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# HOSTING A GROUND-LEVEL PANEL

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A facilitators' handbook

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## 1 Background

### 1.1 Context

A growing interest among global civil society and state actors on the process to decide what should replace the Millennium Development Goals after 2015 saw several organisations leading consultations with representatives from the ground, sector experts and policy makers to feed into this process. In May 2013, the [United Nations High-level Panel](#), co-chaired by the Prime Minister of the United Kingdom and Indonesia and the President of Liberia, submitted its recommendations on the post-2015 global development framework.

[Praxis Institute for Participatory Practices](#), an organisation working on issues of inclusion and governance built and carried out the Ground-Level Panel in India as part of the activities of [Participate](#), a global research and advocacy initiative formed to bring marginalised perspectives into the debates happening at global policy spaces around the creation of a framework for international development post-2015 (i.e. the SDGs). The process was part of similar initiatives organised by the Centre for Development Services in Egypt, International Movement of All Together for Dignity Fourth World in Brazil and Restless Development in Uganda.

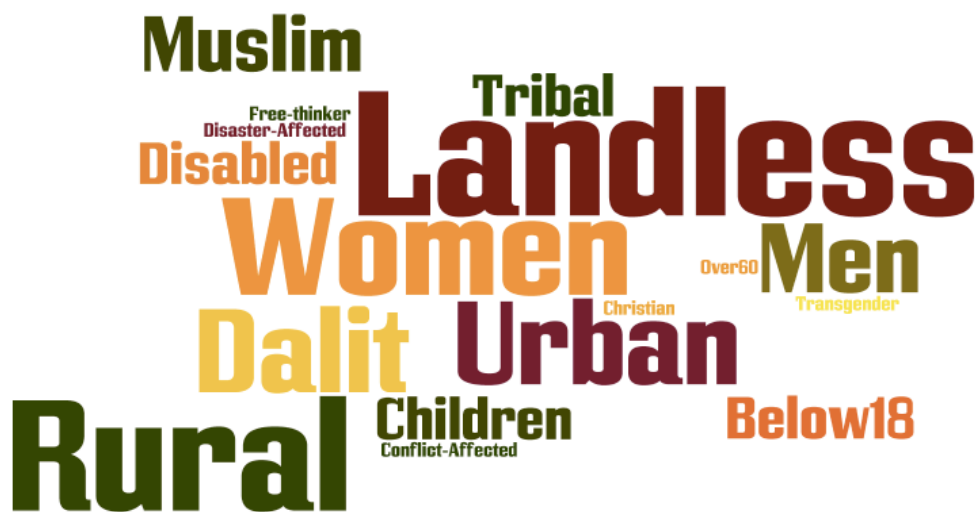
### 1.2 What is the Ground-Level Panel?

The [Ground-Level Panel](#) (in the context of the panel organised by Praxis in July 2013) gathered 14 members from diverse backgrounds living in poverty and experiencing marginalisation who came together to deliberate on their responses and recommendations to the United Nations High-Level Panel report on the post-2015 global development framework. They were not members of any government office, private or non-governmental organisations or associated with any political parties or trade unions. In fact, they were not in any formal or regular employment with any organisation - government or private. Instead, the panellists drew on their experiences of marginalisation and exclusion to provide a 'ground-level' reality check to the High-Level Panel.

### 1.3 The Panellists

The panel was formed by 14 members who were marginalised and living in poverty. Their identities, as defined by themselves, are described in Diagram 1.

Diagram 1: Word cloud depicting identities of panellists in July 2013



There were seven women, one transgender<sup>1</sup> participant and six men in the team, of whom three were children, one was over 60 years of age and eight hailed from rural areas, six were from urban areas and nine were landless. The group had religious diversity with four Muslims, one

<sup>1</sup> Transgender: A person who identifies with a gender other than the biological one he or she was born with. Transgender

Christian, a free thinker<sup>2</sup> and the rest Hindus. There were six Dalits<sup>3</sup> and three tribals, one person each from a disaster affected and conflict affected area and three persons with disabilities.

### 1.4 Purpose of this document

The Ground-Level Panel employed a deliberative and participative dialogue process, during which the participants discussed how the Millennium Development Goals impacted their lives and how any future development framework that will affect their lives should be. The aim of the panel was to provide a counterpoint to the dominance of 'professional, political and academic voices in the global policy-making processes'.

This document aims to guide facilitators in organising a similar ground-level panel. It focuses on the day-to-day process that was followed and draws from the findings that emerged from the deliberations to offer broad suggestions and tips for facilitators.

## 2 Introduction

### 2.1 Selection of participants

Criteria for selection of participants may be decided upon based on the theme or focus of the Ground-Level Panel. Using the appropriate criteria, between 8 and 15 participants may be selected. Larger groups tend to become difficult to manage given the depth of detailed conversations that need to take place.

In the context of the Ground-Level Panel organised in July 2013, participants who were marginalised and living in poverty were selected based upon the many identities of marginalisation in the context of the post-2015 development debate. This table below details the identity for inclusion in the GLP as well as which identify the selected participant represented.

| Identity              |                   | A | B | C | D | E | F | G | H | I | J | L | M | N | O |
|-----------------------|-------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Social category       | Dalit             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | Tribal            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Religion              | Muslim            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | Christian         |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Gender                | Female            |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | Transgender       |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Age                   | Children          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | Elderly           |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Location              | Urban             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | Rural             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Region                | South             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | North             |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | East              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | West              |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | North East        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Other vulnerabilities | Landless          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | Homeless          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | Disabled          |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | Disaster affected |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                       | Conflict affected |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

<sup>2</sup> Free thinker: Free thought is a philosophical viewpoint which holds that positions regarding truth should be formed on the basis of logic, reason, and empiricism, rather than authority, tradition, or other dogmas.

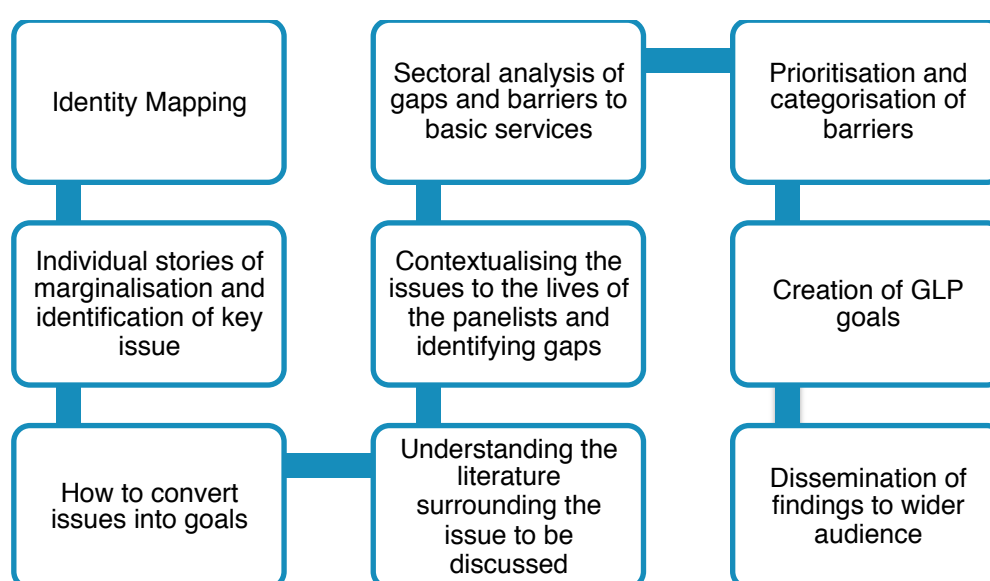
<sup>3</sup> Dalit: A member in the lowest order of the traditional Indian caste system - Dalits have been marginalised and oppressed over centuries because of their caste identity

14 participants were initially selected and the organisers then went and met with each one of these participants and the organisations that helped facilitate contact with them. The purpose was to brief them about the process - a background about why it was being organised, how the information will be used, the risks and benefits, what was expected of them and so on. This was mainly because, many had not even travelled to their state capitals, let alone make a train journey to the country's capital - so it was important that they were not overwhelmed in the process.

## 2.2 The Process

The dialoguing and deliberating over various issues in the context of the United Nations High-Level Panel report on the post-2015 global development framework spanned across five days. The process assumed that the panellists were unknown to each other. Taking this into account, it is essential that the group is able to come together to discuss, debate and formulate goals in the context in which the panel has been convened. The process outline followed during the five days is diagrammatically represented below.

**Diagram 1: Ground-Level Panel process**



## 2.3 Programme Schedule

Given the profile of the participants (their levels of literacy, exposure and understanding of various development related issues), detailed planning and sequencing of the ground level panel sessions was, including what would be prepared at the end of each day to be used the next, was undertaken. The following schedule was finalised:

| Rough Programme Schedule |  |
|--------------------------|--|
| Day 1                    | Introduction<br>Understanding marginalisation<br>Understanding goal Setting                  |
| Day 2                    | Review of available literature   |
| Day 3                    | Identification of gaps in existing scenarios by contextualising issues                       |
| Day 4                    | Screening relevant movies and review<br>Further analysis of issues<br>Understanding barriers |
| Day 5                    | Prioritisation and ranking of issues   |
| Day 6                    | Dissemination to larger audience   |



### 3. Day 1 - Knowing your participants

#### 3.1 Objectives for the day

- Participants get to know each other
- Group identity is established
- Marginalisations faced by participants are understood
- The process of setting goals is understood

#### 3.2 Materials required



- Different colour cue cards (Of at least 4 different colours)
- Markers or Sketch pens (different colours)
- Chart papers depending upon the number of participants in the group
- Camera
- A video recording camera
- Masking tape

*It is imperative that the facilitator has an appropriate attitude towards dealing with a group of participants who are different and think differently. The success of such processes lie not only in identifying appropriate activities and tools but it is only when they are used and applied by persons whose attitudes and behaviour encourage and enhance mutuality and sharing can one have a meaningful and successful process.*

#### 3.3 Getting Started

1. **Seating Arrangement:** Since this is the introductory session, it is good to have a seating arrangement in which participants face each other. This makes it easy for them and for the facilitator to remember faces and names.

Below are some pictures of the seating arrangements in the GLP hosted in New Delhi in July 2013.



2. **Locate:** It is always good to encourage participants to talk about the place they belong to. You may do that by asking participants to locate themselves on an imaginary map of the country. If participants belong to different states, you can simply ask them to locate their state on the imaginary map and stand there. Participants can then briefly talk about the state they come from.
3. **Categorise:** In order to know more about the participants, categorise them based on different attributes. This can be done on the basis of eating habits, hobbies, matinee idols they like, etc.

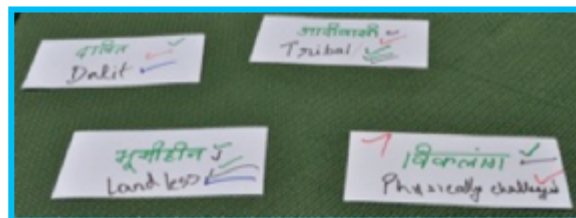
For example, in the GLP process in New Delhi, the group was sub-divided along the following lines: 1) Rice-eaters and wheat-eaters; 2) Fans of famous film stars Dilip Kumar, Amitabh Bacchan, Ranjikan, Shah Rukh Khan/ Salman Khan and Ranbir Kapoor; 3) Fans of Madhubala, Madhuri/ Sridevi and Priyanka/ Kareena.

4. **Identity Mapping:** Every group member has an identity. Do a quick brainstorming and list out various identities your participants associate with. Each identity should be written down on a separate card. If the participants are tribals, Muslims, Farmers and Landless each of these identities should be written down on a separate card. The members are then asked to tick off whichever identity they are associated with.



*The cards can be available throughout the duration of the workshop for the participants to review, add or remove.*

In the New Delhi GLP, the group did a quick identity mapping by ticking off cards that specified what identities they associated with. The categories included 1) Age identities (below 18, 19-59 years and above 60), 2) Gender identities (man, woman and transgender), Religious identities (Hindu, Muslim, Christian, Others), 4) Location (Urban and Rural). Other non-categorised criteria included: Dalit, Tribal, Conflict Affected, Disabled and Landless.



5. **Discussion:** This may be followed by a discussion on the need for sensitivity by all group members to each other's identities and marginalisations.
6. **A) Defining Marginalisation through non-written form:** Earlier activities would have prepared participants to define various kinds of marginalisation. The process can be made interesting by asking participants to divide themselves into two to three small groups depending upon the number of participants and depict marginalisation in any non-written form - for example through drawings or formation of statues or play acting.

a



One group in the GLP visualised marginalisation in the form of mime of a woman filling water from a hand pump. While the larger group came up with various interpretations of the statue, this group explained that their emphasis was on marginalisation around water availability and usage. They spoke of the distances women had to travel to collect water; sanitation and hygiene issues resulting from using the same space to fill water for drinking as well as washing clothes; etc.

- B) Locating own experiences of marginalisation:** Facilitate a quick discussion on the issues highlighted by each group and move on to the next exercise. Divide the group in pairs or trios depending upon the number of participants and ask them to discuss their own experiences of marginalisation. Give them the option of choosing any medium to express themselves - drawing, poetry or video. Share the output from each group and discuss how these experiences of marginalisation are similar.



We share one experience below. -

*I was born in a poor family and also married into one. Our financial condition was so bad that when my son fell ill and we needed to buy him medicines we could not afford it. I had nothing to offer as collateral to pay for a doctor and medicines. As a result my son passed away. It was around that time that I got in touch with an NGO that collectivised women and encouraged them to form savings groups. I became a member of one, and took a loan to buy two goats. One gave birth to babies, which I sold and raised money to buy a petty shop. I now run this shop for a living.*

### 7. Deciding themes based on the issues highlighted in previous exercises:

Based on the issues highlighted in the previous exercise, decide on some broad themes under which you can categorise all the issues. You can also categorise all issues according to the major agencies associated with their functioning.



*You can ask the participants some questions, which can help them understand this kind of categorisation. Some examples are shared below.*

When participants discuss their issues, ask them

- i. Who they think is responsible to provide these services?
- i. Who they think can address these issues?
- i. What they think these issues are related to?



Each group can then list out points they would like to highlight in all these categories.

The Delhi GLP group listed out four broad areas, which they thought covered most of their issues. These were (i) Government (ii) Family and Society (iii) Gender (iv) Others

Issues listed in each category are as follows:

(i) Government (An image with all the discussion points is pasted alongside)

- Schemes should be focused on the common man
- An effective scheme for BPL (people living Below Poverty Line) is needed
- Focus should be on women getting their rights
- Pay more attention to securing jobs for people with disabilities (including providing them support to facilitate their marriage)
- Give rights to transgenders



(ii) Family and Society (image of discussion points alongside)

- Addiction and addiction-related family issues
- Dilution of relationships because of family feuds
- People look at attitudes in different houses and decide not to marry their daughters in such houses
- Issues with the police result in the whole family having to suffer
- People are unable to benefit from schemes meant for the tribal population



(iii) Gender

- People don't want girl children
- Transgenders should have adoption rights
- Boys and girls should be equal
- Transgenders shunned by society

(iv) Other issues raised through the narrations on marginalisation included:



- Corruption in education
- Livelihood opportunities for all
- Dowry
- Casteism and favouritism in education
- Distances to travel to fetch water
- Cleanliness and sanitation facilities

**8. Goal Setting and Identifying solutions** - Once these issues are discussed, ask the group to think of and list four goals related to each of the three themes in order to understand the concept of goal setting.

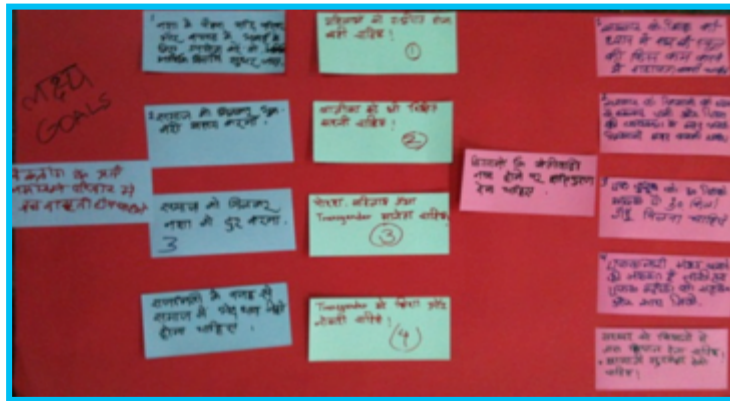
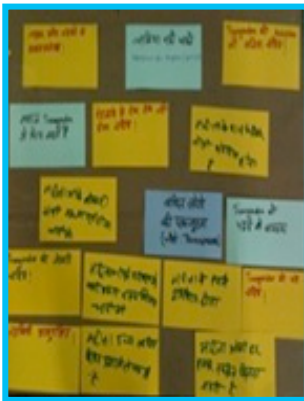


*These are some questions you can ask to help participants understand goal setting.*

- i. How do you think these issues can be addressed?
- ii. If you had to suggest ways of solving/addressing these issues, what would you suggest?
- iii. How can these issues be targeted? Suggest goals which can help the responsible agencies to address these issues



We present here some examples from the Ground level Panel meeting held in India. Each group listed several goals. Only some have been mentioned here.



Goals listed by the group that discussed government

1. Government should reduce school fees so that more people can access educational opportunities
2. Government should help farmers with issues they face with water and crops as well as offer them more social protection

Goals listed by the group that discussed family and society

1. If money spent on addictions could be saved and used for the benefit of people, then there is bound to be positive change
2. Society should collectivise and eradicate hunger

### 3.4 Recap Group

Ask participants to volunteer a team for making a short presentation the next day summarising activities and highlighting issues that were discussed on Day 1.



The First day comes to an end with this.



### 3.5 Tips for facilitators

- Be as simple as possible. "If you cannot convince them, do not confuse them"
- It is always good to have people to speak the local language. This makes things easy for them to understand
- If the group looks exhausted, add some energisers in between.



## 4. Days 2 and 3

### 4.1 Objectives for the two days

- Available literature is discussed
- The nature and course of development over the last few decades is examined
- Recommendations are finalised



### 4.2 Material Required

- Different colour cue cards (at least of 4 different colours)
- Markers or Sketch pens (different colours)
- Chart papers depending upon the number of participants in the group
- Camera
- A recording camera
- Masking Tape

It is important to note that there is a great deal of planning for these two days in terms of simplification and preparation of materials to be used in discussions, several audio visual inputs to reiterate certain crucial discussion points, a good idea of how best to sequence and the flexibility to change this sequence if the discussions so demand. It is useful to conclude each day's discussions in a logical way so that there are no unanswered questions when participants leave for the day.

### 4.3 Analysing the issues

**1. Recap:** A team of three volunteers fixed the previous day, will take participants through the proceedings of the first day, to resolve any queries they might have.

**2. Discussion on available material:** It is important to situate all the issues highlighted on the previous day, and the goals, which were set in the context of available literature. This literature can include various guidelines, schemes as well as programmes by various agencies.

The discussions can be facilitated through smaller groups, with each group taking one aspect of the issue and analysing it. The analysis may include gaps in the existing literature, understanding its context,



*The literature can be presented in the form of illustrations or charts or videos to be inclusive of non-literate participants.*

Below is an example of a similar activity held in New Delhi, India.

The literature in this case comprised the Millennium Development Goals (MDGs) and High Level Panel (HLP) goals. The participants had to review each goal and highlight the gaps. Each of the eight MDGs has targets. The progress as well as the present scenario with regard to each target was conveyed to the participants by drawing a parallel between and highlighting the situation in South Asia as a whole and India. The image below represents the status of the eight MDGs and the indicators in each.



After this initial discussion, participants were divided into four groups and were asked to discuss two MDGs each. The groups were asked to share reasons as to why there was still a gap in achieving the targets.




The participants discussed each target and reasons for the under performance of the State. They also discussed recommendations, which could help the State achieve the MDGs. The groups came up with a few demands that could be added as targets in order to achieve the overall goals.

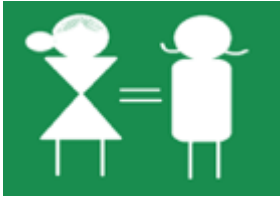
After concluding the discussion on the MDGs, the participants were taken through the 12 HLP goals. The images for the twelve goals of the High-Level Panel were modified to introduce a local context. These were then circulated as illustrations.

The participants were divided into groups and given two HLP goals each. Over the next two days, they discussed each goal and added points that they thought would ensure the achievement of these goals and identified gaps in them.



Some examples of the observations of participants are represented below.

| HLP Goals  | What it contains  | What GLP thought was missing  |
|--|---|---|
| <p>End Poverty</p>  | <ol style="list-style-type: none"> <li>1. End people living in extreme poverty (less than \$1.25 per day) and reduce share of people below national poverty line</li> <li>2. Increase share of women and men, communities, and businesses with secure rights to land, property, and other assets</li> <li>3. Cover people with social protection systems and build resilience and reduce deaths from natural disasters</li> </ol> | <ol style="list-style-type: none"> <li>1. Officials who issue BPL cards to those who are above the poverty line should be dismissed.</li> <li>2. The government should provide the poor with good houses instead of plastic sheets.</li> <li>3. The government should provide the poor with housing and shelter.</li> <li>4. Poverty is an indication of government indifference and apathy.</li> <li>5. The poor should be provided with government jobs.</li> <li>6. Effective steps must be taken to reduce poverty.</li> <li>7. There should be a platform to get the voices of poor women heard.</li> <li>8. There should be transparency in the funds allocated for public welfare</li> </ol> |

| HLP Goals  | What it contains   | What GLP thought was missing  |
|--|--|---|
| Empower Girls & Women & Achieve Gender Equality<br> | <ol style="list-style-type: none"> <li>1. Prevent and eliminate all forms of violence against girls and women</li> <li>2. End child marriage</li> <li>3. Ensure women's right to own and inherit property and transact business</li> <li>4. Eliminate discrimination against women in all walks of life</li> </ol> | <ol style="list-style-type: none"> <li>1. Extend support to single women</li> <li>2. Improve the sex ratio</li> <li>3. Abolition of dowry</li> <li>4. Equal rights for men and women</li> <li>5. Take steps towards the safety and security of women and girls</li> <li>6. Women should be allowed to express their thoughts and opinions.</li> <li>7. A right for transgenders to live with dignity</li> <li>8. Equal opportunity for women to fulfil their dreams and aspirations.</li> </ol> |



**3. Use of relevant audio-visual content during sessions:** After the discussion on the available literature, the participants may be shown films or documentaries highlighting their issues and contributing to the understanding of the larger objective of the programme. A brief discussion can then be facilitated on the issues in the videos.

In the Ground Level Panel held in New Delhi, India, participants were shown participatory videos highlighting issues of the urban poor and transgendered persons. The films presented an overview of the issues of two different communities, the nature of marginalisation faced by them and similarities between them. A brief discussion was facilitated after the screening of the videos.

Some of the common issues highlighted in the two participatory videos on urban poor shot in Chennai and Delhi were as follows:

1. The government has evicted the poor but has not provided any alternate shelter.
2. Corporates have taken over the spaces of the poor and they have been left on the streets with a feeling of helplessness and hopelessness.

While discussing the issues raised in the video, the participants highlighted the insensitivity of the government. They commented on how the government is sensitive towards the needs and demands of the corporates while completely ignoring the needs of the marginalised. It is important for facilitators to note that sometimes, sessions of this nature end up becoming blame games as it is easy to blame Governments for various gaps. Facilitators should encourage participants to discuss barriers set by wider society, including religious institutions for example and also potential ways to overcome or cope with these.

**4. Goal Setting and identifying solutions:** After concluding the discussion on films/ documentaries or participatory videos, all the issues raised by the participants may be listed on cards. The participants will then assess these issues from various thematic perspectives. Based on the broad issues raised, small groups can be formed and each can probe issues from one perspective, leading to the gaps in these contexts.

There can then be a sharing of the learnings with the members of the larger groups.

Participants at the Ground Level Panel were divided, based on their core identities, into three thematic groups - the urban poor, rural poor and gender.

They were given one set of cards each listing the issues they identified from the first day's process along with cards with state, society and corporates written on them. Each group discussed and distributed the issues according to the obstacles that marginalised communities face vis-a-vis the State, Society and Corporates with regard to the basic needs basket of Food, Shelter, Education, Health, and Secure Livelihood.

Based on discussions, each group ranked the top five issues in each of the aspects of the State, Society and Corporates. Besides the issues that were marked already in the cards, the participants listed a few more under each of the three categories.

An example of the themes that came up are as follows:

Group 1 - Urban Poor: Discussions in the group yielded the following ranking:

Society

1. Caste/Religious discrimination
2. Gender discrimination
3. Insensitive treatment of the poor
4. Alcoholism
5. Bad family environment

State

1. Corruption in different government agencies
2. National Surveys are not conducted properly with correct factual information
3. Government's apathy and neglect towards the poor
4. High fees/expenses in educational institutions
5. Limited resources for the poor

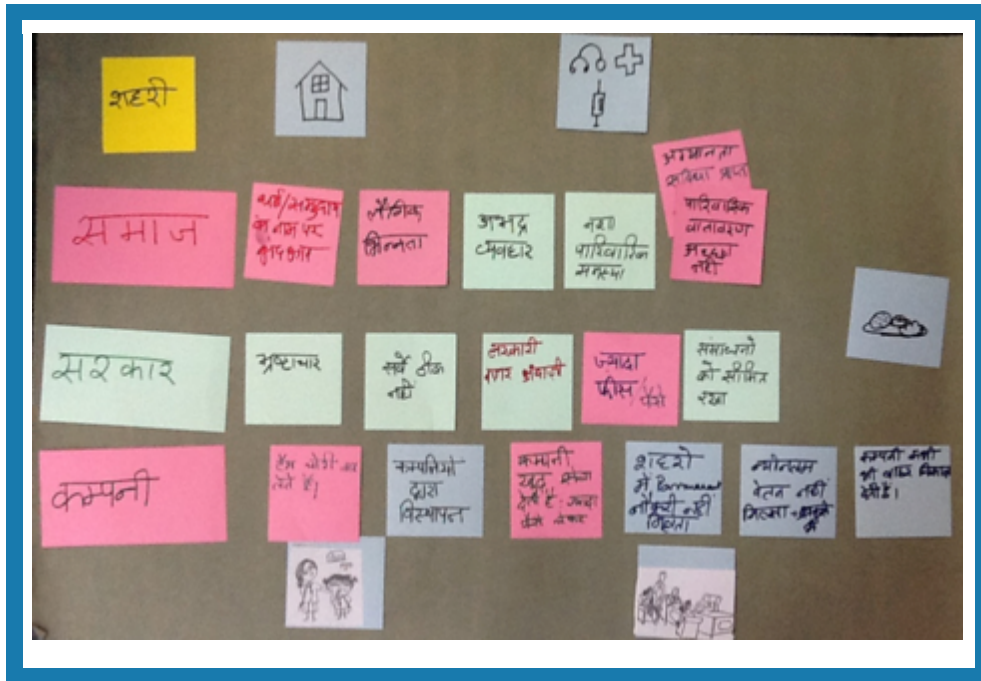
Corporates

1. Tax evasion by private companies
2. Displacement of the poor by the private companies
3. No employment to the poor by the companies

4. Permanent employment is not given to those who get employed in private companies and lack of stability
5. Adequate wages are not provided to the poor who are employed in companies

One participant in the group commented that they often end up paying more bribe to secure a job than what the job offers in terms of salary.

The image below is a summary of the discussion.



#### 4.4 Recap Group

Like Day 1, ask participants to volunteer a team for making a short presentation the next day summarising activities and highlighting issues that were discussed on the previous day.



#### 4.5 Tips for facilitators



- Be as simple as possible. Listen to the group to get hints to enable them to contribute fully
- If the group looks exhausted, add some energisers in between.



## 5. Day 4

### 5.1 Objectives of the day

- To analyse issues from more different points of view and narrow them down into key demands and goals.

### 5.2 Material Required



- Different colour cue cards (at least of 4 different colours)
- Markers or Sketch pens (different colours)
- Chart papers depending upon the number of participants in the group
- Camera
- A recording camera
- Masking Tape
- 50-60 Stones or Pencils etc.

### 5.3 Recap

The group assigned the task of recap will take the participants through proceedings and highlights of the previous day.

### 5.3 In-depth analysis

**1. Continuing Goal Setting:** In continuation of the last activity done by the group on the previous day, the participants will be further subdivided. Based on the “word cloud” activity done on Day 1, they form groups according to their identities and further analyse the obstacles that emerged on Day 3 from perspectives of these identity groups. The different identity groups then prioritise these obstacles according to the agencies from which the obstacles emerge. These are listed out on cards and placed in order of prioritisation.

For example, the four groups at the Ground-Level Panel organised in India were 1) Children, 2) People affected by conflict, 3) People with disability, 4) Dalits and Tribals. Findings of one group are presented below as an example.

#### Group 2: People affected by conflict

##### Society

1. Caste Discrimination
2. Influential Relative
3. Addiction
4. Less humanity
5. Discrimination on the basis of region and community

##### State

1. Corruption
2. Poverty and inflation
3. Unemployment
4. Provision for sanitation
5. Absence of hospitals
6. Landless

##### Corporates

1. High cost of phone rentals
2. Displacement by companies
3. Environment gets polluted
4. Spread of disease to the nearby human settlements





#### 5.4 Recap Group

Like previous days, ask participants to volunteer a team for making a short presentation the next day summarising activities and highlighting issues that were discussed on the previous day.



#### 5.5 Tips for facilitators

Since the processes are long and exhaustive, have some energisers in between.



## 6. Day 5

### 6.1 Objectives of the day

- Finalise demands/ goals and prepare for next day's dissemination event



### 6.2 Material Required

- Markers or Sketch pens (different colours)
- Chart papers/cards depending on the number of participants in the group
- Charts used over the last four days

### 6.2 Recap

The day will begin with a recap of what had been done the previous day.

### 6.3 Group discussion for dissemination

Taking forward from the prioritisation of the goals, the participants will give shape to the goals that have emerged. They can use this through illustrations, slogans, etc.

Split the participants into three groups. Each group will answer one of the following questions at the dissemination:

- Who are we?
- What process did we follow?
- What were the outcomes?

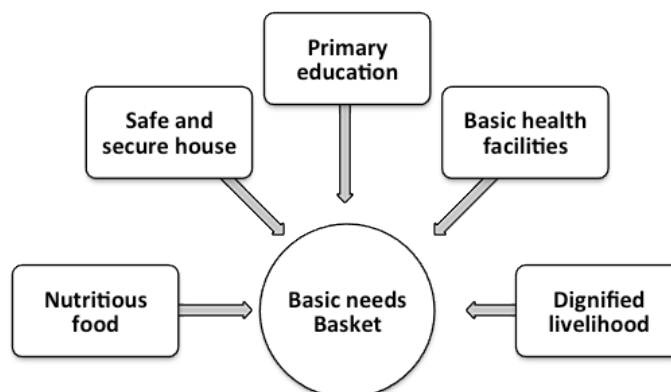


The groups can choose to express their views in any form they want (example through illustrations, writings etc.)




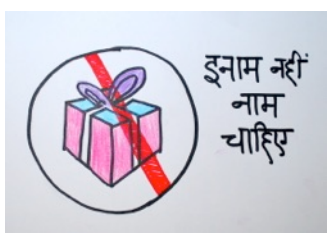

The groups can be asked to share feedback about what they felt about the process. The groups also need to decide the appropriate dissemination method for the next day. They can finalise a format for presentation of the finalised goals, through words and images that best convey the process of the last two days.

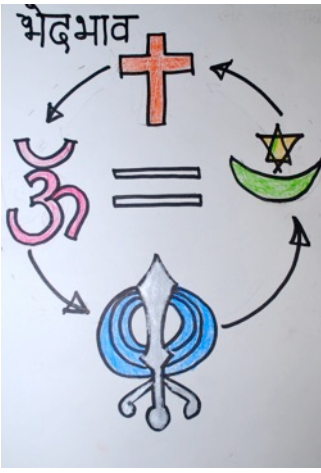




At The Ground Level Panel meeting the groups shared what they felt was appropriate for the dissemination the following day and other participants shared their comments and feedback on the same. The first two groups continued to work on their responses whereas the third group shared the information below and designated different individuals to share elements of this.





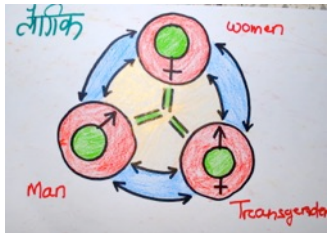
It was first agreed by the group that all human beings should have access to the basic needs basket, which contained five elements as shown in the image below:



With the vision of ensuring these five basic needs to all human beings, irrespective of their gender, age, faith, ability, caste and creed the panel embarked on setting goals for realising these visions. Some of the goals listed by the ground level panel are described below.

| ILLUSTRATIONS   | GROUND-LEVEL PANEL'S GOALS  |
|---|---|
|    | <p><b>GOAL 1</b><br/>Establish a corruption-free society and state:<br/>Corruption is all-pervasive. Even national-level movements on corruption have been sidelined by political parties.</p>  |
|   | <p><b>GOAL 2</b><br/>Promote Equity:<br/>The state shall recognise the need for creating a level-playing field so that everyone has an equal opportunity to realise their dreams. Therefore, there is need for reservation and targeted support, be they are poor, Dalits, tribals, minorities, women, the elderly, transgender, children, slums dwellers and people with disabilities.</p>                                     |
|  | <p><b>GOAL 3</b><br/>Establish robust accountability mechanisms:<br/>There should be more transparency in the way that the state works and more information should be made available to the public free. This needs to build on the right to information and proactive of sharing information. There should also be better grievance redressal mechanisms. An emphasis should also be placed on collectivisation of people.</p> |
|  | <p><b>GOAL 4</b><br/>Provide identities not doles:<br/>Groups that are excluded and marginalised – including the transgender community, people with disabilities, Dalits, religious minorities should all be recognised as equal citizens. Care should be taken to ensure that identities, rather than labels are established.</p>  |
|  | <p><b>GOAL 5</b><br/>Create institutional spaces:<br/>To promote people's participation in local governance and policy-making processes.</p>  |

| ILLUSTRATIONS   | GROUND-LEVEL PANEL'S GOALS  |
|---|---|
|    | <p><b>GOAL 6</b><br/>                     End discrimination and stigma:<br/>                     Based on identities such as caste, language, disability, sexual orientation, gender, age, religion and region.</p>  |
|    | <p><b>GOAL 7</b><br/>                     Abolish such traditions and practices that sustain discrimination in society:<br/>                     As the caste system, dowry system, female foeticide and purdah system.</p>   |
|   | <p><b>GOAL 8</b><br/>                     Create stringent restrictions on the sale and promotion of alcoholic and other addictive substances:<br/>                     Sever the profit motive of the state in the sale of alcohol to prevent abuse of alcohol and associated problems.</p>  |
|  | <p><b>GOAL 9</b><br/>                     Facilitating awareness, sensitisation and collectivisation of citizens:<br/>                     This should be done on issues of excluded and marginalised groups as well as laws and policies. At the same time, create an environment to facilitate the creation of collectives of people to achieve this.</p> |
|  | <p><b>GOAL 10</b><br/>                     Promote a safe and secure home environment:<br/>                     This should be done so that vulnerability at households does not expose family members, especially children, to more risk. It is also important to maintain their emotional health.</p>   |

| ILLUSTRATIONS   | GROUND-LEVEL PANEL'S GOALS  |
|---|---|
|    | <p><b>GOAL 11</b><br/>                     Promoting interests of agricultural labourers, poor farmers, peasants, tribals and slum dwellers and their rights:<br/>                     They should be protected from advancing corporate investments on land and resources.</p>                                     |
|    | <p><b>GOAL 12</b><br/>                     Protect the environment:<br/>                     Create stringent systems which deter companies and other business establishments from polluting the environment.</p>   |
|   | <p><b>GOAL 13</b><br/>                     Enforce mechanisms to prevent tax evasion by corporates:<br/>                     This tax should be rightfully paid to Governments who can in turn use this for the development of the poor.</p>  |
|  | <p><b>GOAL 14</b><br/>                     Creating and implementing rigidly, such systems that protect workers' rights, including their minimum wage and social security:<br/>                     Such systems should cater to all private enterprises and bring parity between government and private wages.</p> |
|  | <p><b>GOAL 15</b><br/>                     Promote gender equality and safety in public spaces:<br/>                     This should apply to men, women and transgenders.</p>  |



## 7. Day 6

### 7.1 Objectives of the day

- Dissemination of demands and recommendations of the GLP before a larger audience

### 7.2 Dissemination

The dissemination of the Ground-Level Panel can take place as planned during the interaction of the last day's process. Keeping the range of issues the GLP discussed, the members of the appropriate non-government organisations, government functionaries, representatives of the communities whose members were part of the panel, media persons, students, academics and others. The dissemination can take the form of an exhibition, a panel discussion, a presentation by the panellists, a film show on the Ground-Level Panel or as deemed appropriate by the panellists and the facilitators.

Below is an example of how the dissemination process took place at the Ground Level Panel, New Delhi.

The Ground-Level Panel shared its recommendations and findings at Voice For Change: A Post-2015 Development Agenda By People Living In Poverty, which was held at Constitution Club, New Delhi, on July 19, 2013.

At the event, GLP representatives spoke about who they were, what process they followed to arrive at the recommendations and the goals. They put up an exhibition documenting the five-day process through day-by-day charts of learnings and photographs of the process.

Planning Commission member Dr Syeda Hameed, pioneer of the Right to Information movement, Aruna Roy and veteran journalist Vinod Mehta spoke about the need for community-led action in ensuring equitable and sustainable development.

Eminent journalist Vinod Mehta said it was necessary to lobby to make voices heard and said NGOs needed to tap into the section of media that was showing sensitivity to issues of the marginalised.

Some photographs from the process are presented below:



## Annexure 1: Energisers

### Who are you?

Ask for a volunteer to leave the room. While the volunteer is away, the rest of the Participants decide on an occupation for him/her, such as a driver, or a fisherman. When the volunteer returns, the rest of the participants mime activities. The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.

### Taxi rides

Ask participants to pretend that they are getting into taxis. The taxis can only hold a certain number of people, such as two, four, or eight. When the taxis stop, the participants have to run to get into the correct sized groups that someone calls out. This is a useful game for randomly dividing participants into groups.

### Touch something blue

Ask participants to stand up. Explain that you will tell everyone to find something blue, and that they have to go and touch it. This could be a blue shirt, pen, shoe or whatever. Continue the game in this way, asking participants to call out their own suggestions for things to touch.

### Simon says

The facilitator tells the group that they should follow instructions when the facilitator starts the instruction by saying "Simon says..." If the facilitator does **not** begin the instructions with the words "Simon says", then the group should not follow the instructions! The facilitator begins by saying something like "Simon says clap your hands" while clapping their hands. The participants follow. The facilitator speeds up the actions, always saying "Simon says" first. After a short while, the "Simon says" is omitted. Those participants who do follow the instructions anyway are 'out' of the game. The game can be continued for as long as it remains fun.

### The animal game

This game helps to divide a large group into smaller groups. Make slips of paper for each member of the large group. Write the name of an animal on each slip, using as many different animals as you need smaller groups. Hand the papers out at random and ask people to make the noise of their animal to find the other members of their smaller group.

## **Annexure 2: Sample of Ground-Level Panels facilitated by Praxis<sup>4</sup>**

### **Global Development Framework**

In July 2013, a group of 14 people facing poverty and exclusion came together to deliberate on the United Nations High-Level Panel Report and make recommendations for the post-2015 development agenda based on their experience of marginalisation and the impact of the Millennium Development Goals on their lives. Similarly, in 2015, as the United Nations prepared to announce the Sustainable Development Goals, another Ground-Level Panel was organised to unpack what the theme of 'Leave No One Behind' meant to them.

### **Policies Influencing Climate Change And Agriculture**

In May 2015, a panel of 13 farmers and agricultural workers from Bihar, Uttar Pradesh and Uttarakhand reviewed the State Action Plans on Climate Change and the Sustainable Development Goals from their perspective. They brought to the table their experience of climate change – through changes in cultivation cycles, extinction of traditional seeds, impact on livelihoods and lifestyles as well as the invasion of new kinds of pests.

### **Policies affecting children's rights**

Children from marginalised backgrounds such as nomadic and denotified tribes, rag picker communities, homeless families, tribals among others came together in July 2016 to make recommendations to the draft National Education Policy 2016 shared by the Ministry of Human Resource Development, Government of India. This was followed by another Ground-Level Panel on the same theme from the perspective of children living in slums in Delhi and aimed at influencing the Delhi government's education policy.

### **Stigmatised communities**

In June 2017, Praxis and the National Alliance Group for Denotified and Nomadic Tribes (DNT NAG) brought together people from communities that had been stigmatised by an archaic law that had branded their predecessors as criminals and by government policies that declared their livelihoods were illegal. These communities, who have faced discrimination through their lives, shared their experiences vis-a-vis the Sustainable Development Goals and came up with suggestions for the National Commission for Denotified, Nomadic and Semi-Nomadic Tribes.

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<sup>4</sup> <http://www.praxisindia.org/VoiceForChange.php>