



DEPARTMENT OF EDUCATION
GRADE 12 PERSONAL DEVELOPMENT
COURSE MODULE
UNIT 1 I CAN MAKE A DIFFERENCE



FODE DISTANCE LEARNING



**PUBLISHED BY FLEXIBLE OPEN AND DISTANCE EDUCATION
FOR THE DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA**

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GRADE 12

PERSONAL DEVELOPMENT

COURSE MODULE

UNIT 1 I CAN MAKE A DIFFERENCE

TOPIC 1: HUMAN RIGHTS AND RESPONSIBILITIES

TOPIC 2: WHAT IS AN ADVOCATE

TOPIC 3: SOCIAL JUSTICE ISSUES, CAUSES AND EFFECTS

**TOPIC 4: SOCIAL JUSTICE ADVOCACY ACTION PLANNING
SKILLS**

TOPIC 5: TYPES OF NON-VIOLENT ADVOCACY MESSAGES

TOPIC 6: TAKING ACTION AS A ADVOCATE



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DIANA TEIT AKIS
PRINCIPAL

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.

UKE KOMBRA, PhD

Secretary for Education



UNIT 1: I CAN MAKE A DIFFERENCE

INTRODUCTION

In this unit, students understand the value and importance of social justice and develop their advocacy skills. They discuss rights and responsibilities and learn when and where to apply their skills for the common good. They can also discuss a range of law and social justice issues in the wider society. Students are confident role models and advocates for social change.

In the first unit topic, you will discover your rights and explore the unique relationship between your rights and your responsibilities. You will learn about The Universal Declaration of Human Rights and The Universal declaration of Human responsibilities.

The second unit topic will give you an insight on the role and responsibilities of an advocate, and the important work of advocates. Key concepts regarding advocate, and the different 'types of advocacy' will be provided for you to gain more insight into the advocacy work.

The rest of the topics will emphasis more on advocacy work. You will study social issues and compare the social justice issues from the social injustice issues. You will find out about the impacts of social justice issues, and the cause and effects of social injustice issues.

You will also learn about action planning skills that are important to advocacy work. The information on 'action planning', forward planning', and 'conflict resolution' will provide important skills that you can use on an individual level to assist the people who need helping.

The skills that you learn in this booklet can also help you in your personal life, set objectives and goals and work towards achieving your goals. The skills will also help you to deal with conflicts, and plan activities.



The following icons are used in this module:



Student Aims



Student Activity



Time Frame



Note



Practical Student Activity



Answers to Learning Activities



Objectives or aims

On successful completion of this module, students will be able to:

- define important terms; rights, responsibility, advocate, advocacy, social justice, conflict, conflict resolution, and social injustice
- explain key concepts in advocacy
- explain the importance of social justice in the light of human rights and responsibilities
- identify and discuss a range of social justice issues in the wider society
- demonstrate advocacy skills on social justice issues



Time Frame

This unit should be completed within 10 weeks.

If you set an average of 3 hours per day, you should be able to complete the unit comfortably by the end of the assigned week.

Try to do all the learning activities and compare your answers with the ones provided at the end of the unit. If you do not get a particular exercise right in the first attempt, you should not get discouraged but instead, go back and attempt it again. If you still do not get it right after several attempts then you should seek help from your friend or even your tutor. Do not pass any question without solving it first.



12.1.1 Human Rights and Responsibilities

12.1.1.1 Application of Human Rights to our lives

What are rights?

Rights are “legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental rules about what is allowed of people or owed to people.

Human Rights are “Things which you are entitled or allowed; freedoms that are guaranteed”.

Rights are freedoms that you have simply because you are human. You have the right to live, the right to speak your mind, and the right to be treated as equal.

There are many types of rights, and most apply to certain groups only (e.g. Children’s rights and worker’ rights). But human rights apply to absolutely everyone everywhere. That means kids, old people, soccer players, garbage collectors, teachers, Indians, Arabs, Christians, Muslims, your mum and dad, your neighbour, friends, and you. You all have the same exact human rights. In other words the human rights are universal (for everyone).

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal rights are human rights that are meant to protect everyone from harm, abuses such as discrimination, intolerance, injustice, oppression and slavery.

What is the purposes of human rights?

- To protect everyone from harm, abuses, discrimination, injustice and oppression.
- To satisfy individual needs.
- To encourage people in achieving their goals.

Article 1, 3 and 7 of the ‘Declaration of Human Rights’ have been selected and explain further for you.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.



There is no one above the law of this country. Your life is just as important as a street seller, PMV driver, leader in Parliament, Pilot or an old man and a sick woman or a crippled little boy.

Endowed with reason and conscience means that a person has the ability to solve a problem or work out an answer about what is right or wrong after thinking about all the relevant facts.

Article 3

Everyone has the right to life, liberty and security of person.

Liberty means freedom and Security of person means to feel safe from danger.

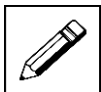
Article 7

All are equal before the law are entitled without any discrimination to equal protection of the law.

People should be given a fair treatment when suspected of a crime or offence. They must be given the right to stand up in court and defend themselves. Suspects must be treated as “not guilty, until proven guilty by the court”. Everyone must be treated fairly without fear of the disciplinary forces e.g. Policeman and Solders.

Many people know something about their rights. Generally they know they have the right to food and a safe place to stay. They know they have a right to be paid for the work they do. But there are many other rights.

When human rights are not well known by people, abuses such as discrimination, intolerance, injustice, oppression and slavery can arise.



Learning Activity 12.1.1.1

1. What is the meaning of ‘right’?

2. What are universal rights?



3. What is the qualification or eligibility to have the human rights?

4. What is the meaning of liberty?

5. What is the significance of human rights?



12.1.1.2 Application of Human Responsibilities to our lives

What is 'responsibility'?

1. The opportunity or ability to act independently and take decisions without authorization.

"We expect individuals to take on more responsibility"

2. A thing which one is required to do as part of a job, role, or legal obligation.

"Teachers are responsible in teaching effective lessons to the students"

Purpose of responsibilities

Some start thinking of daily activities like taking out the trash, others think of things like working a job to support families or themselves but human responsibilities are much bigger than what any of you might think. A majority of our human responsibilities involve life or death situations where we determine the outcome.

If you want to be successful, you have to take 100% responsibility for everything that you experience in your life. This includes the level of your achievements, the results you produce, the quality of your relationships, the state of your health and physical fitness, your income, your debts, your feelings—everything! This is not easy.

In fact, most of us have been conditioned to blame something outside of ourselves for the parts of our life we don't like. We blame our parents, our bosses, our friends, our co-workers, our clients, our spouse, the weather, the economy, our astrological chart, our lack of money—anyone or anything we can pin the blame on. We never want to look at where the real problem is—ourselves.

If you want to create the life of your dreams, then you are going to have to take 100% responsibility for your life as well. That means giving up all your excuses, all the reason why you cannot and why you haven't up until now, and most of your blaming of outside circumstances.

You have to take the position that you have always had the power to make it different, to get it right, to produce the desired result. For whatever reason—ignorance, lack of awareness, fear, needing to be right, the need to feel save—you chose not to exercise that power. Who knows why? It doesn't matter. The past is the past. All that matters now is that from this point forward you choose—that is right, It is a choice—you chose to act as if (that is all that is required—to act as if) you are 100% responsible for everything that does or doesn't happen to you.

What are the responsibilities of a human being?

Human responsibilities are the universal responsibilities of human beings regardless of ethnicity, nationality, religion, or sex. The idea of human responsibilities arises as a natural counterbalance to the idea of human rights.



Top 10 Human Responsibilities

In our everyday life there are so many responsibilities that we have to perform. From the so many different responsibilities, you will study 10 human responsibilities that are of most importance.

10. Guide the Young

It is a known fact that the Entertainment Industry has become a listen or watch at your own risk type of thing. Every movie and CD is rated but young kids can still walk into a store and purchase those items without question. Parents are supposed to be aware of what their children are watching or listening to but there is just no possible way to monitor a child or teenager 24/7. Everywhere there is bound to be blasting of music with the cursing and sexual lyrics in it where children can hear it loud and clear but its called freedom of speech and self expression.

Parents, teachers, Members of Parliament, pastors and priests, individuals in leadership roles, and every adult should share the responsibilities of guiding the young children to live and grow with the right attitudes.

9. Fight for Your Beliefs/Values



If you have strong opinions and beliefs about something then It is something worth fighting for. It doesn't matter if It is a religion, and school project idea, ideas at work, or at home. Voice your opinions on everything you feel is not right otherwise you will be taken advantage of for the rest of your life and looked over almost as if nonexistent.

Your fight for your beliefs does not have to turn into a violent one to get your point across and many fail to realize that. Lots of people believe there are religious wars going on that have caused the world to become what it is, that have caused acts of terrorism that have taken hundreds of thousands of lives. There should be no religious wars going on, we're all the same, we're all human beings with human responsibilities. We have to wake up before It is too late?

8. Show Love for Everyone

Love truly does make the world go around and without it all we have is hate. You know that hate has destroyed many nations in the past. Teach your children to love everyone no matter the skin color, age, differences in religion, income, or other status. While



you are teaching your children to love you might want to take note of a few things yourself.

Have you ever disliked someone because they had something you wanted whether it is a person, place, or thing? The term for those actions is called Jealousy and with jealousy comes envy and hate. Anytime hate appears love is out the door and all situations even the least expected can turn deadly.

7. Show Respect for Everyone

Even if you cannot bring yourself to love an individual you could at least show respect as you would want shown for you. If you disagree with someone or something It is alright to voice your opinion in a respectful way. If that person is not trying to hear your thoughts on something It is better to walk away then to try to forcefully get someone to listen. If more human beings showed respect for one another different races and religions could live amongst each other peacefully.

6. Show Respect for Animals



Are you an animal lover? If you are not there should still be a need to show respect for animals you may come in contact with. Animal cruelty is a crime punishable to the full extent of the law because animals cannot talk and stand up for themselves. No animal deserves to be slaughtered especially so that someone can have a fur coat to show off. People should treat animals as they would want to be treated if they were animals.

5. Punish Bad Actions

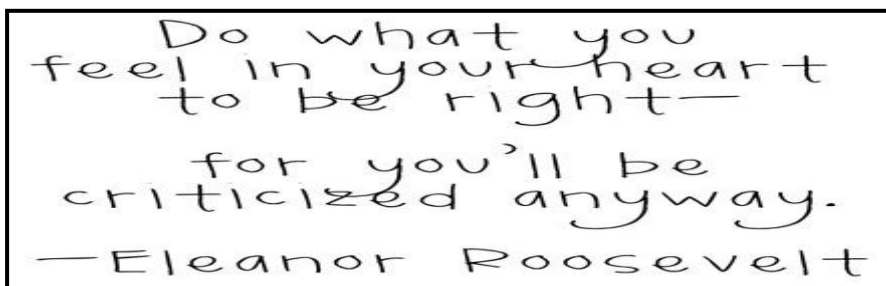




Laws have a purpose and that purpose is order. If there were no laws in the world and everybody free to do what they wanted we would be in much more of a crisis than we already are. Imagine a world without laws where our children could just walk into stores and purchase liquor, cigarettes, guns, and anything that we wouldn't purchase for them ourselves. Imagine a world where our children didn't have to go to school, people could steal anything they wanted, and do unimaginable acts at any time they felt. That is not a world I'd want to be living in and surely not one you'd want to live in either. There would be no punishment for unlawful acts, no jails, and no people left on earth because we'd never survive.

It is a belief that bad action should be punished because that is the only way to keep things in order, protect our children and ourselves. Would you want a serial killer living next door from you free to kill, or a child rapist free to do as they please to any child? Another thought is If you were to raise your child without punishment for bad actions such as being grounded, as that child grows older he/she grows more free, more uncontrollable, and at risk for ending up in jail or death. Bad actions should never go unpunished.

4. Do what's Right



Many politicians get into office on a wink, smile, and empty promises but the real reason is the peoples who vote them there. If we all were to do what's right there'd be no need for worry of who the real voice of the people is. If we all were to do what's right there'd be no worry of your child falling victim to gang violence or sexual predators. Sometimes doing what's right can also crash some egos but we must be able to put our differences to the side and be strong enough individuals to admit our faults before condemning someone else's. Let us all try to do what's right so we can create a better safer world to live in.

3. Learn

Education is available to every individual. Take advantage of getting an education so that you'll be armed with knowledge to make a difference. Do you really think that the government or the people are going to listen to someone uneducated regarding what you feel might be serious issues? If you are uneducated there will be nobody to help your children with their homework or really push them to finish school and obtain a higher education.



2. Help Others



Share your wealth sometimes especially when you have everything. Giving just a little will not make you poor if you are rich and have taken care of your own home first. I could use this in reference to our Government who is always willing to help out other countries in need but don't take care of home first. If we have people starving over here and dying of disease you would think that they would be open to helping the ones right in their own backyard and then spreading the wealth.

1. Destroy All Nuclear Weapons

If the world could learn to love then there would be no need for nuclear weapons. Most countries have nuclear weapons. People are always worried about another nation coming in and taking over, but if we could all get along in some way the world would generally be a safe and peaceful place. Nobody with known nuclear weapons is willing to destroy them and that is a really sad realization. Will the world end from a religious war or will it end because of all the nuclear weapons or the other?

Relationship between rights and responsibilities

Rights and responsibilities coexist to balance our way of life. You have a right to something, but bear in mind that other people have a right as well, so whatever behaviour or action that you do to achieve your right must be done in a responsible way.

The Universal Declaration of Human Rights do have an article that state the importance of responsibility. Can you guess the Article number?

Human Right Article # 29 Responsibility

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.



A Universal Declaration of Human Responsibilities

The Universal Declaration of Human Responsibilities has already been proposed in 1 September 1997

The 50th anniversary of the Universal Declaration of Human Rights (1998) was the opportune time to adopt a Universal Declaration of Human Responsibilities, which would complement the Human Rights Declaration and strengthen it and help lead to a better world.

The following draft of human responsibilities seeks to bring freedom and responsibility into balance and to promote a move from the freedom of indifference to the freedom of involvement. If one person or government seeks to maximise freedom but does it at the expense of others, a larger number of people will suffer. If human beings maximise their freedom by plundering the natural resources of the earth, then future generations will suffer.

The initiative to draft a Universal Declaration of Human Responsibilities is not only a way of balancing freedom with responsibility, but also a means of reconciling ideologies, beliefs and political views that were deemed antagonistic in the past. The proposed declaration points out that the exclusive insistence on rights can lead to endless dispute and conflict, that religious groups in pressing for their own freedom have a duty to respect the freedom of others. The basic premise should be to aim at the greatest amount of freedom possible, but also to develop the fullest sense of responsibility that will allow that freedom itself to grow.

It is agreed universally that freedom without acceptance of responsibility can destroy the freedom itself, whereas when rights and responsibilities are balanced, then freedom is enhanced and a better world can be created.

The General Assembly

Proclaims this Universal Declaration of Human Responsibilities as a common standard for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall contribute to the advancement of communities and to the enlightenment of all their members. We, the peoples of the world thus renew and reinforce commitments already proclaimed in the Universal Declaration of Human Rights: namely, the full acceptance of the dignity of all people; their inalienable freedom and equality, and their solidarity with one another. Awareness and acceptance of these responsibilities should be taught and promoted throughout the world.

Fundamental Principles for Humanity

Article 1

Every person, regardless of gender, ethnic origin, social status, political opinion, language, age, nationality, or religion, has a responsibility to treat all people in a humane way.

Article 2

No person should lend support to any form of inhumane behaviour, but all people have a responsibility to strive for the dignity and self-esteem of all others.



Article 3

No person, no group or organization, no state, no army or police stands above good and evil; all are subject to ethical standards. Everyone has a responsibility to promote good and to avoid evil in all things.

Article 4

All people, endowed with reason and conscience, must accept a responsibility to each and all, to families and communities, to races, nations, and religions in a spirit of solidarity: What you do not wish to be done to yourself, do not do to others.

Non-Violence and Respect for Life

Article 5

Every person has a responsibility to respect life. No one has the right to injure, to torture or to kill another human person. This does not exclude the right of justified self-defence of individuals or communities.

Article 6

Disputes between states, groups or individuals should be resolved without violence. No government should tolerate or participate in acts of genocide or terrorism, nor should it abuse women, children, or any other civilians as instruments of war. Every citizen and public official has a responsibility to act in a peaceful, non-violent way.

Article 7

Every person is infinitely precious and must be protected unconditionally. The animals and the natural environment also demand protection. All people have a responsibility to protect the air, water and soil of the earth for the sake of present inhabitants and future generations.

Justice and Solidarity

Article 8

Every person has a responsibility to behave with integrity, honesty and fairness. No person or group should rob or arbitrarily deprive any other person or group of their property.

Article 9

All people, given the necessary tools, have a responsibility to make serious efforts to overcome poverty, malnutrition, ignorance, and inequality. They should promote sustainable development all over the world in order to assure dignity, freedom, security and justice for all people.

**Article 10**

All people have a responsibility to develop their talents through diligent endeavour; they should have equal access to education and to meaningful work. Everyone should lend support to the needy, the disadvantaged, the disabled and to the victims of discrimination.

Article 11

All property and wealth must be used responsibly in accordance with justice and for the advancement of the human race. Economic and political power must not be handled as an instrument of domination, but in the service of economic justice and of the social order.

Truthfulness and Tolerance**Article 12**

Every person has a responsibility to speak and act truthfully. No one, however high or mighty, should speak lies. The right to privacy and to personal and professional confidentiality is to be respected. No one is obliged to tell all the truth to everyone all the time.

Article 13

No politicians, public servants, business leaders, scientists, writers or artists are exempt from general ethical standards, nor are physicians, lawyers and other professionals who have special duties to clients. Professional and other codes of ethics should reflect the priority of general standards such as those of truthfulness and fairness.

Article 14

The freedom of the media to inform the public and to criticize institutions of society and governmental actions, which is essential for a just society, must be used with responsibility and discretion. Freedom of the media carries a special responsibility for accurate and truthful reporting. Sensational reporting that degrades the human person or dignity must at all times be avoided.

Article 15

While religious freedom must be guaranteed, the representatives of religions have a special responsibility to avoid expressions of prejudice and acts of discrimination toward those of different beliefs. They should not incite or legitimize hatred, fanaticism and religious wars, but should foster tolerance and mutual respect between all people.

Mutual Respect and Partnership**Article 16**

All men and all women have a responsibility to show respect to one another and understanding in their partnership. No one should subject another person to sexual



exploitation or dependence. Rather, sexual partners should accept the responsibility of caring for each other well-being.

Article 17

In all its cultural and religious varieties, marriage requires love, loyalty and forgiveness and should aim at guaranteeing security and mutual support.

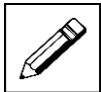
Article 18

Sensible family planning is the responsibility of every couple. The relationship between parents and children should reflect mutual love, respect, appreciation and concern. No parents or other adults should exploit, abuse or maltreat children.

Conclusion

Article 19

Nothing in this Declaration may be interpreted as implying for any state, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the responsibilities, rights and freedom set forth in this Declaration and in the Universal Declaration of Human Rights of 1948.



Learning Activity 12.1.1.2

1. Give the definition for 'responsibility'.

2. Discuss the relationship between rights and responsibilities.

3. List 5 of the 10 Human Responsibilities that you have learnt in this topic.



4. Write the summary of Article 1 and 8.

Article	Human Responsibilities
1	
8	

5. The Universal Declaration of Human Responsibilities has 19 Articles of responsibilities that are grouped into four main sub-heading. List the 4 main group or sub-heading.

The Responsibilities to;

- i) _____
- ii) _____
- iii) _____
- iv) _____



Summative Exercise 12.1.1

Answer the following questions.

1. What is the meaning of 'right'?

2. What are universal rights?



3. What is the significance of human rights?

4. What is 'responsibility'?

5. State the relationship between rights and responsibilities.

6. Write the summary of Article 2, 5, 11 and 16.

Article	Human Responsibilities
2	
5	
11	
16	



Answers to Activity 12.1.1

Learning Activity 12.1.1.1

1. *(Any answer similar to the sample below is correct)*
 - Rights are “legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental rules about what is allowed of people or owed to people.
 - Things which you are entitled or allowed; freedoms that are guaranteed.
2. Universal rights are human rights that are meant to protect everyone from harm, abuses such as discrimination, intolerance, injustice, oppression and slavery.
3. being a human being
4. Freedom of choice (any answer similar to the sample provided is correct)
5. *(Any answer similar to the sample below is correct)*
 - To protect everyone from harm, abuses, discrimination, injustice and oppression.
 - To satisfy individual needs.
 - To encourage people in achieving their goals.

Learning Activity 12.1.1.2

(Any answer similar to the sample answers is correct)

- The opportunity or ability to act independently and take decisions without authorization.
 - A thing which one is required to do as part of a job, role, or legal obligation.
1. *(Any answer similar to the sample answers is correct)*
 - Rights and responsibilities coexist to balance our way of life. The way we behave or act towards achieving our right must be done in a responsible way.
 - It is agreed universally that freedom without acceptance of responsibility can destroy the freedom itself, whereas when rights and responsibilities are balanced, then freedom is enhanced and a better world can be created.
 - Responsibilities complement the human rights in securing a better world.



2. (Any five answers from this list)

- | | |
|-----------------------------------|--------------------------------|
| i) Guide the Young | vi) Punish Bad Actions |
| ii) Fight for Your Beliefs/Values | vii) Do What's Right |
| iii) Show Love for Everyone | viii) Learn |
| iv) Show Respect for Everyone | ix) Help Others |
| v) Show Respect for Animals | x) Destroy all Nuclear Weapons |

3. Write the summary of Article 1 and 8

	n Responsibilities
	responsibility to treat all people in a humane way
	person has a responsibility to behave with integrity, honesty and fairness.

4. (Answers can be listed in any order)

- i) Fundamental Principles for Humanity
- ii) Non-Violence and Respect for Life
- iii) Justice and Solidarity
- iv) Truthfulness and Tolerance



Answers to Summative Activity 12.1.1

1. (Any answer similar to the sample below is correct)

- Rights are “legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental rules about what is allowed of people or owed to people.
- Things which you are entitled or allowed; freedoms that are guaranteed.

2. Universal rights are human rights that are meant to protect everyone from harm, abuses such as discrimination, intolerance, injustice, oppression and slavery.



3. *(Any answer similar to the sample below is correct)*

- To protect everyone from harm, abuses, discrimination, injustice and oppression.
- To satisfy individual needs.
- To encourage people in achieving their goals.

4. *(Any answer similar to the sample answers is correct)*

- The opportunity or ability to act independently and take decisions without authorization.
- A thing which one is required to do as part of a job, role, or legal obligation.

5. *(Any answer similar to the sample answers is correct)*

- Rights and responsibilities coexist to balance our way of life. The way we behave or act towards achieving our right must be done in a responsible way.
- It is agreed universally that freedom without acceptance of responsibility can destroy the freedom itself, whereas when rights and responsibilities are balanced, then freedom is enhanced and a better world can be created.
- Responsibilities complement the human rights in securing a better world.

6. Write the summary of Article 2, 5, 11 and 16.

Article	Human Responsibilities
2	Responsibility to eradicate any form of inhuman behaviour
5	Every person has a responsibility to respect life
11	Responsibility to use property and wealth for a genuine purpose
16	Responsibility for all male and female to show respect and accept the responsibility of caring for each other's well-being, and free from sexual abuse



12.1.2 What is an Advocate

12.1.2.1 The Role of an Advocate

The **role** of the **advocate** has never been to promote the best interests of a child or young person. That is the **role** of all other professionals and adults in their lives. **Advocacy** is about empowerment. It is about supporting their views or presenting their views for them.

By definition, advocacy involves speaking on behalf of a person(s) or yourself to ensure that their rights and needs are recognized. The word "advocacy" comes from Latin and means '**to add a voice**'. The purpose of advocacy is to assist in securing the rights of one's self or another. We all need to develop advocacy skills in order to ensure that our needs are met and our rights are respected.

What is an advocate?

1. Person who supports a cause and exercises his right to be heard, or represents a party before a court or tribunal to defend it or plead on behalf of it.
2. To support or recommend publicly; plead for or speak in favour of someone or something (issue)

An advocate is someone who speaks out and takes action to improve their society; for example, individuals, churches, NGOs, unions, cooperatives

The actions taken by an advocate could be social, political, economic, spiritual and practical.

- Advocates assist people with making sure their rights are respected. They help individuals who need their assistance to resolve complaints about health or disability services.
- They operate independently of government agencies, the Health and Disability Commissioner, and the funders of health and disability services.
- Advocates are not investigators or mediators, they do not make decisions on whether there has been a breach of the Code. They are there to support you, encourage you to take action (including making a complaint) and to help you resolve your concerns.

What exactly does an advocate do?

An advocate is on the side of people who needs assistance. This means the advocate will:

- assist with problem solving
- give you practical support, such as helping to write a letter or accompanying you to a resolution meeting with the provider



- provide information or research where to get information
- give you guidance and information on self-advocacy, if you wish to deal with the matter yourself.
- help you to explore the options available, including ways to make a complaint
- support you in the actions you decide to take to resolve your concerns
- provide non-judgmental support
- help to clarify what your goal is and to sort out the issues
- add a social justice perspective and analysis
- provides positive feedback and hope based in reality
- provide honest feedback
- help complete confusing forms
- speak for those unable to speak
- represent those without representation
- listen to your concerns
- give you information about your rights

What are the Advocate's Roles and Responsibilities?

1. To help "clients" clarify and identify their problem(s)
2. To provide "clients" with factual information and support
3. To listen well and with respect, and to communicate clearly
4. To help explore and evaluate options
5. To help "clients" choose realistic, fair and legal solutions that are their own
6. To help plan or prepare needed action only if "clients" cannot act for themselves
7. To promote independence and self-esteem.
8. To teach assertiveness, communication and problem solving techniques
9. To make appropriate referrals and provide follow-up.



10. To help “clients” develop a positive working relationship with the workers, professionals and the systems involved
11. To strive for “win — win” solutions
12. To avoid judgment, assumption, taking over, taking credit, encouraging dependence, providing solutions, or rescuing
13. To model treating everyone involved with dignity and respect
14. To promote human rights, justice and fair treatment
15. To work within personal limits and set clear boundaries
16. To follow a clear Code of Ethics/Practice
17. To set a good example

Features of an Advocate: (Qualities or attributes of an advocate)

- Has clear and healthy boundaries
- Is sympathetic
- Does her/his research - is learning all the time
- Is fair and just
- Asks questions - doesn't assume
- Is patient and calm
- Honours all parties' expertise and perspective
- Is unbiased and balanced yet supportive
- Recognizes that clients are the experts of their own lives and situations.
- Plants seeds and supports clients grow at their own pace
- Simplifies, “translates” government and legal language into plain English
- Finds translation for non-English speakers
- Empowers people to advocate for themselves
- Values/recognizes the client's strengths
- Admits own mistakes and takes responsibility
- Works with realistic expectations



- Knows the resources and makes useful referrals

Goals of an Advocate

- Clarify the problem
- Provide information and support
- Listen - with respect for all parties
- Develop trust amongst all parties
- Promote and protect rights
- Encourage, teach and support self-advocacy
- Increase understanding and co-operation between agencies, systems and clients
- 'Win-win' solutions
- Reach the client's goal

Types of Advocacy

There are many different types of advocacy, including:

1. self-advocacy
2. group advocacy
3. peer advocacy
4. Case advocacy
5. citizen advocacy
6. professional advocacy

1. Self-advocacy

Self-advocacy refers to an individual's ability to effectively communicate his or her own interests, desires, needs and rights. It recognises that people are experts by experience and involves them in speaking out for themselves about the things that are important to them. It means that people are able to ask for what they want and need and to tell others about their thoughts and feelings.

2. Group advocacy

Group advocacy involves people with shared experiences, positions or values coming together in groups to talk and listen to each other and speak up collectively about issues that are important to them. These groups aim to influence public opinion, policy and service provision. They vary considerably in size, influence and motive. Representatives of local groups are often included on planning committees and involved in the commissioning and monitoring of health and social care services.



3. Peer advocacy

Peer advocacy refers to one-to-one support provided by a person with a similar disability or experience. Trained and supported volunteers often provide peer advocacy. A person is best suited to approach their peers as equals, and to feel strongly about, and fight hard for their needs.

4. Case/crisis/short term advocacy

This is where an advocate supports a person with learning difficulties when they most need it. This is a short-term arrangement e.g. care plan meetings. When the issue is sorted out the advocate is not needed anymore.

5. Citizen advocacy

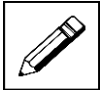
Citizen advocacy aims to involve people in their local community by enabling them to have a voice and to make decisions about the things that affect their lives. Citizen advocacy last for as long as the citizen advocate and the individual want them to. Citizen advocates are ordinary members of the local community. They are unpaid and usually operate with support from a coordinated scheme (e.g. churches and NGOs)

6. Professional/ paid advocacy

Many professionals have as part of their jobs an advocating role e.g. nurses, social workers, doctors, lawyers, etc... In some cases they may not be able to help because their advocacy role may conflict with their professional interests. In these cases professionals should recommend another advocate who can help.

Paid independent advocates support and enable people to speak up and represent their views, usually during times of major change or crisis. Such advocacy is issue-based and the advocate may only need to work with the person for a short time.

Everyone can play the role of an advocate in his/her lifetime, e.g. standing up for your rights, supporting your friend with a specific social issue, or helping a person with disability (deaf, blind, mute, crippled or mentally affected person), being a member of an organisation that advocate for HIV/AIDS affected people, supporting homeless people or taking care of the orphans, and speaking out against deforestation and global warming. There are many other examples of advocacy roles that we all can perform to make our community a better place.



Learning Activity 12.1.2.1

1. What is the definition for advocate?

2. What is 'advocacy'?

3. List 3 things that an advocate does?

4. List 3 roles and responsibilities of advocates?

5. List 3 qualities or character of an advocate?

6. List the 6 types of advocacy



12.1.2.2 Key Concepts of Social Justice Advocacy

Before you study the main concept of social justice advocacy, you must first understand some of the important/vital terms and phrase relating to social justice advocacy.

Key Terms/phrases:

- **What is 'education for social justice'?**
Teaching information and ideas that promote social **justice**, and instil social justice values in students. It aims are to equip learners with the skills and experiences necessary to promote **social** change and to increase equality among individuals.
- **What is an 'advocacy group'?**
An **advocacy group** is an organization that attempts to influence public policy without putting up candidates for election (as political parties do).

Advocacy groups (also known as **pressure groups, lobby groups, campaign groups, interest groups, or special interest groups**) use various forms of advocacy to influence public opinion and/or policy; they have played and continue to play an important part in the development of political and social systems. Groups vary considerably in size, influence, and motive; some have wide ranging long term social purposes, others are focused and are a response to an immediate issue or concern.

- **What is the meaning of 'policy advocacy'?**
The **means** by which oppressive systems, **policies**, and laws that negatively affect certain groups of people are challenged and changed.

Policy advocacy refers to advocacy tactics, strategies and initiatives which target changes to policies and legislation. These advocacy initiatives seek to establish new policies, improve existing policies or challenge the development of policies that diminish resources and opportunities for vulnerable groups of people such as children and youth. Policy generally refers to 'social' policy.
- **What does a systems change advocate do?**
Systems advocacy is an effort to change policies, rules or laws which determine how services are provided. This type of advocacy focuses on changing systems.
- **What is an advocate for children?**
Child advocacy refers to a range of individuals, professionals and **advocacy** organizations who speak out on the best interests of **children**. An individual or organization who does advocacy work to protect **children's** rights.

Are there any other forms of advocacy work?

Yes, there are many forms of advocacy work, and two of them are;

- Environmental advocacy – concern with protecting the environment.
- Animal advocacy – advocating for animal rights.



What is social justice advocacy?

We understand social justice advocacy to be planned, organised and sustained actions. Its purpose is to influence public policy outcomes, with and/ on behalf of a vulnerable group or community or indeed the wider public good.

Social justice advocacy is informed by experiences of poverty and exclusion by:

- Providing individual/personal advocacy support for rights and entitlements.
- Delivering direct services (Cheshire Homes, and Calen Services for people with disability) and meeting social and economic needs.
- Empowering and involving those experiencing the issues in the decisions that impact their lives.
- Producing research and analysis that illustrates the realities of poverty and social exclusion.

It is targeted at a broad range of stakeholders including: policy-makers, civil and public servants, social partners, relevant international organisations, broader public opinion, and other relevant stakeholders.

Importance of Social Justice

Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need.

There are always going to be the rich people as there is always going to be the poor people. People with high intelligence and people of low intelligence. There is always going to be people that will wait for things to happen, and there are those that go out and make things happen. There will always be inequality in certain issues, that is just the way life in many places. A civilized society has people that can help those members that cannot help themselves, and they do so willingly - that is social justice, and that strengthen our civilized way of life. It is socially unjust when people become 'free riders' and benefit from the community without helping others in the community that needed helping.

Social justice is based on the values of fairness, equality, respect for diversity, access to social protection, and the application of human rights in all spheres of life, including in the workplace. The **World Day of Social Justice on the 20th of February** will always give us the opportunity to renew our commitment to this important cause and to recognize that while progress has been made, much more needs to be done.

Independence

People you know such as friends and family or health or social care staff, can all be supportive and helpful - but it may be difficult for them if you want to do something they disagree with.



Health and social services staff have a 'duty of care' to the people they work with, which means they cannot support you in doing things that they think will be bad for you.

But an advocate is independent and will represent your wishes without judging you or giving you their personal opinion. We believe that you are the expert on your life and it is your view of what you wish to happen that our advocates will act upon.

Confidentiality

Unless you tell us something of a life-threatening nature, or in other limited circumstances, advocate organisations will not tell anyone else what you tell them without your permission.

Types of Justice on social issues

Justice is action in accordance with the requirements of some law. Whether these rules are grounded in human consensus or societal norms, they are supposed to ensure that all members of society receive fair treatment.

Just institutions tend to instil a sense of stability, well-being, and satisfaction among society members, while perceived injustices can lead to dissatisfaction, rebellion, or revolution. Each of the different spheres expresses the principles of justice in its own way, resulting in different types and concepts of justice: distributive, procedural, retributive, and restorative.

These types of justice have important implications for socio-economic, political, civil, and criminal justice at both the national and international level. Education plays an important and crucial part to law enforcement organisation and professionals.

Distributive, or economic justice, is concerned with giving all members of society a "fair share" of the benefits and resources available. However, while everyone might agree that wealth should be distributed fairly, there is much disagreement about what counts as a "fair share."

Procedural, is concerned with making and implementing decisions according to fair processes that ensure "fair treatment." Rules must be impartially followed and consistently applied in order to generate an unbiased decision. Those carrying out the procedures should be neutral, and those directly affected by the decisions should have some voice or representation in the decision-making process.

Retributive appeals to the notion (idea or belief) that people deserve to be treated in the same way they treat others. It is a retroactive approach that justifies punishment as a response to past injustice or wrongdoing. The central idea is that the offender has gained unfair advantages through his or her behavior, and that punishment will set this imbalance straight.

However, because there is a tendency to slip from retributive justice to an emphasis on revenge, some advocates suggest that **restorative justice** processes are more effective. While a retributive justice approach conceives of transgressions as crimes against the state or nation, restorative justice focuses on violations as crimes against individuals. It is concerned with healing victim's wounds, restoring offenders to law-abiding lives, and repairing harm done to interpersonal relationships and the community.



Learning Activity 12.1.2.2

1. What is policy advocacy?

2. Explain environmental advocacy and animal advocacy.

3. What is the importance of social justice?

4. What is social justice advocacy?

5. What is justice?

6. List the 4 main types of justice relevant to addressing social issues.



7. How can a society achieve economic justice?

8. Education for social justice is important. What is the education for social justice?



Summative Activity 12.1.2

Answer the following.

1. What is the definition for advocate?

2. What is 'advocacy'?

3. Match the definitions or statements with the appropriate terms from this list; *self-advocacy, peer advocacy, group advocacy, case advocacy, citizen advocacy, professional advocacy, distributive justice, procedural justice, retributive justice, and restorative justice.*

Terms	Definitions
	This is where an advocate supports a person with learning difficulties when they most need it.



	An individual's ability to effectively communicate his or her own interests, desires, needs and rights.
	Advocates such as nurses, social workers, doctors and lawyers
	A group is an organization that attempts to influence public policy without putting up candidates for election (as political parties do).
	Policy advocacy refers to advocacy tactics, strategies and initiatives which target changes to policies and legislation.
	Supporting the interests of children and protecting their rights
	It is concerned with healing victim's wounds, assisting offenders to be law-abiding people, and repairing harm done.
	the belief that people deserve to be treated in the same way they treat others. It is a method that justifies punishment as a response to past injustice or wrongdoing.
	is concerned with giving all members of society a "fair share" of the benefits and resources available

4. What is the importance of social justice?

5. What is justice?

6. Write **T** for True or **F** for False for the following statements.

- a) Advocates aim for 'win-win' solution. ____
- b) The world day of social justice is the 20th of May. ____
- c) Greenpeace is an global organisation that promote environment advocacy. ____



Answers to Activity 12.1.2

Learning Activity 12.1.2.1

1. (Any answer similar to the samples below is correct)
 - Person who supports a cause and exercises his right to be heard, or represents a party before a court or tribunal to defend it or plead on behalf of it.
 - To support or recommend publicly; plead for or speak in favour of someone or something (issue).
 - An advocate is someone who speaks out and takes action to improve their society; for example, individuals, churches, NGOs, unions, cooperatives.
 - Advocates assist people with making sure their rights are respected. They help individuals who need their assistance to resolve complaints about health or disability services.
2. Advocacy involves speaking on behalf of a person, yourself or a group of people to ensure that their rights and needs are recognized.
3. (Any 3 qualities or characters from the sample below)
 - assist with problem solving
 - give you practical support, such as helping to write a letter or accompanying you to a resolution meeting with the provider
 - provide information or research where to get information
 - give you guidance and information on self-advocacy, if you wish to deal with the matter yourself.
 - help you to explore the options available, including ways to make a complaint
 - support you in the actions you decide to take to resolve your concerns
 - provide non-judgmental support
 - help to clarify what your goal is and to sort out the issues
 - add a social justice perspective and analysis
 - provides positive feedback and hope based in reality
 - provide honest feedback



- help complete confusing forms
 - speak for those unable to speak
 - represent those without representation
 - listen to your concerns
 - give you information about your rights
- 4.** (Any 3 qualities or characters from the sample below)
1. To help “clients” clarify and identify their problem(s)
 2. To provide “clients” with factual information and support
 3. To listen well and with respect, and to communicate clearly
 4. To help explore and evaluate options
 5. To help “clients” choose realistic, fair and legal solutions that are their own
 6. To help plan or prepare needed action only if “clients” cannot act for themselves
 7. To promote independence and self-esteem.
 8. To teach assertiveness, communication and problem solving techniques
 9. To make appropriate referrals and provide follow-up.
 10. To help “clients” develop a positive working relationship with the workers, professionals and the systems involved
 11. To strive for “win — win” solutions
 12. To avoid judgment, assumption, taking over, taking credit, encouraging dependence, providing solutions, or rescuing
 13. To model treating everyone involved with dignity and respect
 14. To promote human rights, justice and fair treatment
 15. To work within personal limits and set clear boundaries
 16. To follow a clear Code of Ethics/Practice
 17. To set a good example
- 5.** (Any 3 qualities or characters from the sample below)
- Has clear and healthy boundaries
-



- Is sympathetic
- Does her/his research - is learning all the time
- Is fair and just
- Asks questions - doesn't assume
- Is patient and calm
- Honours all parties' expertise and perspective
- Is unbiased and balanced yet supportive
- Recognizes that clients are the experts of their own lives and situations.
- Plants seeds and supports clients grow at their own pace
- Simplifies, "translates" government and legal language into plain English
- Finds translation for non-English speakers
- Empowers people to advocate for themselves
- Values/recognizes the client's strengths
- Admits own mistakes and takes responsibility
- Works with realistic expectations
- Knows the resources and makes useful referrals

6. Types of advocacy

1. Self-advocacy
2. Group advocacy
3. Peer advocacy
4. Case advocacy
5. Citizen advocacy
6. Professional advocacy

Learning Activity 12.1.2.2

1.

- The **means** by which oppressive systems, **policies**, and laws that negatively affect certain groups of people are challenged and changed.
- Policy advocacy refers to advocacy tactics, strategies and initiatives which target changes to policies and legislation.



2. *(Any answer similar to the sample answer is correct)*
 - Environmental advocacy – concern with protecting the environment.
 - Animal advocacy – advocating for animal rights.
3. *(Any answer similar to the samples below is correct)*
 - Social justice is the view that everyone deserves equal economic, political and social rights and opportunities.
 - Social justice is based on the values of fairness, equality, respect for diversity, access to social protection, and the application of human rights in all spheres of life.
 - The keeping of a balance between groups of people in a society or a community.
4. *(Any answer similar to the samples below is correct)*
 - Social justice is about promoting and maintaining equality and fairness between human beings. It works on the universal principles that guide people in knowing what is right and what is wrong. This is also about keeping a balance between groups of people in a society or a community.
 - Social justice advocacy is based on the values of fairness, equality, respect for diversity, access to social protection, and the application of human rights in all spheres of life, including in the workplace.



Answers to Summative Activity 12.1.2

- (Any answer similar to the samples below is correct)
 - Person who supports a cause and exercises his right to be heard, or represents a party before a court or tribunal to defend it or plead on behalf of it.
 - To support or recommend publicly; plead for or speak in favour of someone or something (issue).
 - An advocate is someone who speaks out and takes action to improve their society; for example, individuals, churches, NGOs, unions, cooperatives.
 - Advocates assist people with making sure their rights are respected. They help individuals who need their assistance to resolve complaints about health or disability services.
- Advocacy involves speaking on behalf of a person, yourself or a group of people to ensure that their rights and needs are recognized.
- Matching the definitions with the appropriate terms from this list; *self-advocacy, peer advocacy, group advocacy, case advocacy, citizen advocacy, professional advocacy, distributive justice, procedural justice, retributive justice, and restorative justice.*

Terms	Definitions
Case advocacy	This is where an advocate supports a person with learning difficulties when they most need it.
Self-advocacy	An individual's ability to effectively communicate his or her own interests, desires, needs and rights.
Professional advocacy	Advocates such as nurses, social workers, doctors and lawyers
Group advocacy	A group is an organization that attempts to influence public policy without putting up candidates for election (as political parties do).
Policy advocacy	Policy advocacy refers to advocacy tactics, strategies and initiatives which target changes to policies and legislation.
Children advocacy	Supporting the interests of children and protecting their rights
Restorative justice	It is concerned with healing victim's wounds, assisting offenders to be law-abiding people, and repairing harm done.



Retributive justice	the belief that people deserve to be treated in the same way they treat others. It is a method that justifies punishment as a response to past injustice or wrongdoing.
Distributive justice	is concerned with giving all members of society a "fair share" of the benefits and resources available

4. (Any answer similar to the samples below is correct)

- Social justice is the view that everyone deserves equal economic, political and social rights and opportunities.
- Social justice is based on the values of fairness, equality, respect for diversity, access to social protection, and the application of human rights in all spheres of life.
- The keeping of a balance between groups of people in a society or a community.

5. Justice is action in accordance with the requirements of some law.

6. a) T b) F c) T



12.1.3 Social Justice Issues, Causes and Effects

12.1.3.1 Social Justice Issues

What is the meaning of 'social justice'?

Social justice is about equality and fairness between human beings. It works on the universal principles that guide people in knowing what is right and what is wrong. This is also about keeping a balance between groups of people in a society or a community.

What is an 'advocacy issue'?

Advocacy is a political process by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.

There are so many social justice issues or 'advocacy issues'. Study the list of social issues below:

General social issues

Abortion	Environmental protection	Immigration
AIDS (HIV)	Equitable access to services	Legalization of marijuana
Alcohol & drinking	Famine	Poverty
Animal rights	Fair wages	Racial profiling
Capital punishment	Free and fair elections	Rape
Child labor	Gangs	Same sex marriage
Children's rights	Gender issues	School fees
Civil rights	Global warming	Terrorism
Corruption	Government vs. religion	Unemployment
Crime	Gun control	Unfair access to health services
Disability	Homelessness	Universal Primary Education
Drugs & alcohol abuse	Homosexuality	Violence
Drunk driving	Human Rights	World population

**What is social justice in social work?**

Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need.

Impacts of Social Justice Issues**Health**

Poor medical care and shortages of best available medicine is a huge problem in most developing countries. Providing access to basic healthcare and alleviate health issues resulting from poor sanitation is an important step towards the right direction.

Education

Every day children miss school because of poverty and injustices. Education is key to freeing people from poverty. Education provides opportunities, and empowers the females.

Food security and agriculture

Tackling hunger is more than just supplying food; challenging the structures which prevent food security is critical.

Indigenous rights

Indigenous communities (Aboriginals and West Papuans across the PNG border) face a lot of issues in their own land. West Papuans are fighting for freedom in their homeland, but the international community has not taken positive steps in dealing with their desire to be free.

Water and sanitation

Unclean water, poor sanitation and hygiene have claimed more lives than anything else over the past century. People suffer from various diseases such as diarrhea, malnutrition, dengue, malaria and many more. It also suffers children's development.

Disaster risk reduction

As well as delivering aid in emergencies, we strive to prepare communities for potential disasters which may occur.

Climate justice

The effects of a more extreme and challenging climate are a daily reality for many of the world's poor and vulnerable. Especially those living in or around deserts, in or around cold regions (e.g. Arctic and high altitude areas)

Natural disasters caused by mother nature has cause greater impacts on the people living in areas that often experience the natural disasters such as cyclones, floods, volcanic eruption, tsunami and earthquakes, frost, famine and many more.

Disability

Poverty can only be reduced if the rights and needs of people with disabilities are addressed. People living with disabilities need our understanding, caring attitude to live a happy life.

**HIV and AIDS**

The majority of people infected with HIV and AIDS live in developing countries. The financial burden of HIV and AIDS continue to drive millions more into poverty.

Peace building

Millions of people are under threat from conflict, ethnic violence or internal strife. Poverty, inequality and natural disasters are the major causes.

Women

Women face systematic discrimination in education, employment, healthcare, control of assets and participation.

Child Welfare

Children welfare and their rights to grow up spiritually, mentally, physically and emotionally in the best way possible is a concern that needs to be addressed effectively.

We all must help the children who are abused, neglected, and just plain unwanted.

Drug and Alcohol consumption

People take drugs and consume alcohol for different reasons; Childhood incident which affects badly (trauma), Peer pressure, Difficult upbringing and childhood, Easy availability of alcohol, Showing off in front of friends, having problems and issues that are affecting personal life, Spending most of the times with different types of people who are already addicted to alcohol.

Some effects of drug and alcohol abuse are; It hampers the drinker in both ways, physically and mentally, Alcoholism can cause cancer in any parts of the body mainly in kidney, liver, and stomach, It also hampers the digestive system of the body, Alcoholism can also create depression and behavioral change.

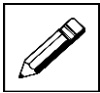
All the above can affect personal life and relationships with friends and families.

Conclusion

Social Issues within a society influences generally influence everything within a society and between various societies. Each social justice issue contributes a positive effect on the members of the society and their way of life.

The term "social justice" was seen by the U.N. "as a substitute for the protection of human rights. Social justice is based on the concepts of human rights and equality, and can be defined as *"the way in which human rights are manifested in the everyday lives of people at every level of society.*

Social justice issues aims to give individuals and groups fair treatment and an impartial share of social, environmental and economic benefits. The concept promotes the fair distribution of advantages and disadvantages within a society, regardless of background and status.



Learning Activity 12.1.3.1

1. What is social justice?

2. What is an advocacy issue?

3. What is social justice in social work?

4. List 3 examples of social issues and for each you explain

a) About the issue

b) Impact of the issue



12.1.3.2 Causes and Effects of Social Injustice

What is Social Injustice?

It is a situation when some unfair practices are being carried out in the society. Whatever unjust is happening is usually against the law and it might be something that is considered a moral practice. Basically, social injustice occurs when the equals are treated in an unequal way and the unequals are treated in an equal way.

Social Injustice Issues

Although the situation of social injustice in the world has been improved, there are still many instances where people have to face tough situations and they had no way through which they could get their sorrows heard.

There are plenty of social injustice issues such as bullying, child labour, corruption, discrimination, genocide, high rates of unemployment, lack of freedom, poverty and prejudice (racial discrimination, sexism and ageism). The main social injustice issues are;

1. **Discrimination** – prejudice as a result of factors such as race, physical appearance, culture, politics, religion, ethnic group or values.
2. **Homophobia** – injustice towards the sexual minority, where hatred is shown towards the bisexual and transgender. Sexual minority (gays and lesbians) are suffering.
3. **Ageism** – form of injustice where people of a certain age group are discriminating on the basis of their age.

Causes of Social Injustice

Based on this definition, I would say that social injustice is (1) the unfair distribution of resources, opportunities, and responsibilities (2) oppression of any form (3) and anything that prevents people from exercising self-determination and realizing their full potential.

Basically in plain English that means that social injustice is when people in the world are treated in inhumane/unfair ways and don't have the resources (food, clothing, shelter) and opportunities (political freedoms, work opportunities, etc.) that they should.

- widening gaps between rich and poor, and the disenfranchisement of individuals and groups from the political process.
- Social injustice is caused by certain barriers that prevent full social justice. Major barriers include poverty, prejudice, discrimination, oppression, racism, classism, ageism, stereotyping and sexism.
- Anything that stigmatizes a group or individual can be the cause of social injustice. Low intelligence, mental illness, being unattractive or overweight, practicing a religion or life-style that sets you apart from others. Anything that differentiates a person or group from the majority can be and often is the impetus for social injustice.



Yes, the disabled child who was bullied by their teacher is one example because he was a young, powerless child who was being treated inhumanely by someone with more power, his teacher. The road to lasting change in the lives of disadvantaged and vulnerable people begins with the courage to ask the right questions, and do the right thing.

10 Injustices in our Current World

We live in a world full of love, hope, joy and redemption, but on the other end, it also full of heartache, full of pain, full of sorrows and full of despair. Ask yourself, what is injustice? Is it not standing up for what you believe in, is it turning a blind eye to those hurt next to you, is it causing that hurt? Our world is filled with unjust actions everyday that people don't know about, have a lack of encouragement to take a stance on or are simply not convicted to evoke change against it. As our people, our country and our world has shifted and developed in this day and age, several injustices have come to light. Here are ten.

1. Poverty

"Our life of poverty is as necessary as the work itself. Only in heaven will we see how much we owe to the poor for helping us to love God better because of them." –Mother Teresa.

Poverty is a very real concern in our world today. It is important to notice that poverty doesn't just include the homeless. It covers a wide range of people. It includes families living day to day on food stamps, it includes single mothers working 20-hour shifts to put food on the table for their children, it includes the population in India living in the slums. It includes people living in the dirt, living in the rain, living in their cars, living on the side of the freeways. Poverty includes those burdened with hardships because of what they are lacking in life (poor or no education at all).

The negative effects of poverty are mentioned below:

Poor people will always have to depend on others to survive; Low quality foods may lead to bad nutrition; Poor people have less liberty for the choice of profession; Poverty may affect the moral and self-esteem of people living in extreme hardship; Poverty also results in building stress which ultimately affects the relationship of people.

2. Starvation

"It takes great courage to open one's heart and mind to the tremendous injustice and suffering in our world."

Almost 1 in every 15 children in developing countries dies from hunger. Around the world people are hungry and it is not something that can easily be fixed. They are deprived: deprived of food, water, sustenance, nutrition, medicine and the many day to day needs that can easily be taken for granted. People are dying, people are suffering and they live each day with single hope: to be able to eat. Starvation can be linked to poverty, but it is also because of an overpopulated area, a lack of resources and poor methods of economic trade. These faces, these wide and worn out eyes, these empty stomachs, these mal-nutrition and frail bodies, seek one salvation, salvation



from their unjust starvation. For some, it is something they're born into, for others it is a path they cannot escape from.

3. Gender Inequality

Low status of women refers to the inferior position of women (in comparison to men) in the society. The culture and the narrow mindset of the society are the 2 main reasons for the women being treated unfairly. The male ego of men in the societies needs to be changed to create gender equality.

Gender inequality is an issue of concern in developing countries. Women are being regarded as objects. Rape, is no issue. Women in India are being raped as instruments of war. They are purposely being preyed upon to provoke cause for strife and war. They don't hold any right, any power or any string that ties them to being a valued human life. Saudi Arabian women are denied driver's licenses. In China, female babies are being killed because of their "one-child" policy and their preference for males.

4. Elderly

The elderly are often ignored, stereotyped as no longer competent for everyday tasks and looked down on as slow or in-intelligent. Our elders are our previous teachers, CEOs, innovators and those who evoke change, but the outer appearance of them can easily smear the human perception of them into something useless and worthless.

5. Widows

In India, widows are isolated, ignored and are treated as if they are lower than anyone else. They are not shown pity, but rather, harsh judgment. Widows are subjected to harsh treatment and poverty. Most spend their days begging for food at the temples, living day to day. The \$31 and health care assistance they are given when their husband passes is not enough to live on. Many widows in India are ignored, pushed to the side and looked down on because they lack a man to take care of them, but in other countries, although not as severe and apparent, widows are lost and full of sorrow. These women need to be embraced and loved.

6. Orphans

Children are loved, protected and blessed, but orphans cannot share in this innocence. They have been dumped straight into a world of hardship, a world without love, care, protection and family. The Congressional Coalition on Adoption Institute states, "In the U.S. 400,540 children are living without permanent families in the foster care system. 115,000 of these children are eligible for adoption, but nearly 40% of these children will wait over three years in foster care before being adopted." That is 400,540 children living without love, without family, with very small amounts of hope and without the blissful innocence of playing in the sandbox of swinging on the swings without a care in the world. In the world, there is an estimated amount of 153 million orphans. Children deserve to be loved and cared for, to grow and learn in a household of love.

7. Racism

"Achievement has no color." –Abraham Lincoln. "



Everywhere discrimination exists in one form or another. Racism occurs throughout our history at different levels and in different societies (e.g. apartheid in South Africa, blacks and whites in USA, and Hitler’s Germans and the Jews).

Our minds cannot help but compare the people with the stereotypes; smart, dumb, bad drivers, impoverished, aggressive, and so on. It is easy to identify yourself based on your race, but It is even easier to pre-judge others. There’s that song sung at Sunday school, “Red and Yellow, Black and White, they are precious in His sight. Jesus loves the little children of the world,” and that is really all what race is. It is identifying with culture, family or certain countries, but it has nothing to do with potential, with success or with what a person is capable of. “Achievement has no color,” therefore, racism shouldn’t have any bounds to exist.

8. Abuse (physical and verbal)

Hate, strife, physical and domestic violence and verbal abuse are the opposite of love. To physically or verbally abuse someone only serves one purpose: to treat someone, whom a person deems lesser than themselves, to be even more insignificant than how they see themselves.

Abuse can come in many forms. Yes, there is physical and violent abuse that leads to an outward display of hurt, but what often is not seen, what is shoved “under the rug,” is verbal abuse. It is the day to day backhanded comments, the belittling, the rude gestures and so on, that after a while carves deeper and deeper into a person’s self esteem and self worth. It is a subtle means of making someone feel inadequate, worthless or nothing. Verbal abuse is stealing their identity and limiting it to something predicted by another’s judgments. There’s not a shortage of ways to participate against injustice.” It takes one comment to abuse someone’s self worth, but it takes a steady and loving hand to build that up again, but on the plus side, there’s not a shortage of ways to help. It just takes a person taking notice of the need and acting on it.

9. Sex Trafficking

Sex Trafficking does exist. It is easy to be ignorant, to have the mindset that if it is not seen, it must not exist. But it exists, all over the world.

Each year millions of women and children are trafficked for sex worldwide. In one of South Asia’s largest red light areas, in deplorable conditions, there are an estimated 15,000 sex workers in a two square mile area who are seen as nothing more than flesh for sale.” Slavery is a very real opposition and a real injustice that deserves to be set right.

10. War & Grief

“Only people who are capable of loving strongly can also suffer great sorrow, but this same necessity of loving serves to counteract their grief and heals them.” — Leo Tolstoy



Every injustice in this world causes grief; it crosses the line between what is known as right and what is wrong. In this world, conflict is resolved through pain, bloodshed and hurt. But no one truly wins. Justice is not found; just one side slightly falls slightly less than the other. We tell ourselves that war is all about standing up for what you believe, for fighting for your rights, but taking up a gun for what is right, doesn't right the wrongs committed. Justice doesn't mean getting rid of the consequence.

Our world will forever remain full of pain, full of heartache and sorrow, because as one enemy is defeated another will rise up in its place, there's no way to win—if you think about it like that. But there's another way to view standing up against injustice. One's actions to reach out and turn these injustices around aren't futile. Yes, there may not be any completely transformative effect, sex trafficking may not become completely obsolete, but doesn't one person's life make a difference? Being able to transform, save and completely change the life of a person living a lifestyle of hurt and despair is worth the effort inserted into a passion that may seem like a dark hole. It is that sense of hope that fuels our daily battles to keep on trying, to press onward, and in the same sense, these injustices should become the battle to fight for. Without hope, then there is really nothing that can be done.



Learning Activity 12.1.3.2

1. What is social injustice?

2. Give 6 examples of social injustice issues

3. List and explain 3 causes of social injustice.



4. List a cause and effect for the following social injustice issues.

Social Injustice Issue	CAUSE	EFFECT
Gender inequality		
War		
Poverty		



Summative Activity 12.1.3

Answer the following.

1. What is social justice?

2. What is an advocacy issue?

3. What is social justice in social work?

4. What is social injustice?

5. Give 6 examples of social injustice issues



6. List and explain 3 causes of social injustice.



Answers to Activity 12.1.3

Learning Activity 12.1.3.1

1. *(Any answer similar to this sample is correct)*

Social justice is about equality and fairness between human beings. It works on the universal principles that guide people in knowing what is right and what is wrong. This is also about keeping a balance between groups of people in a society or a community.

2. Advocacy is a political process by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.
3. Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need.

4. (Your answers must be similar to the samples below)

- **Education:** Every day children miss school because of poverty and injustices. Education is key to freeing people from poverty. Education provide opportunities, and empower the females.
- **HIV and AIDS:** The majority of people infected with HIV and AIDS live in developing countries. The financial burden of HIV and AIDS continue to drive millions more into poverty.
- **Climate justice:** The effects of a more extreme and challenging climate are a daily reality for many of the world's poor and vulnerable. Especially those living in or around deserts, in or around cold regions (e.g. Arctic and high altitude areas).

Natural disasters caused has cause greater impacts on the people living in areas that often experience the natural disasters such as cyclones, floods, tsunami, etc..



- **Disability:** Poverty can only be reduced if the rights and needs of people with disabilities are addressed.

People living with disabilities need our understanding, caring attitude to live a happy life.

Learning Activity 12.1.3.2

(Any similar answers to the sample answers is correct)

1.

- It is a situation when some unfair practices are being carried out in the society.
- Social injustice occurs when the equals are treated in an unequal way and the unequals are treated in an equal way.

2. bullying, child labour, corruption, discrimination, genocide, high rates of unemployment, lack of freedom, poverty, homophobia and prejudice (racial discrimination, sexism and ageism).

3.

(1) the unfair distribution of resources, opportunities, and responsibilities

(2) oppression of any form

(3) and anything that prevents people from exercising self-determination and realizing their full potential.

4. Cause and effect social injustice issues.

Social Injustice Issue	CAUSE	EFFECT
Gender inequality	a). Culture b). narrow mindset of the society c). Male ego of superiority	a). Have lower status to men b) raped, and preyed upon c) do all household work d) have limited rights
	a). Disagreement over issues b) different ideologies	a) injuries and deaths b) destruction to properties



War	c) to show of strength and power d) to claim land and resources	c) environmental damage d) war bring changes e) emotional effects of wars
Poverty	a). no proper education b) lack of resources, opportunity c) unemployment d) disasters e.g. war, cyclone, flood, tsunami, etc...	a) depending on others to survive b) lack food or proper nutrition c) low morale and self esteem d) affect relationship with others e) more concern with the present time



Answers to Summative Activity 12.1.3

1. (Any answer similar to this sample is correct)

Social justice is about equality and fairness between human beings. It works on the universal principles that guide people in knowing what is right and what is wrong. This is also about keeping a balance between groups of people in a society or a community.

2. Advocacy is a political process by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.
3. Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need.
4. (Any answer similar to the samples)
 - It is a situation when some unfair practices are being carried out in the society.
 - Social injustice occurs when the equals are treated in an unequal way and the unequals are treated in an equal way.
5. (Check the sample answers)



bullying, child labour, corruption, discrimination, genocide, high rates of unemployment, lack of freedom, poverty, homophobia and prejudice (racial discrimination, sexism and ageism).

6. (Any similar answer to the samples is correct)

(1) the unfair distribution of resources, opportunities, and responsibilities

(2) oppression of any form

(3) and anything that prevents people from exercising self-determination and realizing their full potential.



12.1.4 Social Justice Advocacy Action Planning Skills

12.1.4.1 Five Steps in Action Planning

Introduction

Advocacy is a process to bring about *change* in the policies, laws and practices of *influential* individuals, groups and institutions. It involves many people and/or organizations working together toward a shared vision of change. Advocacy work takes many shapes and serves many purposes. It is possible to advocate for ourselves or for other people. The timeline for advocacy varies, but most advocacy strategies involve both long-term and short-term thinking. Some of the most powerful advocacy methods are led by the people affected by the problem or issue, or directly involve them. It is very important to receive the permission of the people affected by the problem if we use methods that do not directly involve them in the advocacy work. Sometimes advocacy work is forced upon us – the problem or issue is already there, and we use advocacy to reduce the problem. This is reactive advocacy. At

other times it is possible to plan for the future, to ‘set the agenda’ and use advocacy to create a positive environment or prevent a problem before it happens. This is proactive advocacy.

The benefits of advocacy planning are to:

- **Educate** ourselves and others about an issue or problem that needs to be addressed.
- **Change attitudes:** address specific misconceptions about a problem, including that it is intractable.
- **Influence law-makers** so that their new laws and changes to existing laws reflect greater awareness of the issues you raise.
- **Support legal and social change advocates** who are campaigning for new laws and enforcement of existing laws that address your concerns.
- **Address policy-makers** so that their agenda includes your issues.
- **Influence the media** so that it draws more attention to your concerns.
- **Pressure public officials** for enforcement of laws and policies addressing your concerns.
- **Develop coalitions and networks** to work together to achieve shared goals.

What is Advocacy Planning?

Advocacy planning is an interactive process which intends to;

- clarify advocacy goals,
- analyze the internal and external environment,



- set a clear direction for immediate and future steps, and
- identify concrete goals that are realistically achievable.

There are a number of steps involved with developing a functional strategic plan:

1. **Collaboration**
2. **Information and research**
3. **Development of a message**
4. **Delivery of a persuasive message**
5. **Evaluation**

1. **Collaboration:** who are the people treated unjustly? Are they involved in the planning? What other group is concerned with the issue?

This phase is just a matter of observing a social issue that is evidently taking place in your community or society. Witnessing the effects of the social issue can help you know the individual person or group of people who are treated unjustly. Noticing the social injustice will likely raise some questions that you would like seek answers.

- a) Determining parties affected by the social injustice issue
- b) Decide and make plan steps into involving the affected parties
- c) Find out if other groups are involved with the issue that you have witnessed

2. **Information and research:** what is really going on?

There is always a need for research into the social injustice issue that you have determined to exist in the society. Find out about;

- a) The history, the features of the issue and its causes and effects
- b) What methods, suggestions are suitable to address the issue in the society
- c) The work of individuals, groups or organisation in relation to the issue of concern.

Do research and continue to observe the progress of the issue in order to have all the necessary information that can assist you with your planning.

3. **Development of a message:** which is the most effective means?

Different advocates throughout history have left their unique style of advocacy for us to look at and choice from. Martin Luther King and Mahatma Ghandi are outstanding examples of individual who used the non-violence advocacy strategy.

Messages in advocacy can take many forms (e.g. banners, rallies, speeches, marches, posters, and many more). Developing a message is just as important as identifying the correct means for delivering the message.



- 4. Delivery** of a persuasive message to the people who could change the situation having developed your message and planned your method of communicating your messages, you should be ready to deliver your messages to every stakeholder that is related to the social issue.

This is the phase where the awareness campaign is carried out for everyone to listen to, read and understand the consequences and implications regarding the issue.

The delivery of the message has to be relevant, simple and motivational for the people to take notice of the issue.

- 5. Evaluation** of how effective the message was during and after the delivery of the message, evaluations are done to assess the effectiveness of the message, and to find out whether the goals of pursuing the injustice issue is achieved.



Learning Activity 12.1.4.1

1. What is advocacy planning?

2. Explain 5 benefits of advocacy planning.

3. List 3 ways in which advocacy messages can be developed into.

4. What 3 things have to be considered when delivering advocacy messages?



12.1.4.2 Conflict Resolution

What is the conflict?

“**Conflict** refers to some form of friction, disagreement, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group”.

What is the meaning of interpersonal conflict?

“Interpersonal conflict is a disagreement between connected individuals who each want something that is incompatible with what the other wants”.

Conflict can be destructive, leading people to develop negative feelings for each other and spend energy on conflict that could be better spent elsewhere. It can also deepen differences, and lead groups to polarise into either/or positions.

However, well-managed conflict can also be constructive, helping to ‘clear the air’, releasing emotion and stress, and resolving tension, especially if those involved use it as an opportunity to increase understanding and find a way forward together out of the conflict situation.

Types of conflict

There are 3 main types of conflict. The three main classifications are;

- **Personal or relational conflicts** are usually about identity or self-image, or important aspects of a relationship such as loyalty, breach of confidence, perceived betrayal or lack of respect.
- **Instrumental conflicts** are about goals, structures, procedures and means: something fairly tangible and structural within the organisation or for an individual.
- **Conflicts of interest** concern the ways in which the means of achieving goals are distributed, such as time, money, space and staff. They may also be about factors related to these, such as relative importance, or knowledge and expertise. An example would be a couple disagreeing over whether to spend a bonus on a holiday or to repair the roof.

Conflicts can be further classified as;

- a) Within people (intrapersonal).
- b) Between people (interpersonal).
- c) Within groups (intragroup).
- d) Between groups (intergroup).



What is conflict and conflict management?

Conflict management is the process of limiting the negative aspects of **conflict** while increasing the positive aspects of **conflict**. The aim of **conflict management** is to enhance learning and group outcomes, including effectiveness or performance in organizational setting.

What is conflict resolution?

“**Conflict resolution** is a way for two or more parties to find a peaceful solution to a disagreement among them”.

The disagreement may be personal, financial, political, or emotional. When a **dispute** arises, often the best course of action is negotiation to **resolve** the disagreement.

The term conflict resolution is also known as dispute resolution or alternative dispute resolution. Other methods adopted for conflict resolution includes negotiation, mediation, and diplomacy. Sometimes arbitration, litigation, and formal complaint processes such as ombudsman processes are also referred as conflict resolution.

Five main method of conflict resolution

There are five main strategies for dealing with conflicts, all of which can be considered to get a result or outcome.

The three main outcomes are; **win-win outcome**, **win-lose outcome** or **lose-lose outcome**.

Generally, conflict resolution adopts the following five methods:

1) Compete or Fight (Forcing)

This is the classic win/lose situation, where the strength and power of one person wins the conflict. It has its place, but anyone using it needs to be aware that it will create a loser and if that loser has no outlet for expressing their concerns, then it will lead to bad feeling.

2) Collaboration

This is the ideal outcome: a win/win situation. However, it requires input of time from those involved to work through the difficulties, and find a way to solve the problem that is agreeable to all. (Takes more time).

3) Compromise or Negotiation

This is likely to result in a better result than win/lose, but It is not quite win/win. Both parties give up something, in favour of an agreed mid-point solution. It takes less time than collaboration, but is likely to result in less commitment to the outcome. (Give a little, get a little).

4) Denial or Avoidance (Withdrawal)

This is where everyone pretends there is no problem. It is helpful if those in conflict need time to ‘cool down’ before any discussion or if the conflict is unimportant, but cannot be used if the conflict won’t just die down. It will create a lose/lose situation,



since there will still be bad feeling, but no clearing the air through discussion, and results, in Transactional Analysis terms, in 'I'm not OK, you are not OK'.

5) Smoothing Over the Problem

On the surface, harmony is maintained, but underneath, there is still conflict. It is similar to the situation above, except that one person is probably OK with this smoothing, while the other remains in conflict, creating a win/lose situation again. It can work where preserving a relationship is more important than dealing with the conflict right now, but is not useful if others feel the need to deal with the situation.

Why should you resolve conflict?

The main goal of negotiation with your opposition is to come to an agreement that benefits all parties.

Some other good reasons to negotiate are:

- **To understand more about those whose ideas, beliefs, and backgrounds may be different from your own.** In order to resolve a conflict, you'll need to look at the conflict from your opponent's point of view and learn more about this person or group's perspective and motivations.
- **To ensure that your relationships with opponents continue and grow.** If you make peace with your opponents, you increase your own allies in the community. Successful negotiations pave the way for smooth relationships in the future.
- **To find peaceful solutions to difficult situations.** Full-blown battles use up resources, time, energy, good reputation, motivation. By negotiating, you avoid wasting these resources, and you may actually make new allies and find new resources!

How should you resolve conflict?

There are seven steps to successfully negotiating the resolution of a conflict:

- 1) Understand the conflict
- 2) Communicate with the opposition
- 3) Brainstorm possible resolutions
- 4) Choose the best resolution
- 5) Use a third party mediator
- 6) Explore alternatives
- 7) Cope with stressful situations and pressure tactics



In conflict resolution, the best solution is the solution that is best for both sides. Of course, that is not always possible to find, but you should use all your resources to solve your conflict as smoothly as you can.



Learning Activity 12.1.4.2

1. Match these terms to their correct definitions below; *conflict*, *conflict management*, *interpersonal conflict*, *conflict resolution*.

	Definitions
	A way for two or more parties to find a peaceful solution to a disagreement among them.
	A disagreement between connected individuals who each want something that is incompatible with what the other wants.
	The process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of is to enhance learning and group outcomes.
	Some form of friction, disagreement, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group.

2. List the 3 main types of conflicts

3. Conflicts between groups are called intergroup. What is the specific name used for each of the conflicts that occur;

- a) Within groups - _____
- b) Between people - _____
- c) Within people (individuals) - _____



4. List the five main strategies for dealing with conflicts.

5. List three main outcomes for resolving conflicts.

6. Why should you resolve conflicts?

7. The steps below can be used in resolving conflicts. Put the steps in the correct order from one to seven.

Understand the conflict, Communicate with the opposition, Brainstorm possible resolutions, Choose the best resolution, Use a third party mediator, Explore alternatives, and Cope with stressful situations and pressure tactics

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____



12.1.4.3 Forward Planning

What is 'Forward Planning'?

The process of making plans to take into account what is likely to happen or be needed in the future; planning or thoughts made in advance.

Example:

- You need to do a bit of forward planning.,
- The university system requires more forward planning.
- With a bit of forward planning, this party can be fun for all ages.

Benefits of forward planning

'Forward planning' is crucial to the good management and future security. It is a process which can guide individuals and organisations through the difficult times which many are currently experiencing, producing better results and greater efficiency as well as a useful document (the forward plan).

It needs to be emphasised that while the forward-planning process does produce a forward plan which is not necessarily its most important outcome. The actual process of thinking about what an individual and organisation is trying to achieve and how it is trying to do it, may, in fact, be far more valuable. Forward planning gets people thinking about their purpose and how it can be successfully fulfilled. The plan is a convenient way of summarising the results of these considerations and presenting a statement of your purpose and goals to the outside world.

We would argue that the process of forward planning is at least equal in importance to any formal document produced. But actually having a written document is still very important because it acts as a focus for strategic thinking and decision-making and is tangible evidence of the processes you have been through. Furthermore it helps you to demonstrate credibility to outside bodies who may be considering whether or not to offer assistance.

Strategic Planning Tools and Techniques

There is a wide range of strategic planning tools available to apply in order to develop effective strategic plans.

Many strategic planning tools are have similar, so if you are setting up your strategic planning process, don't feel you need to use all of them, or even many of them. Use the strategic planning tools that seem to make sense to you, and, the tools you feel you really understand.

Below are some of the commonly used planning strategies:

SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

- PEST Analysis



- A PESTLE Analysis
- Scenario Planning
- Competitive Analysis
- Goals Grid
- Supply Chain Analysis (or Supply Chain Strategic Planning)
- STP (Situation - Target - Path Method or Model for Strategic Planning)
- Ansoff Matrix Planning Method?

The three simple forward planning skills/techniques that everyone can use are;

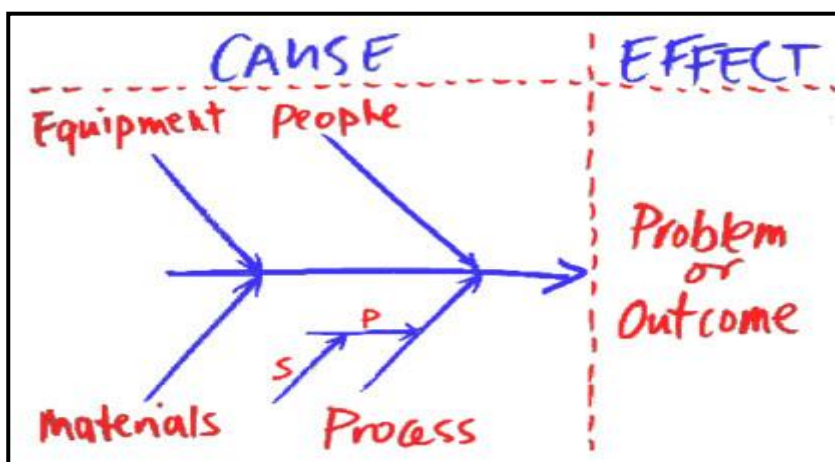
- Brainstorming
- Fishbone/Ishikawa Diagrams
- Critical Path Analysis Flow Diagrams

Brainstorming

Unlike most project management skills and methods, the first stages of the brainstorming process are ideally a free-thinking and random technique. Sometimes it can be overlooked or under-utilized because it is not a natural approach for many people whose main strengths are in systems and processes. Consequently this stage of the project planning process can benefit from being facilitated by a team member able to manage such a session, specifically to help much organised people to think randomly and creatively.

Fishbone diagrams

A fishbone diagram has a central spine running left to right, around which is built a map of factors which contribute to the final result (or problem).



Each bone represent a factor that is related to the main issue.

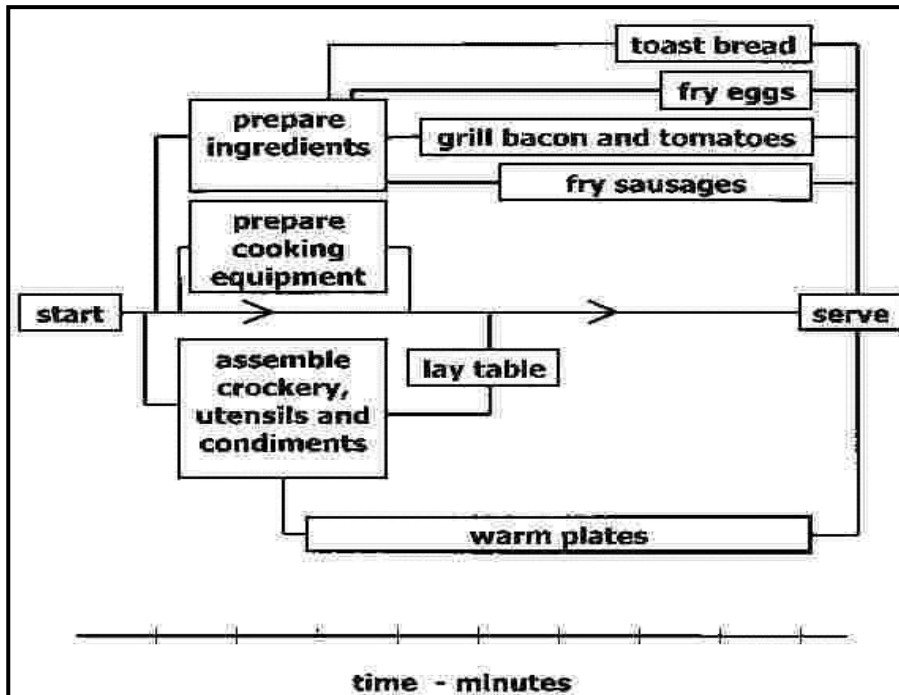


Project critical path analysis (flow diagram or chart)

'Critical Path Analysis' sounds very complicated, but It is a very logical and effective method for planning and managing complex projects. A critical path analysis is normally shown as a flow diagram, whose format is linear (organised in a line), and specifically a time-line.

Critical Path Analysis is also called Critical Path Method - It is the same thing.

Project critical path analysis flow diagram example



A Forward Plan Will Enable You...

- Establish a clear picture of your short term aims and your long term goal that you wish to achieve.
- Short term tasks and objectives that you have to achieve in order to achieve your main goal.
- How will I get there? Helps you to think big about the tasks, sacrifices, responsibilities that you have to perform in order to achieve your goal in life.
- It leads to more effective use of resources.
- It provides a framework within which strategic decisions can be made.
- To systematically record the decisions you have already made in the forward-planning process.
- To help monitor your progress towards achieving your agreed aims and objectives.



- To act as a framework and basis for continuing strategic thinking and decision-making about the future.
- To demonstrate to others that you have gone through the forward-planning process and have made decisions.
- To demonstrate your credibility and viability

There are also some broader benefits for having a forward plan. It answers (for those most closely involved with it) key questions about yourself, without which you may not be able to function effectively.

Defining your own self

A forward plan provides you with:

- A sense of purpose, (What am I here for?)
- A sense of audience, (Who am I here for?)
- A sense of direction. (Where am I going?)
- A strategy. (How am I going to get there?)
- A Financial framework. (How much am I going to pay for it?)
- A sense of achievement. (How well am I getting along?)

How to Start Planning

What should your forward plan look like?

Once you have decided to produce a written forward plan, how do you go about writing it, what should go in it and what should it look like? There are no hard and fast rules about the forward plan. You will even find it called all sorts of different names (such as business plan, strategic plan, development plan, etc). There is no one 'best way' of preparing a forward plan, but recommending here is a model which includes the essential best practices.

A Good Forward Plan is

- Strategic. • Identify current objectives and strategies.
- Integrative. • Clearly identify resources.
- Short. • Clearly allocate responsibilities,
- Achievable. • Include an implementation timetable.
- Consistent. • Provide measures of performance.



But simply ensuring that you have 'something' under each of these headings does not necessarily make a 'good' forward plan? So what does?

- 1 **It should be strategic.** The forward plan must always focus on the key strategic issues; the things that really matter to the success in the long term. Because of this it is important that the vision, mission and strategic aims are clearly stated. They set the 'keynote' for everything that follows in the plan and in what you are actually trying to achieve.
- 2 **It should be integrative.** All the key activity areas should be included in a single forward plan. The temptation to produce a pile of plans for individual sections or units, or indeed separate functional strategies ought to be resisted.
- 3 **It should be short rather than long.** It should be a short document focusing on key issues and featuring only the outcomes of detailed discussion and analysis.

While the first has its place, and certainly the detail should be readily available for reference within the organisation, we believe that the second is more appropriate because:

- a. A shorter plan is more likely to be used internally as a working document throughout the organisation;
 - b. A shorter plan is more likely to be read.
- 4 **It should clearly identify the current year's objectives and how they are going to be achieved.** What you intend to achieve for the current year should be at the core of the forward plan. Each objective should be related to one of your aims. It should be supported by information on the following:
 - a. How will it be achieved (the strategy).
 - b. What resources are available to enable it to be achieved?
 - c. Who is responsible for achieving it?
 - d. When should it be achieved by?
 - e. What indicators/measures will help monitor its progress towards being achieved. This should be presented in such a way that the above five points easily relate to the objective they refer to and to each other. A table form of schedules has worked well in many forward plans.
 - 5 **The number of aims and objectives should be limited to that which is achievable.** The forward plan should not be cluttered up with meaningless or hopelessly ambitious aims and objectives. It should, above all, be achievable.



- 6 **It should be internally consistent.** Objectives should relate to an identifiable 'aim' and both should make a clear contribution to fulfilling the museum's vision, mission or purpose.
- 7 **It should cover a specific period of time.** Most individual forward plans can be for a period between one and two years. The most appropriate length will vary from organisation to organisation. It is essential that the plan is reviewed and revised on a monthly basis.



Learning Activity 12.1.4.3

1. What is Forward Planning?

2. List two benefits of carrying out forward planning.

3. List any three strategic planning tools or techniques.

4. A forward planning provides you the opportunity to define yourself in six main ways. List three of the 'definition of self'.

5. List the seven characteristics of a good forward plan.



Summative Activity 12.1.4

1. What is advocacy planning?

2. Explain 2 benefits of advocacy planning.

3. List 3 ways in which advocacy messages can be developed into.

4. 'A way for 2 or more parties to find peaceful solution to a disagreement' is the correct definition for the term;

- A. Conflict
- B. Conflict management
- C. Interpersonal conflict
- D. conflict resolution

5. List the 3 main types of conflicts

6. Conflicts between groups are called intergroup. What is the specific name used for each of the conflicts that occur;

- a) Within groups - _____
- b) Between people - _____



c) Within people (individuals) - _____

7. List the five main strategies for dealing with conflicts.

8. List three main outcomes for resolving conflicts.

9. What is Forward Planning?

10. List two benefits of carrying out forward planning.

11. List any three strategic planning tools or techniques.



Answers to Activity 11.4.4

Learning Activity 12.1.4.1

1. Advocacy planning is an interactive process which intends to;

- clarify advocacy goals,
- analyze the internal and external environment,
- set a clear direction for immediate and future steps, and
- identify concrete goals that are realistically achievable.

OR

Advocacy planning is an interactive process which intends to clarify advocacy goals, analyse the internal and external environment, set a clear direction for immediate and future steps, and identify concrete goals that are realistically achievable.

2. (Any 5 answers similar to the samples below)

- **Educate** ourselves and others about an issue or problem that needs to be addressed.
- **Change attitudes:** address specific misconceptions about a problem, including that it is intractable.
- **Influence law-makers** so that their new laws and changes to existing laws reflect greater awareness of the issues you raise.
- **Support legal and social change advocates** who are campaigning for new laws and enforcement of existing laws that address your concerns.
- **Address policy-makers** so that their agenda includes your issues.
- **Influence the media** so that it draws more attention to your concerns.
- **Pressure public officials** for enforcement of laws and policies addressing your concerns.
- **Develop coalitions and networks** to work together to achieve shared goals.

3. (Any 3 answers from the sample below)

- Banners, rallies, speeches, marches, posters, pamphlets, radio or TV show.



4. Messages have to be: (a) Relevant (b) Simple (c) Motivational

Learning Activity 12.1.4.2

Match these terms to their correct definitions below; *conflict*, *conflict management*, *interpersonal conflict*, *conflict resolution*.

Terms	Definitions
Conflict resolution	A way for two or more parties to find a peaceful solution to a disagreement among them.
Interpersonal conflict	Interpersonal conflict is a disagreement between connected individuals who each want something that is incompatible with what the other wants.
Conflict management	The process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of is to enhance learning and group outcomes.
Conflict	Some form of friction, disagreement, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group.

- The 3 main types of conflicts
 - Personal or relational conflicts**
 - Instrumental conflicts**
 - Conflicts of interest**
- Intragroup
 - Interpersonal
 - Intrapersonal
- The five main strategies for dealing with conflicts.
 - Compete or Fight (Forcing)**



- **Collaboration**
 - **Compromise or Negotiation**
 - **Denial or Avoidance (Withdrawal)**
 - **Smoothing Over the Problem**
4. List three main outcomes for resolving conflicts.
- i) win-win outcome (ii) win-lose outcome (iii) lose-lose outcome**
5. Why should you resolve conflicts?
- To understand more about those whose ideas, beliefs, and backgrounds may be different from your own.
 - To ensure that your relationships with opponents continue and grow.
 - To find peaceful solutions to difficult situations.

(The answers above are in summary form from the information in the topic)

6. The steps below can be used in resolving conflicts. Put the steps in the correct order from one to seven.
- i. Understand the conflict*
 - ii. Communicate with the opposition*
 - iii. Brainstorm possible resolutions*
 - iv. Choose the best resolution*
 - v. Use a third party mediator*
 - vi. Explore alternatives*
 - vii. Cope with stressful situations and pressure tactics*

(The answers are already in the correct order from 1 - 7)

Learning Activity 12.1.4.3

1. The process of making plans to take into account what is likely to happen or be needed in the future; planning or thoughts made in advance.
2. (Any 2 answers similar to the samples below)



- For good management and future security/ guide through the difficult times/ producing better results and greater efficiency/ Forward planning gets people thinking about their purpose and how it can be successfully fulfilled/ helps you to relise and work towards your purpose and goals/ It leads to more effective use of resources/ demonstrate your credibility and viability/ To help monitor your progress towards achieving your agreed aims and objectives.
3. *(Any 3 answers similar to the samples)*
- SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)
 - PEST Analysis
 - A PESTLE Analysis
 - Scenario Planning
 - Competitive Analysis
 - Goals Grid
 - Supply Chain Analysis (or Supply Chain Strategic Planning)
 - STP (Situation - Target - Path Method or Model for Strategic Planning)
 - Ansoff Matrix Planning Method?
 - Brainstorming
 - Fishbone/Ishikawa Diagrams
 - Critical Path Analysis Flow Diagrams
4. A forward planning provides you the opportunity to define yourself in six main ways. List any three of these 'definition of self'.
- A sense of purpose
 - A sense of audience
 - A sense of direction
 - A strategy
 - A Financial framework
 - A sense of achievement
5. 7 characteristics of a good forward plan.



- 1) It should be strategic.
- 2) It should be integrative.
- 3) It should be short rather than long.
- 4) It should clearly identify the current year's objectives and how they are going to be achieved.
- 5) The number of aims and objectives should be limited to that which is achievable.
- 6) It should be internally consistent.
- 7) It should cover a specific period of time.



Answers to Summative Activity 11.4

1. Advocacy planning is an interactive process which intends to;
 - clarify advocacy goals,
 - analyze the internal and external environment,
 - set a clear direction for immediate and future steps, and
 - identify concrete goals that are realistically achievable.

OR

Advocacy planning is an interactive process which intends to clarify advocacy goals, analyse the internal and external environment, set a clear direction for immediate and future steps, and identify concrete goals that are realistically achievable.

2. (Any 5 answers similar to the samples below)
 - **Educate** ourselves and others about an issue or problem that needs to be addressed.
 - **Change attitudes:** address specific misconceptions about a problem, including that it is intractable.
 - **Influence law-makers** so that their new laws and changes to existing laws reflect greater awareness of the issues you raise.
 - **Support legal and social change advocates** who are campaigning for new laws and enforcement of existing laws that address your concerns.



- **Address policy-makers** so that their agenda includes your issues.
 - **Influence the media** so that it draws more attention to your concerns.
 - **Pressure public officials** for enforcement of laws and policies addressing your concerns.
 - **Develop coalitions and networks** to work together to achieve shared goals.
3. *(Any 3 answers from the sample below)*
- Banners, rallies, speeches, marches, posters, pamphlets, radio or TV show.
4. **D. conflict resolution**
5. Personal **or** relational conflicts/ Instrumental conflicts/ Conflicts of interest
6. a) Intragroup
d) Interpersonal
e) Intrapersonal
7. The five main strategies for dealing with conflicts.
- **Compete or Fight (Forcing)**
 - **Collaboration**
 - **Compromise or Negotiation**
 - **Denial or Avoidance (Withdrawal)**
 - **Smoothing Over the Problem**
8. List three main outcomes for resolving conflicts.
- ii) **win-win outcome** (ii) **win-lose outcome** (iii) **lose-lose outcome**
9. The process of making plans to take into account what is likely to happen or be needed in the future; planning or thoughts made in advance.
10. *(Any 2 answers similar to the samples below)*
- For good management and future security/ guide through the difficult times/ producing better results and greater efficiency/ Forward planning gets people thinking about their purpose and how it can be successfully fulfilled/ helps you to relise and work towards your purpose and goals/ It leads to more effective use of resources/ demonstrate your credibility and viability/ To help monitor your progress towards achieving your agreed aims and objectives.



11. *(Any 3 answers similar to the samples)*

- SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)
- PEST Analysis
- A PESTLE Analysis
- Scenario Planning
- Competitive Analysis
- Goals Grid
- Supply Chain Analysis (or Supply Chain Strategic Planning)
- STP (Situation - Target - Path Method or Model for Strategic Planning)
- Ansoff Matrix Planning Method?
- Brainstorming
- Fishbone/Ishikawa Diagrams
- Critical Path Analysis Flow Diagrams



12.1.5 Types of Non-Violent Advocacy Messages

12.1.5.1 The Seven Types of Non-Violent Advocacy Messages

What is non-violence?

Nonviolence is the personal practice of being harmless to self and others under every condition. It comes from the belief that hurting people, animals or the environment is unnecessary to achieve an outcome or a result. The idea of nonviolence is based on moral, religious or spiritual principles.

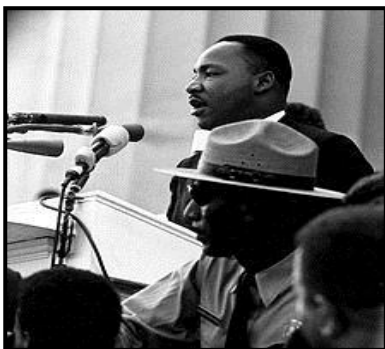
According to the (198 Methods of Nonviolent Action www.aforcemorepowerful.org) there are 198 Non-violent action that can be used to deliver advocacy messages. Each method of **nonviolent action** (also known as **civil resistance**) is a form of nonviolent message.

Advocates of nonviolent struggle have an entire arsenal of "nonviolent weapons" at their disposal. The 198 methods of nonviolent action are classified into three broad categories:

- nonviolent protest and persuasion
- noncooperation (social, economic, and political)
- nonviolent intervention.

Nonviolence advocates are individuals who actively promote the use of nonviolence in efforts to achieve social or political change. Their advocacy generally takes the form of writing, speaking and/or organizing.

Famous NonViolence activists; Mahatma Gandhi, 14th Dalai Lama and Martin Luther King, Jr.



Martin Luther King speaking at the 1963 "March on Washington".

Nonviolent action generally comprises three categories: Acts of Protest and Persuasion, Noncooperation, and Nonviolent Intervention.

**Acts of protest**

Nonviolent acts of protest and persuasion are symbolic actions performed by a group of people to show their support or disapproval of something. The goal of this kind of action is to bring public awareness to an issue, persuade or influence a particular group of people, or to facilitate future nonviolent action. The message can be directed toward the public, opponents, or people affected by the issue. Methods of protest and persuasion include *speeches, public communications, banners, posters, pamphlets, group or mass petitions, Public Speeches, parades, vigils petitions, symbolic acts, art, processions (marches), and other public assemblies.*

Noncooperation

Noncooperation involves the purposeful withholding of cooperation or the unwillingness to initiate in cooperation with an opponent. The goal of noncooperation is to halt or hinder an industry, political system, or economic process. Methods of noncooperation include *student strike, refusal to rent, lock out, embargo, sit-down, mutiny, refusal of meeting, boycott of elections, labour strikes, economic boycotts, civil disobedience, sex strike, tax refusal, and general disobedience.*

Nonviolent intervention

Compared with protest and noncooperation, nonviolent intervention is a more direct method of nonviolent action. Nonviolent intervention can be used defensively—for example to maintain an institution or independent initiative—or offensively- for example, to drastically forward a nonviolent struggle into the opponent's territory. Intervention is often more immediate and effective than the other two methods, but is also harder to maintain and more taxing to the participants involved. E.g. *the fast, hunger strike, sit-in, stand-in, work on without collaboration*

The Methods of Nonviolent Protest and Persuasion

Nonviolent protest and persuasion is a class which includes a large number of methods which are mainly symbolic acts of peaceful opposition or of attempted persuasion, extending beyond verbal expressions but stopping short of noncooperation or nonviolent intervention. Among these methods are parades, vigils, picketing, posters, teach-ins, mourning, and protest meetings.

Their use may simply show that the actionists are against something; for example, picketing may express opposition to a law which restricts dissemination of birth control information. The methods of this class may also be applied for something; for example, group lobbying may support a clean-air bill pending in the legislature or overseas aid. Nonviolent protest and persuasion also may express deep personal feelings or moral condemnation on a social or political issue; for example, a vigil on Hiroshima Day may express penance for the American atomic bombing of that Japanese city. The "something" with which the nonviolent protestors may be concerned may be a particular deed, a law, a policy, a general condition, or a whole regime or system.

The act may be intended primarily to influence the opponent-by arousing attention and publicity for the issue and thereby, it is hoped, support, which may convince him to accept the change; or by warning him of the depth or extent of feeling on the issue which is likely to



lead to more severe action if a change is not made. Or the act may be intended primarily to communicate with the public, onlookers, or third parties, directly or through publicity, in order to arouse, attention and support for the desired change. Or the act may be intended primarily to influence the grievance group—the persons directly affected by the issue—to induce them to do something themselves, such as participate in a strike or an economic boycott.

Sit-ins

In a sit-in the interventionists occupy certain facilities by sitting on available chairs, stools, and occasionally on the floor for a limited or unlimited period, either in a single act or in a series of acts, with the objective of disrupting the normal pattern of activities. The purpose may be to establish a new pattern, such as opening particular facilities to previously excluded persons, or to make a protest which may not be directly connected with the facilities occupied. This method has often been used in the civil rights movement in the United States.

Student Strikes

Students and pupils of all types of schools, from elementary schools to universities, may as a means of protest or resistance temporarily refuse to attend classes. Or they may refuse to cooperate in a related way—by boycotting only some, not all, lectures, for example; or students may attend classes but refuse to pay attention, as was done at the University of Madrid in 1965 as part of the campaign for an independent student union. Possible variations are legion. It is more usual, however, for all classes to be boycotted. (Student strikes are also called school boycotts or class boycotts.)

The student strike has long been widely used in China, Latin America, and to a lesser degree Africa; in 1970, following the United States' invasion of Cambodia, it became a prominent part of university life in the United States. The student strike is not a modern invention, as the Chinese examples show. Student strikes in China have sometimes taken the form of refusal to take the examinations, sometimes in protest against the lack of impartiality by the examiners.

Sit-downs

The sit-down is an act of noncooperation in which the participants actually sit down on the street, road, ground, or floor and refuse to leave voluntarily, for either a limited or an indefinite period of time. The sit-down may be a spontaneous act, or a reaction decided on in advance, as a response to orders for a march or other demonstration to disperse. Or it may be combined with civil disobedience to some regulatory law as a serious type of symbolic resistance. The sit-down may also be used to halt ordinary traffic or tanks, or to prevent workers or officials from carrying out their work. In these cases it becomes a method of nonviolent intervention (either nonviolent interjection or nonviolent obstruction, which is described in the next chapter). In recent years the sit-down appears to have been more widely used than previously.

Turning One's Back

Silent disapproval may be emphasized by turning one's back (whether standing or sitting) to the person or persons who are or represent the opponent. For example, when in his proclamation of a day of fasting and prayer in 1771, Governor Hutchinson of Massachusetts



Bay had included a call for thanks for the "Continuance of our Privileges," the radicals took this as an open insult because of the implication of support for British policies. The proclamation was to be read in the churches, but, Philip Davidson writes, "Dr. Pemberton alone of the Boston pastors read the proclamation-and he did so simply because the Governor was a member of his congregation-and he did so with evident embarrassment, for many of the members turned their backs or left the building."

After the dramatic days of the June 16th-17th East German Rising, on June 18th, 1953, East Berlin strikers returned to their factories but refused to work. "They squatted in front of their lathes and benches and turned their backs on Party officials."

Vigils

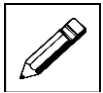
A vigil is an appeal normally addressed not to one or a few persons, but to many people. Like picketing, a vigil consists of people remaining at a particular place as a means of expressing a point of view. It differs from picketing, however, in that it is frequently maintained over a longer period of time, sometimes around the clock, and is associated with a more solemn attitude, often of a pleading or religious character. It often involves late hours and loss of sleep.

"Haunting" Officials

As a means of reminding officials of the "immorality" of their behavior in repressing a nonviolent resistance movement and of the determination and fearlessness of the population, volunteers may sometimes follow and "haunt" officials everywhere they go, thus constantly reminding them of the population's determination. For example, as Joan Bondurant has reported, during the 1928 Bardoli campaign in India: "Volunteers followed officials everywhere, camping on roads outside official bungalows. When arrested, they were replaced by others until authorities tired of the process."

Protest Disrobing

One of the rarer old-but newly reactivated- forms of nonviolent protest is the public removal of clothes as a means of expressing one's religious disapproval or political protest. During the Quaker "invasion" of the intolerant Massachusetts Bay Colony in the seventeenth century, Lydia Wardel entered Newbury Church naked as a protest. Members of the Sons of Freedom sect of the Doukhobors in British Columbia, Canada, have been credited with "uncounted nude parades" and in some cases individual women have disrobed in front of their own burning homes, to which they set fire as a protest against alleged government interference or prosecution of their husbands for resistance activities, including demolitions. When Prime Minister John Diefenbaker was attending a political rally at Trail, British Columbia, on May 28, 1962, Doukhobor women whose husbands were awaiting trial for terrorist acts interrupted the meeting, tearfully protesting "unfair treatment" of their group, and took off their clothing as part of their protest.



Learning Activity 12.1.5.1

1. What is non-violence advocacy?

2. The 198 methods of nonviolent action is expressed as a form of advocacy messages. List the 3 main categories in which all non-violent advocacy action or messages can be classified into.

3. What is the meaning of vigils?

4. Match these different types of nonviolent message in action under the correct categories in the table.

Banners, posters, pamphlets, Group or mass petitions, Public Speeches, parades, vigils, student strike, refusal to rent, lock out, embargo, sit-down, mutiny, refusal of meeting, boycott of elections, the fast, hunger strike, sit-in, stand-in, work on without collaboration.

Nonviolent Protest	Noncooperation	Nonviolent Intervention



5. List three famous nonviolent advocates in Human history.



12.1.5.2 Advantages and Disadvantages of each Messages

This topic is related to the previous topic (12.1.5.1 The Seven Types of Non-Violent Advocacy Messages). In the previous topic we looked at the different types of nonviolent advocacy messages. In this topic we will specifically revisit different types of nonviolent advocacy messages (Topic 12.1.5.1) to examine their advantages and disadvantages.

The nonviolent actions or advocacy messages are positive means of performing advocacy work in addressing social issues. However, advocating for social issues can be either become violent or remain nonviolent.

Violence means physical force used against humans, including imprisonment, beatings, shootings, bombings and torture. Nonviolent action excludes these. Sabotage - violence against objects - lies at the boundary between violence and nonviolence.

Nonviolent action thus encompasses a wide range of activities that go beyond conventional, routine action but do not involve physical violence against humans. When people think about nonviolent protests, rallies and sit-ins commonly come to mind, but there are many other sorts, such as workers refusing to tear down an iconic building, judges resigning in protest over political pressure, roads activists digging up streets and planting crops, and office workers misplacing or destroying files on dissidents targeted for surveillance and arrest.

Nonviolent action is *action* - it doesn't include passivity or inaction - and it goes beyond conventional methods of political communication and waging conflict, such as discussion, negotiation or lobbying. Nonviolent action is nonviolent on the part of those who use it. Their opponents can and often do use violence, sometimes brutally.

Nonviolent action can be divided into actions *against* something, such as most strikes and boycotts, and actions *for* something, such as workers organising to produce socially useful products or doing their jobs without bosses. The '*against*' actions typically target injustices; the *for* actions typically seek to build a better society.

Advantages and Disadvantages of Violent and nonviolence advocacy

	Advantages	Disadvantages
Violent advocacy	a) Get your point publicized b) Get people to notice you	a) unlikely to gain masses of support b) gets a bad name for your cause c) could end you in trouble
Nonviolent advocacy	a) gain support more easily b) Not break any rules so your cause is	a) may not be widely publicized or known



	taken seriously and kind heartedly	b) crowds could be hard to control and this could lead to violence
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Argument for and against Nonviolence Advocacy

FOR

It can be hard to turn the other cheek, to resist arrest peacefully and to draw a clear line in the sand that says: This is a movement of non-violence. For some of us this is a principled conviction. For others, it is a tactical decision. Regardless of your motivations, there is no good alternative to non-violence.

The use of force “to maintain public order” is the strongest monopoly of the state. It controls a remarkable repertoire of physical resources and legal powers that can be utilized to quell dissent. The recent arrests under the Public Order Act are telltale signs of the state’s willingness to flex its muscle when necessary. Why would we want to engage the police where it is strongest?

The simple fact is that most people reject the logic that violence is a part of politics. In strengthening power, violence undermines authority. The presence of riot police in the streets is the first sign of the failure of the state to address popular grievances. Rather than being an extension of politics by other means, it marks the end of politics. It is the state-level equivalent of an angry child that kicks its toys into a corner and starts pounding the floor.

We believe that a vast majority of the population is in agreement with our concerns and criticisms. The state is fighting an uphill battle. Our task is more simply: Most people do not have to be persuaded about political or economic criticisms. They just have to be convinced to join the movement. Non-violence is expressive of our convictions and effective as a tactic.

AGAINST

Most non-violent groups have either shared their struggle with others wishing to achieve the same or similar ends by different means, or have become radicalized by increasing oppression, eventually resorting to more extreme tactics.

Some groups were initially non-violent, but eventually engaged in property destruction including the burning of churches. Other nonviolent groups such as The Zapatistas are for the most part non-violent but *do* fight back against the Mexican army when no other option is left open to them.

Even Gandhi had his ‘violent’ counterparts in India’s fight for independence. The Chauri Chaura incident of 1922 saw a group of initially non-violent protesters turn into an angry mob after police fired into an unarmed crowd. They subsequently burned a police station with 23 officers inside it.



It could be posited that such a contrast in methods is needed to remind those in power that they are as vulnerable to ultimate force as other human beings. More aggressive action can render non-violent resistance favourable, and force the powers that be to take the moderates seriously in the hope of avoiding a more militant alternative. By widening the landscape of resistance, forceful action can create a platform from which negotiations can take place.

In the civil rights struggle Martin Luther King’s success was achieved in part because he was seen as comparatively ‘moderate’ when contrasted with Malcolm X, who was willing to ‘take arms’. Malcolm X paraphrased Hamlet’s famous speech asking whether it was “nobler in the mind of man to suffer the slings and arrows of outrageous fortune in moderation, or to take arms against a sea of troubles, and by opposing, end them”.

Different situations require differing tactics, but just as violence is not always the most effective method, the same can be said of non-violence.



Learning Activity 12.1.5.2

1. What is the difference between violent advocacy and non-violence advocacy?

2. What is the difference between nonviolent action ‘for something’ and nonviolent ‘against something’?

3. Complete the table by filling in one advantage and disadvantage under nonviolent and violent advocacy.

	Advantages	Disadvantages
Violent advocacy		



Nonviolent advocacy		
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4. Write T for true or F for false for the following statements.

- a) Malcolm X is a violent advocacy leader who did play a part in Martin Luther King's success as in non violent advocacy. _____
- b) Nonviolent action is only nonviolent on the part of those who use it. _____
- c) Violent advocacy groups have never been successful in their advocacy work. _____



12.1.5.3 Violent Change and its Consequences

There are different changes that occur every now and then in the world. Changes can bring benefits or problems, and, provide advantages or disadvantages.

In a previous topic in this booklet you examine nonviolent advocacy messages. You also learn about the advantages and disadvantages of nonviolent advocacy and violent advocacy. This topic will closely examine the consequences of different types of violent changes.

What is violence?

‘Violence’ is behaviour involving physical force intended to hurt, damage, or kill someone or something.

Other terms that can be used instead of violence are brutality, ferocity, brute force, force, and ruthlessness. Violence is an anti-social behaviour that is disruptive, and may lead to aggression.

Violence may occur only once, can involve various tactics of subtle manipulation or may occur frequently while escalating over a period of months or years. In any form, violence profoundly affects individual health and well-being. The roots of all forms of violence are founded in the many types of inequality which continue to exist and grow in society.

Violence is used to establish and maintain power and control over another person, and often reflect an imbalance of power between the victim and the abuser. Violence is a choice, and it is preventable.

There is a strong relationship between levels of violence and modifiable factors such as poverty, income and gender inequality, the harmful use of alcohol, and the absence of safe, stable, and nurturing relationships between children and parents.

High level Forms of Violent Changes

1. **Anti-colonial uprisings** - Armed struggles for independence from colonial rulers. E.g. East Timor fought and gain Independence from Indonesia.
2. **Civil war** – fighting between two groups of people and territory in a particular country.
E.g. The northern states fought against the Southern states (USA), Bougainville revolution Army (BRA) versus the PNG Defence Force (PNGDF).
3. **Ethnic conflicts** – two groups of people (of different culture, religion or characteristics) fought against each other e.g. Apartheid – discrimination between black Africans and the white decedents of European in South Africa.
4. **Religious conflicts** – conflicts, battles and war between different beliefs or religions e.g. Christians versus Muslims.



5. **Revolutions** - A revolution is a fundamental change in political power or organizational structures that takes place in a relatively short period of time when the population rises up in revolt against the current authorities.
6. **Terrorism** - In its broadest sense, *terrorism* is any act designed to cause *terror*. *Terrorism* is the unlawful use of force and violence against persons or property to promote your political or social objectives. Example: The 2001 9/11 bombing of the Twin Tower – World Trade Centre in USA, Explosion of bombs and use of non-lethal weapons aimed at mass destruction, and Hijacking of buses and planes.
7. **War** – a full scale war occurs when battles are fought openly e.g. World War I and II, Vietnam War, and War in Middle East countries (Iraq versus Iran, Israel versus its neighbouring countries)

There are other aggressive and bloody conflicts (bombing, shootout by a gunman, gang fights, uprising, boycott, and riots) that have happen in so many places all over the world.

Other horrific violent changes would be crimes such as kidnaps, murder, rape, looting of banks, trafficking, smuggling of goods and weapons, and various forms of human rights violation.

A violent change can be identified as one or more of the seven high levels forms of violent changes above. Example; The Bougainville Revolution Army started a conflict that can be identified as **civil war**; the conflict is also a form of **revolution**; the fighting occur between two different ethnic groups so it is **an ethnic conflict**; and the fighting become a full scale **war** between the two forces (BRA and PNGDF) in Bougainville that lasted for more than ten years.

Violence for Change

A second approach to social change is through using violence. At the international level, this includes using military force to threaten or attack another country, defeating the other country's military forces in a war and taking control of the government, corporations and so forth. Within a country, violent change can occur through a military coup, in which a segment of the military takes control of the government.

Another option is use of violence by challengers from a social movement with some degree of popular support, an approach called armed struggle. When the challengers are militarily weak, without a normal army, they typically use "unconventional" military techniques such as harassing raids, an approach called guerrilla warfare. Examples include phases of the American Revolution and the Chinese Revolution. When the challengers become stronger, they may have regular troops that fight government forces in conventional battles.

Another way to use violence is against civilians, a method often called terrorism, though the label "terrorism" is used inconsistently. The largest scale violence against civilians is by governments, for example in wars when cities are bombed. Governments can use violence against civilians as a method of social change. Genocide - the extermination of an entire group, such as the Jews under the control of Nazi Germany - is the most extreme example.



Violence against civilians is also used by challengers to governments, such as by the Irish Republican Army.

Decisions about violent actions are usually made by an individual or small group. In armies, commanders make the crucial decisions; soldiers are expected to carry out the commands. When violence is used to challenge governments, planning is carried out in secret, in order to prevent the other side having an advantage.

Suffering and Violence

Violence obviously causes suffering in the short term. But it can reduce suffering in the long term when it quickly destroys an oppressive system and all its attendant damage. Critics would argue nonviolence was a very slow means to achieve independence in India: violence might have caused more deaths in the short term but by bringing independence sooner, reduced suffering in the long term. However, most examples show only the horrific suffering caused by violence and do not give much evidence of any long-term reduction in suffering.

The British as colonial rulers did not use much violence against nonviolent protesters in India. But they reacted very differently in Kenya, where the pro-independence Mau Mau used violent means. The British rulers set up numerous concentration camps, used torture systematically, executed a thousand prisoners and killed tens of thousands of villagers in crushing the rebellion. The Mau Mau, by using violence, seemed to legitimate counter-violence by the British, a dynamic that did not occur in India.

Armed struggles for independence from colonial rulers reveal a horrific death toll. In Vietnam, armed struggle against the French from 1945-1954 and against the US until 1975 led to more than two million Vietnamese deaths. In Algeria, the armed struggle against French rulers resulted in up to a million Algerian deaths.

There are some examples in which armed struggle appears to have overthrown a regime with relatively low loss of life, such as the 1917 Russian revolution and the overthrow of the Batista dictatorship in Cuba in 1959. In both these cases, the regime mainly collapsed internally; in other words, violence was not the key to regime change but rather was part of the articulation of resistance, which included unarmed noncooperation.

In Europe occupied by the Nazis, resistant fighters used armed attacks and sabotage. The Nazis responded with brutal reprisals, typically killing ten civilians for every one of their own soldiers killed. The resistance had little impact on Nazi rule, which was ended by Allied military violence. (On the other hand, nonviolent resistance caused the Nazis more difficulties.)

In representative systems, violence has been used by urban guerrillas, for example in Italy, Germany, US and Uruguay. Violence in these cases has led to suffering by those targeted by the guerrillas and by government responses. There is no evidence from any such campaigns that suffering in the long term has been reduced.

In summary, violence as a tool for social change always causes immediate suffering, sometimes on a horrific scale due to counter-violence. In principle, violence-induced change



can reduce suffering in the long term, but there seem to be few clear-cut cases where this has been the result.

Significant Impacts of a great revolution in human history

American Revolution – War between USA and its Colonisers – Great Britain.

- ❖ The American Revolution helped to strengthen the idea of the ‘right of revolution’, the right of a people to overthrow an oppressive government. Thus it expressed more fully, the principles of the English revolutions of the 17th century. The whole world was deeply influenced by the establishment of a republic in America as well as by the gradual growth of democracy.
- ❖ The American revolutionaries served as a source of great inspiration to the French and others who were being oppressed by autocrats or imperialists. The countries of the east, which were under the control of the imperialists, regarded the Revolution as a good lesson for them. The down trodden masses of France were inspired to revolt against autocracy and aristocracy, barely six years after the Treaty of Paris was signed. Thus the spirit of nationalism began to spread with the birth of the United States of America.
- ❖ The principles of freedom and democracy were upheld through slogans such as ‘No taxation without representation’ and ‘Give me liberty or give me death’, which highly influenced the minds of people all over the world. The rulers of all the countries also learnt that they would not be permitted to rule, unless they changed their attitude and served the needs of the people. Thus kings attempted to improve their administration.
- ❖ The framers of the American constitution gave a practical lesson to the people of the world. The people in other countries could also emulate the system of checks and balances introduced in the American constitution. The Americans abolished kingship. Instead, they elected a President, to be in office for a four-year term. The world also received the example of a written constitution. Further, another praiseworthy achievement was the separation of the church and the state.
- ❖ America gave rise to great leaders such as Thomas Paine, Patrick Henry, Thomas Jefferson, Benjamin Franklin and Alexander Hamilton. The hero of the War of Independence, namely George Washington, was honored by being made the first President born in a farmer’s family.
- ❖ A relatively new system of government with three branches dividing the power, instead of the conventional one was established from the future outcome of the constitutional conventions.

Terrorism

Besides the injuries and deaths immediately brought about by terrorist attacks, survivors often suffer from post-traumatic stress disorder, anxiety and major depression. The economy suffers an immediate impact due to building and infrastructure damage, but it also



suffers long-term effects from trauma to financial markets, a rise in spending on security and defence, and the impact on supply chains of enhanced security at land, sea and air border crossings.

The tourism will be seriously affected after terrorist attacks. The terrorist attacks are a challenge to the peace, progress and prosperity of our country.

Equipping the military and police for retaliation and defence includes the passing of legislation that targets terrorists, deportation of unregistered aliens, granting of additional powers to police and military, fewer restrictions on the detention and interrogation of suspects, and possible direct military or police action to eliminate perceived threats. It also may include the creation of new agencies or enhancement of existing agencies to screen mail and other forms of communication and to guard essential national and local infrastructures.



Learning Activity 12.1.5.3

1. List 4 words or terms that can be used to describe violence.

2. Write the definition and a good example for each of these violent changes.

- a) Civil war

- b) Anti-colonial uprising

- c) Ethnic conflict



d) Terrorism

3. List 3 significant impact of The American Revolution to human history

12.1.5.4 Evaluation of Advocacy

Evaluation is an effective way to capture lessons drawn from experience that can be used to improve development policies and programmes. In this way, evaluation helps to meet performance standards such as efficiency, effectiveness and equity.

Evaluation provides much needed feedback for informed decision-making by putting the best available evidence at the centre of the policy process. Therefore, a strong capacity and culture of evaluation carries the potential to become a powerful tool for improvement and change. Exercising evaluation in an independent, credible and useful way contributes to good governance, public accountability and transparency in the use of resources and the results.

Evaluation is a:

- source of evidence for good practices, and lessons for improved programme and policy design;
- knowledge resource of strategic intervention designs which work;
- means for ensuring accountability through focused reporting; and
- key input in advocacy strategies to make the case for important public policy decisions.

What is evaluation?

Evaluation is the making of a judgement about the amount, number, or value of something; assessment. Evaluation can mean the assessment, analysis, or opinions about someone or something.

Example: 'the evaluation of each method'.



Why monitor and evaluate advocacy work or projects? What's involved?

Monitoring

Each advocacy project should be monitored on a continuous basis over its lifetime. Reasons for this include to:

- assess to what extent the strategy is successful – and to adapt it accordingly
- be able to respond to unpredictable events
- provide regular opportunities to communicate, work together and share experience – build relationships.
- document the process in order to be able to learn from experience to improve future work in advocacy.
- demonstrate the results to donors, supporters, policy-makers, and other stakeholders.

Monitoring should be the responsibility of those in charge of managing the advocacy project. This will normally include project staff, but might also include partners' staff in many situations. It will involve collecting information such as meetings, minutes, telephone calls and project records.

Advocacy monitoring also involves constantly collecting and analysing information on wider issues. Monitoring might cover information on:

- **internal issues:** this includes how well staff (and partners) are working, and how well activities are being implemented
- **external issues:** this covers key changes in the external environment, and what else is happening (or what others are doing) that might affect the results of the advocacy project
- **collaborative issues:** how well the project is linked into and able to cooperate with relevant alliances and coalitions, or how well are any capacity building activities being carried out;
- **progress towards objectives:** what progress is being made towards the ultimate goals and objectives of the advocacy project?

It is essential to recognise the values and opinions of those directly involved in the advocacy project at all levels. The most important aim of monitoring is to identify when plans need to be changed because things are not going well, challenges are being faced or new opportunities have been identified.

Review and evaluation

Whereas monitoring is an ongoing process, reviews and evaluations take place at a specific moment in time – either part way through a piece of advocacy work (mid-term review) or at



its completion. In addition to the reasons cited for monitoring advocacy, project reviews and evaluations enable organisations to:

- evaluate the progress of the project against its stated objectives
- learn about what works well and what needs adapting
- demonstrate innovative and effective strategies
- demonstrate the results and impact to donors, supporters, policy-makers and other stakeholders
- generate financial and political support for advocacy work.

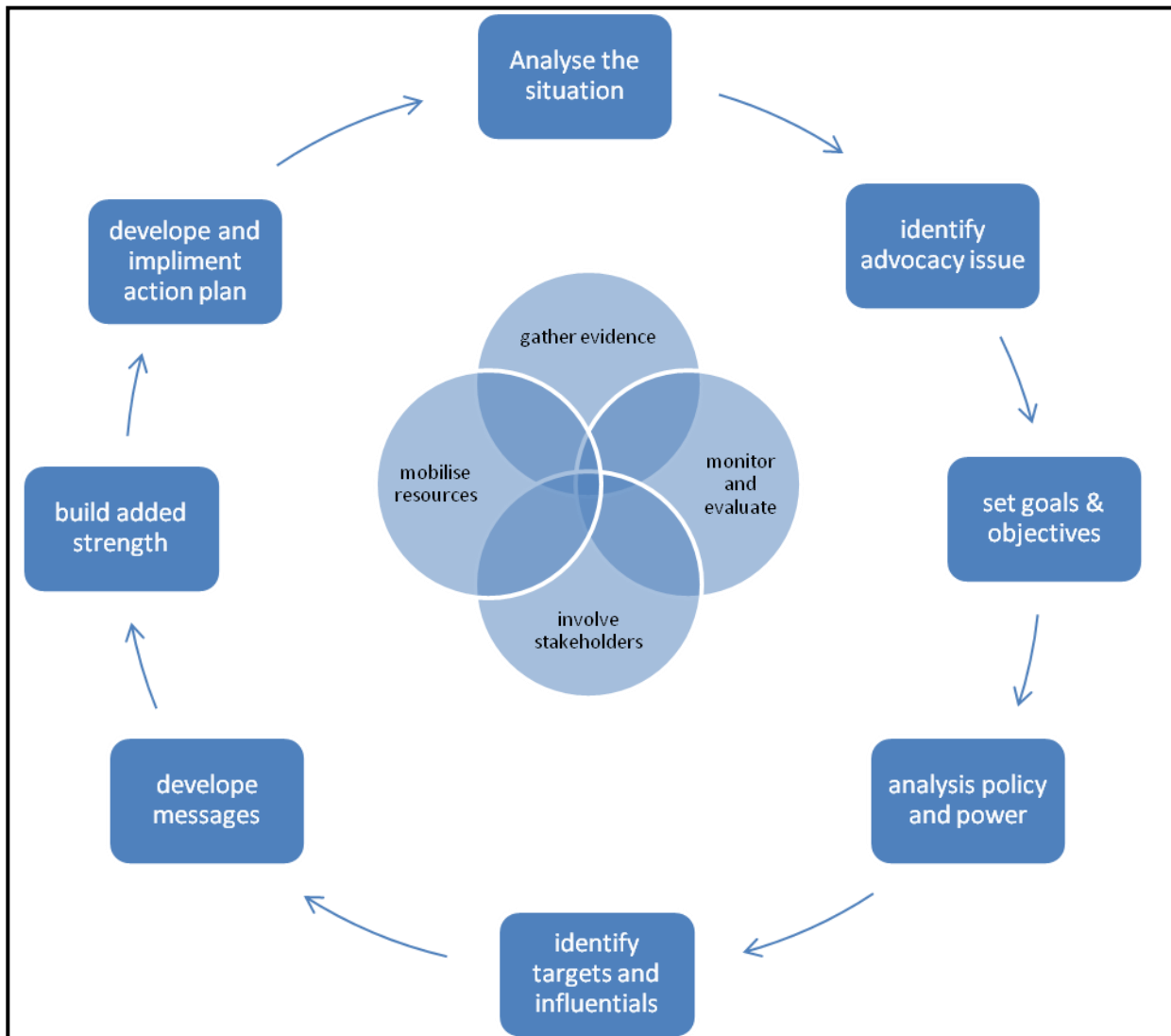
Impact

The impact of advocacy is notoriously difficult to assess for numerous reasons (see section on challenges below), but development practitioners have an obligation to assess what is changing, or has changed for whom as a result of their organisational advocacy strategy. The reason for this is that although advocacy projects may result in policy changes, they are not always – or even often – translated into improvements in people’s lives. For example, a policy change around inclusion of children with disabilities into mainstream schooling has huge implications in terms of training and resources. If the policy change is not backed up with these resource provisions, it will not result in improved educational opportunities for the children in question. An impact assessment – conducted some time after the completion of the advocacy effort – will assess what changed, for whom (and how significant these changes were), as a result of that intervention. It is worth noting that, even if the overall goal has not been realised, the project may have resulted in other positive (or negative) changes for the target groups (e.g. more people are aware of the issues of children with disabilities being excluded; children being able to advocate for change themselves) . Smaller changes at the grassroots level should also be looked for, recorded and their significance assessed.

When to plan for M&E of advocacy

An M&E plan needs to be in place at the beginning of any new project or programme. This will include the identification of clear and staged objectives and indicators that will enable staff and other stakeholders to track progress towards achieving these objectives

The following diagram illustrates where monitoring and evaluation fit into a project or programme cycle for advocacy. Together with gathering evidence, mobilising resources and involving stakeholders, it is central to all stages of the cycle and must therefore be built in to each stage.



Successful Styles of Advocacy

Advocates and advocacy styles vary widely, but there are some characteristics all good advocates have in common. Here is a list of traits to help ensure advocacy is a success.

1) Objectivity

An advocate listens and evaluates information objectively. As an advocate, you must know and recognize your own prejudices and tendencies. How effective you are as an advocate will in large part be determined by the degree of objectivity you can bring to a situation.

The degree of confidence or suspicion you have in the system, and your belief in the potential of positive change, will affect your approach to advocacy and how you interpret situations and issues you encounter. Think about what your attitudes are toward the system - individuals, providers, agencies, service consumers - and constantly reexamine your attitudes in the light of what you see.

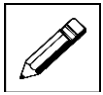


- 2) **Independence**
To effectively and credibly advocate for others you must exercise independent judgment.
- 3) **Sensitivity and Understanding**
An advocate conveys interest and empathy. You will get more information and a more accurate reading of what others want if you can communicate that you are listening. Good communication skills are essential.
- 4) **Persistence and Patience**
An advocate is determined and secure enough in your position to weather storms, deal with setbacks, and maintain energy over time.
- 5) **Knowledge and Judgment**
You must understand what to ask for, whom to ask, and be able to exercise judgment about what is reasonable, and what is not. Knowledge and judgment develop over time, with experience.
- 6) **Assertiveness**
An advocate is polite, but firm. You need to have a good working relationship with others, but they must not control you.
- 7) **Ethics and Respect For Others**
An advocate respects the privacy and confidentiality of others, and respects the basic rules of ethical conduct, to be effective and to maintain credibility.

Advocates must:

- Be culturally sensitive.
- Provide language accommodations.
- Provide disability accommodations.
- Adhere to a code of confidentiality.
- Refrain from abusive conduct.
- Be trustworthy and honest.
- Resolve personal conflicts of interest.

While advocates have these things in common, there is no recipe for an advocate, or for an advocacy approach. One may be reserved or shy, or one may be outspoken and direct but both can be effective advocates. Based on personality and experiences, everyone has comfort zones and unique approaches to solving problems. Advocacy styles change and develop and acquire flexibility with experience.



Learning Activity 12.1.5.4

1. What is evaluation?

2. Why do people have to monitor and evaluate advocacy work/projects?

3. What is the difference between 'monitoring' advocacy work, and 'review and evaluation' of advocacy work?

4. List 6 characteristics that all good advocates have in common



4. Complete the table by filling in one advantage and disadvantage under nonviolent and violent advocacy.

	Advantages	Disadvantages
Violent advocacy		
Nonviolent advocacy		

5. Write the definition and a good example for each of these violent changes.

a) Revolution

b) Religious conflict

c) Ethnic conflict



d) War

6. Why do people have to monitor and evaluate advocacy work/projects?

7. What is the difference between 'monitoring' advocacy work, and 'review and evaluation' of advocacy work?

8. Explain about these 2 successful characteristics of advocates.

i) Independence

ii) Assertiveness



Answers to Activities 121.4.5

Learning Activity 12.1.5.1

1. Promote the use of nonviolence strategies in efforts to achieve social or political change/ behaving in a nonviolent way to assist or support people or issues that needs helping.
2. 3 main categories of non-violent advocacy messages;
 - nonviolent protest and persuasion
 - noncooperation (social, economic, and political)
 - nonviolent intervention.
3. A vigil is an appeal normally addressed not to one or a few persons, but to many people. Like picketing, a vigil consists of people remaining at a particular place as a means of expressing a point of view.
- 4.

Nonviolent Protest	Noncooperation	Nonviolent Intervention
Banners, Posters, Pamphlets, Group or mass petitions, Public Speeches, parades, vigils	student strike, refusal to rent, lock out, sit-down, mutiny, refusal of meeting, boycott of elections	the fast, hunger strike, sit-in, stand-in, work on without collaboration.

5. Mahatma Gandhi, 14th Dalai Lama and Martin Luther King, Jr.

Learning Activity 12.1.5.2

1. Violence means physical force is used against humans, including imprisonment, beatings, shootings, bombings and torture. Nonviolent action excludes these.

Nonviolent actions consist of a wide range of activities that go beyond conventional, routine action but do not involve physical violence against humans.



2. Nonviolent action can be divided into actions *against* something, such as most strikes and boycotts, and actions *for* something, such as workers organising to produce socially useful products or doing their jobs without bosses. The '*against*' actions typically target injustices; the *for* actions typically seek to build a better society.

3.

	Advantages	Disadvantages
Violent advocacy	a) Get your point publicized b) Get people to notice you	a) unlikely to gain masses of support b) gets a bad name for your cause c) could end you in trouble
Nonviolent advocacy	a) gain support more easily b) Not break any rules so your cause is taken seriously and kind heartedly	a) may not be widely publicized or known b) crowds could be hard to control and this could lead to violence

4. (a) T

(b) T

(c) F

Learning Activity 12.1.5.3

1. (Any 4 similar words to the sample below)

brutality, ferocity, brute force, force, and ruthlessness, anti-social behaviour disruptive action, aggression.

2. (Any other genuine examples for each form of violence is correct)

a) **Civil war** – fighting between two groups of people and territory in a particular country. E.g. The northern states fought against the Southern states (USA), Bougainville revolution Army (BRA) versus the PNG Defence Force (PNGDF)



- b) **Anti-colonial uprisings** - Armed struggles for independence from colonial rulers. E.g. East Timor fought and gain Independence from Indonesia.
- c) **Ethnic conflicts** – two groups of people (of different culture, religion or characteristics) fought against each other e.g. Apartheid – discrimination between black Africans and the white decedents of European in South Africa.
- d) **Terrorism** - In its broadest sense, *terrorism* is any act designed to cause *terror*. *Terrorism* is the unlawful use of force and violence against persons or property to promote your political or social objectives. Example: The 2001 9/11 bombing of the Twin Tower – World Trade Centre in USA, Explosion of bombs and use of non-lethal weapons aimed at mass destruction, and Hijacking of buses and planes.

3. (Any 3 similar answers to the sample)

- The American Revolution helped to strengthen the idea of the ‘right of revolution’, the right of a people to overthrow an oppressive government.
- The whole world was deeply influenced by the establishment of a republic in America as well as by the gradual growth of democracy.
- The American revolutionaries served as a source of great inspiration to the French and others who were being oppressed by autocrats or imperialists.
- The countries of the east, which were under the control of the imperialists, regarded the Revolution as a good lesson for them.
- The spirit of nationalism began to spread with the birth of the United States of America.
- The principles of freedom and democracy were upheld through slogans such as ‘No taxation without representation’ and ‘Give me liberty or give me death’, which highly influenced the minds of people all over the world.
- The rulers of all the countries also learnt that they would not be permitted to rule, unless they changed their attitude and served the needs of the people. Thus kings attempted to improve their administration.
- The Americans abolished kingship. Instead, they elected a President, to be in office for a four-year term
- The world also received the example of a written constitution.
- Further, another praiseworthy achievement was the separation of the church and the state.
- America gave rise to great leaders. George Washington became the first President born in a farmer’s family.



- A relatively new system of government with three branches dividing the power.

Learning Activity 12.1.5.4

1. Evaluation is the making of a judgement about the amount, number, or value of something; assessment. Evaluation can mean the assessment, analysis, or opinions about someone or something.
2. (Only similar answers are correct)
 - Evaluation provides much needed feedback for informed decision-making
 - assess to what extent the strategy is successful – and to adapt it accordingly
 - be able to respond to unpredictable events
 - provide regular opportunities to communicate, work together and share experience – build relationships.
 - document the process in order to be able to learn from experience to improve future work in advocacy.
 - demonstrate the results to donors, supporters, policy-makers, and other stakeholders.
 - Improvement of strategies, and planning
3. Whereas monitoring is an ongoing process, reviews and evaluations take place at a specific moment in time – either part way through a piece of advocacy work (mid-term review) or at its completion.
4. (Any 6 answers similar to the samples)
 - i. objectivity
 - ii. independence
 - iii. sensitivity and understanding
 - iv. persistence and patience
 - v. knowledge and judgment
 - vi. assertiveness
 - vii. ethics and respect for others

**Answers to Summative Activity 12.1.5**

1. 3 main categories of non-violent advocacy messages;

- nonviolent protest and persuasion
- noncooperation (social, economic, and political)
- nonviolent intervention.

2.

Nonviolent Protest	Noncooperation	Nonviolent Intervention
Banners, Posters, Pamphlets,	student strike, sit-down, mutiny,	hunger strike, sit-in, stand-in,

3. Nonviolent action can be divided into actions *against* something, such as most strikes and boycotts, and actions *for* something, such as workers organising to produce socially useful products or doing their jobs without bosses. The '*against*' actions typically target injustices; the *for* actions typically seek to build a better society.

4.

	Advantages	Disadvantages
Violent advocacy	a) Get your point publicized b) Get people to notice you	a) unlikely to gain masses of support b) gets a bad name for your cause c) could end you in trouble
Nonviolent advocacy	a) gain support more easily b) Not break any rules so your cause is taken seriously and kind heartedly	a) may not be widely publicized or known b) crowds could be hard to control and this could lead to violence



- 5.
- a) **Revolutions** - A revolution is a fundamental change in political power or organizational structures that takes place in a relatively short period of time when the population rises up in revolt against the current authorities.
 - b) **Religious conflicts** – conflicts, battles and war between different beliefs or religions e.g. Christians versus Muslims.
 - c) **Ethnic conflicts** – two groups of people (of different culture, religion or characteristics) fought against each other e.g. Apartheid – discrimination between black Africans and the white decedents of European in South Africa.
 - d) **War** – a full scale war occurs when battles are fought openly e.g. World War I and II, Vietnam War, and War in Middle East countries (Iraq versus Iran, Israel versus its neighbouring countries)
6. (Only similar answers are correct)
- Evaluation provides much needed feedback for informed decision-making
 - assess to what extent the strategy is successful – and to adapt it accordingly
 - be able to respond to unpredictable events
 - provide regular opportunities to communicate, work together and share experience – build relationships.
 - document the process in order to be able to learn from experience to improve future work in advocacy.
 - demonstrate the results to donors, supporters, policy-makers, and other stakeholders.
 - Improvement of strategies, and planning
7. Whereas monitoring is an ongoing process, reviews and evaluations take place at a specific moment in time – either part way through a piece of advocacy work (mid-term review) or at its completion.
- 8.
- a) Independence
To effectively and credibly advocate for others you must exercise independent judgment.
 - b) Assertiveness
An advocate is polite, but firm. You need to have a good working relationship with others, but they must not control you.



12.1.6 Taking Action as an Advocate

12.1.6.1 Advocacy Planning Process (5 Steps)

5 STEPS TO ADVOCACY

Planning is a positive feature for advocates. Advocacy planning is a process or series of steps that involves:

- Objectives – what do we want?
- Audience – who has the power to make it happen?
- Diagnosis – what is possible?
- Action plan – how do we get started?
- Evaluation – how do we know our plan is working?

To be an advocator you have to know the processes that you need to follow in order to carry out your work in the best way possible. The five steps of advocacy planning are presented for you to read and use in your advocacy work.

For each step, there are helpful hints and questions that you need to consider to make sure you are doing the right thing. And at the end of each step are desired outputs or results that you can achieve if you follow the planning process carefully.

Are you ready to be an advocate? Go through the steps carefully, do not rush through your reading but take enough time to study each step before moving to the next step.

The five steps are as follows:

I. Define issue

II. Identify your audience

III. Frame your message

IV. Develop your plan

V. Evaluate your plan

I. Define issue, plus delineate your interest in it

Start by isolating and defining the issue you wish to address most.

Questions to Ask:

- What is the problem? Ask yourself: who does what to whom?
- How are you affected? For how long, and with what impact?



- What are the possible causes of the situation you wish to change?

Consider as many perspectives as you can. For example:

Laws?

Attitudes?

Social traditions?

Religion?

Government?

- What can be done to improve the situation? What kind of change would YOU want to make?
- What differentiates you from others with respect to this problem, and your initial proposed solution?

Desired output:

A one sentence description of the problem you wish to address.

A one sentence explanation as to why this problem matters to you.

II. IDENTIFY YOUR AUDIENCE

Your advocacy strategy depends on who you want to reach.

Questions to Ask:

- Who do you wish to reach with your message about the problem you have identified? What are your initial impressions?
- Who is the person, group or organization that has the power to make the change being requested?
- Who is the person, group or organization that has the power to influence the person, group or organization that has the power to change being requested?
- To what extent do you wish to address the media?
- Coalitions? and/or
- Legislators and policymakers?

Desired output:

A list of up to three audiences, with a one sentence description of each, arranged in declining order of importance.



A discussion as to why each potential audience member should care about the problem you identify.

III. Frame your message

“Framing your message” requires you to think about *what* you want to say.

Questions to Ask:

- What are 2-3 of the most important messages that you need to communicate to your audience?
- How do you want your audience to think about the issue? What frames of reference should they use?
- Can you tell your audience why they should care about the problem?

Desired output:

A message with four components:

1. **Problem Statement:** A description in plain language of the problem.
2. **Relevance:** Why and how are the problems relevant for the policy makers and the wider society.
3. **Policy proposal:** This is the suggested solution.
4. **Proposed action:** What your audience should do and how and with whom they should do it.

IV. Develop your plan

“Developing your plan” requires you to think about *how* you want to deliver and use your message.

Questions to Ask:

- In what way should these messages be communicated; what tools are you going to use? Newsletters? Special events? Publicity campaigns? Internet Blogging? Other Internet forms of Communication?
- To what extent do you want to use your message for “Agenda- Setting,” that is for bringing a new or neglected issue to the attention of the media and to policy makers?
- Can you link your message to a major news story and/or trigger event?

Desired output:

The outline and timetable for developing and using your message.



V. Evaluate your plan

It is important to monitor and keep track of your actions. Record your progress on the action planning forms and celebrate your successes!

Questions to Ask:

- Did your audience act in the manner you had anticipated? If you met your goal:
- What factors contributed to your success?
- How can you build on this success?
- Should you repeat this strategy? If your goal was not met:
- How could your advocacy be improved?
- Is your message clear?
- Did you identify the right audience to which to deliver it?
- Did your audience receive the message? What are your next steps for action?

Desired output:

A constructive critique addressing the questions listed above.



Learning Activity 12.1.6.1

1. List the five steps to advocacy and explain each briefly.

i) _____

ii) _____

iii) _____



iv) _____

v) _____



Answers to Student Activities 12.1.6

Learning Activity 12.1.6.1

1. Five Steps to Advocacy

I. Define issue, plus delineate your interest in it

Explore the issue and figure out what you can do about the issue. Identify your strengths and weakness and procede to sort out the issue in the best way possible.

II. Identify your audience

Your advocacy strategy depends on who you want to reach. Make sure you know your audience in order to attend to their correct needs

III. Frame your message

“Framing your message” requires you to think about *what* you want to say. Your message must be simple, relevant and interesting enough to catch the attention of your audience.

IV. Develop your plan

“Developing your plan” requires you to think about *how* you want to deliver and use your message.

You set a schedule of activities with short term objectives and long term goals. The plan will contain your tasks and responsibilities that is required for your plan to be achieved.



V. Evaluate your plan

It is important to monitor and keep track of your actions. Record your progress on the action planning forms and celebrate your successes!

(Check your answers with the sample answers above)



SUMMARY

- ❖ **Rights** are “legal, social, or ethical principles of freedom or entitlement; that is, rights are the fundamental rules about what is allowed of people or owed to people.
- ❖ **Purpose of human rights**
 - To protect everyone from harm, abuses, discrimination, injustice and oppression.
 - To satisfy individual needs.
 - To encourage people in achieving their goals.
- ❖ **Responsibility** is the opportunity or ability to act independently and take decisions without authorization. A thing which one is required to do as part of a job, role, or legal obligation.
- ❖ **Purpose of responsibilities**

Human responsibilities are the universal responsibilities of human beings regardless of ethnicity, nationality, religion, or sex. The idea of human responsibilities arises as a natural counterbalance to the idea of human rights.
- ❖ There are many different types of advocacy, including:
 1. self-advocacy
 2. group advocacy
 3. peer advocacy
 4. Case advocacy
 5. citizen advocacy
 6. professional advocacy
- ❖ **Importance of Social Justice**

Social justice is the view about equality and fairness between human beings ; that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need.
- ❖ **Justice** is action in accordance with the requirements of some law.
- ❖ Just institutions tend to instil a sense of stability, well-being, and satisfaction among society members, while perceived injustices can lead to dissatisfaction, rebellion, or revolution.
- ❖ Different types and concepts of justice: distributive, procedural, retributive, and restorative.
- ❖ **Social Injustice** is a situation when some unfair practices are being carried out in the society. Whatever unjust is happening is usually against the law and it might be something that is considered a moral practice. Basically, social injustice occurs when



the equals are treated in an unequal way and the unequals are treated in an equal way.

- ❖ There are plenty of social injustice issues such as bullying, child labour, corruption, discrimination, genocide, high rates of unemployment, lack of freedom, poverty and prejudice (racial discrimination, sexism and ageism). The main social injustice issues are;
- ❖ Advocacy is a process to bring about *change* in the policies, laws and practices of *influential* individuals, groups and institutions. It involves many people and/or organizations working together toward a shared vision of change. Advocacy work takes many shapes and serves many purposes. There are many benefits of advocacy planning.
- ❖ Developing a functional strategic plan for advocacy work is possible through this five steps:
 1. **Collaboration**
 2. **Information and research**
 3. **Development of a message**
 4. **Delivery of a persuasive message**
 5. **Evaluation**
- ❖ “**Conflict** refers to some form of friction, disagreement, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group”.
- ❖ **Conflict management** is the process of limiting the negative aspects of **conflict** while increasing the positive aspects of **conflict**. The aim of **conflict management** is to enhance learning and group outcomes, including effectiveness or performance in organizational setting.
- ❖ **Conflict resolution** is a way for two or more parties to find a peaceful solution to a disagreement among them.
- ❖ There are five main strategies for dealing with conflicts, all of which can be considered to get a result or outcome.
- ❖ **Forward Planning** the process of making plans to take into account what is likely to happen or be needed in the future; planning or thoughts made in advance.
- ❖ 'Forward planning' is crucial to the good management and future security. It is a process which can guide individuals and organisations through the difficult times.
- ❖ **Nonviolence advocates** are individuals who actively promote the use of nonviolence in efforts to achieve social or political change. Their advocacy generally takes the form of writing, speaking and/or organizing.



- ❖ **Nonviolent acts of protest and persuasion** are symbolic actions performed by a group of people to show their support or disapproval of something.
- ❖ Methods of protest and persuasion include *speeches, public communications, banners, posters, pamphlets, group or mass petitions, Public Speeches, parades, vigils, petitions, symbolic acts, art, processions (marches), and other public assemblies.*
- ❖ **Noncooperation** involves the purposeful withholding of cooperation or the unwillingness to initiate in cooperation with an opponent. The goal of noncooperation is to halt or hinder an industry, political system, or economic process.
- ❖ Methods of noncooperation include *student strike, refusal to rent, lock out, embargo, sit-down, mutiny, refusal of meeting, boycott of elections, labour strikes, economic boycotts, civil disobedience, sex strike, tax refusal, and general disobedience.*
- ❖ Nonviolent intervention is a more direct method of nonviolent action. Nonviolent intervention can be used defensively or offensively.
- ❖ Intervention is often more immediate and effective than the other two methods, but is also harder to maintain and more taxing to the participants involved. E.g. *the fast, hunger strike, sit-in, stand-in, work on without collaboration*

- ❖ **Non-Violent Advocacy**

Advantages:

- a) gain support more easily
- b) Not break any rules so your cause is taken seriously and kind heartedly

Disadvantages:

- a) may not be widely publicized or known
- b) crowds could be hard to control and this could lead to violence

- ❖ **Violent Advocacy**

Advantages:

- a) Get your point publicized
- b) Get people to notice you

Disadvantages:

- a) unlikely to gain masses of support
- b) gets a bad name for your cause



c) could end you in trouble

- ❖ There are other aggressive and bloody conflicts (Anti-colonial uprisings, Civil war, Ethnic conflicts, Religious conflicts, Revolutions, Terrorism, War, bombing, shootout by a gunman, gang fights, uprising, boycott, and riots) that have happen in so many places all over the world.
- ❖ Other horrific violent changes would be crimes such as kidnaps, murder, rape, looting of banks, trafficking, smuggling of goods and weapons, and various forms of human rights violation.
- ❖ Evaluation is an effective way to capture lessons drawn from experience that can be used to improve development policies and programmes. In this way, evaluation helps to meet performance standards such as efficiency, effectiveness and equity.
- ❖ Evaluation provides much needed feedback for informed decision-making by putting the best available evidence at the centre of the policy process. Therefore, a strong capacity and culture of evaluation carries the potential to become a powerful tool for improvement and change. Exercising evaluation in an independent, credible and useful way contributes to good governance, public accountability and transparency in the use of resources and the results.
- ❖ Planning is a positive feature for advocates. Advocacy planning is a process or series of steps that involves:
 - 1) Objectives – what do we want?
 - 2) Audience – who has the power to make it happen?
 - 3) Diagnosis – what is possible?
 - 4) Action plan – how do we get started?
 - 5) Evaluation – how do we know our plan is working?



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GLOSSARY

Advocacy – is the process of standing alongside an individual who is disadvantaged, and speaking out on their behalf in a way that represents the best interests of that person.

Advocacy issue – a political process by an individual or group which aims to influence decisions within political, economic, and social systems and institutions.

Advocate – someone who speaks out and takes action to improve their society.

Ageism – form of injustice where people of a certain age group are discriminating on the basis of their age.

Anti-colonial uprisings – Armed struggles for independence from colonial rulers.

Conflict Resolution – a way for two or more parties to find a peaceful solution to a disagreement among them.

Conflict – refers to some form of friction, disagreement, or discord arising within a group when the beliefs or actions of one or more members of the group are either resisted by or unacceptable to one or more members of another group

Civil war – fighting between two groups of people and territory in a particular country.

Case/crisis/short term advocacy – This is where an advocate supports a person with learning difficulties when they most need it. This is a short-term arrangement

Citizen advocacy – Citizen advocacy aims to involve people in their local community by enabling them to have a voice and to make decisions about the things that affect their lives.

Discrimination – prejudice as a result of factors such as race, physical appearance, culture, politics, religion, ethnic group or values.

Distributive Justice (economic justice) – is concerned with giving all members of society a "fair share" of the benefits and resources available.

Education for social justice – Teaching information and ideas that promote social **justice**, and instil social justice values in students. It aims are to equip learners with the skills and experiences necessary to promote **social** change and to increase equality among individuals.

Ethnic conflicts – two groups of people (of different culture, religion or characteristics) fought against each other.

Evaluation – Evaluation is the making of a judgement about the amount, number, or value of something; assessment. Evaluation can mean the assessment, analysis, or opinions about someone or something.



Forward Planning – The process of making plans to take into account what is likely to happen or be needed in the future; planning or thoughts made in advance.

Group advocacy – Group advocacy involves people with shared experiences, positions or values coming together in groups to talk and listen to each other and speak up collectively about issues that are important to them.

Homophobia – injustice towards the sexual minority, where hatred is shown towards the bisexual and transgender. Sexual minority (gays and lesbians) are suffering.

Interpersonal conflict – a disagreement between connected individuals who each want something that is incompatible with what the other wants.

Nonviolence – is the personal practice of being harmless to self and others under every condition.

Nonviolence advocates – are individuals who actively promote the use of nonviolence in efforts to achieve social or political change. Their advocacy generally takes the form of writing, speaking and/or organizing.

Non-violent intervention – Compared with protest and noncooperation, nonviolent intervention is a more direct method of nonviolent action.

Peer advocacy – Peer advocacy refers to one-to-one support provided by a person with a similar disability or experience.

Procedural Justice – is concerned with making and implementing decisions according to fair processes that ensure "fair treatment." Rules must be impartially followed and consistently applied in order to generate an unbiased decision.

Professional/ paid advocacy – Many professionals have as part of their jobs an advocating role e.g. nurses, social workers, doctors, lawyers, etc...

Religious conflicts – conflicts, battles and war between different beliefs or religions.

Responsibility – A thing which one is required to do as part of a job, role, or legal obligation.

Restorative Justice – focuses on violations as crimes against individuals. It is concerned with healing victim's wounds, restoring offenders to law-abiding lives, and repairing harm done to interpersonal relationships and the community.

Retributive Justice – appeals to the notion(idea or belief) that people deserve to be treated in the same way they treat others.

Revolutions – A revolution is a fundamental change in political power or organizational structures that takes place in a relatively short period of time when the population rises up in revolt against the current authorities.



Rights – Things which you are entitled or allowed; freedoms that are guaranteed.

Self-advocacy – Self-advocacy refers to an individual's ability to effectively communicate his or her own interests, desires, needs and rights.

Social Justice – is the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need.

Social Justice Advocacy – We understand social justice advocacy to be planned, organised and sustained actions. Its purpose is to influence public policy outcomes, with and/ on behalf of a vulnerable group or community or indeed the wider public good.

Social Injustice – It is a situation when some unfair practices are being carried out in the society. Whatever unjust is happening is usually against the law and it might be something that is considered a moral practice.

Terrorism – In its broadest sense, *terrorism* is any act designed to cause *terror*. *Terrorism* is the unlawful use of force and violence against persons or property to promote your political or social objectives.

Universal rights – human rights that are meant to protect everyone from harm, abuses such as discrimination, intolerance, injustice, oppression and slavery.

Vigil – A vigil is an appeal normally addressed not to one or a few persons, but to many people. Like picketing, a vigil consists of people remaining at a particular place as a means of expressing a point of view.

Violence – means physical force used against humans, including imprisonment, beatings, shootings, bombings and torture.

Violent Advocates – are individuals who actively promote the use of violence acts in efforts to achieve social or political change.

War – a full scale war occurs when battles are fought openly e.g. World War I and II

**SUBJECT AND GRADE TO STUDY**

Grade Levels	Subjects
Grades 7 and 8	1. English
	2. Mathematics
	3. Science
	4. Social Science
	5. Making a Living
	6. Personal Development
	7. English
Grades 9 and 10	1. English
	2. Formal Mathematics
	3. Practical Mathematics
	4. Science
	5. Social Science
	6. Commerce
	7. Design and Technology- Computing
	8. Personal Development
Grades 11 and 12	1. English (Applied English/ Language and Literature)
	2. Mathematics (Mathematics A/Mathematics B)
	3. Science (Chemistry/Physics/Biology)
	4. Social Science (History/Geography/Economics)
	5. Business Studies
	6. Personal Development
	7. ICT

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) courses.
- For Grades 9 and 10, you must study English, Mathematics, Science, Personal Development, Social Science and Commerce. Design and Technology-Computing is optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) courses to be certified.

Your Provincial Coordinator or Supervisor will give you more information regarding each subject.

Certificate in Matriculation**CORE COURSES**

Basic English

English 1

Economics

English 2

Basic Maths

Maths 1

Maths 2

History of Science & Technology

OPTIONAL COURSES

Science Streams: Biology, Chemistry, Physics

and Social Science Streams: Geography, Introduction to

and Asia and the Modern World

REMEMBER:

You must successfully complete 8 courses; 5 compulsory and 3 optional



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