Human Rights-based Approach to Development A Training Manual

Prepared by
Karnali Integrated Rural Development & Research Center
(KIRDARC) Nepal







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FOREWORD

Women empowerment is the key component of development. Gender Equality and Social Inclusion (GESI) focused project entitled 'I Have a Voice: Women Advocating for Development in Nepal' in six Village Development Committees (VDCs) of the two remotest districts of the Karnali Zone has supported for empowering women in many aspects: getting information, sensitization on rights, participation in local planning process, claiming rights and basic rights, resources utilization, combat against gender based violence and discrimination, etc. This project has reached to the poorest and the most marginalized sectors of the population living in the remotest areas of Karnali. Similarly, the project has been able to raise awareness among female members and their family members, and community people, so that, they educate themselves, and others, too, initiated to lead for collective actions and conduct social campaigns as well. KIRDARC Nepal and WWS have facilitating social campaigns, Right Based Approach trainings and other dialogue session to make people (especially women and other marginalized groups) realize their rights, and advocate against untouchability and gender and caste based violence, ultimately creating agencies to counter the causes. I personally and on behalf of KIRDARC appreciate this project for its contribution to empower women and their inclusion in development activities.

The project intervention has been started with the aim of empowering women through promoting their literacy knowledge, information on rights and services, increasing their participation on local planning process focusing gender equality and social inclusion. There seems some glimpses of change at the community, consequently women have been awareness on rights and mobilize their groups in terms of claiming their rights negotiation with stakeholders for development. Ultimately community people, family members of WDAGs, social leaders and stakeholders has been shown positive response to women and realized importance of women participation in development. The women from Mugu and Humla have demonstrated their increased capacity to lead community development affairs and control over community resources are greater than before. The women participation in planning process and other social campaign for change and community development, and getting basic services are also improved and changed positively. For getting those changes this Right Based Approach training to WDAGs and other CBOs members play vital role. To create efficient training sessions this training package has been designed during the project intervention which is expected to be handy for next phase of the project and similar other project of KIRDARC and partners as well.

The impact of this project intervention is a precursor for global change (the changes on perspective, knowledge and attitude of women to women rights and status and others social actors to women) in women empowerment issues. Lastly, the effort and challenges taken to execute this project is totally appreciable. And the preparation of the training manual (RBA) is seems highly useful, appreciable and readable for the respective audience. In addition I extend thanks to the team who prepare this training manual, our project partners, project team for valuable contribution and Mission East for providing technical inputs for their to prepare this training manual.

Min Bahadur Shahi

MEGNASLAhi

Executive Director

KIRDARC Nepal

About the Manual

This document is a training manual that aims to assist trainers to facilitate training on Rights-based Approach to Development. As the shift on development paradigm is a constant phenomenon, it is of utmost important for the civil society members to be equipped with knowledge and skills on rights-based approach to development. The approach is a synthesis of long development discourse and experience from all over the world and it serves as a tool for the civil society actors to use existing legal frameworks in two different ways. While it equips the right-holders with various tools and thus empower to legitimately claim for their rights it makes the duty bearers more accountable.

With this manual on 'Rights-Based Approach' KIRDARC aims to achieve the following objectives:

- To build the institutional capacity of various actors, including WDAGs in Results-based Approach to Development
- To empower non-state actors, especially WDAGs in making local stakeholders accountable and claim for their rights
- To promote participatory democracy by promoting engagement of marginalized communities in determining their destiny

By the end of the three day course, the trainers will be able to see the changes among the participants who can:

- explain the factors responsible to marginalize a segment of the society and cause widespread poverty
- explain the differences between relief, reform and right-based approaches to development
- explain the fundamental human rights and existing legal frameworks and local mechanism to ensure these rights
- explain the ways they can make local governments accountable and promote local governance
- identify the key issues for advocacy and make advocacy plan

How to Use the Manual

The manual is a step-by-step guide and anyone with basic training skills can easily use it to facilitate the training on their own. However, there is something worth considering while using the manual. The manual has a logical flow of the sessions and the contents are designed taking the training objectives into consideration. Trainers are encouraged to be creative in using the guideline. The trainer can make some adjustments in the course as needed. However, any change in designed content will have its bearing to the time planned, suggested methodologies and the materials prepared. Hence, changes in one aspect need to be accommodated accordingly. However, introducing new methods, games, icebreakers, energizers that best suits the group dynamics are highly encouraged.

Ideally a training should be learner-centered. It means each training is unique in terms of diverse expectations of participants and the group dynamics. Though an attempt to accommodate the learning expectations of participants sounds very participatory and learner-centered approach to be in place, it needs to be well considered that each training has its own scope and limitation. Trying to achieve unrealistic expectations within a limited time-frame should be thus avoided.

Apart from suggested methodologies for each session the guideline includes:

- Training materials for trainer
- Training slides
- Reading materials for participants
- Pre & post test checklist

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Training on Rights-based Approach to Development

Objective(s):

 To promote participatory democracy by promoting engagement of marginalized communities in determining their destiny

Expected Outcome(s):

By the end of the training participants will be able to:

- explain the factors responsible to marginalize a segment of the society and cause widespread poverty
- explain the differences between relief, reform and right-based approaches to development
- explain the fundamental human rights and existing legal frameworks and local mechanism to ensure these rights
- explain the ways they can make local governments accountable and promote local governance
- identify the key issues for advocacy and make advocacy plan

Detailed Schedule

Time	Topic	Session Objectives	Methods	Materials
DAY ONE				
1 hour	Opening / Introduction of the Course	Explain the training objectives Get to know each other and see how their personal expectations from the course are similar or different than that of others	 Opening remarks by the guest Participants introduce themselves based on certain parameter Individual brainstorming of the expectations A walk-through of the agenda Set workshop ground rules Pre-test 	Projector and laptop Pre-test checklist Training objectives in chart paper Meta Cards, Markers, Masking tape
1 hour	Social Structure and Dynamics	 Identify at least 5 characteristics of social institutions Recall at least 5 local social institutions Recall 3 determinants of social dynamics Recall at least 5 areas that see discrimination locally 	 Participatory/ guided discussion on basics of social institutions 'Venn diagram' exercise followed by reflection discussion Presentation on 'Power dynamics' Discussion on areas of discrimination 	Checklists to facilitate plenary discussion PPT or presentation points on chart paper Different size circles, masking tape
15 minute	Tea Break			

Time	Topic	Session Objectives	Methods	Materials
1.5 hour	Poverty and Marginalization: Exploring the Causes	 Explain the types of poverty Describe the causes of poverty and marginalization Able to use 'problem tree method' 	 Plenary discussion on the concept of poverty and marginalization Presentation on the types of poverty and livelihood assets Highlight the basics of 'problem tree method' and present a case study Plenary discussion and developing a problem tree on poverty and marginalization 	Meta cards, marker pens, masking tape, Case study problem tree Chart paper
30 minute	Refreshment Bre	l eak	poverty and marginalization	<u> </u>
1.5 hour	Development: Basic Issues and Approaches	 Define the development Recall the dimensions of human development Recall five aspects of human rights as reflected in MDGs. 	 Small group discussion on 'Development' Group presentation followed by reflection discussion Presentation on the concept of human development and its added value Presentation on the Millennium Development Goals (MDGs) 	Printed copy of 'set of questions'
15 minute	Day Reflection	Recall best part of the day and the areas for improvement	 Guided plenary discussion on 'key learning' and 'processes' Completed 'mood meter' rapid survey 	' Mood meter' survey checklist
DAY TWO				
30 minute	Recapitulation of Day One	Recall the key learning points and areas that need further clarification	Group Quiz	List of questions for the quiz
1.5 hour	Introduction to Human Rights-based Approach to Development	Identify the three key differences between Relief, Reform and Human Rights-based Development Approaches List out at least five 'rights-holders' and duty bearers each in their locality Recall at least five principles that human rights-based approach is founded on	 Discussion on the basic premise of rights and explanation on fundamental and basic rights Group work on 'the differences between Relief, Reform and Rights-based Approaches' followed by plenary discussion Discussion on 'rights-holders' and 'duty bearers' as overlapping concept Presentation on "Development and Human Rights: Added Value" 	Meta cards, marker pens, masking tape, PPT slides

Time	Topic	Session Objectives	Methods	Materials
15 minute	Tea Break			
1.5 hour	Local Governance and the Rights to Development	Recall the key right provisions in the Constitutions and Local Self-Governance Act Recall the mechanism at the District and VDC level to participate in and claim for their rights as well as right to information	 Scramble card exercise for small groups to cluster various human rights provisioned in the constitution of Nepal Presentation on key provisions on fundamental rights provisioned in the Constitutions and other legal frameworks such as LSGA and others. Discussion on the mechanism and process to claim for the rights to participate and other entitlements including RTI 	Scramble cards, Meta cards, marker pens, chart paper, masking tape, PPT slides
30 Minute	Refreshment Break			
1.5 hour	Advocacy: A Means to Make Local Government Accountable	 Recall the concept of advocacy Identify five characteristics of advocacy Recall the concept of accountability Give minimum three examples of how advocacy can respect, promote and protects rights 	 Individual brainstorming on the concept of 'advocacy' and 'accountability' followed by presentation Scramble card exercise to identify the nature of various activities to reflect on the characteristics of advocacy Presentation on 'advocacy to respect, promote and protect human rights' Small group exercise followed by reflection discussion 	Scramble cards, Meta cards, marker pens, chart paper, masking tape, PPT slides
15 minute	Day Reflection	 Recall best part of the day and the areas for improvement 	Use of PMI tool	A PMI matrix on Chart Paper. pens
DAY THREE				
30 minute	Recapitulation of Day Two	Recall the key learning points and areas that need further clarification	 'Hot potato' game to engage all participants in the learning reinforcement process 	Question set for the game

Time	Topic	Session Objectives	Methods	Materials
1.5 hour	Steps of Advocacy	 Recall the four key steps of advocacy Describe the process and demonstrate the steps of analyzing policy issues Explain the issues to consider while choosing an advocacy issue 	 'Scramble cards' clustering exercise Presentation on the policy analysis process followed by group exercise Plenary discussion on the issues to consider while choosing an advocacy issue 	Scramble cards, Meta cards, marker pens, chart paper masking tape, PPT slides
15 minute	Tea Break			
1.5 hour	Making Advocacy Plan	 Set advocacy goal Develop advocacy message taking specific target groups into consideration 	Use of 'Code' and follow-up discussion on the differences between 'goal, objective, vision' etc. Discussion on the target groups and	Training code, chart paper, marker pens, masking tape, PPT slides
			Discussion on the target groups and its types	
			Group work on 'what makes advocacy message good?'- Analysis of advocacy messages	
			Advocacy message development exercise- small group work followed by presentation and feedback	
30 minute	Refreshment Break			
1.25 hour	Setting advocacy tools	Recall the benefits and limitations of confrontational and collaborative advocacy tools	 Introduction of the concept of 'Advocacy Tools' Plenary brainstorming on 'potential advocacy tools' 	Scramble cards, Meta cards, chart papers, marker pens, masking tape,
		Describe the characteristics of appropriate advocacy tools	Group work on categorization of these tools	
			Reflection discussion on 'characteristics of appropriate advocacy tools	
30 minute	Course evaluation and closing	Identify the extent of training objectives achieved	Completion of training evaluation form	Training evaluation form Post-test checklist
		 Identify the areas for improvement in the next training. 	Post-testClosing remarks and vote of thanks	

Day One

Session Title: Session No: One Opening and Introduction of the Course Duration: 1 hour

Learning objectives of the session:

At the end of the session participants will be able to:

- Explain the training objectives
- Share their expectations from the course
- Explain the scope of the course and how their expectations fit within the course schedule

Methodology: Presentation, Brainstorming, Group discussion

Materials: Slides, Chart paper, Marker pens, LCD Projector and screen

Teaching and learning process

Activity 1: Opening

15 min

- Make sure all participants are in the room before you start. Greet and welcome participants and then explain the background how the training has been organized.
- Invite guests to the stage and request the chief guest (you should have already decided upon who
 will be your chief guest and other guest taking consideration into the local dynamics) for the opening
 of the training (lighting candles/ banner opening whatever appropriate) followed by opening remarks
 in five minutes

Activity 2: Introduction

20 min

Introduce yourself first and ask participants for their introduction. Make sure that participants are not too elaborative. Remind them to be brief if necessary and emphasis that they will have enough time to build the rapport with each other in coming three days.

The introduction could include:

- a) Name
- b) Organization/ group they belong to
- c) A factor that motivated them to come to the training

Activity 3: Expectation Collection, Objectives & Ground Rules

- Explain how sharing personal expectations help the facilitator in addressing their needs whenever possible. Remind them that we all carry our aspiration with us and whenever we first heard of this training we had some curiosity, concerns and expectations from the course. Encourage participants to think about four areas of concern (as follows) and jot down these on their notebook (the process can be altered by asking small groups to discuss these four concerns and one of the group members to jot down the ideas so that note takers from each group share the group expectations in the plenary later):
 - o Process (how they would like to learn in three days)
 - o Knowledge (what do they want to know about)
 - o Skills (what ability they want to develop while they are in the course
 - o Changes (what changes they want to see as a result of this course in their personal, family and organizational life
- After five minutes of brainstorming, ask everyone (individual or group) to share their expectations
 to the plenary. Start with one aspect first (for example: process) and go around all the groups to
 gather expectations regarding the process. Continue making notes on the chart paper as the group
 members share their ideas. Similarly, gather expectations for remaining concerns (knowledge,
 skills and change) gradually and make notes of these expectations.

- Read aloud the expectations and highlight commonalities in their individual expectations.
- Present training objectives and the schedule. Relate the participants' expectations to the schedule and explain how the training is going to address those expectations
- Post two chart paper; one with DO's and another with DON'T DO's in it. Highlight that individual
 behavior will have an impact on the group dynamics and it is thus important to agree some ground
 rules in advance so that individual behaviors are within the acceptable limit. Ask participants to
 share 'DOs' and DON'T. Note down those agreed points as Ground Rule to be followed during the
 course. You can even suggest some points for discussion as presented below:

DO's	DON'Ts
Be punctual	Side talk
Interact	Criticize others
Share experience	Ridicule others
Let other people also talk	Drop-out from training
Be empathetic	Hesitate to ask question
Raise hand before speak	Personalize the issue

Activity 4: Pre-test

5 min

Session No: Two

Time: 1 hour

- Give participants the Pre-test Questionnaire and ask them to complete it within five minutes.
- Collect the questionnaire that is needed to be compared to Post-test results at the end of the course.

Session Title: Social Structure and Social Dynamics Learning objectives of the session:

At the end of the session, participants will be able to:

- Identify at least 5 characteristics of social institutions
- Recall at least 5 local social institutions
- Recall 3 determinants of social dynamics
- Recall at least 5 areas that see discrimination locally

Methodology: Presentation, Plenary discussion, Group work using a Venn diagram **Materials:** Slides, Chart paper, Marker pens, LCD Projector and screen Teaching and learning process

Activity 1: Opening reflection discussion

10 min

- Highlight the session objectives and outline.
- Throw some questions for the participants to reflect on their understanding of social structure, social institutions and social dynamics. Ask one question first and then invite participants to share their opinion. While they are responding make sure you take note of these points on chart paper. As you feel the response of participants reaches the saturation level, then move on to the next question.

The questions could be similar to:

- o What do you mean by social structure and social institutions?
- o What social institutions are there in your society?
- o What role the social institution does play in maintaining social order and power dynamics in the society?

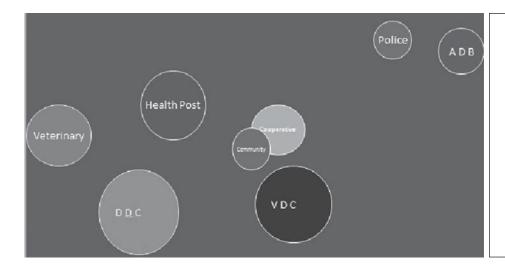
Social structure is the organized pattern of social relationships and social institutions that together compose society. Social structures may not be immediately visible to the untrained observer; however they are present and affect all dimensions of human experience in society.

Social class is one example of social structure. Social class shapes the access that different groups have to the resources of society and it shapes many interactions that people have with each other. As a social structure, it guides and shapes human behavior at all levels, no matter how overtly visible or invisible it is at any given time.

Social institution is any form of social unit that human being has created itself, over the period of human evolution, to fulfill its need. Family, marriage, school, police, temple, clubs, NGOs are all examples of social institution.

Activity 2: Analysis of Social Institutions (Venn diagram)

- Inform participants that we are now going to analyze the social institutions in our community to see
 how satisfied we are with these very essential institutions to our livelihood. Tell them that you are
 going to use Venn diagrams (Roti Chitra) to facilitate the process.
- Invite two of the participants to co-facilitate the process. (May be some of them already know how to facilitate the Venn diagram process or have at least seen someone doing this).
- Follow three-step process to promote parallel thinking: exploring social institutions in the local area; identifying the perceived importance of these institutions; and then exploring the level of satisfaction.
- So, first randomly select some of the institutions what participants listed out during a plenary discussion to start the process with. Ask participants 'which of these selected institutions you consider most important for your society?' Facilitate to make them agree on one and then ask them to determine the second most important and so on until all the listed institutions are put in order of importance.
- Give the big circle (you must have made some different size circle in advance) to the institutions with higher perceived importance and continue giving different size to different organizations. The rule of thumb here is that bigger the size of Roti, higher the perceived importance of that institution. However, participants may consider more than one institution as equally important and may decide to assign same size circle for these institutions. Make sure that before you move to the next level of the exercise, all of the listed institutions are given with a circle each that demonstrate different levels of expectations of participants from the institutions. Further, make sure that one of the co-facilitators take a note of the reasons participants use to assign different size circle to different institutions for the group memory
- Ask participants 'which of these institutions are they highly satisfied with?' and facilitate the discussion to help them agree on one institution. Taking one point as a reference (that indicates the community people) put the institution (they are highly satisfied with) close to the central point. Then ask the group to identify the second satisfied institutions and put it a little further than the earlier institution that indicates that people are less satisfied with this institution than the earlier one. Gradually, place all the institutions at different point. Make sure that your co-facilitator takes note of the reasons participants have to differentiate these institutions from their satisfaction perspective.

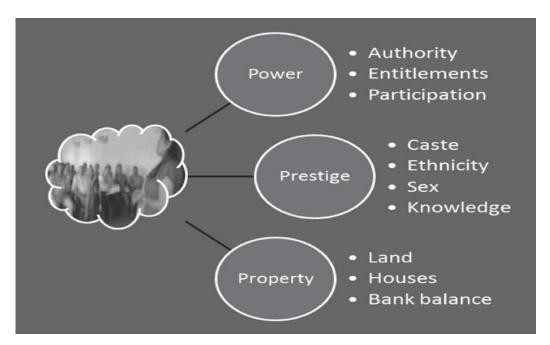


Power = Access to resources and to decision makers to get what you want done, the ability to influence others, the ability to define reality for yourself and potentially for others. Power can be visible, hidden, or invisible. Power can show up as power over others, power with others, and/or power within.

Here is a hypothetical example of a Venn diagram:

Activity 3: Presentation on Power dynamics and social discrimination 20 min

- Use the slide (Reference materials_ Session 1.2_Power dynamics and social discrimination) and highlight that there are three key factors that determine status of people: Power, prestige and property. Further highlight that access to these factors are different to different people due to the social structure. Highlight that these three factors supplement and complement to each other.
- Invite participants to share how one component in this triaffectsct two othe othersrs. (e.g. Someone with strong access to political power-base will have an easy time to get prestige or property or someone with abundant wealth can easily manipulate political power.). Help participants to rephrase their experience that is about the discrimination they see locally as a result of unequal distribution of power (related more to the authority, entitlements, participation), prestige (social status related to the caste, ethnicity, sex and disability among others, knowledge level, job entitlements) and property (physical assets such as lands, houses, shares, bank balance etc.)
- Highlight that social structure is meant to reproduce social inequality unless there is a strong breakthroughh in the social structure and system.



Session Title: Session No: Three Poverty and Marginalization: Exploring the Causes Time: 1.2 hour

Learning objectives of the session:

At the end of the session, participants will be able to:

- Explain the types of poverty
- Describe the causes of poverty and marginalization
- Able to use 'problem tree method'

Methodology: Plenary discussion, Presentation, Group work using 'problem tree method' **Materials:** Slides, Meta cards, Marker pens, Masking tape, Case study problem tree, Chart paper Teaching and learning process

Activity 1: Plenary discussion on poverty and marginalization

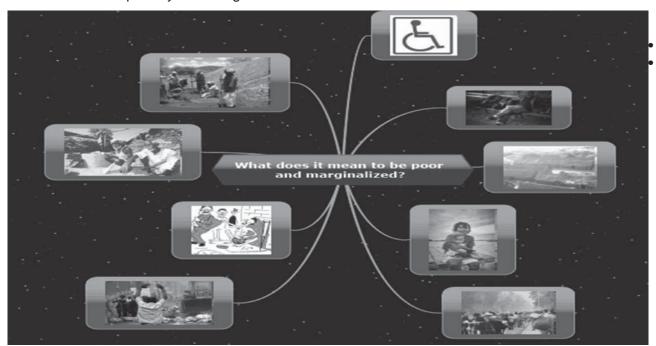
30 min

- Highlight the session objectives and outline of the session.
- Form small groups of participants having not more than 6 people in a group. Give participants a group task for 10 minutes. Ask each group to discuss 'what does it mean to be a poor?' and 'what does it mean to be marginalized?'
- Give instruction for the group work. Each group has to nominate a group leader and group leader has to make a note of group discussion on chart paper and has to present it back to the plenary later.
- After 10 minutes, invite each group leaders to share group idea within 5 minutes
- Summarize the group discussion and highlight the commonalities in the ideas shared by the group members
- Lead a brief reflection on the group process. Ask participants: who decided the group leader,
 why didn't someone claim their leadership, what factors could have played significant role in that
 leadership selection process, how many of participants spoke in the group discussion, what factors
 enabled/restricted participation of some people, how this phenomenon reflects the social reality.
 This exercise will help participants to realize that there some inherent factors, largely socially
 constructed, to push people to remain marginalized.

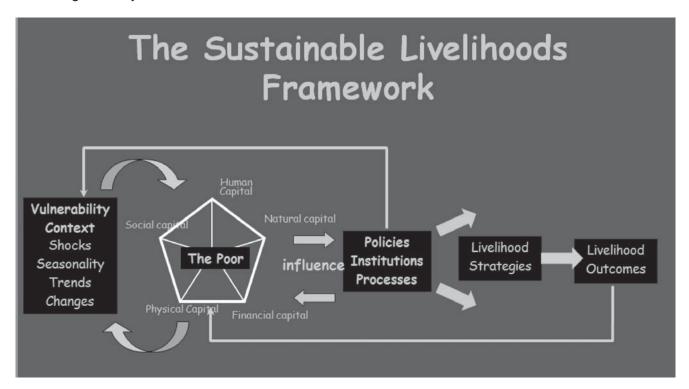
Activity 2: Presentation on Poverty and Marginalization

20 min

 Present slides/Flip Chart (Slides_Session 1.3_Poverty & Marginalization) and highlight the key dimensions of poverty and marginalization.

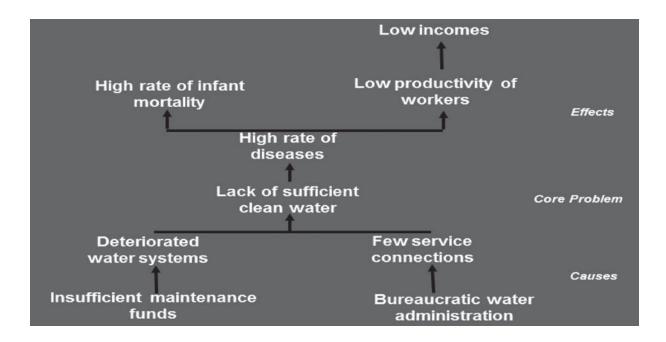


Present livelihood framework from the slide and explain the relationship between livelihood assets, vulnerability contexts (Shocks, Seasons, Trend/Change) and the structural component (Policy, Institutions and Process) to determine the livelihood outcome. Illustrate with an example of a multiple challenged family



Activity 3: Analysing causes of 'poverty and marginalization'

- Highlight the key issues to consider while analyzing problems. Some of the key points not to forget highlighting include:
 - Problems is a relative term and the problem perceived by someone may not be perceived as problem by other
 - The problem is a negative existing situation and it is not 'absence of a particular solution'
 - Problem analysis aims to define the causal relationship between causes and effects of a problem negative existing situation.
 - Problem tree is a scientific method that helps us in defining causal relations well, so that we can identify both the depth and breadth of causes and effects
- Demonstrate a problem tree as shown below and debrief the process: defining a central problem; asking 'But why' to identify causes'; ensuring independency of the causes from a particular level before moving to the next level causes; asking 'So what' to identify effects; checking for independency of effects from a particular level before moving to the next level causes.
- Invite one of the participants to lead the process and you provide technical backstopping to help the participant develop a problem tree that analyses the causes of 'poverty' and 'marginalization' in a plenary discussionn. While going through this exercise participants will understand both the process of analyzing the problem as well get to know in detail the causes of poverty and marginalization in their own context. This exercise should not give a best problem tree rather should help participants understand key causes and effects of poverty and marginalization as well as the skills in analyzing other problems in the days to come.
- Invite one of the participants to recap the process and highlight some of the pertinent causes of poverty and marginalization they came up with.



Session Title: Session No: Four Development: Basic Issues and Approaches Time: 1.5 hour

Learning objectives of the session:

At the end of the session, participants will be able to:

- Define the development
- Recall the dimensions of human development
- Recall at least five aspects of human rights as reflected in the MDGs.

Methodology: Plenary discussion, Presentation, Group work

Materials: Slides, Meta cards, Marker pens, Masking tape, Set of question for group discussion, Chart paper, LCD Projector and screen

Teaching and learning process

Activity 1: Group discussion on Development

- Highlight the session objectives and outline of the session.
- Form small groups of participants having not more than 6 people in a group (Make sure that every time you introduce a new exercise, participants are reshuffled so that there will be more interaction among the participants). Give participants a group task for 10 minutes. Ask each group to discuss about 'what do they mean by development?' and 'what are the dimensions of development?'
- Give instruction to the group work. This time encourage a new participant, who has not yet led the group discussion, to be a group leader and make a note while the group discussion is going on. As usual the group leader has to present the group idea back to the plenary later.
- After 10 minutes, invite each group leader to share group idea within 5 minutes.
- Lead a brief reflection on the ideas shared by different group members. Ask participants: what are
 the commonalities and differences in the ideas?; whose definition of development matters?; What
 are the key components of human development?; what are the reasons why despite continuous
 intervention some group of peoples are still deprived of their basic needs?

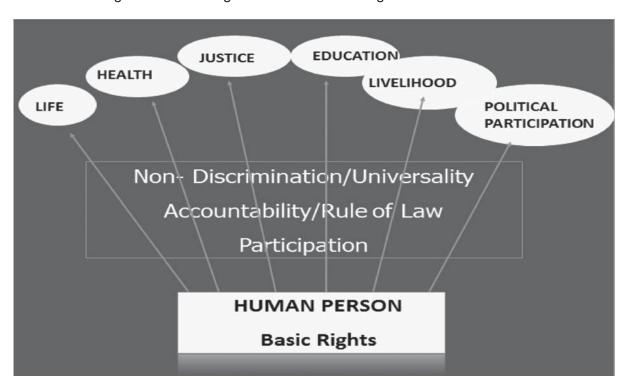
Activity 2: Presentation and discussion on Development and its Dimensions 20 min

- Present slides (Slides_Session 1.4_Development) and explain the definition of development and its key dimensions.
- Explain the last slide and elaborate the added value of 'human development' as a concept to the conventional notion of development

There are many different ways of defining development as "a specified state of growth or advancement; a new and advanced product or idea; an event constituting a new stage in a changing situation." (Oxforddicationaries.com). According to Chambers (1997), development is 'Good change', but this is not as straightforward as it sounds. For example, who decides which change is good? Most importantly, the values are central to disputes about the definitions of development – what to improve, how to improve it and, especially, the question of who decides?

Activity 3: Reflection discussion on Human Rights and Development 30 min

- Invite participants to share their understanding about the human rights and take a note on chart paper. Lead a brief discussion on how the development can/can't be considered as human rights.
- Explain principles of human rights and types of human rights as enshrined in the Universal Declaration of Human Rights and other legal frameworks including covenants



Activity 4: Elaboration on MDGs from Human Rights Perspective

- Start with a quiz in plenary and make sure you award the winner with a chocolate. Before you start the quiz highlight the rule:
 - You will just present an image that is related to one of the Millennium Development Goals. As soon as you present the image participants have to raise their hand and first who raise hand will get a chance to answer. If their answer is correct, they will receive a prize (i.e. a chocolate). Within next 30 seconds, you will present another image and the process will continue until all the eight goals related images have not been presented
- First, make sure that you have an assistant to see who raise their hand first. Present one image that signifies one aspect of the MDGs on slide or chart paper. (In order to avoid them relying on rote

memory, you have to make sure that the order of MDGs is presented randomly, not in ascending order). Give first person a chance to answer. Go to the next person if the first person fails to answer correctly. Continue till all the images are presented to the plenary. (This exercise will stimulate their level of attention as well as will help them memorize the eight components of the MDGs)

• Following the exercise use the rest of the slides (session 1.4) to highlight how eight components of the MDGs relate to various rights as provisioned through legal frameworks.

Eight key components of Millennium Development Goal are:

1) Eradicate extreme poverty and hunger; 2) Achieve universal primary education; 3) Promote gender equality and empower women; 4) Reduce child mortality; 5) Improve maternal health; 6) Combat HIV/AIDS, malaria and other diseases; 7) Ensure environmental sustainability; 8) Develop a global partnership for development

MGDs	Legal Frameworks
All A	UDHR (Article 22 &25), ICESCR (Article 6, 9 &11)
<u> </u>	UDHR (Article 25.1), ICESCR (Article 13 &14), CRC (Article 28.1(a), CEDAW (Article 10)
- Q	UDHR (Article 25.1), ICESCR (Article 13 &14), CRC (Article 28.1(a), CEDAW (Article 10), ICERD (Article 5.e)
Ŭ	UDHR article 25, CRC articles 6, 24(2)(a), ICESCR article 12(2)(a)
₽_	UDHR article 25, ICESCR article 12, CRC article 24, CEDAW article 12, ICERD article 5(e)(iv)
	UDHR article 25, ICESCR article 12, CRC article 24, CEDAW article 12, ICERD article 5(e)(iv)
A	CESCR article 12, CRC article 24, UDHR article 25(1), ICESCR articles 11(1), ICERD article 5(e)(iii)
4444	ICESCR articles 2(1) , 11(1), 12, 15(4), 22 and 23, CRC, articles 4 , 24 and 28(3), United Nations Charter articles 1(3), 55 and 56 $$

Session Title: Day Reflection

Session No: Five

Time: 15 Minute

Learning objectives of the session:

At the end of the session, participants will be able to:

Recall best part of the day and the areas for improvement

Methodology: Plenary discussion, Rapid Survey

Materials: Mood Meter Survey Checklist

Teaching and learning process

Activity 1: Guided plenary discussion

10 min

- Highlight the importance of reflection before closing the session.
- Ask participants to share 'key learning' from the day and make notes on chart paper.

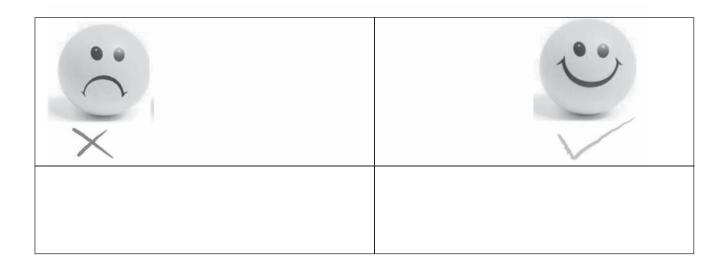
Activity 2: Mood Meter reflection

5 min

- Distribute Mood Meter Checklist to everyone (as shown in the reference materials)
- Ask participants to think:
- o What did they like/dislike about the process during the day?
- o How the day two could be made different and their learning could be better supported?'
- Request participants to note down what did they like at the end of SMILY FACES, what do they feel
 needs to be improved on the end of FRAWN FACES. Gather the cards and tell them that it will be
 discussed the next morning.
- Thank them for their active participation in the training before closing the day.

Suggested Mood Meter for the Day-end Reflection

(If the participants are unable to read and write, the trainer can prepare a mood meter on a chart paper and post on the wall and then invite participants to tick to the appropriate box where they feel appropriate.)



Day Two

Session Title: Recapitulation of Day One

Session No: One

Time: 10.00 AM-10.30 AM

Learning objectives of the session:

At the end of the session, participants will be able to:

Recall the key learning points and areas that need further clarification

Methodology:

Group Quiz

Materials:

- · Questions set (about 20 questions) in different pieces
- White board/ chart paper
- Marker pens

Teaching and learning process

Activity 1: Group Quiz

30 min

- Highlight the session objectives and outline. Further explain the quiz rule: There will be 15 questions and four groups will be formed in this exercise. A question will be asked to the group corresponding to the number of their own choice from the remaining list. If the group can't answer properly or pass the question to the other group then the next group will get the chance and so on. The question first asked should be answered within 30 seconds and if the question is passed to the next group then every group will get just 10 seconds to respond to. The trainer will be the final authority to validate the answer.
- Start the quiz and for each question, if none of the groups can give the right answer, trainer should
 answer to that participants will have another chance to reinforce the message or clarify something
 that was not in place the day before.

Questions for Quiz:

(For some of the questions, more options are presented as answer so that the trainer could decide if participants give enough answers from the options provided)

Question	Answer
What are five social institutions in your area?	Family, marriage, school, clubs, NGO, Guthi, Parma, police, hospital,
	List out the institutions to be analyzed
2. What are the three main steps of 'Roti Chitra' method of analysis?	2. Agree on the perceived importance (Size of Roti)
	3. Agree on the perceived satisfaction (distance)
3. What are the three factors that determine 'status' of a person?	Power, prestige and property
4. What are three types of poverty?	Situational, generational, absolute, relative, urban, rural
5. What are two major effects of poverty?	Emotional and social challenges, acute and chronic stressors, cognitive lags, health and safety issues
6. What are the five assets as mentioned in Sustainable Livelihood Approach?	Human capital, natural capital, physical capital, social capital and financial capital

7. What is the full form of 'PIPs' in Sustainable Livelihood Framework?	Policies, Institutions, Processes
8. What is a problem?	Negative existing situation
9. Why do we use 'Problem tree method'?	To identify the causes and effects of the problem and see causal relations between these causes and effects.
10. What is development?	'Good change' or 'a state of growth or advancement'
11. What are the five key dimensions of Human Rights/	Economic, Cultural, Social, Civil, Political
12. Name any three important characteristics of the Universal Declaration of Human Rights	Universality, inalienable, legally binding, no hierarchy of rights, interdependence
13. When was the Universal Declaration of Human Rights made?	1948
14. What is the common objective of Human Rights and Millennium Development Goals?	Preserve and protect human dignity
15. What is human development?	A process of enlarging choices

Session Title: Introduction to Human Rights-based Approach to Development

Learning objectives of the session:

At the end of the session, participants will be able to:

- Identify the three key differences between Relief, Reform and Human Rights-based Development Approaches
- List out at least five 'rights-holders' and duty bearers each in their locality
- Recall at least five principles that human rights-based approach is founded on

Methodology: Presentation, Discussion, Group work

Materials: Questions set (about 20 questions) in different pieces, White board/ chart paper, Marker pens

Teaching and learning process

Activity 1: Reflection on a Code

20 min

Session No: Two

Time: 1.5 hour

- Highlight the session objectives and outline.
- Present a CODE (an image with no other written information in it) as given below to the group and ask participants some reflection questions to facilitate plenary discussion:
 - o What did you see in this picture?



- o Where else have you seen a similar situation like this in your life?
- o What this picture reminded you about the difficulties that rural people have?
- o How many different ways you think people can contribute in changing such situation?
- Make sure you give a chance for most of them to speak up without them being repetitious. Note
 down the responses for the last questions only. It is better you note down one response in one Meta
 card so that it could be later clustered.
- Lead a further discussion so that participants will be engaged in categorizing their own response. In this regard, ask them which of these interventions could be considered as 'Relief/welfare' in nature. Ask them to further cluster interventions from their list that aim to reform/ technical support and further cluster those don't belong to these two clusters separate.

Activity 2: Presentation of RBA concept

20 min

• Use the slide (Slides_Session 2.1_RBA Concept) and explain the concept of Rights-based Approach and how it is different than Relief and Reform Approaches that were dominant in development discourse for long. Emphasis that rights-based approach doesn't rule out the relief and reform kind of intervention rather encourage not just to rely on these two approaches as these two approaches seldom provide legal and moral ground for the people to claim for their very rights.

Welfare Approach	Reform Approach	Rights Based Approach
Perception: Poor! They are also human beings Could be due to fate	 They do not have awareness If opportunities are there, they can do 	 Poor are not poor only by their own fault Some people have made others poor This is due to social structure
Activities: Should be provided physical comforts Hungry people need food today Let us do so	 Welfare distribution is not possible/enough Let us give them skills Let us focus on groups than on individuals 	 Identify those who made them poor Identify the root causes of deprivation Let us change those first

Activity 3: Right-holders and Duty bearers

- Ask participants a question (without any clarification of the intent): 'who are you?' They might say: I am Ramkala, I am chairperson of my group, and I am a teacher, and so on.
- Ask them to further list down their different roles: inside their house, in their society, in their workplace, in their professional network etc. Each of the participants will have a long list of different
 roles they perform every day. They are children of their parents, they might be a parent, they might
 be student or at the same time they might be a teacher.
- Facilitate a brief discussion where participants will reflect on what makes them perform different roles so that they understand that every human being has different statuses and roles based on the time and context. This understanding will help participants realize that a person can be considered as 'right holders' and 'duty bearers' depending on the context.

RBA: Combining Human Rights, **Development & Activism** Human Rights Strengthen respect Development Realise human rights & for laws. Economic growth & Development through Justice and freedom Increase in income changes in: Human rights education & resources Policies and laws Legislation Policy change Resource allocations Human rights monitoring ·Building capacity Quality of institutions & reporting Quality of services Attitudes and behaviou Independent human rights Good governance Data & monitoring Institutions Change in individual participation Systems of redress Attitude & behaviours Activism Mobilising & supporting people to demand their rights & to pressure people in power Campaigning and advocacy Utilising mass media

- Use the slides from (Slides_session 2.1_HRBA to Development) to explain that rights holders are someone (individual or institution) who literally has a right to get that service or product from the state and/or non-state actors that are commissioned to serve these people through any formal or non-formal mechanism. However, the duty bearers are those institutions that are commissioned to make that service available and are literally accountable.
- Highlight that right-holders and duty-bearer is an overlapping concept as the same person has two
 different responsibilities depending on the time and context. (For example, a government staff, as
 long as they represent their organization, is a duty bearer, but as a citizen s/he also has an individual
 rights and they can form a group and demand other government agencies to make some changes
 the way they wish for the broader social interest)
- Throw a question in plenary: "who are the right-holders and duty bearers in case of health services, education; and social security?" and make three groups of participants. Give each group a theme and ask them to list out the rights-holders and duty bearers taking that specific theme into consideration. Just give them five minutes for brainstorming.
- Invite each group leader to share their ideas. You can invite other two groups to add or make any suggestions following the presentation of each group and later add your idea.

Activity 4: Reflection on Right-holders and Duty bearers

15 min

Use final slide (Slides_Session 2.1_HRBA to Development) to highlight that HRBA has brought a
shift in the development paradigm and has made it possible for the people to claim for their universal rights peacefully and make the concerned authority (duty bearers) accountable. This has made
it possible to incorporate advocacy as a key strategy in development programming and even in
organizational planning. As realizing human rights and development through changes in policies
and laws is a prime concern of Rights Based Approach to Development combines Human Rights,
Development and Activism.

Session Title: Session No: Three Local Governance and the Rights to Development Time: 12.15 PM-1.45 PM

Learning objectives of the session:

At the end of the session, participants will be able to:

- Recall the key right provisions in the Constitutions and Local Self-Governance Act
- Recall the mechanism at the District and VDC level to participate in and claim for their rights

Methodology: Presentation, Discussion, Group work

Materials: 4 envelops each with set of rights provisions in the Constitution of Nepal and Local Governance in Nepal, White board/ chart paper, Marker pens, Slides

Teaching and learning process

Activity 1: Reflection discussion on local governance

15 min

- Highlight the session objectives and outline.
- Start a plenary discussion with following reflection questions:
 - o What do you mean by governance?
 - o What are the mechanisms to ensure the governance?
 - o What provisions are there in the Constitution of Nepal to ensure the rights of people?
 - o What are the services you receive from local government?
 - o What mechanism has been laid out to ensure good governance at the local level?
 - o Why do you think there are different layers of government?
- Jot down the responses of participants on chart paper for group memory. Don't be judgmental and encourage everyone to share their ideas without being criticized by anyone else.

Activity 2: Discussion on 'Constitution and Rights'

15 min

• Use the slides (Slides_Session 2.3_Local Governance & Rights to Development) and explain the definition of good governance and its essential components. Highlight that governance can be both good and bad and this is the reason why appropriate mechanism and legal framework should be in place to promote the good governance.

Governance is an exercise of power – political, financial, judicial and administrative – to manage public affairs at all levels. It is a neutral concept – all forms of governments have to carry out these functions. Sometimes, a dictator can be an "efficient" governor, not a "good" governor.

Elaborate how the state tries to ensure the governance through legal frameworks (such as the constitutions, bylaws, policies and programs) and institutional mechanisms by acting on de-concentration, decentralization and devolution of power. The state develops commissions, local government units, defines its relationship with central government in line of command and line of communication, resource mobilization procedure, etc. to make sure that rights holders are more likely to enjoy their rights.

Activity 3: Rights provision in the Constitution & Local Governance in Nepal 50 min

- Inform participants that we are going through an interesting group exercise and highlight the following rule for the exercise:
 - There will be two groups of participants. One group will be reading the Constitutional provisions and rights and the other group will be reading the Local Governance in Nepal for 20 minutes. After time is over for the group reading the trainer will give one envelop each to both groups in a way that those reading constitutional provision will get question set on LSGA and the group reading on LSGA document will get question set on constitutional provision. The trainer will make sure that in each envelop questions will be on separate cards and each participant in a group will have one card (i.e. one question from the set). There will be a quiz contest between two groups. Though it is a group exercise, each participant has to ask the question they have. Someone from side A will start the process and will choose whom (from group B) to ask her/his question. Once s/he chose person from group B, s/he will ask her/his question to the chosen person. They will have maximum one minute time to answer the question and it is not transferable as in other quiz. Rather the trainer will answer the question, if participants failed to do so. Once the answer to the question is discussed and it will be the person from side B to ask one question to the same person from side A. Once the first round is over, then it is someone from side B to choose participant from side A (other than who has already asked/ responded to the question answer game) and ask her/his question as well as answer the question s/he is asked by her opponent. The process will continue unless 20 questions from each side are discussed.
- Make two groups by numbering 1 and 2 to every alternative participant. You may want to alter the
 process and adopt other methods of grouping them. However, try to make sure that participants are
 well mixed up and participants won't feel the process was biased.
- Hand over the right envelop to both sides as described in the process earlier and ask each group to distribute one question card to each of its team members.
- Start the quiz and ask someone with question number 1 from side A to choose participant from side B to ask her/his question. Allow her/him time to ask question and get it answered. By the time the question is answered/discussed, ask side B participants who answered the question to ask her/his question to her/his pair from side A. While the process is going on, trainer should make sure that the group score is recorded either on white board or chart paper. This exercise will promote broader understanding among the participants on the rights provisions in the Constitution of Nepal and LSGA with fun and at the same time build team spirit among them.

Activity 4: Presentation on mechanism to claim for rights

10 min

• Use slides (Slides_Session 2.3_Local Governance & Rights to Development) to highlight the mechanism at the VDC and DDC level government and the procedure to claim for their rights in brief.

Training material for the session:

Constitution of Nepal and Rights Provisions (Reading Materials for Group One)

Article	Rights
8	Citizenship
	Fundamental Rights
12	Rights to freedom (freedom of opinion and expression, freedom to assemble peaceably, freedom to form political parties, freedom to form unions and association, freedom to move and reside in any part of Nepal, freedom to practice any profession, carry on any occupation, industry and trade
13	Rights to equality (no discrimination based on religion, color, sex, caste, tribe, origin, language or ideological conviction)

14	Right against untouchability and racial discrimination
15	Right relating to publication, broadcasting and press
16	Right to live in healthy environment and right to basic health services
17	Right relating to education and culture (right to get basic education in its own mother tongue, right to get free education up to the secondary level from the State, right to preserve and promote its language, script, culture, cultural civilization and heritage)
18	Right relating to employment and social security (right to employment, right to social security, right to food sovereignty)
19	Right to acquire, own, sell, dispose of, and otherwise deal with, property
20	Rights of women (no discrimination based on sex, right to reproductive health, equal right to ancestral property)
21	Right to social justice (proportional inclusion of marginalized groups)
22	Rights of the child (rights to identity and name, right to basic health and social security, right agains any form of exploitation)
23	Right to religion (right to profess, practice and protect his or her own religion as handed down to him or her from ancient times)
24	Right relating to justice (no detained without information, right to consult a legal practitioner)
25	Right against preventive detention
26	Right against torture
27	Right to information (right to demand or receive information on any matter of his or her interest or of public interest)
28	Right to privacy
29	Right against exploitation (no exploitation in the name of any custom, tradition and usage or in any manner whatsoever)
30	Right relating to labour (right to appropriate labor exercise, right to form and join trade unions)
31	Right against exile

Local Governance in Nepal (Reading Materials for Group Two)

Democratic local governance intends to engage citizens at all levels of the decision-making process. Engaging citizens in the governance process and public service delivery can be made easier through the practice of social accountability tools and approaches. The concept of social accountability includes a wide range of actions and mechanisms that citizens, communities, media and civil society organisations can use to hold public officials to account.

In Nepal's context, the Local Self Governance Act (LSGA), Good Governance Act (GGA), Right to Information Act (RTI) and Local Body Resource Management and Mobilisation Procedure (LBRMMP) have explicit provisions for social accountability tools to improve governance and delivery of public services.

Legal Provisions:

These existing governance-related laws, regulations and procedures have clearly stated provisions for the mandatory conduct of public audit, public hearing and social audit. From the central government bodies to the district-line agencies to local governments, they are required to conduct these social accountability tools to promote accountability and transparency in their service delivery and governance process.

The LBRMM Procedure has made public audit mandatory in development projects before the release of the last budgetary installment to the User's Committees (UCs). The LBRMMP has clearly stipulated that submission of a public audit report is mandatory prior to settling the expenses by the UCs. Similarly, the local bodies will have to mandatorily conduct a social audit at least once a year with the participation of all the concerned stakeholders, including members of the Ward Citizen Forum and Citizen Awareness Centres.

The LBRMMP has made a compulsory provision for works up to Rs. 6 million to be conducted by the UCs. And all development projects and programmes beyond Rs. 200,000 must hold a public audit. Final payments should be made only after submitting the public audit reports. Participants of public

audits must be the project's immediate stakeholders like contractors, employees and beneficiaries. Public audit has been institutionalised through the LBRMMP.

All local bodies have to hold a social audit annually to increase the social capital of the local communities. Principally, social capital consists of better health, education, environment and social harmony at large.

To promote transparency and access to information, each local body is required to conduct a public hearing annually. These public hearings should exclusively focus on service delivery. Likewise, each local body must manage and implement citizen monitoring, social audit, public audit and citizen charter through the Local Governance and Accountability Facility under the Local Governance and Community Development Programme to strengthen accountability mechanisms by reducing fiduciary risks.

Similarly, the social audit is used to verify the costs and benefits of the projects implemented by the local bodies. The Ministry of Federal Affairs and Local Development has issued social audit guidelines. Normally, a social audit tool reviews the costs and benefits, assesses the impacts of the social services and infrastructure development.

Role of CSOs

Due to the absence of elected representatives in the local bodies, civil society organisations are expected to play a vital role in creating a demand for transparency and accountability to prevent the misuse of public funds. So, the LSGA has given importance to involving people in the planning and implementation of the project cycle. Now, it is more important to engage them in conducting the public audit and social audit to reduce corruption and leakages in management and mobilising development grants and resources.

The CSOs must keep vigil on local governments and put pressure on them to comply with the existing social accountability provisions. This can be done by promoting and practicing social accountability tools as provisioned in the law and guidelines to promote accountability and transparency in service delivery and management of grants and resources at the grassroots.

There is also a need to put pressure on the government to institutionalize some new tools such as Public Expenditure Tracking and Citizen Report Card Survey.

Suggested question set (for Group Two)

Question	Answer
Which article of the Interim Constitution has a provision to the citizenship?	Article 8
Give an example of any three provisions under Article 12 (Rights to freedom)?	Freedom of opinion and expression, freedom to assemble peaceably, freedom to form political parties, freedom to form unions and association, freedom to move and reside in any part of Nepal, freedom to practice any profession, carry on any occupation, industry and trade
What do you mean by 'Rights to equality' in Article 13?	No discrimination based on religion, color, sex, caste, tribe, origin, language or ideological conviction
What is the Article 14 about?	Right against untouchability and racial discrimination
Which Article guarantees the right to publication, broadcasting and press?	Article 15
Give example of any three provisions in Article 17 (Right relating to education and culture)	Right to get basic education in its own mother tongue, right to get free education up to the secondary level from the State, right to preserve and promote its language, script, culture, cultural civilization and heritage

What specific provisions are there in Article 18 (Right relating to employment and social security)?	Rights to employment, right to social security, right to food sovereignty
What specific provisions are there in Article 20 (Rights of women)?	No discrimination based on sex, right to reproductive health, equal right to ancestral property
Which article in the constitution has provision for proportional inclusion of marginalized groups	Article 21 (Right to social justice)
What specific rights are mentioned under Article 22 (Rights of the Child)?	Rights to identity and name, right to basic health and social security, right against any form of exploitation
What specific provisions are there under article 27 (Right to information)?	Rights to demand or receive information on any matter of his or her interest or of public interest
What specific provision is there under Article 29 (Right against exploitation)?	No exploitation in the name of any custom, tradition and usage or in any manner whatsoever

Suggested question set (For Group One)

Question	Answer
When was the Local Self-Governance Act promulgated?	In 1999 (2056 BS)
Which three legal frameworks are related to good governance in Nepal?	Local Self-Governance Act, Good Governance Act, Right to Information (RTI) Act, Local Body Resource Management and Mobilisation Procedure (LBRMMP)
What are the two mandatory provisions in good governance related legal framework?	Public audit, Public hearing, Social audit
What are the social accountability tools to promote transparency?	Public audit, public hearing, social audit, Citizen score card, Citizen Charter
How many times a year a social audit is to be conducted mandatorily by the local bodies?	At least once a year
Who are entitled to participate in social audit process?	Concerned stakeholders, Ward Citizen Forum, Citizen Awareness Centers
What is the ceiling that LBRMMP has fixed for the local bodies to compulsorily mobilize users committee?	Any work up to N.Rs.6 million
What is the size of development project that must hold a public audit?	Rs.200,000
Who are the participants of public audits?	Project's immediate stakeholders like contractors, employees, and beneficiaries
What is focused in a social audit?	Reviews the costs and benefits, assesses the impacts of the social services and infrastructure development

Session Title: Advocacy: A Means to Make Local Government Accountable Session No: Four Time: 1.5 hour

Learning objectives of the session:

At the end of the session, participants will be able to:

- Recall the concept of advocacy
- · Identify five characteristics of advocacy
- · Recall the concept of accountability
- Give minimum three examples of how advocacy can respect, promote and protects rights

Methodology: Presentation, Discussion, Group work (scramble card exercise)

Materials: Slides, Reading materials on concept of advocacy, 4 envelops with set of different activities, White board/ chart paper, Marker pens

Teaching and learning process Activity 1: Reflection on Advocacy

20 min

- Highlight the session objectives and outline.
- Show participants a word 'Advocacy' in writing in a Meta Card and throw some questions for plenary discussion:
 - o What events/image comes to your mind when you hear a word 'advocacy'?
 - o What are the words that you consider as synonymous to 'advocacy'?
 - o What do you think are the attributes of advocacy that other activities don't share?
 - o Why advocacy is important in development?
 - o How advocacy can support rights-based approach to development (RBA)?
- While facilitating the discussion, make sure that you maintain a record, in the chart paper, of what participants responded to each of the question you threw to the floor so that you could link these points to the slides you are going to present in a short while.

Activity 2: Introducing Advocacy

30 min

• Use slide (Slides_Session 2.4_Advocacy introduction) and share two different definitions of 'advocacy'. Ask participants to extract the commonalities in the two definitions just presented.

Advocacy is the act or process of supporting a cause or issue. An advocacy campaign is a set of targeted actions in support of a cause or issue. We advocate a cause or issue because we want to:

- build support for that cause or issue;
- influence others to support it; or
- try to influence or change legislation that affects it.
 - —International Planned Parenthood Federation, IPPF Advocacy Guide
- While using 4th and 5th slides explain the key characteristics of 'advocacy' such as:
 - o It highlights key issues neglected by the concerned state/government institutions
 - o It acts within the constitutional premise
 - o It raises voices of poor and marginalized
 - o It is a broad political process
 - o It aims to make state/government institutions accountable
 - o It aims to change power relationship
- Illustrate three key objectives of advocacy as:
 - o Ensure effective implementation of existing policies
 - o Amend policies if that don't address well the emerging needs
 - o Make sure the new law and policy are formulated, if not exist

Activity 3: Group discussion on Accountability

25 min

- Form three groups of participants. One group will reflect on the local leaders (elected representatives in VDCs and DDCs), second group will reflect on government staff (various line agencies in the district) and the third group on civil society organization (NGOs, CBOs and any other traditional associational form). Ask them not to target any individual or not even name any institution (especially, with regard to political party, and civil society, as it may trigger personalization and thus violates neutrality).
- Present questions on chart paper that is applicable to all three groups to reflect on irrespective of difference in the unit of analysis in their case. The questions could be:
 - o How effective are these institutions in delivering the service or fulfilling the expectations of their constituency members?
 - o How transparent the leaders of these institutions are? (To what extent are they willing to make the information public, at least to their immediate constituency?)
 - o How participatory are they? (To what extent they promote constructive engagement of others in the decision making process?)
 - o How do they respond to their job? (To what extent they reflect on their act and take deliberate action as expected?)
 - o Why these institutions are not being effective and up-to-the expected level?
 - o How often have you seen anyone from these institutions taking responsibility for things gone wrong?
- Give them 10 minutes for group reflection based on these three guiding questions. Ask someone from each group to take a note so that key points could be shared to the plenary without losing it.
- In order to facilitate the sharing process in the plenary, take one question a time and invite all of three groups to respond to the first question in just 30 seconds or less. Go to the next question and do the same. Similarly, gather responses from all three groups for each question and complete the process within 10 minutes.
- Highlight that accountability is a phenomenon where someone is held responsible for and made them
 answer to the questions from rights holders for anything that has happened due to their individual or
 institutional behavior. Further highlight:
 - o Most of our institutional leadership is not being held accountable and as a result, they don't behave the way they were expected
 - o Accountability demands transparency, participation, response and deliberation.
 - o Accountability is a key component of good governance

Activity 4: Summarize the session discussion

- Invite participants to recall what are the 'take-home message' for them from the session. Ask everyone to share at least one point as a key learning from the session.
- Highlight the following points before closing the session:
 - o Advocacy is a deliberate process that has three key aims: to make sure the existing policies are implemented; to convince the policy makers to develop a new policy that is lacking; to convince policy makers to amend the existing policy, if that is unable to address the changed situation
 - o Advocacy takes legal framework as a basis to ensure the rights of people
 - Advocacy makes the duty bearers accountable in respecting, protecting and fulfilling the rights of people what they are literally supposed to ensure. Advocacy, is thus a means of securing the rights of people

Session Title: Day Reflection

Time: 15 Minute

Learning objectives of the session:

At the end of the session, participants will be able to:

Recall best part of the day

· List out the areas for improvement

Methodology: Participatory reflection through PMI tool

Materials: 3-4 PMI Matrix on Chart Paper, Marker pens

Teaching and learning process

Activity 1: Introduce the PMI Matrix Method

3 min

Session No: Five

- Highlight that we are going to reflect on the day using a different tool today
- Explain the PMI (Plus, Minus and Interesting) tool and further explain how participants as three
 different groups (in one group there could be 5-6 people) will just take five minutes and jot down
 something they wanted to be added in the next session onward in the PLUS Column, what they
 want to remove from the course in the MINUS column, and what did they found interesting in the
 INTERESTING column within five minutes

Activity 2: Group work on PMI Matrix

12 min

- Distribute the chart paper with PMI Matrix and ask each group to discuss briefly and fill-in the matrix their response.
- Collect three PMI Matrix and paste together on the board.
- Read out the Plus, Minus and Interesting things from these matrices.
- Thank participants and tell them that you will consider their feedback and improve the next day.
- Either take a snap or note down all the points from these matrices for documentation of the training.

Sample Plus Minus Interesting Matrix

(Write anything you want the trainer to add in the course content, delivery and training management)	to reduce or delete from the course	(Write anything you like about the course content, delivery and training management that you want to see it continue)

Day Three

Session Title: Recapitulation of Day Two

Session No: One Time: 30 minute

Learning objectives of the session:

At the end of the session, participants will be able to:

Recall the key learning points and areas that need further clarification

Methodology: 'Hot potato' game to engage all participants in the learning reinforcement process **Materials:** Questions set in different pieces of paper (put in different layers and made like a ball with different layers of potato skin)

Teaching and learning process

Activity 1: Hot Potato game

30 min

• Highlight the session objectives and outline. Further explain the 'Hot Potato' game rule: There will be 20 questions (depending upon the number of participants-if there are 15 participants, 15 questions would suffice. The key issue here is that each participant will have at least one question to answer. All of the questions are included inside the 'hot potato' as different layers. Trainer will continue counting 1-10 and at the same time participants will continue passing the 'hot potato' to the next participants on their right as soon as possible to avoid them having hot potato with. By the time trainer ask to stop the participant holding the hot potato then will have to take a first outer layer of the hot potato and answer the question in that sheet. After s/he answers the question then again the trainer will start counting the number and participants will start passing the hot potato on to other participant as earlier. By the time the trainer asks to 'stop' the person with the 'hot potato' will have to take the outer layer of the 'hot potato' and answer the question in that sheet. The process continues until all of the questions in hot potato have been answered.

Suggested Questions for Recapitulation Exercise

- 1. What are three key approaches to development?
- 2. Which approach addresses the root cause of poverty and marginalization?
- What is the difference between right holders and duty bearers? Give two examples
- 4. What three key elements the Rights-based Approach combines?
- 5. What is governance?
- 6. What are the specific provisions in 'Rights to equality' (article 13 of the Constitution)?
- 7. What specific provisions are there in Article 20 (Rights of women)?
- 8. Give an example of any three provisions under Article 12 (Rights to freedom)?
- 9. What specific provisions are there under article 27 (Right to information)?
- 10. What specific provision is there under Article 29 (Right against exploitation)?
- 11. Which three legal frameworks are related to good governance in Nepal?
- 12. What are the social accountability tools to promote transparency?
- 13. What is the size of development project that must hold a public audit?
- 14. Who are the participants of public audits?
- 15. What is the ceiling that LBRMMP has fixed for the local bodies to compulsorily mobilize users committee?

Session Title: Key Steps of Advocacy

Session No: Two

Time: 1.5 hour

Learning objectives of the session:

At the end of the session, participants will be able to:

- · Recall the four key steps of advocacy
- Describe the process and demonstrate the steps of analyzing policy issues
- Explain the issues to consider while choosing an advocacy issue

Methodology: Presentation, Discussion, Group work (scramble card exercise)

Materials: 4 envelops each with set of scramble cards of various 17 steps of Advocacy, Slides on steps of advocacy (Slides_session 3.2_Advocacy steps)

Teaching and learning process

Activity 1: Scramble card exercise on steps of advocacy

- Highlight the session objectives and outline.
- Invite participants to make four groups of participants. You can be creative in mixing them up through any exercise/game.
- Ask each group for a group work. Hand over them with an envelope each that includes scramble
 cards: 17 different actions that belong to the four key steps of advocacy. Ask groups to (i) cluster activities that has similar intentions (they might come up with 3 or 5 or even 7 clusters); (ii) name each
 cluster that is one of the key steps of advocacy; and (iii) put actions in each cluster in a sequence
 to be taken first, second and so on. Give them with 15 minutes for the group work.

Steps on Advocacy (make pieces of these steps and put in one envelop a complete set):				
Set a timeline	Prepare a budget			
Arrange financial support	Prepare log frame or other tool			
Set monitoring plan Identify a policy issue actors and institutions analyze the policy environment				
Summarize policy findings Identify options for policy change				
Select roles among organizations				
Identify key messages	Define advocacy activities			
Select a policy issue	Select target audience			
Set a policy goal	Identify allies and opponents			

- Present slides (Slides_Session 3.2_ Key Steps of Advocacy) and explain the four key steps and other activities associated with each of them along with the rationale of its flow:
 - o Analyzing policy
 - o Outlining an advocacy strategy
 - o Finalizing an advocacy strategy
 - o Framing the plan

Activity 2: Presentation on Policy Analysis

15 min

- Use the slides (Slides_Session 3.2_Key Steps of Advocacy) and explain the three key elements of a policy analysis as follows:
 - o Identifying policy issues
 - o Identifying key actors and institutions
 - o Analyze the policy environment
- Moreover explain how to identify the policy gaps by looking at if there is an absence of a policy, inadequacy of policy and its poor enforcement. Give an example from the slide on how to identify policy issues for one of the chosen problem (for example, poor educational opportunity for Dalit children in Nepal).

Activity 3: Plenary Exercise on Policy Analysis

30 min

Ask participants to raise a local problem that they want to advocate for. Choose one pertinent problem for further exercise with the group consent. Draw a matrix on chart paper (based on the example recently presented. Continue the exercise by asking the question participants: to policy exists and addresses the problem positively; if the policy restricts or further aggravates the problem; or if the policy is effectively implemented all. Based on their response to these questions help the group to derive policy issues and the main focus of advocacy strategy in the third and fourth column of the matrix respectively.

Problem: Girls in Nepal are not getting equal opportunity in education				
Question	Answer	Policy Issue derives from	Main focus of advocacy strategy	
Do policies promote the education of girls?	NO	Absence of adequate education policies	Establishing policies	
Do policies hinder the education of girls?	YES	Adverse policies to girls education	Changing policies	
Are policies that promote the education of girls properly implemented?	NO	No enforcement of policies that promote the education of girls	Enforcing polices	
Policies exists but not effectively implemented		Policy doesn't exist anymore		
FINFORCING PONICIES		FORMULATING NEW POLICIES		
Policy exists and offectively implemented		Policy exist but further aggrevates the problem		
NO NEEO FOR ADVOCACY		AMMEND POLICIES		

Activity 4: Discussion on Analysis of Policy Environment

10 min

- Use the next slide to explain how some of the questions in the slide will help us analyze the policy environment. Five key issues need to be discussed at this stage include:
 - o Scope for the participation of people in policy decisions.
 - o Formal and informal policy decision-making process in place
 - o Interest in the policy issue by the general public
 - o Interest in policy issue by current administration/political leadership
 - o Political environment and likelihood of any changes in it

Activity 5: Presentation on Selection of Policy Issue

10 min

- Spark a brief plenary discussion on what criteria should be considered while selecting one policy issue among many issues identified.
- After a brief discussion present a list of criteria that needs to be considered to select a policy issue that include:
 - o Relative contribution to the problem
 - o Potential impact on a large number of people
 - o Likelihood of success
 - o Potential for working in coalitions
 - o Having minimum risk
 - o Potential for your organization to advocate effectively
- If time permits (you might have saved some time from earlier steps), you can even share how a Matrix Ranking Method can be used to make some of these criteria into account making the process more interesting and at the same time making an inclusive decision in the community.

Session Title: Making Advocacy Plan

Session No: Three

Time: 1.5 hour

Learning objectives of the session:

At the end of the session, participants will be able to:

- Set advocacy goal
- Develop advocacy message taking specific target groups into consideration

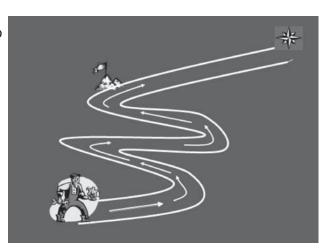
Methodology: Presentation, Discussion, Group work

Materials: Code, White board/ chart paper, Marker pens, Slides, Reading materials (on Advocacy Plan, Designing Advocacy Message)

Teaching and learning process Activity 1: Reflection on a Code

• Highlight the session objectives and outline.

- Present an image (training CODE) below:
- Ask participants some reflection questions to facilitate plenary discussion:
 - o What did you see in this picture?
 - o Where else have you seen similar situation like this in your life?
 - o What this picture reminded you about the vision, mission and goal?
 - Which of the situation resembles to vision and mission as per your understanding?
 - o How do you think vision, mission and goal are different to each other?



Activity 2: Presentation on Vision, Mission and Goal

20 min

 Use the slide (Slides_Session 3.3_Making Advocacy Plan) and explain the concept of vision, mission, goal and objective. Highlight the hierarchy of these different forms of results based on the level of abstraction, time-frame and the likelihood of achievability.

A vision is a clear, comprehensive "photograph" of an organization/group/individual at some point in the future. It provides direction because it describes what the organization/group/individual needs to be like, to be successful within the future.

The mission should answer three key questions: • What is it that we do? • How do we do it? • For whom are we doing it? – Developing your organization Purpose

Goals are an expected or desired outcome of a planning process. Goals are usually broad, general expressions of the guiding principles and aspirations of a community. Objectives are precise targets that are necessary to achieve goals. Objectives are detailed statements of quantitatively or qualitatively measurable results the plan hopes to accomplish.

- Further explain that vision is a far distant situation that we wish to achieve, but it is very unlikely that
 we achieve that in our lifetime. It is something like touching north-star. While mission is a statement
 that justifies why our engagement is necessary to bring a positive changes in the society and how
 we are different than other organizations in achieving the positive changes. On the other hand, goal
 is something we want to achieve in distant future.
- Refer to the code and explain where the Vision, Mission, Goal and Objectives are in the code.
 Further explain that there should be a different milestone in our journey to reflect on our journey and
 measure how far have we have gone so that we can accommodate our strategy and/or actions to
 speed-up the journey.

Activity 3: Discussion on target groups and its types

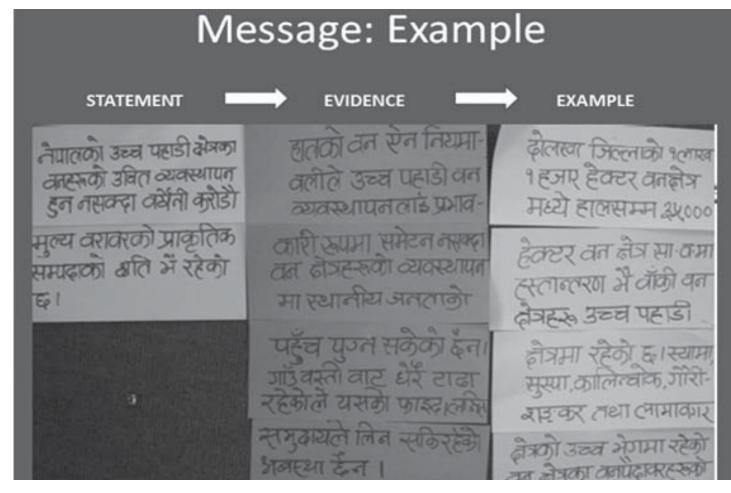
15 min

- Highlight that we can't advocate if we failed to identify the target audiences, those who are engaged
 at the policy level as their understanding on the need of effective policy enforcement, need of
 formulation and/or amendment of policy is necessary.
- Illustrate with an example from the following slide how, after analyzing the problem with a problem tree method, it is possible to identify the target groups or audiences of an advocacy initiative. Further explain them the ways to categorize the audiences as primary and secondary audience.
- Highlight the criteria to be used in order to identify if these audiences are 'potential allies' or 'opponents' so that an appropriate strategy could be developed to turn opponents to potential allies or at least to the neutral group.

Activity 4: Discussion on Advocacy Message

15 min

- Highlight the importance of advocacy message for the organization to remain focused throughout as
 well as to communicate strongly to the key stakeholders. Explain that different understanding among
 the key advocacy actors deteriorates the situation and ultimately lead the advocacy campaign to a
 failure.
- Explain that there are three key components in a one-minute advocacy message that include: statement of the problem, evidence and an example
- Share an example of strong one-minute message and highlight how this message is comprehensive with all three essential components into one brief message.



Activity 4: Group Work on Designing Advocacy Message

20 min

Session No: Four

Time: 1.5 hour

- Invite participants for a small plenary exercise. Ask them to pick up one problem they want to advocate for.
- Ask them how they would write a statement of the problem. After listening to some of the options you help them shape their statement of the problem and write it on a chart paper. Similarly, ask them to propose 'Evidence' that elaborates the statement of the problem a little more. Encourage participants from different corners to propose evidences for the problem they have already agreed upon. As a facilitator, you help them rephrase and finalize the evidence part of the one minute message. Once, it is agreed, write down the evidence on a chart paper.
- Similarly, lead a plenary discussion and help participants develop a suitable example that best supports the evidence. Once agreed upon by the participants write it down on a chart paper so that participants, by the end of the exercise, can see the complete one minute message.

Session Title: Setting Advocacy Tools

Learning objectives of the session:

At the end of the session, participants will be able to:

- Recall the benefits and limitations of confrontational and collaborative advocacy tools
- Describe the characteristics of appropriate advocacy tools

Methodology: Presentation, Discussion, Group work

Materials: White board/ chart paper, Marker pens, Slides, Reading materials on 'Advocacy Tools'

Teaching and learning process Activity 1: Introducing the concept of advocacy tool

20 min

- Highlight the session objectives and outline.
- Present a CODE (an image of the toolbox) and lead a plenary discussion. In order to facilitate the discussion you may want to use following leading questions:
 - o What did you see in this picture?
 - o Which of these things are you using on day-to-day life or which of these things are new to you?
 - o Why we need such equipment in our life? What are the common features of these equipment?
- As usual, use facilitative listening skills such as balancing, paraphrasing, etc. to make sure that most of the participants are engaged in the discussion.



- Use slide (Slides_Session 3.4_Advocacy tools_Definition) and in a brief presentation highlight following points:
 - o Tools are a great human creation that has made our life easy.
 - o Tools are not static. While comparing the tools 15 years back and now we can see vast differences in terms of innovation and invention both.
 - Identifying appropriate tools and its efficient and effective use will make advocacy work a success.

Activity 2: Brainstorming 'advocacy tools'

20 min

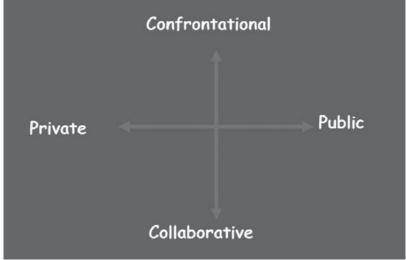
- Invite participants for brainstorming 'potential advocacy tools'. You may or may not want to give any specific context for them to consider (giving specific context makes their life easy while at the same time might limit the types of tool they brainstorm. Limited tools will have negative consequences for the next exercise). Ask every participant to note down at least 5 potential advocacy tools. Encourage them not to be judgmental while brainstorming. Once, individual brainstorming is over, ask them to share the tools to someone sitting next to them in five minutes. So, each pair has to compile the tools they have brainstormed without repeating the same tools in their list.
- Ask each pair to share the tools from their list to the plenary. It is better to ask each group to share
 one tool and the next group takes the turn. Groups can't repeat the tools and the process continues
 from one group to the next unless all of the tools from every group's list have been finished. At the
 end of the process, there will be 15-20 tools in the list.
- Use the second slide from (Slides_session 3.4_Advocacy tools) and present the list of common tools (some of the tools in your list might be different than that of participants).

Activity 3: Group work on classification of tools

40 min

- Ask participants in plenary to choose one of the tools from the final list of the tools. Obviously, their choice will be different. Hence, ask them why they chose what they chose. They may have a different opinion. You just respect the diverse viewpoint without giving any opinion on their choice.
- Summarize the discussion and highlight that the nature of tools are different based on two different parameters:

- o Confrontational vs. collaborative
- o Public vs. private
- Invite participants for a brief group work. Divide them into two groups and ask them to simply cluster the tools. One group will cluster the tools into two categories (Confrontational vs. collaborative) while the next group cluster the same tools into two categories, but based on the different parameter (Public vs. Private). Give them 10 minutes for this exercise.



- Make a graph (four quadrants)
 based on the confrontational vs.
 collaborative criteria on the vertical line while private vs. public criteria on the horizontal line.
- Invite one group of participants to name one tool from their list that is identified as confrontational. Once they name the confrontational tool, then ask other group if they have identified that tool as being private or public. You then organize that tool in a specific quadrant (for example if one group says delegation as collaborative tool and the next group says it as private one then you write Delegation on the quadrant that is collaborative and private.) Follow the same rule to place all the tools in four quadrants as appropriate. In order to make the exercise lively please ask questions for clarity sometime so that participants enjoy the process as well as the output of the exercise.

Activity 4: Reflection discussion on advocacy tools

10 min

Session No: Five

Time: 3.30 PM-4.00 PM

- Before closing the session, lead a reflection discussion on the advocacy tools. Ask participants to reflect on what do they think about the characteristics of an appropriate advocacy tool. Encourage them to be creative and come up with the various parameters.
- Highlight following points:
 - o None of the tools are completely bad. Tools are context sensitive. A tool considered appropriate in one context may not be that appropriate in other context.
 - o Each tool has its own advantages and limitation.
 - o Advocacy tools, however, need to be within the limit of constitutional framework and it is more likely to be on the collaborative continuum. Having said that, it is not meant that all policy changes are the result of collaborative actions alone.

Session Title: Course Evaluation & Closing

Learning objectives of the session:

At the end of the session, participants will be able to:

- Identify the extent of training objectives achieved
- Identify the areas for improvement in the next training

Methodology: Individual work: (training evaluation), Post-test exercise

Materials: Training evaluation forms, Post-test checklist

Teaching and learning process Activity 1: Post-test

10 min

- Thank participants for their active participation throughout the course that is mainly responsible for the training to be a success.
- Shed light on the importance of reflecting on the training objective and the extent to which these
 objectives have been achieved so that next event could be better planned. Additionally, highlight
 that learning is a life-long process and learning from every event such as this training will help the
 upcoming one to be further effective.
- Hand over participants a checklist and ask them to tick the appropriate response from the alternatives
 provided for each question.
- Collect the completed post-test checklist

Activity 2: Evaluation of the training

10 min

- Highlight the training objectives (that were shared in the day one, first session as well) to participants so that they could consider it while evaluating the training.
- Hand over the printed copy of training evaluation form to all participants and ask them to complete the form (Please see the sample in reference materials_ training evaluation form). To make them comfortable remind them that in this evaluation they don't need to mention their name in the form. So, they can be as objective and unbiased as possible.

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Collect the completed form from all participants

Activity 3: Closing remarks and vote of thanks

10 min

- Invite guest for her/his brief closing remarks.
- Invite one-two participants for just two minutes remarks each.
- Thank the participants once again and close the programme.

Training Materials

The reading materials are presented in the same sequence of the training schedule. Though the training guideline has already described key points to be discussed during the session, the materials given in this section aims to provide the trainer a comprehensive idea on that particular topic so that they can get better prepared.

Pre-Post Test Checklist Name:	Date:
A. Tick on the appropriate options for the questions given below	ow:
1. Which of the following is example of social institution?a) Familyb) Schoolc) Ward Citizen Forumd) All of the above	
2.Social institution and structure is created bya) Stateb) Parliamentc) Judiciaryd) Society	
3. Status of a person is determined bya) Powerb) Prestigec) Propertyd) All of the above	
 4. Unless any conscious attempt is made the social struct a) Reproduce inequality in the society b) Ensure justice to the victims c) Ensure the society is healthy d) None of the above 	ture is meant to:
5. How many assets determine the livelihood, as define Framework? a) Five b) Four c) Three d) Six	ed in Sustainable Livelihood
6. Problem isa) Lack of solutionb) Negative existing situationc) None of (a) and (b)d) Both (a) and (b)	
7. Which of the following are development approaches? a) Results-based Management (RBM) b) Rights-based Approach (RBA) c) Welfare/Relief Approach d) Reform Approach	

8. Which of the followings are considered characteristics of human rights?

- a) Universality
- b) Inalienable
- c) No hierarchy of rights
- d) All of the above

9. How many components are there in Millennium Development Goals?

- a) Eight
- b) Five
- c) Seven
- d) Ten

10. What is the common objective of Human Rights and Millennium Development Goals?

- a) Promote human rights
- b) Respect human dignity
- c) Preserve and protect human dignity
- d) None of the above

11. A person can be.....

- a) Either right holders or duty bearers at a time
- b) Both the right holders and duty bearers at a time
- c) Both (a) and (b) are true
- d) None of (a) and (b) are true

12. Rights-based approach combines:

- a) Human Rights & Development
- b) Human Rights and Activism
- c) Development and Activism
- d) Human rights, Development & Activism

13. What are the provisions under Article 12 (Right to freedom) of the Constitution of Nepal:

- a) Freedom of opinion and expression
- b) Freedom of assembly
- c) Freedom to form unions and associations
- d) All of the above

14. What does not belong to 'Rights to equality' provision in Article 13 of the Constitution of Nepal?

- a) No discrimination based on caste
- b) No discrimination based on religion
- c) No discrimination based on sex
- d) All of the above

15. Which of the following Acts are not related to good governance in Nepal?

- a) Right to Information (RTI) Act
- b) Good Governance Act
- c) Local Self-Governance Act
- d) All of the above

16. Which of the following provisions are mandatory in good governance related legal framework?

a) Public audit

- b) Public hearing
- c) Social audit
- d) All of the above

17. Advocacy, as a means to make local government accountable, primarily aims to

- a) Ensure effective implementation of existing laws/policies
- b) Amend laws/policies if that don't address the need
- c) Make sure new law/policies are formulated, if not exist
- d) All of the above

18. Which of the following is a part of policy analysis?

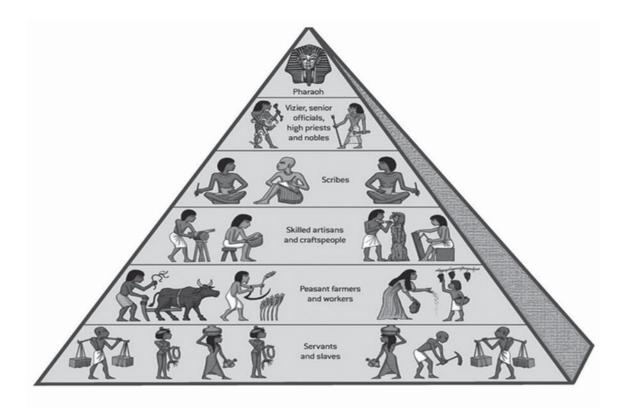
- a) Identifying key actors and institutions
- b) Identifying policy issues
- c) Analyzing policy environment
- d) All of the above

Social Structure & Social Dynamics

A society is a combination of individual members. In addition to the individual members, every society has various groups. Both the individual and groups interact on a regular basis. Social dynamics is a phenomenon that is resulted due to the interactions of individual group members.

Social structure is the organized pattern of social relationships and social institutions that together compose society. Social structures are not immediately visible to the untrained observer; however, they are present and affect all dimensions of human experience in society.

Social class is one example of social structure. Social class shapes the access that different groups have to the resources of society and it shapes many interactions that people have with each other. As a social structure, it guides and shapes human behavior at all levels, no matter how overtly visible or invisible it is at any given time.



In order to understand power dynamics and discrimination, it is necessary to first understand some of the key concepts as follows:

Prejudice = An attitude based on limited information, often stereotypes. Usually, but not always, negative. Positive and negative prejudices alike, especially when directed toward oppressed people, are damaging because they deny the individuality of the person. No one is free of prejudice. Examples of prejudice: women are emotional; Asians are good at math.

Power = Access to resources and to decision makers to get what you want done, the ability to influence others, the ability to define reality for yourself and potentially for others. Power can be visible, hidden, or invisible. Power can show up as power over others, power with others, and/or power within.

Oppression = Prejudice + Power. The systematic targeting or marginalization of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group. Oppression can manifest through racism, classism, sexism, heterosexism, and other isms. Only the dominant group can be oppressive (i.e., racist, classist, etc.) because only the dominant group has the power. Oppression is the losing end of privilege (Allen Johnson).

Systemic (or Structural) Oppression = The ways in which history, culture, ideology, public policies, institutional practices, and personal behaviors and beliefs interact to maintain a hierarchy – based on race, class, gender, sexuality, and/or other group identities – that allows the privileges associated with the dominant group and the disadvantages associated with the oppressed, targeted, or marginalized group to endure and adapt over time (Aspen Institute).

The dynamic system of power, privilege, and oppression depends on four conditions (adapted from dRworks Dismantling Racism Workbook, dismantlingracism.org):

- **1. Constructed Target Group Oppression** An historical and systematic construct that penetrates every aspect of our lives. Includes prejudice in our attitudes, feelings, and behaviors. Includes exclusion, discrimination, suspicion, fear, and hate. Manifests personally, institutionally, and culturally. People seen only as part of the target group, not as individuals. Lower expectations. Fewer options and choices.
- 2. Internalized Oppression— Internalized negative messages about target group by target group. Belief that there is something wrong with being part of target group. Shame, self-hatred, and low self-esteem that results when members of an oppressed group take on society's attitudes toward them and adopt myths and stereotypes about themselves. Internalized oppression can manifest through a sense of inferiority; lowered expectations and limited imagination of possibilities; holding members of one's own group to higher standards of behavior; not associating with one's own group; changing oneself in order to pass or assimilate; identifying with the dominant group; oppressing other members of one's own group; self-destructive behavior; and inability to ally oneself with other oppressed people. Cycles through generations.
- 3. Granted Dominant Group Privilege— An invisible, weightless knapsack of special provisions and blank checks (Peggy McIntosh). Abundant choices, options, and possibilities. The default position. Seen as individuals. Can choose to avoid the impact of oppression without penalty (although also hurt by it). Live in a world where worth, rightness, and personhood are continually validated.
- 4. Internalized Dominant Group Supremacy My worldview is the only worldview. The standards and norms I live by are universal. My achievements have to do with me, not my membership in the group; I feel that I personally earned, through work and merit, any and all of my successes. Inflated sense of self. I have the right to be comfortable; if I am not, someone else is to blame. Equate individual acts of unfairness against members of my group with systematic oppression of target groups. I have many choices everyone else has those same choices. I am not responsible

for what happened before; I have a right to be ignorant. I see anti-oppression work as only in the interests of target groups. Cycles through generations.

Poverty and marginalization

Social exclusion (or marginalization) is the process in which individuals or entire communities of people are systematically blocked from (or denied full access to) various rights, opportunities and resources that are normally available to members of a different group, and which are fundamental to social integration within that particular group (e.g., housing, employment, healthcare, civic engagement, democratic participation, and due process).

Such exclusionary forms of discrimination may also apply to particular segment of people such as people with a disability, senior citizens, and so-called untouchable groups. The outcome of social exclusion is that affected individuals or communities are prevented from participating fully in the economic, social, and political life of the society in which they live.

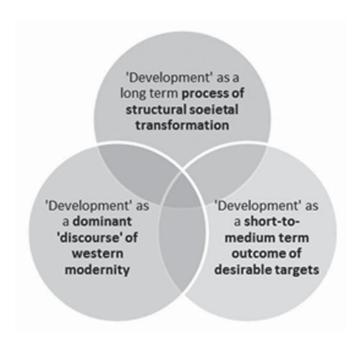
The word poverty provokes strong emotions and many questions. In common language persons with income less than that deemed sufficient to purchase basic needs—food, shelter, clothing, and other essentials—are considered as poor. In reality, the cost of living varies dramatically based on geography; for example, people classified as poor in Nepalgunj might not feel as poor if they lived in Dailekh. No matter how we define it, poverty is complex; it does not mean the same thing for all people. There are six types of poverty: situational, generational, absolute, relative, urban, and rural.

- **1. Situational poverty** is generally caused by a sudden crisis or loss and is often temporary. Events causing situational poverty include environmental disasters, divorce, or severe health problems.
- **2. Generational poverty** occurs in families where at least two generations have been born into poverty. Families living in this type of poverty are not equipped with the tools to move out of their situations.
- **3. Absolute poverty**, involves a scarcity of such necessities as shelter, running water, and food. Families who live in absolute poverty tend to focus on day-to-day survival.
- **4. Relative poverty** refers to the economic status of a family whose income is insufficient to meet its society's average standard of living.
- **5. Urban poverty** occurs in city areas. The urban poor deal with a complex aggregate of chronic and acute stressors (including crowding, violence, and noise) and are dependent on often-inadequate large-city services.
- **6. Rural poverty** occurs in nonmetropolitan areas. In rural areas, there are more single-guardian households, and families often have less access to services, support for disabilities, and quality education opportunities. Programs to encourage transition from welfare to work are problematic in remote rural areas, where job opportunities are few.

Development

Development is a contested term. It resembles to a story about different visually impaired persons describing how an elephant is. There are many different ways of defining development as "a specified state of growth or advancement; a new and advanced product or idea; an event constituting a new stage in a changing situation." (Oxforddicationaries.com). According to Chambers (1997), development is 'Good change', but this is not as straightforward as it sounds. For example, who decides which change is good? Most importantly, the values are central to disputes about the definitions of development – what to improve, how to improve it and, especially, the question of who decides?

Thomas (2000) explains three ways the word 'development' is used:



Development is not the same as aid:

Aid is the transfer of different types of resources from one place to another. By its nature, it goes in one direction only, often from the rich country to poor country, urban to rural. For example, when there is a natural disaster or a war, people are in need of immediate basic resources such as food, water and medical care. Aid may be sent in the form of money, equipment, medical staff, food, clothing or similar. However, aid is for immediate relief, but doesn't often contribute to long term rebuilding or recovery. On a smaller scale, money sent by diasporas to their families in countries of origin to cover costs of living may be considered aid. Development on the other hand is a more complex process. Hence, we can conclude that 'Development' has multiple meaning.

Human Hevelopment

Human development can be simply defined as a process of enlarging choices. Every day human beings make a series of choices. Some of these choices could be economic, social, political, or cultural. Given a claim that people are the proper focus of development efforts, then these efforts should be geared to enhancing the range of choices in all areas of human endeavour for every human being.

Human development is both a process and an outcome. It is concerned with the process through which choices are enlarged, but it also focuses on the outcomes of enhanced choices. Human development, hence seems to represent a simple notion, but it has far-reaching implications:

- First, enlarged human choices and their capabilities have two directional relationships. The human
 choices are enlarged when people develop more capabilities. On the other hand, they enjoy more
 opportunities to use those capabilities.
- Second, economic growth needs to be seen as a means, and not the ultimate goal, of development.
 Income is an important contributor to human well-being if its benefits are translated into more fulfilled human lives. Despite this, the growth of income is not an end in itself.
- Third, as it concentrates on choices, the human development concept implies that people must influence the processes that shape their lives. They must participate in various decision making processes, the implementation of those decisions, and their monitoring and adjustment to improve outcomes where necessary.

Overall, we can say that human development is the development of the people, development for the people, and development by the people. Development of the people means building human capabilities through the development of human resources. Development for the people means that the benefits of growth must be translated into the lives of people. Finally, development by the people emphasizes that people must be able to participate actively in influencing the processes that shape their lives. In a nutshell, we can see that human development and human rights are mutually reinforcing and they have a common denominator: human freedom.

Development as freedom

However, for a fuller understanding of the connection between development and freedom, we have to go beyond that basic recognition (crucial as it is). The intrinsic importance of human freedom, in general, as the pre-eminent objective of development is strongly supplemented by the instrumental effectiveness of freedoms of particular kinds to promote freedoms of other kinds. The linkages between different types of freedoms are empirical, rather than constitutive and compositional. For example, there is strong evidence that economic and political freedoms help to reinforce one another rather than being hostile to one another (as they are sometimes taken to be). Similarly, social opportunities of education and health care, which may require public action, complement individual opportunities for economic and political participation and also help to foster our own initiatives in overcoming our respective deprivations. If the point of departure of the approach lies in the identification of freedoms, the main object of development, the reach of the policy analysis lies in establishing the empirical linkages that make the viewpoint of freedom coherent and cogent as the guiding perspective of the process of development.

-Amartya Sen

Source: Sen, 1999, preface.

Measuring Human Development

It is hard to find any measure that fully captures a meaning of the concept. Capturing the richness and breadth of the concept by a measurement is difficult. It applies in the case of 'human development' as well.

In principle, human choices and their outcomes can be infinite and change over time. However, the three essential ones at all levels of development are for people to lead a long and healthy life, to acquire knowledge and to have access to resources needed for a decent standard of living. If these essentials are not available, many other opportunities remain inaccessible.

A composite index, the human development index (HDI) has been developed on the basis of these three basic dimensions of human development. The HDI contains four variables:

- life expectancy at birth, to represent the dimension of a long, healthy life;
- adult literacy rate;
- combined enrolment rate at the primary, secondary and tertiary levels, to represent the knowledge dimension:
- real GDP per capita (purchasing power parity (PPP)US\$), to serve as a proxy for the resources needed for a decent standard of living.

Millennium Development Goal and Human Rights

The Millennium Development Goals (MDGs) has its root in the political commitments made by the world leaders to tackle poverty, illiteracy and disease at the dawn of the new millennium. At the historic Millennium Summit in September 2000, the largest gathering of world leaders at the time, United Nations (UN) Member States reaffirmed their commitment to ensure the full realization of human rights in the Millennium Declaration.

The MDGs and human rights have common objectives: to preserve and protect human dignity. Despite having many different contributors to poverty a denial of human rights is one of the prime one. It indicates a direct linkage between human rights provisions and the MDGs. Apart from the direct links; there are significant complementarities between the MDGs and human rights obligations. While the MDGs embraces the political commitments, the human rights treaties results in legal obligations. Both of these constitute tools for holding governments accountable.

Despite this broad expectation it is criticized that human rights have not yet played a significant role in supporting and influencing MDG-related activities. The effort towards achieving MDGs target are mostly executed in isolation from the human rights commitments in the original Millennium Declaration. At the same time, just like development benefits, the realization of human rights remains out of reach for the poor and excluded people. It is irony that in spite of growing human rights norms and laws, mass poverty, deprivation and marginalization of certain segment of society continue to remain a phenomenon.

In order to overcome this situation an attempt should be made to ensure that the normative power of human rights and the practical and political strength of the MDGs are brought together. In doing so, a strong coalition of civil society could be a vehicle to ensure that governments meet their commitments and obligations. This is the best possible way working towards our common goals of human dignity and a world free of poverty and injustice.

Human Rights

Human rights are international legal and moral standards that constitute civil, cultural, economic, political and social legal entitlements of individuals. Whereas realization of human rights in itself is a great achievement, it further plays an instrumental role in enabling development. When a state makes a commitment to the realization of human rights by signing up to and ratifying a human rights treaty the human rights become legally binding obligations.

Following the United Nations General Assembly's adoption of the Universal Declaration of Human Rights (UDHR) in 1948, the United Nations system has adopted many human rights treaties, including the following 'core' nine:

- International Covenant on Economic, Social and Cultural Rights (ICESCR)
- International Covenant on Civil and Political Rights (ICCPR)
- International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
- International Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
- Convention on the Rights of the Child (CRC)
- International Convention on the Protection of the Rights of all Migrant Workers and Members of Their Families (MWC)
- · Convention on the Rights of Persons with Disabilities
- International Convention for the Protection of All Persons from Enforced Disappearance
- International Covenant on Economic, Social and Cultural Rights (ICESCR)

Human rights possess a number of important characteristics. These include:

- universality,
- inalienable,
- legally binding.
- no hierarchy of rights: they are equal and indivisible.
- interdependence

It is very important to note here that human right is not just an abstract slogan. Each aspect of human right has specific content and claims. For example, the right to health requires that health care should be available, accessible, affordable and of sufficient quality. Moreover, obligations are defined and duty-bearer identified. While largely, the state is identified as duty-bearer even not-state actors also carry some human rights responsibilities. As a prime duty bearer, a state must:

- respect human rights by refraining from interfering with them.
- protect human rights by ensuring that private actors do not interfere with them.
- fulfil human rights by adopting the necessary measures to ensure fulfilment.
- guarantee human rights without discrimination of any kind.

Hence, we can see common objectives of the Millennium Development Goals and human rights. The common objectives of these both are to preserve and protect human dignity through the achievement of a wide range of civil, cultural, economic, political and social rights. The following table illustrates the range and depth of the linkages between human rights and the Millennium Development Goals:

	Eradicate extreme poverty and hunger			
	Target 1.A: Halve the proportion of people whose income is less than \$1 a day (between	Right to adequate	UDHR, articles 22 and 25	
	1990 and 2015).	standard of living	ICESCR, articles 6, 9 and 11	
		Right to Social Security		
	Target 1.B: Achieve full and productive	Right to Work	ICESCR, article 6	
1	employment and decent work for all, including women and young people.			
Goal 1	Target 1.C: Halve the proportion of people who suffer from hunger (1990- 2015).	Right to food	UDHR, article 25(1)	
	3 (222 2 2)		ICESCR article 11	

	Achieve universal primary education			
•	Target 2.A: Ensure that, by 2015, all children will be able to complete a full course of	Right to education	UDHR article 25(1), ICESCR	
30al 2	primary		articles 13 & 14, CRC article 28(1)(a), CEDAW article 10,	
	schooling.		ICERD article 5(e)	

	Promote gender equality and empower women		
Goal 3	Target 3.A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.	to equality	UDHR article 25(1), ICESCR articles 13 & 14, CRC article 28(1)(a), CEDAW article 10, ICERD article 5(e)

	Reduce child mortality			
Goal 4	Target 4.A: Reduce by two-thirds the under-five mortality rate by 2015	3	UDHR article 25, CRC articles 6, 24(2)(a), ICESCR article 12(2)(a)	

	Improve maternal health		
	Target 5.A: Reduce by three-quarters the		UDHR article 25
	maternal mortality ratio by 2015.	Display to be solth	ICESCR article 12
	Target 5.B: Achieve, by 2015, universal	Right to health	CRC article 24
Goal 5	access to reproductive health.		CEDAW article 12
Ğ			ICERD article 5(e)(iv)
	Compat HIV//AIDS malaria and other diseases		
	Combat HIV/AIDS, malaria and other disease	5	I
	Target 6.A: Have halted by 2015 and begun to reverse the spread of HIV/AIDS.		
	to reverse the spread of HIV/AIDS.		UDHR article 25
	Target 6.B: Achieve, by 2010, universal access to treatment for HIV/AIDS for all	Right to health	ICESCR article 12
	those who need it	ragin to nodin	CRC article 24
	Target 6.C: Have halted by 2015 and begun to reverse the incidence of malaria and other		CEDAW article 12
Goal 6	major diseases.		ICERD article 5(e)(iv)
	Ensure environmental sustainability		
	Target 7.A: Integrate the principles of sustainable development into country	Right to	
	policies and programmes and reverse the loss of environmental resources.	environmental	CESCR article 12
	Target 7.B: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss.	health	CRC article 24
	Target 7.C: Halve, by 2015, the proportion of people without sustainable access to safe	Right to water	ICESCR article 12
		and sanitation	CRC article 24
	drinking water and basic sanitation.		
	Target 7.D: Have achieved by 2020 a significant improvement in the lives of at	Right to adequate	UDHR article 25(1),
Goal 7	least 100 million slum dwellers.	housing	ICESCR articles 11(1),
Ö			ICERD article 5(e)(iii)

	Develop a global partnership for development		
	Target 8.A: Develop further an open, rule based, predictable, non-discriminatory trading and financial system.	Right to development	United Nations Charter articles 1(3), 55 and 56
	Target 8.B: Address the special needs of the least developed countries (tariff and quota free access, debt relief and more generous ODA).	International obligations for ESC rights	UDHR articles 22 and 28 ICESCR articles 2(1), 11(1),
	Target 8.C: Address the special needs of landlocked developing countries and small island developing States		15(4), 22 and 23 CRC articles 4, 24(4) and 28(3)
	Target 8.D: Deal comprehensively with the debt problems of developing countries.		, = , (, , = , (, ,
	Target 8.E: In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.	Right to health	ICESCR articles 2(1) and12 CRC, articles 4 and 24
Goal 8	Target 8.F: In cooperation with the private sector, make available the benefits of new technologies.	ESC rights	ICESCR

How the MDGs can reinforce the achievement of human rights:

- The MDGs give an opportunity to raise awareness about the urgency of dealing with poverty and deprivation. Thus, it draws attention to the violation of economic and social rights.
- The MDGs serve as benchmarks to measure the progressive realization of some of human rights, such as economic, social and cultural rights.
- Given the international and growing national mobilization behind the MDGs, they can provide a political process based on political commitments made at the highest level, through which legal rights can be claimed.

The national and international efforts around the MDGs have led to the mobilization of resources for and within developing countries that can be applied to implement the Goals and ensure the progressive realization of human rights.

Advocacy

What is Advocacy?

Have you ever represented your group and met with a local government institution such as VDC, DDC or even any state institutions? Have you ever encouraged your peers to support you on a particular policy proposal you wanted approved by the DDC? Had your group ever filed a petition for any of the local issues? If your answer is 'Yes' in all of these three different situations, you are conducting advocacy.

What, indeed, is advocacy? Since advocacy may mean different things to different people, it is necessary that we agree on a working definition of advocacy that we can use throughout the training. Here are some definitions collected from various development literatures for your reference:

Advocacy is the act or process of supporting a cause or issue. An advocacy campaign is a set of targeted actions in support of a cause or issue. We advocate a cause or issue because we want to:

- build support for that cause or issue;
- · influence others to support it; or
- try to influence or change legislation that affects it.
 - -International Planned Parenthood Federation, IPPF Advocacy Guide

Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision-makers toward a solution. Advocacy is working with other people and organizations to make a difference.

Key characteristics of advocacy can be summarized as:

- It is an action directed at changing the policies, positions or programs of any type of institution.
- It is putting a problem on the agenda, providing a solution to that problem and building support for acting on both the problem and solution.
- It can aim to change an organization internally or to alter an entire system.
- It can involve many specific, short-term activities to reach a long-term vision of change.
- It consists of different strategies aimed at influencing decision-making at the organizational, local, provincial, national and international levels.
- It is the process of people participating in decision-making processes which affect their lives.
- Advocacy strategies can include lobbying, social marketing, information, education and communication (IEC), community organizing, or many other tactics.

Types of Advocacy

Policy advocacy

Policy advocacy initiatives focus exclusively on the policy agenda and a specific policy goal by directly influencing policymakers. This type of advocacy usually assumes that policy change will produce real change on the ground.

Public advocacy

Public advocacy utilizes the strength of numbers of citizens affected by a policy issue by relying on their organized efforts to bring to the attention of policymakers the necessity of policy change. This type of advocacy may involve public actions such as petitions, organized protests, demonstrations, sit-ins and non-violent civil disobedience by large groups of people to air major grievances, to confront power holders, and to find ways to engage different decision-making systems. It may have, as additional objectives, changing citizens' awareness and behavior, empowering them in the process, and letting their leaders to lead them in pleading their cause or supporting a policy issue.

Media advocacy

Media advocacy is utilizing the various media forms to obtain visibility to a policy issue in order to inform the public of its content, gain allies, and influence opinion leaders and policymakers. The crucial element in media advocacy is to tap media practitioners who are already sympathetic to the cause and to educate and inform those who are still new to the issue for them to provide more coverage and space to it in the news, opinion and feature stories.

Summary Description of the Advocacy Process

Advocacy is not a science, rather it is an art. So, different organizations talk about different steps. However, there are some key steps that need to be gone through to accomplish an advocacy objective irrespective of the nature of advocacy. Here is some o the common process of advocacy:

Identifying the issue

Advocacy ideally starts with identifying the issue around which advocacy for policy change will be promoted. It is the subject matter that determines the field of analysis of the whole advocacy process. In choosing the issue, it should satisfy the criteria of being focused, of clarity and of being widely felt by the advocacy group and its constituents.

Stakeholder analysis

This step involves an analysis of individuals and institutions or organizations that may affect, or be affected by, an advocacy action. It includes analysis of the target beneficiaries of the advocacy action and, also, the target audience (the policymakers). The effect may be direct or indirect and positive or negative. Stakeholder analysis answers the basic premise that various groups and individuals have different concerns, interests and capacities and that these need to be understood fully and recognized in the advocacy process.

Environmental scanning

Environmental analysis is used to analyze the internal strengths and weaknesses of an organization (be it a group, an independently existing organization, or a network of organizations) and the opportunities and threats it faces. It is otherwise known as SWOT analysis.

Problem, objective and strategy analysis

These are three interrelated steps that start with a systematic and detailed analysis of the problems that relate to the issue under study. It is then followed by a similar analysis of the objectives, and ends up with a determination of the strategies to be undertaken to enhance the feasibility for carrying out advocacy.

In problem analysis, the negative aspects of an existing situation are identified and their cause-effect relationships established. An analysis of objectives requires describing the situation in the future once the identified problems have been remedied by establishing the means-ends relationship. The alternative strategies are derived by scoping and arranging the complex array of objectives into clusters of related objectives and classifying them into options.

Building partnerships, networks and coalitions

Number determines the success of any advocacy activity. Hence, developing a network of organizations is a key that will provide the base and perform tasks in support to advocacy. This step may be considered a part of action planning.

Developing messages and selecting channels of information

Developing strong and tailor-made advocacy messages and selecting channels for communicating them to the policy audience enhance the effectiveness of advocacy. A one sentence advocacy message will help all of the advocacy team members to communicate the same message and reinforce it throughout. Advocacy channels may range from relatively inexpensive channels such as policy briefs, press releases, press conferences, getting invited to radio and TV public affairs programs to relatively expensive to expensive ones such as public forums, public debates, policymaker conferences, newspaper, radio and TV ads.

Advocacy action planning

Action planning involves developing the planning structure. It helps clarifying the logical arrangement of how the goals, immediate objectives, results and activities are clearly linked to each other. It further provides the indicators and sources of verification so as to make it easy to see if the planned results have been achieved. It also includes preparation of the detailed activity schedule and estimating the means (budget and other resources) to carry out the activities.

Fund-raising

Funds and other resources (personnel, time and other materials) are necessary to carry out the advocacy activities uninterruptedly. All of these may not be available from within the organization or the network hence the need to identify contributors and carry out the advocacy plan.

Implementing the advocacy plan

After the action plan has been finalized and the funds and other resources have been readied, it is time to implement the activities according to the plan of action. Because of uncertainty in the advocacy environment, it is necessary to exercise maximum flexibility in the implementation the action plan.

Monitoring and evaluation

It is also necessary to conduct monitoring and evaluation of the entire advocacy process. The advocacy organization or network should be able to put in place a monitoring plan even before they implement their advocacy plan. If using the logframe, there should be no problem evaluating the results as the objectively verifiable indicators (OVIs) should have been clearly stated there already.

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Karnali Integrated Rural Development and Research Centre (KIRDARC) Nepal is a Nepali Non-governmental National Organization, registered at District Administration Office, Jumla under the Society Registration Act, 1978 in 1999 AD, and is affiliated to the Social Welfare Council. It has been currently operating in 16 districts of Nepal with strategic focus on mountain people of Mid-western Development Region. It has well outfitted district offices in Jumla, Humla, Mugu, Dolpa, Kalikot, Kapilbastu and Program Support Office in Surkhet as well as a Coordination Office in Kathmandu. It has been established with the aims for promotion and protection of all human rights including rights against poverty and neglected sectors of mountain people. KIRDARC has focuses on the rights of mountain people.

KIRDARC believes in the indivisibility of human rights and promotes civil, political and socio-economic rights with equal emphasis. It also advocates for development as a fundamental right of the people. It believes in adherence to institutional good governance, respect for plurality, diversity and meaningful participation in organizational structures as well as across all the interventions.

Now KIRDARC is working under its strategic plan 2014-2018 with vision: A just and prosperous society with people having equal access to and ownership over resources and opportunities. Currently, with integrated intervention, it has been engaged with 700 CBOs, 15 local NGOs, more than 10 networks, and private sector, media and government mechanisms to ensure the basic rights of more than 300,000 people.



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