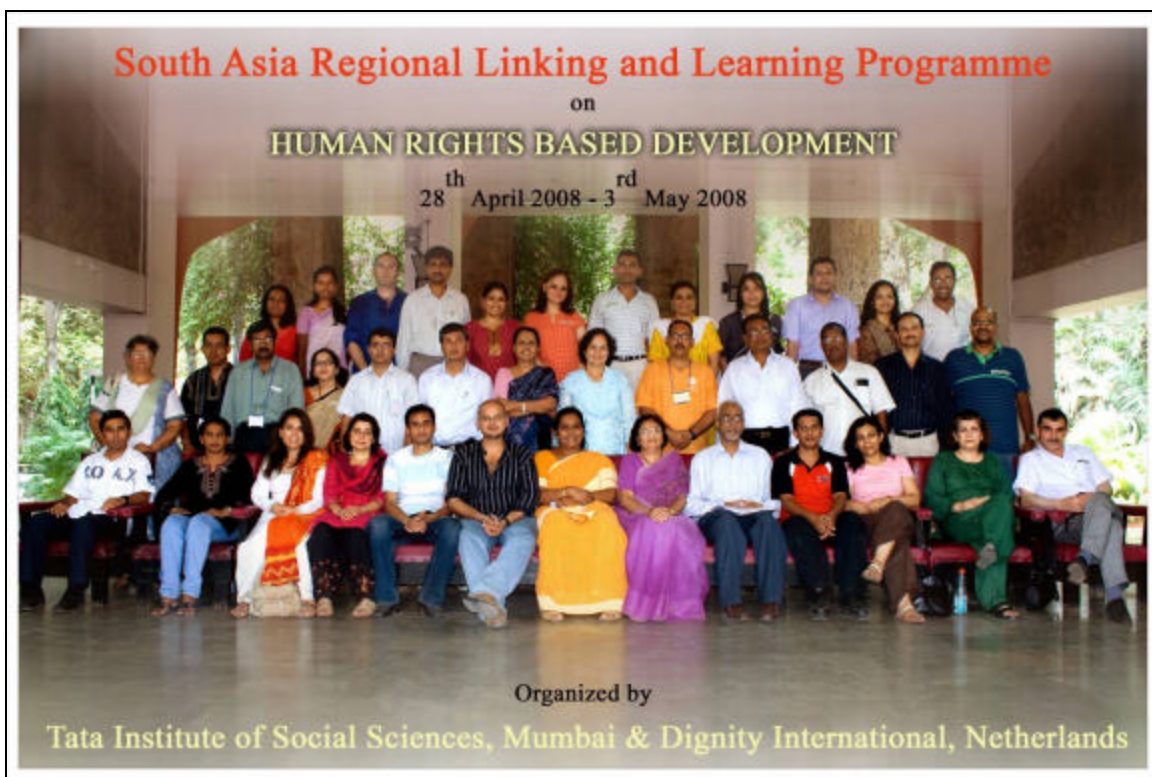


**SOUTH ASIA REGIONAL LINKING AND LEARNING
PROGRAMME
ON
HUMAN RIGHTS BASED DEVELOPMENT
REPORT**



28TH APRIL 2008 – 3RD MAY 2008, TATA INSTITUTE OF SOCIAL SCIENCES, MUMBAI

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- REPORT -

DAY 1: 28TH APRIL

REGISTRATION

INTRODUCTORY SESSION

After registration, all participants were asked to move in the open space. After introducing himself, Mr Jerald Joseph, the facilitator, then engaged the participants in a number of exercises that were designed for participants to warm up, to feel comfortable with themselves and with each other, and to feel comfortable with movement and play.

The series of activities began with singing of a song which flows as follows:

Oh Rum Sum Sum
Oh Rum Sum Sum
Guli Guli Guli Rum Sum Sum (repeat
twice)
Oh yea – o yea
Guli guli guli ram sum sum Oh Rum
Sum Sum
Oh Rum Sum Sum
Guli Guli Guli Rum Sum Sum (repeat
twice)
Oh yea – o yea
Guli guli guli ram sum sum



The song was accompanied by movements that helped participants to relax, exercise their voice, move around, and feel comfortable with the environment around them.

In the next activity, the participants stood in a circle, with one person standing in the middle. The person in the middle had to walk around and catch anyone in the circle by pointing to him/her and shouting BOOM. Subsequently the person to the left raises his/her hands and shouts "AYO" followed by the person to the right who puts his hands down and shouts "AYA". Any person who makes a mistake or hesitates was replaced by the person in the middle and the game continued.



This activity helped the participants to feel more comfortable with the group.

Everyone then moved to the Conference Hall, the venue for the Inaugural Session. Here the participants played the passing the Ball Game. Participants were divided into groups of five. Each group were given a football which they had to pass on to the next group by using their heads.



Getting to know each other – As a warm up, participants were asked to keep their name badges on the table which were then mixed up. They were then asked to pick up a name badge each and write one positive and one negative trait of that person in the paper slip given. After completing this each person was asked to find the person whose name badge they had picked up and then introduce each other.

INAUGURAL SESSION



The inaugural session of the workshop was officiated by the Director of the Tata Institute of Social Sciences (TISS) Prof. S. Parasuraman. Present with him on the occasion was Prof. Lina Kashyap, Deputy Director (TISS), Dr. Neela Dabir and Prof. Arvind Tiwari, TISS faculty and the facilitators of the workshop, Ms Aye Aye Win and Mr Jerald Joseph from Dignity International.

In her welcome address, Dr. Neela Dabir gave a brief overview of the background and objectives of the workshop, welcomed all the participants to the workshop and thanked the guests of honour for accepting the invitation to inaugurate the workshop. A special vote of thanks was given to the Director and the University Grants Commission for providing financial support for the programme.



Ms. Aye Aye Win briefly described the vision and mission of Dignity International as an organization. Set up in 1999, Dignity International is working with the Council of Europe to tackle poverty through the promotion and realization of Human rights.

In his keynote address, the Director, Prof. S. Parasuraman emphasized the responsibility of the Government to fight poverty. He stressed the need for a shift from the Human capabilities framework to the Rights Framework in order to fight poverty effectively. He concluded his speech by expressing his gratitude to the organisers for inviting him for the inaugural session and with the hope that by the end of this workshop, the participants will have gained the practical knowledge that is needed to make a difference on the ground.



Module 1: Welcome & Introductions

The Inaugural Session was followed by Module 1 which started with the “Animal Game”. To enhance participants ease with movement and play, the facilitator played the “**Animal Farm**” Game. For this, chits of paper were prepared with names of animals written on them. The number of participants was divided into 5 types of animals. Each set consisted of chits with the name of one animal on it. The chits were mixed and the participants were asked to pick up one chit each. They were asked not to disclose the name of the animal written on their chits. Subsequently participants were asked to move around the room, mimicking both the sound and movement of that animal, while trying to find other members of

his/her animal group. Once participants found their animal group members, the animal groups were asked to stay together and wait for the other groups to settle down. Each animal group was then asked to present their sound and action while the others guessed the name of the animal.

Following that exercise, the programme went deeper to understand each person, the work of their respective organisations, and the work each participant does within their organisation. Participants were asked to state their name and explain how their names were linked to human rights. This introduction was to be greeted by the person sitting opposite the introducer doing an action like clapping or salaam etc. Each gesture had to be different.



In terms of the organisations represented in the programme, these ranged from grassroots and community based organisations, to national NGOs as well as international NGOs. The constituencies dealt with by the participants' organisations ranged from youth, women, indigenous communities, the urban poor, and the rural poor. The issues that the organisations dealt with included: violence on women; child abuse; slum and housing rights; HIV/AIDS; work around torture victims; economic activities in support of women and youth and train them in credit and saving schemes; education in general; women and children's rights; promotion of farmers' organisations; economic empowerment of women-headed households; governance; peace; as well as the promotion and improvement of socio-economic welfare of women and enhancing their efforts to meet their basic needs.

The disciplines that the participants were trained in included law, sociology, social work, and community organising.

Next, the facilitator asked the participants to write on one or 2 pieces of paper, what they hoped to take away at the end of the 6 days workshop (one point per piece of paper). Once the task was complete, the participants were asked to pin their papers on the soft board.

The general responses of the group included gaining more information on human rights in SAARC countries, to have a right based platform, to link human rights with development, poverty, to evaluate how human rights links with poverty, to use human rights as a tool for sustainable development, to encourage South Asian cooperation, to link Human Rights with planning, monetary, and evaluation, to develop friendly relations with other countries, to work for the development with socially excluded and marginalized groups, to operationalize human rights and to relate human rights with their respective jobs.

The group was asked how these expectations could be fulfilled in the short span of 6 days. The participants responded by saying that it could be achieved by listening to others, by working in small groups, by sharing success stories/case studies, by using formal and informal methodologies, by using energisers, songs and by sharing diverse experiences.

There was a discussion on the workshop methodology regarding participative learning. It was acknowledged that there was no learning done when teaching is teacher centred. Therefore, it was agreed by the group that the workshop would attempt to follow a participative methodology where the facilitators and participants were both students and teachers and that there were no right or wrong answers. Another focus of the workshop would be to learn to appreciate diversity.

The facilitator then proceeded to explain the six day programme matrix to be followed in the workshop. Also, the contents of the resource file and the module file were explained. The group was also told about the case studies that the participants would have to work on and present on the fifth and sixth days of the workshop. The case would have to be a real issue about a minority group or person that their organisation was dealing with including the description of the case, the context of the case, the persons affected and the actors working on the situation. Each participant was asked to come up with a case. Some of these cases would be selected and the participants would later be divided into groups and have to find a human rights based solution to the case on the sixth day.

Module 2: Understanding Human Rights

The post lunch session began with the participants playing a Trust Game for which the participants were asked to form a circle and one participant was made to stand in the centre and another to remain outside the circle. The participant on the outer circle had to try to touch the participant in the inner circle while the participants forming the outer circle had to prevent this from happening. The facilitator called this the struggle for human rights.

The game was followed by the facilitator setting some ground rules with the group that would be followed for the rest of the sessions. Some of the ground rules suggested by the group included being on time, keeping cell phone on silent mode, listening, following the Process, respecting others, being present for all the sessions, speaking loudly and avoiding any sub-meetings.

Once the ground rules were set, orange and green paper slips were handed out to the participants. On the orange slips, they were asked to write why they like to work on Human Rights and on the green slips why they do not like to work on Human Rights. When the task was completed the participants were asked to come up to the board and stick the orange slips on one side and the green slips on the other side.



The following responses were given by the participants:

| Why they like working on Human Rights? | Why they do not like working on human rights? |
|---|--|
| <ul style="list-style-type: none"> • Human Rights are about liberty, derived from natural law • It respects personal freedom, promotes equalization of opportunities • Universal, respect for human beings, dignity • About the future, a better tomorrow, • Duty bearers are made responsible. • It makes a just society. • Allows spaces for the voices of the unheard, • Ensures equity • Gives the victim an opportunity to express and live with dignity. | <ul style="list-style-type: none"> • Right of one person could be in the way of the development of another (competing rights) • Powerful countries use human rights to control countries with lesser powers, • Dismantles the social norms and values (cultural relativism) • Human rights enforcement mechanisms fail • Creates confusion about who causes violations by states or non state actors • Difficult to operationalize • Difficult to punish offenders • People's ignorance about their own rights • Lethargy and lack of accountability of duty bearers • Situation of the victims not conducive to continue the fight • Gender discrimination, creates confusion as to who to hold accountable for Human Right violations, only state or non state actors including people who don't follow the ideology in their personal lives. |

This activity made the participants get on the same plane and would be helpful in dealing with the issues of human rights in their respective countries in the future.

Following this discussion, the facilitator moved onto another activity.

Protecting Human Rights:

Participants were asked to remove their shoes and walk around the room. Some sharp pins were placed on the floor and the participants were asked to walk backwards. Participants then took a lot more care when walking backwards, so as to avoid stepping on the pins. They were asked by the facilitators why they behaved the way did. Two points including "experiencing pain to uphold human rights" and "self preservation"-how to protect oneself from human rights violation, were highlighted by the participants during the discussion.



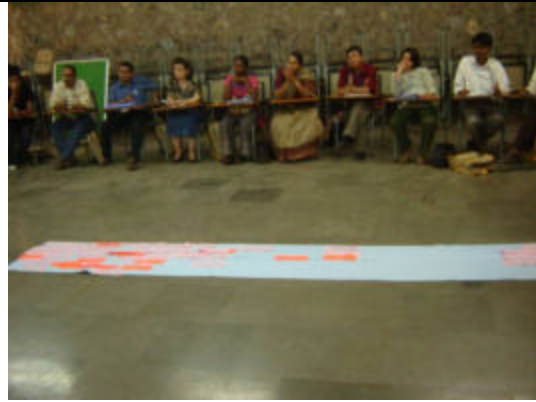
Stepping on Feet Exercise

Participants were asked to take their shoes off and asked to step on as many feet as possible. Even with these instructions, the natural tendency by the participants was to jump around so that they avoid their feet being stepped on. This exercise further emphasised the point of "natural instinct to preserve ourselves". It is an instinct for the defence of life which is very essential to all of us. In human rights sense it is called basic DIGNITY.



The Time Line of Human Rights:

Participants were asked to write down two or three incidences in the Human Rights history that have set the course of its history. A long sheet of paper was placed in the centre of the room with a time line drawn on it. The participants were asked to come and place their slips of paper on the timeline as per the date and the incidences.



The various points highlighted on the time line of human rights included Buddhism to Humanism, transformation of Emperor Ashoka from a conqueror into a follower of Buddhism, the Bhakti and Sufi Movements between 1000-1500 AD, the Holy Crusades, the Birth of Mohammad, the Magna Carta 1000-1500, abolition of Sati in 1829, Sepoy Mutiny in 1857, and the Indian Independence Movement. The facilitator ended the discussion by emphasizing that human rights got a huge push with the establishment of the United Nations in 1945 and its subsequent acceptance by all member countries of the United Nations.

Module 3: Understanding Development

The participants were asked to put up an exhibit of materials related to their respective organizations and their work the next day.

All participants were divided into six groups and each group were told an article from the UDHR. They were then asked to enact the message of the article through a pose, but without any movement or talking. The groups depicted the messages of the article followed by discussion about the respective article.



The Power Game – This game helped the participants to initiate reflections about power and its relationship to human rights. Participants were given a balloon and a pin each. They were told that the balloon in their hands is very important to them and they should protect it at any cost. "Are you ready to protect your balloon?" asked the facilitator, then "Ready, steady, GO!" Upon the word go, participants immediately started to destroy other peoples balloons. A few tried to protect their balloon without destroying other people's balloons but when the environment degenerated, they also started to destroy others balloons. This exercise helped to bring out that power isn't just with the State but also lies with individuals, communities and organisations.



Day 2: 29th April

Module 4: Human Rights Based Development (Overview)

The participants were asked to make some expressions using the top space, middle space and the lower space. Participants used this to express a range of emotions including anger and happiness.

The participants were divided into five groups. Each group was asked to make a pose resembling a tractor. Participants came out with various new designs of tractor, such as Tata Tractor and toy tractor. The above two activities acted as energizers.



The next activity was "Drama/Portrait Theatre" where participants were grouped into six groups and each group was asked to sculpt and each assigned topics related to development.

The participants depicted images of various development related issues such as health, education, empowerment of women, and livelihood.

This activity was followed by a discussion on what is development about. Participants came out with various responses related to development as a learning Process, cooperation, positive change, sustainability, exploring new things, innovations, evolution, breaking of stereotypes and gender roles, end of inequality, poverty and unemployment, enjoyment of different kinds of rights, such as the right to education and health, changing laws, peace building and conflict resolution, utilization of local resources, integrated approach to bring about peace and happiness, breaking of religious and cultural taboos etc.

The following activity aimed at establishing a link between development and human rights.

Participants were divided into two groups, one group was designated as the development group while the other group was the human rights group. The group on Development was asked to write various issues of Development on the paper given to them. Likewise the group on human rights was asked to write on the paper given the various Human Rights issues that people are working on.

The idea was highlight the commonalities between the vision for development and for human rights.

The groups came out with following issues:

| Basic Human Rights: | Development: |
|---|--|
| Water rights | |
| Food Security is dependent on livelihoods. | Livelihood ensures food security Inclusive equal sustainable development, everyone gets food. |
| Institutional Reforms. Reform of Bureaucratic, Judiciary, police reforms | Civil and political rights, to promote development |
| Rights / Access to education | Education |
| Right to life: Campaign against Global Warming and Climate change Industries, mines etc create pollution, chemical waste which goes in drinking water. | Sustainable development Industrialism is not against development but measures should be taken |
| What human rights about? Right to life with dignity for human beings Whose right: Human Human Rights Based Approach | What's development about: Human Beings Life with dignity Human Rights based development |

The two groups were then asked to stand in two straight parallel lines emphasizing the development reform movement and the human rights reform movement. It was concluded that the vision for development rights is about dignity of all human beings and human rights vision is also about the dignity of all human beings.

Both group members standing in the parallel line were asked to shake hands and merge together emphasizing that development and human rights are two sides of the same coin such that development is about human rights and human rights is about development.

MODULE 4: Human Rights Based Development (Overview)

The post tea session comprised of the exhibition by the participants about their respective organizations.



The Acronym Game – Participants were divided into five groups where each group was asked to come up with acronyms using the elements they feel most critical in human rights in development.

The five different acronyms that were presented include:

1. UHRD: Universal Human Rights and Development
2. SUPER: Sustainable Poverty All Empowerment Rights
3. POWER: Positive Opportunity Well Being Empowerment and Rights Based
4. SIDHRA: Sustainable Inclusive Development Human Rights Approach
5. DIGNITY: Development Information Governance Networking Integrity Technology Youth

The point of the exercise was not only to highlight the key elements but also to show that no matter what acronym is used, the key elements of participation, accountability, non discrimination should always be included. Also poverty meant gender relations, social exclusion, security, the powerful, state institutions, organizations of the poor and capabilities. The rights – based assessment analysis emphasizes the ‘PANEL’ Analysis which includes participation, accountability, non-discrimination, empowerment and linkages to human rights standards.

Post Lunch Energiser: Participants were asked to stand up and make two parallel lines facing each other. The group was asked to decide symbols to describe the developer, government and people. The group deciding the developer would make a hoarding action with their arms. The group deciding the government symbol would make an accusing pointing action with their fingers and the people would point their fist out into the sky in a sign of protest. The two groups were then asked to decide who they wanted to be and subsequently enacted the above instructions. The game was meant to emphasize that different groups get the upper hand at different times.



Module 4(A): HRBD -Link To Human Rights Standards

Human Rights Jargon – Warm Up

The activity used was “charades”. Participants were divided into two teams. They were given a commonly used human rights word – “jargon” and asked to act it out for their team who had to guess the word. The words given were Declaration, signature, violation, and justiciable. The exercise showed participants that there are many “jargons” in the human rights language and encouraged them to concentrate on the substance of the work and not to be put off by the jargons. To familiarise themselves with the jargon, they were given a list of commonly used jargons and their corresponding explanations.

The facilitator then moved on to a marriage activity. The group was asked to stand up in two lines. Each participant was given a piece of either blue or crème

paper. On the blue pieces of paper was written a term related to human rights and one the crème pieces of paper was written the definition. The participants were asked to walk around and find their pair. The person with the term was asked to find the person with the definition and vice versa. Once the pairs were formed, the facilitator handed out a sheet listing the terms and their definitions. Pairs that have been mismatched were asked to re-pair after a 'divorce'! The participants were asked what they thought about this exercise. The participants responded that the exercise was difficult as they were confused by the jargon. They acknowledged the importance of the jargon as it would be needed when they were to do advocacy with the government and other international bodies. The facilitator asked the group about the source of Jargon. The group responded that jargon came from the UN. So the facilitator said that they should learn more about the UN. The group was given pieces of paper and asked to write about the UN in 2 to words. They could write more and take more paper. The group was asked to paste their comments on the floor with their comments placed in a range of positive, negative and neutral. When all the comments were pasted the participants were asked to stand around and read the comments. The various comments about the United Nations were as follows:

| Positive | Negatives | Neutral |
|---|---|--|
| Its an international body of people. Guardian of human rights. International entity. A mechanism for international cooperation. UN habitat very positive. UNFPA | UN is equal to control by the USA. Divide and rule. Unequal representation. The UN is a puppet. The UN is beauracracic. It fails to protect human rights. It does not do enough environmental development | UN sounds very High level. It's an association. Its about human beings |

The facilitator acknowledged that there were a lot of strong feelings regarding the UN. The majority feelings were anti UN feeling that the UN was beauracracic and controlled by a few nations and talking more and delivering less. The facilitator asked the groups about how one gets membership to the UN. The membership is through the nation states. The facilitator went on to explain details about the UN Secretary General, Different Bodies of the UN, The Charter of the UN, Purpose of the UN, Member States, UN Bodies, UN Charter (1945) Established 6 principles organs, "Creatures" in the UN Human Rights Systems, Characteristics of the UN Bodies, Human rights Treaties, Thematic Mandates, Country Mandates and the Rapporteurs on various issues.

The post tea session started with the facilitator asking the participants to form groups based on the main issues they were working on and if they wanted to

find out if there were any international treaties on those issues. Participants divided themselves in groups who were working on Housing & Basic services, Sustainable Development, Child Rights – Child Labor, Press freedom, HIV/AIDS, Right to work/ Livelihood, Torture and Women Issues.

These groups were then asked to find out and discuss the relevant human rights treaties put in their folder.

Day 3: 30th April

Module 4 (B): HRBD-Link to Human Rights Obligations

The session began with an input from participants who identified a range of actors including individuals, communities, NGOs, enterprises, employers who all have a role in impacting on the human rights of individuals. There was overall agreement that the primary responsibility for human rights should lie with the state.

Obligation of the State – Participants were then given a short input on the obligations of state. The first was the obligation on **non-discrimination** that the state should not discriminate against people on grounds of race, colour, sex, religion, language. Political or other opinion, national or social origin, property, birth, disability and health status including HIV AIDS, sexual orientation or any other status.

Participants were explained that there are three levels of obligations:

Level 1: **RESPECT** – This means that the government itself must not do anything, must not take any action that violates the human rights of its people. So by “respect” this means that the government itself must not be the violator of human rights.

Level 2: **PROTECT** – This means the government must protect you from your right being violated by another person/actor. So the government must protect you from harm being done to you by another person.

Level 3: **FULFILMENT** – This means that the governments must take positive steps to fulfill your human rights.

To deepen understanding participants were given various case studies and asked to identify the state obligations in the respective cases.

The following case studies were given:

1. 250 families have lived in the Salvador settlement for over 20 years. They bought the land from a private owner, but they have not been able to regularize the land tenure. Without any previous conversations, local authorities evicted them overnight. The land has been sold for a penny to a private corporation, in order to build a golf course.

2. Country A ratifies the ICESCR. Five years later a community of 200 people is evicted from their homes in Tree Town. The community invokes the assistance of a legal aid organization, which submits a complaint to the court charging violation of the right to housing. The court sympathizes with the community, but says that the law does not currently guarantee the right to housing (treaties are not self-enforcing in country A).
3. The army budget has risen by 10% this year and the Parliament has allocated 2 million dollars to build a monument to the President in the capital center. Meanwhile, the government has cut the budget of the program on housing for the low-income population, citing the effects of the global economic crisis on public resources.
4. The Mingun Secondary School is the main public institution of the country, and has always been free for all students. Its administration has decided to establish a tuition fee equivalent to the annual minimum wage. They argue that the money will allow funding of scholarships for the poor sectors of the population, but actually all students have to pay the fee. After massive protests of the student community, the measure is abandoned.
5. People in the rural areas of Blossom County in Country C have to walk, on average, 20 miles to get to their nearest health clinic. There is no nearer clinic and no public transportation available. As a result, significant numbers of people, including pregnant women, die annually as the result of lack of medical care. Over the course of several years, the government has claimed it has no resources to build additional clinics, but during that time the budget of the army has increased by 25%, even though there was no war going on at the time.
6. In order to increase the productivity of small plots of land, the government announces the establishment of a rural support system to farmers that includes access to low-cost tools and fertilizer. In two areas of the country where indigenous groups are the majority of the population, the government is slow in establishing the system, with the result that after 5 years, these areas enjoy only half the support provided to other areas of the country.
7. Huge amounts of water are needed to keep the Salvador golf course green. The nearby villages have been having progressive water supply cuts. During the dry season, there is no running water at all, while golf players enjoy their game under the sunshine. The local authorities are denying the claims of the villagers, and consider it is their fault because they are not stocking enough water at home during the wet season.
8. The new irrigation system in the North provinces of country Z is designed to support people living there during future droughts. Developing and maintaining the system will need a lot of additional resources. The government has cancelled its space program and most of those resources are being allocated to the development of the irrigation system.

9. Over the course of a decade Country B enjoys an annual growth rate that averages 6% annually. During that time spending on secondary education fluctuates significantly, with spending increasing 10% a year during the first two years, as the result of a new government initiative to expand access to secondary education. Over the next 3 years, however, spending on secondary education drops altogether 9%, so that at the end of 5 years it is almost at the same per capita level it was at the beginning of the 10-year period. The next 5-year period experiences almost the same pattern of ups and downs in expenditure. At the same time, throughout this period, increasing numbers of children are finishing primary school and anxious to attend secondary school.
10. The previous government developed a series of plans to promote employment and professional education among young people of the informal sector. After two years of a progressive decrease in unemployment rates among the young, the new government shut down the programs, arguing that the youth in the informal sector are born street sellers.
11. The San Antonio shoe factory has been in operation over 20 years, providing jobs to over 600 workers in town. Two years ago, the owners decided to use a cheaper, highly toxic kind of glue. Since then, workers have suffered respiratory problems. The trade union submitted a complaint to the Office for the Protection of Labour. After a thorough inspection and research, the Office found a close relation between the two factors and has forced the factory owners to go back to the old system of manufacturing.
12. Country D is anxious to encourage foreign investment. When it learns of an increasing number of injuries to workers in foreign-owned factories, it turns a blind eye, believing that insisting that the companies introduce appropriate safety measures will discourage these and other companies from further investing and expanding their plants. Some of the injured workers come to your organization looking for assistance.
13. As a result of women rights NGOs' permanent campaigning, the authorities are implementing a plan related to women's health-related rights. A special health education program for adult women is being developed in all major primary health assistance centers, with the participation of local women's organizations. According to the plan, 100% of the women should have access to reproductive health services by the end of the decade.
14. In recent years there has been a severe increase of polio among children in Kandula. Vaccines from past immunization campaigns are available in storage, but the health authorities are dedicating all their attention to the privatization of hospitals.
15. There has been a severe drought for the past years in the North province of country Y. The government has designed a special program for food

delivery. It is also developing a new irrigation and canalization system to support local agriculture, with the participation of local authorities and peasant organizations.

The Excuses: As an ending exercise, the group was asked to split all into two groups, one group forming the state and another group forming the civil society. Two volunteers from each group were invited to engage in a “**National Televised Debate**” on the following motion:

The state has failed in its human rights obligations to the people of Blossom County in Country C.

The exercise helped bring out the different arguments provided by the state and the arguments of the civil society to respond to the excuses that were given. The excuses were many including, lack of resources, lack of capacity, lack of policies and legislation, role of private enterprises and multinationals who are beyond the control of state authorities and so on.

Following this debate, the facilitator helped draw out the main conclusions and arguments that we can put forward. The state has the obligation to “progressively realise” our human rights meaning that we cannot fall below where we already are and that we must continually progress in the realisation of our human rights. This means that key issues such as budgetary measures, policies, legislation and any other measures necessary should all be in place for the progressive realisation of human rights. Our work therefore can focus around ensuring that these measures are put in place by the state.

Following this, the facilitators enabled a discussion on the other actors apart from the state who are most often violating human rights. The participants came out with a list of the various non-state actors like teachers, Parents, lecturers, Police, family, NGOs, media, corporate. It is the state’s responsibility to address violation by all the above actors. The state still has a primary obligation of protection, fulfilling. But many a times these people get away. The facilitator explained about the report on Corporate Crimes by Green Peace.

Module 5: HRBD -Accountability & Redress

The participants were asked to divide into two groups and each group made a long straight line. The first person at the front of the line was told a long statement. He was asked to whisper the statement in next person’s ear. This was done with the second group using the second statement. The last person receiving the message was asked to write the statement on the board. The final statement was very much different than the original statement. A check with each person was done to find out at which point the group lost the message.

The above activity emphasized that when something doesn’t turn out as we expect, there must be a reason. We need to identify who is accountable for these situations. This was just the teaser to place participants into the accountability frame of thinking.

Whistle Blowing Game – For the next activity were asked to sit in a tight circle and a few of the participants were secretly assigned the role of the corrupt officials. Five stones were put behind each participant and they were asked to pass the stones to the next person and continue passing the stones. The corrupt officials will keep the stones behind them. Participants were given one whistle each and if they can detect a corrupt official to blow the whistle and name that person. If they are correct the official goes to jail. If they are wrong, the whistle blower goes to jail.



The exercise helped emphasize that a part of human rights accountability is to be the whistle blower. We are too busy with our activity and routine. We usually end up thinking that its not my job to inform about that. Its not about trying to catch the crook, its about making sure that there are no crooks. This accountability mechanism is to find out where the gaps are, who is responsible for them and part of the job is to blow the whistle when people are not doing their job properly.

Transparency International Index

Participants were then given the Corruption Perception Index produced by Transparency International which rates countries according the level of corruption based on the degree of corruption as seen by business people and country analysts. Comments were then invited by participants on their country rating. Some felt the rating their country as one of the most corrupt in the world was a bit too low because there are some improvements and initiatives to fight corruption in the country.

The critical question of what we should do when people are corrupt? The point was made that a lot of the big projects are in the hands of government and the question was asked how people can insist on transparency and accountability. Can we do anything or is corruption going to be part of life? It was concluded that basic concepts of democracy and accountability are directly related with transparency!

Module 6: HRBD - Non-Discrimination

The facilitator shared a story of her friend Grace.

GRACE'S STORY

One day, I was driving my four-wheel double cabin pick-up, through a place I was not very familiar with. My husband was seated in the front with me. It was evening time and it was threatening to rain heavily. I saw a woman carrying a baby on her back, with heavy luggage on her head, obviously tired. I felt sorry and stopped to give her a lift although she was a stranger. She entered and sat on the back seat in the cabin and greeted us. I drove on. After a long while, she said, "Excuse me madam, I am getting off here. Nearby is home." I stopped and she got out of the vehicle. Then she walked past me, round to the front of the pick-up and went to my husband's window on the other side and thanked him with all her heart. She said, "Thank you sir, thank you so...much... May the Lord bless you, sir? You have really saved me." I looked on... in total disbelief.

This story brought out the discussion about discrimination that people feel. Participants also shared their experiences of discrimination.

Participants said that they do get discriminated and that it is not only women – men also get discriminated against and when it happens, it makes them feel angry and helpless.

Take a step Forward- Backward: Each participant was handed out a role written in a chit of paper and was asked to get into the role. They were asked to keep their identity secret for the time being. All participants were asked to stand in a straight line along the starting line marked out earlier. The situation cards are called out one after the other. The participants were asked to take a step forward if they felt they could answer positively to the given situation called out. They were asked to take a step backward if they felt that it was a regression. Some participants moved up and others moved down. At the end, some participants moved ahead of the starting line and others behind it. The participants were finally asked to remain in their positions and then reveal their identities, one after other.

The various situations given included the following:

1. You have a decent house with running water and a toilet
2. You can buy new clothes regularly
3. You have enough food to eat
4. You have good access to healthcare
5. You have access to school for your children
6. Your livelihood is secure
7. You can marry who you want
8. You can vote in local and national elections
9. You have no fear of the police
10. People respect what you say and your opinion

- 11. You never feel discriminated against
- 12. You are paid a good wage

The various roles assigned included University professor, Sex worker, Bonded labourer, President of political party youth wing, Daughter of govt official, Ethnic minority, Homosexual, Refugee, Wealthy landlord, Illegal immigrant, Religious minority, Illiterate person, Disabled person who can only move in a wheelchair, Rag picker, Street beggar, Dalits, Shareholder in a mining company, child born to wealthy family, Brahmin, Political person, Factory worker in SEZ, Landless peasant, Homeless person and Migrant worker.

The message of the above activity highlighted the discriminated and marginalized sections of people in our community. Within each discriminated category also there were different layers of discrimination (man, woman, ethnic origin etc). Also there is differential access to opportunities and that discrimination is a very complicated issue.

Poverty Tree: Participants were asked to divide themselves into three groups and each group was given the following three questions to discuss:

| Is there a link between poverty and discrimination? | How are people being discriminated if there is a link between poverty and discrimination? | What is the impact on discrimination on Human development at the community and national levels? |
|--|--|--|
| Denial of rights leads to lack resources, information and opportunities which again leads to poverty | lower access to resources, and information and basic amenities. Access to power and patriarchy are important factors. Poor people have been suppressed for so long that they have stopped fighting against the oppression this is how it seems on the surface. | Lack of access to resources, Public humiliation and Social Exclusion, Greater Economic dependence, Less opportunities to struggle for survival, Lack of participation in decision making, Vulnerability to exploitation. The national level impact: No participation in decision making at higher level, No political participation, improper legislation, Less budgetary allocation, Discriminatory laws. |

The discussion followed with emphasizing the link between poverty and discrimination and its negative impact on community and society at large. Participation of the people in deciding the type of resource, where is it located is very important. It is essential to tackle the structures. Until laws and structures are reformed, the vicious cycle of poverty will continue.

After this a video of singer Michael Jackson was shown in the screen along with the lyrics of the song. The song was, "Black or White". All participants were asked

to sing along with it. After the song, the facilitator reiterated about the colour discrimination prevailing in this world.

The Rubber Band Game: People were asked to stand behind a line and put up their index finger up. They were asked to catch the rubber bands with this one finger when those rubber bands were thrown towards them. Three people were put on another side and asked to throw the rubber bands to the people.



This game illustrated the issue of wastage in resources as demonstrated by the large number of rubber bands dropped on the floor as compared to those received by the people. The three volunteers were just throwing the rubber bands (resources) without having any strategy in place to ensure that it reaches the people.

It was said that participation must be active and meaningful not only symbolic. Communities need to access the information on the work we do and need input from our group. Achievement of participation is the result itself – your development is already happening.

Module 7: HRBD - Participation

All participants were asked to divide themselves into three groups and look into the UDHR and identify which articles talk about participation. The participants identified the Article 27, 29, 21, 20, 19, 16 of the UDHR which focussed on participation. This discussion enabled the participants to understand that human rights can only work with participation and that participation is for all.

Activity: Participants were asked to make a circle and lock their arms. Four people asked to stand in four corners symbolizing four cardinal human rights principles, viz. Participation, Non-discrimination, Accountability and Obligation of the state. Each person was asked to move towards the principle they considered most important without breaking the circle. The activity made the participants jostle a lot. In the following discussion, this was linked to the struggle people face while working on their human rights work. Also, the activity focussed on the fact that participation was not just about commitment but also about strategizing.

Day 4: 1st May

Module 8: HRBD – Empowerment



Ground Ball: The participants were divided evenly into two groups. A line was drawn at centre of the ground dividing the ground in two. Two goals represented by two chairs were kept at the end of each section.

The facilitator explained the rules of the game:

- The ball should be rolled on the ground only by the hand
- The ball should now touch the foot
- The goal should not be guarded by either team
- The aim of the game was to get the ball into the opposing teams goal.
- If there is a foul (non compliance of the above stated rule) the opposing team could be given a penalty. Also, if a goal was scored then penalty was to be given by the other team.
- As a penalty, the opposing team was given the right to make up a new rule for the continuation of the game. This could be any rule binding on the opposite team. Only one instruction per penalty was allowed. But one could not change the basic rule of the game.

The facilitator played the referee who would call out for foul and announce when a goal was scored.

After the game, both the losing team and the winning team were asked how they felt about the game. The losing team responded that they felt impatient, Helpless and Discriminated. The winning team felt that the losing team violated rules and they were punished and it was a fair game at the end.

The facilitator opened the discussion saying that empowerment has a very serious implication for human rights. Human Rights should have a space for empowerment. Its easy to do talk about empowerment but finally what method we choose is important. The feeling of being part of the movement is important. Empowerment is crucial in community work.

Activity: Participants were asked to tell a story of empowerment to their neighbour within 3 minutes and inspire and remind each other of stories of empowerment.

Some slides on Seeing the people, Understanding the people, Analyzing with the people, Take action with the people, Monitoring and evaluating were shown to show some elements of empowerment.

A video on 'Janadesh' - a struggle for the land in India by Ekta Parishad, an NGO was screened. The discussion on the movie focussed on hope, participation, Non-violence, Non-discrimination, Shift in gender roles, determination, Right to water land and forest and dignity, awareness amongst people on their rights, courage, Coordination and cooperation, Commitment etc. There was a discussion on the implementation of the promises made post Janadesh about how various acts in India, the Forest Act of 1926 etc counter each other and deprive the tribals of their rights. The discussion also mentioned the fact that the Prime Minister acknowledged for the fact that India made a mistake by not giving forest land to tribals. The facilitator mentioned that there was an Act that offers 2.5 hectares of land for tribals. Also, the struggle was about involving all people in the centre of the movement.

The facilitator then moved onto another media clip this time it is a song titled 'Get up Stand up Stand up for Your Human Rights'. The participants were asked to sing from the lyrics given to then and asked to dance along.

In the afternoon of the 1st May, participants went to field trips in groups of three to three institutions namely Daya Sadan Community Centre, Committee for Rights to Housing and the Sahar Vikas Manch.

Day 5: 2nd May

DEBRIEFING ABOUT THE FIELD TRIP

The morning began with a debriefing of the field trip to three Non-Government Organizations namely Daya Sadan Community Centre, Committee for Rights to Housing and the Sahar Vikas Manch. A brief on the three organizations are given below:

1. DAYA SADAN COMMUNITY CENTRE

Vision & Mission

To conscientise and empower people and help them to take necessary action towards justice, a healthy environment and to live healthy lives and be good, law-abiding citizens.

History

On February 3rd 1962, Daya Sadan had its humble origin amidst the slums of Dharavi, where over half a million of Mumbai city's inhabitants live.

Dharavi started off as a fishing village on open Marshy land. It gradually developed into a vast, energetic slum with barely any open space, soggy beneath the feet due to overflowing gutters, strewn garbage and crowded with migrant communities; Muslims, Christians and Hindus. Various activities carried out then included visiting families, attending to the slum dwellers' pastoral needs, faith formation, needlework for girls and ladies, singing and dancing classes for children, balwadis, taking care of orphans, adult literacy classes, dispensary and maternity services. The sisters brought hope and life to the destitute and charity towards relief work. Amidst all this, they witnessed mafia groups and gangsters, alcoholics, daytime murders, drug addicts and drug peddlers, prostitutes and slaughter houses. A steady rise in the slum's population brought in its wake, socio-economic problems of housing, illiteracy, corruption, exploitation, unemployment and atrocities on women & children. Identifying themselves with the misery and suffering of the inhabitants, the Sisters of the Helpers of Mary took up residence in Dharavi at S.M. Chawl. In spite of all the odds & difficulties, the sisters took up the challenge with hope, courage and perseverance. To counter these problems, the sisters resorted to time-tested methods aimed at training women, youth and children. It proved to be an enriching experience working with people of different religions and faiths.

Aims & Objectives

To help in initiating, organizing, co-ordinating and empowering Small Communities in the Parish.

To go beyond welfare and relief services for mobilization of people's resources & self-help, making the community and its people self reliant, and breaking down unjust social structures.

To go beyond caste and creed, to include people of all faith and cultures, to help them to come together on a common platform and take up common issues.

To network with Government and Non-Government Organizations on similar issues.

To conscientize people and empower them for collective action.

Activities:

Dakshata Committee

Dakshata Committee is accountable to Daya Sadan, and was formed with the help of the Deputy Commissioner of Police. This committee looks into various family dispute cases through the mahila mandals.

Networking: Meetings are organized with the B.M.C., Police, B.E.S.T. authorities and Public Distribution (Ration) to create an atmosphere of acquaintance and dialogue for solving issues of importance to residence of Dharavi especially pertaining to right to housing. The organization is the convenor of the Dharavi Bhachao Andolan and Avaas Vikas Sanyukt Samiti.

People's Awakening: is brought about by personal contact, group meetings, leadership training, street plays and social awareness, leading to a reflection process that motivate people for collective action to resolve their problems.

People's Power: Once people are conscientized and organized, they are moved to action and acquire power through rallies, signature campaigns, morchas, etc.

Our Dream

Daya Sadan strives to work with people to help them understand their true potential and put it to the best use possible. We always hope and work so that people may achieve a life of equality and dignity with room for growth and awareness.

2. **Shahar Vikas Manch**

Shahar Vikas Manch is a People's organization which works with the urban poor in Mumbai and Nagpur. Sahar Vikas Manch is a loose network of various people's groups fighting for the rights of the urban poor. It is situated in Anna Bau Sathe Nagar, which is one among the numerous communities which was demolished in 2004. The community is inhabited by dalits, the historically deprived people in this country. The people fought back and recaptured the land. They have built their organization and presently are involved in demanding basic services including rationing. Sahar Vikas Manch was involved in this process with the people of their struggles for housing and dignity.

3. **Committee for Rights to Housing (CRH)** is a voluntary organization based in Mumbai. It came into existence in 1985 in response to widespread demolition and violation of housing rights of the poor in the city.

CRH believes that housing is the basic human right which is very closely related to right to life guaranteed by the Indian Constitution under Article 21. It believes that processes of development that result in involuntary displacement of people should be questioned and resisted. In urban areas where displacement issue is rampant it becomes very necessary to assert the rights of the poor.

CRH through its multi-pronged strategies works at the grassroots level in association with CBOs, NGOs and with the communities aiming at political and human rights education while searching for an alternative for establishing a right to the city, a right to participate and a right to govern.

CRH also comprises of a network of organizations supporting them in making solid understanding about housing rights, educating them through training programmes and helping them at the time of crisis.

In Siddharth Nagar, a community of 150 households on the central suburb of Chembur, it is clubbed on both sides with slum communities. CRH engages with the community on issues emerging out of market driven redevelopment under the Slum Rehabilitation Scheme of Government of Maharashtra. Our work mainly focuses on building awareness on violation of Human Rights – of livelihood, and life of dignity, and violation of rights of vulnerable categories of elderly, single women, women headed households and households with home based work that arises due to subtle displacement through the scheme.



Feedback: The participants discussed on their experiences on the field trips. They noted severe human rights violations especially in the slum area (Dharavi) where Daya Sadan Community Centre is located. They found people had no bathing facilities in the home. Children kept away from school to fill water, their right to education and right to adequate housing were violated. This made them more vulnerable to violence, improper health and prostitution. Participants were not allowed to interact with workers in factories within Dharavi. They felt that their right to expression was violated. Also the right to proper conditions of work and right to privacy of the workers were violated. There were 120 registered NGOs who were supposed to work in Dharavi but many of them were not doing any productive work. There was a discussion on the issue of accountability by the NGOs. However, as the young men of the area who were born and bred there was deeply connected to the cause and therefore participants felt that there was hope for improvement of conditions in these slums.

Moving on from the topic of NGOs, there was discussion on the condition of children and in the slum environment. Also, in the past 3 months, 12 gas stoves exploded killing women but the local community viewed it as suicide. Community was very divided as compared to other cities such as Bangalore or Kolkata.

The facilitator explained that political and policy changes through the human rights perspective is important to bring about change. The facilitator shared her initial scepticism that the organization they were to visit would have the welfare

and service delivery approach, but then she realized that those organizations implemented human rights approach with the help from the community. Hopeful about the community development work the organizations were doing, the facilitator felt sad about the power politics between organizations in Dharavi and the different and conflicting interests within the community.

Module 9: Globalisation and Human Rights

The Scramble for Wealth and Power – This exercise was conducted in three parts. Participants were shown some pebbles (precious gem stones) which are important for them. They were told that they needed these stones to meet their basic needs and their wants. The number of these stones they collect will determine their wealth and power status in society. (2 or less stones – little wealth and power group who cannot meet their basic needs, 3-5 stones – some wealth and power group who can meet their basic needs, and 6 + stone represents people of great wealth and great power who can meet basic needs as well as some of their wants). They were asked to collect as many of the stones as possible. However, the hands of some participant's were tied, and others were put far away from the stones (outside). On the word "Go", participants collected the stones. According to the number of stones they possessed, participants then noted their names on the three groups outlined above.

The second part of the game was entitled "the donations" where participants were allowed to donate their wealth if they wished. If the position of participants changed as a result of the donations, they were asked to chart the shift.

In the final part of the game, participants were put in their wealth and power groups (great, some, and little) and asked to come up with a plan for economic fairness. After the presentations of the three plans, participants were asked put their voting card on the plan they approve. With a few exceptions, members of the groups voted for their own plan and the plan put forward by the group of great wealth and power was carried. The "great wealth and power group" also had more votes per person, 10 votes as apposed to 3 votes for the "some wealth and power group" and 1 vote for the "little wealth and power group".

The exercise helped to draw out the inequalities in wealth and power distribution in this world. In the world today 15% of the population control as much as 80% of wealth, while 80% of the population control the remaining part of twenty per cent. The picture of global poverty was outlined - where in the developing world, over 2.5 billion people are living on less than two dollars a day and even in the developed countries like those belonging to the European Union, over 80 million people live in poverty. Poverty was said to be a global phenomenon. In terms of other statistics it was presented to the participants that in 14 countries, more children are dying before 5 years, in 21 countries, there is more hunger, in 34 countries, life expectancy has fallen and that 54 countries are poorer than 10 years ago.

Participants discussed that the globalisation processes is taking place at a very rapid pace, and that causes of poverty go beyond national boundaries. It was discussed that such global processes of impoverishment include: corporate led globalisation that put profit before people; the policies of world's financial institutions that promote financial and economic policies that favour co-operations and undermine people's access to essential services including health and education; and policies of the trade institutions like the World Trade Organisation where the trade rules favour the already rich and powerful. It was discussed that causes of poverty are deep rooted and this exercise and discussion helped participants to understand the global processes of impoverishment.

The Globalisation Web - For this exercise, participants were divided into 3 groups – (1) globalisation (2) human rights (3) and development. Participants were given a card – a different colour for each group and then they put down the main actors and main issues from each of those groups.



One person was given the end of a string and asked to start off with a story related to the issue/actor that they have put down. Then he/she threw the string to the actor or issue that is related to his/her story. The story continued and the string was thrown from one side to the next and from their stories it was clear to see the connections between the actors and issues they have identified (debt, poverty, education, health, housing, water, trade, Macs, World Bank, WTO, Communications, trade, governments, citizens, NGOs, and the UN).

The Globalization Web activity emphasized that all issues are interlinked and there should be cooperation, collaboration, lobbying, sharing resources among the all actors. There is also a need to change the power dynamics.

Action Song: Participants were asked to speak out the caption of the World Social Forum which was "Another World is Possible" with captions in between. Everyone said, "another world", followed by a dap, then "is possible" followed by bang with leg and finally " Right now " with the right hand raised.

Module 10: Strategies - Macro-mezzo-micro

Following that participants discussed how best to develop strategies at different levels.

The Penguin Walk Game: In this game one person was designated as a penguin who was restricted in his "walk" as he/she had to walk like a penguin and could

only move slowly. There was only one empty chair available that the penguin was looking to sit on. The goal of the game was that the other participants sitting on the chairs were to prevent the penguin an opportunity to find a seat and sit down. This was done by them moving from their seats to occupy the empty chair. The idea was to find a strategy so that the group could work together. However, the penguin always managed to find a seat.

The facilitator then asked “how is it possible that a slow moving penguin could easily beat 34 activist minds to find a chair?” This brought out a good discussion on the need for strategies and involvement of all in the strategies. Participants shared that lack of cooperation, improper or absence of strategy, non implementation of strategy, overconfidence, non flexibility, being “fearful”, “relaxed”, confusing leadership etc as some of the factors that enabled the penguin to take its seat.

Module 11: HRBD in the Programming Cycle (PLANNING, MONITORING AND EVALUATION)

Participants were asked to split into three groups for a project to build a bridge. One group was assigned the task of the engineer/ architect who would deliver instructions to the implementation group. The implementation group has to build the bridge with their eyes blindfolded and using equipments provided to them. The last group has to evaluate / monitor the work.



The discussion following the activity brought out several issues of improper planning and a huge gap in communication. The activity was linked to the real life situation where often there is huge gap between the planners (policy makers), implementers and the monitoring group. It is essential to work as one unit to come up with an effective strategy for planning, implementing and monitoring.

Module 12A: HRBD in Practice-Case Study Preparations

During the first day, participants were given the task to write a one page case study outlining a real problem address by their organisation.

The **Guidelines** given were: Explain the problem/case/situation; give relevant context and history; identify those affected; identify actors impacting on the situation and to describe only and not to analyse.

The cases submitted were of high quality. However due to limitations of time, only five cases were selected that covered a range of different areas like sanitation & Water in rural Pakistan, Disability in Nepal, Urban housing issues in Bangladesh, Tsunami disaster in Srilanka and Fight over land in Nagarhole in India.

Participants were then put into groups of five with a geographical and gender spread to analyse the cases. The guidelines given are attached as an appendix to this report.



Day 6: 3rd May

Module 12B: HRBD in Practice -Presentations

The participants made the presentations which are attached as an appendix to this report.

Module 13: H.R.B.D. Conclusions & Closing

The Director, TISS, Prof. S Parasuraman who was the chief guest spoke about the TISS- LSE collaboration. He mentioned the joint publication of a poverty yearbook which was coming out and would be of relevance to the participants of this

workshop. The director said that TISS wished to take this process further. He thanked all the participants for coming.

The facilitator Ms. Aye Aye Win spoke about how they had conducted this programme in a numbers of global and regional settings, but this was one of their most comfortable experiences. A lot of logistical arrangements were all available under one campus at TISS which would have to be arranged otherwise. Ms. Win said that Dignity International was thankful for the partnership. She then offered a token of thanks in the form of a hand made pottery tile from Portugal. The tile was made by children with disability with whom Dignity International had worked with and was a symbol of Dignity. She presented this token to Prof. S. Parasuraman, Prof. Arvind Tiwari and Dr. Neela Dabir.

She then went on to call Ms. Sayantani Guin, Dr. Madhura Nagchoudhuri, and Ms. Arunima Nair for their help during the conference and gifted them with chocolates as tokens of appreciation. Mr. Rajendra Salve who was a continuous source of assistance throughout the programme was also called on to receive a token of appreciation. Mr. Shane was also called on as one of the co-facilitators and was felicitated for his contribution to the programme.

Mr. Jerald Joseph, commented that the participants should take what has been discussed in the workshop and see how they can take it ahead. Boundaries, he reiterated, are artificial entities created by political ideologies. He asserted that the south Asian community could work together on child rights and housing rights.

Following this, Jerald asked Dr. Neela Dabir, Prof. Arvind Tiwari and Ms. Aye Aye Win to distribute the manuals of the workshop as well as the annual report of Dignity International. The group photo and the participants list were also distributed.

Certificate Distribution:

Participants were asked to stand in a circle. The Director, the Deputy Director, Dr. Dabir, and Prof. Arvind Tiwari were asked to move around and distribute certificates randomly. Jerald Joseph said that the facilitators just created an environment and it is the participants who do the learning. So the participants were instructed to look at whose certificates they had and go up to that person and present it to them congratulating them for completing the programme. The song "Imagine" by John Lennon played in the background.

After the certificate distribution, the participants wished each other, clicked photographs and dispersed.

APPENDIX 1:

CASE STUDY TASK

PUTTING THE HUMAN RIGHTS BASED APPROACH (HRBA) INTO PRACTICE

Summary: Imagine you work with an NGO in the country that is the location of the case study you have been given. This NGO has adopted a human rights based approach to all its programmes. Working in groups prepare a presentation to the Board of Directors of “Your” organisation, explaining the case and presenting your best arguments for why and how the organisation should address the rights violations implicated in the case through a “Human Rights Based Project/Campaign”.

There are four expected outcomes of this task:

- a) A concise outline of the issues of the community affected (a summary of the case);
- b) A thorough analysis of the case you have been given;
- c) A project/campaign design, combining different strategies;
- d) A creative presentation to your Board;
- e) A written document which incorporates key elements of all the above.

In **developing your arguments and analysing your case**, you should incorporate all elements of the Human Rights in Development learning programme:

- Identify human rights issues /violations involved being as specific as possible (*what human rights have been violated? Not fulfilled? Not taken into account? Which conventions, covenants and general comments could be used? Which specific articles or sections of articles could be quoted and argued?*)
- Identify specific obligations/duties or omissions (*what specific obligations are related to this case in a particular country? who is obliged to do what within the government and State?*)
- Identify particular issues/violations which are related to discrimination, with particular emphasis on gender-based discrimination (policies, programmes, practices).
- Identify relevant actors, the role they have played in the situation and their respective obligations/duties.
- Cite relevant provisions of your national constitution/laws/policies, if applicable.

In **designing and planning your project/campaign**, you should also incorporate the various elements of your learning programme:

- Identify actors on whom the campaign will be focussed explaining why you have chosen those actors; (national and international; state, non-state, multilateral;)
- Identify/specify the human rights you want protected or/and “realised” explaining why you have decided on that focus; Cite relevant international/regional agreements that can support your work.
- Are there discriminated sectors in your case? How will you address the issue of non-discrimination?
- Describe who your constituency is and what they say about this particular campaign.
- Describe how you will involve the affected communities and how you will work with them – in particular relating to PARTICIPATION AND EMPOWERMENT AS WELL AS HOW YOU WILL SET UP MECHANISMS OF ACCOUNTABILITY TO YOUR CONSTITUENCY.
- Describe the information and documentation that will be needed to monitor and evaluate

the campaign;

- Specify the benchmarks for your campaign, how you will measure its success and develop the indicators for success.
- Propose strategies that the organisation should pursue to ensure respect for the human rights involved – explaining why the proposed human rights based strategies you are proposing are the most promising.
- At all times, when choosing strategies –local, regional, national and/or international- highlight particular elements which are relevant in relation to discriminated against sectors of the society, especially gender-based.
- Identify the challenges at the organisational level.

In preparing your presentation:

REMEMBER - Your board will be listening to a lot of presentations, so you will want to develop a creative and an engaging presentation to get their attention. (Theatre; shock strategies; flip charts; posters; etc.)

Your board has the power to veto your project/campaign.

You will have 25 minutes to present your case and 25 minutes for questions and discussion. All members of your team should participate in the presentation and be to answer questions from the board.

APPENDIX II:
CASE STUDY TASK
PUTTING THE HUMAN RIGHTS BASED APPROACH INTO PRACTICE
NAGARHOLE PROJECT- FIGHT FOR LAND, INDIAN

Strategic objective of the proposal:

- To organise the Indigenous people to fight for their rights by themselves
- To build the capacity of the indigenous people for sustaining their livelihood process with the national legal entity
- To enable indigenous people to claim and secure their human rights by influencing the national legislation and policies

A-Following are the major articles of different covenants, convention and general comments that relate to the case study:

Land and Livelihood Rights/Issues

UDHR Article

- 2- Every one entitle to the same right with out discriminations of any kinds,
- 4- No one shall be hulled in slavery or servitude.
- 17 – Every one the right to own property

ICESCR Article

- 6- No Person Group or Government to the Right to Destroy any of this rights,
- 7- Every one has the right to just convince of work, their wages ensuring decent living for himself and his family , equal pay for equal work , safe and healthy working condition , equal opportunities for everyone to be promoted – rest and leisure,
 - 11-Every one has the right to an adequate standard of living for himself and his family, including adequate food, clothing and housing. Every one has the right to be free form hunger, all people have the right of self determination, including the right to determine their political status and freely persuade their economic, social and cultural development.

CEDAW Article

- 11- States parties shall take.... social benefits,
- 13 State parties shall take all appropriate....forms of credits.
 - 14.2 – State parties shall take in to account Transport and accommodation.

CRC Article

- 2- State party respect and insure the rights of CRC to each child keeping with in their jurisdiction with discrimination of any kind irrespective of the child or his or her parents/ legal guardian Race / Colour, Sex, Language, religion, Political, or Other Opinion national, ethnic and social origin, property, Disability, birth or other status.
- 27- Sates parties recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
 - 30- In those states in which ethnic religious or linguistic minority or person of indigenous origin exist, a child belonging to such a minority or who is indigenous who shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her religion, or to use his or her own language.

- **ILO** Convention 169.art. 1,3,6,7,13,14,15,16,17,29- Before go to the any construction or destruction of any natural resources the government or any private investor has to take necessary permission from the tribal community because that is indigenous community.

EDUCATION

UDHR Article

-

- 26 –Every one has the right to education

ICESCR Article

- 13 – Every one has the right to education. Primary education should be compulsory and fee to all &
- 14 – Those states where compulsory, free primary education is not available should work out the plan to provide such education.

CEDAW Article

10-State parties shall ensure to women equal rights in the field of education....on family planning.

14.2d- State parties shall take into account the specialtransport and communication.

CRC Article

28-The child has a right to education, and the states duty is to ensure that primary education is free and compulsory.

29-Education shall aim at developing the child personality talent and mental and physical ability to the fullest extent.

23.3-A disabled child has the right to special care, education and training ...in dignity.

CERD Article

5.- state parties undertake to prohibit and to eliminate.... Use by general public.

7-Sate parties undertake ...discrimination.

HOUSING

UDHR

- 25 – Every one has the right to a standard of living adequate for health and wellbeing, including food. Clothing, housing, medical care and necessary social services.

CEDAW

13.-The state parties Other form of credit.

14-state parties shall take Transport in community

CRC

12.3- The child has the rightregardless of frontiers.

2. -All rights apply to all children without exception.

27- Every child has the right to adevelopment.

CERD

5- State parties undertake togeneral public.

B. Obligations

The obligation to respect rights basically means the state itself cannot violate the human rights it require state to refrain from any action they would interferes with citizens enjoyment of their rights.

Key Elements of State Obligation

To take steps to achieve the guarantee of relevant human rights...going backward is against this principal. Also in relation to discrimination state has to illustratescientific freedom.

C. Identifying the issues related to discrimination.

- Deprived of their land and livelihood.
- Deprived of the cultural norms and values.
- Unequal government policy, Discrimination to Tribal People.
- Harassing the Tribal people through police and others.

D. Identify relevant Actors, the Roles

- Central government of India
- Karnateka state government
- Taj group of Hotels
- World Bank
- Local police Department
- Divisional Forest Department
- Revenue Department

The Role:

The government role (concerning all the department is to protect) was for this issue a kind of violation of indigenous people rights that we already mentioned. The role of Taj group of Hotels and the World Bank was to influence the government illegal act and also try to influence political power of the state. That the government duty was to protect and respect the Human rights of tribal PEOPLE.

E. Cite relevant provision of your national constitutions law, policies, if applicable.

Indian Constitution

Fundamental Rights:

Equality before law the state shall not denied to any person equality before the law or the equal protection of the law with in the territory of India.

Directive Principal of State policy-38)

The State shall promote welfare of the people by securing and protecting as effectively as it may a social, economic and political shall inform all the institutions of the national life.

Article_46- Promotion of educational and economic interest of SC, ST and other weaker section, and protect them from social injustice and all form of exploitation.

Article_51A Fundamental Duties

To safeguard public property and to abjure violence,

- Govt. Land settlement Act 1962:
 - Landless families will get .004 Acre of land for homestead purpose and 1 standard acre of land for cultivation.

- Recognition of Forest right Act 2006:
 - Each tribal family will get maximum 4 hectares or 10 acres of forest land if they cultivate the forest land on or before 13th of Dec. 2005. **(detailed of act shared in latter part)**
- The Schedule V of the Constitution, section 3(III) of the OSATIP Regulation 1956:
 - Each tribal family will be provided land up to 5 acres of un irrigated land by the Government.

Designing and Planning of project

UDHR Article

2- Every one entitle to the same right with out discriminations of any kinds,

- 17 – Every one has the right to own property

Justification: The tribal community from the Nagorehole in Karnataka is marginalised community and huge large scale of discrimination is going to occur on their rights particularly on their land and forest rights will be severely violated.

ICESCR Article

- 6- No Person Group or Government to the Right to Destroy any of this rights,

- 11-Every one has the right to an adequate standard of living for himself and his family, including adequate food, clothing and housing. Every one has the right to be free form hunger, all people have the right of self determination, including the right to determine their political status and freely persuade their economic, social and cultural development.

Justification

In international human Rights law, group rights also are also considered as individual rights. This particular tribe's right is also universal. The said article will secure and protect their livelihood also in the name of access and conrol over their forest. That means if they if they deprived from the housing rights in other way they will deprived from food, cloth and shelter as mentioned in art. 11.

CEDAW Article.

- 13 State parties shall take all appropriate measure to eliminate discriminations towards women to other area of economic and social life and shall ensure the same right to family benefits to bank loans, mortgages and other forms of credits.

- 14.2 – State parties shall take in to account the special problems of rural women and the significant role they play in the economic survival of their families and shall ensure to them all right in this convince.

-

Justification:

Women suffer most for the displacement or any kinds of discriminations in the society. More over, the tribal women generally victims of any shorts of discriminations. The said article will not only ensure the women right but also

CRC Article,

- 2- State party respect and insure the rights of CRC to each child keeping with in their jurisdiction with discrimination of any kind irrespective of the child or his or her parents/ legal guardian Race / Colour, Sex, Language, religion, Political, or Other Opinion national, ethnic and social origin, property, Disability, birth or other status.

- 30- In those states in which ethnic religious or linguistic minority or person of indigenous origin exist, a child belonging to such a minority or who is indigenous

who shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her religion, or to use his or her own language.

Justification: Children are very vulnerable for any kind of displacement takes place that they are the first victim in terms of health and education is concern. If this project takes place then the afore mentioned article 2 & 30 of CRC will be violated.

- ILO Convention 169.art.

Article 3

1. Indigenous and tribal peoples shall enjoy the full measure of human rights and fundamental freedoms without hindrance or discrimination. The provisions of the Convention shall be applied without discrimination to male and female members of these peoples.

2. No form of force or coercion shall be used in violation of the human rights and fundamental freedoms of the peoples concerned, including the rights contained in this Convention.

Article 7

1. The peoples concerned shall have the right to decide their own priorities for the process of development as it affects their lives, beliefs, institutions and spiritual well-being and the lands they occupy or otherwise use, and to exercise control, to the extent possible, over their own economic, social and cultural development. In addition, they shall participate in the formulation, implementation and evaluation of plans and programmes for national and regional development which may affect them directly.

Article 15

1. The rights of the peoples concerned to the natural resources pertaining to their lands shall be specially safeguarded. These rights include the right of these peoples to participate in the use, management and conservation of these resources.

2. In cases in which the State retains the ownership of mineral or sub-surface resources or rights to other resources pertaining to lands, governments shall establish or maintain procedures through which they shall consult these peoples, with a view to ascertaining whether and to what degree their interests would be prejudiced, before undertaking or permitting any programme for the exploration or exploitation of such resources pertaining to their lands. The peoples concerned shall wherever possible participate in the benefits of such activities, and shall receive fair compensation for any damages which they may sustain as a result of such activities.

Article 16

1. Subject to the following paragraphs of this Article, the peoples concerned shall not be removed from the lands which they occupy.

2. Where the relocation of these peoples is considered necessary as an exceptional measure, such relocation shall take place only with their free and informed consent. Where their consent cannot be obtained, such relocation shall take place only following appropriate procedures established by national laws and regulations, including public inquiries where appropriate, which provide the opportunity for effective representation of the peoples concerned.

3. Whenever possible, these peoples shall have the right to return to their traditional lands, as soon as the grounds for relocation cease to exist.

4. When such return is not possible, as determined by agreement or, in the absence of such agreement, through appropriate procedures, these peoples shall be provided in all possible cases with lands of quality and legal status at least equal to that of the lands previously occupied by them, suitable to provide for their present needs and future development. Where the peoples concerned express a preference for compensation in money or in kind, they shall be so compensated under appropriate guarantees.

5. Persons thus relocated shall be fully compensated for any resulting loss or injury.

Justification: all the said article of ILO described clearly the right of land, forest and other resources of indigenous people and the development process by the Govt. Therefore, all these articles will be major tools to protect their interest.

Plan for the non-discrimination:

- The Govt. is biased with Private sector and World Bank and against of tribal people displacing the tribal from their ancestral land and forest in the name of environment protection.
- The Govt. is taking the help from New "National Environment policy 2006" – law can be interpreted as Govt. wished or intended.
- The present proposal will focus on right of the vulnerable groups who are going to marginalized

Statements by the constituency about the project:

The constituency is the very tribal people who are living in Nagorehole, Karnataka

- They are strongly opposed the project and supported the campaign.
- They shared that without the forest they can not survive even though the Govt. is making alternative houses for us and depart us from the forest.
- We are not destroying the forest and environment but we are utilizing forest for our livelihood and how can we destroy our livelihood by ourselves.
- It is Timber Mafias and vested people who are responsible for the destruction of the forest.

Involve the affected communities:

Participation and empowerment:

Involve the communities in planning, designing and implementing the campaign.

- Make good rapport with the community meeting through home visit, group discussion, meet with village leaders including youth and women.
- Facilitate village meeting to discuss the issues of displacement,
- Create the awareness on:
 - Indigenous right related to land and livelihood, housing, education and health (especially ILO 169).
 - Indian Acts and policies on land, forest, displacement etc.
 - Similar displacement issues and people's struggle in other parts of India
- Facilitate for better leadership to take forward the campaign form their own community – tribal leadership development
- Strengthening the traditional organization (CBOs and SHGs) including women leadership.
- Facilitate the human rights assessment including land based PRA, forest based resources etc.

- Initiate greater people's organization like – federation/Mahasangha of indigenous people etc.
- Involve CBOs and Mahasanghas with other alliances like – other mahasagha, NGOs network and other civil societies.
- Establishes alliances with press, Advocates associations, Political power, Universities in order to influences the govt. policies for necessary changes and amendments
- Submit the memorandum to Govt. Department (District Collector, DFO, Tahasildar etc) with mass rally

Documentation for monitoring and evaluation:

- Meeting registers (minutes)
- Subscription registers for community fund raising
- Fund/grain registers
- Village file consist of various documents including survey data, memorandum copies, application copies.
- Follow Monitoring formats
- Conduct monthly and biannual review meeting
- Prepare the monthly and biannual reports to head Office/donors

Benchmark for the campaign – set up success indicators:

Strategic objective of the proposal:

- **To organise the Indigenous people to fight for their rights by themselves**
 - Number of groups formed and strengthen
 - CBO formed and strengthen
 - Mahasangha formed and strengthen
 - Number of community meeting organised with specific issues
 - Total amount of fund raised
- **To built the capacity of the indigenous people for sustaining their livelihood process with the national legal entity**
 - At the end of third year at least 80% of population are aware about primary knowledge on indigenous rights
 - At the end of third year at least 85% of the population are aware of national acts and policies related to the issues
 - Number of Mahasangha meeting organised
- **To enable indigenous people to claim and secure their human rights by influencing the national legislation and policies**
 - Numbers of mass rally organised with submitting memorandum to Govt.
 - Number of meeting organised between CBO, SHGs and NGOs Network, Press and others.
 - Local Mahasangha meet with state level Networks and alliances at least twice in a year to raise the issues in state level.

Proposed strategies:

- The project will work through community and group approach for ensuring peoples participation
- Community level planning process will be emphasised for grass root understanding of the issues and program
- Project systematically emphasis community level leadership development program through continuous training workshop etc.
- Project emphasise local resource mobilization for necessary fund raising purposes through community farming and other program

- Project prioritises greater people's organization/Mahasangha to make it a platform for people's voice.
- Gender sensitization program views as a cross cutting issue for all development program including human rights aspects
- Human rights also gets maximum priority as a cross cutting issue as human rights will be incorporated in all programmatic approaches.
- Mass rally, mass convention, submission of memorandum in peaceful way is the integral part of the project because project strategies ensuring maximum people's participation to take part in the mega process
- Project also emphasizes to get involve press and medias for raising the issue in bigger masses and seeks state, national and international support
- Project also emphasises education and health program for increase the effectiveness of CBOs and Mahasangha for unskilled to skilled and poor health to good health status program through accessing and control over govt. education and health program
- Primary child health care unit should be started in the targeted area.

At all times when choosing strategies

- **We based on gender equality**
- **We discuss and emphasise relevancies of child rights**
- **Since women and children are the most vulnerable groups, in human rights sense as well as aforementioned tribes**
- **Approach – right based approached (universality of tribes)**

Identify the Challenges

- Difficulties in organizing and coordination
- Lack of Resources, Money/Communication Facilities/Manpower
- Travelling Getting use to Tribal Culture
- Corruption from government to local officer.

Appendix III: Dhaka Slum Project, Bangladesh

a) Concise outline of the issues of the community affected (summary)

Starting 1971, Bangladesh's rural population has gone through a gradual migration to bigger cities i.e. Dhaka looking for livelihoods. The city of Dhaka is unable to accommodate the large number of the populations inside the city, there by leaving the migrating population to face issues of shelter, water, sanitation, poor living conditions and gas facilities. The migrants turn to slum and other such settlements for shelter. According to a survey 3.7 million people are living in 4342 slums and such settlements are also living below the poverty line, with 40.22% hard core poverty. During the three decades, a total of 153 slum settlements with 48,389 families have been evicted, and the Government has failed to reintegrate and rehabilitate the slum populations in Dhaka.

The Government of Bangladesh with its authorities, Dhaka Municipal Authority, Dhaka City Cooperation, city developers and cooperate investors are responsible for these inhumane evictions.

b) A thorough analysis of the case you have been given;

SOCIO- ECONOMIC ANALYSIS:

- Identification of the human rights issues/ violations involved being a specific as possible, a PRA will conducted:
 - Survey covering gender/ economic/ legal aspects.
 - Focused group discussions with Govt/ Stakeholders/ slum populations

Case study findings:

- Right to life
- Right to shelter
- Right to Health
- Right to livelihoods and economic opportunities
- Right to food security
- Right to non discrimination
- Right of privacy
- Right to education
- Right to water/ sanitation and other facilities

Legal Analysis:

- The Government of Dhaka has failed to respect the basic rights of the slum populations.
- The Government of Dhaka has violated the slum dwellers rights of Dhaka.

The National Housing Policy reiterates protection against forced evictions – the government would take steps to avoid all such forced evictions or forced reallocations/ displacements of the slum dwellers. Paragraph 3.1 and 3.3 of the NHP also state high priority of target groups will be disadvantaged, destitute and shelter less poor and develop effective strategies for reducing the need to seek shelter through slum formations and relocations in suitable places.

The International covenants protecting the rights of housing signed/ ratified by the Government of Bangladesh are as follows:

UDHR art 25.1
ICESCR art 11.1
CEDAW arts 13.b) and 14
CRC arts 20.3, 22.2y and 27.3
CERD arts 5 e) iii)
GC # Art 11 ICESCR & GC # 4 (right to housing), 7 (forced evictions) on Art 11.1 ICESCR

The Constitution of Nov 4, 1972 article 13, 17, 18, 19, 20, 25, 32, 42 and 43.

- Identify specific obligations/ duties or omissions (what specific obligations are related to this case in a particular country? Who is obliged to do what within the government and State.
 - Obligations/ Duties --- ownership, free and compulsory education, public health, public health, equal opportunities, promotion of security, protection to right of life and personal liberty and rights to property.
 - Omissions --- the right to secure life is denied, fundamental rights of food, water, health and sanitation of the slum dweller citizens. No employment opportunities for the slum populations who face discrimination.
- Identify relevant actors, the role they have played in the situation and their respective obligations/ duties.
 - Actors: Government of Bangladesh, Ministry of Housing and Public Work, Ministry of Land, Ministry of Health, Ministry of Communications, Dhaka Municipal Authority, Dhaka City Cooperation, Rajuk City Development Authority, developers and cooperate investors.
- Cite relevant provisions of your national constitution/ laws/ policies if applicable
 - The Constitution of Nov 4, 1972 article 13, 17, 18, 19, 20, 25, 32, 42 and 43.

Project Designing:

Activities of the project include:

- Quantitative/Qualitative Survey focusing on special rights of women/children/ vulnerable groups to be addressed.
- Family size (members in house hold)
- Skills identification (what skills they have and what livelihoods they are involved in)
- Availability of exact land to be measurement/ of other resources.
- Focused Group Discussions with the male/female/ senior citizens groups of the slum populations.
- Mobilize & organize local community, stake holders, and government into committees / commissions.
- Awareness campaigns through media (press conferences, articles in newspaper/ electronic), community gathering to protect & protest against any unlawful eviction without rehabilitation, mobilize of their resettlement and to form the Dhaka Slum Dwellers Federation. This entity will act as key negotiator to establish the rights of the urban poor community, especially to secure shelter of their own.
- Approach ministry of planning to allocate land according to family size
- Enforce govt to allocate all facilities including safe drinking water/ healthy living conditions, building of schools and health care facilities i.e. hospitals.

- Enforce the ministry of social affairs to look into the livelihoods opportunities

Implementation:

- Organization and mobilization of the resources for the above mentioned activities with community participation and rights based approach. (One male/ one female member from slum committee will be part of the project team)
- Work plans are designed, and above mentioned are implemented.

Monitoring & Evaluation:

- Follow up and monitoring of the project activities are built in the work plans.
- Internal Evaluation and External Evaluation of the project activities.
- Evaluation reports with critical areas of concern will be reviewed for any subsequent change and will be followed upon with necessary actions.
- Project will be redesigned in case of any change in the strategy due to internal/ external factors.

Sustainability

- Awareness raising and Capacity Building of the Dhaka Slum Dwellers Federation and communities.
- Advocacy and lobbying for the rights of the slum dwellers through participation will ensure ownership by the community.

Appendix IV

Project detail: Project on rights for everyone to enjoy a dignified life

Project title: Rights for everyone to enjoy a dignified life

Project location: Southern Province of Sri Lanka

Project target group: People affected by Tsunami

Implementing agency: Home for Human rights

The identified violation of the articles from national and international instruments

| Rights violated | Source |
|--|--|
| NOT RESPECTED | |
| Equality before law and non – discrimination | Constitution of Sri lanka (art 12 , 12 (2)) UDHR (Art- 1, 2, 7) ICCPR (26) ICESCR (2,11,12) CEDAW (2, 13,14,15,16) CRC (2) |
| Right to shelter | ICESCR (11) Directive principle of sri lanka Constitution (27) |
| Right to life | UDHR (3) ICCPR (6) |
| Right to information | Constitution (14) UDHR (19) ICCPR (19) |
| Right to justice | ICCPR (14) |
| Right to property | UDHR (17) |
| Right to reason | Principle of natural law |

Analysis of actors involved and their roles and obligations

| Actors of this case | Obligation | Role played in this case |
|---|---|--|
| The government of sri lanka Presidential secretariat | Giving to direction to the concerned official | Lack of follow up for accountability of divisional secretary |
| Divisional secretary | Decision maker of fair housing allotments | Discrimination & denial of Rights. |
| Colony officer | Fair Implementation of the policy. | Biased & undue influence. |
| Human rights commission | Ensure every ones Human Right are protected & realized. | Ignorant & unaware |
| Non- state Actors | | |
| Civil society | Monitor the realization of Human Rights. Question government actions. | Acted Passively |

Project background

On December 26th of 2004, the tsunami caused massive damages to the human life and property in the coastal part of Sri Lanka. Around 35322 people were dead and many others have become partially or fully disabled. Among the dead 22000 were women and children. Property damages caused lost around 250 million Sri Lankan rupees. The damages caused to the houses, crops lands, infrastructures and energy and power supply system caused irreversible and irremediable damages. Apart from these physical damages, the trauma and psychological effects were reflected highly among the women and children. The losses to houses were among other physical destructions. Around 880000 families have lost their houses fully or partially in the country. The government co-funding programmes and 200 meters buffer zones have made more confusion and setbacks in the long-term rehabilitation and development programmes in the affected areas.

Shelter for the people who are affected and lost their homes by tsunami was one of the aggravating issues among the community in the villages in which this projects plans to have interventions. The need for shelter for the people who are affected by tsunami considered to be prioritized as right based need. The right to shelter has been interpreted in many instances as right to life and by that becomes one of the fundamental rights of the people in such situation.

Participatory needs assessment conducted in all project villages and outcome of the assessment have fed into this project. Based on the findings of the assessment, the logical framework has put forward to design this project.

| Issues | Strategies | Activities | Outcome | Outcome indicators |
|--|-----------------------|---|---|---|
| *Discrimination Denial of justice *Unequal treatment before the law *Denial of right to shelter * denial of right to life * denial of right to property | Capacity building | Assisting in community organization for training and workshops on human rights to know and claim their rights Introducing the international bill of rights for judicial sector | Improved understanding on human rights concepts and applications by community groups . Community take action for violation of human rights . Training modules and tools | At least 50% of community groups aware human rights concepts 10% of the group take action for human rights violation |
| | Legal advocacy | Litigation on human rights violation | Litigation of cases increased International human rights instruments are effectively used in litigation | 40% improvement in seeking litigation #of international human rights instruments cited in litigation process |
| | Human rights campaign | Creating mass awareness and visibility against the human rights issues mentioned in the first column. Crating visible links between national laws and international human rights instruments | *People and civil movements take collective and visible stands against human rights violation * | # of visible stands taken during last one year # of issues were publicly challenged by the community |
| | Media campaign | Creating awareness about human rights issues Media coverage for accountability | Mrs. N's story was covered by the media. Media institution become sensitive to human rights related issues | # of airtime used for human rights issues # no of case stories documented and tele/ broadcasted |
| | Monitoring | Mobilizing the community group as watch dog for human rights violations | Proper monitoring systems have established in communities | # of watch groups function effectively |

Changes sought in achieving gender equality:

This project targets both men and women and places particular emphasis on strengthening the role and position of women in society. The project seeks to improve the social and economic status of women as a measure through a package of empowerment strategies through the achievements and protection of their basic rights (to improve access to information, resources and opportunities) to : a) improve their self-dependency decision making capacity; b) improve social recognition of their role(especially decision making role), contribution. The project also seeks to impress upon both men and women on the importance of mutual recognition and appreciation of roles, responsibilities, contribution and thus the mutual efforts to protect each others dignity and their rights relating to participation and decision-making, asset ownership and access to legal and para-legal services will be strengthened.

Monitoring framework:

There shall be a comprehensive monitoring system will be placed to gradually monitor the progress made by this project interventions. The monitoring will be done at various stages of the project at various levels. The tools will be covering the input, process, output, outcome and impact for the monitoring purpose. The community, NGO field staff and programme coordinates will be part of the monitoring groups.

The monthly field reports will be send by community groups to the field staff and field staff based on the reports from groups and their field observation, other records of groups will be sending a monthly progress reports to programme coordinator and theses reports will be reviewed by the coordinator jointly with field staff and members of the community groups before producing the quarterly progress report to donor agency. The quarterly reports will be reviewed by donor agency and feed back will be send back to down the line within a week. Apart from this , there will be annual progress review meeting and learning and experiences captured in this meeting will be incorporated to next year project designing

Linking and learning:

The initial link will be made with local authorities of the Peradeshiya Sabha, divisional secretary and local CBOs/ NGOs. Experience and learning will be shared with international and national NGOs and government bodies.

Monitoring reports and learning will be documented and shared with other field NGOs. Visitor tour reports and monitoring reports will capture field level processes and experiences. Quality impact report will be compiled with case studies and related documents. Any communication materials developed for the project purpose will be disseminated among the community groups and other organizations interested in using the same.

Exit plan:

The community groups will be gradually taking the role of the NGO in implementing the activities and the capacity, skill and competences will transferred to the community groups by end of the project period.

Appendix V

Even after 60 years of the independence, rural people of Pakistan are struggling for even the basics for their existence. They do not have access to the basic amenities and public utility services etc.

Kotli Sattia, a sub- district of Rawalpindi of Punjab province, Pakistan is facing a dozen of problem every day still their cry is not audible to the local, provincial and central government of Pakistan.

Even today there is no proper water supply, women have to cross miles in search of water. Basic medical facilities are not available. The only source of income is agriculture.

After the introduction of Local Government Ordinance 2001, NGOs like Mirzapur Citizen Community came forward, but it would not make any difference in the up gradation of common people and drawn in the flood of corruption.

Kotli Sattian is a small village, situated on hills and forest. It is prone to natural disasters such as landslides and forest fire. The frequency of such disasters has increased manifold since deforestation has escalated. The area has experienced two earthquakes in the last four years.

Basic statistics:

- Population: 45,000 approx
- Sex ratio: 929/1000
- IMR: 45/1000
- MMR: data not shared by the govt. (community says its high)
- Literacy Rate: 40 per cent

Poverty Analysis

- Non existence of sanitation facility
- Inadequate shelter options
- Social exclusion exaggeration by the physical terrain in terms of lack of access to resources, information and opportunities
- Fear of life due to inadequate protection and occasional casualties.

Initial HR Assessment

- Livelihood
- Health
- Pure and drinkable water
- Education

Rationale:

As indicated by the initial Human Rights Assessment livelihood, health, water and education are a major concern for the people of the community. This is also mentioned as the basic rights in articles 25.1, 25.2, 34, 38(a) of the constitution of Pakistan as well as the ICESR in article 2, 11, 12, 13 and in UDHR articles 1, 2, 3 and 25

Strategies

- Capacity Building through community mobilization.
- Lobbying with the Government to give funds through the community development Fund initially for pilot schemes which on successful completion and sustainable existence will be maintained jointly by the people with the Government.

- Monitoring committees to be set up at the council level involving the state, local leaders, community leaders, women representative with a meeting every first Monday of the month.
- Have regular Participatory appraisal and participatory monitoring at the community level to stem any corruption

Activities

- Organize, mobilize all sections of the community to form community groups and build CBO of them
- Registration of CBO
- Help the CBO to develop a proposal to secure funding from the local government and then matching grants to focus on :
 - Construction of water supply system through community owned water program.
 - Increasing opportunities of livelihood through setting up a processing unit for apricots, walnuts, apples etc.
- Training a 'Dai' for safe delivery thereby protecting the mother and starting alternative income source.
- Starting health initiatives with state as well as private institutions for preventing communicable diseases and providing curative support till the rural health centre is fully equipped.
- Vocational training in: carpentry, carpet weaving, making shawls and skill enhancement in marketing the finished products.
- Improving standards of existing educational institutions by involving government representatives.
- With the help of local communities educating and spreading awareness about cleaning water and by creating local pressure groups to pressurize the Government to set up a solid waste management plant immediately

Evaluation and Monitoring

- Regular Monitoring and Evaluation by the people through CBO to ensure
 1. All sections of the community are participating
 2. To ensure the process is accountable and remains true to the HR Assessment made
 3. To ensure that all the developmental changes are equally accessible by all
- To hold public meeting to disseminate information and progress of the projects

Appendix VI

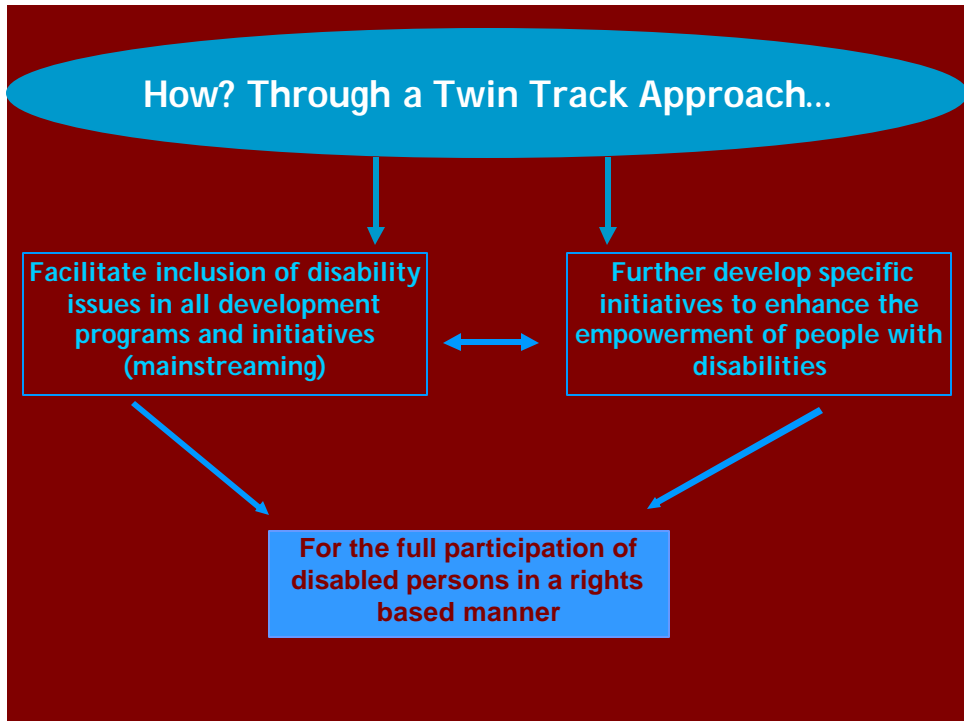
Power Point Presentation:

Empowerment & Social Change for Inclusion of People with Disabilities in Nepal

Participatory Change (PC)

Hard Facts

- *Total Population: 28 millions*
- *Rural population: 80%*
- *Below Poverty Line: More than 30%*
- *Education enrolment: 58.1%*
- *68.5 % earn less than 2\$*
- *Constraining Geography...*
- *Person with Disability: 5 to 10 % i.e. 1.5 million PWDs (Approx)*



Objectives

- **Overall Objective:**

Improve the situation of People with Disabilities

... functionally,

... socially,

... and economically

through recognising and respecting their rights to equal opportunities and full participation

in an inclusive society where all are enabled to live with dignity

Objectives

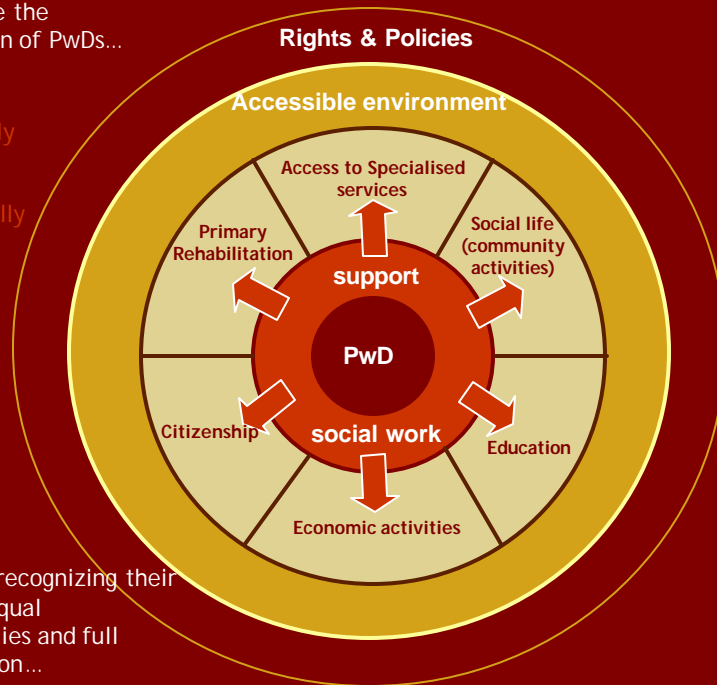
- **Specific Objective:**

People with disabilities...

- access services,
- are empowered,
- are included in mainstream development
- and better enjoy their rights

Improve the situation of PwDs...

functionally
socially
economically



Time Frame

- Three districts in Three years (Jan, 09 to Dec, 11)

Monitoring & Evaluation

Cross Cutting Approach - Involvement of PWDs/family members/community

- At the level of the beneficiaries
- At the level of local partners and associates
- Concerning the project as a whole, a mid term and end term evaluation will be conducted with all local partners and associates involved in the project implementation. A participatory process should give room to all stakeholders to express their views, suggestions and recommendations and to collectively proceed to amendments in the project's activities and implementation methodology as deemed necessary.

- “ Lets work together for an inclusive and rights based society...”
- Thank you...

Participatory Change (PC)