qwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnm

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| **TRAINING MANUAL**  *For Coastal Paralegals*  ***Centre for Social Justice, Ahmedabad*** |

# I. USING LAW: UNDERSTANDING THE BASICS

INTRODUCTION

There is no aspect of life, especially the public life of the communities that most of us work with in the areas of social change, that is not touched by some law or the other. And yet, when one looks at the percentage utilisation of law in the field of development, the instances and extent are negligible. It is sad that agencies that are involved in social change processes ignore such an important tool and thereby lessen their effectiveness to that extent.

Law by itself is surrounded with myths and an aura that seem impenetrable. The state in its own quiet way contributes to it both by abstention (in not making law available to the common person in easy digestible capsules) as well as by action (by choosing a legislative parlance which is comprehensible only to jurists). Law implementing agencies like the police and the judiciary, with all their flaws, still evoke a feeling of awe in the hearts of people. It is for this reason that democratic governance and civil society are still a distant dream.

People are largely ignorant about laws, its possible impact, its limitations and the strategies for using it.

While on the one hand, lack of information about available laws and methods for accessing law implementing agencies acts as a deterrent, on the other hand, people who try using the law get lost in the labyrinth of fleecing lawyers, a reeking judiciary and series of adjournments. Thus, the inclination to use the law gets further reduced. The situation with voluntary agencies is no different. By and large, optimum utilisation of law is not the rule.

In this back drop, it becomes important to have a basic understanding about the legal system and how to use it effectively.

# APPROACHES FOR USING LAW

For anyone wanting to use law in development work, it is important to understand the different ways it can be used. Each method in isolation has its strengths and limitations. An organisation can chose one or all of the strategies depending on the overall framework in which it is operating. Efforts in the field of legal aid can broadly be classified in the following categories.

The legal aid approach whereby the individual problems of people are addressed on a one to one basis. The questions one can ask are in relation to the viability of such a system, its overall impact and its replicability. The overall out-reach is often limited by factors like how many lawyers an organisation can hire or individual constraints like how many cases an individual lawyer, however sensitive he may be, can handle.

The legal awareness approach where the focus is on spreading information about legal rights. This would often lead to a situation where assuming the awareness camps really achieved their objective, one would be left with a situation where a person has become aware of her rights with no redressal in the absence of an effective legal aid system. The training relating to the strategic use of law and availability of a team to provide legal services is critical for efficacy of this approach.

The Alternative Dispute Resolution Mechanism approach, whereby agencies other than the courts are used for settling disputes. It could mean activating state mechanisms like permanent conciliation boards and family counselling centres or establishing parallel set ups within the organisation. This could also involve the strengthening community based mechanisms like caste Panchayats and inculcating a rights perspective in their functioning.

The law reform approach where existing laws are challenged for not being sensitive to the needs of the underprivileged, based on extensive research and a clear vision of expected outcome.

Some city-based approaches are also observed like the “newspaper lawyering approach” the "un-sustained intervention for immediate relief approach" etc., which are basically efforts at “conquering an issue” before anyone else, with negligible preparation and follow up action.

# II. SOCIAL JUSTICE LAWYERING : AN EMERGING CONCEPT

INTRODUCTION

Judicial activism has been in vogue for quite some time now. In the initial years, when the process began, it was basically at the behest of some sensitive lawyers and judges that the judiciary started playing a proactive role in helping people access their rights. For quite some time, it was restricted to public interest at the High Court and the Supreme Court. In the past five to seven years, there has been much more work happening in this area. It has now become a lucrative career for many. With more and more actors getting involved, today the concept has acquired a much broader meaning.

No single exhaustive definition of the concept is possible as it keeps acquiring a different dimension based on context and experience. However, the following words of Professor Kalin very beautifully explain what is meant by social justice lawyering :

“social justice lawyering is necessarily an activist lawyering which transforms the power relations and thus facilitates the assertion of rights and entitlements of the poor through legal processes. The traditional legal aid is directed towards the protection of individuals in specific cases. It is intended to defend the poor but no effort is made encourage the formulation and effective enforcement for the laws for the poor. In contrast, social justice lawyering goes much beyond the traditional legal assistance and looks towards becoming an effective resource in the empowerment of the impoverished. It focuses on social transformation through use of law.”

CHARACTERISTICS OF SOCIAL JUSTICE LAWYERING

The following could be identified as key characteristics of social justice lawyering :

1. IT IS NOT CHARITY BASED: Social justice lawyering is not restricted to handling a few cases free of cost. It has its foundation in the rights perspective. It helps the person claim her right with dignity and in the process strengthens and empowers her.

2. IT LOOKS AT THE LINKAGE BETWEEN LAW AND ITS IMPACT ON SOCIETY: While traditional lawyering is only concerned about winning a given case and getting the maximum benefit for the client, social justice lawyering involves close scrutiny of the impact a particular action will have on the society as a whole.

3. IT ALLOWS EQUAL SPACES TO LAWYERS AND OTHERS ACTIVISTS: Law is mystified and held in awe by most people, and traditional lawyering strives to maintain the status quo and adds to the mystique. A traditional lawyer derives his power out of the fear people have of law. He tries and maintains a distance from the rest of the fraternity and operates in a very compartmentalised framework. Social justice lawyering is about demystifying the law. It is about interacting with different fields and deriving a more holistic understanding of law in context. It does not have a superiority tag attached to it. Rather, it derives its strength from a multidisciplinary approach with different people contributing their expertise in different fields. It is a process which leads to a “lawyerisation” of non-lawyers and “non-lawyerisation” of lawyers.

4. IT IS NOT RESTRICTED TO COURT ROOM LAWYERING: Social justice lawyering uses different arenas with the key objective being a change in society and, in the process, uses law as a tool. It is involved in bringing about legal awareness in the masses as well as law implementing mechanisms. It uses the media to build public opinion on an issue. It contributes to law reform processes. It closely interacts with the legislature on new laws being introduced. It strategically uses non-court forums like the NHRC.

5. IT IS INCLUSIVE IN NATURE: Social justice lawyering does not operate in isolation. It constantly strives to involve various stake holders like the law colleges, the Bar, VOLAGS etc. in the process. It has a symbiotic relationship with the other stake holders especially mainstream issue-based movements. It contributes to these movements by providing a legal perspective and in turn derives its strength out of it.

6. IT IS NOT RESTRICTED TO HIGH COURT AND SUPREME COURT: Even in terms of using the court, social justice lawyering uses the lower judiciary as much as the High Courts and the Supreme Court. It is not restricted to the filing of Public Interest Litigations.

7. DOES NOT GET CAUGHT IN “WIN–LOSE" FRAMEWORK: Social justice lawyering does not believe in taking up only those cases where it is possible to get a favourable order. It also looks at strategic relevance of losing a case to get a greater impact.

III. TRAINING DESIGN

1. DETERMINE THE PURPOSEWhat specific skill have you decided upon for the training event? Is it sharply defined? Is there more than one skill involved?

State the purpose in a sharply focused, succinct statement or what you hope will result - the desired outcome (in training, this should indicate a change of behaviour).

The standard of consensus needs to be followed by the training team if all are to be committed to the purpose.

2. TEST PURPOSE

The following criteria for skill-training purposes makes it more likely that the goals reached will be in the line with the intentions of the trainers and trainees.

a. Is it RELEVANT? (Based on data analysis) The purpose should be based on the real needs of trainees for behaviour change here and now. It should be in complete touch with the life, interaction, present movement and experience of the group.

b. Is it CLEAR and CONCISE? Avoid double or multiple purposes that tends to split attention and concern. Many modifying clauses suggest a lack of clear intention. The purpose statement should be in one, direct, simple sentence.

c. Is it ATTAINABLE? A purpose should be possible to accomplish. Further re-practice and training may be needed, but satisfying and measurable improvement should be possible.

d. Can you do it? You, the trainers, have to be able to do it. You can’t train somebody to do something you can’t do! If you haven’t got the resources, or can’t get the resources to design and administer a plan to accomplish this purpose, start over.

e. Is it SPECIFIC? The purpose should deal with specific skills rather than the larger areas. Whole problems should be sub-divided, and specific behaviours should be focused upon as the skill to be learned.

f. Is it BEHAVIOURAL? Persons can change their ideas, attitudes, or behaviour. Training aims at change of behaviour, rather than change of ideas or attitudes. Conceptual, ideological, emotional terms and words should be avoided in purpose statements. Language should be used which has to do with what we say and / or do.

g. It is MEASURABLE? A purpose statement should contain within it some indication of the criteria by which you will be able to tell whether or not the purpose has been achieved.

These criteria may be thought of as boundaries. Any purpose that fully meets them all will be readily identifiable as a skill-training purpose.

## Evolving a training design

*The “what is” and “what should be”*- the attributes of the group as untapped potential needs to be looked at relative to what kind of skills the group is expected to acquire in order to paint the larger picture.

*Goals & competencies*- the goals constituting the larger picture need to be broken down in pointers and divided into various classes of priorities. Competencies required can be thought out and listed against each goal.

*Identifying information, skill and perspective*- a detailed assessment of what kind of knowledge, skill set need to be listed down as a first step to determining content of the training.

*Perspective, content and time*- time allocation has to be done in terms of the amount of focus on content, perspective and….

*Pedagogy and methodology*- creative and enlivening methods of teaching have to be chalked out.

*Building a schedule*- On the basis of priorities assigned visualize a time line and fill in slots.

## Duration

The duration of the training process shall stretch across a year, consisting of three three day sessions.

## Target audience:

Educated youth and district court lawyers litigating in the coastal regions:

|  |  |
| --- | --- |
| Title | Description |
| Objective | * Legal Capacity building of a cadre of youth in coastal areas who will act at various levels to legally respond to issues. * Enabling the participants to develop a rights based approach. * Acquiring a basic understanding of law, its utilisation in various practical ground level situations. * Building competencies to form an effective link in the feeder system. * Enhancing creativity and the ability to weave law into stories. |
| Conceptual Approach | A lot of importance has been asserted on rights based approach. There is a need to build capacities of lawyers\paralegals to achieve the best possible outcome involving rights based approach Moving away from a “one size fits all” approach, rights based approaches have to be made suited to specific contexts. In order to achieve the best possible outcome, a set of skills, competencies and learnings should work to complement rights based approach. The ideal training module shall strive towards building competencies that would lead to achieve the desired effect at the ground level. |
| Content | *Human Rights Based Approach*- enabling the participant to look at issues affecting the coast through a Human Rights lens, a first step towards claim identification.  *Understanding of vulnerability*- ability to look at coastal regions from different angles of vulnerability  *Means of first response*- would involve the first steps to a legal process, includes, RTI, forms of Criminal and Civil Procedure, approaching various designated authorities in SER claims.  *Strategies & Tools of legal empowerment-* Conceptual and practical understanding of strategies of legal empowerment (legal aid, ADR, )  *Creativity & Visioning*- enhancing the ability to envision the larger picture, and where pieces of work fit together, trying to be able to identify missing pieces from the puzzle.  *Research & Writing*- Integral to the feeder system, the participant to gain an understanding of the basic tools of research (preparing questionnaire, data collection), and articulating it in a comprehensive manner  *Developing Critical Thinking*- Key to maintaining the village to policy link. Ability to utilise grassroots experience and systems to improve policy |
| Methods | Self reflection, open interaction, working in teams, Presentations, Inputs by research persons, comic art, photography, critiquing exercises, role-play, movie screening, exposure to various forums, visual simulation, learning from nature |
| Learning Materials | * Law as a tool of social change * UDHR * ICESCR * Major SER Legislations (RTE, Food Security etc * CRZ (Hindi\Gujarati Draft) * Civil and Criminal Procedure Codes * Booklet on PSGA (including the Gujarat Act) * Schemes across coastal states for fishermen * Regulations related to mining * Land Acquisition Act, Land Reform Policy, Booklet on coastal laws, Simplified version of coastal laws * Handouts- Draft Policy on CPR Management in coastal areas, Draft Policy for SER in coastal areas, SER Angle to CRZ, Environment angle to CRZ * Power Point Presentations- Tools of first response, Rule of Law Presentation, Coastal laws, draft fisherfolk bill, |
| Equipment | Markers, Chart papers, soft boards, push pins, water color, pencils, erasers, sharpeners, LCD, basic mobile cameras, crayons, screen, notepads, pens |

## A Note on the Training Design

Training and Capacity Building processes on various thematic have tremendous potential in yielding tangible and intangible outputs at the ground level. The key to achieving maximum impact lies in building various competencies of individuals, building on what information, skill and perspective need to be created to achieve a particular competency. A proper balance achieved between **building perspective, content and time**, can enable the participants to enhance their **“knowledge”, “adaptability”** and **inter-disciplinarity**, in responding to human rights violations in any given situation. A pool of individuals at the ground level will hence act as an effective institutional mechanism, making Access to Justice a reality.

The training design for a coastal lawyer\paralegal has strived to evolve a pattern covering aspects including, the **entitlement v availability approach**, **village to policy** link and emphasis on the **role of paralegals**. The design has constantly tried to set itself amidst the larger legal context, and focuses on building **knowledge**, **interdisciplinarity** and **adaptability** within that frame. Hence, there is constant emphasis on “visioning” in various forms and legal strategising with the vision forming the basis. The design also provides creative spaces, by triggering learnings from comic art, photography and film appreciation.

There is heavy emphasis on ensuring application of practical knowledge to positively altering a legal scenario. The **critiquing exercises**, even though slightly heavy are aimed at achieving such positive and effective changes in policy. **Monthly alternative spaces** for learning and sharing are aimed a reinforcing the ability of critical thinking among many other things.

The design is trying to build an informal institutional system at the ground level. On another level it tries to evolve a **grassroots policy maker** out of each of the participants. Yet on another level it focuses on **finding new artistic perspectives** and innovative methods of **linking stories and experiences to law.** Overall, it focuses on building the capacity of the individual from various angles, suited to be tailor made to situations of violations of law.

## Layout of the Training Design

## Session 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day | Slot 1 (1 Hour) | Slot 2 ( 1 hour 30 minutes) | Slot 3 (1 hour 30 minutes) | Slot 4 (1 hour) |
| 1 | Introduction- Name, your biggest strength, your weakness | Understanding of vulnerability- screening the RTI song  Collating the discussion into a vulnerability index | Visioning exercise  What are the ways in which your village is vulnerable  What changes in the current scenario would render it more vulnerable?  What needs to be done to address the issues arising out of vulnerability | Screenings of clippings on disasters..  Discussion on disaster vulnerabilities in coastal areas. |
| 2 | (2 hours)  Recap & Review  Input session on Human Rights.  Introduction to Human Rights Law   * Positive and Negative Rights * Role of State * Constitution of India   UDHR | (1 hour 30 minutes)  Newspaper cuttings-  What negative or positive rights has been violated?  What do you think can be the most desirable course of action | (1 hour)  Role of paralegal in legal empowerment  Demonstration through role-play prepared by the participants | (1 and a half hours)  Introduction to tools and strategies in legal empowerment, by collating aspects from the role play |
| 3 | ( 1 hour 30 minutes)  Input session on A2J in coastal areas | ( 1 hour 30 minutes)  Learning from nature-  Explore and click photographs using basic mobile cameras, make participants identify, the forms of vulnerability, Human Rights violated | (1 hour)  Comprehensive input session on schemes and laws for fishermen across states | ( 1 hour 30 minutes)  Objectives of the work that are being carried out, clarifying goals and expectations. |

## Session 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Day | Slot 1 | Slot 2 | Slot 3 | Slot 4 |
| 1 | (1 hour)  Recap+ One brief story from the field | 2 hours  Screening of Azadi (Amar Kanwar), Discussion initiated through questions, followed by deduction | ( 2 hours)  Management of Common Property Resources, Inputs, Interaction, exposure visit to Mundra | 1 hour  Input session- SER Angle to the Coastal Regulation Zone Notification |
| 2 | (2 hours)  Introduction to stakeholders-  Visit to district court\Fisheries College, CRZ District Committee hearing  Preparation of a stakeholder grid | (2 hours)  Brief summary of laws (Fisheries Act, RTE, Food Security, Water Pollution Act. Land Acquisition Act, CRZ), followed by small group presentations on various laws | (1 hour)  Introduction to comics as a form of legal awareness | ( 2 hour)  Preparation of Comics on the laws discussed in groups |
| 3 | Input session on social justice lawyering  ( 1 hour) | (1 hour)  Introduction to tools of research  RTI  Public Services Guarantee Acts  PIL | (1 hour 30 minutes)  Each group to be given case situations and laws tools to be used in each case | (1 hour)  Planning for work to be done |

## Session 3

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| --- | --- | --- | --- | --- |
| Day | Slot 1 | Slot 2 | Slot 3 | Slot 4 |
| 1 | (1 hour)  Recap for work done, identification of common issues | (1 hour)  Input session on laws concerning coastal environment+ Input session- Environment Angle to the CRZ | ( 1 hour 30 minutes)  Intervention design & Presentations | ( 2 hours)  Visioning exercise-  Ideal policy for coastal areas  What all aspects of law are to be introduced  What ground level learnings are to be incorporated  How to facilitate the harmonious functioning of stakeholders |
| 2 | ( 1 hour)  Screening the WGWLO movie on land rights, discussion on land rights in coastal areas | (2 hours)  Critiquing and drafting exercise- Marine fisherfolk Bill | (1 hour)  Preparation of draft guidelines for protection and management of CPRs in coastal areas | (1 hour)  Draft guidelines for ensuring SER in coastal areas |
| 3 | (1 hour)  Introduction, Objective, purpose | ( 1 hour 30 minutes)  Presentations on draft guidelines and discussion | (1 hour)  Group work for facilitating more inputs | (1 hour)  Collaborative assignments of roles and responsibilities. |

### Session 1

The main objective of the first session would be to widen the perspective of the participants and develop the ability to identify and look at issues through a Human Rights lens. It would also try to incorporate a minimal understanding of law and paint an overall picture of the goals we strive towards.

***Day 1***

**Slot 1: Introduction**

*Objective*- Ice-breaking, familiarising one another

*Procedure-*

* Introduction ( Name, Where you are from),
* Write down in two differently coloured cards, the attributes of your character in terms of your biggest strength and weakness.
* Display the cards- the list of weaknesses would collate the different kind of vulnerabilities and the list of strengths would portray the ideal characteristics of a coastal paralegal.

***Competency*:** Communication and knowledge)

***Information-*** local/contextual knowledge,

***skill-*** communication,

***Perspective***- on vulnerability, empathy, emotional intelligence

*Methodology:* Self Reflection, Interaction

*Materials Required:* Softboard, pushpins, differently coloured cards

**Slot 2: Understanding vulnerability**

*Objective:* To enable the participants to look at vulnerability from a Human Rights perspective

*Procedure:*

* Screening of the RTI song, followed by a discussion on the different kinds of vulnerabilities shown in the song.
* Different kind of vulnerabilities identified to be put down on a chart paper

**Competence:** Knowledge, Adaptability

***Information:*** Knowledge of different kinds of human rights such as Right to Food, Right to healthcare, knowledge of local context, general knowledge.

***Skill****-* application of law, comprehension, analytical skills, observation, connecting different perspectives, opening up

***Perspective-***open mindedness, flexibility of thought, empathy, visualizing the legal context.

*Methodology:* Visual simulation, group discussion

*Materials required:* LCD, screen, chart paper, marker pens, pushpins

**Slot 3: Visioning Exercise**

*Objective:* To enable the participants to envision the issues that might arise in the future and lay down groundwork for legal strategising.

*Procedure:* Provide the participants in groups with the set of questions.

* What are the ways in which your coast is vulnerable
* What changes in the current scenario would render it more vulnerable?
* What would you do to address the issues arising out of vulnerability.
* Ask the participants to visually represent their answers through a painting
* Ask individual groups to explain the paintings to the rest of the participants

***Competence:***Inter-disciplinarity, Knowledge, Adaptability

***Information***- Local knowledge, holistic understanding of customs and socio-cultural practices

***Skill***- observation, analytical skills, Interlinking skills, creativity

***Perspective***-empathy, visualizing the legal context, Emotional Intelligence- Logical thought process detached from emotion, open mindedness.

*Methodology:* Visioning, self reflection, visual representation in an artistic form

*Materials required:* Chart paper, crayons

*Slot 4: Disaster Management in coastal areas*

*Objective*: To assert the importance of disaster management in coastal areas

*Procedure:*

* Screen YouTube clippings on natural disasters
* Follow it up with a discussion with a grassroots practitioner regarding Socio-economic rights in disaster

**Competence**: Knowledge, Adaptability

***Information***: Knowledge of laws, knowledge of local context, general knowledge, Basic knowledge of science

***Skill*-** application of law, comprehension, analytical skills, observation, connecting different perspectives, opening up

***Perspective***- open mindedness to new ideas, flexibility of thought, empathy, visualizing the legal context.

*Methodology:* Visual Simulation, Interaction, discussion initiated by intensive questioning

*Materials Required:* LCD, Screen

***Day 2***

*Slot 1: Introduction to HRBA and Constitutional Rights*

*Objective:* To provide the participants with basic information on the Human Rights approach. Introduce them to the concept of state responsibility and fundamental rights and the negative and positive hierarchy in rights.

*Procedure:*

* Discussion based on the Rule of Law PPT.
* Inputs by a resource person

**Competency**: Knowledge and Inter-disciplinarity

**Info**- basic knowledge of various laws and curiousity

**Skill**-comprehension+ analytical skills

**Perspective-**curiousity, visualise the legal context

*Methodology:* Visual Simulation, Intensive questioning, group discussion

*Materials required:* LCD, Screen

*Slot 2: Newspaper cuttings*

*Objective:* To enable the practical application of knowledge and developing the ability to look at violations through a human rights lens

*Procedure:*

* Provide the participants with local\national newspapers from the previous month.
* Provide them with a set of two questions
* What positive or negative right do you think has been violated
* What, according to you would be the desirable course of action
* Individual Presentations

**Competency**- Knowledge and Interdisciplinarity

**Information**- General Knowledge, Local Knowledge, Basic Knowledge of Laws and various procedures

**Skill**- Observation, Application, Analytical, and presentation skills

**Perspective:** Visualizing the legal context, empathy

*Methodology:* Application of legal knowledge to day today happenings, Group work, Presentations.

*Materials required:* Local\National Newspapers from the previous month, Chart Papers, Marker pens, pushpins, soft board

*Slot 3 & Slot 4: Role play on the Role of Paralegal & Tools in Legal Empowerment*

*Objective:* To provide an effective learning platform depicting paralegal as an important link with enormous potential in ensuring access to justice for a Human Rights violation victim.

*Procedure:*

* Provide a set of interested participants, with a scenario for role play.
* Assign characters to each of the participants, who will create and perform in a role play.
* Initiate a discussion on the role the paralegal played in the scenario
* Follow with an input session on the tools of legal empowerment leading up to access to justice.

**Competence**: Knowledge, Inter-disciplinarity)

**Info-** basic knowledge of laws+ holistic understanding

**Skill**- observation, analytical skills, application of law, comprehension, connecting different perspective, opening up, creativity

**Perspective-** understanding of vulnerability, visualizing the legal context

*Methodology:* Role Play, Discussion initiated by intensive questioning

***Day 3***

*Slot 3: Introduction to Access to Justice*

*Objective:*

* To introduce A2J as a right and a concept
* To enable the participants to visualize work within the larger framework of A2J

*Procedure:*

Discussion initiated by questions concerning day today life

**Competency:** Adaptability, interdisciplinarity

**Information:** Contextual Knowledge, Knowledge of Law

**Skills:** Listening Skills, observation, communication, interlinking

**Perspective:** Visualizing the legal context

*Methodology:* Input of knowledge, Discussion

*Materials Required:* White board, Marker Pens

*Slot 2: Learning from nature*

*Objective:* Encouraging creativity, thinking critically and cementing the concepts, by bringing in more clarity

*Procedure:*

* A task to take a 20 min walk and come up with a photo story consisting of a minimum of 5 photographs, depicting various kinds of vulnerabilities and rights violations in the coastal areas.
* Project the photos using an LCD

**Competence**: Interdisciplinarity and knowledge

**Info:** Knowledge of environmental law, technology, contextual

**Skill:** Observation, analytical skills, comprehension, responsiveness, communication, creativity

**Perspective:** visualize the legal context, curiousity, open-mindedness, empathy

*Methodology:* Application of legal knowledge to surroundings, Presentations

*Materials required:* Mobile phone cameras, LCD, Screen, Computer

*Slot 3: Comprehensive input session on laws and schemes for fishermen across various states in India.*

*Objective:*

* To build perspective and knowledge on the existing laws and schemes, familiarise them with various viable and non-viable provisions.
* Laying down groundwork for the drafting exercise to be carried out later on.

*Procedure:*

* Input session on various SERs for fishermen, as laid down under the various schemes in coastal states

**Competency**: Knowledge, Interdisciplinarity, Adaptability

**Information**: Basic Knowledge of laws, local knowledge, contextual knowledge

**Skills:** Comprehension, Listening, open-mindedness, keenness, application

**Perspective:** Curiosity, keenness, visualize the legal context

*Methodology:* Input of knowledge, discussion, interaction

*Materials required:* White board, marker pens

*Slot 4:Clarification of goals and objectives, planning for the next two months.*

*Objective:* To lay down expectations and targets of work for the upcoming two months. Planning process is expected to assign responsibilities and put in systems.

*Procedure:*

* Communicate the objectives and goals involved in the larger program.
* Facilitate the group to prepare a plan for two months integrating the 8 principles, including first steps such as issue identification, first responses etc. Incorporating the tools discussed through the training sessions

**Competency:** Adaptability

**Info:** Contextual Knowledge, Local Knowledge

**Skills:** comprehension, observation, interlinking

**Perspective:** Visualize the legal context, logical thought

*Methodology:* Facilitation of arrangement of goals, inputs and expected output over a timeline, group work.

*Materials required:* Chart papers, Marker pens

## Session 2

The second session is aimed at laying down the groundwork for achieving the goals laid down in the previous session. It has a heavier focus on input and content. Situations for practical application are incorporated to enliven the session. Comic workshops have been integrated to inculcate creative aspects into law and at the same time as a tool for legal empowerment.

***Day 1***

*Slot 1: Recap & One Story from the field*

*Objective:* Reconnect with the group, assess the group

*Procedure:*

* Small group discussion on recap followed by each person recounting an experience from the field

**Competence**: Adaptability and Knowledge

**Info:** Knowledge of law, contextual knowledge

**Skill:** Communication, Observation, analytical

**Perspective:** Open mindedness, curiosity, interlinking, empathy

*Methodology:* Self Reflection, group discussion, facilitation of the communication of the group with each other

*Slot 2: Screening of Azadi*

*Objective:* Introduction to the concept of human rights violations and struggles against development

*Procedure:*

* Screening of the movie to the participants
* Follow up with a set of questions, instances you know of, what would happen if there was a lawyer present, setting up institutional systems outside of law etc

**Competence:** Knowledge, Adaptability

**Information:** Knowledge of laws(Environment Protection Act,1986), knowledge of local context, general knowledge, understanding of history of resistance

**Skill**- application of law, comprehension, analytical skills, observation, connecting different perspectives, opening up

**Perspective**- open mindedness to new ideas, flexibility of thought, empathy, visualizing the legal context.

*Methodology:* Visual Simulation, Intensive questioning, Interaction with the group

*Materials Required:* LCD, Screen

*Slot 3: Management of Common Property Resources*

*Objective:*Introduction to Common Property Resources in the context of community alienation from Common Property Resources and the need to preserve them

*Procedure:*Exposure visit to Mundra. Interaction and discussion with the fishermen in Mundra.

**Competency***:* Adaptability, interdisciplinarity

**Information**- Basic legal knowledge, general knowledge, contextual knowledge, history of resistance

**Skill:** Interlinking, keenness, comprehension, flexibility, adaptability

**Perspective:**empathy.

*Methodology:* Area Exposure, Interaction with practitioners on ground

*Materials required:* Notepads, pens

*Slot 4: SER Angle to the Coastal Regulation Zone Notification*

*Objective:*

* To further build on the knowledge on Schemes for fishermen.
* To enable the participants to understand how CRZ can be read to work with SERs of coastal communities.

*Procedure:*

* Input session followed by a discussion

**Competency:** Knowledge and Inter-disciplinarity

**Info-** basic knowledge of various laws+ curiousity

**Skill-**comprehension+ analytical skills

**Perspective**-curiousity+visualise the legal context

*Methodology:* Input of knowledge, Discussion

*Materials Required:* White board, Marker pens

***Day 2***

*Slot 1: Introduction to Stakeholders*

*Objective:*

* To familiarise the participants to the larger administrative framework.
* To cement the concept of duty under the Capability, Accountability,Responsiveness (CAR) Framework

*Procedure:*

* Exposure visit to district court, District CRZ Committee or the Fisheries Offices
* Initiate a discussion on the different kinds of stakeholders
* Collate them to form a grid

**Competency:** Knowledge, Interdisciplinarity

**Info**- Basic knowledge of the law+ local/contextual knowledge+ general knowledge + understanding of socio-cultural practices

**Skills-** Responsiveness, observation, analysis, application of law,

**Perspective-** visualize the legal context

*Methodology:* Area Exposure, Discussion

*Materials required:* White boards, Marker pens, Note pads, pens

*Slot 2: Brief summary of a list of laws*

*Objective:*

To give the participants a brief idea of the relevant laws and suggest amends based on field experience where needed

*Procedure:*

* The participants to be divided into small groups, each group to be presented with a simplified handout of legislations**.**
* Presentations based on the handouts are to be made within the given framework of questions.
* What positive\negative right is being protected by the law
* What is the Procedure of dispute redressal mentioned under the law
* **The other participants would be asked to critique the law:**
* What do you think can make the implementation of the law better

**Competency:** Knowledge, Adaptability, Inter-Disciplinarity

**Info-** local knowledge, understanding of socio-cultural norms, customary practices

**Skills-** connecting different persepctives, responsiveness, analytical skills observation, comprehension, application of law

**Perspective-** visualize the legal context, open mindedness, curiousity, open mindedness

*Methodology:* Discussion within small groups, presentations

*Materials Required:* Chart Papers, Marker pens, Pushpins, softboards

*Slot 3: Introduction to Comics*

*Objective*: To introduce the participants to comics as a form of creative and relatively simple method of legal awareness

*Procedure:*

* Resource persons to engage with the participants about grassroots comics, various kinds of comics etc
* Resource persons to steer the process in such a way that the participants are enabled to create simple comics based on laws

**Competence**: Adaptability, Interdisciplinarity, knowledge

**Info:** Holistic understanding, Art & Design

**Skill**: Creativity, Interlinking, Communication, Responsiveness, Observation

**Perspective:** Empathy and open mindedness

*Methodology:* Input of knowledge, Introduction to an artistic idea

*Materials Required:* Chart papers, marker pens, pushpins, softboard, white board, LCD, Screen

*Slot 4: Comic Creation in groups ( as per the laws assigned in Slot 2)*

*Objective:*

* To cement the understanding of laws
* To create an effective means of legal awareness for the coastal communities

*Procedure:*

* Resource persons to steer the process in such a way that the participants are enabled to create simple comics based on laws
* Participants to work on comic creation in groups

**Competence**: Adaptability, Interdisciplinarity, knowledge

**Info:** Holistic understanding, Art & Design

**Skill**: Creativity, Interlinking, Communication, Responsiveness, Observation

**Perspective:** Empathy and open mindedness

*Methodology:* Artistic application of law, comic art

*Materials required:* Chart papers, Crayons, Marker Pens, paint brushes, water colour, pushpins, softboard

***Day 3:***

*Slot 1: Introduction to Social Justice Lawyering*

*Objective:* Introduce the participants to the concept of social justice lawyering, and the different attributes and skills of a social justice lawyer

*Procedure:*

* Input session by a resource person
* reference to “Law as a tool for social change”

***Competence:*** Adaptability, Interdisciplinarity

***Info:*** General Knowledge, basic knowledge of law and legal practice.

***Skills:*** Adaptability, open mindedness, flexibility, curiousity, interlinking.

Perspective- curiosity, visualizing the legal context

*Methodology:* Input of knowledge, group discussion, interaction

*Materials required:* Booklet on “Law as a tool for social engineering”, whiteboard, Marker pens

*Slot 2: Introduction to tools of research and ‘first response’*

*Objective:*

* To enable the participants to take part in research, analyse issues from the entitlement v availability lens.
* To lay down the foundation for large level advocacy goals
* To equip the participants with tools of first response, i.e. the first steps towards demanding entitlements from the stakeholders

*Procedure:*

* What is entitlement v availability
* Input session by providing handouts and Power Point Presentations to the participants

**Competence**: Interdisciplinarity, Adaptability and knowledge

**Info:** knowledge of laws, general knowledge, cultural understanding

**Skill:** Observation, analytical skills, comprehension, responsiveness, language, creativity

**Perspective:** Empathy, visualize the legal context, open-mindedness, patience

*Methodology:* Input of knowledge, Discussion

*Materials Required:* Power Point Presentations on various tools of first response, Marker Pens, White board, hand outs

*Slot 3: Group Activity*

*Objective:*

To develop practical application skills

*Procedure:*

* Participants to be divided into groups
* Each group to be given a case situation on the basis of common issues identified by them followed by presentations and feedback

**Competence**: Knowledge, adaptability, interdisciplinarity

**Info:** Knowledge of laws, contextual knowledge

**Skill:** : Analytical skills, communication skills, interlinking

**Perspective:** emotional Intelligence, visualize the legal context, empathy, curiousity

*Methodology:* Application of legal knowledge to a practical situations, discussion and feedback

*Materials Required:* Chartpaper, Marker Pens, Soft board, Pushpins

*Slot 4: Planning based on work done so far, research and advocacy.*

*Objective:* Predefining outcomes

*Procedure:*

Incorporating tools discussed in the plan

**Competency:** Knowledge, Adaptability and Inter-Disciplinarity

**Info-** local knowledge, understanding of socio-cultural norms, customary practices, holistic understanding

**Skills-** connecting different persepctives, responsiveness, observation, comprehension, application of law, technology

**Perspective-** visualize the legal context, open mindedness, curiousity,

*Methodology:* visioning, arrangement of inputs, goals, expected outputs within the framework of the vision

*Materials Required:* Chart paper, Marker Pens, Soft board, Pushpins

## Session 3

The third session is focussed mainly on establishing the “village to policy” link. It has slots dedicated to facilitating the import of ground level knowledge into policy. It involves a consultation to facilitate development of leadership and introduce the participants to the harmonious functioning of stakeholders.

***Day 1***

*Slot 1: Recap and Identification of Common issues*

*Objective****-***

* reconnect with the group
* Laying down foundation of work to be done in the future

*Procedure:*

* Small group discussion on last session
* Identify the common issues arising from the group discussion and collate them

**Competence**: Adaptability and Knowledge

**Info:** Knowledge of law, contextual knowledge

**Skill:** Communication, Observation, analytical

**Perspective:** Open mindedness, curiosity, interlinking

*Methodology:* Group Discussion

*Materials Required:* White board, Marker Pens

*Slot 2: Input session on laws concerning the coastal environment & Environment angle to CRZ*

*Objective:*

To acquaint the participants with the law, first response procedure and other relevant knowledge relating to the coastal environment.

*Procedure:*

Input session by a resource person

**Competency**: Knowledge and Inter-disciplinarity

**Info**- basic knowledge of various laws+ curiousity

**Skill**-comprehension+ analytical skills

**Perspective-**curiousity+visualise the legal context

*Methodology:* Input of knowledge, Discussion

*Materials Required:* White board, Markers, Simplified Handouts

*Slot 3: Intervention Design and Presentations*

*Objective:*

To enable the participants to build roadmaps to address the issues arising from the larger picture

*Procedure:*

* Division of participants into sub-groups based on issues identified and
* Provide the groups with simplified versions of legislations and a framework
* The presentation to include the following:
* Articulation of the issue
* Affected people
* Strategies to be used
* Stakeholders involved
* Legislations involved
* Course of Action

**Competence**: Knowledge, adaptability, interdisciplinarity

**Info:** Knowledge of laws, contextual knowledge

**Skill:** : Analytical skills, communication skills, interlinking, presentation skills

**Perspective:** emotional Intelligence, visualize the legal context, empathy, curiousity

*Methodology:* visioning, application of legal knowledge and tools

*Materials Required:* Chart paper, pushpins, Softboard, Marker pens

*Slot 4: Visioning Exercise*

*Objective:* To get the participants to envision the ideal policy for coastal areas

*Procedure:*

* Provide the participants divided in groups with a set of questions
* What are the five bad aspects of laws concerning laws in coastal areas that you have encountered?
* What are the five things specific to coastal areas that you think should be included?
* Difficulties you encountered during working?
* Presentations
* Discussion on an ideal policy for coastal areas

**Competency:** Knowledge, Interdisciplinarity, Adaptability

**Information:** Knowledge of laws, local knowledge, contextual knowledge

**Skill:** Analytical skills, interlinking, comprehension, creativity

**Perspective:** visualizing the legal context, overall social justice perspective

*Methodology:* discussion in small groups, application of practical knowledge, presentations

*Materials Required:* Chart papers, Marker pens, pushpins, softboard

***Day 2***

*Slot 1: Screening of the WGWLO Movie on land rights*

*Objective:*

To introduce the participants to the concept of right to property.

*Procedure:*

* Screen the WGWLO movie on land rights
* Follow up with a discussion on land rights in coastal areas

**Competence:** Knowledge, Adaptability

**Information:** Knowledge of laws, knowledge of local context, general knowledge, understanding of history of resistance

**Skill**- application of law, comprehension, analytical skills, observation, connecting different perspectives, opening up

**Perspective-** open mindedness to new ideas, flexibility of thought, empathy, visualizing the legal context.

*Methodology:* Visual Simulation, Interaction, discussion

*Materials Required:* LCD, Screen, Whiteboard, Marker Pens

*Slot 2: Critiquing and drafting exercise*

*Objective:*

To develop legal critical thinking ability, to facilitate the translation of ground level reality into policy

*Procedure:*

* Provide the participants with the draft fisherfolk bill
* Participants in thematic subgroups to identify
* Five good things in the bill
* Five undesirable things in the bill

**Competency:** Knowledge, Interdisciplinarity

**Info:** Legal Knowledge, Contextual Knowledge

**Skills:** Interlinking, application, analytical, articulation

**Perspective:** Empathy, visualizing the legal context

*Methodology:* Group Work, Application of practical knowledge, Presentation

*Materials Required:* Chart papers, Marker pens, Soft board, Pushpins, handout of the draft fisherfolk bill

*Slot 3****:*** *Preparation of draft guidelines on CPR Management in coastal areas*

*Objective:* To enable to participants to effectively use grassroot level experience to influence policy

*Procedure:*

* Present the participants with draft guidelines
* Ask the issue based subgroup to critique based on the area of expertise

**Competency:** Knowledge, Adaptability

**Info:** Knowledge of law, local knowledge, contextual knowledge

**Skill:** Interlinking, Analytical, articulation, framing,

**Perspective:** legal perspective, ground level perspective, empathy

*Methodology:* Group work, application of practical knowledge, Presentation

*Materials required:* Chart papers, Marker pens, Soft board, Pushpins, handout of the draft fisherfolk bill

*Slot 4: Preparation of draft guidelines for SER in coastal areas*

*Objective:*

To enable to participants to effectively use grass root level experience to influence policy

*Procedure:*

* Present the participants with draft guidelines
* Ask the issue based subgroup to critique based on the area of expertise

**Competency:** Knowledge, Adaptability

**Info:** Knowledge of law, local knowledge, contextual knowledge

**Skill:** Interlinking, Analytical, articulation, framing,

**Perspective:** legal perspective, ground level perspective, empathy

*Methodology:* Group work, application of practical knowledge, Presentation

*Materials required:* Chart papers, Marker pens, Soft board, Pushpins, handout of the draft policy

***Day 3***

*Slot 1: Introduction & Goals*

*Objective:*

* Stating the larger objective of the programme
* Creation of a space for honest dialogue

**Procedure:** Facilitating coming together

**Competence**: Adaptability and Interdisciplinarity

**Info:** Local knowledge, knowledge of law

**Skill:** communication, analytical, creativity

**Perspective:** open mindedness

Methodology: Communication to the group, Interaction with the participants

Materials Required: White Board, Marker Pens

*Slot 2: Presentation of the draft guidelines and discussion*

*Objective:*

* Presenting the participants and the work done to other stakeholders
* Enabling the participants to articulate in front of larger groups

*Procedure:*

* Power point presentations in local language followed by discussion
* Collating points from the discussion

**Competence**: Knowledge and Interdisciplinatiry

**Info:** Knowledge of laws, holistic knowledge

**Skill:** Interlinking, application of law, creativity, observation

**Perspective:** Emotional intelligence, visualizing legal context, patience, empathy

*Methodology:* Presentation, Interaction with other stakeholders

*Materials Required:* LCD, Screen, Power point Presentations

*Slot 3: Group work for facilitating more inputs*

*Objective:*

* To enable closer interaction of the participants with other stakeholders and vice versa
* To extract the “cream” out of inputs

*Procedure:*

* Group discussion
* Presentations involving collation of points

**Competence:** Knowledge, interdisciplinarity, adaptability

**Info:** Legal Knowledge, Contextual knowledge, background knowledge

**Skill:** Adaptability, interlinking, communication, leadership, articulation

**Perspective:** Empathy, emotional intelligence, Visualizing the legal context

*Methodology:* Group Work, Presentations

*Materials Required:* Notepads, pens

*Slot 4: Collaborative assignments of roles and responsibilities*

Objective:

* To provide clarity on task and roles
* To pave the way forward

Procedure:

Dividing the participants into groups based on their interest in relation to the identified issues to make a basic plan on the way forward

**Competency:** Knowledge, Adaptability and Inter-Disciplinarity

**Info-**contextual understanding, application of law, creativity

**Skills-** cultural understanding, conservationist perspective, connecting different perspectives

**Perspective-** open-mindedness, visualize the legal context, patience

*Methodology:* Dialogue with the participants, asserting goals and expected outputs

*Materials Required:* Notepads and pens