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AAITG Human Rights Based Training Manual

Human Rights Based Approach Training Manual

**ActionAid International The Gambia in Collaboration with
the UNDP, the Ministry of Finance and Economic Affairs,
and the Government of The Republic of The Gambia**

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It is hoped that all sectors and agencies will make good use of this document for a holistic human development using the human rights-based approach.

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Abbreviations

AAITG	-	ActionAid International The Gambia
ACHPR	-	African Charter on Human and Peoples' Rights
ACRWC	-	African Charter on the Rights and Welfare of the Child
CEDAW	-	Convention on the Elimination of Discrimination Against Women
CRPD	-	Convention on the Rights of Persons with Disabilities
HIV	-	Human Immunodeficiency Virus
HRBA	-	Human Rights Based Approach
ICCPR	-	International Covenant on Civil and Political Rights
ICESCR	-	International Covenant on Economic Social and Cultural Rights
ICRC	-	International Convention on the Rights of the Child
ILO	-	International Labour Organization
IMF	-	International Monetary Fund
LGA	-	Local Government Area
M&E	-	Monitoring and Evaluation
MDGs	-	Millennium Development Goals
NGO	-	Non-governmental Organization
UDHR	-	Universal Declaration of Human Rights
UN	-	United Nations
UNDP	-	United Nations Development Programme

Introduction to the Manual

This manual is designed primarily to support trainers and facilitators of workshops on human rights and development issues. It should particularly be useful to those who are designing and implementing activities related to the six main thematic areas covered in the manual: (1) Human Rights (2) Evolution of Development Approaches (3) Human Rights Based Approach (HRBA) to Development (4) Poverty (5) Governance and (6) Advocacy.

The manual generally assumes that the user has training expertise as well as basic knowledge of human rights issues as they relate to development. It focuses on generic skills and issues important for field workers in the various sectors at national, regional and community levels. In this regard, the manual can be used in training a cross-section of development workers as well as youth, women, local leaders and communities using participatory approaches.

Each of the themes begins with an introduction for the trainers and workshop designers. This introduction gives the background to the topic and how a training or workshop session on the topic is structured. After the introduction, each theme is broken down into small digestible pieces, consisting of units (in some cases subunits) for the trainees to understand and apply the intended learning outcomes.

Each unit has a short introduction, signalling the user of the key contents of the unit, the learning objectives and outcomes, the estimated duration of the session and the methodology. The methodology suggests a logical sequence of the pedagogical activities including brainstorming, role play, group work and discussions, plenary presentations, lectures and many other syndicate activities. Where the activity involves a lecture, there are suggestions as to what the presenter should emphasize when making the presentation as well as notes to reinforce the trainers' understanding and ability to deliver the session. Adult experiential learning methods have been adopted, ensuring the trainees' active participation throughout the sessions.

Evaluation exercises are offered at the end of each unit. These are designed to inform whether or not the expected learning outcomes have been achieved, that is, to gauge the trainees' levels of understanding and their state of readiness to apply the new learning experiences. The following matrix presents the objectives and learning outcomes of each theme, a summary of content areas, and the methodology.

Scope and Sequence of the Manual

Theme 1: Human Rights

Aim: To enable trainees to understand the principles and basic human rights concepts as well as the avenues of redress.

Units	Objectives	Learning Outcomes
Human rights defined	Trainees should be able to define human rights	Trainees' awareness and appreciation of human rights concepts enhanced
History of human rights	Trainees should be able to explain and demonstrate appreciation of the historical development of human rights.	Trainees should be able to explain the historical development of human rights.
Principles of human rights		Trainees are able to state and explain the principles of human rights.
Human rights instruments	Trainees should be able to state and explain the principles of human rights.	Trainees' awareness of the HR instruments increased.
Institutions for redress	To increase trainees' awareness of the various HR instruments	
	To make trainees aware of the avenues of redress	Trainees made aware of the avenues of redress

Theme 2: Evolution of Development Approaches

Aim: To familiarize the trainees with shifts in development approaches from charity to a human rights-based approach

Definition of development	Trainees should be able to explain the meaning of development	Trainees' awareness of the meaning of development in the context of a human rights-based approach enhanced
Development approaches	To enable trainees to be familiar with and to appreciate the various development approaches adopted over time.	Trainees' awareness and appreciation of various approaches enhanced.
Lessons learnt	Trainees are able to compare and contrast the differences between the various development approaches.	Trainees are aware of the differences between the various development approaches.

Theme 3: Human Rights-Based Approach to Development

Aim: To enable trainees to acquire an in-depth knowledge of the principles and practices of HRBA with a view to applying them in their programming and implementation of activities.

Definition of HRBA	To familiarise trainees with the concept of HRBA.	Trainees' ability to explain the concept of HRBA enhanced.
Application of HRBA	To equip trainees with HRBA skills in programming and application	Trainees' HRBA skills in programming and application enhanced.
Challenges	To enable trainees to be aware of the potential constraints and limitations of HRBA.	Trainees are familiarized with the potential constraints and limitations of HRBA.

Theme 4: Poverty

Aim: To enhance trainees' understanding of poverty, its causes and effects.

Definition of poverty	To raise trainees' awareness and appreciation of the concept, causes and characteristics of poverty.	Trainees' ability to explain the meaning and to recognize the features of poverty enhanced.
Effects of poverty	Trainees are familiar with the effects of poverty and its consequences on the individual and society at large.	Trainees' ability to state the effects of poverty on people enhanced. Trainees' awareness and appreciation of the effects of poverty on people enhanced.
Poverty in The Gambia	To deepen trainees' awareness and appreciation of the Gambian poverty situation. To develop the trainees' skills in facilitating the formulation and implementation of poverty reduction plans in their areas. To sensitize the trainees to their individual and collective role in reducing poverty.	Trainees' skills in poverty reduction planning and implementation developed. Trainees' awareness of roles in poverty reduction enhanced.

Theme 5: Governance

Aim: To enable trainees to recognize and appreciate the importance and values of good governance at all levels.

Definition of governance	To raise trainees' level of awareness of the concept of governance.	Trainees' awareness and appreciation of the concept of governance enhanced.
Principles of governance	To enable trainees to identify and state the principles of governance.	Trainees' appreciation of good governance principles enhanced.
Local governance and decentralization	To enable trainees to appreciate the linkages between good governance and development.	Trainees' recognition of the importance of good governance enhanced.
	To enable trainees to identify and apply the basic principles of local governance and the decentralization framework in The Gambia	Trainees' ability to identify and apply the principles of local governance and decentralization enhanced.

Theme 6: Advocacy

Aim: To help trainees in planning, developing and implementing advocacy initiatives.

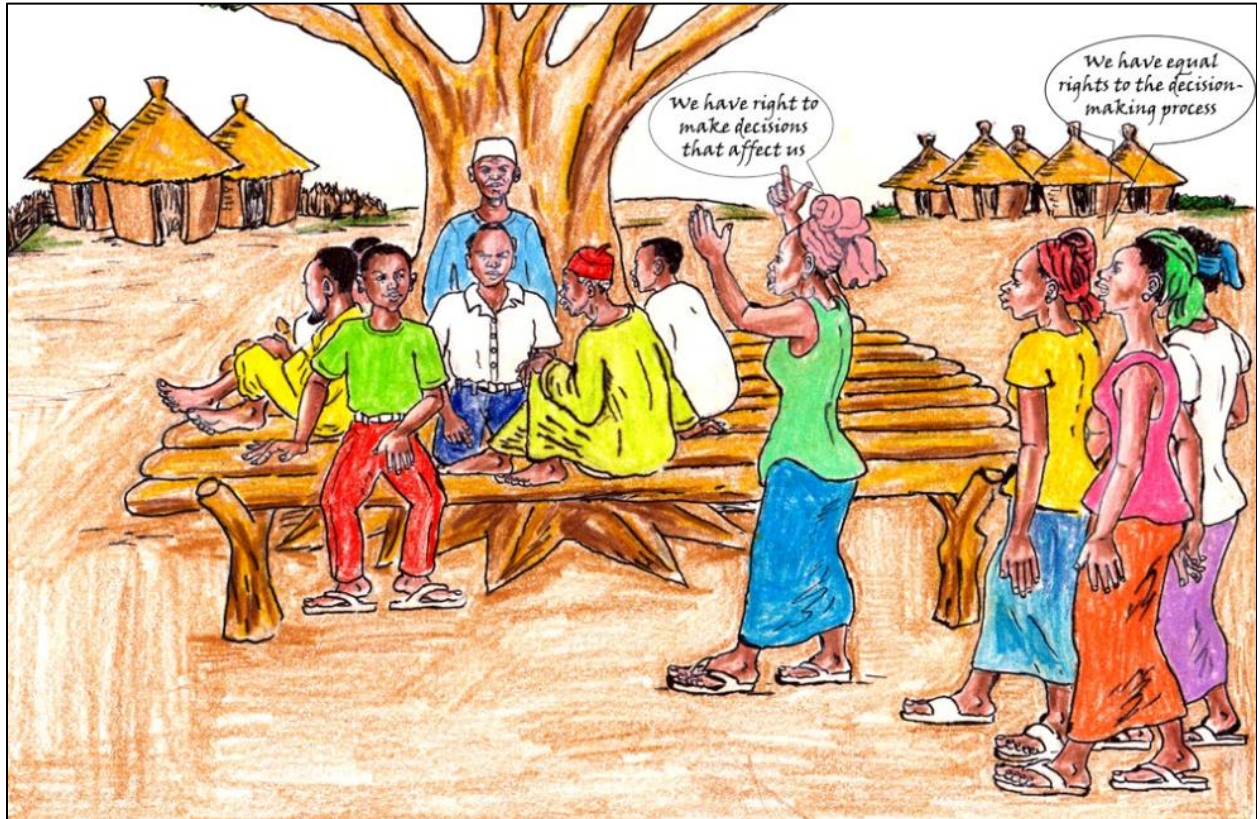
Definition advocacy	Trainees should be able to explain what advocacy is.	Trainees understanding of the meaning and purpose of advocacy enhanced. Trainees understanding of the process of advocacy enhanced.
Advocacy process (cycle)	To enable trainees to understand the processes of advocacy and stages of the advocacy process-cycle.	Trainee's ability to conduct advocacy enhanced.
Advocacy skills	Trainees should be able to acquire advocacy skills and demonstrate ability to use them.	

THEME 1

Human Rights

Theme Aim: To enable trainees to understand the principles and basic human rights concepts as well as the avenues of redress.

Introduction



Human rights enable people to live in dignity and to realize their full potential. They are based on humankind's increasing demand for a life in which the inherent dignity and worth of each human being are respected and protected.

This theme addresses three topics of human rights: introduction to human rights, human rights instruments and institutions where those whose rights are violated can seek redress.

Unit 1.1: Introduction to Human Rights

In this Unit, the definition of human rights, history and the principles of human rights discussed.

Unit 1.1.1: Definition of Human Rights

This unit provides trainees with some definitions of human rights. Trainees will be required to consciously come up with their own understanding of human rights which will culminate into a discussion on the meaning of human rights. Some sample definitions are provided to be shared with the trainees at the end of the unit.

Learning Objective: Trainees should be able to define human rights.

Learning Outcome: Trainees' awareness and appreciation of human rights concepts enhanced.

Duration: 1 hour

Methodology: Brainstorming

1. Ask trainees to write down their own definitions of human rights on a piece of paper -**5 minutes**
2. Divide trainees into small groups to come up with group definitions of human rights-**10 minutes**
3. Return to plenary for each group to present their group definition-**15 minutes**
4. Trainer lists on a flip chart and discuss key issues arising from the group presentations-**15 minutes**
5. Trainer shares various definitions of human rights with trainees by leading the trainees into discussions about what human rights actually are-**10 minutes**

Example

Human rights may be defined as individual entitlements that people have simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, sex, abilities or other status.

"Human rights may be defined as universal legal guarantees that belong to all human beings and that protect individuals and/or groups from actions and omissions that affect fundamental human dignity."

Office of the UN High Commissioner for HRs

"Human rights are entitlements all people have to basic conditions supporting their efforts to live in peace and dignity and to develop their full potential as human beings."

CARE International

Unit Evaluation: Questions and answers-*5 minutes*

Sample questions:

- a. What is your understanding of human rights?
- b. Why do you think people have rights?

NB: *Trainer may ask further questions for evaluation purposes.*

Unit 1:1.2: History of Human Rights

Introduction

Human rights are as old as humanity itself. However, the contemporary history of human rights has been shaped by major world events such as the Second World War (WWII) and the struggle for dignity, freedom and equality. With the establishment of the United Nations in 1945 human rights finally achieved formal, universal recognition. Human rights were cited in the founding Charter of the UN as central to their concerns and have remained so ever since.

One of the first major achievements of the newly formed United Nations was the Universal Declaration of Human Rights (UDHR), adopted by the United Nations General Assembly on 10 December 1948.

Learning Objective: Trainees should be able to explain and demonstrate appreciation of the historical development of human rights.

Learning Outcome: Trainees should be able to explain the historical development of human rights.

Duration: 1 hour

Methodology: Discussion, lecture and case study
Case studies: Trainer facilitates discussions on any historical rights-based struggle such as the advent of trade unionism and the struggle for independence-**15 minutes**

Discussion: The formation of the UN leading to the adoption of the Universal Declaration of Human Rights-**15 minutes**

Lecture: Trainer presents to the trainees the historical development of human rights with specific reference to various international, regional and national human rights instruments and the dates those instruments either were adopted or came into force-**15 minutes**

International HR Instruments	Regional HR Instruments	National HR Instruments
<ul style="list-style-type: none"> • Universal Declaration of Human Rights 1948 • International Covenant on Civil and Political Rights 1966 • International Covenant on Economic, Social and Cultural Rights 1966 <p>“The above three are called International Bill of Rights”</p>	<ul style="list-style-type: none"> • African Charter on Human and Peoples’ Rights 1981 • African Charter on the Rights and Welfare of the Child 1990 • Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa-2003 	<ul style="list-style-type: none"> • The Constitution of the Republic of The Gambia 1997 • The Women’s Act 2010 • The Children’s Act 2005

Unit Evaluation (15 minutes): Two sets of paper cards bearing various dates and human rights instruments

Trainees are called upon to pair up the correct date cards with the correct human rights instruments that came into force by that date.

Unit 1.1.3: Principles of Human Rights

Principle (Noun):

1. a fundamental truth or proposition that serves as the foundation for a system of belief or behaviour or for a chain of reasoning.
2. a rule or belief governing one’s behaviour.

<http://oxforddictionaries.com>

Introduction

The principles of human rights are a set of values that underpin the basic foundation from which all concepts of human rights flow. These principles, which are otherwise referred to as *characteristics of human rights*, are the unique qualities attributed to human rights for their protection and enforcement.

Learning Objective: Trainees should be able to state and explain the principles of human rights.

Learning Outcomes: Trainees are able to state and explain the principles of human rights.

Duration: 1 hour

Methodology/Approach

Brainstorming: Trainer will facilitate discussions on the meaning of the term *principle* among the trainees in relation to their organizational or personal backgrounds. Trainer shares the dictionary definition provided below and leads a short discussion on it.

Group activity: Trainees are divided into groups. Each group is given a word-card bearing one of the human rights principles. They will be required to discuss their understanding of the words allotted to them to present their conclusions to plenary.

Lecture: Trainer presents the following human rights principles to the trainees:

Human Rights-Related Principles

Universality and Inalienability: Human rights are *universal* and *inalienable*. All people everywhere in the world are entitled to them. The universality of human rights is encompassed in the words of Article 1 of the *Universal Declaration of Human Rights*: "All human beings are born free and equal in dignity and rights."

Indivisibility: Human rights are *indivisible*. Whether they relate to civil, cultural, economic, political or social issues, human rights are inherent to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights. Thus, the right of everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or to education.

Interdependence and Interrelatedness: Human rights are *interdependent* and *interrelated*. Each one contributes to the realization of a person's human dignity through the satisfaction of their developmental, physical, psychological and spiritual needs. The fulfilment of one right often depends, wholly or in part, on the fulfilment of others. For instance, the fulfilment of the right to health may depend, in certain circumstances, on the fulfilment of the right to development, to education or to information.

Equality and Non-discrimination: All individuals are equal as human beings and by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of race, colour, ethnicity, gender, age, language, sexual orientation, religion, political or other opinion, national, social or geographical origin, disability, property, birth or other status as established by human rights standards.

Participation and Inclusion: All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups.

Accountability and the Rule of Law: States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in international human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Individuals, the media, civil society and the international community play important roles in holding governments accountable for their obligation to uphold human rights.¹

Unit Evaluation

- What does the word *principle* mean to you?
- Name and explain the human rights principles.
- What is the importance of the human rights principles in your work?

¹ UNFPA- <http://www.unfpa.org/rights/principles.htm>

Unit 1.2: Human Rights (HR) Instruments

Introduction

In this sub-theme trainees will be introduced to the various human rights instruments and the specific rights they address e.g. Convention on the Rights of the Child (CRC). Depending on the target group, the trainer will determine the relevant instrument(s) to be discussed in detail.

Objective: To expose trainees to the various human rights instruments

Learning Outcome: Trainees' awareness and capacity to use HR instruments increased.

Duration: 1.30 hours

Methodology/Approach: Role play

1. Trainer gives trainees a role-play scenario.

Sample scenario

A differently able child in Kanku went to school on his first day. He faced difficulties in entering the classroom because his wheelchair could not climb the stairs. Later in the day he wanted to use the toilet of the school but he resorted to calling his friends to assist him out of his wheelchair because he could not enter. All his new friends, except Karu, were laughing at him. Karu was very helpful.

Trainees to identify and discuss the right(s) violated in the role-play.

Lecture: Trainer presents a paper on a relevant HR instrument focusing on the following:

- Preamble and purpose of HR instrument
- Rights and standards that are specified in the instrument
- Reporting obligations of the state parties
- Implementation and monitoring mechanisms
- Optional protocols (if existing)

Unit Evaluation: Divide trainees into groups and give them case studies on violation rights to analyse and answer questions on the case studies.

Content: The Universal Declaration of Human Rights (UDHR), the African Charter on Human and Peoples' Rights (ACHPR), the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), the International Convention on the Rights of the Child (ICRC), the African Charter on the Rights and Welfare of the Child (ACRWC), the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa (Maputo Protocol), the 1997 Constitution and Other Laws of The Gambia.

Activities/Methodology: A combination of various teaching and learning methods is to be employed including brainstorming, lectures, discussions, case studies, group work, role play, peer to peer and peer-trios.

Materials: Various materials will be used in the training, including flip chart stand, LCD projector, flip charts, markers, masking tape, note pads, pens/pencils, workshop folders, handouts, copies of programme agenda and feedback forms.

Assessment: Questionnaires, question-and-answer sessions, daily recaps, daily checkouts/ daily evaluations (mood meter), demonstration/presentations, peer to peer and peer- trios.

Unit 1.3: Institutions of Redress

Most of the human rights that we learnt are guaranteed by laws. These laws may either be domestic legislation such as the 1997 Constitution, Acts of the National Assembly or international and regional treaties such as the ICCPR and the African Charter on Human and Peoples' Rights. Any society that believes in human rights has to have institutions to provide redress for violations. The institutions will vary according to the different kinds of violations they are meant to deal with.

Learning Objective: To enable trainees to recognize the various institutions involved in human rights redress and their functions.

Learning Outcome: Trainees are able to state the institutions of redress for human rights and explain their specific functions.

Duration: 1 hour

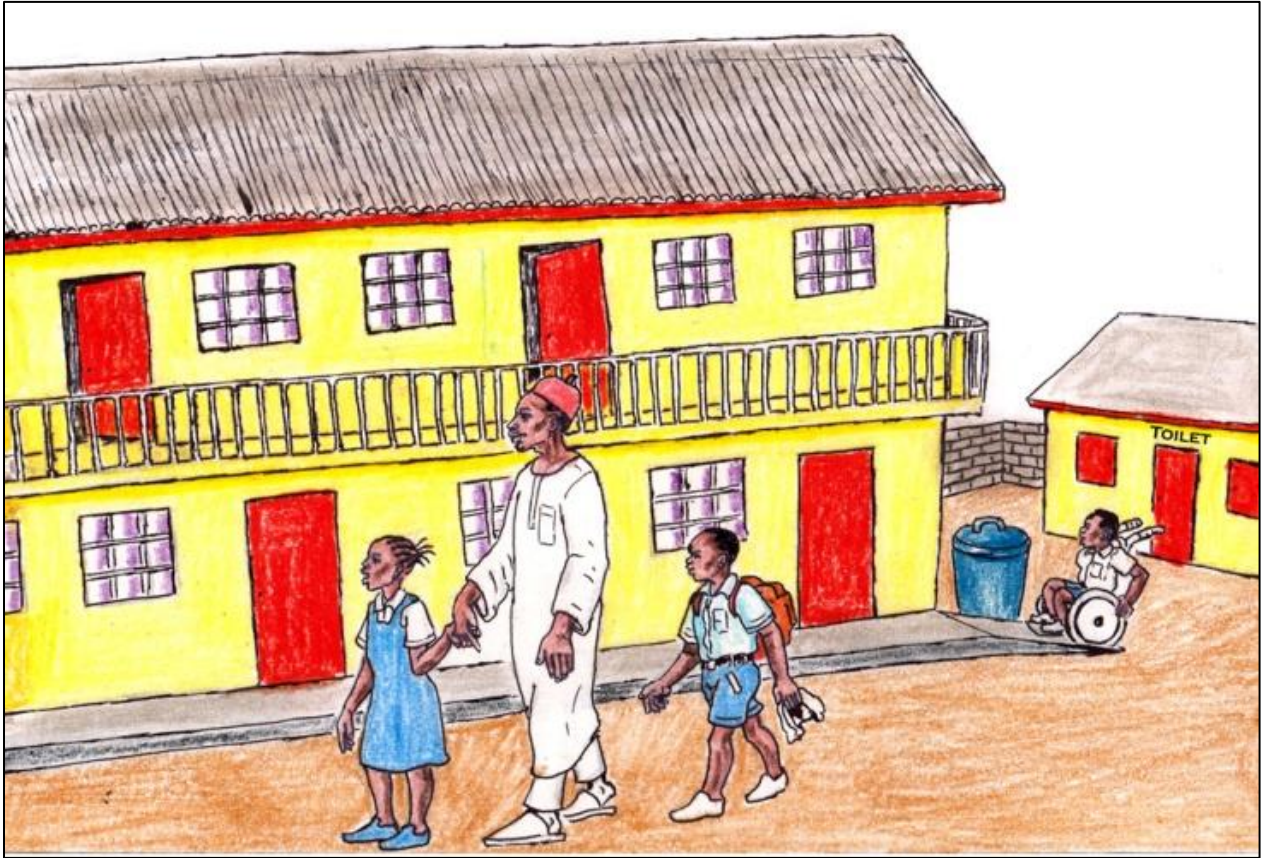
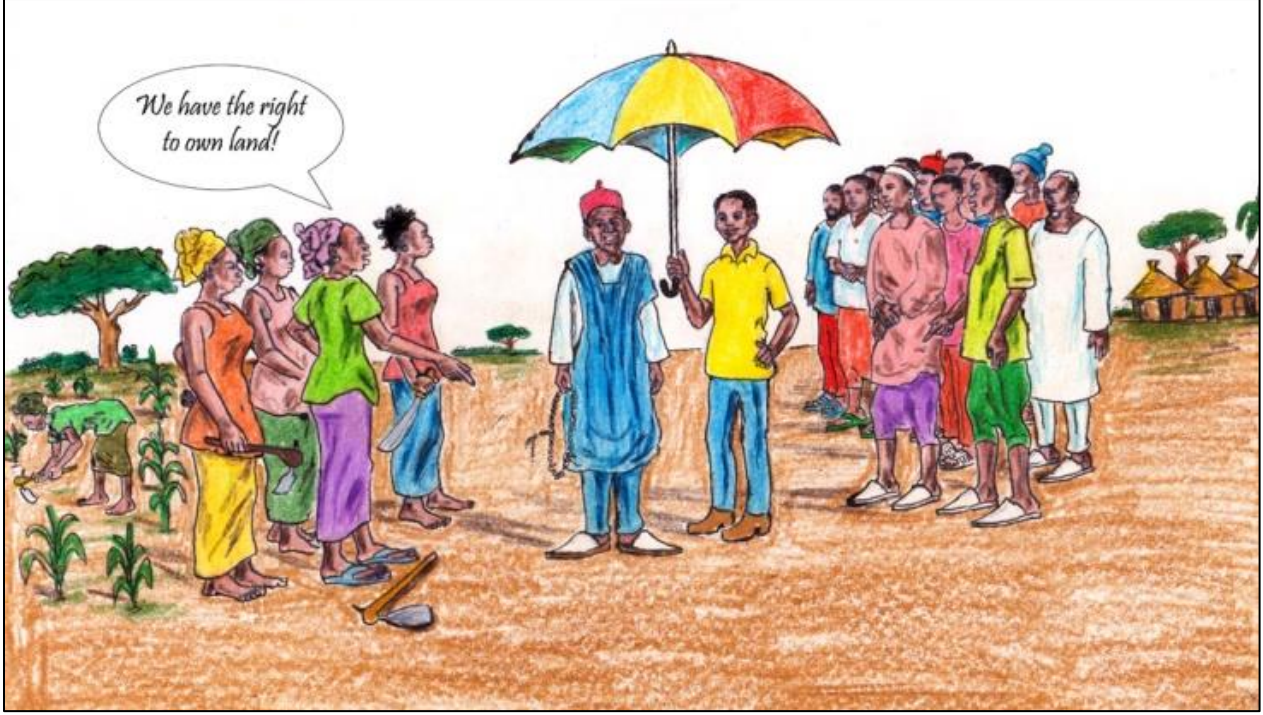
Methodology: Group work and lecture

Group Work

- Trainees are divided into 2 or 4 sizeable groups
- Each group to write down 5 common types of human rights violations they know
- Groups swap/change pieces of paper on which they wrote the violations
- After the swapping, each group should write down institutions where they think the human rights violations may be reported for redress
- The groups then report to plenary for discussions

Lecture

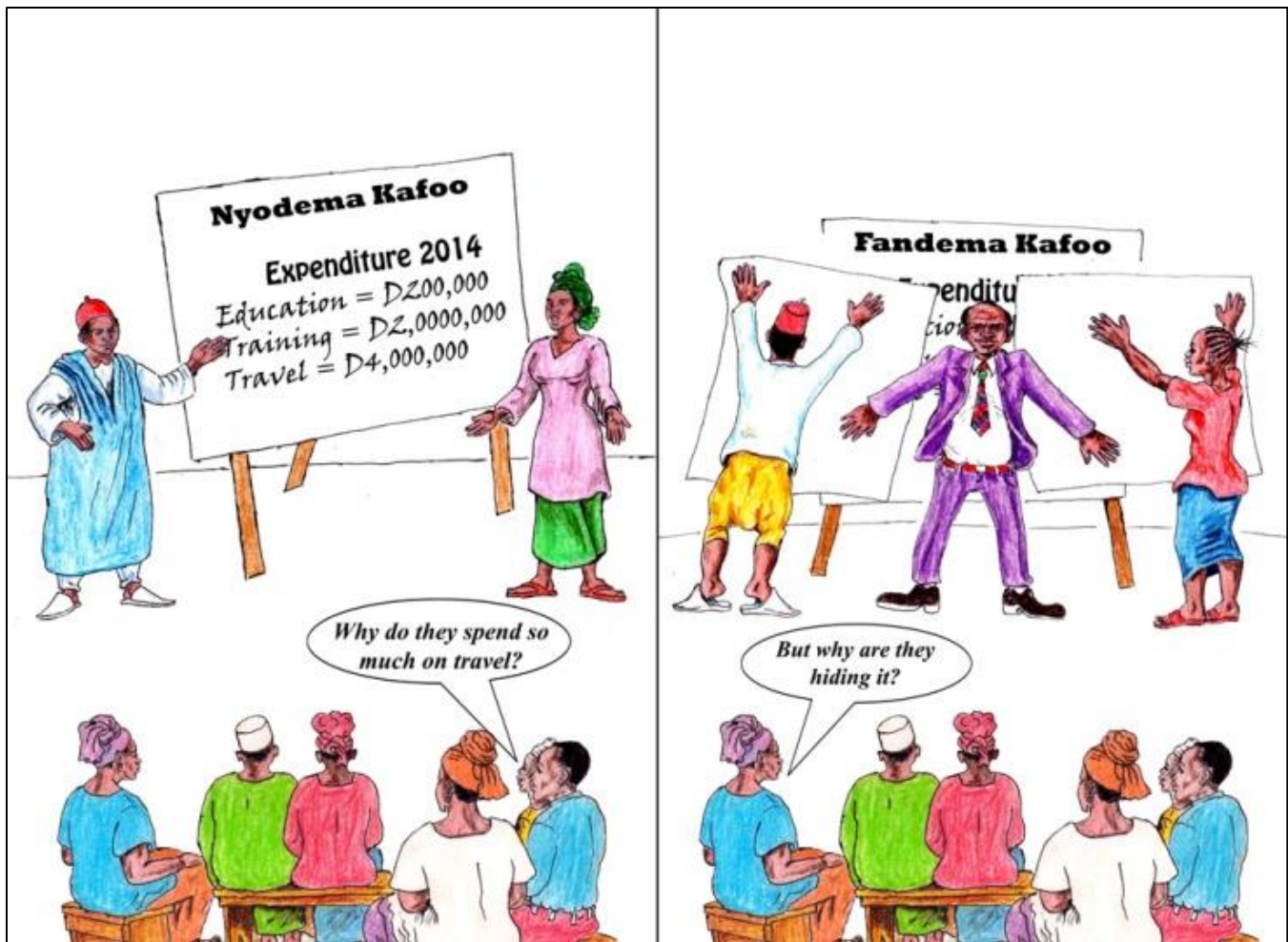
Trainer will deliver a short presentation using the institutions of redress provided below as references.



	Name of Institution of Redress	Type of Redress/Functions
1	Law courts	Adjudicate (hear and determine) all forms of violations of human rights, punish perpetrators and compensate victims
2	Ombudsman	Receive and investigate complaints of administrative injustices in the Public Service and make recommendations.
3	Police	Receive and investigate complaints of human rights violations that are criminal in nature and prosecute such cases.
4	Alternative Dispute Resolution Secretariat (ADRS)	Receive and assist parties resolve non-criminal disputes amicably without resorting to the formal law court.
5	Tribunals (district, rent and industrial tribunals)	Adjudicate special issues assigned to their jurisdictions such as Land rights, tenant/landlord rights, labour rights, as the case may be.
6	Regional, sub-regional and international avenues for redress (i.e. ECOWAS Court, African Commission on Human Rights, etc.)	They receive complaints of human rights violations against member states. They proceed to hear and determine whether or not such states or individuals were liable. State parties found liable may be ordered to pay compensation.
7.	International Criminal Court (ICC)	Receive and hear complaints of great human rights violations such as war crimes, crimes against humanity and genocide committed by individuals. Individual found liable may be punished with jail terms.
8.	District authorities (seyfolu and alkalolu)	They receive and resolve community disputes ranging from land rights matters, animal ownership and intrusion, to social and cultural rights violations.

Unit Evaluation: Oral question-and-answer session.

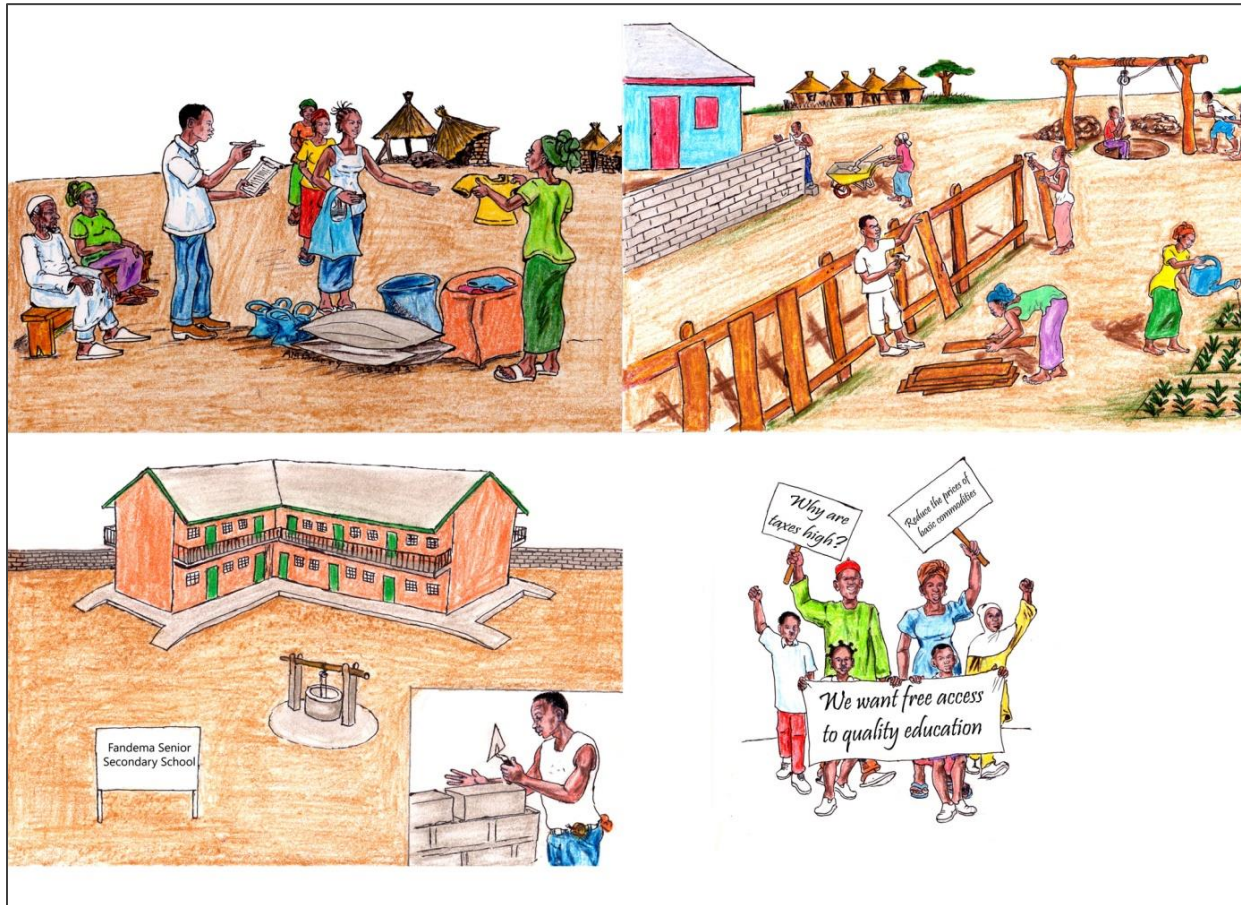
- Name institutions in The Gambia where people can seek redress when their rights are violated or denied.
- Name institutions in Africa or in the world where people can seek redress when they are unable to get justice in their own countries, after exhausting all local remedies.
- Explain the functions or role of any two such institutions in The Gambia, Africa and the world at large.



THEME 2

Evolution of Development Approaches

Theme Aim: To familiarize trainees with the shifts from the charity-based to the human rights-based approach to development.



Introduction

Within the last half century there have been various approaches to development. It started with the Welfare and Charity followed by the 'Basic Needs' approach in the 1980s. The 1990s saw the advent of the empowerment of deprived communities. Though the discussion started much earlier (in the late 1990s) the decade, beginning year 2000, saw the emergence of the rights-based approach and the beginning of this decade the human rights-based approach evolved. The shifts from each approach to the other were based on the lessons learnt from the shortcomings of the previous one. Definition of development, development approaches and lessons learnt is discussed in this theme.

Unit 2.1: Definition of Development

Development can be defined in many ways. To some it is beautiful buildings, good roads, access to goods and services while to others it is about freedom. This unit endeavours to establish an understanding of development in the context of the human rights-based approach. Sample definitions of development are shared with the trainees at the end of the unit.

Learning Objective: Trainees should be able to explain the meaning of development.

Learning Outcome: Trainees' awareness of the meaning of development in the context of the human rights based approach enhanced.

Duration: 1 hour

Methodology

Brainstorming: Trainees are required to come up with their own understanding of development which will culminate into a discussion on the meaning of development. This would enable them to come up with their own understanding of the term *development*.

- 1 Ask trainees to write down their own definitions of development on a piece of paper -**5 minutes**
- 2 Divide trainees into small groups to come up with group definitions of development-**10 minutes**
- 3 Ask groups to paste their definitions on the wall-**5 minutes**
- 4 Ask groups to go round and review the postings- **10 minutes**
- 5 Trainer facilitates the assembling of posted definitions according to similarities -**10 minutes**
- 6 Trainer lists and discusses key issues arising from the definitions -**10 minutes**
- 7 Trainer presents sample definitions of development -**10 minutes**
- 8 Trainer concludes the session by relating the key issues listed to the sample definitions

SAMPLE

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

Brundtland Report (1987)

"To lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of the community".

IINDD

Unit Evaluation: Questions and Answers

Trainees are asked to explain the term *development* based on what has been discussed.

Sample Questions

1. What constitutes *development*?
2. How do you think the protection of human and peoples' rights can lead to development?

Unit 2.2: Development Approaches

Objective: To enable trainees to be familiar with and to appreciate the various development approaches adopted over time.

Learning Outcome: Trainees' awareness and appreciation of various approaches enhanced.

Introduction: This unit examines the various approaches to development i.e. charity, service delivery, community development, rights based-approach (RBA) and human rights-based approach (HRBA)

Learning Outcome: Trainees are enabled to discuss and appreciate the various development approaches.

1 Charity-based approach

In the 1970s most Non-governmental organizations offered charity and welfare (focus on individual children) services, otherwise referred to as the "aid" approach. It is a strategy that aimed at delivering a service (e.g. food and clothing distribution). Most organizations involved in this were faith-based or individuals who wanted to "feel good" by giving to the poor and needy.

"If you give a man a fish, you feed him for a day. If you teach him how to fish, you feed him for a lifetime" (*Lao Tseu*). But what if this man, or actually this woman, is simply prevented access to the pond or river?

Duncan Green in his book *From Poverty to Power* stated. "This man or woman must have rights to fish in the first place." He quotes a village leader from Cambodia: "That woman already knows how to fish. She would like her river left alone by illegal companies or fish poachers. She would prefer that her government not build huge dams, with the help of the Asian Development Bank, dams that have damaged her livelihood. She would prefer that the police not violently evict communities to make way for the dam. She doesn't want charity. She would prefer respect for her basic rights."

2 Service Delivery

In the 1980s, the norm was the basic-needs approach which focused mainly on the child and the community. This approach focused on the poor themselves, delivering services to the poor to meet their basic needs. It has since transformed into a "livelihood" approach (teaching how to feed oneself by directly catching fish or raising incomes from selling the catch).

This approach is usually NGO led and projects were designed using top-down planning methods. Under this approach the common projects were the provision of food supply, construction of schools, health posts and roads, provision of potable water, etc.

3. Community Development

In the 1990s communities were encouraged by both governments and NGOs to come up with plans to be funded. To support the empowerment of communities, Participatory Rural Appraisals (PRA), Reflect and other approaches were introduced for non-literate communities to identify their needs and priorities.

4. Rights-Based Approach (RBA)

The Rights-Based Approach to Development is an approach to development promoted by many development agencies and NGOs to achieve a positive transformation of power relations among the various development actors. This practice blurs the distinction between human rights and economic development.

There are two stakeholder groups in rights-based development: the rights holders (the persons who have rights) and the duty bearers (the institutions obligated to fulfil the holders' rights). Rights-based approaches aim at strengthening the capacity of duty bearers and empowering rights holders.

5. Human Rights-Based Approach (HRBA)

The current approach to development is the Human Rights-Based Approach. From the late 1990s to date it became apparent that none of the above approaches focused on the importance of sustainability, equality and participation. In 2003 the UN Statement of Common Understanding resulted in the HRBA, which is still in use today. HRBA is built on the universal framework of international human rights standards and regards people as the architects of development and seeks their involvement in all stages of the development process.

Central to HRBA to development is the protection and realization of human rights. It uses established and accepted human rights standards as a

common framework for assessing and guiding sustainable development initiatives. The goal is to guarantee all human rights for everyone by respecting, protecting and fulfilling human rights obligations as the way to achieve development. HRBA focuses on the role of the state and type of governance and empowers the poor to claim their rights by organizing and mobilizing them through civic education, capacity strengthening, networking, advocacy, and policy research and budget analysis.

Unit 2.3: Lessons Learnt

Introduction

The various development approaches used in the latter half of the 20th century evolved as human needs and interest changed. The progressive nature of development justified these approaches and their gradual improvement. In this unit trainees are exposed to the lessons learnt by development practitioners and the merits and demerits the various development approaches are also examined.

Objective: Trainees should be able to compare and contrast the differences between the various development approaches.

Learning Outcome: Trainees are aware of the differences between the various development approaches.

Duration: 1 hour

Methodology: Brainstorming

Activities

- 1 Trainees are divided into groups.
- 2 Each group is assigned an approach and asked to describe what they like or dislike about the approach.
- 3 Trainees are asked to paste their work on the floor.
- 4 Groups stand around the matrix and discuss.
- 5 The points agreed upon are kept and others deleted.
- 6 Trainer gives a presentation on the topic.

Merits and Demerits

The merits and demerits of the approaches are treated from a general perspective. The idea is to give the trainees an understanding of the fact that no system or approach is perfect.

Approach	Merit/Advantages	Demerit/Disadvantages
Charity	The programmes are fully based on people's immediate interests and needs, and people feel committed to taking it in their own hands.	Major limitation is that when people have the feeling that changes in behaviour or conditions are imposed from outside, they may easily reject them.
Needs Based/Service Delivery	Can target and reach different social groups separately.	It requires a large number of well-trained field and village workers, committed to and skilled at working with communities.
Rights Based	<p>Focus on building the capacity of individuals and communities to understand, claim and fulfil their rights.</p> <p>Conscious and systematic integration of rights and principles into development work.</p> <p>Emphasizes and deepens participation.</p> <p>Empowers the marginalized communities.</p> <p>Encourages local ownership of development programmes. Leads to greater accountability from all actors at all levels.</p> <p>Provides tools for dialogue and engagement with duty bearers</p>	<p>Need for flexibility in project planning and management.</p> <p>The approach can only be successful when changes advocated are relatively simple, correspond to the urgent needs of the people, and are easily within their means.</p>

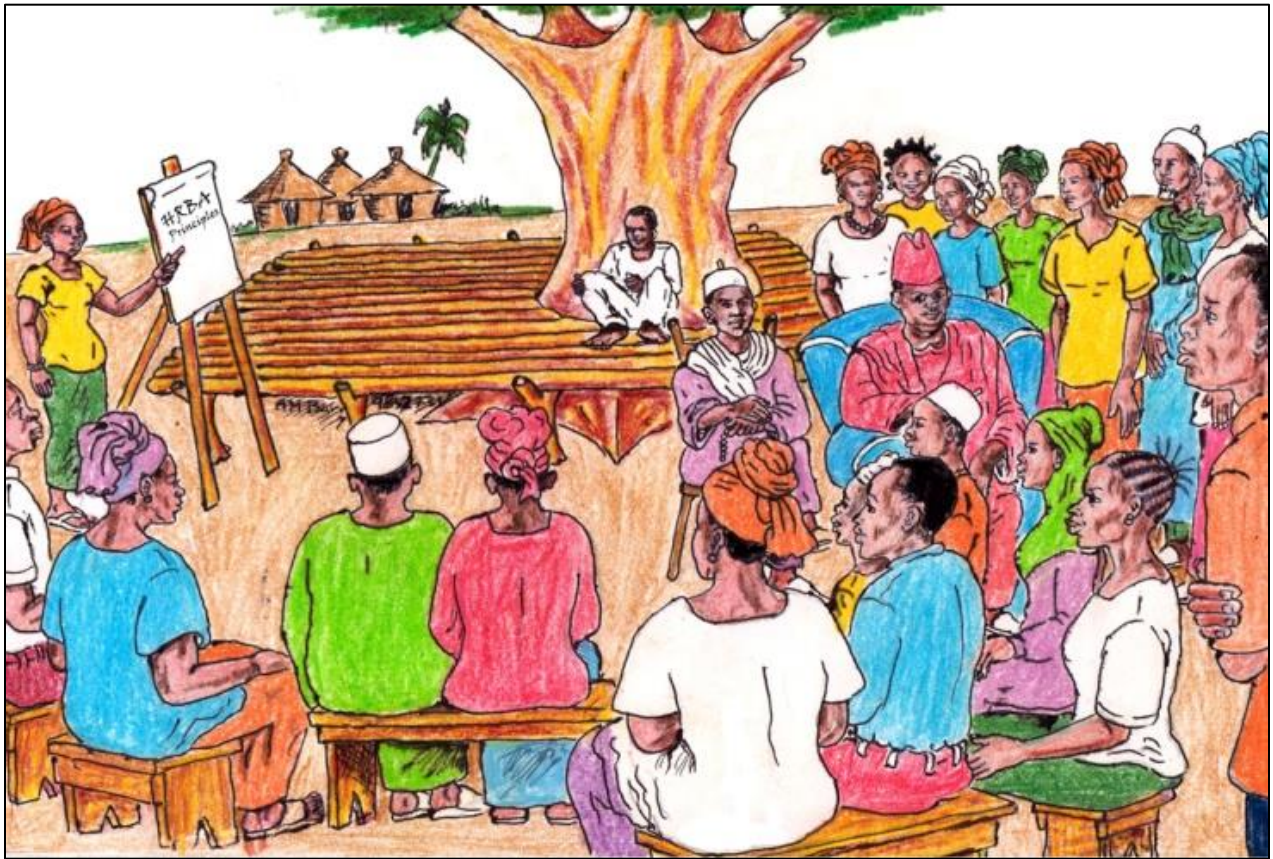
Human Rights Based	They offer people the opportunity to articulate their vision and interest and tender them as raw material for policy making. Enable communities and individuals to hold their governments and other institutions that act on their behalf accountable.	
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Unit Evaluation: Question-and-Answer Session

1. Name some of the development approaches.
2. Explain the key differences between some of the approaches.

THEME 3

Human Rights Based Approach (HRBA) to Development



Theme Aim: To enable trainees to acquire an in-depth knowledge of the principles and practices of HRBA with a view to applying them in their programming and implementation of activities.

Introduction:

Different approaches to development have come up among development agencies over the past decades. These approaches represent different ways of thinking about development that translate into different ways of designing, planning and implementing development programmes and projects.

In Theme 2 (Evolution of Development Approaches), we were introduced to how the various approaches evolved. This theme focuses on HRBA to development which basically is a framework that integrates norms, principles, standards and goals of the international human rights system into plans and processes of development. The theme addresses the definition, application and challenges of the HRBA.

Note for Trainer!

The HRBA approach to development builds on the idea that human development is the central concern of development, and takes the lead from the famous economist, Amartya Sen, who defines *development* as a process of expanding the freedoms people enjoy. According to Sen, these freedoms are both the primary ends and the principal means of development. They include:

- Freedom to participate in the economy, which implies access to credit, among other facilities
- Freedom of political expression and participation; social opportunities, including entitlement to education and health services; transparency guarantees
- Freedom to deal with others openly; and protective security guaranteed by social safety nets.

Unit 3.1: Definition of HRBA

This unit provides some definitions of HRBA. Trainees are required to discuss their understanding of HRBA to development.

Learning Objective: To familiarize trainees with the concept of HRBA.

Learning Outcomes: Trainees' ability to explain the concept of HRBA enhanced.

Duration: 1 hour

Methodology

Brainstorming

- 1 Ask trainees to write down their own definitions of HRBA on a piece of paper -**5 minutes**
- 2 Divide trainees into small groups to come up with group definitions of HRBA to development-**10 minutes**
- 3 Ask groups to paste definitions on the wall.
- 4 each group to present their group definition-**15 minutes**
- 5 Ask trainees to group definitions according to similarities -**5 minutes**
- 6 trainer lists on a flip chart and discusses key issues arising from the plenary discussions-**15 minutes**
- 7 Trainer shares various definitions of HRBA with trainees -**10 minutes**

Lecture

Our HRBA is an approach to development that centres on supporting rights holders to organize and claim their rights and to hold the duty bearers to account. Our HRBA flows from our politics and our strategy. We analyse and confront power imbalances and we take sides with the poor and excluded (**ActionAid**)

Other Definitions of HRBA

"A rights-based approach to development combines human rights, development and social activism to promote justice, equality and freedom. It holds duty bearers to account for their obligations, empowers people to demand their rightful entitlements, promotes equity and challenges discrimination." (Joachim Theis, "Rights-based Monitoring and Evaluation: A Discussion Paper" Save the Children, April 2003).

"A rights-based approach to development makes use of the standards, principles and approaches of human rights, social activism and of development to tackle the power issues that lie at the root of poverty and exploitation, in order to promote justice, equality, and freedom." ((Joachim Theis, "Rights-based Monitoring and Evaluation: A Discussion Paper" Save the Children, April 2003).

"A human rights-based approach ensures that human standards, as established in international law, are applied as a criterion for policy orientation and the solution of problems in specific areas. It introduces a normative basis, which is obligatory for state parties, and thus requires a legislative response at the State level. A rights approach implies that beneficiaries of policies and activities are active subjects and claim holders and stipulates duties or obligations for those against whom such claims can be held (duty bearers)." (1998 Report of the Secretary General to the ECOSOC).

"A rights-based approach to development is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. Essentially, a rights-based approach integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development." (Workshop on the Implementation of Rights-based Approach to Development: Training Manual" UN Office of the Resident Coordinator, Philippines, 2002).

"The human rights approach may be regarded as a programming methodology that derives from the Sustainable Human Development paradigm... The approach proposes the use of human rights concepts and standards in the analysis of development problems and in the design of projects and programs, including mechanisms to assess the impact of these programs and the process by which they are developed and implemented. The human rights approach proposes that our understanding of development and our strategies to achieve it are considerably enhanced by the use of rights-based programming tools and methodologies." (Workshop on the Implementation of Rights-based Approach to Development: Training Manual" UN Office of the Resident Coordinator, Philippines, 2002).

"In a human rights-based approach to programming and development cooperation, the aim of all activities is to contribute directly to the realization of one or several human rights... In an HRBA human rights determine the relationship between individuals and groups with valid claims (rights-holders) and state and non-state actors with correlative obligations (duty bearers). It identifies rights-holders (and their entitlements) and corresponding duty bearers (and their obligations) and works towards strengthening the capacities of rights-holders to make their claims, and of duty bearers to meet their obligations." (UN Common Understanding May 2003).

"A rights-based approach to development describes situations not simply in terms of human needs, or of development requirements, but in terms of society's obligations to respond to the inalienable rights of individuals, empowers people to demand justice as a right, not as charity, and gives communities a moral basis from which to claim international assistance when needed." (UN 1998).

Unit Evaluation: Questions and Answers.
What is your understanding of HRBA?

Unit 3.2: Application of HRBA

The HRBA is a process that uses international human rights standards to inform institutional structures, policy and practices. It applies a number of core principles, aiming at ensuring the full enjoyment of human rights by all persons.

Applying the human rights-based approach means using human rights to hold institutions and persons accountable for fulfilling their responsibilities in respect of the rights of the people. The rationale for this approach is that people have rights while governments and others have duties to respect, protect and fulfil these rights as set out in international human rights law.

Learning Objective: To equip trainees with HRBA skills in programming and application.

Learning Outcome: Trainees' HRBA skills in programming and application enhanced.

Duration: 2 hours

Methodology

Lecture: Trainer presents principles of HRBA at a glance.

Eight Basic Principles of HRBA at a Glance

HRBA is premised on the following ideas:

1 Poverty is a violation of people's human rights and a terrible injustice. Poverty arises because of the marginalization and discrimination associated with human rights violations. The poor are rights holders by virtue of being born and are entitled to the enjoyment of civil, political, social, economic and cultural rights – not as a favour or act of charity but as a right.

2 At all levels of society, the rich and powerful deny the rights of the poor and excluded in order to get control over productive resources and build wealth. It is in the interests of the rich and powerful to dominate institutions including state structures and to use them for their economic interests. In order to address poverty this power imbalance needs to be addressed.

3 Rights holders' needs are related to specific rights. In an HRBA rights holders should be supported to understand that their needs are related to specific rights. They should be assisted to identify and target the specific duty-bearer, or bearers, who are accountable for ensuring the realization of those rights.

4 In an HRBA government and other duty bearers responsible for fulfilling specific rights must be held accountable by rights holders for the fulfilment of rights. The duty bearers responsible for each right should be identified, targeted and held to account.

5 Rights holders are at the centre of our HRBA – rights can be claimed and protected only when rights holders are organized and mobilized as a constituency, aware of their rights, and conscious of why their rights are being violated. Poverty is not the problem of an individual, and cannot be solved by an individual or by working with individuals.

6 Stand alongside rights holders in solidarity, supporting them to organize and advocate their rights.

7 Women's rights are central to our HRBA. Through our work we aim to confront the domination of men over women and the inequality between men and women in access to services, resources and power.

8 In an HRBA, we think and act globally and locally. The roots of a human rights violation at the local level may lie elsewhere in a complicated and interconnected global system. In building our programmes and campaigns we need to be aware of how the local links with the national and global.

AAI-HRBA Resource Manual

Actors and Strategies in HRBA

Actors	Strategies in relation to these actors Rights holders –
Rights holders – groups, communities, movements and organizations of poor and excluded people	Organizing and mobilizing rights holders Supporting social movements Raising rights awareness Building consciousness about why rights holders are poor and excluded Building organizational and leadership capacity of rights holder organizations Supporting rights holder mobilization in advocacy actions and campaigns Addressing basic needs in ways that increase the empowerment of rights holders
Duty bearers – governments, traditional leaders, family members etc.	Identify the duty bearer responsible for the rights violation Hold the duty bearer to account Get the duty bearer to accept responsibility Expose duty bearer inactions or violations Challenge duty bearers

Case Study

A woman peasant farmer in Niamina – a story of poverty and power

Ya Fatou is 45 years old. She has three children and her only source of income is a one-hectare poor quality land which belongs to her husband. She has access to the land but does not own it. Furthermore she receives no government support at all – no access to credit, training, extension or marketing.

Two years ago her husband died. Since that time, her brothers-in-law have been trying to take the land from her by relying on customary law and the local chief. Ya Fatou has been fighting back because she and her children will have no home and no food if the land is taken away.

Ya Fatou's life is difficult and she lives from hand to mouth. Most of the food she grows is to feed her family. She sells small parts of the produce at the local market to cover the transport cost for her eldest child and other expenses.

As a woman Ya Fatou has no voice in the Village Development Committee and the kabilo (the clan), and she is helpless. She worries that one day the land will be taken away from her.

In this story we see how Ya Fatou faces multiple violations of and threats to her rights because of the actions or inactions of powerful institutions or individuals:

1. First, by the failure of government policy and programmes to enable her access to the land and the support she needs to make a sustainable living for herself and her family.
2. Second, by both the traditional institutions and the family of her deceased husband who try to evict her from her land.
3. Third, by the traditional institution which prevents her from participating in community decision-making because she is a woman.
4. Fourth, by members of the community that marginalizes her socially because she is a widow.

Lecture

Key Elements of HRBA

There is no one single strategy for implementing a human rights-based approach. Different organizations have adopted different programmatic approaches to implement their human rights-based approaches. One of the perspectives adopted is that certain elements are required by development NGOs to respect, protect and fulfil human rights. These are:

1. Promoting **accountability** and **transparency** among duty bearers, including NGOs themselves
2. Fostering **empowerment** and **capacity development** of rights holders to hold duty bearers to account

3. Working in **partnership** with rights holders and, when relevant, with duty bearers and other rights-focused alliances
4. Ensuring meaningful **participation** of rights holders.

Each of these four elements is described below with reference to the rights holder-duty bearer relationship that is the foundation of all human rights-based approaches.

Accountability and Transparency

A human rights-based approach necessitates accountability of duty bearers to rights holders. States bear primary responsibility for human rights. Even though NGOs are not primary duty bearers, they do exercise power and influence on the realization of human rights by others.

Therefore, NGOs still need to be appropriately accountable to their stakeholders. This means that an NGO's mandate, activities, decision-making and consultation processes must be transparent, ensuring that relevant information is provided in a readily accessible format for all stakeholders.

Empowerment and Capacity Development

The first element of a human rights-based approach - accountability and transparency - is mainly targeted at the responsibilities of duty bearers whereas the second element - empowerment and capacity development - recognizes that rights holders and their capacity to demand and have their human rights upheld must also be a focus of NGO development activities.

Both these activities contribute to fostering an enabling environment for the realization of human rights. Fundamentally, a human rights-based approach requires an NGO to focus on empowerment and capacity development because it recognizes rights holders as stakeholders in the development process rather than beneficiaries of NGO programmes.

There are many ways through which NGOs can foster empowerment and build capacity. Typically this is done through training, and by involving rights holders as active agents in programme implementation. Increasingly, however, the promotion of collective action by rights holders with regard to duty bearers is a central theme, requiring not only training but also supporting organizations through which people can exercise collective power to realize and advance their rights.

Partnerships

Partnership, like empowerment and capacity development, also recognizes rights holders as NGO partners in the development process. In addition, a human rights based approach recognizes that human rights are interdependent and interrelated. This means that all human rights must be achieved but this grand endeavour will be beyond the capacity, skills and mandate of most development NGOs. Therefore, NGOs and rights-holders must form strategic alliances and partnerships so that human rights beyond the scope of the NGO are adequately addressed and are sustainable.

Participation

Promoting participation from stakeholders is not a new concept for many development NGOs. It is a crucial element of a human rights-based approach. However, under a human rights-based approach, the participation of all stakeholders is not just a matter of good development practice; it is a human right listed in several human rights treaties and requires consistent and dedicated action and resources. In particular, human rights-based approaches require that women, children, people with disabilities and other marginalized groups can participate in a way that is appropriate and meaningful.

Materials: Various materials will be used in the training, including flip chart stand, LCD projector, Flip charts, markers, masking tape, note pads, pens/pencils, workshop folders, handouts, copies of programme agenda and feedback forms.

Evaluation: Question-and-answer sessions and role play.

- What are the main lessons learnt about an HRBA to development?
- What needs to change?
- In what direction do we need to build in future?

Unit 3.3: Challenges of HRBA

This unit focuses on the challenges of HRBA programming and implementation.

Objective: To enable trainees to be aware of the potential constraints and limitations of HRBA.

Learning Outcome: Trainees are familiarized with the potential constraints and limitations of HRBA.

Methodology

Brainstorming, lectures, discussions, group work and role play.

Brainstorming

- 1 Trainees are divided into small groups.
- 2 Each is asked to reflect on the previous units and the challenges of HRBA.
- 3 Groups present at the plenary while trainer notes down key words on the flip chart.

Lecture: Trainer wraps up with a presentation highlighting the following.

Trainer's note

- Capacity of right holders
- Willingness to participate in HRBA work
- Competing rights/interests
- Access to information, accountability
- Access to funding for HRBA work
- National laws
- Ignorance of rights
- Resistant to change
- Socio-political environment
- Difficulties in explaining HRBA concepts in the local languages

Evaluation: Role plays on some of the challenges. Trainees are asked to come up with skits that depict some challenges of a rights-based approach:

For example:

- (1) A field worker looks for funding for HRBA work and is denied access.
- (2) A participant tries to explain some HRBA concepts in Pulaar, Jola, Sarahuleh, Mandinka and Wolof.

Theme Aim To enhance trainees' understanding of poverty, its causes and effects.



Poverty is 'The state of one who lacks a usual or **socially acceptable amount of money or material possessions**'.

(Encyclopaedia Britannica (2008))

Introduction

Though poverty varies in scale, its effects are harmful to both individuals and society. These can also carry negative ramifications at all levels: social, economic, political or personal. It can also be seen across society that children born of poor families are affected both physically and mentally. Society also suffers from poverty through the high rates of crime and other social ills.

This theme is designed to expand trainees' understanding of poverty, its causes and effects by looking at the definition of poverty, poverty in The Gambia and its effects.

Unit 4.1: Definition of Poverty

To better understand poverty, this unit looks at the perceptions, definition, causes and characteristics of poverty. The unit is designed to help learners to demystify the belief that poverty is largely unavoidable.

Learning Objective: To raise trainees' awareness and appreciation of the concept, causes and characteristics of poverty.

Learning Outcome: Trainees' ability to explain the meaning and to recognize the features of poverty enhanced.

Duration: 2 hours

Methodology

Discussion: Exploring views about poverty

Below are some views on poverty. It can be useful to take time to consider these and other beliefs about poverty, as this can help clarify our own views and to provide a suitable definition. The trainer prompts a discussion among trainees by making the following statements one by one, allowing time for the trainees to express their views on the statements.

- Poverty occurs because some people don't know how to manage their money.
- Poverty occurs because people are lazy and do not want to work.
- People are created differently; therefore some people have to be poor whatever it takes.
- Poverty is a phenomenon created by Gods therefore certain people cannot escape it.
- "Poverty is not natural rather; it is man-made out of socio-political and economic context." (Nelson Mandela).

Duration: *30 minutes*

Discussion (group work): The trainers engage the trainees in group discussions on the following statements.

Poverty in The Gambia

- 'Poverty is about not having a job at all or having a low-paid and insecure job that you could be out of in no time.'
- 'Poverty means your income is not enough to have or do the things that most people in your community think is fair.'
- 'Being poor in The Gambia means that you don't get the same opportunities as others to have a good standard of living.'
- 'Poverty is to do with discrimination – being treated unfairly because of the place you grew up, your social class, the colour of your skin or your cultural or ethnic background.'
- 'Poverty is about destitution and people dying of starvation.'
- 'A family is poor if it can't afford to have enough food to eat.'
- 'Being poor means that you simply can't do the things that people who are better off take for granted – go out regularly, get involved in clubs, take holidays.'
- Poverty is a condition where people's basic needs for food, clothing, and shelter are not being met.
(<http://www.businessdictionary.com/definition/poverty.html#ixzz2ePK80xJ5>).

Presentation of Group work

Trainees present their agreements and disagreements on the statements while the trainer jots down the key words: job or unemployment, income, living standards etc. **(30 minutes)**

Lectures: Trainer uses the notes taken to explain the following definitions of poverty.

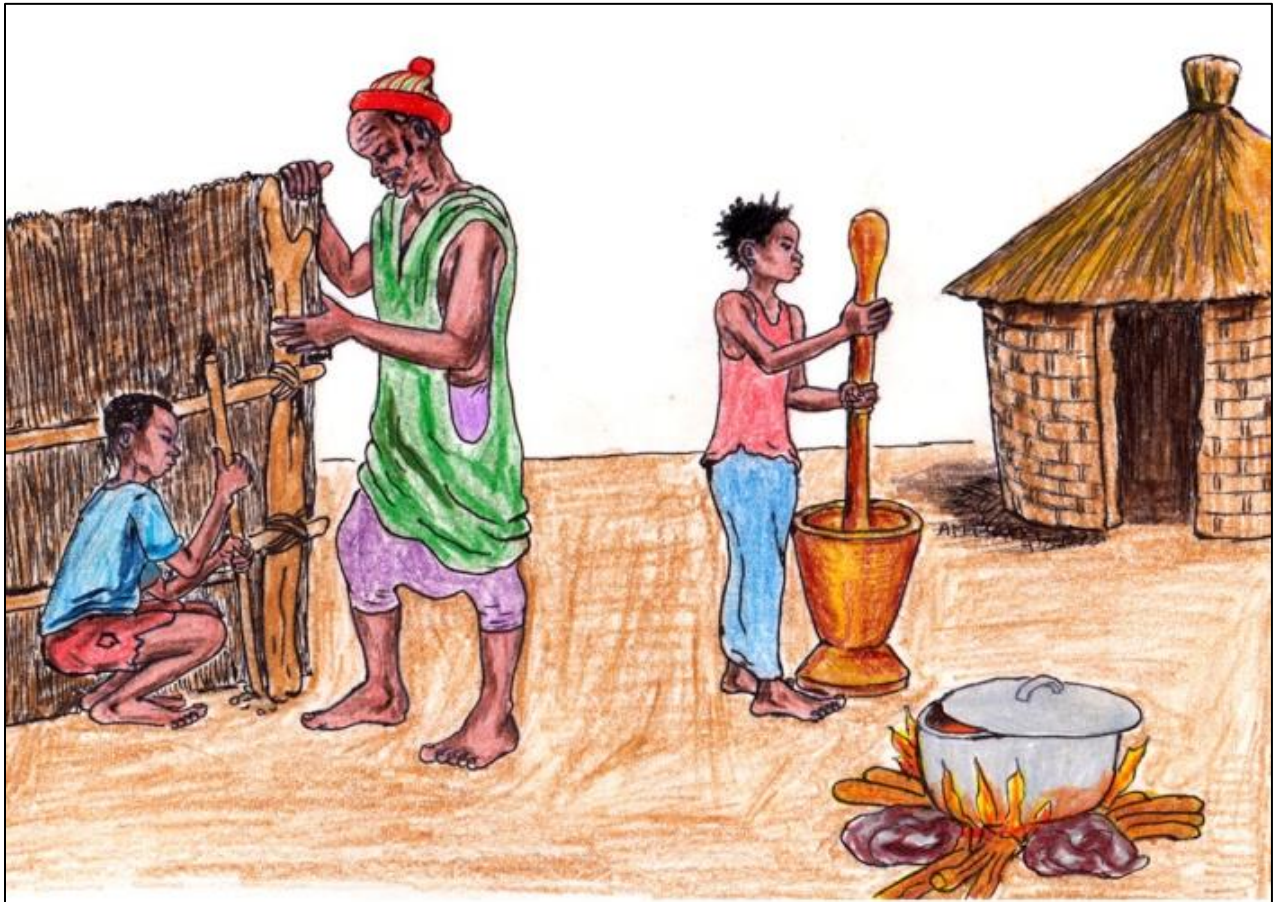
Poverty, according to the UN (2001), is a human condition characterised by the sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights.

The Gambia Poverty Reduction Strategy Paper (PRSP) offers three definitions (1) "Income poverty, as the name implies, refers to those poor whose income or consumption falls below the poverty line i.e. access to economic resources is insufficient to acquire enough goods and services to meet basic material needs at any given point in time" (PRSP, p 25). In this sense, poverty is the lack of household income (or consumption). The World Bank measures income (or consumption) poverty using a poverty line of \$1.25 per day (Sustainable Development Solutions Network, 2012).

(2) "Poverty is perceived by the poor as inadequacy of basic needs such as: shelter, food and clothing. Access to basic social services such as clean and safe drinking water, education and health care, as well as inability to work, and lack of productive resources were all identified as inhibiting factors responsible for the persistence and continuous prevalence of poverty" (PRSP, p25).

Poverty therefore is regarded as the inability to meet basic needs, including food, shelter, clothing, water and sanitation, education and healthcare. Poverty therefore implies a combination of income poverty at the household level and at the community level. At the community level, it means the unavailability of basic infrastructure and public services (e.g. health and education). In summary, low household income and inadequate community services are what may be considered as poverty.

Photo Discussion: Using the photo (other photos could be used), trainees discuss what they see. This discussion should lead to the understanding of the causes, characteristics and dimensions of poverty (**10 minutes**).



Sample photo



Group work: Trainer divides trainees into four groups to look at the following topics:

- Causes of poverty
- Dimensions of poverty
- Characteristics of poverty

- 1 Each group discusses all the topics
- 2 Groups present their discussions at the plenary
- 3 The trainer wraps up the discussions by presenting the following note on the topics **(30 minutes)**.

Presentation: Causes, dimensions and characteristics of poverty

There are several basic causes of extreme poverty, including:

1 Adverse geographical condition

Some countries or regions are located in landlocked, small islands and mountainous areas which may be sparsely populated, thus restricting possibilities for development

- *Poor climate conditions, droughts and flooding often cause acute periods of crisis by destroying crops and animals. Natural disasters such as hurricanes and earthquakes have devastating effects on communities throughout the world. Low-income countries often suffer much more from extensive and acute crises resulting from natural disasters because of their limited resources inhibiting their potential in responding to crises such as the supply of food, the construction and rehabilitation of housing and other infrastructures*

- *Poor agriculture and agricultural cycles: poor soils, land degradation, poor fishing and farming methods as well as the lack of energy resources for mechanized agriculture have effects on farmers. Furthermore, subsistence farmers often go through cycles of relative abundance and scarcity of food products. For example, the period immediately prior to the harvest is a 'hungry period.' During these periods of scarcity, many families lack sufficient resources to meet their minimal nutritional needs.*

- *Disease ecology such as malaria, HIV/AIDS, livestock disease and pest infestations slow down community and household productivity.*

2 Prolonged violent conflict and international sanctions

Violent conflict, instability and warfare lead to extreme poverty. This means that the material and human destruction caused by such crises are major developmental problems

3 Poor governance and corruption

Poor governance, including centralization of power, high levels of corruption and the systematic misallocation of resources are important causes of extreme poverty. In many countries, political power is disproportionately centralized. This often causes development problems. For example, in these situations decisions are made about places that are unfamiliar to decision-makers who may lack sufficient knowledge about the context to design effective and appropriate policies and programmes.

Centralization of power and corruption are often correlated especially when leaders are not accountable to those they serve. Corruption inhibits development when leaders help themselves to money that would otherwise be used for development projects.

4 Gender and social inequality or discrimination

One of the sources of poverty is social inequality resulting from cultural ideas about the relative worth of different genders, races, ethnic groups and social classes. Ascribed inequality works by placing individuals in different social categories at birth, often based on religious, ethnic, or 'racial' characteristics.

Certain people have faced extreme discrimination and social exclusion because they live in the most remote areas and constitute a high share of the extreme poor. Women and girls continue to face discrimination in social practices and legal rights such as the right to land ownership, which increases the risk of extreme poverty for households.

5 High fertility rates (7plus)

Many parts of the world have high fertility rates resulting from culture (misinterpretation of religious doctrines, gender discrimination), the lack of girls' schooling, high child mortality, lack of knowledge or unacceptability of contraceptives and family planning services. High fertility rates may constitute an important cause of extreme poverty since it reduces a household's per capita investment in the health and education of children as well as a government's per capita investments in infrastructure and social services.

6 Lack of access to land and unemployment

The lack of access to and control of land for agricultural purposes as well as gainful employment opportunities can constitute an important driver of extreme poverty.

DIMENSIONS OF POVERTY

Poverty has many dimensions, including powerlessness and deprivation resulting in living conditions that lie below some minimum standards. Deepa Narayan(2000) mentioned ten "Dimensions of Powerlessness and Ill-being":

- Capabilities: lack of information, education, skills, confidence
- Livelihoods and assets: precarious, seasonal and inadequate
- Places: isolated, risky, subserviced and stigmatized
- The body: hungry, exhausted, sick, poor appearance
- Gender relations: troubled and unequal
- Social relations: discriminating and isolating
- Security: lack of protection and peace of mind
- Behaviour: disregard and abuse by the more powerful
- Institutions: disempowering and excluding
- Organizations of the poor: weak and disconnected

Deprivation on the other hand is a continuum which consists of different levels including: (a) no deprivation (b) mild deprivation (c) moderate deprivation (d) severe deprivation and (e) extreme deprivation. Deprivation takes place in different areas, including:

Income deprivation

- *Employment deprivation*
- *Education, skills and training deprivation,*
- *Health deprivation and disability*
- *Barriers to housing and services, including (e.g. homelessness, access to owner occupation) geographical barriers (e.g. road distance to key services)*
- *Living environment deprivation, including Indoors environment (e.g. poor quality housing), outdoors environment (e.g. air quality)*

Characteristics of poverty

The following are characteristics of poverty

- *Food shortage: hunger, malnutrition, famine*
- *No protection from adverse weather conditions*
- *Poor living conditions: high population density, poor environmental conditions, e.g. lack of sanitation*
- *Income poverty: unemployment and low-income earning*
- *Poor health: malaria deaths, under-five mortality, maternal mortality, child stunting, HIV/AIDS,*
- *Poor education: children out of school, adult illiteracy*

Unit Evaluation: What have I learnt?(10 minutes)

Sample questions:

- List down 2 things that you have learnt in this unit.
- In what way does this unit help you understand the issues related to poverty?
- How would you define *poverty*?
- What do you think are the causes of poverty in your own local setting?

Unit 4.2: Effects of Poverty

This unit looks at the socio-economic effects of poverty such as health, shelter, education, crime, stigma, debts, hunger, lack of skills and vulnerability of the individual.

Learning Objective: Trainees should be familiar with the effects of poverty and its consequences on the individual and society at large.

Learning Outcome: Trainees' ability to state the effects of poverty on people enhanced.

Duration: 40 minutes

Methodology

Discussions on poverty, case study and lecture

- 1 Trainees are divided into groups of five or six.
- 2 Trainer gives each group the case study on the effects of poverty and asks them to discuss the effects of poverty – **15 minutes**
- 3 Each group presents its discussion during the plenary - **10 minutes**
- 4 Trainer lists key issues of the discussions – **5 minutes**
- 5 Trainer presents and discusses the effects of poverty – **10 minutes**

Case Study:

Mariama is a mother of 8 children (2 boys & 6 girls), ages ranging from 12 years to one year. She is a widow who lives in Kemo Kunda. Since the death of her husband, Marima has had to sell fruit from the family orchard to be able to feed the family which she can barely meet. Her 12-year-old daughter also goes out to sell water to help her mother but now that the girl is growing she is sexually harassed by men in the streets.

Unit Evaluation: Question-and-answer session- **10 minutes**

Sample Questions:

- a. How do you think the situation like the one in the case study can affect a family?
- b. What do you think such a family can do to get out of this situation?
- c. Imagine you are Mariama. What can you do to come out of this situation?

Unit 4.3: Poverty in The Gambia

Introduction

The Gambia is classified as low human development country. This indicates that poverty is high in the country. There are different ways of assessing the poverty status of a country. These include (1) overall poverty and (2) food poverty, which is also referred to as *extreme poverty*.

Poverty Reduction Strategy papers have been developed for reducing poverty in the country. A follow-up strategic development plan known as *Programme for Accelerated Growth and Employment (PAGE)* was also formulated in 2011/12. This unit will often make references to these and other national documents. The issues covered in the unit are: the current status, trends, interventions and challenges of poverty in The Gambia.

Objectives

- To deepen trainees’ awareness and appreciation of the Gambian poverty situation.
- To develop the trainees’ skills in facilitating the formulation and implementation of poverty reduction plans in their areas
- To sensitize the trainees to their individual and collective role in reducing poverty.

Learning Outcomes

- Trainees’ awareness and appreciation of the effects of poverty on people enhanced.
- Trainees’ skills in poverty reduction planning and implementation developed.
- Trainees’ awareness of roles in poverty reduction enhanced

Duration: 2 hours 30 minutes

Methodology

Reading: Trainees are asked to read before the lesson the following references:

- (1) Government of The Gambia (2005) *Reaching Out to the People: Review of Progress towards Achieving the Millennium Development Goals at the Local Level in The Gambia*; Policy Analysis Unit of the Office of the President, Banjul, Pages 1 – 3.
- (2) Government of The Gambia (2005) *Poverty Reduction Strategy: 2007-2011* Department of State for Finance and Economic Affairs, Banjul, pp 24 – 29.

Presentation: Trainer introduces the topic by recapping on the definition of poverty from the previous unit -**10 minutes**

Group Work: Trainees are divided into groups of five or six trainees. Each group is asked to reflect on the reading assignment to discuss:

- a. The current status of poverty in The Gambia
- b. The planned intervention to reduce poverty in The Gambia
- c. The challenges in reducing poverty (**50 minutes**)

Plenary: The group is then reconvened and the results of the deliberations of each group are presented. Trainer then highlights key issues on each topic. (**25 minutes**)

Presentation: Trainer makes a short presentation on the situation based on the suggestion in the text box at the end (**15 minutes**).

Percentage of Population below Poverty Lines 1989, 1992, 1998 and 2003

Year	Food Poverty Line			Overall Poverty Line		
	Banjul	Urban	Rural	Banjul	Urban	Rural
1989		33	44		64	76
1992	5	9	23	17	40	41
1998	7	22	45	21	48	61
2003	NA	NA	NA	10.6	57	63

Source PRSP Page 26

Pillars of Poverty Reduction Strategy

- *Enabling environment for sustainable economic growth*
- *Productive sector including agriculture, fisheries, tourism and private sector development Employment creation*
- *The critical issue of service delivery, particularly in health and education*
- *Decentralization*
- *Mainstreaming crosscutting issues in The Gambia development process.*
- *Gender, youth, population, HIV/AIDS, nutrition and environment.*

Group Work

- Trainees are divided into groups of five or six.
- Each group is asked to reflect on Unit 1 above and discuss the characteristics of poverty as applied to The Gambia.
- Each group comes up with at least three characteristics.
- Each group makes a presentation during the plenary.
- Trainer takes note of the key characteristics that are common to all the group.

Presentation

Trainer presents the common characteristics of poverty from the groups and then makes the following presentation.

Characteristics of Poverty in The Gambia

Poverty is related to several household characteristics, including type of economic activity and low ownership of physical and human assets. Households are more likely to be poor if they:

- *live in a rural area*
- *have little education*
- *are in a polygamous marriage relationship*
- *are female headed*
- *are headed by a widow*
- *have poor access to markets*
- *experience low and decreasing productivity in agriculture*
- *live outside Banjul and its immediate environs*
- *are large in size - 7+*
- *are headed by people of advanced age - 50+*
- *have sick family members*

Group Work: Trainees return to their small groups and each group is asked to:

- a. identify priorities of action in reducing poverty in their local communities
- b. state anti-poverty challenges
- c. develop a strategy to address the priority
- d. indicate their own role in implementing the strategy - 30 minutes**

Plenary: Trainees present their findings followed by a presentation from the trainer - **20 minutes**.

Lecture

A. Challenges

The high-priority anti-poverty challenges in sub-Saharan Africa include:

- Financing infrastructure (electricity, roads, rail, water and sanitation)
- Universal health care coverage

- Reducing fertility rates to below 3.0 (from a current average of 4.8 and much higher in the rural areas)
- Universal access to schooling through secondary level
- Upgrading rural agriculture through support for smallholder farmers
- Improved governance and accountability to make the above possible

All of these are actionable, practical and feasible. Together they would enable both rural and urban Africa to break out the poverty trap. They require a mix of private and public financing (Global Profile of Extreme Poverty, 2013).

B. Priorities, Constraints and Interventions

Priorities	Constraints	Interventions
Macroeconomic instability	Investment, employment creation, and economic growth	Fiscal and monetary policies
Access to markets	Production and marketing of outputs	Infrastructure that links producers in the rural areas to markets
Investment	Poor infrastructure and inadequate electricity supply discouraging investors	Investment in electricity generation, public-private partnership
Labour market	Graduate unemployment, low salaries	Increase civil service salaries, growth in private sector; private sector investment in the productive sectors
Public services	Access to health and education services	Delivery of quality social services to the poor
Epidemic and endemic diseases	Malaria, HIV/AIDS reduce productivity and result in morbidity	Measures to contain the spread of HIV/AIDS, prevent malaria, tuberculosis and the spread of other diseases
Environmental change	Environmental factors resulting from household activities by society-wide actions beyond the control of households.	Streamline environmental issues in all its interventions and focus on specific interventions to ensure environmental health.

Evaluation

- What are the main causes of poverty in your geographical area of The Gambia?
- What do you think are the priorities for action in reducing poverty in the area?
- How do you think poverty can be reduced in the area?
- What role can you play in poverty reduction interventions?



Theme Aim: To enable trainees to recognize and appreciate the importance and values of good governance at all levels.



Introduction

Good governance is an essential precondition for sustainable development. The development of a country is determined more by its standards of governance than by its natural resources and social structure. At the organizational level, effective governance structures play an important role in ensuring that resources are managed effectively and that activities are undertaken in the interests of the organization and not of a group of individuals.

This theme addresses three topics of governance: Definition of governance, Basic principles of governance and Local governance and decentralization. Each topic is treated in units and sub-units as follows:

Unit 5.1: Definition of Governance

This unit requires trainees to think about the term *governance* to enable them to come up with words and phrases that could be used to define *governance*. It also provides some working definitions of governance.

Learning Objective

- To raise trainees' level of awareness of the concept of governance.

Learning Outcome: Trainees' awareness and appreciation of the concept of governance enhanced.

Duration: 1:30 hours

Methodology

Brainstorming

- 1 Divide trainees into small groups.
- 2 Give each group flip chart page and markers.
- 3 Ask each group to discuss and write down their own understanding of the term *governance*. Trainer may prompt group discussions with questions like:
 - What comes to mind when you hear the word *governance* on the radio, television or in everyday conversation?
 - What does *governance* mean to you?
- 4 After the group work is finished, trainer asks groups to present their definitions.
- 5 While the groups are presenting their definitions, trainer notes down the key words or phrases in each group presentation
- 6 After all the group presentations, trainer asks the following question: What ideas were similar, or different?
- 7 Trainer then shares the key words or phrases from the group presentations as he/she facilitates the plenary session.

Lecture: Trainer shares some definitions of governance such as:

Governance is defined as "*the traditions and institutions by which authority in a country is exercised. This includes (a) the process by which governments are selected, monitored and replaced; (b) the capacity of the government to effectively formulate and implement sound policies; and (c) the respect of citizens and the state for the institutions that govern economic and social interactions among them.*" (World Bank Policy Research Working Paper 5430)

Brainstorming

- 1 Trainer shares with trainees the following statement on a flip chart:
Governance can be used in several levels or contexts, such as international governance, national governance and local governance.
- 2 Trainer then asks trainees to brainstorm on the concept of governance at the family level.
- 3 Trainer writes down the key points on the flip chart.
- 4 After the brainstorming, trainer presents the different levels of governance:
 - a. International level
 - b. National level
 - Government
 - Private sector
 - Civil society
 - c. Local level
 - d. Family level

"Good governance is the sets of measures, rules, decision-making, information and oversight bodies which see to ensuring the smooth running and control of a state, an institution or an organization, be it private or public, regional, national or international."
ECOWAS Reference Manual (Education for Culture of Peace, Human Rights, Citizenship, Democracy and Regional Integration)

Government is one of the actors in governance. Other actors involved in governance vary depending on the level of governance that is under discussion. In the rural areas, for example, other actors may include traditional or customary leaders, associations of rural farmers, NGOs, religious leaders and political parties. At the national level, in addition the media, research institutes, finance institutions, international donors, multinational corporations, etc may play a role in decision-making or in influencing the decision-making process.

Methodology

Brainstorming on the formal and informal actors involved in governance.

- 1 Trainer asks trainees to think of formal and informal actors in decision-making in their communities.
- 2 Trainer lists down the salient points from the brainstorming exercise.
- 3 Trainer follows up with an explanation that covers the following points:

- All actors other than government and the military are grouped together as part of "civil society." These actors also influence decision-making at both the local and national levels.
- Similarly, formal government structures are one means by which decisions are arrived at and implemented. At the national level, informal decision-making structures, such as "kitchen cabinets" or informal advisers may exist. In the urban and rural areas, "yai compins", local politicians and powerful families may make or influence decision-making. Such informal decision-making power is often the result of corrupt practices or leads to corrupt practices.

Brainstorming 'Good' and 'Bad' Governance

- Trainer divides trainees into three groups and assigns each group to identify or list practices that they think lead to "good" and "bad" governance in a) organizations b) communities c) government
- Each group presents its ideas at plenary
- During the plenary lesson, trainer writes ideas on a flip chart and refers to it during explanation of the next statement:

Governance is good when it ensures that political, social and economic priorities are based on a broader consensus in society and that the voices of all are heard in decision-making over allocation of resources.

Unit Evaluation: Questions and answers - 5 minutes

Sample questions:

- Define the term *governance*.
- Why is *governance* important for development?
- List 5 factors that can cause 'bad' governance.
- List 5 factors that bring about 'good' governance.

NB: *Trainer may ask further questions for evaluation purposes.*

Unit 5 .2: Principles of Governance

Governance describes the process of decision-making and its implementation within a particular society or organization. It is premised on certain principles that serve as its foundation and guide the process.

"In the context of a political and institutional environment that upholds human rights, democratic principles and the rule of law, good governance is the transparent and accountable management of human, natural, economic and financial resources for the purpose of equitable and sustainable development."

Source: Cotonou Partnership Agreement Article 9.3

Objectives

- To enable trainees to identify and state the principle of governance
- To enable trainees to appreciate the linkages between good governance and development

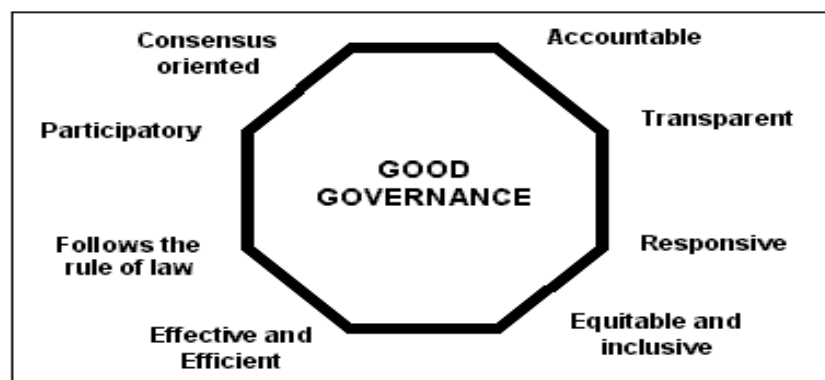
Learning Outcome

- Trainees' appreciation of good governance principles enhanced.
- Trainees' recognition of the importance of good governance enhanced.

Methodology

Role plays

Through a series of role plays, trainees will understand the role and functions of the various stakeholders in a governance environment.



Note to Trainer

These units should be implemented in the most interactive manner possible. People, especially adults, learn better in an informal manner laden with a lot of activities. The idea is not to teach governance to the trainees; rather it is to guide them to discover governance issues on their own. This strengthens their understanding of the subject and therefore stays with them longer. By doing the acts, the knowledge and skills acquired go with them for a long time. As trainer you need to ensure that there are a number of human rights instruments available, and preferably specific sections or provisions identified relating to the various units and exercises. This helps to reinforce the learning process.

Good governance creates 4 Major benefits:

1. Strengthens democratic and state institutions
2. Improves service delivery
3. Promotes popular participation
4. Combats corruption

Good governance is the cornerstone of human development.



Unit 5.2.1: Participation

Participation is a key cornerstone of good governance. Participation could be either direct or through legitimate intermediate institutions or representatives. It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision-making. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand.²

Learning Objective: Trainees should be able to describe the nature of active participation.

Learning Outcome: Trainees' ability to promote active participation enhanced.

Training Materials: UDHR, Gambia Constitution, UNCRC, ACRWC

Duration: 1 hour

Methodology: Brainstorming

Scenario: *You just took over as the CEO of a regional hospital, where your predecessor spent 20 years. You found conditions in this facility quite appalling: poor sanitation in the wards, bushes and litter around the compound, long queues, poor working and interpersonal relations among staff and limited involvement of members of the community in the hospital management. One of the claims of the nurses is that the former CEO did not involve nursing staff when making drug forecasting, hence the shortage of drugs. What was responsible for this situation?*

1. Divide trainees into 4 groups to do the following: - **20 minutes**
 - a. Groups 1 and 3: Identify 5 causes of the problem that stems from *non-participation*.
 - b. Groups 2 and 4: List 5 solutions to the problems identified.

2. Groups present their cases - **10 minutes**
Trainer guides the discussion by highlighting issues identified by the groups - **20 minutes**.

²www.unescap.org

Note to Trainer

Issues bordering on poor participation such as alienation by previous management, lack of staff meetings and community outreach activities, limited flow of information, poor feedback and redress mechanism, no recognition and reward system and poor utilization of resources might have been causes to the problem. Trainer stresses the point that bringing about active participation in an environment requires deliberate measures and the provision of resources.

Evaluation: 10 minutes

1. How can limited participation affect the delivery of quality public goods and services?
2. Can active participation enhance management and harmony in society?

Unit 5.2.2: Transparency

Transparency means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement.

Learning Objective: Trainees should appreciate the value of transparency in good governance.

Learning Outcome: Trainees' appreciation of transparency enhanced.

Duration: 1 hour

Reference Materials: UDHR, Gambia Constitution, Corruption Perception Index reports

Methodology: Role Play: Throw and Catch Game

1. Divide trainees into 2 groups: hosts and guests.
2. Identify one trainee as the referee.
3. Group members throw a ball to each other while moving round the training hall. While the referee tells no one about the rules of the game, let the referee blows the whistle for any move by the guests, thus giving turns to hosts to play. Winner is the group with most throws and catches; - **10 Minutes**
4. When the game ends, each group sits by *itself*. Trainer asks each group to share their experiences and challenges in the game. - **20 Minutes**
5. Trainer guides discussion to highlight the lack of information about the game, thus limiting the ability of players to succeed. With knowledge of the rules of the game known only to the referee, it means anyone can fall foul of the rules because one does not simply know. Trainer therefore raises the question about how to ensure transparency in society, and prevent violations. - **20 Minutes**

Transparency is about openness. It informs citizens about what their government is doing or not doing. Government must disclose information in its possession as quickly as possible to the public in line with law. In many countries, there is freedom of information law, which obliges public institutions to disclose information, hence transparency promotes accountability. Transparency allows a public feedback system that enables for greater and better performance by public servants and institutions thus ensure quality service delivery and fulfilment of rights.

Evaluation: 10 minutes

1. How does lack of access to information affect transparency?
2. How can a free media ensure transparency in public service?

Unit 5.2.3: Accountability

Accountability is a key requirement of good governance. Not only governmental institutions but also the private sector and civil society organizations must be accountable to the public and to their institutional stakeholders. Who is accountable to who varies, depending on whether decisions or actions taken are internal or external to an organization or institution. In general an organization or an institution is accountable to those affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.³

Learning Objectives

1. Trainees should be able to describe the *concept* of accountability in governance.
2. Trainees should be able to state the governance *institutions* and their functions in the context of good governance.

Learning Outcome: Trainees' appreciation of the concept of accountability and the relevant institutions enhanced.

³ ibid

Understanding Accountability

"...as we all know, infrastructure is not just a matter of roads, schools and power grids. It is equally a question of strengthening democratic governance and the rule of law. Without accountability, not only of the government to its people but of the people to each other, there is no hope for a viable democratic State. ."

Secretary-General Ban Ki-Moon,
Remarks to the Security Council on Timor-Leste
19 February 2009

Brainstorming

Scenario

As a teacher, you have been posted to Kanchelbet Basic Cycle School to report on 23 September. You did not go to school until 7 October citing a lack of truck from the GTU offices in Kanifing as promised to bring your belongings to your new post. Your headmaster called you to come on time so that you collect your belongings the following week. But the union could guarantee that the truck would be available at that time, yet did not give any reason why the scheduled trip was postponed. So you decided to wait while school re-opened.

1. Divide trainees into 4 groups to review the above scenario as follows: -
20 minutes
 - a. Who among the following failed or fulfilled their responsibilities: teacher, headmaster or union?
 - b. What responsibilities were disregarded?
2. Group presents its work -**10 minutes**
3. Trainer leads discussion about what is Accountability? Trainees asked to translate the word in their respective languages and identify the notions that are embedded in the word. Trainer highlights issues of individual and institutional performance, delivery of quality goods and services by private, public and civil society sectors, and decent conduct and behaviour by individuals and trustees as hallmarks of accountability in society. - **20 minutes**

Evaluation: 10 minutes

1. How can accountability ensure good conduct in citizens and public officials?

Accountability Institutions and Processes

Brainstorming

1. Divide trainees into 4 groups to do the following:
 - a. List as many accountability institutions as possible.
 - b. Identify the functions of the institutions.
 - c. Describe how they conduct accountability.
 - d. What instruments empower them to conduct accountability;
2. Present group work
3. Trainer guides discussion on the group work in bringing more clarity to the institutions and processes and the source and scope of their mandates. Trainer links accountability to quality, affordability, accessibility and availability of services to citizens, and the control of corruption in society.

Note to Trainer

Accountability is at the heart of rights protection, service delivery, good governance and development. Ultimately it is accountability that can inform us whether we are making progress or failure or are stagnant. Accountability sets the targets, standards and values without which there cannot be better performance by public officers and institutions, hence there cannot be quality service delivery. Thus without accountability individuals and institutions cannot be held responsible for the success or failure of services and violations of rights.

Sample Accountability Institutions

1. Ombudsman –administrative justice
2. National Assembly-oversight functions
3. Auditor General
4. Law Courts
5. Independent Electoral Commission (IEC)
6. Public Utility Regulatory Authority (PURA)
7. Dept. of Weights & Measures
8. Gambia Competition Commission
9. Gambia Public Procurement Authority (GPPA)
10. National Training Authority (NTA)
11. TANGO Affairs Agency
12. Registrar of Companies

Evaluation

1. How do you think accountability promotes efficiency in the public service?
2. Choose an institution and describe how it conducts accountability?

Unit 5.2.4: Equity and Inclusiveness

A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires all groups, especially the most vulnerable, to have opportunities to improve their well-being.⁴

Learning Objective: Trainees should be able to analyse the causes and effects of exclusion in society.

Learning Outcome: Trainees' ability to analyse exclusion and discrimination in society enhanced.

Duration: 1:15 hours

Reference Materials: UDHR, CEDAW, CRPD, the Gambian Constitution, Women's Act, Children's Act, African Youth Charter.

Methodology

Group Work

1. Divide trainees into 4 groups - **15 minutes**
 - a. Group 1 explores the meanings and notions of *discrimination* in various languages.
 - b. Group 2 explores the factors that lead to discrimination and exclusion.
 - c. Group 3 lists ways or actions at the institutional or individual levels as to how discrimination is practised.
 - d. Group 4 lists population groups that usually face discrimination.
2. Groups present their work - **20 minutes**
3. Trainer generates discussions on the presentations and highlights key issues such as how prejudice and violence engender unfair treatment and vice versa. Highlights, the issue of availability and access to facilities, services and goods to all, and how discrimination denies some. Examples of laws, policies and institutions should be highlighted such as having school buildings as in many other public buildings without ramps to allow wheelchair-bound individuals to gain unfettered access. Ask trainees about their individual experiences in which they either felt excluded or they discriminated against someone, and how they felt in either case. - **25 minutes**

⁴ ibid

Note to Trainer

Equity and inclusiveness are major elements of human rights without which there will emerge discrimination and abuse of rights. Thus equity and inclusiveness cut across human rights principles because they ensure that the principles of equality, participation, accountability and inalienability stand firm. In society there exist vulnerable groups which face discrimination and exclusion usually from the larger or more powerful or dominant group. In most cases discrimination is informed by deep-seated socio-cultural beliefs based on misconceptions and stereotypes.

Evaluation: 15 minutes

1. Can you identify instances or acts of discrimination in your home or workplace?
2. Who practices discrimination mostly in your society and why?

Unit 5.2.5: Rule of Law

Good governance requires fair legal frameworks that are enforced impartially. It also requires the full protection of human rights, particularly those of minorities. Impartial enforcement of laws requires an independent judiciary and an impartial and incorruptible police force.⁵

Learning Objective: Trainees should be able to explain the linkages between rule of law and governance.

Learning Outcome: Trainees understand the value of adherence to the rule of law in governance.

Duration: 1 hour

Reference Materials: UDHR, Gambia Constitution (Section 19), CAT, Human Rights reports (AI, RSF, TI, AGI)

Methodology

Recall the definition of governance: For example, it will be recalled in Unit 5.1 that governance entails decision-making and how decisions are implemented at the various levels. This unit is focused on the issues of the rule of law in governance.

⁵ ibid

Brainstorming

- 1 Divide the trainees into 4 small groups.
- 2 Ask each group to discuss the importance of adhering to the rule of law in a given situation.
- 3 Group presentation.
- 4 Trainer writes down the key words and issues presented.

Lecture

Trainer guides discussions, highlighting processes and standards in the rule of law as well as challenges in upholding the rule of law.

Some Elements of rule of Law

Fair trial/hearing
Equality before the law and before the court
Access to effective, fair judicial remedies
Independent and Impartial legal system (and independence of judges)
Public hearing of cases (with exemptions in some cases)
Right to be presumed Innocent
Right to be tried without delay
Right to defend oneself in person or through legal counsel and right to be tried in one's own presence
Right to call and to examine or have the witnesses examined
Right to free assistance of an interpreter
Right to bail

Note to Trainer

The rule of law simply ensures that law enforcement and protection of rights as well as the delivery of goods and services and establishment and functioning of institutions are not arbitrary, but are guided by laws. The rule of law therefore does not only set targets, standards and values to guide decision-making and governmental action, but also prescribes overall societal behaviour so that order and non-violence prevail, while injustice and discrimination among other violations do not hold sway. It is for this reason that it is also essential that the law is public, accessible and understandable to the people as well as enforceable in line with the principles of good governance.

Evaluation

1. Explain the dangers of the disregard of the rule of law in a society.

Unit 5.2.6: Responsiveness

Good governance requires institutions and processes to serve all the beneficiaries within a reasonable timeframe. This means institutions and organizations are to attend to the needs and demands of the people appropriately.

Learning Objective: Trainees should be able to recognize institutions, organizations and processes that are responsive to their clientele.

Learning Outcome: Trainees are able to describe institutions, organizations and processes that are responsive.

Duration: 40 minutes

Training Materials

1. Various acts establishing state institutions
2. Mission statements of public institutions
3. Consumer charters of public institutions

Methodology: Brainstorming

Scenario

It was 1.00 am and raining with heavy storm in Kanchelbet town. All of a sudden the electricity pole at the corner of the compound of Mr Jobe fell on his car inside his compound immediately starting a fire on the vehicle. His eldest daughter called the fire service number on her phone. A lady officer at the other end answered and told the girl that the fire brigade was on its way. After 30 minutes the fire brigade was still not there, as the family, helped by neighbours, struggled to put out the blaze. Forty minutes later, one fire truck appeared with a water tank capacity of 3 seconds. By the time more trucks appeared, the fire had engulfed the entire house, burning everything inside, including Mr Jobe's vehicle. - **5 minutes**

Guide to the trainer

Trainer engages the group in a plenary discussion as to the circumstances of this scenario. Fundamental questions are raised as to what factors are necessary to ensure that institutions are **responsive. The fire service is a public service entity tasked to put out fires and offer other rescue** services in the community. What could be the reasons why they failed to respond immediately? What timeframe is considered reasonable time for a response? Are they empowered enough (knowledge, skills, tools, facilities, motivation, etc.) to be able to respond in time to save lives and protect rights? - **25 minutes**

Evaluation: 10 minutes

1. What does *responsiveness* mean to you?
2. What factors enhance the responsiveness of an institution?
3. What factors inhibit the responsiveness of an institution?

Note to Trainer

Responsiveness of public institutions is an essential element in building and consolidating public trust and confidence in the government. A weak governance environment can impact negatively on the responsiveness of institutions. Citizens must obtain services and feel served because they are the taxpayers and the authority that gives legitimacy to the existence of state institutions.

Unit 5.2.7: Effectiveness and Efficiency

Good governance means that processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.

Learning Objective: Trainees should be able to explain the concepts of efficiency and effectiveness in the functioning of institutions.

Learning Outcome: Trainees' understanding of efficiency and effectiveness is enhanced.

Duration: 50 minutes

Training Materials

1. Institutional documents
2. Laws and policies

Methodology: Brainstorming

1. Divide trainees into 2 groups: (Efficiency Group and Effectiveness Group)
 - a. Each group to list 5 words with opposite and similar meanings of the respective words.
 - b. Efficiency Group to draw a scenario showing the efficiency of the cleansing services of a particular area council.
 - c. Effectiveness Group to draw a scenario showing the effectiveness of the CEO of any institution. - **10 minutes**
2. Groups present their work -**15 minutes**
3. Trainer guides the discussion highlighting the impact of efficiency and effectiveness on service delivery and individual performance - **10 minutes**

Evaluation: 15 minutes

1. What is the difference between *effectiveness* and *efficiency*?
2. When the budget is limited, what manner of management is required to get the most done and why?
3. When there is poor performance among the staff, what form of management is necessary to address the problem?

Note to Trainer

*Attention must be paid to the confusion over the two words which most people appear to use interchangeably, though wrongly. **Effectiveness** is the ability or capacity to produce the desired result. In other words, effectiveness is about getting things done right. **Efficiency** on the other hand refers to getting the most out of a given amount of effort, time or funds among other resources, i.e. optimizing results. Thus efficiency refers mainly to outcome, while effectiveness is about output.*

Responsiveness in the context of a system can be defined as the outcome that can be achieved when institutions and institutional relationships are designed in such a way that they are cognizant and respond appropriately to the universally legitimate expectations of individuals. Responsiveness can be viewed from two angles. Firstly, the user of the health care system is often portrayed as a consumer, with greater responsiveness being perceived as a means of attracting consumers. Secondly, responsiveness is related to the safeguarding of rights of patients to adequate and timely care. Owens and Bachelor (1996) cite patients' charters as an attempt to lay down the manner in which to "treat those who use health services as consumers within a market based and people centred system".

Source: <http://www.who.int>

Unit 5.2.8: Consensus Oriented

There are several actors and as many viewpoints in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus on what is in the best interest of the whole community and how this can be achieved. It also requires a broad and long-term perspective on what is needed for sustainable human development and how to achieve the goals of such development. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.

Learning Objective: Trainees should be able to explain the processes and strategies in consensus building.

Learning Outcome: Trainees' recognition of consensus building processes and strategies enhanced.

Duration: 1hour

Training Materials: Constitution of The Gambia (focusing on Chapter 4); UDHR; ACHPR

Methodology: Role Play

Scenario:

The village of Kanchelbet has been informed by the local government authority that a community centre will be built in their community. The elders of the community insist that the centre should be built near the mosque, which is being opposed by the young people who claim that a community centre carries out some activities for which it cannot be too close to a mosque. Meanwhile the women are not bothered about the location; they just want to have reproductive health education for young girls as one of the services to be provided. The Imam and the Council of Elders oppose this because they claim it is the same as sex education, hence devaluing their culture. The young people support the women on this, but also call for special facilities to serve the only three people in the village who are physically challenged.

1. Trainees will now serve as the Kanchelbet community - **30 minutes**
 - a. The groups will serve as various sectors of the community – *alkalo*, elders, imam, girls, boys, women, council of elders
 - b. Now the *alkalo* and the community will engage so as to address the varying and conflicting interests until there is a consensus on the location and range of services to be provided.
2. Following the community engagement, trainer leads discussions on the nature of the exercise: the strategies used, the processes, the exchanges, the activities until a consensus was reached. Individual trainees share their experiences in the exercise.
3. Trainer highlights that the exercise reflects any given issue in society and how it should be addressed - whether it is about law or policymaking needs identification or service provision. They need various strategies and processes in line with human rights so that everyone's issue or interest is addressed within the broader framework of governance. - **20 minutes**

Evaluation: 10 minutes

1. What are the strategies for building consensus in society?
2. What are the benefits in consensus-building processes?
3. What are the disadvantages in consensus-building processes?

Note to Trainer

Pay attention to issues of inclusion, empowerment and ownership of the process by the people. Consensus-oriented processes place people in the centre of development as both determiners and beneficiaries. People's ability of mobilize and organize themselves into interest groups as well as access to information and open discourse are key elements that enhance governance. Attention must also be given to the factors that can enhance or inhibit consensus building.

Unit5.3: Local Governance and Decentralization

The Constitution of The Gambia 1997 lays the foundation for a democratic local governance system in the country when it states that "Local government administration in The Gambia shall be based on a system of democratically elected councils with a high degree of local autonomy."⁶

Objective: To enable trainees to identify and apply the basic principles of local governance and the decentralization framework in The Gambia.

Learning Outcome: Trainees' ability to identify and apply the principles of local governance and decentralization enhanced.

Unit 5.3.1: Local Governance Concepts

Decentralization means the transfer of authority and responsibility from central to intermediate and local governments. It is a key element of democratic governance which refers to the restructuring of authority so that there is a system of co-responsibility between institutions of governance at the central, regional and local levels. It aims to address failures to foster development and reduce poverty, and to consolidate democracy. It entails *transferring* certain planning, financing and management tasks to the local units.

Learning Objective: Trainees should become familiar with the key concepts of decentralization.

Learning Outcome: Trainees are able to explain the key concepts of decentralization.

Duration: 1 hour

Methodology

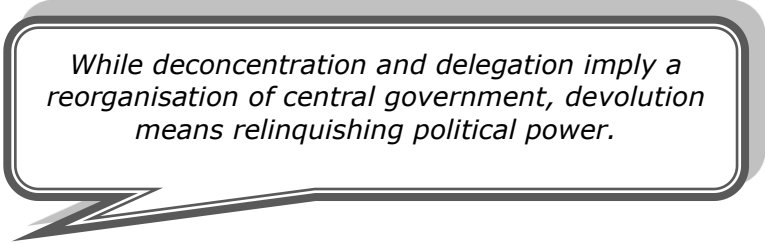
Brainstorming

⁶ S.193(1) of the Constitution of the Republic of The Gambia, 1997

1. Trainer begins with a short discussion with trainees by asking questions in relation to their understanding of the concepts mentioned below.
2. Trainer then explains each concept in detail using a flip chart or a projector to highlight them.
3. Finally, the lesson concludes with group work to evaluate the trainees' understanding of the concepts taught.

The Concepts

- **Devolution** is said to take place when a transfer of political power and authority is made to a local authority that is autonomous and fully independent from the central authority. The receiving local authority must have corporate status with a statutory or constitutional basis for power that is distinct from central government.
- **Deconcentration** is the transfer from central agencies operating from the capital cities to the field offices of these agencies;
- **Delegation** is the transfer of service responsibility from central government agencies to specialized organizations with some degree of operating autonomy (semi-autonomous corporations or sub-national units of government).
- **Privatization** is the transfer of responsibility for producing goods and/or services to private voluntary organizations or private enterprises (a form of divestment).



While deconcentration and delegation imply a reorganisation of central government, devolution means relinquishing political power.

Unit Evaluation

1. Trainees will be divided into four groups each to be assigned one of the four concepts (i.e. devolution, deconcentration, delegation and privatization).
2. Each group will be required to come up with real or hypothetical scenarios of the concept assigned to them and highlight their advantages and disadvantages.

Unit 5.3.2: Institutional Arrangements of Local Governance in The Gambia

Introduction

Under the provisions of the Local Government Act 2002 the institutional arrangements are designed to catalyse a bottom-up approach to all development initiatives - from conception and planning right down to implementation and beyond. The structures are designed to encourage maximum community participation of both genders and the young people in the development process. It is meant to fully empower the communities to take ownership and the lead role in determining their welfare free from any form of external influence.

Learning Objective: Trainees should be able to explain the composition and functions of the local government structures.

Learning Outcome: Trainees' understanding of the composition and functions of the local government structures enhanced.

Duration: 1 hour

Methodology

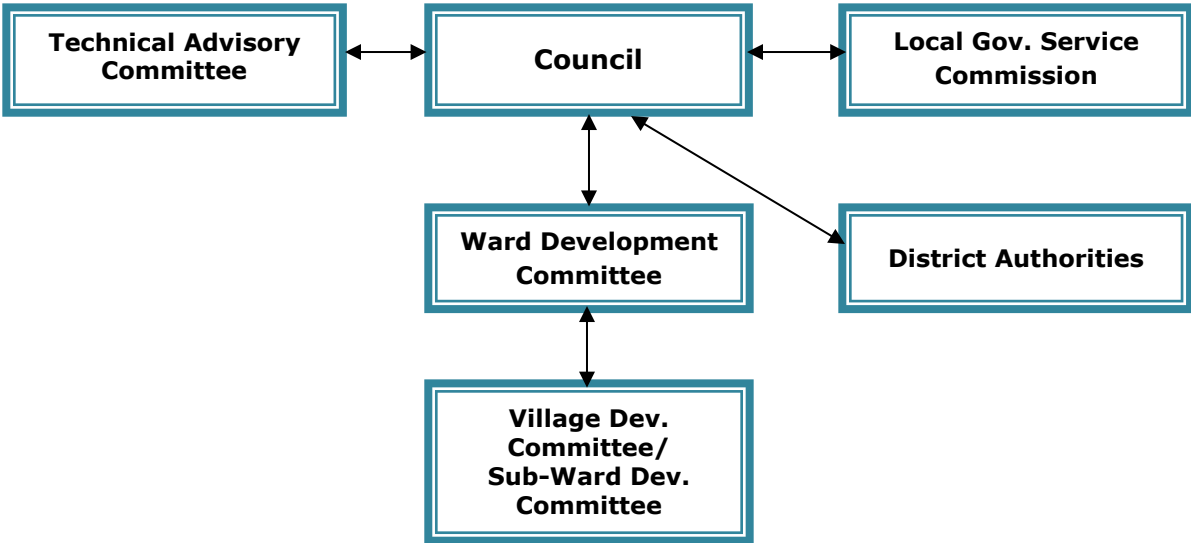
Case Study on the Composition of VDCs: The villagers of Kankarikunda converged on the village *bantaba* after Friday prayers to form their village development committee (VDC). Ten people were selected, three of whom were female. The *alkalo's* nephew was chosen as the chair of the VDC. Kankarikunda has up to 5 *kabilos*; however, not the whole village attended the meeting and the non-Muslim community was evidently left out.

1. Trainees are to be divided into two groups, A and B, to study the above scenario.
2. Group A will defend the process used in forming the Kankarikunda DVC and bring out the issues that they think were properly done.
3. Group B will critique the process and bring out what went wrong in the process used in setting up the VDC.
4. Both groups will report to plenary.
5. Trainer will then lead a discussion using the following tips:

- Group A - Positives
- An open general meeting
 - 10 committee members
 - No reported troubles

- Group B - Negatives
- Unbalanced attendance of the meeting
 - Wrong selection process - VDC membership is representative, not selective
 - Unbalance gender representation (50:50)

Institutional arrangement



Compositions

- a. **Council:** A Council shall consist of the following:
- 1 Mayor/Mayoress – elected directly (for Banjul & KM) and Chairperson-elected from among councillors.
 - 2 A member elected by each Ward
 - 3 A *seyfo* representative selected by all the *seyfolu*
 - 4 an *alkalo* representative selected by all the *alkalolu* in the Kanifing Municipality
 - 5 A youth nominated to represent the youth in the area
 - 6 a woman nominated to represent women's groups in the area whenever more than 2/3 of the elected members are male
 - 7 Nominated members of not more than 1/5 of the elected members representing local, commercial and social interest groups

- b. **Ward Development Committee-WDC:** A WDC shall consist of:
- 1 The Councillor for the Ward as Chairperson
 - 2 One male and one female representative from each VDC elected by the Village Development Committee
 - 3 Representatives of organizations involved in development activities at ward lever
 - 4 Such other persons as the Council shall from time to time determine
 - 5 A WDC may co-opt any person or organization to participate in any meeting of the Committee

c. Village Development

Committee: *A Village Development Committee shall consist of:*

- 1 A Chairperson selected from among the members of the Committee
- 2 One male and one female representing each *kabilo* in the village, selected by the *kabilos*
- 3 One male and one female representing each community-based organization
- 4 A representative of youth groups in the village
- 5 Such other persons as the VDC shall determine

The following shall be advisers of a VDC –

- 1 The *alkalo* of the village
- 2 Reps. of government departments operating at village level
- 3 All extension workers working for any development organization in the village

d. Technical Advisory Committee:

TAC shall consist of:

- 1 The Regional Administrator who shall be the Chairperson
- 2 The CEO of the Council Who shall be the Vice Chairperson
- 3 The regional Heads of Government Departments at LGA level
- 4 The Heads of Local Government technical services
- 5 Representatives of NGOs involved in development work
- 6 Such other persons as the Chairperson in consultation with the Vice Chairperson shall determine.

e. Local Government Service

Commission: The Local Government Service Commission shall comprise:

- 1 A Chairperson; and
- 2 Not less than two or more than four other members, all of whom shall be persons of high integrity and good character to be appointed by the Minister

f. District Authority: a District Authority shall consist of:

- 1 The *seyfo* of the District as Chairperson
- 2 all the *alkalolu* within the District

Unit 5.3.3: Powers and Functions of Local Government Institutions in The Gambia

Introduction

The powers and functions of the various local government institutions are ascribed to them by law and each of them can be held accountable in the proper or improper discharge of those powers and functions.

Their key functions include the planning and implementation of development initiatives for the improvement of the lives of the communities they serve. Their functions are supposed to be discharged in a non-political and non-discriminatory manner.

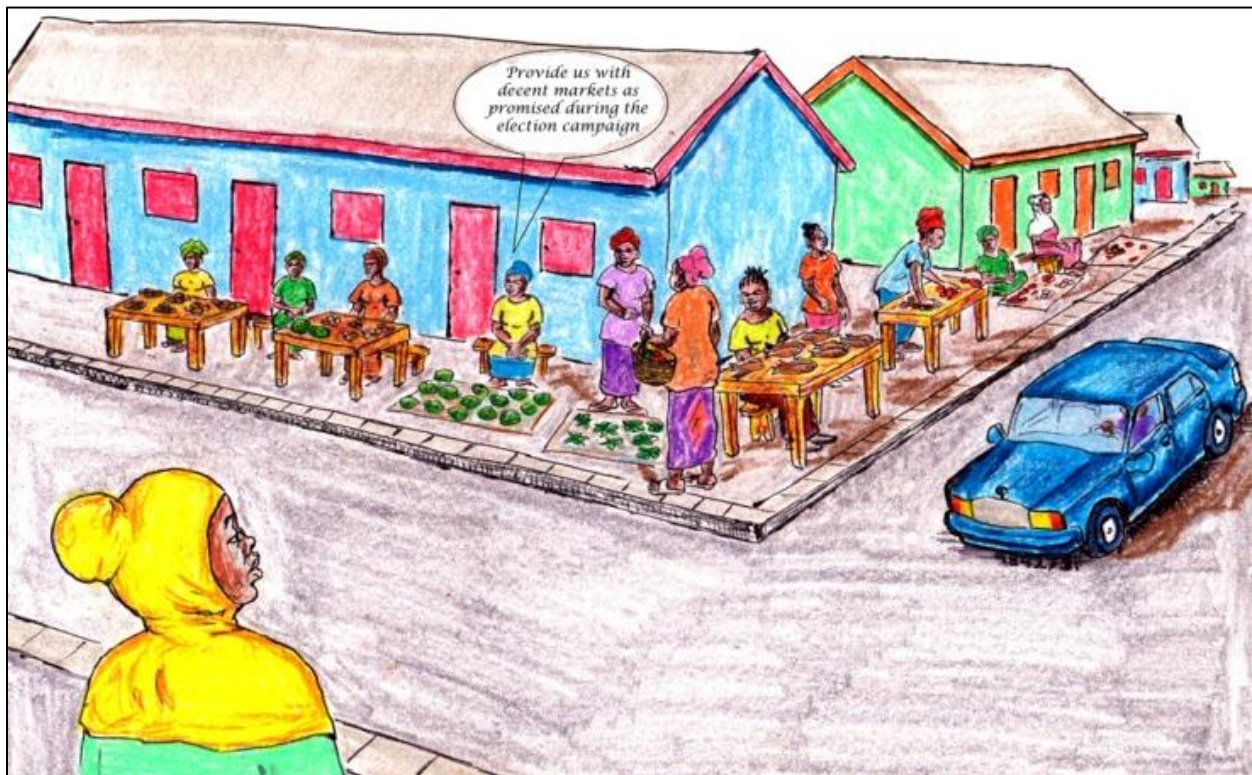
Learning Objective: To raise awareness of the trainees on the development function of the structures of councils.

Learning Outcome: Trainees' awareness of the functions of councils enhanced.

Duration: 1 hour

Methodology: Trainer shall use the following approaches:

Lecture: Trainer presents the following statutory functions of the respective institutions and structures.



Functions of Council

Planning: Every Council shall be the planning authority for its Area, and may plan and implement any programme or project for the general upliftment of the community. It shall prepare a comprehensive and uninterrupted development plan for its Area incorporating all ward plans; coordinate all donor support; and approve all project agreements. It shall ensure that the communities are involved in the conception and execution of development plans.

Generally a Council shall, within its jurisdiction –

- Exercise all political and executive powers and functions
- Provide services as it deems fit;
- Promote on a sound basis community development;
- Perform such other functions as deemed conducive or incidental to the discharge of any of its function;
- Protect the Constitution and other laws of The Gambia and promote democratic governance; and
- Ensure implementation and compliance with Government policy.

Legislative powers: A Council shall have powers to make laws not inconsistent with the Constitution or any other law made by the National Assembly.

The power of a Council to make laws shall be exercised by the passing of local bills into By-laws signed by the Governor.

Functions of VDC

Generally a VDC shall be responsible for all development planning at village level and shall serve as the local entry point for all development assistance to the village. A VDC in consultation with the community shall be responsible for-

- Identifying local development needs;
- Prioritising such development needs;
- Developing appropriate plans for addressing local needs;
- Raising, coordinating and managing financial resources at village level and shall be held accountable for all the financial and other resources;
- Mobilizing community participation in development activities;
- Implementing and managing such development plans and projects as the Council may approve for implementation at village level;
- Supporting and strengthening all development-oriented socio-cultural groups within the community; and
- Such other functions as may be assigned to it by the Council, or the Ward Development Committee.

Functions of WDC

A WDC shall be responsible for coordinating and prioritising all development planning at ward level, for preparing ward development plans for approval by the Council and coordinating development assistance to the ward. Specifically, a WDC shall be responsible for-

- Reviewing village plans to identifying shared priorities;
- Prioritising ward needs and formulating ward plans;
- Prioritising solutions and alternatives to identified problems;
- Serving as entry point for all outside assistance;
- establishing criteria for prioritisation of development projects;
- prioritising development projects between villages;
- Collaborating with donors in preparing proposals for the Wards;
- Mobilising community participation at ward level;
- Mobilising resources for projects and be accountable for them;
- promoting Ward interests to the Council and the donors; and
- Such other functions as may be assigned to it by Council.

Functions of TAC

- A TAC shall provide technical advice to the Council and to the Ward and Village Development Committees within its Local Government Area with a view to ensuring that local projects conform to national standards, policies and priorities.
- The TAC shall prepare, and submit, quarterly reports of its deliberations to the Minister and the Council.
- A TAC may appoint Sub-committees for any general or special purposes within the scope of its competence as it deems fit.
- A TAC may co-opt any person with special knowledge to attend its meetings and participate in its discussions.

Functions of Local Government Service Commission

The functions and powers of the Local Government Service Commission are to –

- Make appointments to offices in the Local Government Service;
- Make provisions for the overall management and efficiency of the Local Government Service;
- set up general and uniform guidelines for appointment, promotion and discipline;
- Review the terms and conditions of service of persons holding offices in the Local Government Service;
- A Local Government Service Commission shall be independent and shall not be subject to the direction and control of any person or authority.

Functions of the District Authority

A District Authority shall be responsible for:

- Preventing or suppressing of riots or affrays, and the maintenance of the peace, whether by the employment of necessary force, or any other means reasonable and fitting in such circumstances;
- Preventing and detecting crime, the arrest and detention of offenders, and all other such duties as are usually performed by a civil police force;
- Assisting the Council in collecting revenue;
- Enforcing all statutes and bye-laws, regulations and the lawful policies of a Council within the District;
- Protecting the environment and taking preventive measures against bush fires;
- Promoting culture and other social activities; and
- Performing such other functions as may be assigned to it by the Council.

The Seyfo acting alone may exercise any of the powers of the District Authority to ensure implementation of Government policies and programmes within the District.

Notwithstanding anything contained in the Lands (Provinces) Act, a District Authority shall not grant any lease unless the prior approval of the Council had been obtained and a copy of the lease is deposited with the Council

Unit 5.3.4: Benefits/Advantages of Local Governance and Decentralization

Decentralization, which is best manifested in strong, autonomous and vibrant systems of local government, offers numerous benefits or advantages as a model of governance/public administration which can address the many challenges and trends which presently confront developing states.

The advantages/benefits of decentralization, which are listed below, assume that decentralization takes the form of a strong, autonomous and participatory model of local governance, which enjoys extensive and real powers for local self-management, and for spearheading the local sustainable development process.

Learning Objective: By the end of this unit trainees should be able to state the advantages of local governance and decentralization.

Learning Outcome: Trainees' knowledge of the importance and values of good governance deepened.

Duration: 1 hour

Methodology: Trainer shall use the following approaches:

Group Activity: Trainees are divided into groups to come up with advantages of local governance and decentralization. Groups will in turn present their findings to be followed by a plenary discussion of some of the following common advantages:

Fiscal decentralization will reverse current practice which extracts resources from the periphery and concentrates these at the centre. Thus more resources will be mobilized and retained at the local level, and will help to enhance/stimulate local economies and be available to support local development initiatives.

Devolution enables each region to take initiatives for their own development, as they see fit. In doing so, they will know the opportunities, indigenous resources and comparative advantages on which development can be based. Development is therefore driven locally rather than by external agents.

Devolution represents the most effective means of curbing excessive concentration of power at the centre, which is inimical to several basic tenets of good governance, e.g. openness, transparency, fairness and probity.

Planning for local sustainable development is effected through a participatory process in which the partners forge a collective vision for local development, agree on common goals, and on strategies/ plans for achieving the goals and realizing the vision. Development plans produced through such a process will enjoy full support/ commitment of the local community, and therefore is very likely to be realized.

Decentralization facilitates greater popular participation in governance by bringing government closer to the people and enables citizens to better understand the conduct of public business thereby reducing alienation from the political process. It increases efficiency in determining service provision and ensures a better division of labour in the management of public affairs. It facilitates the tailoring of solutions to local problems to local conditions.

Unit Evaluation: Sample questions:

- Give some examples of the advantages of local governance and decentralization.

Unit 5.4: Challenges (Risks/Disadvantages) of Local Governance and Decentralization

Introduction

Notwithstanding the many and substantial advantages and benefits of decentralization, this system of governance does not come without some potential disadvantages or risks. It is therefore very important that there is a clear understanding of such disadvantages or risks, so that appropriate safeguards or preventive measures can be taken or put in place.

Learning Objective: Trainees should be able to state the disadvantages of local governance and decentralization.

Duration: 1 hour

Methodology: Trainer shall use the following approaches:

Group Activity: Trainees are divided into groups to come up with the advantages of local governance and decentralization. Groups will in turn present their findings to be followed by a plenary discussion of some of the following common advantages:

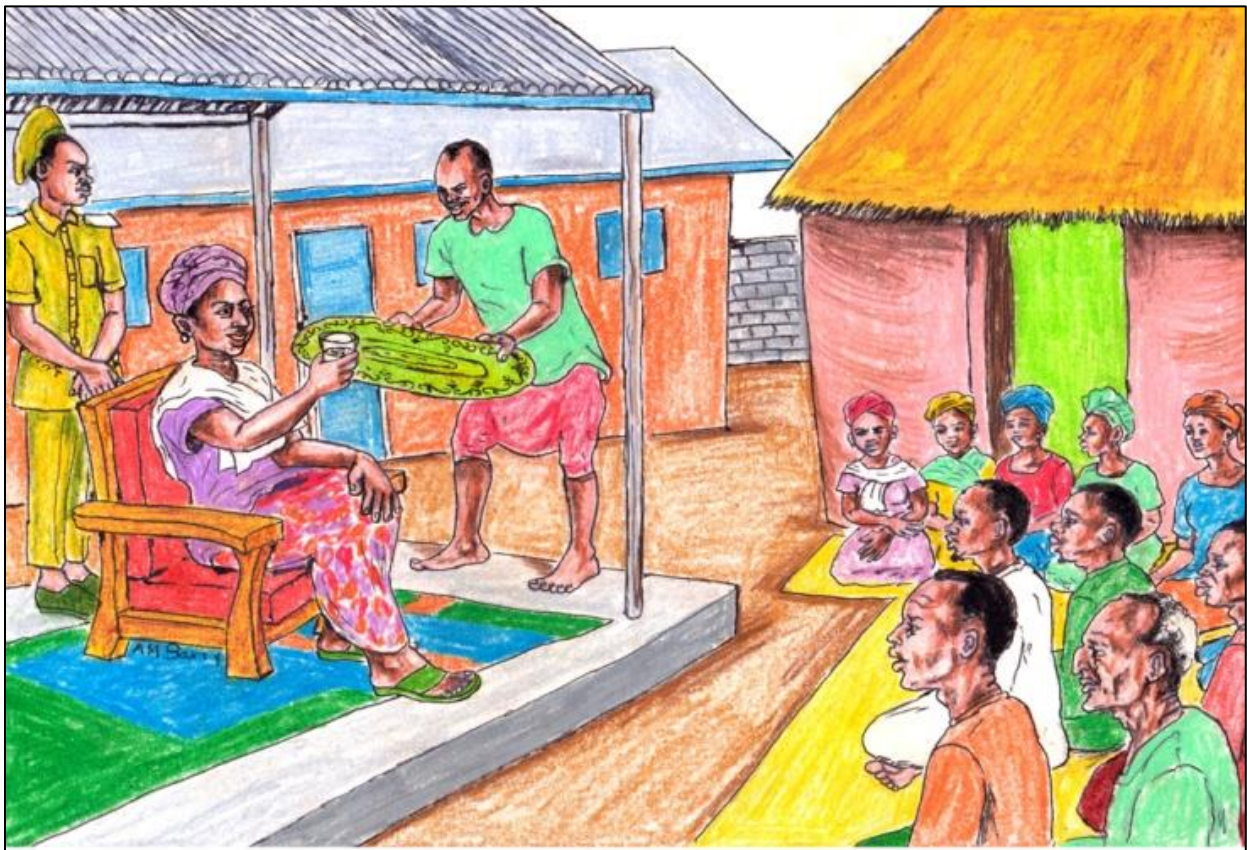
Inter-regional inequalities may increase, and thus widen intra-national poverty gaps. Since different regions are differently endowed in terms of natural resources, level of economic activities, land values, etc. some local jurisdictions will generate more revenue than others and afford their citizens more or better quality services than are provided in poorer jurisdictions.

Decentralization can bring higher risks of resource/power capture by local elite or special interest groups. Without adequate safeguards, there is a risk that powerful or well-placed local elite may capture the resources/powers allocated to or conferred on local authorities, and use these resources/powers for their own benefit /interest.

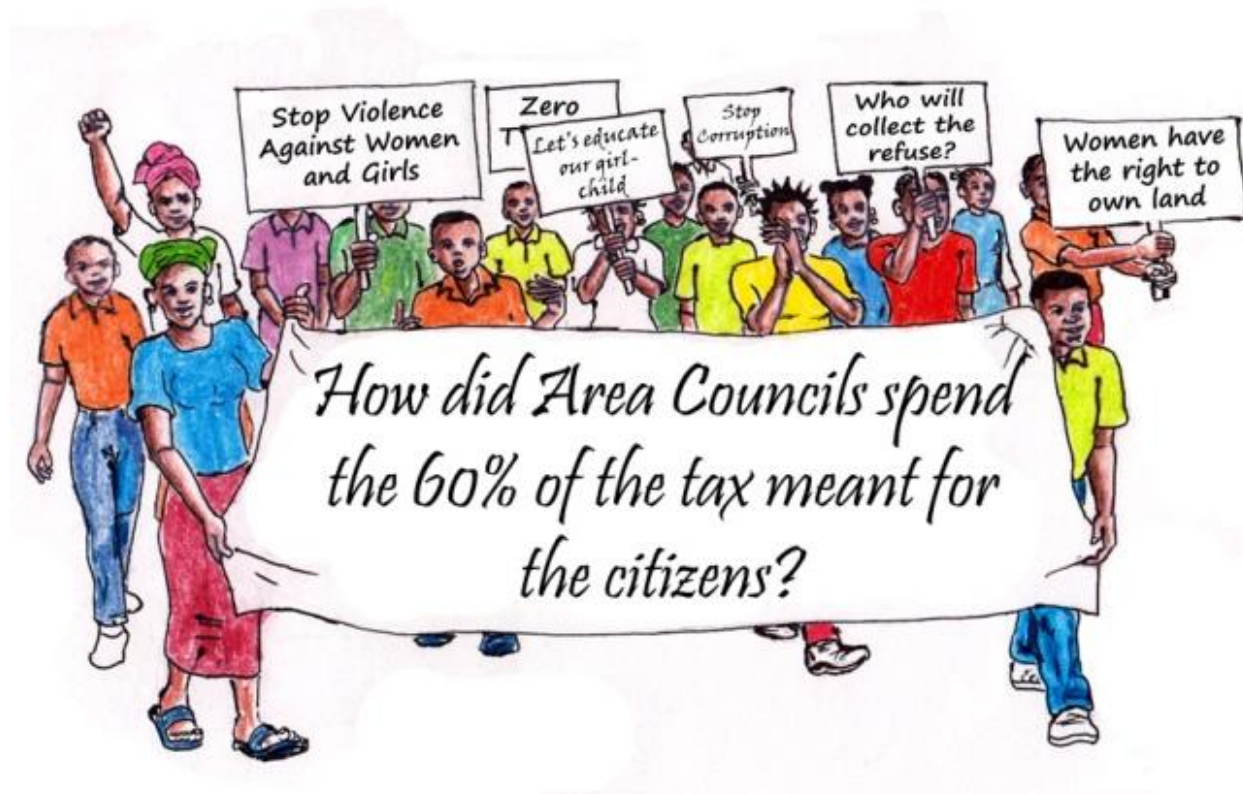
Misuse of authority due to inadequate supervision or weak accountability mechanisms constitutes a real risk of devolution. This can happen if central government supervision/accountability function is removed due to the new autonomous status of local governments, but no alternative mechanisms for accountability are put in place.

Devolution creates the potential for conflict between local and national interests. With each region having the means of identifying and articulating its particular interests, differences between local and national interests are sure to emerge. Such conflicts are not necessarily harmful, as they can serve to ensure that in arriving at any policy or course of action, the interests and concerns of all regions are taken into consideration and suitably addressed. However, if not properly managed they could become extremely destabilizing.

Unit Evaluation: Trainer uses an oral question-and-answer session to test whether trainees can state and explain the disadvantages learnt.



Theme Aim: To help trainees in planning, developing and implementing advocacy initiatives.



Introduction

Advocacy is a development method that enables people (individuals/groups) to participate effectively in making policies and programmes more responsive to the changing needs of individuals, families and communities. Advocacy is about influencing people, policies, structures and systems in order to bring about change. It is about influencing those in power to act in more equitable ways.

Advocacy can be done directly by those affected by injustice or on their behalf, or by a combination of both. Anyone can undertake advocacy work – it does not need to be left to professionals or experts. Advocacy work includes many different activities such as lobbying, mobilization, education, research, prayer and networking. It can be undertaken alone, with a group of people or as part of a network. It can be unplanned or carefully planned. It may also be a one-off intervention or an ongoing process.

Unit 6.1: Introduction to Advocacy

This unit provides trainees with some definitions of advocacy. They will be required to think about the term *advocacy* so that they can come up with words and phrases that could be used to define *advocacy*. Sample definition and dimensions are provided to be shared with the trainees at the end of the unit.

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

Margaret Mead

Learning Objective: Trainees should be able to explain what *advocacy* is.

Learning Outcome: Trainees' understanding of the meaning and purpose of advocacy enhanced.

Duration: 1 hour

Methodology

Brainstorming: Definition of *advocacy* (10 minutes)

1. Trainer writes the word *Advocacy* on a flip chart sheet.
2. Trainer then asks trainees to think about words that have the same meaning with advocacy.
3. Trainer writes all the responses on the flip chart without discussion.

Note to Trainer

Possible words about advocacy that trainees may say:

<i>Defending</i>	<i>Sensitizing</i>
<i>Change</i>	<i>Persuasion</i>
<i>Exposure</i>	<i>Communication</i>
<i>Providing a solution</i>	<i>Influencing</i>
<i>Intervening</i>	<i>Decision-making</i>
<i>Selling an idea</i>	<i>Lobbying</i>
<i>Attracting attention</i>	

Small Group Work (30 minutes)

1. Trainer divides trainees into groups of 4-5.
2. Trainer asks each group to come up with a definition of *advocacy* by using the words and concepts listed on the flip chart.
3. Trainer asks each group to present and discuss its definition and paste it on the wall.
4. Trainer then shares sample definitions of advocacy with the trainees.

'The promotion of a specific message and / or course of action in order to influence or contribute to the development and implementation of public policies which will alleviate the causes and consequences of poverty.' (**Oxfam Great Britain**)

'The process of influencing key decision-makers and opinion-formers (individuals and organizations) for changes to policies and practices that will work in poor people's favour'. (**ActionAid**)

Note to Trainer: Other definitions of *advocacy*.

- A social change process in education aimed at changing policy, position and programmes of government or players for the common good.

- An organized, intentional process in education on matters of public interest and benefit.

- Putting a problem on the agenda, providing solutions to it, building support for acting on both the problem and the solution.

- Advocacy is the deliberate process of influencing those who make policy decisions based on our experience in the field e.g. children are used for labour instead of school

- "Advocacy is about politics and change, about values and beliefs, about consciousness and knowledge. It is about influencing the powerful on problems that concern people, especially those who have been marginalized and excluded from the political process".

- "It is about building strong democratic organizations to hold those in power accountable, and it is about expanding citizens' skills and understanding of how power operates. Advocacy focuses on many questions – who gets what in society, how much they get, who gets left out, how public monies are spent, how decisions are made, how some people are prevented from participating in those decisions, and how information is shared or concealed." (Valerie Miller and Jane Covey NCAS India)

- Advocacy - pleading or arguing in favour of an idea, cause or policy" - is a process of engaging power-holders in a dialogue about problems, and influencing them to adopt our preferred *solutions*

Lecture: Some Dimensions of Advocacy

Trainer shares with trainees the following note on 'Dimensions of Advocacy' and then explains each dimension.

- **Public interest advocacy** is large-scale campaign-style advocacy often involving professional lobbyists, media experts, pollsters and fundraisers aimed at policy reform for broader public interest
- **Policy advocacy** focuses on specific policy agenda or goal. Assumes that policy change will produce real change on the ground
- **Participatory advocacy** extends public decision-making and engages CSOs in policy debates. Believes that democratic governance is the task of citizens as well as governments
- **Feminist advocacy** uses strategies, skills and tools to influence the decision-making process in order to eliminate inequalities between men and women
- **People-centred advocacy** aims to empower poor people to advocate their rights and interests
- **Citizen-centred advocacy** is an organized political process by which people's efforts are coordinated to change policies, practices, ideas and values that perpetuate inequality, prejudice and exclusion. It enhances citizens' agency as power of change and builds more accountable and equitable institutions of power

Advocacy is defending or promoting a cause/idea; pleading or recommending in favour of one's interest (*Concise English Dictionary*).

- **Confrontational advocacy** is about directly and physically engaging policy makers on a particular issue
- **Naming and shaming advocacy** exposes the wrongs and violations of policy makers, companies, leaders, government etc.

Unit Evaluation: Questions and Answers Sample Questions

1. Explain the term *advocacy*.
2. Why is *advocacy* important for development?
3. List and briefly explain 5 dimensions of advocacy.

Unit 6.2: Advocacy Processes

Introduction

The unit introduces trainees to advocacy processes, the elements of the advocacy processes and the different stages of the advocacy process-cycle.

Learning Objective: To enable trainees to understand the processes of advocacy and stages of the advocacy process-cycle.

Learning Outcome: Trainees' understanding of the process of advocacy enhanced.

Duration: 1:30 hours

Methodology

Group Work: Sequencing the steps (**45 minutes**)

1. Trainer divides trainees into 4 groups.
2. Trainer distributes one set of advocacy process cards to each group. (Trainer should ensure that the cards in each set are NOT in the correct order.)

Selecting an Advocacy Objective

Using Data and Research for Advocacy

Identifying Advocacy

Audiences/Targets

Developing and Delivering Advocacy

Messages

Building Coalitions, Networks and Alliances

Making Persuasive Presentations

Fundraising for Advocacy

Monitoring and Evaluating Advocacy Efforts

3. Trainer explains that each card represents a step in the advocacy process.
4. Trainer asks each group to discuss the steps on the cards and reach a consensus on the order that would be followed to plan and implement an advocacy campaign.
5. Trainer asks the groups to post their cards on the wall or display them on the floor so that they are visible to the whole group. If possible, have all three sets of cards displayed near one another so that trainees can make comparisons.
6. When each team has posted its cards, trainer asks trainees to gather around the three arrangements and to identify similarities and differences.
7. When all four groups have presented their work, trainer leads a general discussion structured around the following questions:
 - Did the teams all start with the same step? Did they have the same or different ending step?
 - Were there any steps that were ordered concurrently in the process?
 - Were any important steps left out of the process?

Lecture (Part A): Trainer presents the elements of the advocacy process.

- **Selecting an Advocacy Objective:** This is about setting objectives of the advocacy programme.
- **Using Data and Research for Advocacy:** Gathering and collection of evidence and data to support advocacy ideas and build support base.

- **Identifying Advocacy Audiences/Targets:** This is about identifying all relevant actors that can influence your issue, whether it is governments, leaders, companies, countries etc.
- **Developing Advocacy Messages:** Developing what the advocate needs to communicate in a simple and clear manner in line with the advocacy objective.
- **Delivering Advocacy Messages:** This is about identifying and using the best tone, channel and tools to communicate to your audiences/targets. It also identifies the messenger for the advocacy message.
- **Building Coalitions, Networks, and Alliances:** Building support/campaign teams by forming coalitions, networks and alliances to carry out the advocacy programme.
- **Making Persuasive Presentations:** Making a very powerful presentation with correct facts and evidence whenever the space is created or given to you.
- **Fundraising for Advocacy:** Raise necessary funds and resources to support the implementation of your advocacy plan.
- **Monitoring and Evaluating Advocacy Efforts:** You monitor to inform whether the advocacy is on course and do any necessary adjustments and you evaluate to map out the achievements and failures of the whole advocacy programme in the end.

Note to Trainer

Conceptual Framework for an Advocacy Dynamic Advocacy Process:

Step 1: Issue or Agenda - Identify an issue or set an agenda for policy action: problem analysis, ranking and prioritization

Step 2: Issues and Solutions – Developing solutions: Propose solutions, analyse and select one that is politically, economically and socially feasible

Step 3: Issues, Solutions and Political Will – Building political support:

- Lobbying or meeting decision-makers
- Coalition building
- Awareness raising
- Delivering effective messages

Step 4: Issues, Solutions and Political Will – Combining or bringing the three together, for policy action to take place:

- When a problem is recognized
- Solution accepted
- There is the political will

Step 5: Issues, Solutions and Political Will – Evaluating the policy action. Assess effectiveness/performance of actions or change on people: End cycle or restart – reformulate/re-strategize.

Role Play: Advocacy in Practice

1. Trainer divides trainees into 5 groups; 4 groups to represent different interest groups, 1 group to represent 'decision-makers'.
2. Trainer asks each interest group to come up with an advocacy issue or idea that they want the 'decision-makers' to take action on.
3. Trainer explains that even though each group has an advocacy idea, the 'decision-makers' are only going to accept one of these ideas. Each group is allowed 3 minutes to convince the decision-makers why their advocacy idea should be accepted.
4. Trainers ask each group to think of the reasons their idea should be accepted, the importance and benefits to the larger society as well as their interest group.
5. Groups discuss and select a presenter.
6. Each group representative gives their presentation, and then the decision-makers base their decision on who was most convincing.

After the decision-makers have given their decision, trainer asks trainees:

1. Which group's advocacy idea was well presented and most convincing?
2. Why were they convincing?

Trainer explains to trainees that advocacy is like the role play they had, interacting with decision-makers and influencers in real life. The way they present their advocacy idea or issue, knowing who has power and influence and working in a network or coalition would help to ensure they are successful in their advocacy.

Trainer then refers trainees to the definitions of advocacy.

Unit 6.3: Understanding Power

Introduction

This unit introduces trainees to the concept of *power* that is those who hold positions to influence policy and decision-making as well as the allocation and distribution of resources. The unit therefore raises awareness on the importance of power relations in conducting advocacy.

Learning Objective: Trainees should be able to:

1. Define *power*.
2. Explain different types, bases and sources of power.
3. Demonstrate ability to deal with power relations in advocacy.

Learning Outcome

1. Trainees' ability to state the meaning of power, to recognize and handle power relations enhanced.

Duration: 1hour

Methodology: Brainstorming and Group Work

Brainstorming on the Definition of Power (10 minutes)

1. Trainer writes the word *power* on the flip chart and asks trainees to state their understanding of the term.
2. Trainer writes down the words or phrases of the trainees.
3. Trainer then shares with trainees the following notes:

Note to Trainer:

Possible Words about Advocacy that Trainees May Say

- *Power is the ability to create that desired change or effect, especially in situations of opposition. An advocate must therefore understand that:*
- *Power can be limited, unlimited or shared. The people who do advocacy seek to share the power so that they are involved in the making of decisions that will affect people's lives.*
- *Power is always changing and it is rarely given or yielded. Power must be won through resistance or struggle and thus the need to constantly engage those people with power.*
- *Not all power relies on threats, coercion or force, command or having huge amounts of money. Power can be got through taking strategic actions (such as advocacy) that engage public problem-solving processes by being innovative and using people's knowledge, experiences and stories..*

4. Trainer divides trainees into 4 groups and asks two of the groups to identify and explain different forms of power and the other two to list the various sources of power that can be used to influence advocacy
5. Groups present their works at plenary.
6. Trainer then shares the following notes with trainees.

There are different perspectives in the discussion of power and power relations. These include understanding of power as different types, forms and bases or sources.

TYPES OF POWER

- **Political power** is the ability to control or exercise authority over people or institutions or the ability to influence institutions through which law and policies are made and implemented.
- **Economic power** is the ability to control the means and places of production and distribution, including working conditions and wages.
- **Social power** is the ability to control or influence socio-cultural norms, values, relationships, institutions and processes within a society.

FORMS OF POWER

One way of looking at power is distinguishing it into visible, hidden and invisible.

Visible power is the visible and definable aspects of political power, e.g. the formal rules, structures, institutions and procedures of decision-making.

Hidden power is about setting political power; it is less obvious and more difficult to engage. Certain powerful people and institutions maintain their influence by controlling who gets to the decision-making table and what gets on the agenda.

Invisible power – shaping meaning; by influencing how individuals think about their place in the world, this level of power shapes people's beliefs, sense of self and acceptance of their own superiority and inferiority.

Any of the forms of power has bases or sources.

BASES OF POWER

It is obvious that all forms of power are drawn from a source. The seven main sources are discussed below:

- **Coercive power** is based on fear. A person scoring high in coercive power is seen as inducing compliance because failure to comply will lead to punishment.
- **Connection power** is about the person's "connections" with influential or important people inside or outside the organization. A person scoring high in connection power induces compliance from others because they aim at gaining the favour or avoiding the disfavour of the powerful connection.
- **Expert power** is based on a person's possession of expertise, skill and knowledge, which, through respect, influences others. A person scoring high in expert power is seen as possessing the expertise to facilitate the work behaviour of others. This respect leads to compliance with the person's wishes.
- **Information power** is about the person's possession of or access to information that is perceived as valuable to others. This power base influences others because they need this information or want to be "in on things".
- **Legitimate power** has to do with the position held by the person. The higher the position, the higher the legitimate power tends to be. A person scoring high in legitimate power induces compliance from or influences others because they feel that this person has the right, by virtue of their position in the organization, to expect that suggestions will be followed.
- **Referent power** is based on the person's personal traits. A person scoring high in referent power is generally liked and admired by others because of personality.
- **Reward power** refers to the person's ability to provide reward for other people. They believe that their compliance will lead to gaining positive incentives such as pay, promotion, recognition etc.

POWER RELATIONS

This describes how power is put to use. The following are different power relations:

- **Power "over"**: The ability of the powerful to affect the actions and thoughts of the powerless.
- **Power "to"**: The capacity to act; agency.
- **Power "with"**: Synergy of collective action, social mobilization and alliance building.
- **Power "within"**: A sense of self-dignity and self-awareness that enable agency.

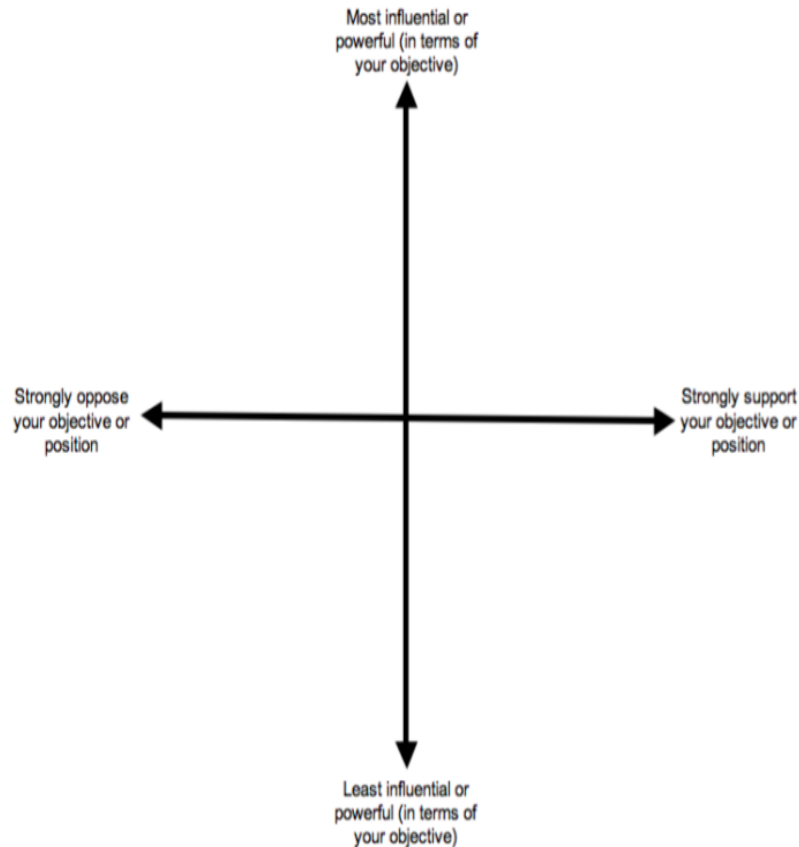
Points to be Noted: More Perspectives of Power

1. *The power of the people or the citizens' power*
2. *The power of direct grassroots experience or grassroots linkages*
3. *The power of information and knowledge of their local communities and their own situation*
4. *The power of constitutional guarantees or rights*
5. *The power or moral convictions or belief in what is right and just in their communities*

Lecture: Trainees are introduced to the power mapping tool in relation to advocacy using the diagram below.

Scenario

Mod is known to be a substance abuser. He is the third and only son of the five children of Alh. Morr Njie, the richest man in town and a friend of the governor. He is also the party chairman of the constituency, and benefactor to the community. Since the opening of a police station in the town two years ago, Njie has been providing free lunch to the station and also offering the station officer free lodging in one of his compounds. Recently his son, Mod, was reported to the station for slapping the wife of Keita, a herdsman in the nearby village, because Mod felt that the woman refused him dating her young and beautiful daughter. But the station officer refused to arrest Mod and instead opted to advise Keita let the matter die. Keita complied. This came after some officers also raided a compound a few days before and arrested scores of youth with cannabis, including Mod but later released him alone.



Group Work: Power Mapping

- 1 Trainer divides trainees into groups of 4-5
- 2 Trainees are asked to do power mapping of advocacy using the power analysis tool below:
- 3 Trainer asks trainees to draw/ illustrate on a flip chart page the power tool and indicate in each part the influential or powerful people, organizations, departments etc to the advocacy programme.
- 4 Groups present a session on the most influential/powerful, and least influential, strongly support, strongly oppose the advocacy objective.

Unit Evaluation: Trainer asks trainees the following questions:

1. As a trainee describe or reflect on how you and your organization can well place power relations.
2. List and explain types, base, forms and source of power.

Unit 6.4: Advocacy Skills

Introduction

Advocacy is a pragmatic method of influencing policy, processes and institutions in support of the people. In this regard advocates work with people as beneficiaries among a host of other stakeholders. How effectively an advocate engages and succeeds depends on the skills they possess.

Learning Objective: Trainees should be able to acquire advocacy skills and demonstrate ability to use them.

Learning Outcome: Trainees' ability to conduct advocacy enhanced.

Duration: 1 hour

Training Materials: Flip chart, markers, balls, cards, reading material

Methodology

Lecture

1. Trainer prepares and delivers a presentation (preferably PowerPoint) on advocacy skills;
2. Trainer engages trainees in a discussion after the presentation

Group Work

Trainer then divides trainees into groups to work on the following scenario:

DPOG is a disabled person's organization, which is seeking to advocate free secondary and university education for all persons with disability in the country. With the skills learnt, how would DPOG build a coalition of NGOs, media and traditional leaders for the advocacy campaign?

3. Groups present their work and trainer leads a discussion to highlight what skills were employed in building this advocacy campaign.

Note to Trainer

Variety of Skills necessary for Advocacy

- **Collaboration and Team-Building Skills** – An effective advocacy campaign is built on a broad-based partnership. The bigger the collaboration, the stronger and more effective the campaign.

- **Developing a Vision** – You have to know to develop a vision. You cannot achieve your aim if you do not know what it is. Your vision is your target.
- **Effective Communication Techniques** – Communication skills are integral to advocacy. You must have solid skills in communicating with your target audience. You have to know what to say and how and where to say it.
- **Effective Record Keeping** – Advocacy must not be an ad-hoc activity. It has to be planned well. This will require that you keep records of your campaign because there will always be a need for advocacy on some issues. You don't have to begin from scratch any time you wish to embark on an advocacy campaign.
- **Clarity of Purpose** – The advocacy campaign will have clearly stated aims and objectives and be able to demonstrate how to achieve them.
- **Negotiation Skills**– Advocates must be able to acquire technical and emotional capabilities and principles to plan and pursue an interest-based negotiation.
- **Media Skills**– Advocates must know the media and how to work with them by obtaining their support and attention throughout the advocacy.
- **Advocate One Issue at a Time:** Identify in what area you really want to advocate. If you try to advocate too much, you may spread yourself too thin. For example, there could be many advocacy issues but you may find you have more success if you advocate one burning issue that will have maximum effect.
- **Focus Goal:** A focused goal is critical to the success of advocacy. The goal should be able to state what you want to change, who will make that change, by how much and when.
- **Building Relationships:** Engaging in advocacy means developing relationships with your constituency and with other stakeholders. Meet your possible allies, talk to the community, especially to the feedback and progress that you have made. You also need to decide who will be involved from your own organization in advocating your goal. A small team may be more appropriate than the whole NGO or CBO. Think of the skills that would be useful, like reading and writing, ability to speak well to people and to people higher up, and understanding of the issues, etc.

- **Maintain Trust and Credibility:** *A respected body will have more influence over the decision-making processes. Organizations doing advocacy can establish credibility by keeping your demands, speaking moderately, employing a variety of non-confrontational advocacy strategies, promoting accountability and transparency and providing feedback/information to the community and stakeholders.*

Unit Evaluation

1. Who are the key institutions and persons (formal or informal) relevant to your community that are in decision-making? How do they work?
2. Who are the key decision-makers that influence your community?
3. Who can help you influence those decision-makers?