

Manual for Training
on
Peace, Advocacy and Networking

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Introduction to the Manual

1. Context:

Both, advocacy and lobbying are the continuous process. The scope of this manual is not limited to make participants capable to know about advocacy and lobbying strategies, tools & techniques, possible methods of advocacy, processes, role in local movements, possible outcomes and fears related to Advocacy. But, it will also help to develop a comprehensive action plan for future activities. For the said purpose, this training module has been designed to serve as a key document to strengthen the capacity of Civil Society to make sure conflict transformation and provision of basic human rights to ordinary citizens' systematically and peacefully.

Imparting knowledge, skills and template procedures of advocacy, lobbying and campaigning and are key objectives of this training module.

2. Objectives of the Training:

Key objectives of the training are given as:

- *To create understanding among participants on fundamental rights and obligations.*
- *To enable participants to understand and advocate the basic social service as basic human rights.*
- *Provide them sound knowledge about understanding the governance structure and to locate the duty bearers in local authorities with reference to basic social services to make them capable for lobbying and campaigning to ensure the basic rights of the citizens.*
- *To empower CSO's staff and community groups through modern tools, knowledge, skills and attitude for lobbying for basic social services in local, provincial and national context.*

Besides that here are some practical objectives of the training as under:

- To develop a common understanding of conflict, violence and peace
 - To build a learning group for the workshop
 - To identify when and how to use each tool in order to analyze a conflict context and to
 - To identify possible entry points for interventions
 - To learn and use the participatory tools of conflict context analysis
 - Analyze opportunities for and threats to advocacy, given the national and/or regional context.
 - Reflect on the concept of advocacy, particularly its desired outcomes and the factors that contribute to civil society's success with advocacy initiatives.
- (Source: WOLA)

3. Indicators of Learning:

By the following indicators of learning the Resource Person will judge the level of their learning:

- The identification of opportunities for and threats to advocacy given the national and/or regional context.
- The generation of theoretical inputs related to the concept of advocacy, its desired outcomes, and the factors that contribute to its success.

3.1. Precise Training Techniques to be Employed:

The Resource Person will employ the following techniques of learning during the training workshop:

- Defining and interpreting peace and advocacy in a word.
- Brainstorming about the idea of peace and advocacy.
- Constructing an operational definition of advocacy.

- A poster of newspaper clippings¹.
- Sharing advocacy exercises and role plays.
- Analyzing means and strategies of power for advocacy.

4. Structure, Sequence and Overview of the Module:

The Resource Person realizes that based on prior experience and situation, he/she needs to design Training Module as a source of learning for the participants to achieve the ultimate goal of ensuring peace and human security. The Module will be based on the Resource Person's existing knowledge, skills and time tested principles of communicating ideas, attributes and approaches of peace and advocacy.

4.1. Setting Norms of Training Workshop:

The Resource Person might want to let all the participants make a presentation. But sometimes this can turn a little repetitive. In that case the Resource Person need to tell that each participant will find an opportunity to make presentations during the course of the workshop and their ideas and opinions will be heard during the open discussion sessions. The Resource Person should ensure that all the participants are comfortable with and understand the meanings of all the strategic terms and concepts debated in this workshop.

The Resource Person should also help the participants to explain that, how do these concepts and terms translate and how are these understood in local language and in local context. Make sure that all the participants have a shared understanding of these concept and terms used? The Resource Person is expected to modify or change the terms to suit the participants' local context and cultures. It is also important for the Resource Person to provide them with new information, knowledge and skills and engage them in dialogue effectively and meaningfully.

¹ Washington Office for Latin America & Centre for Population and Development Activities (2012?) Manual for Facilitators of Advocacy Training Sessions.

Developing a sort of 'learning agreement' between Resource Person and the participants, just at the outset, helps to constitute 'ground rules' of the workshop. The participants will be involved in constituting these norms to encourage them to own and abide by the norms developed by them. These norms might include the following:

- Time for arrival and closure in the morning and evening and between sessions should be respected;
- Mobile phones should remain on silent or better be switched off;
- Different religions and cultures should be respected,
- Difference of opinion should be respected even if some of the participants do not agree;
- Hissing wisings and side conversations are not allowed;
- Everyone's voice and opinion should be heard;
- No participant should be interrupted when he or she is making a point;
- All participants are expected to be gender sensitive.

4.2. Functions and Responsibilities of Resource Person:

The Resource Person should be responsible to play the following role and undertake the following responsibilities:

- Contribute in building shared understanding of the group on key concepts, means or tools and strategies;
- Facilitate the group to be aware of its own diverse identities (positively) as well as its own dynamics;
- Stimulate democratic participation.
- Motivate the group to define, understand and achieve entire objectives of this whole exercise;
- Plan a logical and orderly process and proceed accordingly to effectively gain its objectives;

- Facilitate the groups to prioritize and summarize important points learnt in each session;
- A good Resource Person should also keep him/herself open to learn new things².

4.3. Structure of the Manual:

The manual is organized into 7 major sections: Section 1 shares an outline of the manual and of the basic norms and principles of the workshop. Section 2 comprises on the two guidelines for the training workshops. First one focuses on basic concepts of peace, advocacy and networking as means and processes of change. The second guideline of this section will try to communicate participants a satisfactory understanding of advocacy as key to planning such initiatives. It will also introduce multiple steps of planning and executing peace and advocacy campaigns. Section 3, introduces peace and human security as fundamental right of the citizens and the role of the state in this regard. Section 4 is built upon by various means, methods and typologies of advocacy and lobbying as well as lobbying for peace and advocacy. Section 6 explains preparations for advocacy, lobbying and networking. Section 7 deals with power analysis and analysis of stakeholders while the same section also deliberates on the expected results, outcomes and impact of advocacy along with the certain threats and uncertainties associated with advocacy and lobbying for peace and human security.

5. Training Methodology:

The proposed sessions, inscribed here below, shall be interactive, communicative and illustrative. The participants shall be encouraged to raise critical questions, actively participate in the sessions and share their own perceptions, understanding and experiences about the concepts, issues and modalities in relation to peace, human security, advocacy and networking. Short group works and analyses of certain case studies, complicated examples and if possible a couple of very short documentaries shall

² Washington Office for Latin America & Centre for Population and Development Activities (2012?) Manual for Facilitators of Advocacy Training Sessions. Page 5

also be screened to enhance and sharpen their learning. Have seen the documentary, the Resource Person can invite discussion, interpret main ideas and issues presented (along with the proposed solutions) and draw analysis.

Over all training methodology shall encompass a blend of precise oral sessions, group works, analyses or situation assessments that asks for adequate judgments and difficult decision making to uphold effectiveness and efficiency of public advocacy. The learning method set forth shall help to proceed while interweaving on the participants' basic know-how, general interactions and any relevant initiatives and experiences to improve upon and intervene for lasting changes in societal transformation and influencing the powers that be. By the end, the participants shall be encouraged to read through and understand simple handouts to enrich their learning and adopt certain means and modalities at local and sub-national levels. The Resource Person will also facilitate the participants to come up with a sort of an action plan, in case they are working in an organizational set up.

The manual is designed to train community and civil society activists in a three-day training workshop and it is going to employ a fine blend of presentations, short exercises, situation analysis, group works, collective discussions, participant's presentations, role-plays and, of course energizers and entertainments, where necessary. The Resource Persons is expected to adapt suggested tools, content and take care of the timing to deliver each session as effectively as possible.

5.1. Beginning of the Day:

Discuss the mediation technique through a small participatory exercise (10 Minutes)

The participants will discuss mediation techniques presented by the Resource Person in terms of how and if the participants can use it in their local settings. Allow them to suggest any changes they think would be suitable in their own local situation. After that the Resource Person gives a brief introduction to active listening and encourages participants to listen actively to the Resource Person as well as to one another during this wonderful journey of learning and action.

5.2. Setting the Ground Rules, Setting the Stage: (5 minutes)

Set the norms and ground rules for the workshop. Welcome everyone and set the tone. Thank them for their participation and interest in the subject. The Resource Person should now tell them exactly how the sessions will proceed. Set the agenda.

The ground rules should include: As a Resource Person, set the following norms for participants of the workshop:

- Maintaining a comfortable learning environment is every one's responsibility;
- Acknowledge differences of opinion and move on;
- Encourage communication and encourage every one to participate;
- Check understanding and clarify assumptions – identify issues;
- Summarize points of agreement and disagreement by the end of each session;
- Encouraging dialogue, mediation, negotiation and peace-building as is the purpose of the training;
- Encourage problem-solving.

5.2.1. Develop a common language of comprehending advocacy and lobbying skills:

(Timing Allocated: 15 Minutes)

5.2.2. Make a small presentation and introduce the module:

Display flipcharts already prepared that highlight key aims of the whole training:

Charts will simply present the road map for the entire module designed to pinpoint the foundations of the module by deciding on a range of actions that non-government organizations, community-based organizations (CBOs) and other civil society groups can adopt to engage with people and the stakeholders to improve basic services at the local

level and transform conflicts and conflicting relationships. It must be emphasized that appropriate actions rely upon appropriate analysis. In this session, the Resource Person makes an attempt to introduce a common language for thinking about our issues and numerous situations together and introduces certain tools to help participants to think about conflict and violence from different perspectives. It will help participants to analyze different situations systematically and will encourage them to make systematic choices of actions to rectify a situation in favour of ordinary citizens.

Small Exercise:

Ask the participants what comes to your mind when you listen to the word ‘advocacy and then lobbying’? Write down participants’ words and phrases on a flipchart without making any comment. Once the participants exhaust their ideas and impressions discuss things with multiple semantics and dimensions of all these words. Gradually the participants will realize that they have a wide range of understanding and perception about “advocacy” and “lobbying”. The words and phrases that come to the participants’ minds reflect both conflicting and non-conflicting dimensions of the art and skill of advocacy and lobbying.

SESSION – I

(Time Allocated: 1.30 Hours)

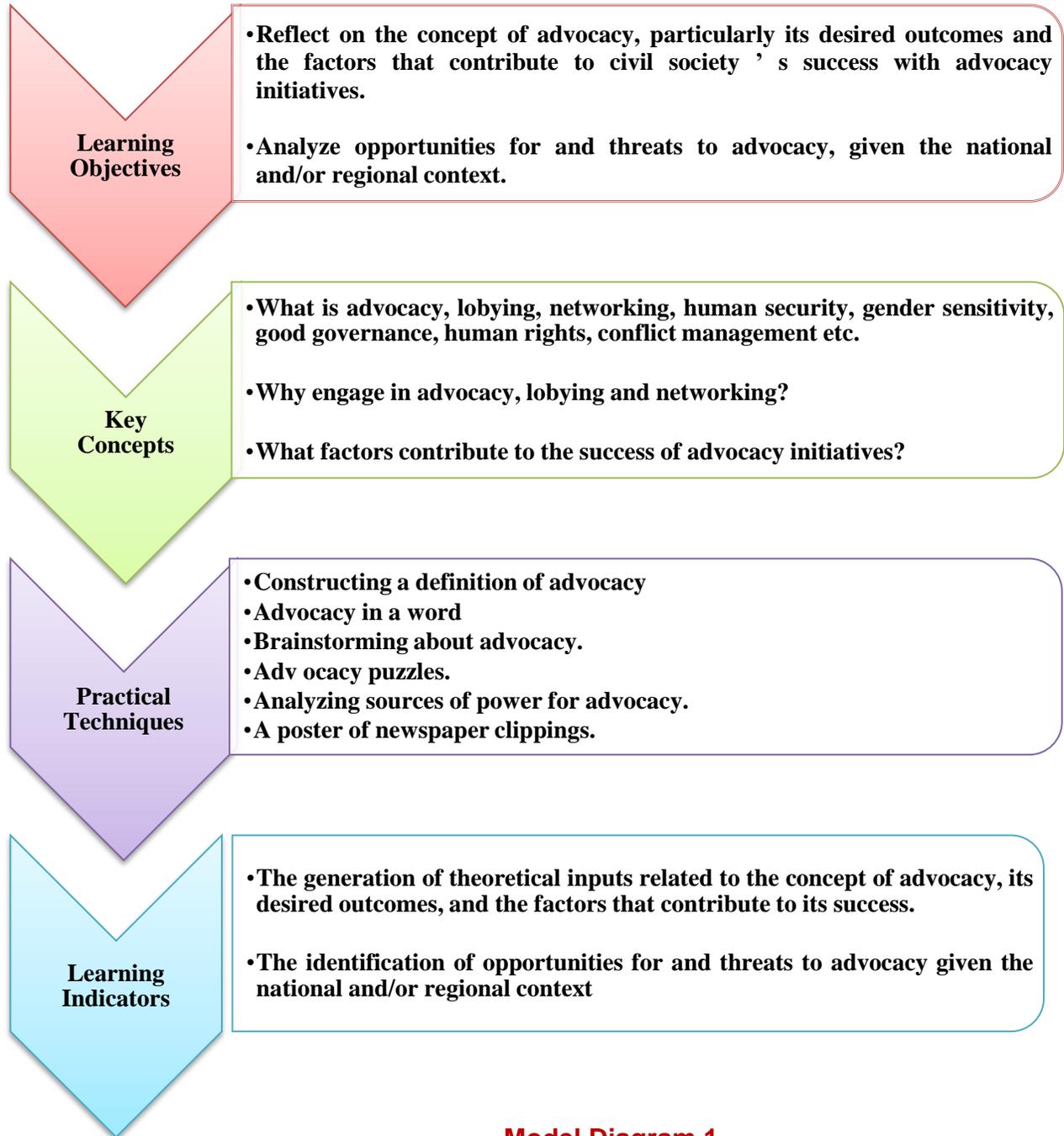
Understanding Relevant Concepts

This module will introduce key concepts say, what peace, human security, advocacy, lobbying and networking is and how these concepts might be materialized. Besides that the Resource Person introduces adequate tools to be discussed and presented with the purpose of bringing in a systematic strategy and planning for required advocacy initiatives. The Resource Person should also discuss, how advocacy and lobbying might fit with other human security, peace-building and conflict transformation ideas and approaches.

Introduction to Session - I

Understanding Relevant Concepts

The key concepts are illustrated here below:



Model Diagram 1

5.3. Civil Society:

“Civil Society refers to the range of institutions, groups and associations, which represent diverse interests in society and provide a balance to government. Alternatively Civil Society is also defined as a space between state and the family. Conflict takes place when two or more parties find their interests incompatible, express hostile attitudes, or take action which damages the other party’s ability to pursue their interests.

5.4. Advocacy:

Advocacy is a strategy of getting a policy or practice shift by meetings, negotiation, dialogues or discussions that helps amplifying the voice of the poor and powerless without delving into conflict. Advocacy engages several tools like campaigning, workshops, seminars, peaceful protests, letter-writing, petitions and networking along with the electronic, print as social media engagement and linkage building.

5.5. Lobbying:

Lobbying is also a similar concept of meeting and negotiating with various parties to a particular issue and seeking their support or moulding their opinion in your favour. Winning the support of majority of the associated groups and parties helps resolving the problem in favour of the poor and/or discriminated.

5.6. Networking:

Networking is the process of organizing multiple groups and associations around a particular issue and/or a particular position. A particular network may or may not take a name and it may or may work once the issue is resolved or not resolved after a particular period of time.

5.7. Human Security:

Human Security refers to an approach that the provision of fundamental needs and services such as food, health, education, sewerage, sanitation and drinking water not only help reducing poverty rather prove instrumental to minimize conflicts in society and

build peace at the local levels. Secure and comfortable lives of the citizens guarantees human security.

5.8. Gender Sensitivity:

Gender sensitivity means that during training activities such as communication, interpretation and analysis, campaign design, planning and implementation, the expectations, needs and particular circumstances of women (and men) are carefully thought about and responded in correspondence to their needs, problems and aspirations. In certain situations, it might be the case that because of social inequalities, vulnerability, discrimination or violence, particular attention should be given to particular individuals or groups to impart equal benefits to all men and women in a training or as a result of an interaction.

5.9. Good Governance:

Good Governance refers to the transparent and accountable management of all the country's resources for the benefit of all. Good governance includes the role of the authorities in promoting a favourable environment for economic and social development, deciding how to equitably allocate resources, establishing an inclusive, political, power-sharing government structure, protecting human rights, and ensuring the rule of law.

5.10. Mediation:

Mediation is a process by which an impartial third party helps two (or more) disputants to work out how to resolve a conflict. The disputants, not the mediators, decide the term of any agreement reached. Mediation usually focuses on future rather than past behaviour. People from different cultures may use different styles and approaches to mediation. A positive and effective mediation should however result in amicable solution of the problem and a win-win situation.

5.11. Human Rights:

With the premise that all human being are born free and equal in rights and dignity human rights philosophy believes in inherent esteem of every individual irrespective of caste,

class, religion, language and ethnicity. Human Rights refer to universal and interdependent rights which are applicable to everybody. Whether civil, political, economic, social, or cultural in nature, they must be respected and promoted in their entirety. They are the subject of a series of international and regional agreements and legal acts which constitute an international legal framework.

The model shown below helps to understand the very basic concepts of advocacy and its components³:



Model Diagram 2

6. Conflict, Violent Conflict & Conflict Analysis:

A possible working definition of conflict is: Violence is the actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental

³ Washington Office for Latin America & Centre for Population and Development Activities (2012?) Manual for Facilitators of Advocacy Training Sessions.

damage/harm and/or prevent people from reaching their full human potential. Emphasize that violence is defined by damage/harm and there are different ways that violence can take place. It can also be defined as a relationship between two or more parties who have, or who think they have, incompatible goals. In order to understand more deeply what conflict is, it can help us to focus on two elements in this definition: behaviour (basic to any relationship); and goals (what you want to achieve). The model below identifies different kinds of conflict according to these two elements. The word 'compatible' means 'in harmony with'; the word 'incompatible' means 'clashing', or 'in opposition to'. Violent conflict arises when parties go beyond seeking to attain their goals peacefully and try to dominate or destroy the opposing party's ability to pursue their own interests.

Conflict Analysis is a structured process of analysis to better understand a conflict, including its background/history, the main groups involved and their drivers, perspectives and motivations, the key drivers of the conflict and potential factors for peace. Transformation represents change from one status to another. Transforming conflict and building peace progression, transformation is the movement from the latent stage to confrontation, to negotiation, and to a dynamic, peaceful relationship.

7. Conflict Prevention and Conflict Management:

Conflict prevention activities are undertaken over the short-term to reduce tensions and/or prevent the outbreak or recurrence of violent conflict. Conflict resolution activities are undertaken over the short-term to end violent conflict. Conflict management refers to actions undertaken with the main objective to prevent the escalation of violence either vertically (intensification of violence) or horizontally (geographic spread) in existing violent conflicts.

7.1. Conflict Sensitive Approach:

A conflict-sensitive approach involves gaining a good understanding through conflict analysis of the context you operate (e.g. key conflict actors, drivers and dynamics) and understanding the ways in which your intervention might impact on these conflict issues

(e.g. what positive or negative, intended or unintended impacts might your activities entail on these actors, causes and dynamics), and then acting upon this understanding in order to minimize the negative and maximize the positive impacts on peace and conflict⁴.

7.1.1. Vulnerable Groups:

Vulnerable groups refer to certain groups in society who are especially discriminated against or neglected by the state and society as a whole. They often include poor people, minorities, a particular sect, indigenous peoples, refugees or people internally displaced as a result of conflict, and certain groups of children and women.

7.1.2. Negotiation:

Negotiation is the process of back-and-forth communication aimed at reaching an agreement that is mutually acceptable with others when some interests are shared and some are different. People from different cultures may use different styles and approaches to negotiation. Purpose of negotiation is to approach a middle ground that should be acceptable for all the conflicting parties.

⁴ European Union, Saferworld and CAMP (2014) Training of Trainer's Manual: Transforming Conflict and Building Peace.



Model Diagram 3

7.1.3. Participatory Approach:

A 'participatory approach' to training means that it is not only the Resource Persons who provides content (means as well as ends) for the participants to learn. A participation-based workshop draws extensively from the participants' own knowledge and experience which then feeds into and strengthens the learning process. This is done using small group work, case studies, role-plays, discussions, and participants presentations. Such an approach means that the learning is more relevant and focused for participants' needs and expectations.

8. Peace:

Peace is understood as tackling the sometimes less visible and deeper structural root causes of the conflict (violent disagreement), and is therefore longer-term. Activities include establishing a fair and independent legal and law enforcement system; tackling discrimination in education and health provision; building an accountable, inclusive and power-sharing form of government; fostering cooperation between groups; challenging negative stereotypes and prejudices; and protecting human rights. Positive peace leads to sustainable state of conflict free societal relationships.

8.1. Peace-Building:

Peace Building is a comprehensive concept that includes, generates and sustains many processes, approaches and stages needed to transform destructive conflict (actions that lead to destruction) towards more sustainable, peaceful and stable relationships. The term thus involves a wide range of activities that occur before and after formal peace accords. In this understanding, peace is seen not merely as a stage in time or a static condition, but as a dynamic process.

The process of peace building can be explained by drawing a parallel to the process of building a house: it requires planning and designing, investment and material, architectural style and developing appearance, coordination of labour, firm foundations, finishing touches, as well as continued maintenance and or re-strengthening. Peace-building is a process to engage in, not a goal to arrive at.

8.2. Rule of Law:

Rule of Law refers to the primacy of the law as a fundamental principle of any democratic system, which seeks to foster and promote rights, whether civil and political or economic, social and cultural. This notably encompasses the enabling of citizens to defend their rights, as well as shaping the structure of the state and the prerogatives of various powers, with a view to placing limitations on their power.

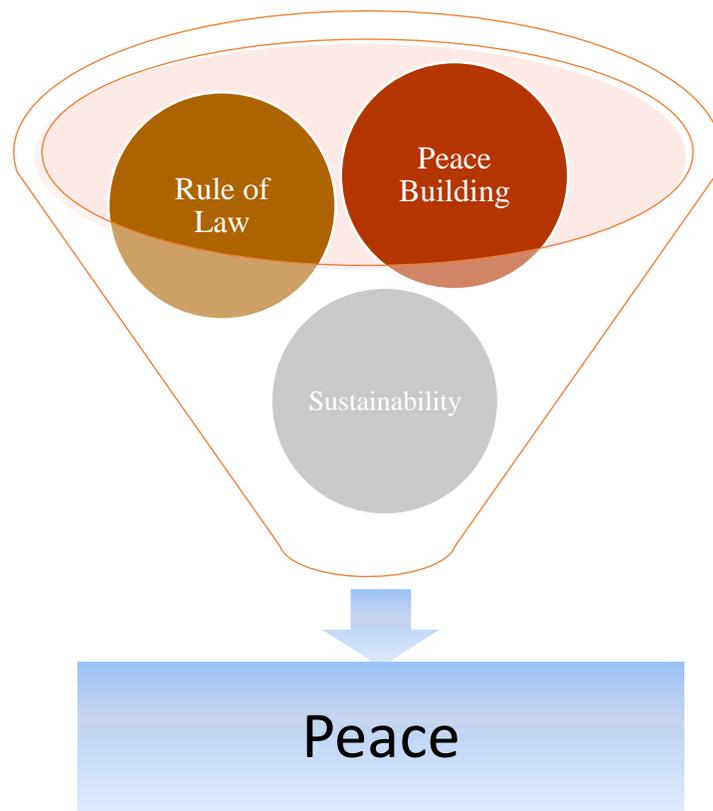
8.3. Sustainability:

Sustainability indicates a concern not only to start peace-building and reconciliation initiatives but also to create a proactive process that is capable of maintaining its life over time. It enables a spiral of peace and development instead of a spiral of violence and destruction.

Having looked at conflict analysis, conflict-sensitive approaches to peace-building, and dialogue processes (especially mediation), this session explores another peace-building approach for CBOs. This session will introduce what advocacy is and how it might be carried out. To help with this, several analytic tools will be presented, practiced and

discussed, with the objective of introducing a method to help with systematic strategy, planning for advocacy work. The Resource Person should, discuss with workshop participants, how advocacy might fit with other peace, human security, conflict transformation and peace-building approaches.

Note: *Although the whole session should be interactive but allow 30 minutes for question- answers and debate.*



Model Diagram 4

SESSION – II

(Time Allocated: 45 Minutes)

Having explained the key concepts, the Resource Person, should go for a role play. Imagine a situation where two neighbours exchange heated arguments over a broken

sewerage pipe (spilling dirty water all around) blaming each other to cause the trouble or each of them thinks, it is their houses' effluent that causes whole mess around. Heated argument takes the shape of an active conflict. Other neighbours and relatives pick sides and then it becomes into an all-out fights.

Chose different characters from the community including community elders and try to resolve the conflict. Please do not ignore the fact that eventually it is lack of repair and maintenance responsibility of the PHED (Public Health Engineering Department) functioning under the local government and they have a role in creating and resolving the conflict. Do assign someone a role from PHED and other concerned departments and officials as well as stakeholders.

During the Role Play and performance of the participants note all the points of resolving local conflicts and peace-building measures to be explained in the next session when you interpret advocacy and conflicts management tools and strategies.

Group Exercise:

Ask the eyewitness examples of a couple of local conflicts from the participants. Chose 2 or 3 of them and assigned them the task of resolving them through mediation. The Resource Person should also explain the participants that mediators do not tell the disputants a readymade solution or what to do. As a mediator, you need to listen to all sides of a conflict story. Even if you have enough information to give advice and solutions refrain throwing a solution rather suggest them points of discussion and how to proceed towards managing the conflict. The Resource Person should keep in mind that it is good that the conflicting parties should work out a solution and own it.

Hand Outs: Understanding Conflict and Violence:

Distribute simple and easy to understand handouts to the participants that explain the conceptual and practical dimensions of all the concepts explains and debated above.

Wrap Up of the Day:

(Time Allocated: 15 Minutes)

Wrap up the session with reflecting back on the concept and strategies shared. Also ask the participants to share their ideas and understanding. Incorporate any relevant suggestions in the next day's session. With the Recap of the Session, the Resource Person should look ahead to Check that there should be at least one piece of flipchart on the wall for the analysis of each of the concepts. The Resource Person should walk around the room referring to the flipchart papers in a sequence the concept were interpreted. The Resource Person should also remind participants of the overall objectives of the whole session, the analysis of all the concepts and how each concept will contribute to overall analysis and understanding of the subject.

DAY – II

9. Human Development as a Notion of Social Development:

SESSION – III:

(Time Allocated: 30 Minutes)

In this Session the Resource Person explains the relevant notions i.e. the notion of human security and human security as a notion of the provision and/or the existence of fundamental needs and facilities. Having explained these concepts precisely, the Resource Person divides the participants into X number of groups and asks them to discuss within the group and come up with the strategic connection with fundamental needs as a pre-requisite for peace and stability. They will also come up with certain practical suggestion to improve the situation on ground that will be dealt in the next session.

9.1. Defining and Understanding Human Security:

The Resource Person should explain the idea of Human Security and its direct connection with the provision of fundamental needs and facilities. Here goes its detail which can be shared with the participants in a precise manner.

Apart from the traditional notion of 'wellbeing' that mostly caters the needs of lower and middle class, 'human security' focuses on the whole society and overall well being of the citizens in general. Precisely, human security is defined as, "it is the basic quality-of-life of an individual or household at home, in one's community, and in the world - if that person is wealthy, 'middle class', 'working class', or poor." The idea of human security borrowed its strength from, 'freedom from want and fear' the two significant notions of human rights and stands as primary reasons for organizing a state (Pitsuwan 2007 as quoted in David Hastings 2010).

Whatever form a government may take its ultimate responsibility is to ensure the wellbeing of all people. To provide mental, physical and spiritual peace and security to all of its citizens is the mark of its efficiency and effectiveness. In the wake of massive challenges such as internal disturbances, unfriendly neighborhood, threats of terror and frequent natural disasters, Human Security Index (HSI), a measure for human security, suggests how to strategize, improve and progress towards the needs and aspirations of the people – the chief aim of governanceⁱ.

Human security encompasses basic human rights, good governance, access to education, health care and ensures that each individual has equal opportunities to realize his/her needs without interference. Every effort of a state in this direction is a step towards eliminating poverty, achieving economic growth and preventing conflict. As described by Kofi Annan, the former UN Secretary General, "*Freedom from want, freedom from fear, and the freedom of future generations to inherit a healthy natural environment - are the building blocks of human – and therefore national – security.*"ⁱⁱ In-fact, 'human rights,' constitutes the core of 'human security' as well as its' normative framework. Succinctly put, human security is a broader concept taking in 'fundamental rights' as well as 'absolute needs' and 'basic capabilities'.

Since its inception, Pakistan has signed the Universal Declaration of Human Rights (UDHR) in 1948 and later on incorporated most of its points in its 1973 Constitution. In 2008, with the ratification of International Covenant on Economic, Social and Cultural Rights (IC-ESCR) and signing the International Covenant on Civic and Political Rights (IC-CPR) Pakistan has gestured to extend maximum social, economic, civic and political rights to its citizens. Pakistan is also a party to the key human rights instruments — UDHR, CEDAW (Convention on the Elimination of All forms of Discrimination Against Women), CRC (Convention of the Rights of the Child - 1989), and Declaration on the Rights of the Persons belonging to National, Ethnic, Religious and Linguistic Minorities (1992). The government, therefore, is obliged to respect and fulfill all these norms and standardsⁱⁱⁱ.

Adopted in 2010, the 18th Constitutional Amendment, delegated powers from federal to the provincial organs of the state. Provincial government operations, technically speaking, are to be carried through district governments. District governments, with extra-emphasis in the last decade, work through number of departments to perform specific functions⁵. At local levels human security is judged from the services provided by the Local Government.

It is only by enhancing the access and provision of primary goods and services at the district levels, that Pakistan can realize its national and international goals and targets. Millennium Development Goals (MDGs)⁶ - comprising on 8 goals and 21 targets - can

⁵ Local Government Elections in Balochistan have already been held on December 7, 2013. In Sindh and Punjab, they are scheduled to be held in January 18 and January 30th respectively. While Khyber Pakhtunkhwa is likely to announce it soon.

⁶ It is pertinent to refer here that Pakistan has, in general, either failed to achieve MDGs or has hardly been halfway or a little above against all the goals and targets of providing fundamental facilities and services to all the citizens. World Community (UN on the lead) has now embarked on Sustainable Development Goals (SDGs) and Pakistan is also in process to make plans for 2016 and onwards accordingly.

only be achieved with the efficient programming and implementation of vital services – essential for better civic life. Seven out of eight goals directly cater to the indicators of human security i.e. eradication of poverty and hunger, universal primary education, gender equality and women empowerment, reducing child mortality, improvement in maternal health, combating mortal diseases and environmental sustainability^{iv}. Quite pertinent it is to mention here that the Government of Punjab has received millions of dollars from UN and other bilateral donors^v for technical assistance and other sectoral improvements in this regard.

To assess the state of human security, government's success and failure in providing basic facilities and services to the citizens can be examined by collecting primary and secondary data from a particular district^{vi}.

Session – IV:

(Time Allocated: 15 Minutes)

10. Human Security as a Measure to Minimize Conflict:

More than anything, the ordinary citizens suffer more from the absence of or the lack of basic facilities and/or weak and poor governance. It is also an established fact that vicious cycle of poverty and state's inability to provide basic necessities causes conflicts, at times turning violently destructive. If the citizens develop and/or restore trust in their respective governments as trustworthy partner that are capable of delivering basic services and mediating to resolve conflict, the state of human security will gradually improve.

Besides that the citizens will also build trust among different religious, sectarian and ethnic identities by accommodating diversity and plurality among themselves. The situation can be improved by strengthening civil society to hold Local Government accountable for peace and the provision of fundamental necessities and (simultaneously) by empowering the Local Government to address the root causes of local conflicts and i.e. in most cases the absence of limited provision of basic facilities. Increased socio-

cultural interaction among citizens increases trust amongst them and helps them influence policies in their own favour.

Communities and Local Government can play a significant role in reducing, preventing and transforming conflicts by the provision and improvement in the provision of fundamental necessities. Supporting democratic processes and advocating with the state institutions of the provincial and local governments to fulfill its obligations in extending basic rights and ensuring accountability and transparency in public policies is believed to improve political stability and enhance peace in Pakistan. It is important in this regard that citizens trust the government and respect its monopoly over the (legal) use of force. On top of that, if appropriate social and political structures exist, most of the conflicts are resolved peacefully and effectively. A comprehensive model of human security is being introduced here that addresses the importance of the rule of law, state responsiveness towards basic human rights that are certain to have peace dividends. The model complements with evidence-based advocacy to hold respective governments accountable and stress them to ensure the provision of basic services and freedom from fear and want. Advocacy initiatives are essential to stimulate mutual dialogue and state-civil society engagement to improve the situation. All such initiatives reflect back to the fundamental conviction that if human security needs of the civilians are fulfilled peace will prevail⁷.

Session – V:

(Time Allocated: 15 Minutes)

11. Seeking Services as a Right Not as Concession:

The Resource Person will emphasize that fundamental needs and services that are essential for a citizen to live a peaceful and dignified life are his/her basic need as a human person as well as being a citizens of that state. He or she votes for one or another

⁷ Part of the idea has been extracted from Citizen First i.e. Human Security Project that Oxfam-Novib is currently implementing in Pakistan.

government, pays taxes (directly or indirectly) and abides by the law of the land. The state 'legitimately' exercises its power over every citizen both in active and passive form. Therefore, the citizens have a right to and the states are obliged to provide basic infrastructure and other facilities to its citizens. The impression that usually politicians of this country try to build that they are the providers of basic services. However, this impression must be dispelled.

Citizens have every right to seek information and assess the quality and degree of the provision of basic needs and services to its citizens without any discrimination of gender, caste, class, religion, sect or ethnicity. Where the State fails to provide basic services, then the citizens have every right to wage such advocacy, campaigning, networking and lobbying around to influence and pressurize the State that will provide all such services to all the people without any discrimination. Ideally, Local Government is the hub of advocacy and campaigning initiatives.

Advocacy, lobbying and networking also serve as the tool for bringing the State and the citizens together. Such measures also serve as a tool to bridge the gap between rulers and the ruled. These efforts help citizens to realize the unsaid, undeclared agreement between citizens and the state.

Here the Resource Person should also tell the participations that advocacy, lobbying and networking techniques will be shared in the next session.

Group Work:

The Resource Person needs to divide participants into X number of groups to be assigned a relevant task. Ask the participants to identify key issues of concern that they face as citizens of this state while seeking fundamental services at the local level. Also ask them to identify the usual responses of the government department/officials while seeking a service or getting a problem fixed. Besides that ask the participants to list down traditional means and methods, citizens use to seen missing services along with potential conflicts that emerge around.

Hand outs to be given to the participants:

After this exercise, the Resource Person should give handouts to the participants and advise them to read and learn further from the literature distributed.

SESSION – VI:

(Time Allocated: 30 Minutes)

12. Policy Advocacy for Human Security and Conflict Transformation:

12.1. What is advocacy and how is it relevant to social development as a notion of human security:

The Resource Person should request the participants to be seated in a semi-circle arrangement. A flip chart should be tuck to the white board in front of them. The Resource Person should begin the session by asking the participants about their perception and understanding of “advocacy.” Let the participants brainstorm what is meant by “advocacy.” Why do people need to take advocacy initiatives? How many types of advocacies could be there? What advocacy measures could do for marginalized, poor and vulnerable people? How can an individual, a group or an organization launch advocacy campaign? It is also relevant to co-relate the experiences of some participants who have been part of some advocacy interventions.

Having done that try to come up with an operational definition of advocacy. By and large, try to explain them that:



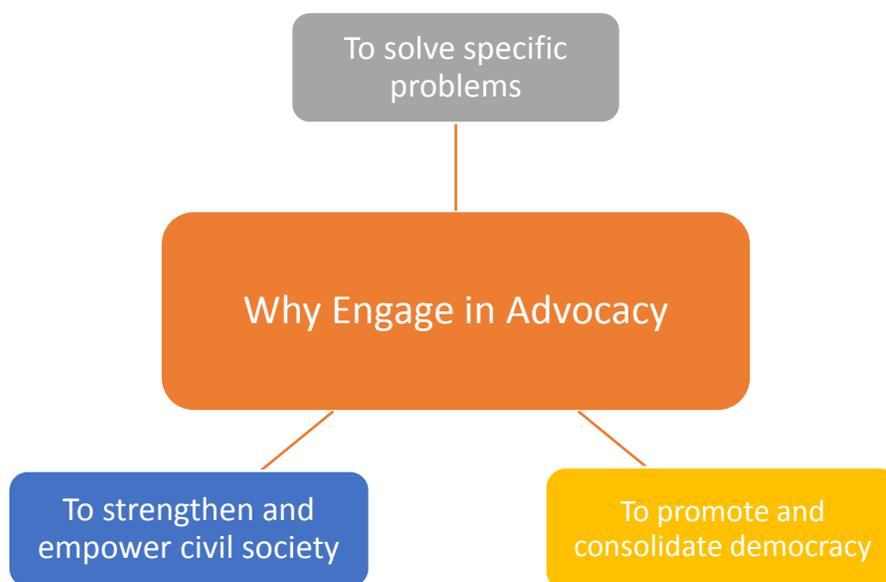
Model Diagram 5

12.1.1. Defining advocacy?

“In any field of life when a number of people try to influence a public institute to resolve the issue of a society as a whole is called policy advocacy. These institutes have authority to resolve these problems. Mostly they are indulged in laziness. It includes media persons, journalists, NGOs, civil society organizations and local level community organizations”.

In other words, “advocacy is a strategic process to influence the policies and practices that affect people’s lives. Advocacy process can be divided into the two phases i.e. Planning Advocacy that includes the process by which goals are set and the targets are selected and strategies are influenced. Second phase is the Activities of Advocacy which prescribes the means by which an Advocacy Plan is implemented. This phase includes

the formulation of messages and the type of lobbying activities undertaken⁸. The model diagram depicts the reason to why engage in advocacy⁹:



Model Diagram 6

From another perspective one can say that, “advocacy refers to organized efforts by citizens to influence the formulation and implementation of public policies and programs by persuading and pressuring state authorities, international financial institutions, and other powerful actors. Advocacy embraces various activities undertaken to gain access to and influence decision-makers on matters of importance to a particular group or to society in general”¹⁰.

Advocacy encompasses a wide range of activities that influence decision makers. Advocacy includes traditional activities such as litigation, lobbying, and public education

⁸ European Union, Saferworld and CAMP (2014) Training of Trainer’s Manual: Transforming Conflict and Building Peace.

⁹ Washington Office for Latin America & Centre for Development and Population Activities (2012?) Manual for Facilitators of Advocacy Training Sessions.

¹⁰ Washington Office for Latin America & Centre for Population and Development Activities (2012?) Manual for Facilitators of Advocacy Training Sessions.

as well. It can also include capacity building, relationship building, forming networks, and leadership development. Lobbying refers to activities that are intended to influence a specific piece of legislation. Precisely, advocacy is a process of influencing the decision making authorities in favour of the poor, marginalized and vulnerable people. It is very much part of democratic process. In other words, advocacy is a process of amplifying voice for the voiceless. An effective advocacy process in itself is participatory, diversified, inclusive and egalitarian.

After clarifying the concept of the advocacy and lobbying, a diagram of advocacy was drawn by the Resource Person on the chart as given below.



Model Diagram 7

Handouts to be distributed:

Distribute simple literature on the notions and practices of advocacy, lobbying, networking and relevant means and methods of advocacy. The handouts will enable the participant to grasp appropriate ideas and practices to use them in other respective areas to seek basic facilities from local and provincial departments. The hand outs will also enable

participants to understand multiple aspects and practices of advocacy in their local context. Through, this simple and relevant literature, the participant will also comprehend that negotiation and mediation are also the tools for seeking public support and public facilities eventually resulting in human security.

DAY – III

13. Planning and Implementing Advocacy Initiatives:

Recap of the day: The Resource Person should invite participants to reflect back on the learning of the previous day. Do encourage them to be critical as well as suggestive.

SESSION – VII:

(Time Allocated: 60 Minutes)

13.1. Feeling the Need for Advocacy Initiatives:

There is always a room for advocacy initiatives to promote needs and concerns of the ordinary people, particularly those marginalized and neglected by the State or affected by any larger crises in the country. The Resource Person needs to make the participants realize that change is natural and inevitable. But what matters is, the direction of change and this is where an advocacy process intends to intervene and influence. By advocacy measures, organized groups of society can set change in the right direction from and change can be influenced from local to regional and even international direction. Advocacy can multiply the impact of a work and influence, policies, practices and even legislation in the larger interests of the society.

13.2. Launching Various Types of Advocacy Initiatives:

Advocacy activities might range from workshops, seminars, lobbying meetings to reporting, research and analysis. Multiple forms of advocacies can be adopted at multiple levels and it also depends on what type of issues can be impacted in what manners. Advocacy activities demand direct engagement with the government officials at the local,

national and sub-national levels. The Resource Person should also advise participants to draw evidence-based arguments and how local officials can help improve the situation on ground. It must be kept in mind that in an advocacy process, the communities need to be brought together to influence authorities and decision makers.

13.3. Practically Engaging in Advocacy:

The Resource Person must emphasize that advocacy is not a once-off event but a process. Therefore, developing an advocacy strategy is essential and must be pursued persistently and dynamically. Seeking intended results is only possible once an object is followed without falter.

13.4. Engaging Citizens for Advocacy Actions:

The Resource Person should stress participants that advocacy is a tool to mobilize citizens participation in influencing government officials, decision-making authorities, local government and other powerful bodies. Along with other means of citizens' engagement with the state authorities like Ombudsperson's office, khulli kachehri (open debate and process of decision making), special tribunals and commissions, local government avenues for citizens' engagement etc. By advocacy initiatives, civil society and its various chapters participate and influence various policies and practices in a systematic and democratic manner. They can also put forward their agendas and preferences about the issues of public policy that influence or might influence their lives¹¹.

In general, citizens participation requires consciousness, internal democracy, human and economic resources, credibility and willingness to struggle, ability to mobilize people across different sectors, religions and ethnicities and good leaders, alliances and associations and public support¹².

¹¹ Washington Office for Latin America & Centre for Population and Development Activities (2012?) Manual for Facilitators of Advocacy Training Sessions.

¹² Same as above.

Group Work:

(Time Allocated: 45 Minutes)

The Resource Person should divide the participants into 2-3 equal number of groups. Ask each groups to identify an appropriate local issue and develop a strategy all through the course of advocacy. Also, advise them to identify stakeholders, guess who is likely to support and who is likely to oppose. While mapping the social situation, advise them to build alliances and seek local support while explaining how they will go about that.

SESSION – VIII:

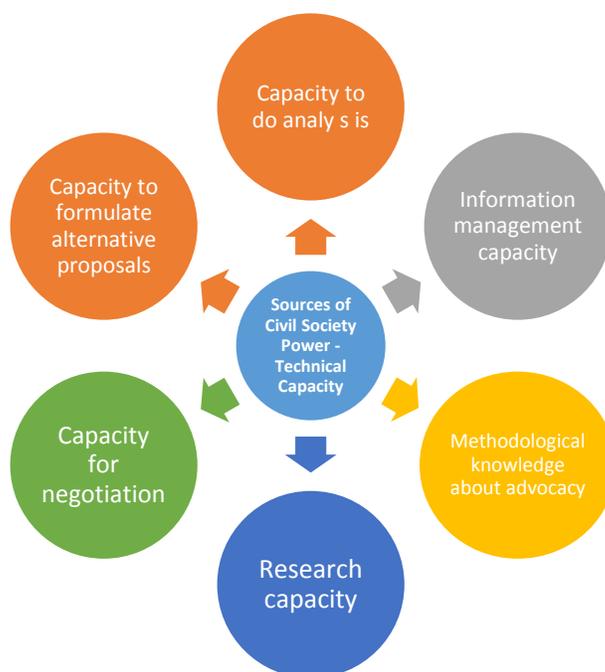
(Time Allocated: 45 Minutes)

14. Exercising Civil Society’s Power through Advocacy:

Advocacy measures are sometimes seen as the citizens or the affectees’ (in certain cases) exercise of power in response to the government officials and respective sectoral authorities. During the process of advocacy, some of these approaches contribute to the accumulation of and consolidation and consolidation of societal powers. The process also demands holding certain technical capacities and/or strengthening technical capabilities of the participants of the process. The Resource Person should also let the participants know that an effective advocacy initiative or process requires employing different tools and approaches to harness into various sources of power. It depends on, how much power Civil Society can exercise in influencing certain decision of the State authorities that are not in favour of the marginalized, poor and powerless people. The larger the power, influence and persistence of civil society, greater the probability of success and State responsiveness.

The element of exercising Civil Society’s Power requires Civil Society’s research capabilities, ability to do analysis, negotiation potential, capacity to develop and compose alternative proposals, information management, and methodological knowledge about

advocacy. The diagram below shows the sources of civil society power in technical capacity¹³.



Model Diagram 8

14.1. Advocacy as a Collective Process:

The Resource Person should let the participants know that practicing advocacy is a cumulative process where more than one tools, strategy, means and activities or actions are adopted. As the process move on, it involves the implementation of various strategies and activities with a creative persistence of Civil Society positioning.

The participants need to know that advocacy processes might meet several failures before a success is achieved. For those who are waging advocacy campaigns, it is important to encourage them to not to give up rather keep persistently pursuing its objectives. The Civil Society groups that embark on some advocacy agenda must learn

¹³ Washington Office for Latin America & Centre for Population and Development Activities (2012?) Manual for Facilitators of Advocacy Training Sessions.

from their mistakes and should continually strengthen its citizenry and social power and technical capability as well. To achieve an objective, advocacy combines various integrated processes. The Resource Person should help them understand that the Civil Society groups launching an advocacy initiative must not undermine their small successes as they might appear consolidating its success meant for the larger success. Minor successes are also meaningful as they build up citizens' power and their technical ability to deal with more complex issues and taking up larger challenges¹⁴.

15. Different Approaches Policy Advocacy and Negotiation:

One way or the other most of us are engaged in advocacy and negotiation in some sense without realizing it. But formally speaking, it is kind of skill we use here and there every other day in our personal and professional lives. However, we often fail to consider its probabilities and possibilities. While, negotiating our day to day personal or professional matters we can either choose to be hard or soft.

15.1. Softer Negotiations:

The art of softer negotiation usually “avoids conflict and so makes concessions readily in order to reach agreement. They want an amicable resolution; yet they often end up exploited and feeling bitter”. While **Harder Negotiators** “see any situation as a contest of wills in which the side that takes the more extreme positions and holds out longer fares better”. They want to win, yet they often end up producing an equally hard response from the other side which prevents their needs being met. On the other hand, **Principled Negotiation** is a method based on five key principles¹⁵:

- 1) Separate the people from the problem.
- 2) Focus is on the problem.
- 3) Focus on interests, not positions.

¹⁴ Washington Office for Latin America & Centre for Population and Development Activities (2012?) Manual for Facilitators of Advocacy Training Sessions.

¹⁵ European Union, Saferworld and CAMP (2014) Training of Trainer's Manual: Transforming Conflict and Building Peace.

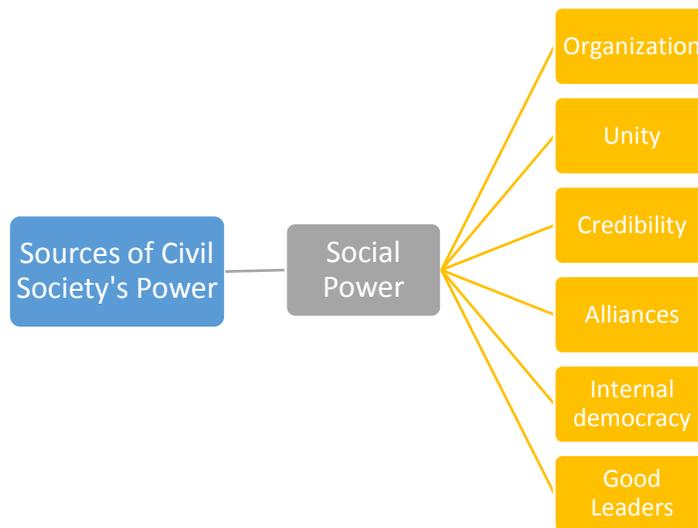
- 4) Invent options for mutual gain.
- 5) Insist on using objective criteria.

15.2. Eventual Outcome of Advocacy:

The Resource Person should help the participants understand that from a Civil Society point of view the ultimate purpose of advocacy is to solve certain issues of public concern as well as to strengthen and empower Civil Society and Community Groups to entrench and promote democratic systems and processes. Appropriate advocacy measures must focus on solving people (mainly of the marginalized and the poor) problems within a complicated and challenging environment. Civil Society organizations that work to promote plurality, equality, justice, inclusion and democratization along with sustained development strive to change social, political, economic and cultural environment to help the society and the state at large. The Resource Persons, should communicate the participants that it is the citizens groups who plan and implement various tools, strategies and activities as part of an advocacy campaign to resolve significant problems, in a way that should help all sections of society¹⁶. The diagram below shows the sources of civil society power as social power¹⁷.

¹⁶ Same as above

¹⁷ Washington Office for Latin America & Centre for Population and Development Activities (2012?) Manual for Facilitators of Advocacy Training Sessions.



Model Diagram 9

16. Plenary Discussion:

(Time Allocated 30 minutes)

Having come this far allow the participants for plenary discussion on all the practical idea learnt today and even during the earlier two days.

Giving Handout:

After that distribute a simple handout that help participants understand all the ideas and skills mentioned above. These will also help participant polish and employ their skills once this workshop is over.

Group Work:

Divide participants into 2-3 groups to choose an issue and ask them to adopt various negative techniques and participatory approaches to resolve a single issue. Each group should adopt one or another strategy to resolve an issue and see its results. During and after the presentations ask them to analyze various risks and challenges involved in advocacy and how to deal with them.

17. Thanking and Post Workshop Evaluation Form:

Thank all the participants, distribute them post workshop Evaluation Form to assess their learning and urge them to share their candid opinion and suggestions for future.

ⁱ David Hastings (2010) The Human Security Index: An update and a new release, also see <http://www.HumanSecurityIndex.org>.

ⁱⁱ Secretary-General Salutes International Workshop on Human Security In Mongolia. (2000). Retrieved From: <Http://Www.Un.Org/News/Press/Docs/2000/20000508.Sgsm7382.Doc.Html> Accessed On 16.11.2013

ⁱⁱⁱ Toolkit for Human Security Report : Oxfam Novib and partners 2012

^{iv} Millennium Development Goals and Indicators, See: <http://mdgs.un.org/unsd/mdg/host.aspx?Content=indicators/officiallist.htm> , 23.12.2011

^v Punjab Millennium Development Goals Program and Access to Justice Program, See: Asian Development Programme, See: <http://www.adb.org/projects/41641-012/financing?ref=sectors/energy/projects>

^{vi} Data is collected from primary and secondary sources.