collect barriers to good governance from the participants by using the 'snowballing' method. The process is as follows:
  - ask all participants to write the five most important barriers to good governance on their own writing pad;
  - ask two neighbouring participants to turn their chairs together, share the points and make one list;
  - ask four participants to turn their chairs around, share the points and make one list of barriers;
  - after having one list for every four participants, ask each group to write their lists on the board;
  - finally, you will have a long list of barriers on the board;
  - the above exercise should not take more than five minutes for each of the above steps.

Activity 6.3 Group Work on Barriers

Time: 45 minutes

- Divide the participants into four small groups. Give each group a certain number of identified barriers (if there are twenty barriers listed on your board, give five to each small group).
- Ask them to discuss in a small group about how to develop local ways of removing these barriers. Remind them that the suggestions regarding the ways of removing the barriers should be specific and practical from the local perspective.
- All members of the facilitating team could/should support participants in this small group work. One risk of this exercise is that people inevitably suggest more 'global' ideas or activities rather than staying at the local level. Guide them in small groups. The time allocation for this group work should be around 30 minutes. At the same time, ask them to select a presenter from among the group members.
- Ask all participants to come back to the plenary session and have each group make a short five-minute presentation.

Activity 6.4 Features of Good Governance

Time: 30 minutes

- Present the remaining slides of RM 6.1. If all points are explained in detail, this presentation will take longer. Keep track of the time and adapt the length of each explanation accordingly.
- Give some time for questions. You can also refer to the handout for this session if participants would like more detailed knowledge about good governance and its features. You can distribute presentation set RM 6.1 itself as a handout after the session.
- You can also distribute the handout of the linkage framework (RM 6.2) at the end of this session. This handout summarises the whole session in a nutshell. However, if you want to focus more on the features of governance only, you can split this session into two parts and plan to present the linkage framework in the second half.

Give some time for questions and discussion. Throughout the discussion, you must try to relate the presented points to advocacy initiatives. Highlight the following points during the discussion and in your concluding remarks as below.

- Advocacy as such is not carried out in a vacuum. It is a part of an ongoing programme. It is also not an entirely new concept as similar activities have been carried out for a long time. However, only recently the terminology, as well as the articulation of various theories and elements of advocacy have become prominent.
- This is how advocacy is related to good governance. However, we have to be able to unlock the term 'good governance' and see the barriers from a practical point of view at the micro level.
- The short input offered in this session will not be sufficient for understanding good governance as a whole. However, the objective of this session is to raise awareness about it.

Special suggestion for local training programmes

For local training, this session needs to be reframed covering all aspects of good governance with relevance to the local context. The materials included in RM 6.1 and 6.2 will be of help in reframing. In some contexts, presenting photocopies of these handouts might be appropriate – depending on different levels and contexts.

Improving local governance is not only the responsibility of government institutions. Private sector institutions and NGOs/CBOs are also equally responsible. The internal governance of these organisations is even more important. Therefore, all of these realities have to be covered properly in local-level advocacy training. It is suggested that facilitators design the sessions accordingly.

Resource Materials for Session 6

RM 6.1 Good Governance

There must be 'governance' before talking of 'good governance'. Therefore, it will be helpful to analyse these two terms. The following is offered to help with this.

Meaning of 'Governance'

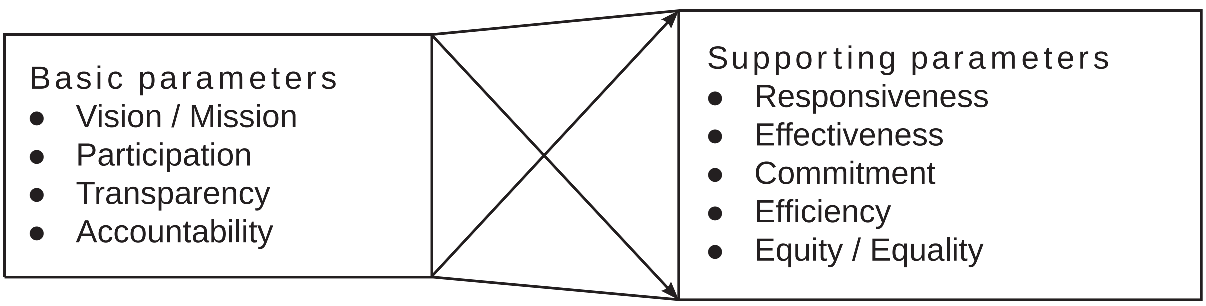
- An exercise of power – political, financial, judicial, and administrative – to manage the public affairs of a country at all levels
- A neutral concept, as all forms of government (democratic, autocratic etc.) govern a country
- Also refers to the complex process of government mechanisms that include all activities of the government.

Meaning of Good Governance

For those who accept the rights-based approach to development, good governance is a people-centred way of managing public affairs and resources for the benefit of the entire population, so that the rights of the marginalised remain central to the entire effort. For those who function from the needs-based approach to development, it is a way of managing public resources so that the needs of the poor are taken care of as much as possible. For those who are already powerful in society, it is an efficient way of managing a country, so that there is no upheaval, the poor are 'managed' and the rights of the powerful are not unduly challenged.

Parameters of Good Governance

The following parameters are included within the concept of good governance.



Vision / Mission

Meaning: Longer-term planning that takes into account (either to continue or correct) previous thinking, plans, understanding, and programmes.

Articulating this vision/mission will include the following:
- identifying priorities set by a previous group, person, or leadership
- assessing present priorities

- reviewing of past and present priorities
- maintaining continuity with necessary changes – i.e., learning and building on the past, and not starting again from scratch

Participation

Meaning: 'Taking part in public affairs'

The following questions determine the level of participation.

- Who is participating? – Men, women, dalits, the poor, the landless, tribal groups, indigenous people, and so on, or only those who already have power?
- What level of participation? – Is it real or only nominal? Is the participation only on paper, and not in reality? Who really has a say in the governance process? For example, in some countries, women are automatically included in official bodies, but in reality they don't have a voice.
- What is the purpose of participation? – A 'counting numbers' exercise? A participation of only listening? A participation of only being able to speak up? A participation of really being involved in the actual decision making? A participation in being able to monitor the decisions made and to impose sanctions? – and so on.
- Where do we want participation? – Only in other bodies of the state, or also in our own institution? In other institutions working with us? Or only in theory or rhetoric?

To promote participation, the first task could be to review the existing situation. Towards this end, in addition to the above-mentioned points, the following questions have to be kept in mind:

- What is the status of participation at present?
- Are there enough women?
- Are there any dalits and staff from other oppressed ethnic groups?
- Are we authorised to recruit new members?
- If not, what can we do?
- Can we raise this issue politely at the upper levels, through seminars, articles, reports, and so on?
- Can we, at least, analyse the existing situation and communicate the results?

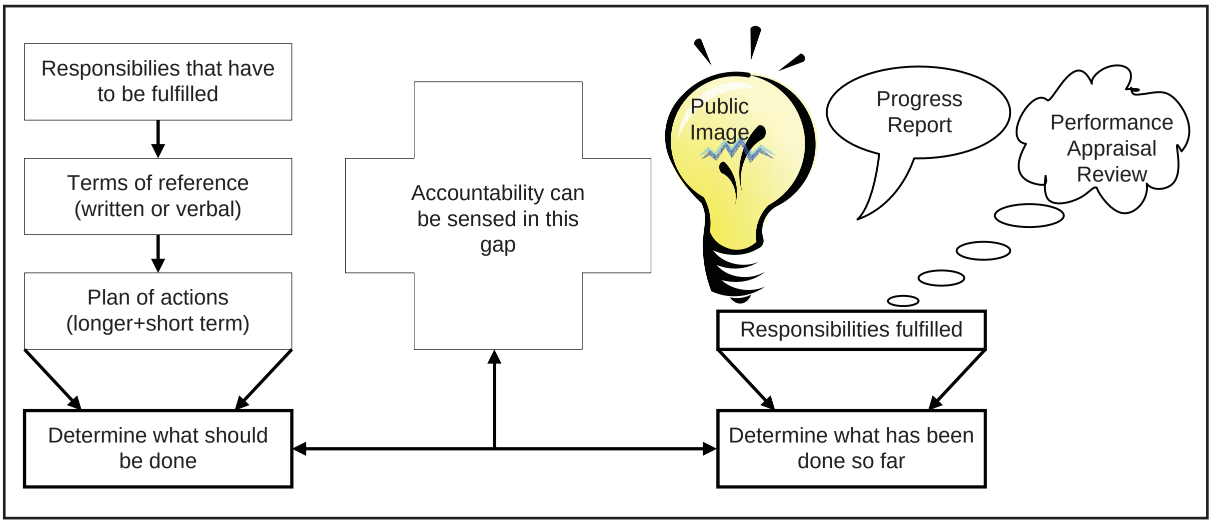
Accountability

Meaning: Accountability is the gap between what has to be done and what has been done so far.

The figure below shows the overall idea of accountability.

It is very difficult to identify the exact features of accountability. However, the following questions help to identify some of them.

- What comments do we hear from people? – Self-centred, senior-centred, country-centred, or people-centred, loyal to people, etc.
- What do people comment on after the departure of someone? – Extreme negative / negative / positive / very positive.
- What do we expect after our departure from some institutions?



Supporting Parameters of Good Governance

There are several sub-parameters to unlocking good governance. Based on the local contexts, many sub-parameters can be identified. Some are summarised briefly below.

Responsiveness: This sub-parameter is directly related to the individual's feeling of responsibility for public affairs. This overlaps with accountability. Some of the features of responsiveness are as follows.

- Level of being on time – official timing, given time for meetings, workshops, and similar
- Level of written response – letters, applications, feedback
- Status of telephone response – willingness to talk, call back, make courtesy calls
- Status of email response – receiving, acknowledgement of mail, response
- Level of listening – skills, willingness, giving importance to people
- Status of acceptability – arguments, disagreements, complaints
- Sincerity on given words – coming up with justifications
- Status of individual policy – open door or closed door?

Effectiveness: This is a comparative term. If there is no one to compare with, any style of working could be alright. But the present world is much more competitive. There are many approaches and styles available for comparison. People at any level are prompt to compare and make up their minds accordingly. Effectiveness is mainly a measure of how close to the goal we have reached – keeping in mind different variables like time, cost, quality, friendly atmosphere, and comfortable relationships. The following questions will give some clarity. For example, if an organisation has a negative response to most of these questions, that organisation is in serious trouble.

- Are we quickest of all in service delivery to the people?
- Can we provide services at the cheapest cost?
- Are our products the best quality?
- Can we give the friendliest environment to those people who come to us?
- Are people happy to build or maintain relations with us?

Commitment: Commitment and effectiveness are interrelated parameters. These can be categorised as institutional and individual commitments. An individual is responsible for running an institution. So the composite form of the individual commitment becomes the institutional commitment. The following tips give an idea for measuring commitment.

- Status of continuation of previous decisions, vision, strategies, and activities
- Degree of sincerity – sincerity with regard to saying and doing
- Seriousness about different issues – poverty, health care, and so on
- Logic of compromise – commitments to democracy, human rights, and similar
- Status of service delivery – what can we offer at the individual level to benefit people?
- Individual sacrifice – can we offer some of our benefits or luxuries for the benefit of many other people?
- Level of compromise – can we compromise with our family in order to remain simple, hard working, and considerate of poor people?
- Level of involvement in other habits – can we remain far away from social, religious, and national evils so that people can regard us as an individually responsible person?

Efficiency: This is a parameter related to individual knowledge and skills so we can be effective at work. The world is changing. We are receiving new, innovative, fast, and wonderful technologies. Are we familiar with all of these changes? The younger generation is already familiar with these innovations. Do we have enough learning attitude to be able to learn from anyone? How fast is our own institution at work? How bureaucratic are we? How much traditional bureaucracy do we have? What do people say to us about this? These are the questions which pinpoint our efficiency.

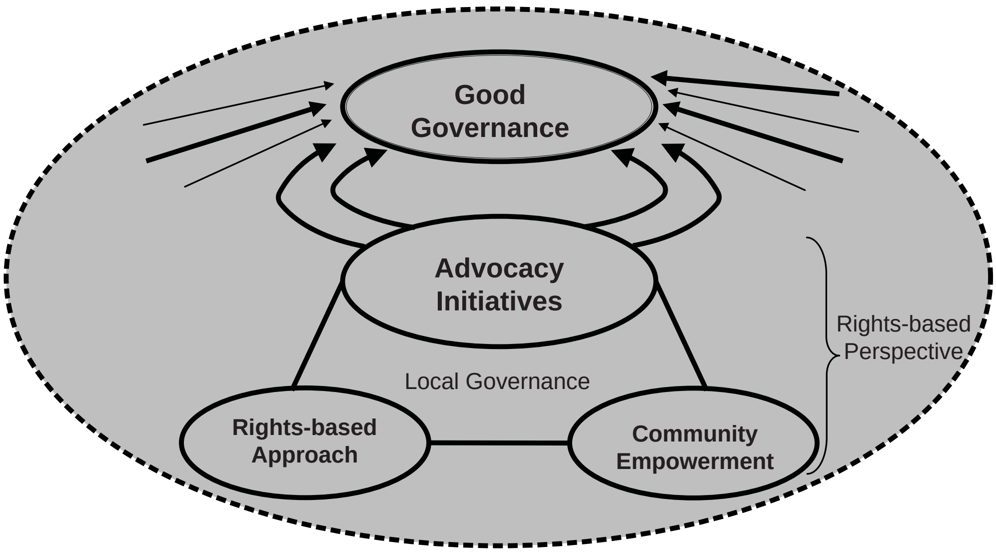
RM 6.2 Linkage Frameworks

Note

These are several ways of looking at good governance as a vision. Not all of these frames should be presented in the training session. Facilitators can also develop several ways of looking at good governance in a particular working context. The materials are presented here as a back-up for the session.

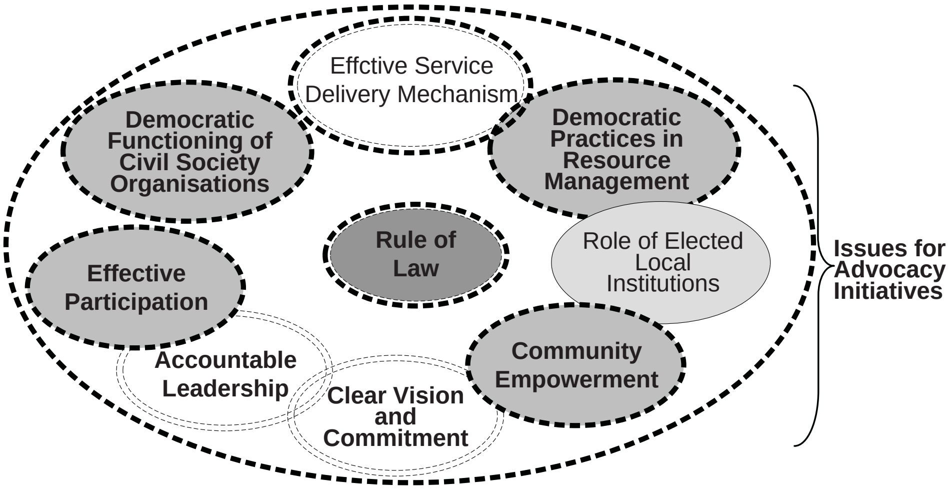
Linkage Framework 1

Attaining good governance at the local level is the ultimate aim of an advocacy initiative. However, improving the status of governance and making it 'good' is a long-distance vision. One organisation, however dedicated, cannot achieve this success at the macro level. There are many other actors in society that contribute to promoting good governance. This framework is intended to illustrate this reality.



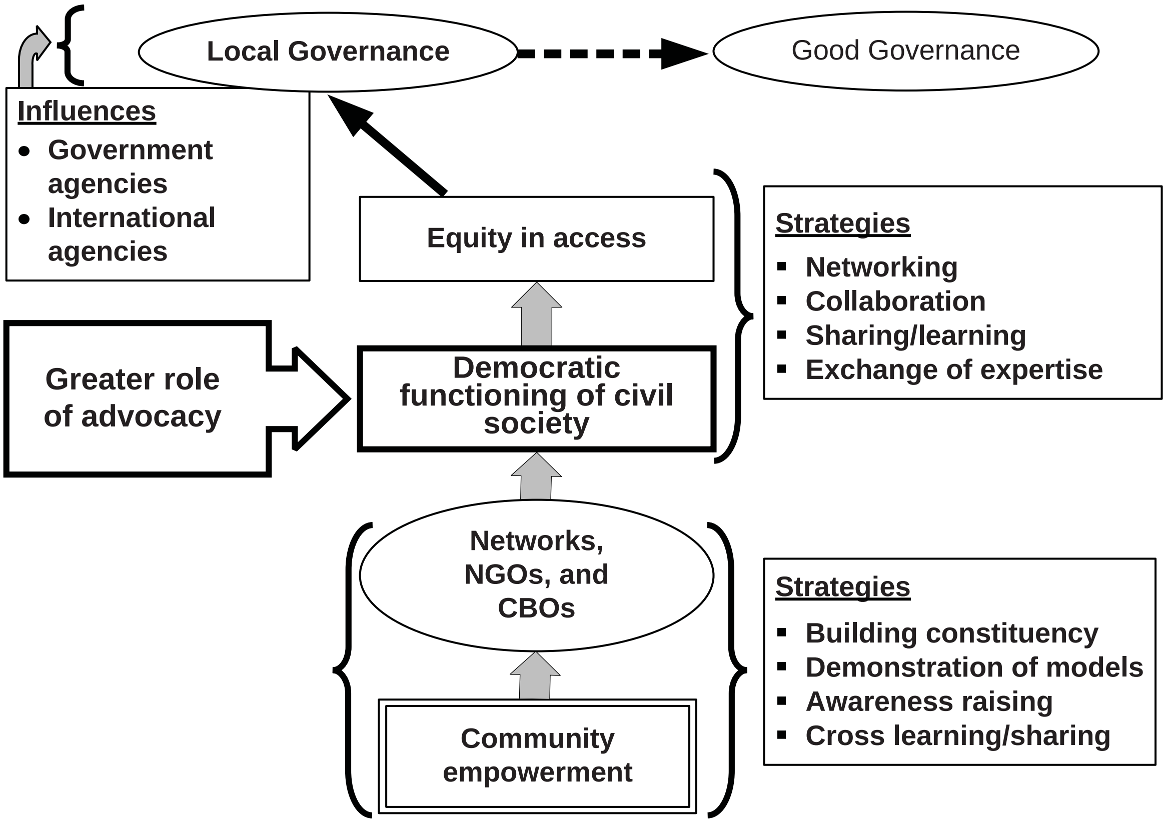
Linkage Framework 2

At the centre of all necessary elements shown here is the rule of law. The rights of the people cannot be ensured without a stable and consistent rule of law. This concept is reflected in the following framework.



Linkage Framework 3

This framework shows linkages of strategies and actors at various stages on the way to achieving good governance at the community level. To sum up, the vision of good governance is necessary but the road to it is not very straight. There are various stages and strategies on the way to good governance. The strategies presented in the above framework for the upper level are even more challenging.



Session 7
Identification and Analysis of Issue

Time: 2 hours

Overall Objective of Session

To become familiar with the conceptual and practical initial steps of the advocacy process

Specific Objectives of Session

- Recapitulate the foundations for advocacy initiatives
- Conceptualise ways of identifying issues
- Identify at least one issue in each sector in the project context

	Activities	Time (minutes)	
Activity 7.1	Logical steps in advocacy	15	(15)
Activity 7.2	Identification of issue for advocacy	75	(90)
Activity 7.3	Presentation of tips on identification and analysis of issue	30	(120)

Advance Preparation

- **In order to make this presentation come alive, the facilitator must be fully prepared with real-life examples to illustrate the different points included. All the examples you cite must be practical and from the same area that your participants are from.**
- **The bullet points included in this manual are enough for the presentation. However, these will not be enough for you as facilitator. Therefore, you have to read at least some literature about this theme. If you do not have other literature, the resource manual prepared for this training workshop will help you significantly.**
- **During the presentation, you should not impose your ideas on participants. Some participants may not agree with some of the bullets included in the presentations. In this case, just share your views but do not pressure them to accept your ideas.**

Suggestions for Facilitators Session 7

Activity 7.1 Logical Steps in Advocacy

Time: 15 minutes

To begin this session, the facilitator could say that until this point the discussion has been primarily geared towards creating an understanding about the background of advocacy. From this session onwards, the workshop focuses more precisely on the actual advocacy process.

- Present the logical steps of the advocacy framework (RM 7.1).
- Give time for simple questions, pointing out that detailed discussion can take place later in this and other sessions.

The steps in advocacy are presented here consecutively on one sheet for ease of understanding. In other literature, these steps are also presented is a 'circle' (for example, Coady International Institute, Canada). Facilitators and readers need not be confused, but should recognise the ongoing link (closing the circle). You can think about including your own graphics to present these contents more effectively. The contents are more important than the style of presentation.

Activity 7.2 Identification of Issue for Advocacy (Group Work)

Time: 1hr 15 minutes

Immediately after finishing this presentation, divide participants into four groups. Distribute the two case studies (RM 7.5 and 7.6) such that two groups start with one assigned case study, and the other two with the other case study.

- Ask the groups to answer the questions written at the end of the case study. Give one hour for small group discussion and to prepare a presentation of the fruits of their discussion. Remind them that they have to choose a presenter, and that the presentation should be in the 'problem tree' format. Encourage them to use display sheets and meta cards to make the problem tree. Details of the problem tree format are given in the Resource Manual. If you are not very clear about the 'problem tree' way of looking at problems and causes, please read the Resource Manual carefully before facilitating this session.
- After the group work, ask all small groups for a short presentation. Again, allow questions only for clarification.

Activity 7.3 Presentation of Tips

Time: 30 minutes

- Present briefly the other sub-steps of policy analysis (RM 7.2, 7.3, and 7.4). You can conclude this session with the presentations which carry the concluding remarks of the session (RM 7.3 and 7.4).
- Now open the forum for questions and discussion. You can highlight the following points.
  - This is a learning session. Therefore, the cases suggested are being used as learning tools. However, in the real-life situation of our working area, we have to spend a lot of time on identifying and analysing the real issue for advocacy. This process demands a huge amount of energy and resources. A number of discussions may be necessary.
  - Facts, figures, trends, and opinions play a vital role when analysing the issue. It is a kind of research work with all the rigour that this entails. We must be willing to change the mind set or hypothesis we started out with, as our perception about the case may be different when we grasp the issue on the ground.

What is crucial to remember in advocacy is that the primary goal of advocacy is people's empowerment – particularly those people who are affected by the issue. Therefore while following these steps, participatory processes must be followed – without that it would be advocacy 'for the people' but not 'by the people'. A non-participatory approach towards planning overlooks the empowerment aspect of advocacy. And the ultimate goal of policy change will not be possible until and unless the affected people themselves become active during the process.

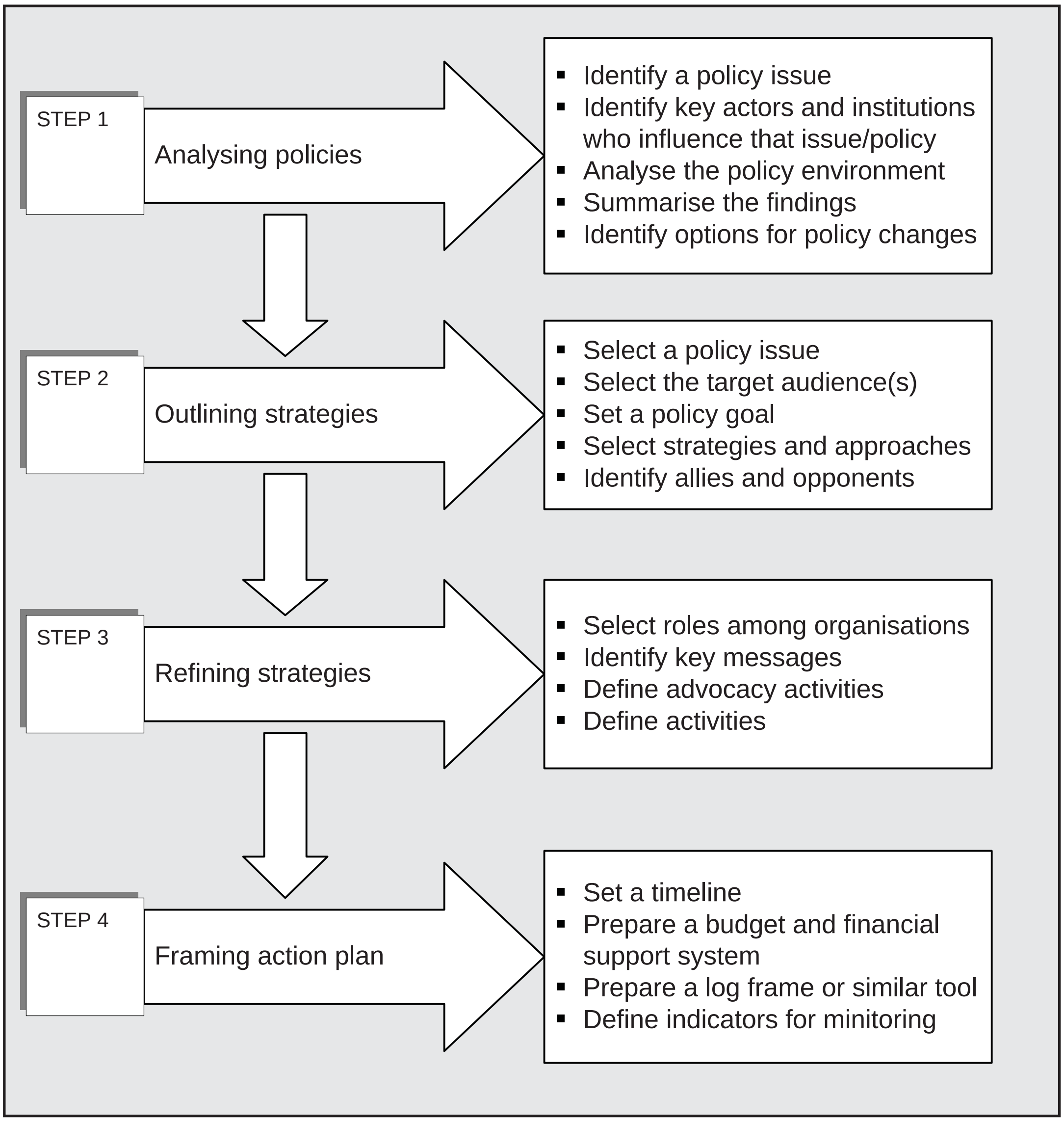
Note

Not all the causes of problems can be issues for advocacy. Causes and issues are not the same. Do not be confused about these terminologies. Only policy-related causes can be taken as issues for advocacy. The Resource Manual discusses this in more detail.

Resource Materials for Session 7

RM 7.1 Advocacy Initiative Planning Framework

In many ways, planning an advocacy strategy is not very different from normal project planning. However, advocacy planning has to start from issue identification, and go all the way to articulating the intended policy change, and developing strategies for on the kinds of tools to be used. Normal programming does not pay much attention to policy issues during the planning stage. The following steps give a summary of the logical steps that are necessary and helpful within the context of an advocacy planning framework.



The above steps may seem to be detailed and long-winded. Advocates may be afraid to even begin if they are 'frightened' by all the steps that need to be followed to plan an advocacy initiative. However, many of these points would have already been completed (consciously or unconsciously) in an organisation that has expressed interest in doing issue-based advocacy. It is also not necessary to follow all sub-steps one after the other, since sometimes they can be done simultaneously by different people.

RM 7.2 General Understanding of Policy Analysis

Meaning of policy: Policy is a systematic plan, course of action, or set of regulations adopted by government, businesses, or other institutions designed to influence and determine decisions or procedures.

Meaning of policy analysis: Policy analysis is a process of (a) identifying policy causes of poverty and discrimination; (b) identifying key actors and institutions that make decisions about the selected/identified policies; and (c) analysing the policy environment to locate where one can begin to influence and where one can hope to gain success.

The need for policy analysis: The following are the basic reasons for analysing policies before initiating advocacy initiatives.

- Addressing problems requires an in-depth knowledge of their underlying causes, as solutions can only be found if problems are well understood.
- In carrying out this holistic or in-depth analysis, the policy dimensions of poverty must not be forgotten.
- Recognising that the actions of policy makers and implementers affect people's well-being leads to the analysis of policy causes of poverty and discrimination.

RM 7.3 Identification of Policy Issues

In general, three types of policy issues need to be looked at: (a) absence of a policy, (b) inadequate policy, and (c) improper enforcement of a policy. The following example will help with conceptual clarity.

For example, let us take the problem of girls' education in Nepal. Look at the following example in the table below.

Problem: Girls in Nepal are not getting equal opportunities in education			
Basic questions	**Existing status**	**Policy issue**	**Focus on advocacy strategy**
Does existing policy promote girls' education?	No	Absence of education policy for equal education opportunity	Establishing a new policy for girls' education
Do existing policies hinder the education of girls?	Yes	Other adverse policies that hinder girls' education	Changing policies which are hindering equal opportunity of education for boys and girls
Are policies that promote the education of girls properly implemented?	No	Weak organisational set-up and lack of commitment for policy enforcement	Enforcing policies that support equal education opportunities

RM 7.4 Key Actors and Policy Environment

Identification of key actors

Identifying policy makers and analysing their interests is an important prerequisite to developing an advocacy strategy. The following questions help us to identify them properly.

- Who makes direct decisions about the policy issues that we have identified?
- Who can influence the decisions of these policy makers?
- Are policy makers and influential actors interested in the issue?
- What resources do they have?
- What is the position they have in relation to the policy issue?

Analysis of policy environment

Analysis of a policy issue is a complex task. Many elements for this analysis depend on the context. Advocacy groups should be able to assess this environment too. The following questions can help with this analysis.

- Can people participate in policy decisions about the identified issue? What channels exist for them to participate?
- Where are key decisions made and who controls such decisions?
- Is the identified policy issue widely discussed? Is it a topic of interest for the general public? Are leading newspapers highlighting the issue frequently?
- Is the identified policy issue a priority for the government? Does the government plan to make any changes in existing regulations? What related policies were approved or rejected during the last few years?
- What changes may occur in the political arena? Are elections coming up? How could they affect the issues identified?

All the answers to these questions can be summarised in a 'problem tree' format showing causes and effects. Such a summary would visually describe the results of such an analysis of the policy environment. This analysis prepares the ground for the identification of options for policy change. Look at the following examples.

Identification of options for policy change

Policy issues		Options for policy change
No education policies regulate schools to provide equal opportunity for girls in education	→	Propose education policies to regulate all schools so that girls can get an equal opportunity
Government agencies spend much of their resources on infrastructure but education of girls is given a low priority	→	Promote the government programmes already available for provision of girls' education in rural communities

Factors for consideration

At the end, the following factors have to be considered before finishing the policy analysis. Pay enough attention to the questions below.

- Which of the policy issues is likely to have the largest and most lasting impact on the problem?
- What will happen if nothing is done regarding these issues?
- Which policy solutions are readily achievable and which are likely to be expensive/time consuming?
- Which policy solutions are likely to receive significant support or face significant opposition?
- Are some solutions riskier than others? Can such risks be mitigated?
- Who should take the lead in bringing the policy solution to the attention of policy makers?
- At present, which policy solutions are your organisation or your partners in the best position to achieve?

Some other considerations

A serious consideration is the fact that most NGOs are working as intermediary organisations within a particular country's legal framework. If you are an international organisation, you require recognition or an official mandate from the national government to work in certain areas or states. The mandate is provided based on certain laws or a memorandum of understanding that is legally binding. If you are a domestic organisation, you have to follow certain legally established rules and regulations. Going beyond this framework means losing your legal status. At the same time, working for rights-based issues involves the creation of a bond of trust with those who are suffering, and inevitably puts the communities you are working in at risk (physically, economically, and otherwise). Such communities could consider themselves betrayed if you led them to a particular point and then left them to fend for themselves because of certain organisational compulsions. This is a serious dilemma that must be faced in advocacy

Therefore, all of us who wish to get involved in rights-based advocacy issues must be very careful at this stage. With these considerations in mind, the following factors that will determine whether you will advocate or not should be carefully thought through before starting any advocacy initiative.

- Could advocacy cause us, our partners, or the communities with whom we work to face major risks (for example, violence and risks to us or to the communities we wish to empower, loss of credibility in the community because we cannot stand with them, being asked by the state to leave the area)? For example, if the government threatens not to renew your organisation's agreement/MoU, or that it will de-recognise the NGO for whom you are working, what will you do – as an individual and as an organisation?
- Is the timing right to become involved in a policy debate? Is the country facing other larger problems that your involvement in advocacy could make worse?
- Could our involvement make the problem worse? Several cases exist where the involvement of certain organisations in advocacy made the problem even worse for those who face the brunt of the reaction on the ground.
- Are there other solutions to the problem that involve different programming strategies that are less expensive or more practical or strategic than advocacy? Not everything is advocacy and advocacy alone is not the solution to all problems.
- Does the problem require immediate action that an advocacy strategy would take too long to address?

There is a huge debate among development workers between whether we should function as 'professional advocates' or as 'activist advocates'. The general understanding of professional advocates in western countries is that they work for whoever hires them, and although such an advocate may choose to get personally involved in a particular issue beyond the call of duty, there is often little question of 'becoming one' with the marginalised group. On the other hand, advocacy workers in economically developing countries clearly seem to believe that they must truly work in solidarity with the people they seek to empower. That means being committed beyond the link of any payment they may or may not be getting for their work. This difference can also be seen in the two meanings of advocacy – one being to 'speak for another' and the other being to 'add voice', or amplify the voice of those who are marginalised and whose rights have been suppressed.

What then does it mean to work professionally in advocacy in an economically developing country? If we are initiating a purely activist type of advocacy, we need not consider all the factors listed earlier. We can move ahead with the people with whom we work. But what is our role when we are employed by an NGO or INGO and then become involved in advocacy work? These are questions we must explore for ourselves, so that we do not pretend to be what we are not, and so the people with whom we work know where we stand.

RM 7.5 Livelihoods in the Churia Hills of Nepal: A Case Study

Small hills with bushes and very fragile rocky areas today form the Churia range in Nepal. This range is located between the northern middle hills and the southern plains. It is not a very wide area but an elongated range, which stretches from the east to the west of Nepal. Before 1950, this area was isolated from both the northern hills and the southern plains. Thus it remained shrubland between two highly populated areas. People living on both sides used to collect firewood, grass, and other forest products from this area. It was also a very good area for cattle grazing for both sides. However, people did not generally settle in this area because it is dry and very hot in summer.

However, after 1960, a population explosion led many poor people, particularly from the northern hills, to begin settling in the Churia hills. In the beginning, only a few households settled in selected and relatively productive areas. As the governmental presence was very minimal, people simply cleared the forest and started to cultivate. Slowly, settlements of this type kept on increasing. By 1998, around 10% of the entire population of Nepal (around 1 million people) had settled in this range. As a result, the thick vegetation (thick forest and bushes) that covered the range was rapidly destroyed. Such deforestation in a fragile range has resulted in the nearest plain lands to the south being heavily flooded during the monsoon. The government bodies responsible for law enforcement in the Churia hills reside either in the southern plains or in the middle hills, so the area is neglected from both sides. However, many international agencies such as GTZ, CARE Nepal, and Helvetas supported the government in introducing watershed conservation, forest protection, and livelihood improvement of the people living in this range. Some of these agencies are still offering such support. The concept of the community forest, which is very successful in the middle hills, was also introduced a few years ago. However, the expected results could not be achieved.

Analysis of the situation revealed that one reason for the failure was that approximately 80% of the land that the current inhabitants have been cultivating for more than 20 years has not been registered in their names as private land. According to the existing land-related laws, those who have no registered private land are illegal settlers. All non-registered land is considered forestland under the control of the Department of Forests, and the existing law permits the Forest Department to evict the settlers in order to carry out its own plantation work in all such non-registered land. On the other hand, the people are not actually being evicted because they are registered in voters' lists and politicians from different political parties are interested in creating vote banks among these communities. Furthermore, in the name of development and social change, these people have been receiving whatever different organisations offer them.

All this means that the communities have no sense of security, and as a result they are not motivated to move towards social transformation. For example, more than 90% of the households in the area construct merely temporary wooden houses that could easily be carted away in case of sudden eviction. Neither local people, potential investors, nor the government are willing to construct basic infrastructure such as schools, roads, drinking water schemes, and community buildings.

Questions to be taken up in the group work:

- What are the general problems of this range? What are the causes of these problems?
- Which are the issues for advocacy among the causes?
- Do you see supportive policies for those selected issues?
- Do you see some policy gaps?

RM 7.6 Forest and Land Rights of Indigenous Peoples in the CHT: A Case Study[6]

The Chittagong Hill Tracts (CHT) comprise three districts – Khagrachhari, Bandarban, and Rangamati – in the southeastern part of Bangladesh. The British colonial rulers formed the CHT district in 1860. At that time it was only one district called Chittagong; the area was divided into three districts in the early 1980s. Forests and mountains bound the CHT on the north-south stretch. The western parts are mainly valley lands. Khagrachhari in the north consists mostly of plains while the greater part of Rangamati in the middle is covered by the Kaptai Lake, created in the early 1960s for a hydro-electricity project.

Eleven different ethnic groups – Chakma, Marma, Tripura, Khumi, Mru, Chak, Tanchangya, Pankho, Lusai, Khyang, and Bom – are the traditional inhabitants of the CHT. Except for Chakma, Marma, and Tripura, not all the groups are found in all parts of the CHT. In addition, small ethnic communities such as the Santals, Nepalese Gurkha, and Ahoms (Assamese) have been living in the CHT for about a hundred years without any government recognition as being indigenous tribal peoples of the area. Bengalis came to live in the CHT about one-and-a-half centuries ago. They were few in number until the mid-1970s when the Bangladesh Government started to settle Bengalis from the plains in this area.

The Forest Department (FD) was founded in 1870 to systematise the control and exploitation of forest resources outside the cultivable lands. More than fifty years after the departure of its colonial founders, the FD still operates in the CHT with almost the same characteristics and attitudes. The forest resources in the CHT are categorised into three groups: (a) the

[6] Sudatta Bikash Tanchangya, Committee for the Protection of Forest and Land Rights in CHT, Rangamati District, Bangladesh, presented this case study at the Regional Planning Workshop, Chittagong, Bangladesh, held 3 November 2003.

reserved forests (RF) managed and controlled by the FD; (b) protected forests (PF) managed and controlled by both the FD and the district administration; and (c) unclassed state forests (USF) under the district administration. In the USF, people practice 'jhum' (shifting) cultivation or take land on lease, both permitted by the district administration. In addition, land for rubber cultivation is leased out from the USF.

In 1984/85 and 1989/91, 11,450 acres of land was taken by the military from about 16 villages for training activities, depriving approximately 4,000 indigenous people and Bengali inhabitants (around 700 families) of their cropland and cultivable land in Bandarban district alone. These people received only meagre compensation and nothing for rehabilitation. A similar type of land occupation by the military is taking place in other districts of the CHT.

Indigenous people who have been living in the CHT for centuries still lack proper land rights. The mainland government is not showing any sign of giving this right to the people in a satisfactory manner. Various administrative structures have been established in the CHT. In some tiers, leaders of indigenous communities are also included. However, not a single tier is working effectively in favour of ensuring the rights of the indigenous people. Security has become the central excuse of the government, and has led to many struggles between the mainstream government and indigenous people.

Questions to be taken up in group work:
- What are the general problems of this range?
- What are the causes of these problems?
- What are the common policy issues shared by several causes?
- Do you see some issues that you can advocate for?

Session 8
Open Session

Time: 1 hr+

This last session of the day is planned as an open session. Sharing by outside resource persons, sharing among the participants, or a short field visit can be planned for this session. This 'empty space' is meant to either 'fill up the gaps' in the learning process or to give the participants a break by taking them for some outing or any other type of activity.

In an international group, this time can be utilised for shopping, sightseeing, and/or visiting some organisation near the training venue. But in local training, any session can be planned.

Note

Experience with various groups has shown that the earlier part of the contents can take longer because participants raise many questions for clarity. This open session can also allow facilitators to make up time lost earlier in the day.

If participants are clear about the rights-based approach and advocacy early in the training it makes the other contents of the training easier to understand. You need not to be too worried about spending more time on the conceptual part of the training.