



Canadian Human  
Rights Foundation

Fondation canadienne  
des droits de la personne

*Building a culture of human rights.*

# Human Rights Monitoring and Advocacy

National Workshop for NGOs

May 5-9 2003  
Jakarta Indonesia

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Agence canadienne de  
développement international

Canadian International  
Development Agency

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# Introduction

## Program Goal

This workshop was developed as part of the Indonesia Canada Human Rights Education Project (ICHREP). The purpose of the ICHREP is to strengthen the capacity of Indonesian NGOs and CBOs to:

- i) effectively participate in the human rights debate at the local, national, regional and international levels
- ii) deliver training and education programs for national, local and sectoral target groups
- iii) facilitate the development of NGO and CBO strategies to encourage the Government of Indonesia's implementation of national human rights commitments

The goal of this workshop is to strengthen the capacity of human rights workers in Indonesia to conduct effective monitoring and advocacy of human rights issues. This manual was developed for participants attending the **Monitoring and Advocacy Workshop May 5-9, 2003, in Jakarta, Indonesia**. The participants in this workshop are regional PAHAM facilitators and new PAHAM members.

## Workshop Objectives

By the end of the workshop, participants will be able to:

- Implement the rights-based approach to investigating human rights issues.
- Apply human rights standards to violations of ESC rights.
- Explain the principles of monitoring human rights.
- Describe the elements of an advocacy framework and apply the framework to their work.
- Develop a regional-level advocacy campaign based on one common case of human rights violations.
- Determine how networks and alliances can affect their work.



## Identifying Common Cases in Each Region

In keeping with the participatory process, the workshop relies heavily on the experiences of participants and the work they are doing. The participants from each region are all monitoring different cases, but for the purposes of this workshop each region selects one common case to examine and analyse throughout the workshop. The common case should have the following criteria:

- **Support:** The case should be of concern to all participants and should have the support of all participants in the same region.
- **ESC rights:** The case should involve violations of ESC rights.
- **Ongoing:** The monitoring of the case should still be ongoing.
- **Facts:** Each region should already have the necessary facts about the case.
- **Manageable:** Each region should be able to address the case with its current resources.

# Workshop Schedule

<i>Day</i> <i>Time</i>	<i>First evening</i> <i>Sunday May 4</i>	<i>Day 1</i> <i>Monday May 5</i>	<i>Day 2</i> <i>Tuesday May 6</i>	<i>Day 3</i> <i>Wednesday May 7</i>	<i>Day 4</i> <i>Thursday May 8</i>	<i>Day 5</i> <i>Friday May 9</i>
<b><i>Morning</i></b> <b><i>8:30 – 12:00</i></b>		Session 1 Welcome, Expectations and Program Overview  Session 2 Preparation for Case Presentations  Session 3 Presentation of Cases	Session 1 Advocacy Framework: Diagnosis  Session 2 What is a Rights- Based Approach?	Session 1 Protection and Promotion of ESC Rights  Session 2 Advocacy Framework: Investigation – Principles of Monitoring	Session 1 Advocacy Framework: Analysis – Preliminary Recommendations	Session 1 Presentations of Actions Plans  Session 2 Advocacy Framework: Evaluation
<b><i>Lunch</i></b> <b><i>12:00 – 2:00</i></b>						
<b><i>Afternoon</i></b> <b><i>2:00 – 5:30</i></b>	Arrival of participants  Welcome	Session 4 Elements of an Advocacy Framework  Session 5 Advocacy Framework: Goals and Objectives  Session 6 Advocacy Framework: Audiences	Session 3 What Are ESC Rights?  Session 4 Advocacy Framework: Investigation – ESC Rights and Your Case	Session 3 Advocacy Framework: Investigation – Asking Questions  Session 4 Investigation and Your Case	Session 2 Advocacy Framework: Analysis – Sending A Clear Message  Session 3 Advocacy Framework: Developing an Action Plan	Session 3 Networks and Coalitions  Session 4 Wrap Up and Workshop Evaluation





# Day 1: Monday, May 5

*Note: Introductions take place the night before.*

<i>Time</i>	<i>Session</i>	
<i>08.30 – 9.30</i>	<i>Session 1</i>	<i>Welcome, Expectations and Program Overview</i>
<i>9.30 – 10.00</i>	<i>Session 2</i>	<i>Preparation for Case Presentations</i>
<i>10.00 – 10.30</i>	<i>Break</i>	
<i>10.30 – 11.00</i>	<i>Session 2</i>	<i>cont'd</i>
<i>11.00 – 12.00</i>	<i>Session 3</i>	<i>Case Presentations</i>
<i>12.00 – 14.00</i>	<i>Lunch</i>	
<i>14.00 – 14.30</i>	<i>Session 4</i>	<i>Elements of an Advocacy Framework</i>
<i>14.30 – 15.30</i>	<i>Session 5</i>	<i>Advocacy Framework: Goals and Objectives</i>
<i>15.30 – 16.00</i>	<i>Break</i>	
<i>16.00 – 17.30</i>	<i>Session 6</i>	<i>Advocacy Framework: Audiences</i>

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## Session 1      Welcome, Expectations and Program Overview

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Time

1 hour



Description

**PART A    WELCOME (15 MIN)**

There are welcome remarks from the CHRF staff and the workshop facilitators.

**PART B    EXPECTATIONS (30 MIN)**

The facilitator goes through the expectations for this workshop that are from a follow-up questionnaire given to participants from the Bogor National Reflection Workshop in October 2002. Results are tabulated and ranked as follows (the areas are ranked from most to least important by participants):

1.    Strengthen capacity to apply human rights
2.    Rights-based approach
3.    Responding to violations of ESC rights
4.    Networks and coalitions
5.    Advocacy (in general)
6.    Participatory methodology
7.    Design and training skills
8.    Monitoring techniques
9.    Framework for a regional campaign of advocacy
10.   Mechanisms for sharing information in networks
11.   Human rights training
12.   Clarification of roles, responsibilities in networks
13.   Report writing
14.   Materials and training
15.   Evaluation

CONTINUED ►►

Questions to consider:

- Do these areas correctly correspond to those you find important?
- Do these areas correspond to your expectations?
- Are there any areas missing?

**PART C PROGRAM OBJECTIVES (15 MIN)**

The facilitator provides an overview of the workshop while referring back to the expectations **Part B**.

The facilitator also discusses the following:

- Participatory format of the workshop
- Use of regional cases of human rights violations for analysis throughout the workshop
- Resource persons and facilitators
- Workshop “ground rules”

END OF ACTIVITY ■■

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## Session 2 Preparation for Case Presentations

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Time

1 hour



Description

### **PART A INTRODUCTION (10 MIN)**

The facilitator explains the rationale behind choosing one case of human rights violations per region. The selection of one common case per region enables participants to focus their advocacy campaign in a very directed and effective way. Throughout this workshop, participants will examine many aspects of ESC rights and monitoring and advocacy that are focused on their case, while constantly building their case using a rights-based approach.

By working on their case, participants will develop an effective advocacy campaign they will launch December 10, 2003. The work done during this workshop is to help participants plan for their actions on December 10 but also to see what advocacy they will do after that as regional groups.

Before the workshop, participants in regional groups were asked to identify one particular case of human rights violations in their own region. This case is the basis of a common advocacy campaign among all participants from the same region. The identification of one common case from each region enables participants to:

- Develop a focused advocacy campaign
- Create stronger support and cooperation among PAHAM members in each region
- Apply human rights principles articulated in international instruments, especially with respect to ESC rights, on a tangible case

CONTINUED ►►



Criteria for selecting the case were the following:

- **Support:** The case should be of concern to all participants and should have the support of all participants in your region.
- **ESC rights:** The case should involve violations of ESC rights.
- **Ongoing:** The monitoring of the case should still be ongoing.
- **Facts:** Each region should already have the necessary facts about the case.
- **Manageable:** Each region should be able to address the case with its current resources.

#### **PART B PREPARATION (50 MIN)**

The participants from each region prepare a 5- to 10-minute presentation of their case. Each region should use the guidelines given to them prior to the workshop. A suggested format for presentation is as follows:

1. **Introduction:** Brief summary of the key facts of the case. Details to include are places, dates, times, circumstances, etc.
2. **Victims:** Description of the victim or victims.
3. **Incident:** Description of the incident or incidents
  - a. What happened to the victim(s)?
  - b. What violations took place (disappearance, eviction, rape, torture, inadequate access to water/food/housing/education, discrimination, etc)?
  - c. Who are the alleged perpetrators?
4. **Goal:** What is the goal of your campaign?
5. **Actions:** What are your current actions used to address this case (have you monitored the case, developed an advocacy campaign, approached the perpetrators, etc)?

CONTINUED ►►



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## Session 3 Presentation of Cases

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Time

1 hour



Description

**PART A PRESENTATIONS (40 MIN)**

Each regional group presents their case to the other participants.

**PART B DISCUSSION (20 MIN)**

The facilitator leads a discussion about the cases and focuses on the main commonalities and differences between them.

The facilitator explains how each group's case will be analysed throughout the workshop using an advocacy framework (next session).



Notes

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**END OF ACTIVITY ■■**

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## Session 4 Elements of an Advocacy Framework

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Time

30 min



Description

The aim of this session is to present the advocacy framework participants will use throughout the workshop to develop a regional advocacy initiative pertaining to the case they selected.

### **PART A WHAT IS ADVOCACY? (10 MIN)**

The facilitator starts with a refresher on what the term “advocacy” means to participants. The participants brainstorm their ideas and the facilitator writes them down on flipchart. Their answers are then compared to the two definitions of advocacy on **Infosheet 1** on page 9.

### **PART B ADVOCACY FRAMEWORK (20 MIN)**

Participants to examine how an advocacy campaign is part of a larger strategy to address human rights within organizations.

When NGOs carry out advocacy campaigns, they have two very important goals to achieve that sum up the struggle they pursue through advocacy:

1. To bridge the gap between “what is” (or reality) and “what should be” (or the desired situation) with respect to human rights.
2. To ensure that governments are held responsible for their obligations to protect, fulfill, and respect human rights as prescribed through human rights law.

The facilitator presents the “Advocacy Framework” on **Infosheet 2** on page 10. Participants will refer to this framework throughout the workshop. The next two sessions will examine two aspects of the framework: goals and audiences.

**END OF ACTIVITY ■■**

## Infosheet 1: Definitions of Advocacy

Although there are many definitions of advocacy, the two provided below contain the main concepts imperative for human rights advocacy.

### **Advocacy:**

Advocacy means any activity intended to raise public consciousness among decision-makers and the general public about an issue or a disadvantaged group, with a view to bring about changes in policy and improvements in their situation. (Black, 2002, p.11)

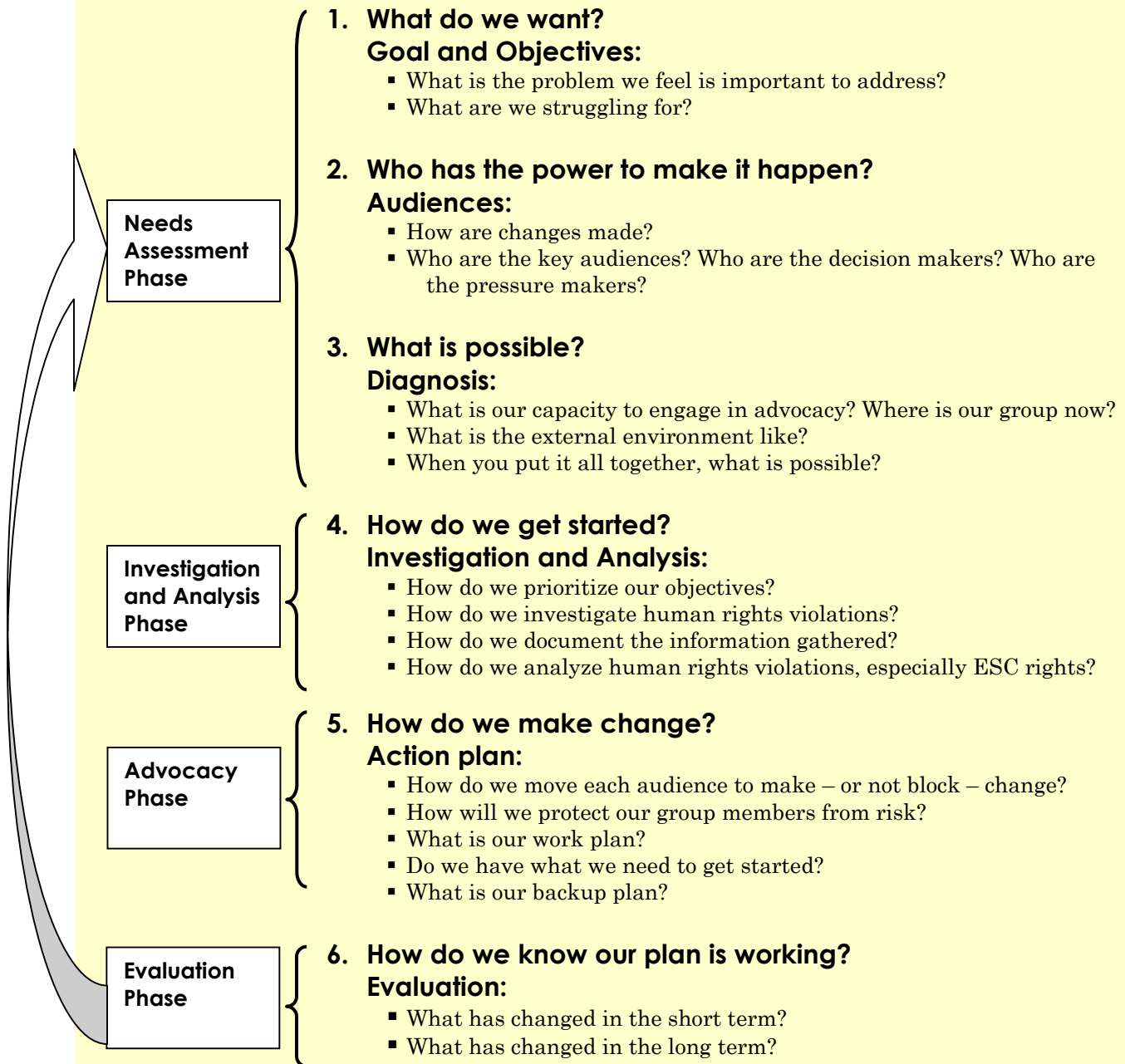
Black, M. (2002). A Handbook on Advocacy – Child Domestic Workers: Finding a Voice. Anti-Slavery International. Sussex, UK: The Printed Word.

### **Social justice advocacy:**

The pursuit of influencing outcomes – including public-policy and resource-allocation decisions within political, economic, and social systems and institutions – that directly affect people's lives. (Cohen et al, 2001, p. 8)

Cohen, D., de la Vega, R., & Watson, G. (2001). Advocacy for Social Justice: A Global Action and Reflection Guide. Bloomfield, CT: Kumarian Press.

## Infosheet 2: An Advocacy Framework



Adapted from: Cohen, D., de la Vega, R., & Watson, G. (2001). *Advocacy for Social Justice: A Global Action and Reflection Guide* (p. 59). Bloomfield, CT: Kumarian Press.

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## Session 5    Advocacy Framework: Goals and Objectives

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Time

1 hour



Description

The aim of this session is to have participants determine a goal for their advocacy initiative they are planning in relation to their case.

Advocacy  
framework



### **PART A    WHAT DO WE WANT? (10 MIN)**

Participants work in their regional groups to address the following questions:

- What is the problem we feel is important to address?
- What are we struggling for?

1. Needs  
assessment

2. Investigation  
and analysis

As an example, suppose you are part of an NGO and you are informed that the government is going to displace people because an oil company wants to take over their land. Which human rights must be respected in this situation? If the displacement is inevitable, what other issues can you focus on?

3. Advocacy

4. Evaluation

As an NGO, what would your goal be? Is it more important for you to 1) prevent the displacement, or 2) ensure that the displaced people be properly compensated? What do you know you can achieve?

### **PART B    FOCUSING DOWN (40 MIN)**

In order to better assess the validity and the feasibility of the goal, participants identify concrete reasons for addressing the goal. This is helpful for participants because they need to be seen as credible authorities on this case and therefore must be able to convincingly describe and defend their actions. This also applies to any other case they may be work on.

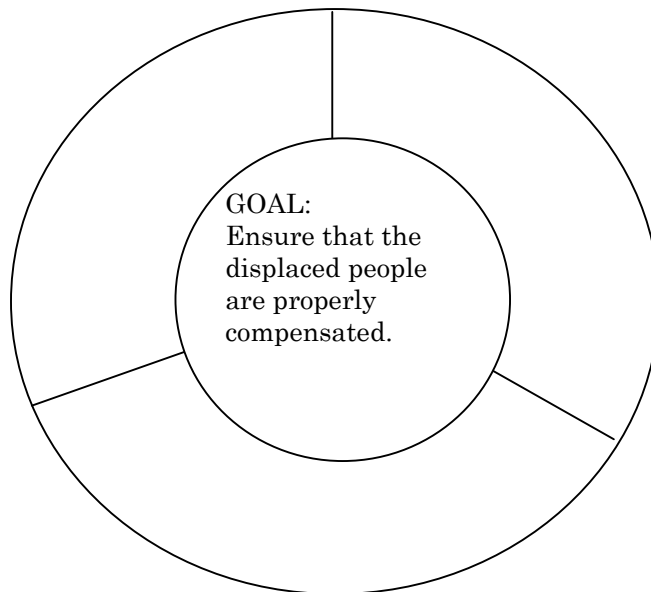
CONTINUED ►►

Each group takes their goal for selecting the case and writes it in a circle on a flipchart paper. Their goal was presented during their case presentation.

For example: in the situation above, the goal could be to ensure that the displaced people are properly compensated.



Then participants trace an outer circle with 3 sections.



In each of the sections, participants cite 3 reasons why this goal is important. In other words, try to write down what you plan to achieve by addressing this goal. (Take 10 minutes to do this.)

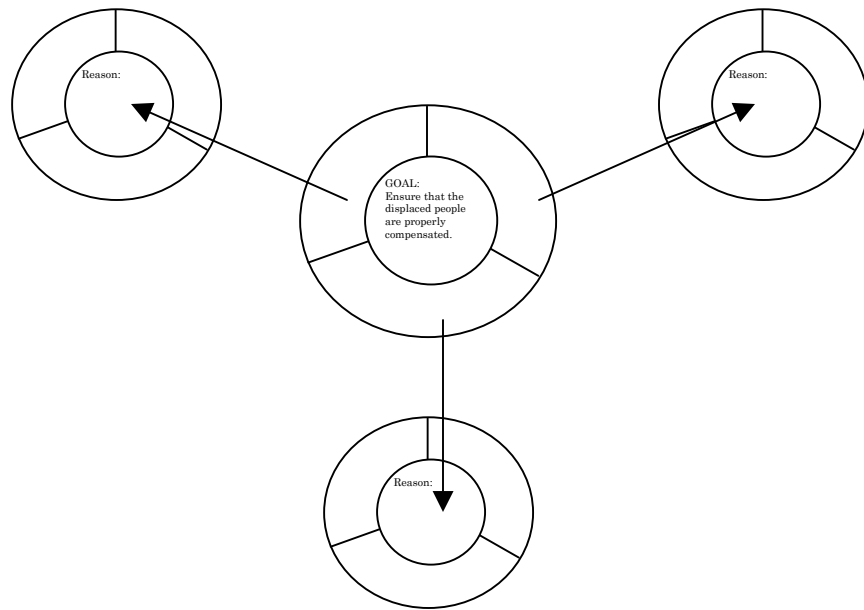
CONTINUED ►►



Some examples for this case: Goal: Ensure that the displaced people are properly compensated. Why is it important? Some possible answers:

- People can continue to support their family
- Parents can continue to educate their children in their own community
- People can maintain an adequate standard of health

Then participants take each of the reasons they listed in the 3 sections and write each one in a separate circle. For each reason, they draw another outer circle divided into 3 sections and write 3 reasons why those reasons are important. (Take 30 minutes to do this.)



CONTINUED ►►

For example, taking one of the reasons above:

- People can maintain an adequate standard of health

Ask yourself, Why is this important? Some answers might be:

- All persons need food and water to maintain an adequate standard of health
- With better health standards, there is a reduced rate of infant mortality
- With better health standards, the quality of peoples' lives is enhanced

**PART C GALLERY OF RESULTS (10 MIN)**

The participants display their results on the wall and view the work from the other groups in a gallery. The facilitator wraps up the discussion by highlighting the main results of the activity and the common points and differences between the groups.

Questions to consider:

- Are the reasons you identified related to human rights? If so, which ones?
- Do your reasons take into consideration gender? How?



Notes

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**END OF ACTIVITY ■■**

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## Session 6    Advocacy Framework: Audiences

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Time

1 hour 30 min



Description

The aim of this session is to have participants identify the key target audiences for their advocacy initiatives, i.e. the decision makers and the pressure makers.

Advocacy  
framework



1. Needs  
assessment

### **PART A    WHO ARE YOUR AUDIENCES? (20 MIN)**

Participants examine their audiences for their case. Participants address the following questions in their regional groups:

- How are changes made?
- Who are the key audiences?
- Who are the decision makers (those have the authority to give you what you want)?
- Who are the pressure makers (those who will most directly influence the authority)?

2. Investigation  
and analysis

3. Advocacy

4. Evaluation

In their regional groups, participants identify all the decision makers and pressure makers related to their case in **Worksheet 1** on the next page.

CONTINUED ►►

## Worksheet 1: Identifying Your Audiences

Decision Makers	Pressure Makers

Adapted from: Cohen, D., de la Vega, R., & Watson, G. (2001). Advocacy for Social Justice: A Global Action and Reflection Guide (p. 59). Bloomfield, CT: Kumarian Press.

**PART B    EVALUATING YOUR AUDIENCES (20 MIN)**

For each key audience listed in **Worksheet 1**, participants determine whether the audiences support or oppose change. Divide the list of decision makers and pressure makers into one of 5 categories:

- Strong Supporters
- Moderate Supporters
- Neutral
- Moderate Opponents
- Strong Opponents

Complete **Worksheet 2** on page 19 with all your audiences.

**PART C    POWER MAPPING (20 MIN)**

If you are specific about the audiences who are decision makers or pressure makers, you will be able to effectively develop a successful advocacy campaign.

Remember who's who:

- Decision makers can give you what you want
- Pressure makers will most directly influence the decision makers who have the authority

CONTINUED ►►

After you identify your decision makers, ask yourself what strategy you will use: will you target decision makers who are supporters or decision makers who are opponents?

Select two key decision makers and list their key pressure makers that can influence their decisions in a “power map” in **Worksheet 3** on page 20.

**PART D    PRESENTATION OF POWER MAPS (30 MIN)**

Each regional group presents their power maps to the larger group.

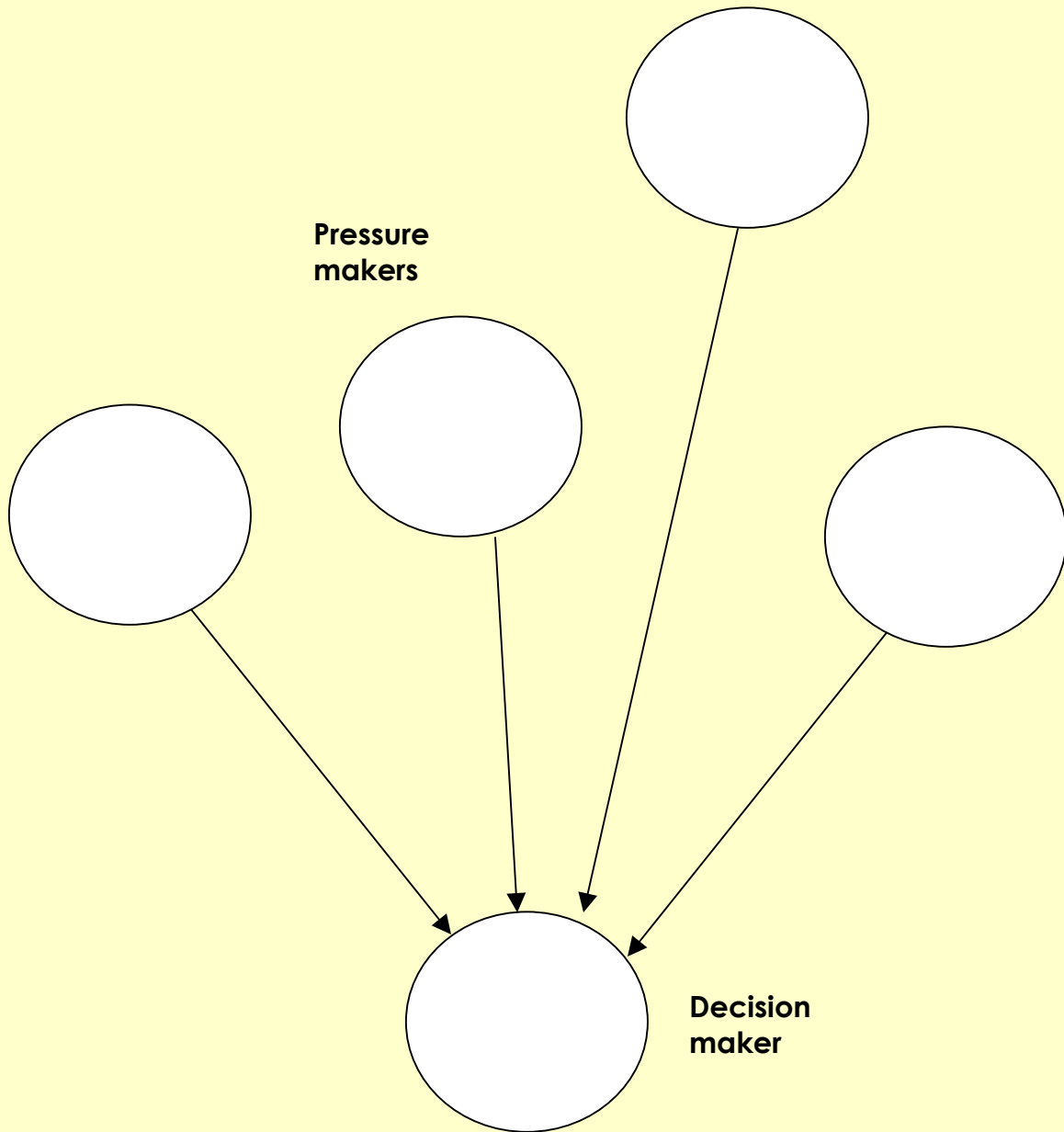
**END OF ACTIVITY ■■**

## Worksheet 2: Evaluating Your Audiences

	Decision Makers – who has authority	Pressure Makers – who can influence authority
<b>Strong Supporters</b>		
<b>Moderate Supporters</b>		
<b>Neutral</b>		
<b>Moderate Opponents</b>		
<b>Strong Opponents</b>		

Adapted from: Cohen, D., de la Vega, R., & Watson, G. (2001). Advocacy for Social Justice: A Global Action and Reflection Guide (p. 59). Bloomfield, CT: Kumarian Press.

## Worksheet 3: Power Map of Your Key Audiences



Adapted from: Cohen, D., de la Vega, R., & Watson, G. (2001). Advocacy for Social Justice: A Global Action and Reflection Guide (p. 59). Bloomfield, CT: Kumarian Press.





# 2



## Day 2: Tuesday, May 6

<i>Time</i>	<i>Session</i>	
<i>08.30 – 8.45</i>	<i>Recap</i>	
<i>8.45 – 10.00</i>	<i>Session 1</i>	<i>Advocacy Framework: Diagnosis</i>
<i>10.00 – 10.30</i>	<i>Break</i>	
<i>10.30 – 12.00</i>	<i>Session 2</i>	<i>What is a Rights-Based Approach?</i>
<i>12:00 – 14:00</i>	<i>Lunch</i>	
<i>14.00 – 16.00</i>	<i>Session 3</i>	<i>What Are ESC Rights?</i>
<i>16:00 – 16:30</i>	<i>Break</i>	
<i>16.30 – 17.30</i>	<i>Session 4</i>	<i>ESC Rights and Your Case</i>

## Recap

The facilitator leads a discussion on yesterday's sessions. (15 min)

## Session 1 Advocacy Framework: Diagnosis

 <b>Time</b>	1 hour 15 min
 <b>Description</b>	<p><b>PART A REVIEWING YOUR CAPACITIES (15 MIN)</b></p> <p>Participants review a diagnosis (assessment) of the capacity to engage in advocacy that was done during the Bogor Reflection Meeting in October 2002. Participants address the following questions in their regional groups:</p> <ul style="list-style-type: none"><li>▪ What is our capacity to engage in advocacy? Where is our group now?</li><li>▪ What is the external environment like?</li><li>▪ When you put it all together, what is possible?</li></ul> <p>In their regional groups, participants refer to the table on the next page that lists the overall capacity of each region to undertake advocacy campaigns. The table is a compilation from participants' discussions during the Bogor workshop. Participants should indicate any changes in their regional situation since this table was made.</p>
Advocacy framework ↓	
<b>1. Needs assessment</b>	
2. Investigation and analysis	
3. Advocacy	
4. Evaluation	

CONTINUED ►►

**Table 1 Overall Capacity of PAHAM Networks to Undertake Advocacy Campaigns**

<b>Activity:</b> <b>Region:</b>	<b>Planning</b>	<b>Gathering information</b>	<b>Storing information</b>	<b>Applying standards</b>	<b>Reporting</b>	<b>Advocacy campaign</b>
<i>South Sumatra (2 responses)</i>	Strong/ Strong	Strong/ Not specific	Strong/ Not specific	Adequate / Needs improv.	Needs improv./ Needs improv.	Strong/ Needs improv.
<i>Maluku</i>	Adequate	Strong	Adequate	Adequate	Needs improv.	Strong
<i>West Papua</i>	None	Needs improv.	None	Needs improv.	Needs improv.	Needs improv.
<i>East Kalimantan</i>	None	Needs improv.	Needs improv.	Needs improv.	Needs improv.	Needs improv.
<i>South Sulawesi (2 responses)</i>	Not specific / Not specific	Not specific / Not specific	Not specific / Not specific	Needs improv./ Needs improv.	Needs improv./ Needs improv.	Needs improv. / Not specific
<i>NTT</i>	Needs improv.	Needs improv.	None	Needs improv.	None	Needs improv.
<i>Sumatra</i>	None	None	None	None	None	Needs improv.
<i>West Kalimantan</i>	Needs improv.	Needs improv.	Needs improv.	Needs improv.	Needs improv.	Needs improv.
<i>North Sumatra</i>	Needs improv.	Needs improv.	Needs improv.	Needs improv.	Needs improv.	Needs improv.

### **PART B DEVELOPING OBJECTIVES (40 MIN)**

The aim of this activity is to develop objectives to specifically address the goal of your advocacy campaign. These objectives will help you organize the activities you plan for your campaign, and in particular for what you plan to do December 10, 2003.

Use **Worksheet 4** on page 25 to write your objectives.

Consider the following questions in regional groups to help develop objectives:

- Look back at the reasons why your goal is important (the Focusing Down activity). Do any of the reasons reflect human rights? Do any reasons reflect ESC rights in particular? Can these reasons help you define your objectives?
- How can you prioritize your objectives?
- Are your objectives **SMART**? Go through your objectives:

#### **Specific**

- Do you specify the nature of the change?
- Can you identify the key decision makers and pressure makers?

#### **Measurable**

- Do your objectives match your organizational strengths?
- Can your objectives be measured with indicators?

#### **Achievable**

- Are you targeting the right decision makers?
- Will you get the support you need?

#### **Relevant**

- Does your campaign protect or promote the human rights of the person(s) affected?

#### **Time bound**

- Can your objectives be achieved in the time frame of the project?

### **PART C GROUP DISCUSSION (20 MIN)**

The facilitator leads a discussion on the objectives and the capacities of the organizations.

**END OF ACTIVITY ■■**

## Worksheet 4: Developing Objectives

<b>Goal:</b>	
<b>Objective</b>	
<b>Objective</b>	
<b>Objective</b>	
<b>Objective</b>	
<b>Objective</b>	
<b>Objective</b>	
<b>Objective</b>	

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## Session 2 What is a Rights-Based Approach?

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Time

1 hr 30 min



Description

The aim of this activity is for participants to reflect on their understanding of a rights-based approach and the implications for their work. The rights-based approach will help participants examine not only the **actions** of their advocacy campaign but the **process** in formulating these actions through analysis and reflection.

### **PART A WHAT IS A RIGHTS-BASED APPROACH? (20 MIN)**

The facilitator leads a brainstorming session on what a rights-based approach means to participants. Refer to **Infosheet 3** and **Infosheet 4** for differences between a development (or needs-based) approach and a rights-based approach.

### **PART B BECAK DRIVERS CASE STUDY (30 MIN)**

Participants work in small groups to determine what is involved when discussing a particular case from a rights-based approach. (Groups do not need to be based on region.)

Read the situation on **Worksheet 5** on page 30 about the *becak* drivers in Jakarta. Together with the members of your group, analyze the issues in the case by addressing the questions provided. Prepare to present your ideas to the other groups in **Part C**.

### **PART C GROUP PRESENTATIONS (40 MIN)**

Each group in turn presents the results of their discussion to the other groups. The facilitator synthesizes and comments on the ideas presented by the small groups.

**END OF ACTIVITY ■■**

## Infosheet 3: A Rights-Based Approach

A rights-based approach is founded on the conviction that each and every human being, by virtue of being human, is a holder of rights. A right entails an obligation on the part of the government to respect, promote, protect and fulfill it. The legal and normative character of rights and the associated governmental obligations are based on international human rights treaties and other standards, as well as on national constitutional human rights provisions.

A rights-based approach means understanding the difference between a "right" and a "need". A right is something everyone is entitled to by virtue of being a person, whereas a need is an aspiration that does not necessarily need to be associated with a state obligation.

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.

The norms and standards are those contained in the wealth of international treaties and declarations. The principles include equality and equity, accountability, empowerment and participation. A rights-based approach to development includes the following elements:

### 1. **Direct links to rights**

- Direct links to international, regional and national human rights instruments.
- Consideration of the full range of indivisible, interdependent and interrelated rights: civil, cultural, economic, political and social.

### 2. **Accountability**

- Raising levels of accountability by identifying claim-holders (and their entitlements) and corresponding duty-holders (and their obligations).
- Positive obligations of duty-holders (to protect, promote and provide) and at their negative obligations (to abstain from violations).

### 3. **Empowerment**

- Strategies for empowerment instead of charitable responses.
- Focus on beneficiaries as the owners of rights and the directors of development.
- Give people the power, capabilities and access needed to change their

own lives, improve their own communities and influence their own destinies.

#### **4. Participation**

- High degree of participation, including from communities, civil society, minorities, indigenous peoples, women and others.
- Due attention to issues of accessibility, including access to development processes, institutions, information and redress or complaints mechanisms. This also means situating development project mechanisms.

#### **5. Non-discrimination and attention to marginalized groups**

- Particular attention is given to discrimination, equality, equity and vulnerable groups. These groups include women, minorities, indigenous peoples and prisoners, but there is no universal checklist of who is most vulnerable in every given context. Rather, rights-based approaches require that such questions be answered locally: who is vulnerable here and now?
- Development data need to be disaggregated, as far as possible, by race, religion, ethnicity, language, sex and other categories of human rights concern.

Adapted from: UNHCR website, <http://www.unhcr.ch/development/approaches-04.html>.



## Infosheet 4: Differences between Rights-Based and Development Approaches

Here are some differences between needs-based and rights-based approaches to development:

Development (needs-based) approach	Rights-based approach
<ul style="list-style-type: none"> <li>• Outcome goals: focus on what is done</li> </ul>	<ul style="list-style-type: none"> <li>• Outcome and process goals: focus on what is done and how it is done</li> </ul>
<ul style="list-style-type: none"> <li>• Needs can be recognized as valid claims</li> </ul>	<ul style="list-style-type: none"> <li>• Rights always imply obligations of the state</li> </ul>
<ul style="list-style-type: none"> <li>• Needs can be met without empowerment</li> </ul>	<ul style="list-style-type: none"> <li>• Rights can only be realized with empowerment</li> </ul>
<ul style="list-style-type: none"> <li>• Focus on manifestations of problems and immediate causes</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on basic structural causes as well as manifestations of problems and immediate cause</li> </ul>
<ul style="list-style-type: none"> <li>• Involves sectoral projects</li> </ul>	<ul style="list-style-type: none"> <li>• Involves intersectoral projects</li> </ul>
<ul style="list-style-type: none"> <li>• Focus on the social context with little emphasis on policy</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the social, cultural, economic, civil, and political context and policy-oriented</li> </ul>
<ul style="list-style-type: none"> <li>• Top-down, linear approach</li> </ul>	<ul style="list-style-type: none"> <li>• System-wide approach, looking at many aspects</li> </ul>

Note that characteristics of one approach are not necessarily mutually exclusive from the other approach. In other words, there can be characteristics of a development approach included in a rights-based approach.

Adapted from: UNICEF Canada. (2001). Children's Rights Workshop for CIDA Staff.

## Worksheet 5: The Case of Becak Drivers in Jakarta

*In February 2000 the Indonesian government imposed a ban on the use of becak in the capital, Jakarta. Becak are tricycles that are used for transporting goods and people; they provide a livelihood for the many people who pedal them. In imposing the ban, the government argued that becak cause traffic jams; they are a slow moving oddity in a city full of cars and other motor vehicles.*

*This is not the first time that the use of becak has been declared illegal. The previous ban was lifted in 1997 due to acute economic crisis in the country. Becak driving provided much-needed employment. Many poor people sold their meagre possessions to buy a becak in order to earn their livelihood. Now, with the new ban, they are back to square one.*

<p><b>Questions to address about the situation:</b></p> <ul style="list-style-type: none"><li>• What are the main issues in this case?</li><li>• Who are the stakeholders?</li><li>• Which rights are violated?</li><li>• What are the consequences of the ban?</li><li>• In what ways might women experience this situation differently from men?</li></ul>	
<p><b>Questions about the approach:</b></p> <ul style="list-style-type: none"><li>• What strategies would you use to address the situation?</li><li>• How do you ensure:<ul style="list-style-type: none"><li>○ Accountability</li><li>○ Empowerment</li><li>○ Participation</li><li>○ Non-discrimination</li></ul></li></ul>	

Adapted from: IHRIP Forum-Asia. (2000). Circle of Rights – Economic, Social & Cultural Activism: A Training Resource.

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## Session 3 What Are ESC Rights?

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Time

2 hours



Description

The aim of this session is for participants to examine the applicability of ESC rights to their work.

### **PART A PRESENTATION (45 MIN)**

The resource person provides an overview of the following topics:

#### **1. ESC rights:**

- Key concepts related to ESC rights
- Most important challenges faced in implementing ESC rights
- Interdependence and interrelatedness of all human rights
- Immediate implementation and progressive realization of ESC rights
- Justiciability of ESC rights
- Non-discrimination and gender equality
- Maximum use of available resources

CONTINUED ►►

## 2. Major instruments addressing ESC rights

- Universal Declaration of Human Rights (UDHR)
- International Covenant on Economic, Social, and Cultural Rights (ICESCR)
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
- Convention on the Rights of the Child (CRC)
- Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)

### **PART B GROUP WORK (45 MIN)**

Participants address the following questions in their regional groups:

- How would Indonesia's ratification of the ICESCR help you in your struggle to address human rights violations in your case?
- What specific rights outlined in other instruments ratified by Indonesia (such as CEDAW, CERD, CRC, CAT) help you address the ESC rights violations in your case?
- What other international instruments could you use to support and analyse your case (for example, the ILO's Convention on the Worst Forms of Child Labour)?
- Are there any national legal instruments you can use to address human rights violations? If so, which ones? How do you find out which instruments are available?
- Look back at the decision-makers and pressure makers you identified yesterday. What do you need to tell them about ESC rights for change to take place? For example, if your case is about health issues, and one decision maker is the Minister of Health, what do you need to tell this person for change to happen? What important facts about the case do women's organizations need to know?

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**PART C GROUP DISCUSSION (30 MIN)**

There is a large group discussion on the results of the small group work. The resource person and the facilitator synthesize and comment on the ideas presented by the small groups.



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**END OF ACTIVITY ■■**

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## Session 4    Advocacy Framework: Investigation – ESC Rights and Your Case

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Time

1 hour



Description

The aim of this session is for participants to examine the ESC rights relevant to their case.

Advocacy  
framework



1. Needs  
assessment

### **PART A    GROUP WORK (45 MIN)**

Participants examine the violations of ESC rights that are part of their case. For this activity, participants look back at the goal and objectives of their campaign.

Participants discuss the following questions in their regional groups:

2. Investigation  
and analysis

- Are the ESC rights you identified in your goal and objectives related to each other? If so, how?
- Are there any other rights that apply to your case that you had not thought of before?
- Rights can be realized through empowerment. Do your objectives take this into consideration?
- Are certain ESC rights considered “more relevant” than others? If so, why? Which ones? Does this help you to prioritize your objectives?

3. Advocacy

Use **Worksheet 6** on the next page to record your answers.

4. Evaluation

### **PART B    DISCUSSION (15 MIN)**

There is a large group discussion on the group work.

**END OF ACTIVITY ■■**

## Worksheet 6: ESC Rights and Your Case

Questions to address about your case	Notes
<ul style="list-style-type: none"><li>Are the ESC rights you identified in your goal and objectives related to each other? If so, how?</li></ul>	
<ul style="list-style-type: none"><li>Are there any other rights that apply to your case that you had not thought of before?</li></ul>	
<ul style="list-style-type: none"><li>Rights can be realized through empowerment. Do your objectives take this into consideration? How?</li></ul>	
<ul style="list-style-type: none"><li>Are certain ESC rights considered “more relevant” than others? If so, why? Which ones? Does this help you to prioritize your objectives?</li></ul>	



# Day 3: Wednesday, May 7

<i>Time</i>	<i>Session</i>	
08.30 – 8.45	<i>Recap</i>	
8.45 – 10.15	<i>Session 1</i>	<i>Protection and Promotion of ESC Rights</i>
10.15 – 10.45	<i>Break</i>	
10.45 – 11.15	<i>Session 1</i>	<i>cont'd</i>
11.15 – 12.00	<i>Session 2</i>	<i>Advocacy Framework: Investigation – Principles of Monitoring</i>
12:00 – 14:00	<i>Lunch</i>	
14.00 – 14.30	<i>Session 2</i>	<i>cont'd</i>
14.30 – 16.00	<i>Session 3</i>	<i>Advocacy Framework: Investigation – Asking Questions</i>
16:00 – 16:30	<i>Break</i>	
16.30 – 17.30	<i>Session 4</i>	<i>Investigation and Your Case</i>



## Recap

The facilitator leads a discussion on yesterday's sessions (15 min).

## Session 1 Protection and Promotion of ESC Rights



Time

2 hours



Description

The aim of this session is for participants to examine the government obligations to protect and promote ESC rights.

### **PART A PRESENTATION (45 MIN)**

The resource person provides an overview of the following topics:

#### **1. Government responsibility and obligations with respect to ESC rights**

- Government ratifications, reservations, and declarations of conventions (refer to **Infosheet 5** on page 40)
- Regular reporting to UN Human Rights Committees
- Reflection in national law and policies
- Ensure the minimum core obligations are met
- Role of NGOs to ensure government responsibility

CONTINUED ►►

**2. ESC rights obligations not being met by the State (based on Limburg Principles and Maastricht Guidelines)**

- Obligation to ensure minimum essential enjoyment of ESC rights
- Obligation to prevent, avoid, and halt discrimination
- Obligation to respect ESC rights
- Obligation to protect ESC rights
- Obligation to set and meet targets that demonstrate progress
- Obligation to take steps toward fulfilment of ESC rights

**PART B GROUP WORK (45 MIN)**

Participants address the following questions in their regional groups:

- Look at the declarations (statements) and reservations from the Government with respect to international conventions (**Infosheet 5** on page 40). What is the impact of these declarations and reservations on the Government's obligations? How do the reservations affect your strategy? Have NGOs ever challenged reservations?
- Do you know of any "shadow reports" written by NGOs about the Government's progress in protecting and promoting ESC rights? If so, what do they conclude?
- Look at your case. Is the Government meeting its obligations to protect, promote, respect and fulfill human rights? What evidence do you have to support your claim?
- Look at your case. Are there non-State actors responsible for ESC rights violations? If so, what is the degree of responsibility that they have?

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**PART C GROUP DISCUSSION (30 MIN)**

There is a large group discussion on the results of the small group work. The facilitator synthesizes and comments on the ideas presented by the small groups.



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**END OF ACTIVITY ■■**

## Infosheet 5: Indonesia's Ratifications of Human Rights Instruments

Each State is requested to submit a “**Core Document**” on the country’s land and people that forms part of the reports to the UN. Indonesia has not submitted a core document for use by the treaty bodies.



Instrument and Articles with Reservations	Reservation
<p><b>Racial Discrimination</b></p> <ul style="list-style-type: none"> <li>▪ Acceded: 25 June 1999</li> <li>▪ Initial and second periodic reports were due 25 July 2000 and 2002 respectively.</li> <li>▪ Article 22: dispute between two or more States Parties with respect to the interpretation or application of this Convention, shall, at the request of any of the parties to the dispute, be referred to the International Court of Justice for decision, unless the disputants agree to another mode of settlement.</li> </ul>	<p>"The Government of the Republic of Indonesia does not consider itself bound by the provision of Article 22 and takes the position that disputes relating to the interpretation and application of the [Convention] which cannot be settled through the channel provided for in the said article, may be referred to the International Court of Justice only with the consent of all the parties to the dispute."</p>
<p><b>Discrimination against Women</b></p> <ul style="list-style-type: none"> <li>▪ Signed: 29 July 1980; ratified: 13 September 1984.</li> <li>▪ Fourth and fifth periodic reports were due 1997 and 2001 respectively.</li> <li>▪ <i>Optional Protocol</i>: Signed: 28 February 2000.</li> <li>▪ Article 29(1): dispute between two or more States Parties with respect to the interpretation or application of this Convention shall be referred to the International Court of Justice</li> </ul>	<p>"The Government of the Republic of Indonesia does not consider itself bound by the provisions of article 29, paragraph 1 of this Convention and takes the position that any dispute relating to the interpretation or application of the Convention may only be submitted to arbitration or to the International Court of Justice with the agreement of all the parties to the dispute."</p>

Instrument and Articles with Reservations	Reservation
<p><b>Torture</b></p> <ul style="list-style-type: none"> <li>▪ Signed: 23 October 1985; ratified: 28 October 1998.</li> <li>▪ Second periodic report is due 27 November 2003.</li> <li>▪ Article 20: cooperation from the State if indications that torture is being practised.</li> <li>▪ Article 30: arbitration and eventually the International Court of Justice will settle any dispute that cannot be settled.</li> </ul>	<p>Declaration: "The Government of the Republic of Indonesia declares that the provisions of paragraphs 1, 2, and 3 of article 20 of the Convention will have to be implemented in strict compliance with the principles of the sovereignty and territorial integrity of States.</p> <p>Reservation: The Government of the Republic of Indonesia does not consider itself bound by the provision of article 30, paragraph 1, and takes the position that disputes relating to the interpretation and application of the Convention which cannot be settled through the channel provided for in paragraph 1 of the said article, may be referred to the International Court of Justice only with the consent of all parties to the disputes."</p>
<p><b>Rights of the Child</b></p> <ul style="list-style-type: none"> <li>▪ Signed: 26 January 1990; ratified: 5 September 1990.</li> <li>▪ Second periodic report has been submitted (CRC/C/65/Add.23) but is not yet scheduled for consideration by the Committee; the third periodic report was due 4 October 2002.</li> <li>▪ <i>Optional Protocol (Sale of Children)</i>: Signed: 24 September 2001. <i>Optional Protocol (Armed Conflict)</i>: Signed: 24 September 2001.</li> <li>▪ Article 1: A child means every human being below the age of eighteen years.</li> <li>▪ Article 14: Freedom of thought, conscience and religion.</li> <li>▪ Article 16: Interference with his or her privacy, family, home or correspondence.</li> <li>▪ Article 17: Access to information.</li> <li>▪ Article 21: Adoption</li> <li>▪ Article 22: Protection of child refugees</li> <li>▪ Article 29: Education of the child</li> </ul>	<p>The 1945 Constitution of the Republic of Indonesia guarantees the fundamental rights of the child irrespective of their sex, ethnicity or race. The Constitution prescribes those rights to be implemented by national laws and regulations.</p> <p>The ratification of the Convention on the Rights of the Child by the Republic of Indonesia does not imply the acceptance of obligations going beyond the Constitutional limits nor the acceptance of any obligation to introduce any right beyond those prescribed under the Constitution.</p> <p>With reference to the provisions of articles 1, 14, 16, 17, 21, 22 and 29 of this Convention, the Government of the Republic of Indonesia declares that it will apply these articles in conformity with its Constitution.</p>

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## Session 2    **Advocacy Framework: Investigation – Principles of Monitoring**

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 <b>Time</b>   <b>Description</b>  Advocacy framework ↓ 1. Needs assessment	<p>1 hour 15 min</p> <p>The aim of this session is for participants to review the monitoring process discussed during the Makassar workshop.</p> <p><b>PART A    KEY DEFINITIONS AND THE MONITORING PROCESS (15 MIN)</b></p> <p>The facilitator reviews some key definitions of monitoring as well as the monitoring process. See <b>Infosheet 6</b> and <b>Infosheet 7</b> on the next pages.</p>
<b>2. Investigation and analysis</b>	<p><b>PART B    KEY PRINCIPLES (30 MIN)</b></p> <p>The facilitator provides an overview of some key monitoring principles listed in <b>Infosheet 8</b> on page 45.</p>
<b>3. Advocacy</b>	<p>In small groups (not necessarily regional groups), participants consider the following questions:</p>
<b>4. Evaluation</b>	<ul style="list-style-type: none"><li>▪ Are there any other principles you would add to the list?</li><li>▪ Look at your case. Are there any principles that are difficult or impossible to respect? Why?</li><li>▪ Is there a conflict between any principles? For example, does professionalism get in the way of being sensitive?</li></ul> <p>Be prepared to discuss these questions with the whole group in <b>Part C</b>.</p> <p><b>PART C    DISCUSSION (30 MIN)</b></p> <p>The participants share their answers from <b>Part B</b>.</p> <p style="text-align: right;"><b>END OF ACTIVITY ■■</b></p>

## Infosheet 6: Key Definitions of Monitoring

### Monitoring

A broad term describing the **active collection, verification and immediate use of information** to address human rights problems. Human rights monitoring includes gathering information about incidents, observing events (elections, trials, demonstrations, etc.), visiting sites such as places of detention and refugee camps, discussions with Government authorities to obtain information and to pursue remedies and other immediate follow-up.

Adapted from: Training Manual on Human Rights Monitoring, Professional Training Series No. 7. (2001). New York and Geneva: United Nations.

### Types of monitoring

Guzman and Verstappen identify two types of monitoring: **situation monitoring** and **case monitoring**. Under each kind, there can be various forms, as summarised below:

Situation monitoring	Case monitoring
<ul style="list-style-type: none"><li>• Human rights violations</li><li>• Drafting and passing of legislation</li><li>• Implementation of laws and policies</li><li>• Establishment and progress of human rights institutions</li></ul>	<ul style="list-style-type: none"><li>• Legal process undergone by a case</li><li>• Relief and rehabilitation services provided to a client</li><li>• Other forms of intervention in a case</li></ul>

**Situation monitoring** focuses on a situation in general. Many human rights groups produce reports that describe and analyse the occurrence of violations in a country. Aside from documentation of events, a situation report may also include an assessment of the progress of a country in terms of relevant human rights legislation and the performance of human rights institutions.

**Case monitoring** is victim-focused and victim-oriented. Case monitoring is consistent work for or on behalf of a client, whether an individual victim or a group of victims, such as in pursuing justice or in providing medical attention. Following and documenting the developments in the case of a client is an essential and integral part of casework.

Adapted from: Guzman, M., & Verstappen, B. (2001). What is Monitoring: Human Rights Monitoring and Documentation. Versoix, Switzerland: Human Rights Information and Documentation Systems, International (HURIDOCS).

## Infosheet 7: Monitoring Process

### Active collection of information

- **Close observation** of the situation usually through constant or periodic examination or investigation.
- **Collecting** and **receiving** as much **data** as possible.
- Using specific **tools** and **instruments**.
- Carrying out these activities over a **long period** of time.

### Verification and analysis of information

- Using **standards** and **norms** as **reference** to determine what is wrong in a particular situation.
- **Systematically recording results** of an investigation or examination.
- **Analyzing** the data: observing patterns, trends, qualitative and quantitative data, conclusions and recommendations.

### Immediate use of information

- Producing a **report** about the situation which includes an assessment of the situation and provides a basis for future action
- Planning the **dissemination** of the report. (Who? When? How?)

Adapted from: Guzman, M., & Verstappen, B. (2001). What is Monitoring: Human Rights Monitoring and Documentation. Versoix, Switzerland: Human Rights Information and Documentation Systems, International (HURIDOCS).



## **Infosheet 8: Principles of Monitoring**

These are principles of monitoring outlined for human rights officers working for the UN.



1. Do no harm
2. Respect your mandate
3. Know the standards
4. Exercise good judgement
5. Seek consultation
6. Respect authorities
7. Credibility
8. Confidentiality
9. Security
10. Consistency, persistence, patience
11. Accuracy and precision
12. Impartiality
13. Objectivity
14. Sensitivity
15. Integrity
16. Professionalism
17. Visibility

Adapted from: Training Manual on Human Rights Monitoring, Professional Training Series No. 7. (2001). New York and Geneva: United Nations.

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## Session 3    Advocacy Framework: Investigation – Asking Questions

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 <b>Time</b>	1 hour 30 min
 <b>Description</b>	The aim of this session is to examine a situation from a rights-based perspective and ask questions that would be useful for monitoring a situation.
<b>Advocacy framework</b> ↓	<b>PART A    FACT, OPINION, OR RUMOUR? (5 MIN)</b>
<b>1. Needs assessment</b>	The facilitator reads the following sentences to participants and asks them if the sentence is a fact, an opinion, or a rumour.
<b>2. Investigation and analysis</b>	<ol style="list-style-type: none"><li>1. The rains will be heavy next season.</li><li>2. The government has not ratified the ICESCR.</li><li>3. Most Indonesians are ignorant of their rights.</li><li>4. Children should be able to work at the age of 15.</li><li>5. Women get paid less than men for the same job.</li><li>6. Men deserve more money than women for the same job.</li><li>7. It is legal for the government to displace people as long as they are compensated for housing and relocation costs.</li></ol>
<b>3. Advocacy</b>	This exercise is meant to have you reflect on how to properly analyze data you gather during an investigation. How do you interpret answers objectively? How do the questions you ask affect the answer?
<b>4. Evaluation</b>	

CONTINUED ►►

**PART B    PRESENTATION (5 MIN)**

The facilitator explains the situation outlined in **Worksheet 7** on the next page.

**PART C    GROUP WORK (50 MIN)**

Participants address the following questions in their small groups (they do not need to be regional groups):

- What questions would you ask this woman? How would you ask your questions?
- What other inquiries would you undertake to understand more about this case? What other sources could help you in your investigation (witnesses, reports, visits to the woman's house, etc)?
- What potential human rights issues does this scenario raise?
- What violations have allegedly occurred?

Use **Worksheet 7** on the next page.

**PART D    GROUP DISCUSSION (30 MIN)**

There is a large group discussion on the results of the small group work. The facilitator synthesizes and comments on the ideas presented by the small groups.

**END OF ACTIVITY ■■**

## Worksheet 7: The Case of the Abused Daughter

*A woman in her fifties, Asri, comes to your office and tells you her only daughter was abused by three attackers last month. The woman reported the incident to the police and the town administrative office but they refused to respond. The woman does not have enough money to bring her daughter to the hospital to treat her wounds. Her daughter has still not recovered and is resting at home.*

Adapted from: Weissbrodt, D, & Majekodunmi, B. (2002). Human Rights Monitoring Course. HREA Distance Learning Programme. Human Rights Education Associates.

Questions to address about the situation	
What questions would you ask this woman? How would you ask these questions? How do you verify your information?	
What other inquiries would you undertake to understand more about this case? What other sources could help you in your investigation?	
What potential human rights issues does this scenario raise?	
What alleged violations have occurred?	

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## Session 4 Investigation and Your Case

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Time

1 hour



Description

The aim of this session is for participants to examine their case in view of the previous session on investigation.

Advocacy  
framework



1. Needs  
assessment

2. Investigation  
and analysis

3. Advocacy

4. Evaluation

### **PART A GROUP WORK (45 MIN)**

Participants consider the following questions in their regional groups:

1. Have you gathered the facts of your case from different sources (such as witnesses, reports, field visits, etc)? Who are the victims? Who is the alleged violator (or violators)?
2. Is your information reliable? Did you ever get conflicting information? How do you verify your information?
3. Do you have all the facts you need to work with this case? If not, what do you think you are missing?
4. Look back at the “principles of monitoring” from **Infosheet 8** on page 45. Have you respected the principles throughout your investigation?
5. What are some differences in monitoring civil and political rights compared to monitoring ESC rights?
6. Look back at your initial objectives and strategies for addressing this case. Have they changed? If so, how?

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**PART B GROUP DISCUSSION (15 MIN)**

Participants share the results of their discussions with the larger group.



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**END OF ACTIVITY ■■**



# 4



## Day 4: Thursday, May 8

<i>Time</i>	<i>Session</i>	
08.30 – 9.00	<i>Recap</i>	
9.00 – 10.30	<i>Session 1</i>	<i>Advocacy Framework: Analysis – Preliminary Recommendations</i>
10.30 – 11:00	<i>Break</i>	
11.00 – 12.00	<i>Session 1</i>	<i>cont'd</i>
12:00 – 14:00	<i>Lunch</i>	
14.00 – 15.30	<i>Session 2</i>	<i>Advocacy Framework: Analysis – Sending A Clear Message</i>
15.30 – 16.00	<i>Break</i>	
16.00 – 17.30	<i>Session 3</i>	<i>Advocacy Framework: Developing an Action Plan</i>

## Recap

The facilitator leads a discussion on yesterday's sessions (30 min).

## Session 1 Advocacy Framework: Analysis – Preliminary Recommendations

 <b>Time</b>	2 hours 30 min
 <b>Description</b>	<p>The aim of this session is for participants to analyse their case and to develop preliminary recommendations to their audiences.</p> <p><b>PART A PRELIMINARY RECOMMENDATIONS (2 HOURS)</b></p> <p>Participants in regional groups consider preliminary recommendations they would put forward to decision makers and pressure makers they identified. Since regional groups will be at different points in their analysis, not every group will be ready to develop recommendations for all decision makers. Therefore the emphasis for this activity is to develop <b>preliminary recommendations</b> based on the information each group has.</p> <p>Refer to <b>Worksheet 8</b> on page 54.</p>
<p>Advocacy framework</p> <p>↓</p> <p>1. Needs assessment</p> <p>2. Investigation and analysis</p> <p>3. Advocacy</p> <p>4. Evaluation</p>	

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Questions to consider when analysing your data:

- What human rights violations have been alleged?
- What evidence exists to support the allegations?
- Can you identify any patterns or trends in the information you have?
- What national and international standards can you use to analyse your case?
- What general conclusions can you make about your case?
- What are some specific actions that can be taken to address the human rights violations in your case?
- From the specific actions you mentioned, which ones could you address in the short term? In the long term?
- How do you plan to evaluate your work? Do you have quantitative and qualitative indicators to measure your results?
- Do you have benchmarks to show progress in government actions to protect, fulfill and respect ESC rights?
- Do you have result indicators and process indicators? (“Result indicators” measure the outcome, or the end result, of efforts by the State. “Process indicators” measure the degree to which the State is complying with its obligations.)

**PART B GROUP DISCUSSION (30 MIN)**

Participants share the results of their discussions with the larger group.

▪ **END OF ACTIVITY ■■**

## Worksheet 8: Conclusions and Preliminary Recommendations

**Conclusions: What are the main conclusions you can draw about your case?**


**Preliminary Recommendations: What would you recommend to the following groups (not all groups below may be involved in your case)...**

The Government, including specific ministries	
The police or other law enforcement officials	
Company representatives	
Victims of human rights violations	
Donors or financial institutions	
Other decision makers or pressure makers	

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## Session 2    **Advocacy Framework: Analysis – Sending A Clear Message**

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Time

1 hour 30 min



Description

The aim of this session is for participants to develop clear messages based on their preliminary recommendations to their audiences.

Advocacy  
framework



1. Needs  
assessment

2. Investigation  
and analysis

**3. Advocacy**

4. Evaluation

### **PART A    PRESENTATION: ADVOCACY TECHNIQUES (30 MIN)**

The resource person presents a range of advocacy techniques for addressing human rights issues. Some of the techniques discussed are:

- Legal advocacy (law reform, conflict resolution, litigation, etc)
- Lobbying and political pressure
- Reports, video documentation
- Sketches and dramas
- Human rights education in schools
- Media skills: press release, documentaries, radio programming
- Coalitions of like-minded people

This list is not exhaustive and the techniques are not necessarily exclusive of each other; that is, several of these techniques can be used during an advocacy campaign.

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**PART B    DEVELOPING YOUR MESSAGE (1 HOUR)**

All of participants' work so far has been directed towards the particular analysis of their case. Part of the regional advocacy campaign is to develop messages to present to key decision makers and pressure makers on December 10, 2003. December 10 will mark the launch date for their advocacy campaign.

For the purpose of this activity, **choose only one decision maker** to work with. What messages do you plan to convey to that key decision maker on December 10? Look back at your recommendations to that key decision maker and that decision maker's associated pressure makers.

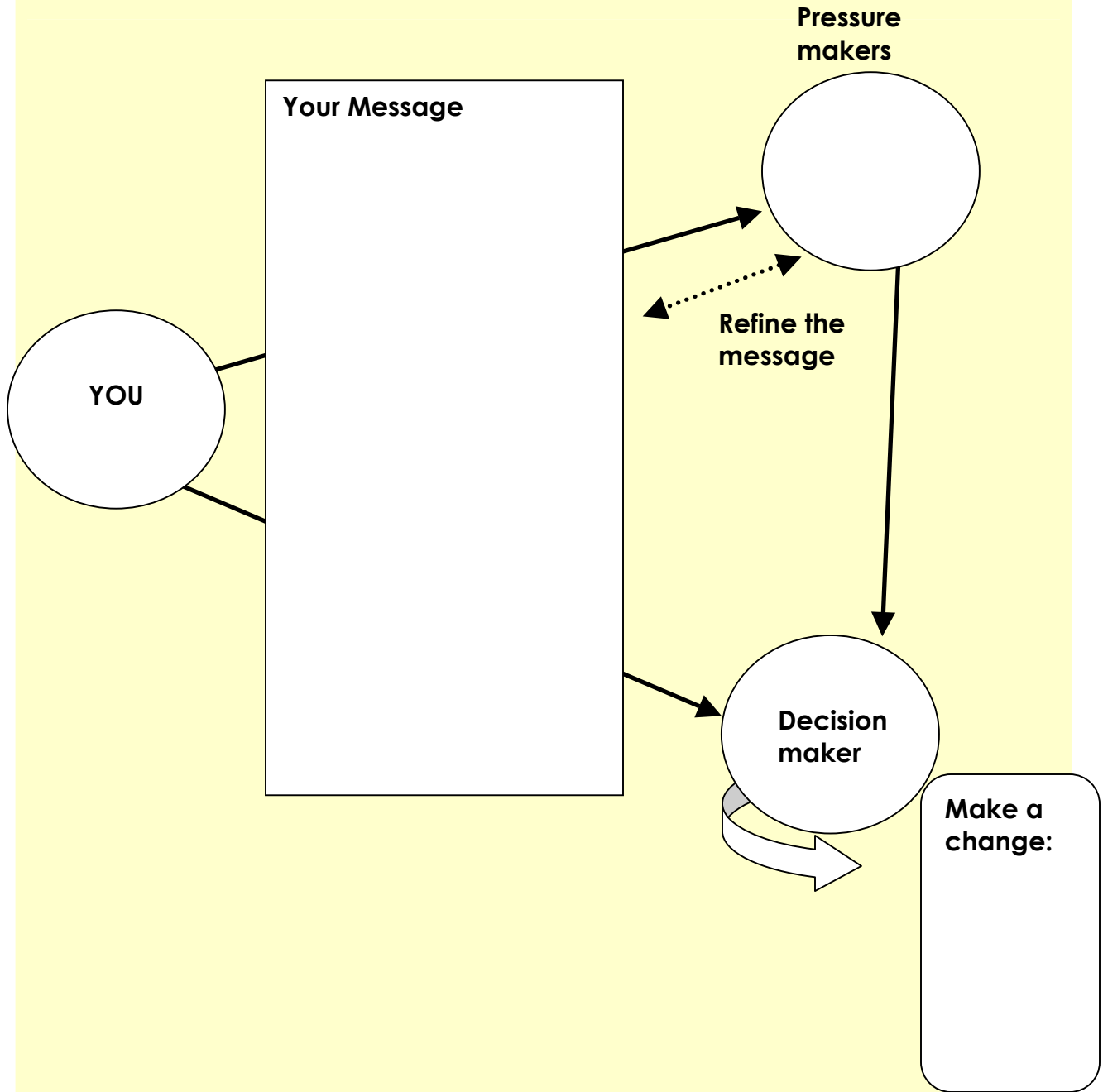
Develop a message for the decision maker based on your recommendations to that decision maker. Use **Worksheet 9** on the next page to develop your message. Summarize your message on **Worksheet 10** on page 59.

**END OF ACTIVITY ■■**

## Worksheet 9: Developing Your Message

Issue	Your Advocacy Campaign
<p><b>Clear Message</b></p> <ul style="list-style-type: none"> <li>The message must be clear, true and persuasive to the audiences</li> </ul>	<p><i>What message does your decision maker need to hear?</i></p>
<p><b>Pressure Makers/Messengers</b></p> <ul style="list-style-type: none"> <li>Should include individuals who have credibility as “experts”:               <ul style="list-style-type: none"> <li>some who can speak from personal experience</li> <li>others who have special credibility or connection to the person or group you have targeted</li> </ul> </li> <li>The same message will have a very different effect, depending on who communicates it</li> <li>Is there involvement of the pressure maker in crafting the message?</li> <li>Will you also act as a pressure maker to the decision maker, or will you rely only on the pressure maker?</li> </ul>	<p><i>Who are the right pressure makers to deliver the message to the decision maker? Look back on page 20.</i></p>
<p><b>Variety of Delivery Methods</b></p> <ul style="list-style-type: none"> <li>Different ways of delivering messages</li> <li>Campaigns must carefully examine their options for action and combine the most appropriate ones together to achieve success</li> </ul>	<p><i>What are the most appropriate methods to deliver the messages to ensure they are heard? How do you know your message is interpreted correctly?</i></p>

## Worksheet 10: Summary of Your Message







## Worksheet 11: Action Plan

Actions we will take	Why will we do this?	Tasks	Resources needed	Assignments	Deadlines

Cohen, D., de la Vega, R., & Watson, G. (2001). Advocacy for Social Justice: A Global Action and Reflection Guide. Bloomfield, CT: Kumarian Press.



# Day 5: Thursday, May 9

<i>Time</i>	<i>Session</i>	
08.30 – 8.45	<i>Recap</i>	
8.45 – 10.00	<i>Session 1</i>	<i>Presentations of Action Plans</i>
10:00 – 10:30	<i>Break</i>	
10.30 – 12.00	<i>Session 2</i>	<i>Advocacy Framework: Evaluation</i>
12:00 – 14:00	<i>Lunch</i>	
14.00 – 15.30	<i>Session 3</i>	<i>Networks and Coalitions</i>
15.30 – 16.00	<i>Break</i>	
16.00 – 16.45	<i>Session 4</i>	<i>Wrap Up and Evaluation</i>

## Recap

The facilitator leads a discussion on yesterday’s sessions (15 min).

## Session 1 Presentations of Actions Plans



Time

1 hour 15 min



Description

### PRESENTATIONS OF ACTION PLANS

Each group has 10 minutes to present their plan to the larger group. There is time for other participants to ask questions about their Plan.



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END OF ACTIVITY ■ ■

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## Session 2    Advocacy Framework: Evaluation

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Time

1 hour 30 min



Description

The aim of this session is for participants to reflect on the ways they plan to evaluate their advocacy campaign.

Advocacy  
framework



1. Needs  
assessment

2. Investigation  
and analysis

3. Advocacy

4. Evaluation

### **PART A    WHY DO WE EVALUATE? (15 MIN)**

The facilitator leads a brainstorming activity on what evaluation is and why it is important in an advocacy campaign.

What does “evaluation” mean to you?

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Why is it important to evaluate an advocacy campaign?

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**PART B    GETTING RESULTS (45 MIN)**

Results, like objectives and actions, must be SMART. That is, they must be:

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

Participants in regional groups develop results (short-term and long-term) for the actions of their advocacy campaign. Deciding on results is a collaborative process that demands time. In this activity, the aim is not to have you determine perfect results for all your planned activities, but to practice using this process in your work. Use **Worksheet 12** on the next page to identify your key results from the actions you will take.

**PART C    GROUP DISCUSSION (30 MIN)**

There is a large group discussion on the results of the small group work.

**END OF ACTIVITY ■■**

## Worksheet 12: Getting Results

<b><i>Actions we will take</i></b>	<b><i>Results: Short term or long term?</i></b>	<b><i>Indicators for results</i></b>

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## Session 3    Networks and Coalitions

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Time

1 hour 30 min



Description

**PART A    WHAT ARE NETWORKS AND COALITIONS? (15 MIN)**

The facilitator leads a brainstorming session on what “networks” and “coalitions” mean to participants. Refer to **Infosheet 9** on page 69 for some definitions.

What does “network” mean to you?

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What does “coalition” mean to you?

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**PART B    STRENGTHENING NETWORKS AND COALITIONS (45 MIN)**

Participants explore opportunities for supporting each other in advocacy activities within their own region and between regions. In small groups (not necessarily regional groups), participants consider the following questions.

Questions to consider as part of an NGO:

- Why join a network/coalition? Is there a common basis for unity? Is there unity on a human rights issue or a program?
- Is being part of a network or a coalition a priority for my organization? Will joining a network/coalition help further my organization’s agenda?

CONTINUED ►►

- Does my organization have the capacity to commit resources to a network/coalition?
- How will joining a network/coalition affect our relationships with others?
- Who else will be involved?

Questions to consider about managing coalitions:

- *Membership*: who can join the coalition? What criteria must be met?
- *Participation*: How are members expected to participate?
- *Leadership*: How are leaders chosen? How are they held accountable to other members?
- *Making decisions*: How are decisions made?
- *Communication and logistics*: How do members stay in touch with each other? How often do they stay in touch? When do members act as a group?

Questions adapted from: Cohen, D., de la Vega, R., & Watson, G. (2001). Advocacy for Social Justice: A Global Action and Reflection Guide. Bloomfield, CT: Kumarian Press.

**PART C GROUP DISCUSSION (30 MIN)**

There is a large group discussion on the results of the small group work.



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**END OF ACTIVITY ■■**

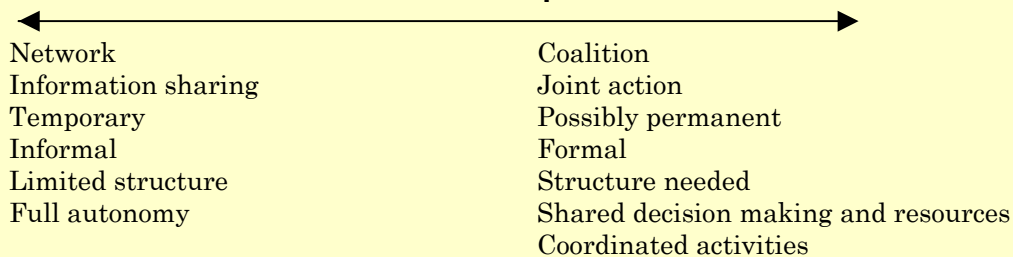


## Infosheet 9: Networks and Coalitions

**Network:** A group of individuals, groups, or institutions that exchange information and/or services. The emphasis in networking is on *exchange*.

**Coalition:** An alliance of organizations for joint action. Like networks, coalitions can exchange information and services, but the emphasis is on *action*. Coalitions are basically networks that go one step further in providing for action.

### Collaboration Spectrum



#### Reasons to for a Network/Coalition

- Speaking with a stronger voice/increasing the pressure.
- Enabling linkages with groups that do not necessarily do the same work as you but can support your advocacy campaign.
- Increasing the pool of information, experience, sharing of best practices, and contacts.
- Avoiding duplication of efforts.
- Coordinating quick responses to a crisis.
- Creating collective security.

#### Reasons for Failed Networks/Coalitions

- Can actually drain individual groups' resources, rather than augment them.
- Environmental factors beyond the control of coalition members can also derail the effort to act as a collective.
- Communications barriers.
- Credibility: a human rights group will not want to associate with other groups that it feels could damage its credibility.
- Undemocratic decision-making.
- Loss of autonomy.
- Competition between coalition members.
- Money tensions.

Adapted from: The Fund for Peace. (1994). [A Handbook on Establishing and Sustaining Human Rights Organizations](#).

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## Session 4    Wrap Up and Workshop Evaluation

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**Time**

45 min



**Description**

**PART A    SUMMARY OF THE WORKSHOP (15 MIN)**

The facilitator goes over the main points of the workshop.

**PART B    WORKSHOP EVALUATION (30 MIN)**

Participants evaluate the workshop.

**END OF ACTIVITY ■■**